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I. WELCOME & NON-DISCRIMINATION CLAUSE

We would like to welcome you to IXL Learning Center. Because childcare is such a personal business, we wanted to provide you with additional personal information about our program and ourselves.

Melissa Sell is a graduate of Western Michigan University. There she earned a bachelor's degree in Elementary Education, as well as minors in early childhood and integrated creative arts. Melissa started her career at IXL as She became the director of the Hamburg location in . In 2008 Melissa helped open the Howell center and has been the Director/Co-owner since.

Jamie joined us at IXL after, graduating with honors from Central Michigan University in 2005. At CMU, she earned a Bachelor of Science degree in Elementary education with endorsements in general education, mathematics, and reading. Jamie began her career at IXL as a lead teacher in our preschool classroom. She then became the director of our Hamburg location in 2008. In 2013, Jamie helped open the Northville center. Childhood is an amazing stage of life and she truly enjoys being able to spend her time surrounded with staff members and families that feel the same passion for early learning.

Anyone who knows Jennifer Moss well can see how much she loves working with children. As you get to know her, I'm sure you will find that she is also a very ethical person with high moral standards. Jennifer has always known that she was destined to work with children, just unsure of what capacity until having two wonderful children of her own. She gets a thrill out of watching children grow and succeed, as this is why she has chosen to provide quality childcare as a profession.

IXL Learning Center welcomes families of any race, color, sex, religion, nationality, creed, sexual orientation, marital status, age, or the presence of any sensory, mental or physical disability. The families are not restricted from rights, privileges, programs and activities made available to students at the school. We do not discriminate in any way within the administration of our educational policies, enrollment policies, financial plan or any other school-administered program.

II. PHILOSOPHY

Our most fundamental objective is to provide your child with a safe, clean and loving environment. Our teachers show love and respect, while providing children the opportunity to engage in a wide variety of activities and educational experiences.

Children learn best through play, a concrete oriented approach to education. For a young child, learning something new is often the result of interaction between their thoughts and experiences and the surrounding environment. The value of play cannot be overstated. It is through play that children develop curiosity, imagination and learn to concentrate and make confident decisions. We call this theory "Play with purpose."

At IXL Learning Center we provide stimulating programs which encourage learning through experience. Children are encouraged to explore their creativity, independence, problem solving skills, muscle development and self help skills. Lessons are planned based on weekly thematic units, meeting the state preschool curriculum standards. Basic Spanish and Sign language are integrated into these lesson plans. Assessments are given periodically to track a child's growth, and portfolios are kept as well. Each class attends specials once a week including music, library and physical education.

We feel that young children function best in a consistent program with set schedules, small group sizes and familiar caregivers and teachers. Warm positive relationships with adults help children develop a sense of trust and feelings of worth. Because a child's experience at IXL Learning Center is a supplement to their home experience, we feel very strongly that staff and families must work together in order to provide for optimal development of the children. When we are all working toward a common goal, the children's sense of security, self-confidence and individual worth will flourish.

We strive to provide the highest quality program possible for young children and their families. The giving of careful attention to details by every member of the staff means that your child's well being is exceptionally looked after. We welcome you to our program and hope that as a member of the IXL Learning Center family, you will enjoy your experience with us and remember it fondly for many, many years.

III. HOURS OF OPERATION

IXL Learning Center will be open from 7:00 a.m. to 6:00 p.m. Monday through Friday, throughout the year. No children are to be on the grounds unsupervised beyond these hours. A late fee will be charged for children who remain beyond these hours.

IV. HOLIDAYS

HOLIDAY CLOSURES:

IXL Learning Center will be closed on the dates listed below. If the holiday falls on a weekend, then we will be closed the same days as the federal and state offices. There is no discount or switching of days for the days we are closed. Several of them are considered paid holidays as part of our employee benefits package.

New Years Eve	Independence Day	Christmas Eve	Memorial Day
New Years Day	The Friday before Labor Day	Labor Day	Christmas Day
Thanksgiving Day	The day after Thanksgiving		

IXL Learning Center closes the Friday before Labor Day for Staff Training. IXL will be open the week between Christmas and New Years if there are a minimum of 4 children in each classroom in attendance.

There is no discount or switching of days for the days we are closed. Several of these days are considered paid holidays for our staff. Switching of days is unfair to full time families who have no days to switch to. You are welcome to add a day to your schedule, if space allows, for an additional fee.

In the event of severe weather conditions, we will use the local public school district as an indicator, which is reported on the local news channels and stations. This includes, but is not limited to late openings and early dismissals. We will also leave a message on our voice mail provided the phone lines are in working order.

V. ADMISSION & ENROLLMENT

A. Definitions of Full Time and Part Time Enrollment:

Full Time: full days Monday through Friday. (Maximum of 11 hours per day)

Part Time: full days only, one, two or three consistent days per week, subject to availability. Half days are also available for ages 2 ½ and up. Hours for a half day are 9am to 12pm.

B. Ages of admission are six weeks through school-age children.

C. Full time and part time registrations are accepted subject to availability of space and accommodations.

D. Pre-placement observations are scheduled during business hours.

E. The following forms and fees are required prior to placement.

1. Parent Policies and Procedures Contact
2. Child Placement Contract
3. Enrollment Contract
4. Health Appraisal by a Physician
5. Complete Record of Immunization
6. First Week's Tuition
7. Deposit - One Weeks Tuition (Deposit applied to final week tuition when a thirty-day written notice of withdrawal is given.)
8. \$100.00 Non-Refundable Registration Fee

VI. BASIC RATES, BENEFITS, PAYMENTS, OTHER FEES, & WRITTEN NOTICE.

A. STATE RATIOS:

Class	Age Range	Teacher to Child Ratio
Infant I	3 to 14 months	1:4
Toddler	14 months to 2 ½ years	1:4
Young Preschool	2 ½ to 3 ½ years	1:8
Preschool	3 ½ to 5 years	1:10
School-Age	5 to 12 years	1:18

B. BENEFITS – what makes our program special:

1. EDUCATION: Lessons are planned based on weekly thematic units, meeting the state preschool curriculum standards. Basic Spanish and Sign language are integrated into these lesson plans. Assessments are given periodically to track a child's growth, and portfolios are kept as well. Each class attends specials once a week including music, library and physical education.

