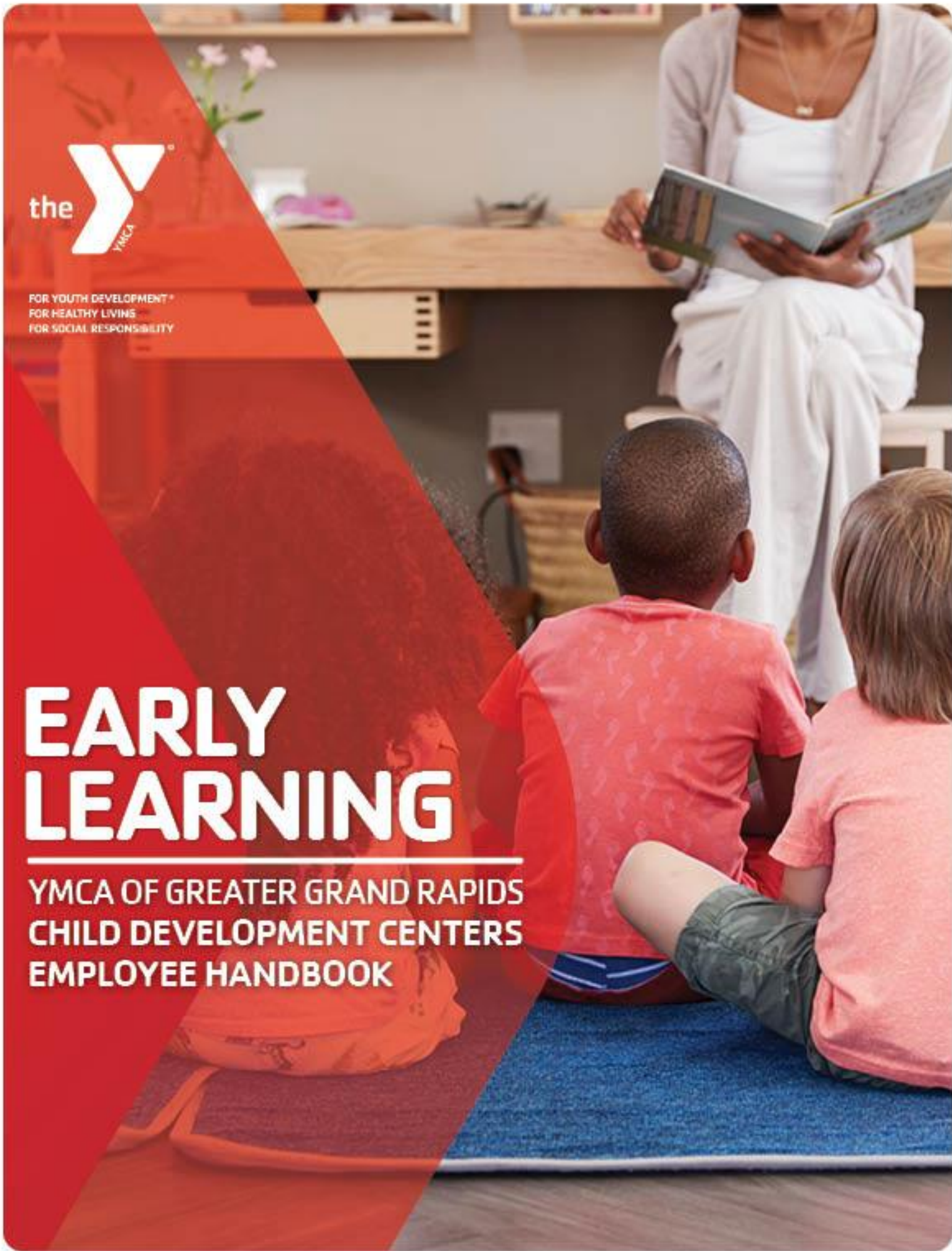




FOR YOUTH DEVELOPMENT*
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

EARLY LEARNING

YMCA OF GREATER GRAND RAPIDS
CHILD DEVELOPMENT CENTERS
EMPLOYEE HANDBOOK



**WELCOME TO THE
YMCA OF GREATER GRAND RAPIDS CHILD CARE TEAM!**

We're Excited to Have You Here!