2. COMPUTERS/TECHNOLOGY: The pre-K and School-age rooms have the opportunity to explore various computer programs and gain computer experience. Lessons plans include a technology component as well.
3. ALLERGY AWARE: Our program is "Allergy Aware" and works with children's individual allergy and health needs.
4. HEALTHY MEALS: IXL Learning Center offers a hot lunch, and 2 snacks each day. The children eat lunch in a "family style" manor. We give children the opportunity to learn proper eating habits and acceptable table manners including naming, passing, and asking to be excused.
5. GOOD HYGIENE PRACTICE: children develop good hygiene practices including frequent hand washing when they arrive at the Center, before eating & after restroom use.
6. PARENTS NIGHT OUT: IXL Learning Center will offer a scheduled Parents Night Out for those families enrolled in our program (for an additional fee). We also provide a Parents Day Out around the holidays. This will allow parents a night out and a sense of security knowing that their children are being taken care of by someone they know and trust.
7. PARENT INVOLVEMENT: Parent involvement is an important part of our program. Teachers work closely with parents to help ensure that the needs of each individual child are met. Parents are also encouraged to involve themselves in our program. The children enjoy a parent who comes to read or share a special talent with them.

C. PAYMENTS

1. BASIC RATES: Tuition will be paid on a weekly basis due every Friday by 9:00 a.m. for the following week's enrollment.
2. PAYMENT METHOD: We will accept payment by check, cash and tuition express automatic withdrawal. We will provide statements as a receipt for your files as requested.
3. LATE CHARGES: Fees are based on a maximum of 11 hours a day. Late charges will be assessed for:
 - a. Pick-ups after 6:00 PM: there will be a charge of \$10.00 for up to 10 minutes, and \$2.00 per minute thereafter.
 - b. Delinquent tuition payments:
 \$10 for payments not received by 9:00 AM each Friday,
 \$25 for payments not received by Tuesday at 9am the following week,
 7 days - \$40 and service will be suspended.
This policy is strictly enforced.
 - c. Repeated late payments and late pick up may result in termination.

D. OTHER FEES

1. REGISTRATION: An initial non-refundable registration fee of \$100.00 is due upon enrollment.
2. DEPOSIT: One week tuition is held as a deposit to be paid upon enrollment. This is held as a deposit and applied to the final week's tuition when a thirty-day written advance notice of withdrawal is given.
3. RETURNED CHECKS: A charge of \$25.00 will be assessed for all returned checks plus an additional late fee of \$10 per day until payment is paid in full.
4. COURT FEES: Should it become necessary to go to court over non-payment of fees owed, court and attorney fees will be added to your bill.

E. WITHDRAWAL

1. Clients, who wish to discontinue childcare service with IXL Learning Center, must give a two week written advanced notice of withdrawal.
2. Your child's withdrawal date will be considered effective from the date written notice is given and you will be billed accordingly regardless of actual attendance.

3. If written notice is not given, one month's tuition will be charged from the child's last day of attendance.
4. Your child will be considered withdrawn without notice if you do not inform IXL Learning Center of any absences in excess of 1 week excluding holidays.
5. We will review a medical emergency and an extended leave of absence with the parent. The director will determine the best situation for all parties.
6. IXL Learning Center may terminate the agreement without notice if the child's continued participation in the program creates a direct threat to the safety of him/her self, other children, property or IXL Learning Center staff.

VII. INFANT PROGRAM:

- A. AGES: 6 weeks 1 year
- B. ENVIRONMENT: Infants in our care enjoy a safe, clean and sanitary environment indoors and out.
- C. INDIVIDUALIZATION: We offer an individualized schedule for your child based upon his or her needs. We provide each parent with a daily report, which includes all aspects of your infant's care over the day.
- D. PROVISIONS: Parents are asked to provide diapers, wipes and formula. Any bottles brought from home are to be labeled with your child's full name and the date in which they are to be used. The equipment we provide for the infant's enjoyment is safe and will contribute to their happiness and awareness as well as their sensory perception and motor development. .
- E. NUTRITION:
 1. BOTTLE FEEDING: All formula, milk and breast milk are to be prepared at home by the parents. No bottles are to be prepared in the center. Bottles will not be reheated or used after one (1) hour. All bottles and opened baby food are to be discarded at the end of each day.
 2. SEMI-SOLID FOOD: Food will be provided by the parent and offered to the children between four and ten months of age as a means of introducing solid foods.
 3. BREASTFEEDING: Mothers who wish to breast-feed their infants are encouraged to do so. We ask that you make comfortable arrangements with the caregiver and/or Program Director.

VIII. TODDLER, YOUNG PRESCHOOL, PRESCHOOL & PRE-K PROGRAMS

A. TYPICAL TODDLER DAILY SCHEDULE:

TIME	ACTIVITY	Description/Skill Focus
7:00 to 8:00	Breakfast/Sensory	Children can eat their breakfast or they can do a quiet activity.
8:00 to 8:20	Music & Movement	Children gain practice in large motor skills through movement activities to a variety of music.
8:20 to 8:30	Story Time	Story is read. Children gain practice in listening skills and increasing attention span.
8:30 to 9:15	Free Choice/Art/Diapers	Toddlers explore the various activities offered in their classroom including art. Diapers are checked and changed if need.
9:15 to 9:30	Snack	Toddlers sit at a child-sized table and gain practice in eye-hand coordination and self-help skills through drinking from cups and feeding self.
9:30 to 9:50	Outdoor Activities	Toddlers gain practice in large motor activities through running and climbing outside.
9:50 to 10:00	Circle	Toddlers sing songs, learn finger plays and participate in flannel board activities.
10:00 to 10:30	Free Choice/Diapers	Toddlers explore the various activities offered in their classroom including art. Diapers are checked and changed if needed.
10:30 to 10:45	Music & Movement	Children gain practice in large motor skill through movement activities to a variety of music.
10:45 to 11:00	Story Time/Diapers	Story is read. Children gain practice in listening skills and increasing attention span.