Before you get started in your new job at the YMCA, we'd like to give you a better understanding of what the YMCA of Greater Grand Rapids is all about. Knowing who we are as an organization, as well as what we're here for, will help you understand how your new job fits into achieving our goals and making our community a better place for everyone.

Reason for Being (Our Mission)

Our mission is "guided by our Christian principles, we strengthen the spirit, mind and body of all individuals." Through our focus on youth development, healthy living, and social responsibility, we can nurture the potential of kids, help people live healthier, and support our neighbors. The YMCA opens its doors to anyone, regardless of race, gender and religion or socioeconomic background, and we are committed to serving everyone who comes in. As a result, we look to meet each person where they are, including providing opportunities for financial assistance.

Promise (Our Cause)

At the Y, strengthening community is our cause. Every day we work side-by-side with our neighbors to make sure that everyone, regardless of age, income, or background, has the opportunity to learn, grow, and thrive.

Who We Are (Our Position)

The Y is the nation's leading nonprofit organization committed to strengthening communities through youth development, healthy living, and social responsibility. The YMCA is the largest provider of child care in the nation.

CORE AREAS OF FOCUS

Youth Development: Nurturing the Potential of Every Child and Teen

We believe all kids deserve the opportunity to discover who they are, and what they can achieve. That's why, through the Y, millions of youth today are cultivating the values, skills and relationships that lead to positive behaviors, better health, and educational achievement.

Healthy Living: Improving the Nation's Health and Well-being

In communities across the nation, the Y is a leading voice on health and well-being. With a mission centered on balance, the Y brings families closer together, encourages good health and fosters connections through fitness, sports, fun, and shared interests. As a result, millions of youth, adults, and families are receiving the support, guidance, and resources needed to achieve greater health and well-being for their spirit, mind, and body.

Social Responsibility: Giving Back and Providing Support to our Neighbors

The Y has been listening and responding to our communities' most critical social needs for years. Whether developing skills or emotional well-being through education and training, welcoming and

connecting diverse demographic populations through global services, or preventing chronic disease and building healthier communities through collaborations with policymakers, the Y fosters the care and respect all people need and deserve. Through the Y, volunteers, donors, leaders and partners across the country are empowering millions of people and the communities in which they live, to be healthy, confident, connected, and

CORE VALUES

The YMCA partners with families to instill our mission and values in every person. Therefore, it is important for every staff member to know the mission of the YMCA, as well as the 5 core values, Honesty – Respect – Caring – Responsibility – Inclusion.

CHILD CARE PHILOSOPHY

The YMCA Child Development Center is geared towards the individual needs of children. Each room provides a play centered environment with a wide range of materials and developmentally appropriate activities, which allow children to manipulate, discover, explore, make choices, and create according to their interests. Each child is recognized and valued as a unique individual with a capacity for growth and development. Through group and individual activities, each child is encouraged to develop emotionally, socially, creatively, and intellectually, at his/her own rate.

Our definition of quality is formed from incorporating standards established by the Michigan Department of Education, YMCA of the USA, the National Association for the Education of Young Children, and most importantly, the needs of the individual children and families we serve.

The essential component of our child care program is our staff. Staff are trained in growth and development, and establish age appropriate expectations. Staff guide and direct children with warmth, concern, acceptance, approval, and respect; enabling children to develop a strong, positive self-concept. A warm, responsive atmosphere is provided to foster a sense of trust and autonomy, as well as to encourage cooperation, communication, and respect for others.

The YMCA strongly believes that quality child care is only possible when families are involved in the makeup of the program, both directly and indirectly.