11:00 to 11:30	Outdoor Activities	Toddlers gain practice in large motor activities through running and climbing outside.
11:30 to 12:00	Lunch	Toddlers sit at a child-sized table and gain practice in eye-hand coordination and self-help skills through drinking from cups and feeding self.
12:00 to 2:00	Nap	Each toddler has his/her own mat covered with his/her own blankets from home.
2:00 to 2:30	Wake up & Diaper Changes	As Toddlers awaken, children are given quiet activities to do, or listen to stories. Each child's diaper is changed as he/she awakens.
2:30 to 3:15	Outdoor Activities	Toddlers gain practice in large motor activities through running and climbing outside.
3:15 to 4:15	Snack/Story/Open Choice	Toddlers choose stories from the bookshelf that they wish the teacher to read. They may freely choose activities to explore.
4:15 to 4:30	Music & Movement	Toddlers gain practice in large motor skill through movement activities to a variety of music.
4:30 to 5:15	Outdoor Activities	Toddlers gain practice in large motor activities through running and climbing outside.
5:15 to 6:00	Quiet Activities	Toddlers are read stories and given quiet activities.

B. TYPICAL PRESCHOOL DAILY SCHEDULE:

7:00 to 8:00	Breakfast/Sensory/ Open Centers	Children can eat their breakfast or they can do a quiet activity.
8:00 to 8:30	Outdoor Activities	Children focus on large muscle and social skills. The concept of "taking turns" is practiced.
8:30 to 8:40	Story Time	Children choose stories from the bookshelf that they wish the teacher to read.
8:40 to 9:00	Music & Movement	Children gain practice in large motor skills through movement activities to a variety of music.
9:00 to 9:15	Small Group Activity	Children participate in a teacher directed writing, language, math or science project geared towards problem solving or deductive reasoning.
9:15 to 10:00	Snack/ Art/Teacher-led Centers	Children rotate through child initiated and teacher-led activities from the various centers offered. Teachers are available for assistance.
10:00 to 10:45	Outdoor Activities	Children focus on large muscle and social skills. The concept of "taking turns" is practiced.
10:45 to 11:10	Circle Time	Children sing songs; participate in a learning activity, group games, and practice counting & language skills.
11:10 to 11:40	Outdoor Activities	Children play teacher directed group games outside.
11:40 to 11:50	Set Up Beds/Wash Hands	Teachers prepare cots blankets. Children are required to wash their hands before and after each meal.
11:50 to 12:15	Lunch	Lunch is served in "family style." Children practice good table manners, and naming, passing and serving food. Children also learn what is considered appropriate and inappropriate table discussions.
12:15 to 12:30	Quiet Reading	Children wash their face and hands after lunch. Afterwards, they may choose a book or two to look at quietly on their cots.

12:30 to 12:40	Chapter Story	A chapter from a book is read every day. Children may listen as they fall asleep. Types of stories may include <i>Winnie the Pooh</i> , <i>Raggedy Ann</i> , or <i>The Secret Garden</i> .
12:40 to 2:30	Nap	Children not needing rest are offered quiet activities to do during this time.
2:30 to 3:00	Outdoor Activities	Children are awakened. After they put their bedding away, they may choose to go outside or find a quiet activity from the various activity centers.
3:00 to 4:30	Snack/Open Centers	Children focus on large muscle and social skills. Group games may be offered during this time.
4:30 to 5:30	Outdoor Activities	Children play group games outside and practice their large motor skills.
5:30 to 6:00	Quiet Activities /Departure	Math, Computer activities, and Open Centers are open at this time.

This schedule is subject to change depending upon the children's needs, interests and specific classroom.

C. DIAPERS:

1. Changes are scheduled for every 1.5 to 2 hours with the exception of naptime, in which case each child will be diapered as soon as he or she awakens. In addition, a child will be changed when needed.
2. We will use disposable diapers only, which are provided by the parent. We ask that parents provide wipes as well.
3. Diaper changing procedures will be followed as posted in the changing area.

D. TOILET TRAINING: We will work with parents/guardians to initiate potty training when the individual child shows interest. In order to be successful in this training, it is important that both parent/guardian and staff are consistent in their techniques. Cleanliness and hand washing will also be emphasized in the training process.

E. CHILD CARE DAILY APP: You hate being away from them, and we can help. Child Care Daily App delivers peace of mind, safety and security. As a parent, you can monitor and receive updates on your child's activities via web, email, or text message, as they happen in real-time. Naps, meals, play and learning activities can be logged by your child's provider for you to see. You'll get a richer understanding of their day, so you can feel like you were right there, with your child.

Child Care Daily App also lets parents communicate with your child's teacher via web, mobile device or smartphone app. Stay connected and in the know, all day long.

IX. BEHAVIOR MANAGEMENT & DISCIPLINE POLICY

When a child is having a difficult time following directions or treating others or equipment with disrespect, developmentally appropriate guidance techniques are used. These techniques are as follows:

1. Positive Reinforcement: The child will be encouraged when he/she is demonstrating acceptable behavior.
2. Redirection: The child is redirected to another activity and given an opportunity to try again at another time.
3. "When... Then" Statements: A statement in which the child is encouraged to accomplish something before going on to something else. Sample: "When you finish picking up the blocks, then you can go outside."
4. "If... Then" Statements: A statement in which the child is encouraged to make a positive choice. Sample: "If you pick up the blocks, then you can go to the computer area."
5. Take a Break: The child is separated from the group for a *child-regulated* period of time. This technique is used only when a child is exhibiting *temper tantrum* type behavior or *hurting self, others, or equipment*. When the child shows that he/she is ready to demonstrate acceptable behavior, the

child is encouraged to join the rest of the group and try again. If the child is frequently uncontrollable, termination of enrollment may occur.

6. **Biting:** Although recognized as a developmental stage, biting is very serious and is unacceptable. If your child bites, IXL Learning Center will develop a plan with you to try to correct the behavior. Our general action in dealing with biting problems is:
 1. Isolate the child from the rest of the group and/or shadow the child throughout the day.
 2. We show them what they did to their friend (bite mark) and explain that biting hurts.
 3. We notify both parents about the occurrence.
 4. If the biting persists and there are no signs of reduced incidents, the child will be sent home after each bite.
 5. Finally, IXL Learning Center will temporarily terminate your enrollment until the biting has stopped.

X. MEALS & SNACKS

- A. **NUTRITION:** Since food and nutrition are important components of a child's development, IXL Learning Center emphasizes healthy foods, approved by the USDA.
- B. **MEALTIMES:** Breakfast is offered between 7:00 a.m. and 8:00 a.m. only. A hot lunch is served to children between 11:30 a.m. and 12:00 p.m. We also serve a mid-morning and mid-afternoon snack at appropriate times.
- C. **SPECIAL DIETS:** If a child has a particular dietary need, substantiated by a medical evaluation, the director of IXL Learning Center must be informed and given a doctor's note. Substitute meals or snacks may be brought from home.
- D. **MENUS:** Monthly menus are posted in the lobby, children's classrooms, and a copy is available to take home as well.
- E. **BIRTHDAYS:** Parents are welcome to prepare special birthday treats for your child's class. Birthday cakes and cupcakes are acceptable, however healthy treats are also appreciated. Please remember that all treats **MUST** be nut free. If inviting children to a party, please send individual invitations in the mail only. This will avoid hurt feelings among the children.
- F. **FOOD ALLERGIES:** If your child has a specific food allergy and cannot eat the food that IXL provides, you must bring a lunch for your child to eat that day.
- G. **SAMPLE MENU:**

Mid-Morning Snack	Lunch	Mid-Afternoon Snack
Graham crackers	Meatloaf	String Cheese
Applesauce	Mashed Potatoes	Crackers
Milk	Bananas	Juice
	Milk	

XI. HEALTH & SAFETY PRACTICES

- A. **BEDDING & SOILED CLOTHING:** The parent is responsible for washing these items on a weekly or as needed basis. Bedding is sent home each Friday or on your last day of attendance each week.
- B. **FIRE/TORNADO DRILLS:** Practice drills will be conducted and recorded for State licensing purposes. Evacuation routes and procedures are posted on the walls of each classroom next to exits.
- C. **CPR/FIRST AID TRAINING:** We require all of our staff members to maintain a current CPR & First Aid Certificate.
- D. **RELEASE OF CHILDREN:** Children will absolutely **NOT** be released to anyone except those authorized to pick up the child on the enrollment form. Identification is required for those authorized who are unfamiliar to

staff. In the event you wish another adult to pick up your child, we require that you give written permission in advance or a phone call.

- E. **PROHIBITED PUNISHMENT:** Corporal punishment or any acts of inflicting physical pain or bodily harm to any child is strictly prohibited by any person at any time on the premises. Corporal punishment includes, but is not limited to: shaking, jerking, spanking, slapping, hitting, striking, biting, or kicking the child. Violations will be reported to state authorities.
- F. **LIMITED PHYSICAL RESTRAINT:** In an emergency situation, a staff person competent to use restraint methods may use limited physical restraint when; (1) protecting a person on the premises from physical injury, (2) obtaining possession of a weapon or other dangerous object or (3) protecting property from serious damage. Any use of physical restraint shall be documented.
- G. **REPORTING CHILD ABUSE:** Michigan State Law and licensing requirements states that child care facilities are required to report immediately to the police or Child Protective Services (CPS) any reason to **suspect** child abuse, neglect, or exploitation. We are not obligated to inform parents/guardians of this report. If your child sustains to bruising easily, please notify the director.
- H. **GENERAL SAFETY:** The safety of each child is of foremost importance to the staff of IXL Learning Center. Therefore, our safety policy is strictly enforced: (1) Parents/Guardians are required to provide car seats for their child if they are less than 4 years of age according to Michigan State Law. Between the ages of 4 and 8 years, children must be in a booster seat unless they are over 4'9". (2) Parents/Guardians are to provide close supervision of their children while entering and exiting the premises. It is illegal to leave children unattended in vehicles and is not permitted.

XII. HEALTH CARE SERVICE PLAN (R400.5207)

A. DIAPER PROCEDURES:

1. All diapers will be of a disposable, commercial type unless a child's health condition necessitates otherwise and the parent or a licensed physician makes alternate arrangements.
2. Diapering will be done at a designated changing station. The diapering area and all supplies and equipment shall be maintained in a safe and sanitary manner.
3. Gloves are available for each changing and teachers are to wash their hands after each diaper change with soap and warm running water in the designated sink. Hands are to be dried with a disposable paper towel and faucet is to be turned off using the paper towel.
4. All dirty diapers are disposed of daily. Each diaper is disposed of in a closed and sanitized container and kept out of reach of children. All dirty diapers are disposed of daily.
5. The area will be sanitized after each usage with a bleach-water solution. Use one tablespoon of chlorine bleach to one gallon of warm water.

B. PROPER STORAGE AND DISPOSAL OF FORMULA, MILK, AND FOODS:

1. All formula is to be prepared at home by the parent; no bottles are to be prepared at the center. Bottles may not be reheated or used after one (1) hour.
2. Parents are responsible for labeling bottles and baby food containers with the child's name, contents and date.
3. All food that requires refrigeration will be stored in the classroom refrigerator at a temperature of 38-40 degrees F. All refrigerators will have thermometers accurate within +/- 2 degrees F.
4. Parents are to provide their own child's daily intake of baby food and formula. All bottles and opened baby food are to be discarded at the end of each day.

C. MAINTENANCE OF SLEEPING EQUIPMENT:

1. Parents are responsible for supplying all personal bedding to be used by their child. All bedding must be clearly labeled with his/her name.
2. Cots are stacked on top of one another when not in use in each classroom. The children's personal bedding will be kept separate from other bedding in-between each cot.
3. All bedding is sent home for laundering at the end of the week.
4. All cots are disinfected with a bleach-water solution weekly.