MULTICULTURAL AND GENDER FREE ENVIRONMENT

The YMCA encourages diversity within our program. We offer an anti-bias curriculum and encourage families to share their cultures with the children. Books, dolls, posters and foods provide the children with a chance to experience a range cultures.

HOURS OF OPERATION AND HOLIDAYS

The YMCA Child Development Centers will be open Monday through Friday. During the holiday weeks, Independence Day, New Year's, Thanksgiving and Christmas, families are surveyed to confirm attendance numbers. This information will be used to determine whether it is in the sites best interest to remain open. Each location has a threshold/attendance number which will define the need to remain open during the additional days for that week. Program leadership must connect

with their immediate supervisor to confirm the applicable threshold number. Whenever a site is closing outside of the days listed below, branch leadership teams must be informed and provide approval.

The center will be closed on the following days:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Eve Day
- Christmas Day
- Professional Development Day (up to 2 days per calendar year with minimum 30 day advance notice) programs.

ONBOARDING EXPERIENCE

To ensure every staff member is set up for success, our youth development staff partake in an onboarding process. During the first 90 days, staff members are expected to learn, review and experience a multitude of youth development practices relevant to their position. Onboarding checklists and check in meetings are used to guide this process, the experience is guided by your immediate supervisor and incorporates connections with your peers.

STAFF APPRECIATION

The YMCA recognizes and greatly appreciates the hard work and dedication displayed amongst our staff members. We value the passion you bring with you every day you come to work. We take time to celebrate our staff in a manner which aligns with the core areas of focus.

Each location creates two monthly experiences to acknowledge team members. These celebrations may be themed and/or specific to an individual's personal and professional accomplishments. In alignment with our core areas of focus, staff members are expected to be conscious of creating events or experiences which are equitable/accessible for all staff and promote lifelong healthy habits.

To honor staff who have been exemplary models of our core values, each location selects staff members who represents one of our 5 core values (Caring, Honesty, Respect, Responsibility, and Inclusion). This means each location will have selected 5 staff. The staff member is presented an award during our annual youth development event.

LARA Compliance and Regulation Management

The YMCA provides child care programs which are regulated and therefore we work in partnership to provide the child care programs we offer. Our programs are regulated by the Department of Licensing and Regulatory Affairs (LARA), this entails being subject to interim visits which are utilized to check on the day to day operations of the program confirming our commitment to compliance. This also includes renewal visits which confirm our eligibility to maintain our licensing

status, when an incident or complaint is received our sites are subject to special investigation visits.

Per the structure of the YMCA, sites are required to keep the associations licensing representative informed of any visits as well as any contact with or made by our licensing office. Program leadership must inform the association licensing representative to ensure consistent messaging and relationship management.

More information on the LARA can be found at www.michigan.gov/lara.

ADMINISTRATIVE FILES

Each location must have the following items available onsite.

Policies and Plans in Place (Three Ring Binder):

- Written screening policy which include when a person may not be permitted to work or be present during programming.
- Written volunteer policy detailing information on the integration of volunteers and how they will be supervised. Use the association volunteer policy.
- Ongoing professional development plans (child development and learning, health and safety, nutrition, family/community collaboration, program management, teaching, learning, assessment, interaction, behavior guidance, licensing)
- Onboarding plans (including details on online professional development, staff orientations)
- Staff training 2x per year on emergency procedures
- Discipline policy
- Emergency procedure quick sheet*
- Emergency procedure SOP*
- Parent notification procedures of illness, accident or injury.
- Policy for illness exclusion and remittance
- Develop and implement an integrated pest management program
- Drill schedule (Fire drills – one per quarter/ Tornado 2 drills between April –October)

Posted/Conspicuous

For sites that are unable to post items per the facilities use agreement, the items must be made available in a site binder which is to be kept near the sign in and out or administrative area during program operating hours.