D. PROCEDURES FOR HAND WASHING:

1. Thorough and frequent hand washing has been proven to be the single most effective method of reducing the spread of infectious disease in child care centers. Following consistent hand washing procedures will protect teachers, as well as children, and lower the frequency of illness for all.
2. Children's and caregiver's hands will be washed with soap and warm running water upon arrival at the center, before preparing, serving, or eating food, after using the bathroom, after wiping noses, whenever soiled, before and after treating or bandaging a cut, after cleaning toys, wiping down surfaces, after any housekeeping, and after being in contact with any body fluids from another person. Hands should be washed regardless of whether latex gloves were worn during the contact with body fluids.
3. The recommended length of time for hand washing is 15 seconds. Singing "Row Row Row Your Boat" while washing is a good guideline.
4. These hand washing Guidelines and Procedures are posted above every hand washing sink throughout the center.

E. PROCEDURES FOR CLEANING/SANITIZING TOYS AND OTHER SURFACES:

1. General Procedures: Wash surface or item with warm water and soap. Rinse surface or item with warm clean water. Spray, submerge or wipe surface or item with a bleach water solution. Let surface or item air dry.
2. Infant and Toddler Toys:
 - a. For items used by children younger than 2.5 years old, each item will be washed and sanitized daily or when the item has been visibly soiled/contaminated. The steps noted under "general procedures" will be followed when washing and sanitizing these items.
 - b. For items used by children older than 2.5 years old, each item will be washed and sanitized once a week or when the item has been visibly soiled/contaminated using the same "general procedures" as noted above.

F. PLAN FOR OBSERVATION OF GENERAL HEALTH OF CHILDREN:

1. SCREENING: Children will be visually screened as they arrive at the facility. If a child exhibits signs of illness, it will be determined if the symptoms indicate the need for exclusion until remedied. In the event a child becomes ill and needs to be picked up, the child will be separated from the rest of the children until a parent arrives. The parent must pick up their child within one hour. Any child that is picked up later than one hour, the late pick up fee will be in effect.
2. NON-ADMITTANCE: Your child will not be allowed to attend IXL Learning Center if he/she exhibits symptoms for exclusion. If your child is unable to participate in the normal activities of the daily schedule, then your child must stay home.
3. SYMPTOMS FOR EXCLUSION:
 - a. Fever of 101 degrees F or higher
 - b. Diarrhea (three or more watery stools within 24 hours)
 - c. Vomiting on two or more occasions during the past 24 hours
 - d. Nasal discharge accompanied with any other symptom, discharge that is thick with a yellowish or greenish color is usually an indication of an infection
 - e. An unknown rash of any kind
 - f. Eye discharge or Pinkeye
 - g. Lice or Nits
 - h. Too tired or ill to participate in normal activities
4. WHEN A CHILD MAY RETURN:
 - a. Fever reduced to below 100 degrees F for 24 hours without Tylenol/Aspirin.
 - b. It has been 24 hours since the last episode of diarrhea or vomiting.

- c. The nasal discharge is no longer thick, yellow or green. If the child has been on antibiotics for 24 hours, this does not apply.
 - d. Rash has subsided or the physician has determined that the rash is not contagious.
 - e. Eyes are no longer discharging.
 - f. The child has been on antibiotics for at least a 24 hour period
5. ILLNESS REPORTS: Serious illnesses will be reported to the Department of Human Services
 6. STAFF ILLNESS: Staff members who display signs of infectious illness will not be required to be in attendance. In that event, they will be replaced by a qualified substitute until their return.
 7. COMMUNICABLE DISEASES: We are required to report communicable diseases to the local Health Department.

G. PLAN FOR HANDLING MINOR ACCIDENTS, INJURIES, OR INCIDENTS:

1. Attend to the child involved in the accident/injury/or incident. Insure the child's safety, evaluate the scene, apply basic first aid as needed, comfort the child until soothed, and provide other care and supervision as needed for the situation.
2. Attending staff person prepares/writes accident/injury/incident report, stating the child's name, date, time of accident/injury/incident, type of accident/injury/incident incurred, exact location, the first aid applied, and explanation of circumstances. Attending staff signs the report; the director reviews and signs the report. One copy of the report is sent home to the parents and one copy of the report is placed in the child's file. Based on severity, parent will be notified of the minor accident/injury/incident via telephone call by the child's caregiver or member of the admin team.
3. For any type of head injury that may occur, the parents are notified via telephone call immediately, regardless of the severity of the injury. This phone call may be placed by the child's caregiver or a member of our admin team.

H. PLAN FOR HANDLING EMERGENCIES OR SERIOUS ACCIDENTS/INJURIES/INCIDENTS:

1. Should a medical emergency occur, a supporting staff member will call 911 for an EMS team to come to the center while the primary caregiver will attend to the injured child and initiate basic first aid if possible. Once EMS has been called, the supporting staff will contact the injured child's parents and make arrangements for meeting at the pre-chosen place of emergency care.
2. The child will not be left alone at any time. The staff member accompanying the child will bring the child's medical records to the emergency care sight and remain with the child until the child's parents assume responsibility for the child.
3. In the event a staff member must leave the center to accompany the injured child, a substitute will be called in to replace that person.
4. A verbal report will be made to the Licensing Department within 24 hours for required emergencies and/or serious accidents/injuries/incidents.
5. An incident/accident report will be filled out and sent to the Licensing Department of within 72 hours of the incident/accident/injury.

B. GENERAL POLICIES OF UPDATING PHYSICALS AND IMMUNIZATIONS:

1. A health history and record of immunizations are required from a licensed physician certifying that your child's health is satisfactory for attending IXL Learning Center.
2. All physicals are due at the time of enrollment. Physical Evaluations must be made for children annually.
3. Children four years and older are required to receive physical evaluations every two years. Medical records are a requirement by Michigan Law.

J. PLAN FOR GIVING AND STORING MEDICATION:

1. CONSENT: IXL Learning Center WILL NOT provide or administer any Tylenol/Aspirin that is a fever reducer or pain reliever or any other over the counter medication. If a physician prescribes medication, it will be administered to the child upon the written permission from the parents on the medication permission form. The medication must be in the original container, have the pharmacy

label indicating the physician's name and strength of the medication and will be given in accordance with those instructions. The center will maintain records of the times and dosage of any medication applied or administered.

2. PRESCRIPTION MEDICATION: All prescription medication must be in its original container and properly labeled with child's full name, date prescription was filled or medication expiration date, and legible instructions for administration, such as manufacturer's instruction or prescription label.
3. STORAGE: All prescription medication will be stored in each classroom's designated refrigerator or medication storage.
4. NON-PRESCRIPTION MEDICATION: The following classifications can be given with written parental consent only as to the dose, duration, and method of administration specified on the manufacturer's label for the age or weight of the child needing medication. The following is a list of acceptable non-prescription medication:
 - a. Anti-itching ointments or lotions intended specifically to relieve itching
 - b. Diaper ointments and powders intended specifically for diapering a child.
 - c. Sunscreen.
2. UNUSED MEDICATION: will be returned to the parent or properly disposed.

XIII. HEALTH RESOURCES

The primary health resource for each child will be his/her family physician. Other resources available to the program are the local Health Department, local Red Cross, and Poison Control.

XIV. STAFF TRAINING

Rule 400.5102 (3) states that the licensee shall provide for the development and implementation of a written, ongoing staff training plan.

All new staff members at the center will receive training in health care procedures from the program director. New topics will be discussed at staff meetings, and all staff will have an opportunity to attend conferences and workshops pertaining to child care issues. Periodic review of this material will be conducted with current staff. The trainings will include but are not limited to the following topics:

1. Health Care Practices and Policies pertaining to health care screening
2. First Aid and CPR
3. Illness at school
4. Communicable disease
5. Hand washing and diapering procedures
6. Administration of medication
7. Fire and Tornado Safety
8. Child Protection Laws
9. Communicating with parents and children
10. General Licensing Rules

XV. FIELD TRIPS

IXL will attempt to have field trips come to the center rather than offsite trips for the regular school year. This gives the parents an extra issuance on safety. Once they drop off their child, the children will not leave the center until the parents return. We will invite guest speakers such as doctors, firemen, Police Officers, magicians and clowns.

Summer field trips will include children of ages four and older. These field trips will be off-site, with transportations provided by a local authority such as the public schools, or public transportation. Permission will be acquired from each parent before any child goes on a fieldtrip. Parents are not permitted to take children to and from the field trip site themselves. Children are NOT required to go on the field trips.

XVI. ADJUSTMENT PERIOD

- A. **WHAT IS NORMAL:** It is normal for your child to have some fears and misgivings about being away from you. Children, like adults, need time to get used to new situations. Try to prepare your child for the changes as far in advance as possible. Discuss any concerns. Talk about some of the new people your child will meet and the new things your child will do. If you are enthusiastic, soon your child will be too.
- B. **FIRST EXPERIENCE:** If this is the first time your child has been separated from you, it is natural for he/she to be hesitant. A cheerful goodbye kiss, a smile, and a reassuring word that you will be back after work is all you need to do. Our caring staff will take it from there. Please do not sneak out when your child is not looking. Usually the child will settle down shortly after you leave.
- C. **COMMON BEHAVIORS:** Depending on their age, some children will "act out" their feelings by:
 - 1. Clinging to you and refusing to let go
 - 2. Having tantrums
 - 3. Forgetting their toilet training
 - 4. Not eating
 - 5. Waking up at night or having bad dreams
 - 6. Thumb sucking
 - 7. Bed-wetting
 - 8. Expressing desire to stay home
- D. **WHAT TO DO:** Usually these problems are temporary. If your child is treated lovingly but firmly, this behavior should go away. The best approach is to say good-bye and reassure your child that you love him or her and will be back after work and then exit. A consistent "drop-off routine" works best, so your child knows what to expect each morning. Your child may cry and act upset, it is best if you let his or her teacher handle the situation. If you continue to let your child pull you back into the classroom, it will make it much harder for you to eventually exit. Please feel free to call the IXL Learning Center when you arrive at work. Chances are that your child will be busy playing and you can relax and concentrate on work.

XVII. ARRIVAL & DEPARTURE, CHILDREN'S SUPPLIES & VISITATIONS

- A. **ARRIVAL & DEPARTURE:**
 - 1. Children are expected to arrive no earlier than 7:00 a.m. and no later than 9:00 a.m. unless otherwise arranged.
 - 2. Children are to be neatly groomed and dressed in clean clothes (and diapers) upon arrival.
 - 3. The State of Michigan requires your complete signature when you drop off and pick up your child. For IXL, our sign in/out process must be completed at the computer in the vestibule.
 - 4. The Sign In/Out process must be completed at the computer in the vestibule.
 - 5. Children will not be permitted to sign themselves in and out. We ask that the computer and fingerprint scanner is for adult use only.
- B. **CHILDREN'S SUPPLIES:** Parents are requested to label* and supply those items necessary for the proper care of your child:
 - 1. Two or three sets of clothing (remember seasonal changes).
 - 2. Crib size blanket **(small pillow and/or stuffed animal is optional).
 - 3. Diapers and Wipes (for potty trainers too).
 - 4. For infants, please provide labeled bottles, cereal and solid food.
 - 5. Sippy cups for children 2 ½ and younger.
 - 6. Necessary medications (refer to Medications section).
 - 7. Substitute food (for children with dietary restrictions only).
 - 8. Please do not bring personal toys from home to IXL Learning Center. We cannot be responsible if it is lost or stolen.

*All of your child's personal items should be labeled with a permanent marker.

**No sleeping bags, please. We have limited space for storage and they do not hold up well with frequent washings.

C. VISITATIONS:

1. We have an "open door" policy. Parents have free access at all times to all areas used by children.
2. In cases where Family Court or other legal entities have established visitation or custody rights, a copy of the court orders must be provided to IXL Learning Center. (In cases where family court is not involved, neither parent may limit the other parent from picking up the child). The court orders will be strictly followed unless the custodial parent requests more liberal variation of the court order in writing.
3. Visitors are allowed in child areas only at the discretion of the Director. A staff member will accompany visitors at all times.