- Crisis Management Plan
- Daily Schedule
- Curriculum and Enrichment activities
- 400.8110 3a License/extension letter
- 400.8110 3b Rule Book
- 400.8110 3c Criminal History Check
- 400.8173 2 CPSC Recall List
- 400.8330 10 Menu- Dated/Substitutions
- 400.8164 3 Emergency Numbers (911, poison control, fire, local police station)
- 400.8161 Fire, Tornado, Disaster, Serious Accident Injury

- 400.8134 Hand washing procedures by the sink
- 400.8137 Diapering guidelines by area

Licensing Binder

- Original Inspection Reports
- Addendum to the Original Inspection Report
- Change of Use Space Request for School- Age Programs located in Schools (BCAL- 4342)
- Renewal Inspection Report
- Interim Inspection Report
- Special Investigation Report
- Confirming Letter
- Any corrective action plans related to the above documents. (Confidential High Risk Investigations are not to be included in the notebook)

At Or Near The Parent Sign In And Out Area:

Volunteer and visitor sign in and out sheets

STAFF FILES (additional information is included on audit checklist):

TB Test need to be valid one year before hire.

Program Director	Staff Files	Volunteers
<ul style="list-style-type: none"> - Date of Hire - BCAL-1326CC Fingerprints with Consent and Disclosure packet and eligibility letter - Transcripts, resume, credentials - Administrative credentials - CPR and FA Certifications - TB Test - BBB - Abuse and Neglect Statement - Training 16 hours. The YMCA standard for child development center is 24hrs aligning with states quality improvement initiatives. (CPR/FA =2) - Completion of MI Registry Courses - Program Director Approval letter and LARA Director form BCAL –CC 001 	<ul style="list-style-type: none"> - Position Room - Date of Hire - Transcripts, resume, credentials - Lead I/T Teachers 3 semester units/4.5 CEUs in I/T - Fingerprints with Consent and Disclosure packet and eligibility letter - ICHATS* (every 2 years) - TB Test - BBB - CPR& FA - Training 16 hours. The YMCA standard for child development center is 24hrs aligning with states quality improvement initiatives. (CPR/FA =2) - Abuse and Neglect Statement - Completion of MI Registry courses 	<ul style="list-style-type: none"> - Begin date - ICHAT before supervised - DHS before supervised - TB Test (4 hours+ two consecutive weeks) - Fingerprints with Consent and Disclosure packet and eligibility letter only if being unsupervised <p>** see additional volunteer policy</p>

Child Files:

- Birth Date
- Child Info (400.8143)
- Immunizations- 400.8143 or waiver**
- Physical (30 days)
- Handbook Receipt
- 400.8149 (Field Trip – at enrollment or before each trip)
- Medication Written Record
- Swim Permission (enrollment packet)
- Parent Permissions (CDC* transitions)

Cell Phones and Tech Wear

Child development centers are equipped with phones and/or communication systems in the classrooms. Sites must also be equipped with walkie talkies to support communication outside of the classroom in areas such as the playground. In the case that these items are unavailable, staff may default to the information described in the next paragraph.

Cell phones, tablets and any tech wear such as apple watches are to be used solely for the purpose of YMCA programming. At times, staff may use cell phones to communicate with parents and other teammates. During program activities, should there be a need for appropriate media usage such as assisting in a research project or playing appropriate youth friendly music, a staff may use a cell phone. Any staff member found to abuse this policy will be reprimanded by their immediate supervisor this may lead to a written warning or termination.

Staff Attendance

We understand things happen which may be outside of staff control and we work with our teams to be flexible when necessary. Staff are expected to show up for their scheduled shift. At times, to ensure we maintain an environment which supports youth development and is in accordance with LARA compliance, staff may be asked to support another site location or different shift. We are all in this together and therefore may need to be flexible to needs of the programs we provide. Excessive call outs create a challenge in providing high quality care and strong collaborative work teams.