XVIII. ABSENCE & VACATION

A. ABSENCE:

To maintain a quality program and licensing regulations, we are required to engage staff based on the number of children enrolled. The center is not responsible to reduce or refund tuition for daily absences due to weather, holidays, illnesses or vacations. It is not our policy to allow for "Make-up" days. Please inform IXL Learning Center by 9:00 A.M. any time your child is going to be absent and when he or she is expected to return.

B. VACATION:

For children enrolled in our program, an extended absence of one week is granted after the child has been enrolled in the program for one full year. The extended absence allowance for vacation is limited to one week per year. Your vacation days must be used consecutively (five full days in a row). Vacation time is intended to be used for the purpose of preplanned family vacations and is not intended to be used for sick time. If your child is absent for more than two weeks, you are still required to pay the stated weekly tuition. The paid vacation week cannot be applied towards tuition once a 30-day notice of resignation has been given.

XIX. CURRICULUM ... WHAT WE DO AND WHY

A. CURRICULUM:

IXL Learning Center has chosen to implement the "Early Childhood Standards," developed by the Michigan State Board of Education, as our Curriculum. It is built on stages of social-emotional development, how children think and learn, as well as physical development and an appreciation of cultural influences.

In our environment, children can feel safe and encouraged to explore not only materials but also their relationships with peers and adults. They feel important when others listen to them, seek out their ideas, and allow them to express themselves. Children are encouraged to make decisions for themselves and to handle their feelings in socially appropriate ways. Teachers in each classroom will set clear, age appropriate expectations for behavior and by letting children know what is expected of them, teachers can encourage success and minimize frustration. In turn, children are able to learn from their mistakes, to explore and take risks.

Children in our Environment will learn by doing. Through active involvement with their environment, children attempt to make sense of the world around them. By grasping, rolling, pounding, smelling, sucking, and crawling around and over everything, infants and toddlers discover that objects have weight, volume, color and texture. During preschool and kindergarten years, children add to what they have learned in these early explorations. The richer the environment, the more opportunities children have to learn by interacting with materials and people. The teacher's role is to create an environment that invites children to observe, be active, to make choices and to experiment. The world children learn about through language and doing only makes sense if they are tied to real life experiences. Young children must have first hand contact with the world they hear about if they are to understand what is being said.

A safe environment that promotes physical development is a necessity with our curriculum. Children will have an indoor and outdoor space where they can try out all their newly acquired skills without the danger of injury. As children grow physically, their muscles develop and mature. Both gross (using large muscles of the body) and fine (using small muscles and coordination) motor activities are implemented into each classroom lesson

plan and classroom layout. Developing these skills will help lay the foundation for cognitive activities such as reading, writing, and math.

Listed below are some specific goals and objectives for the children who participate our program. All children are not expected to reach every goal since there are large differences in development. These developmental differences are perfectly normal since all children develop at their own rate. These goals and objectives are offered as guideposts for graduating students into the next age appropriate class.

INFANT I

GROSS MOTOR

1. Lift Head Up/ Sit up
2. Roll over/ Stand up on own
3. Walk with help of objects/ Walk alone

FINE MOTOR

1. Wiggle fingers and toes/ Smile or laugh
2. Feed themselves/Use sippy cup
3. Hold own bottle or object/ Patty Cake

COGNITIVE

1. Recognizes people/objects/ animals
2. Turning pages in a book
3. Able to put shapes in appropriate shaped holes

COMMUNICATION

1. Use single word sentences/ Waving "HI" or "BYE"/ Blow kisses
2. Point to objects

SOCIAL & EMOTIONAL

1. Play with other children
2. Tries to share
3. Learning no biting/no hitting etc.

SELF-HELP

1. Feed themselves finger foods
2. Gets toys for themselves
3. Uses sippy cup

INFANT II

GROSS MOTOR

1. Walking- Able to stably walk alone
2. Climbing- Able to climb up and down things
3. Throwing- Able to squat, pick-up item, and throw

FINE MOTOR

1. Eating- Uses fork and spoon
2. Coloring- Able to hold crayon and color
3. Blocks- Able to stack multiple blocks

COGNITIVE

1. Puzzles- Able to place pieces where appropriate/Points to objects and people
2. Opens Gate or Door- Able to push button and pull open

COMMUNICATION

1. Saying "Please" and "Thank you" when appropriate
2. Understand simple commands ("No", "Get Down", "Nice" etc.)

3. Able to use a word or two when asking for something ("More")

SOCIAL & EMOTIONAL

1. Tries to share toys with others
2. Showing empathy toward someone hurt or sad
3. Is able to interact with others

SELF-HELP

1. Able to put own shoes on (assistance with tying)
2. Understands hand washing
3. Understands concept of blowing your nose

TODDLER

GROSS MOTOR

1. Catches and throws ball with some accuracy
2. Jumps with 2 feet without losing balance
3. Rides a tricycle
4. Moves body to music

FINE MOTOR

1. Holds crayon with fingers rather than a fist
2. Uses scissors
3. Strings beads

COGNITIVE

1. Understands daily routine
2. Names primary colors (red, blue, yellow)
3. Counts from 1-15
4. Names basic shapes (square, circle, triangle)

COMMUNICATION

1. Uses short sentences to convey simple ideas
2. Follows simple directions
3. Uses words to describe feelings and needs

SOCIAL & EMOTIONAL

1. Able to control anger
2. Understands taking turns
3. Shows empathy toward others

SELF-HELP

1. Puts on coat, socks, and shoes unassisted
2. Feeds self without spilling
3. Takes responsibility for picking up toys
4. Toilets self unassisted
5. Washes and dries own hands

PRESCHOOL

GROSS MOTOR

1. Imitates modeled teacher actions/Moves body to music
2. Has age appropriate balance and coordination
 - Simple somersault
 - Hops/jumps, walks/runs/climbs with ease
3. Stacks/Builds with blocks

FINE MOTOR

1. Zips, Buttons, Snaps, Ties
2. Uses scissors, crayons, paintbrush
3. Puts together 5-12 piece puzzle
4. Copies simple shapes
5. Pours rice, sand etc. with little spillage

COGNITIVE

1. Able to follow 3 simple directions
2. Gives first and last names upon request
3. Knows basic shapes, colors/ Can count 1-20
4. Able to sort and classify objects/ Can recognize simple AB pattern