To help address the needs of program and find a replacement, we ask that staff provide at least two hour notice. Be diligent in your attempts to reach the appropriate staff member, staff should keep attempting to reach their immediate supervisor until they receive acknowledgment from their supervisor. Call outs are tracked by your immediate supervisors, this is done to address any patterns in staff behavior, allowing program leadership to make evaluations and assessments on the individual's performance and team fit. Always remember, we work in the business of keeping children safe and it takes a collective effort to do this effectively. Attendance at staff meetings and association trainings is mandatory unless otherwise defined by your supervisor.

Program leadership may request documentation as proof of absence. No call no shows are unacceptable as it immediately compromises the safety and compliance of the program, this action will be taken seriously and in some cases may lead to termination. Three consecutive no call no shows, is defined as job abandonment and may lead to termination.

PARENT COMMUNICATION AND INVOLVEMENT

The YMCA is committed to maintaining close, positive relationships with the parents of every child enrolled in our program. We strive to include family culture, language, and experiences as part of our curriculum and daily routines. Staff are required to communicate daily with the families and other staff members, in a positive and professional manner. General information as it relates to the classroom/program experience should be shared during parent interactions, discussing things related to the child's overall experience in programming. Infants and toddlers (children requiring special accommodations) must receive a daily report describing the following information:

- Food intake; time, type of food, and amount eaten.
- Sleeping patterns; when and how long child slept.
- Elimination patterns, including bowel movements, consistency, and frequency.
- Developmental milestones.
- Changes in the child's usual behaviors.

Parents are our partners in programming. We want to encourage their participation and awareness of our program experience. Teams are expected to work collaboratively to send out regular communication. Communication should come in various forms:

- Overall program updates, highlights and needs (typically done in newsletter format) monthly at minimum.
- Classroom specific curriculum, events, updates, highlight and needs (typically offered by way of classroom communication areas).
- Memos and notifications for immediate needs and program changes.
- Volunteer opportunities (typically offered in a "Ways to Engage" board/communication area)
- Ouch reports, daily sheets, etc. (Parents must be notified the same day an incident or injury has occurred- no exceptions; all communication in this manner must be logged/documented). The staff available during the time of pickup are required to ensure this communication has taken place.
- Field Trips, changes to program operations such as holidays and closures

All communication must be professional and presented in manner which aligns with the YMCA's core values and areas of focus.

Parent advisory councils offer a great opportunity to bring parents in as partners. Each location is required to maintain an active Parent Advisory Council, this group help in developing program events and program innovations. They must meet at least quarterly and should always have a staff liaison present during the meetings. For further details on the Parent Advisory Council see the guidelines for Parent Advisory Councils.

CONFERENCES

Parent/teacher conferences can and should be rewarding experiences for both families and the teaching team. The conference brings out a good understanding of the child and his or her development. Parent/teacher conferences are to be scheduled by the teacher and will be held at least twice a year. All classrooms will offer opportunity for conference to families

ACTIVE SUPERVISION AND ENGAGEMENT

Active supervision is a key component of program delivery and is always a priority responsibility. For the protection of the staff and youth, staff may never be 1:1 with a child. If a situation occurs where being 1:1 is unavoidable, staff must complete the following steps.

- Activate the crisis communication plan to ensure parties are aware of the situation.
- If possible, ask a branch staff to be present until another qualified staff is available to assist.
- If possible, move to the most public area where other public will have visual access such as an outdoor area.

Engaging with a child is a key component of supervision, as youth development professionals we start with meeting children where they are at and coming to their eye level. Just as children are always in movement, we are in movement with them. Staff found to be sitting on shelving or tables, sitting separately away from children will be addressed accordingly. Active supervision requires more than simply seeing the children, it is an engaged process executed by carrying out the skills listed below:

Set Up the Environment

Staff set up the environment so that they can supervise children and be accessible at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children.^[3] Small spaces are kept clutter-free and big spaces are set up so that children have clear play spaces that staff can observe.

Position Staff

Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care.^[4] They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.

Scan and Count

Staff are always able to account for the children in their care. They continuously scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions when children are moving from one location to another.

Listen

Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert staff when a child leaves or enters the room.