COMMUNICATION

1. Uses words to express feelings
2. Participates as a speaker and a listener/Able to sit a circle time
3. Listens attentively and recounts events from stories
4. Remembers words/motions to songs and fingerplays

SOCIAL & EMOTIONAL

1. Can play independently or with others/ Can wait briefly for own turn
2. Follows established rules/Respects property of others
3. Separates easily from parents
4. Shows pride in accomplishments
5. Enjoys conversations with children and adults
6. Enjoys fantasy play
7. Shows empathy toward others/ Expresses broad range of emotions
8. Occasionally shares with others
9. Clearly expresses needs, likes, and dislikes

SELF-HELP

1. Able to dress themselves (shoes, socks, clothes)
2. Toilets himself
3. Brushes own teeth/Washes own hands
4. Cleans up own area
5. Uses manners
6. Asks adults for assistance

B. WHAT WE DO AND WHY:

MUSIC AND MOVEMENT

Most young children are usually right at home with movement. They begin to learn about the world by acting on objects and people, and they “think with their bodies” well before they think with words. This is why body movement activities are not only fun for young children, but also a good opportunity for them to solve problems. Throughout the early years, children are learning to do new things with their bodies. Young children are also learning that movement can communicate messages and represent actions. Singing and playing music can set a mood in a classroom. Quiet soothing music helps to calm and relax children, while lively marching tunes rouse them for energetic clean-up time. Music and movement are also social activities to help children feel a part of the group.

ART

Working with art materials offers children opportunities to experiment with color, shape, texture and design. As they engage in art activities, children develop awareness and an appreciation of pleasant sensory experiences. Children are able to express their individual ideas and feelings and how they view the world through art. As they view their own creations and those of other children, they learn to value and appreciate differences. For young children, the process of creating is what is most important, not what they actually create. Art is an outlet that allows children to convey what they may not be able to say with words. Involvement with a rich variety of art materials instills confidence and pride.

BLOCKS

Blocks are one of the most valuable learning materials in a classroom. Children learn about size, shapes, spatial relationships, math concepts and problem solving when they build with blocks. By lifting, shoving, stacking and moving blocks, they learn about size and weight. Each time blocks are used, children are expanding critical thinking by making decisions about how to build a structure or solve a construction problem. Blocks are an open-ended play material that allow children to create whatever they want. There is no right or wrong way to play with blocks. Sometimes, children start with an idea of what they want to make; at other times three-dimensional designs grow as children place blocks together randomly or in patterns. Block play is an essential creative outlet for children.

DRAMATIC PLAY

In the dramatic play center, children take on a role and recreate real-life experiences. They use props and make-believe about a wide variety of topics. When children pretend, they have to recall experiences they have had and re-create them. To do this, they have to be able to picture their experiences in their minds. The ability to pretend is very important to a child's later academic success. As children act out roles, they develop many new skills. They learn about themselves, their families and society. They learn to judge and select relevant information, which is an essential skill for intellectual development. Children also learn from one another as they interact as well as working together to solve problems.

MANIPULATIVES (TABLE TOP TOYS)

Table top toys include puzzles, various table blocks and other builders, beads and stringing activities and collections of objects (including shells, buttons, etc.) Rich in texture, color and shape, table toys offer children challenging opportunities to learn new skills and concepts. Children develop creative problem solving and practice emerging math skills such as sorting, classification, serration and matching. Physical development is enhanced as children develop eye-hand coordination and refine small muscle skills. Children learn to work cooperatively in small groups playing simple table games and building together as well as demonstrating pride in accomplishments as they work at a task until it is complete.

LIBRARY AREA

The reading area can be an oasis in the classroom—a place to get away from more active interest areas, relax in a soft, comfortable environment, and enjoy a wonderful world of literature. When children are read to regularly and encouraged to look through books on their own, to listen to stories on tapes, and to make up their own stories, they begin to understand that pictures have meaning and that words tell a story. Their language skills grow through exposure to books and different words. Exposure to multicultural and multi-generational books and stories help children to begin to conceptualize how people are different and that our differences make us each special. Exposure to books and storytelling helps children to understand that their feelings, fears, questions and problems are not unique to them. Acquiring a love for books is one of the most powerful incentives for children to become readers.

SAND AND WATER PLAY

Children's explorations with sand and water help build various skills. By sifting sand and pouring water, children improve their physical dexterity. By joining others, they develop social skills as well as enhance their cognitive skills as they explore why certain objects sink in water and others float. Sand and water can be used as two separate activities. Each one on its own provides children with many learning activities. As liquid water can be splashed, poured, frozen and evaporated. As a solid, sand can be sifted, raked, shoveled and dumped. Play with each substance separately can be used to foster children's socio-emotional, cognitive, and physical growth. However, when we combine sand and water play, the children's experience is enhanced by the creation of the third medium—wet sand. Wet sand play allows children to encounter principles of math and science firsthand. When children mix sand with water, they discover they have changed the properties and textures of both.

OUTDOOR PLAY

Outdoor play is fun for children and important for their growth and development. Opportunities to climb, jump, run, skip, hop, throw, ride and catch provide children with healthy release and a break from the more stationary activities of the classroom. Being outside allows children to stretch their muscles, breathe in fresh air, take in sunshine, and enjoy the freedom of space. Children advance in all areas of development when they play outdoors. Science, for example, comes alive when nature is explored and observed firsthand. Social skills and language develop as children build castles together in the sandbox or work together to carry a heavy pail full of sand or water. Children also push each other on swings and negotiate compromises about the use of equipment.

REST

For children who spend long days at the center, rest provides rejuvenation for the afternoon program. Each child has their own way of relaxing or falling asleep. We play soft music during rest time to encourage a relaxed atmosphere and to help drown out background noises that might otherwise wake some children up.

XX. SUMMATION

All children enrolled in IXL Learning Center are treated with love and respect and provided with the opportunity to engage in a wide variety of educational and stimulating activities. Our most fundamental objective is to provide your child with a safe, clean and loving environment. Each child will feel that he/she is loved, valued, and wanted.

We look forward to getting to know your family!