Anticipate Children's Behavior

Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But, they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff's observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.

Engage and Redirect

Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to problem-solve on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

Handling Restrooms

Staff working with children who are able to use the restrooms independently or are transitioning to use restrooms independently must adhere to the following practice to ensure proper privacy and supervision are offered:

- Staff may never be 1:1 with a child, this is especially important in restroom/secluded areas.
- Children are allowed in the restroom per the amount of stalls (2 stalls = 2 children) and must be the same gender.
- Staff must position themselves to have visual access to the children, the purpose of the visual access is to be able to scan for the placement of the child, ensuring they are where they should be and not interacting with other children. Typically this placement is near or at the doorway of the restroom area. This visual access may also be to place themselves in a position to see feet in stalls allowing themselves to count the number of feet in a stall at any given time. Because each location may vary, staff and program leadership must work in coordination to review the most appropriate plan per the makeup of their facility.
- Regular scanning of the areas is required; staff may have children lining up to use the restrooms while others are in the stall. Regular scanning of each area is required during this time as well as regular verbal engage. Asking children how they are doing? While they are in the restroom is appropriate and encouraged.
- Stay in frequent and clear communication with your teammates. The use of walkie talkies, phones and/or announcements have a pivotal role in ensuring safety. Let your teammates know you are making a restroom run, how many you have with you and share out if you are coming across any challenges.
- Engage with children by speaking with them to check in.

- If you are ever in a situation requiring offering assistance to a child; gloves must be worn and this should always be done in an area where others can confirm the interaction was appropriate.

First Aid Kits

First aid kits are located in each classroom. First aid kits must contain a minimum of the following items:

- Sterile gauze pads
- A roll of gauze
- Adhesive Bandages
- Adhesive cloth tape
- An elastic bandage
- Tweezers
- Scissors
- Gloves
- Rescue Breathing Masks

*First aid kits are prohibited from containing any non-prescription or prescription medication.

When leaving the center, even going out of the classroom to a new area on site, each staff member must have at minimum the YMCA first aid fanny packs. When leaving the location to go to another location such as an offsite field trip staff must take along the first aid kit. Our staff is required to wear gloves whenever they are dealing with any bodily fluids. This includes, but is not limited to, blood, vomit, and fecal matter.

Classroom Environment

Staff is responsible for the safety and well-being of each child. In doing so, staff must setup an environment which is arranged to allow for the freedom of movement with no sharp corners, unanchored bookshelves or other safety hazards. All furniture and equipment must be in good repair and carpeting shall be kept in good condition, clean and free of tripping hazards. Walls are to be kept clean and free of dirt, paint or cracks. All medications and cleaning substances or any toxic substances shall be kept under lock and key out of children's reach.

Classroom Transitions

As children prepare to transition into new classrooms, we want work collaboratively to create an experience which is developmentally appropriate and supportive. A successful and engaging experience will include the following experiences:

- Discussion/notification with the parents prior to beginning the process. During this conversation/notification program leadership will discuss the expectations of the experience, describing the difference the child may encounter when moving into the new setting. In this conversation/notification information about the timing of introduction will be discussed. This also allows time for guardians to understand their role in helping in this process.
- As the transition process starts and all parties have been made aware of the agreed upon start date, the introduction will begin by identifying a window of time when the child will join the new room. This is typically two hours, however this may need to be flexible in the

initial stages per the needs of the program and the child. A meaningful the visit should be no less than 45min and will typically take place during group connections. As the child becomes comfortable the time will be extended.

- Continue to revisit the process and adjust accordingly; if the transition is more challenging than anticipated, it may be necessary to revisit the needs of the child with the family and reassess the plan.

Birthday Celebrations

In support of our core areas of focus, the YMCA celebrates the milestones of each child in our program. Each location must acknowledge a child's birthday in a way which supports creates equitable experiences and supports lifelong health habits. We serve a diverse community which means every child may have varying access to resources and may also have different personal needs and dietary restrictions. For this we discourage families from bringing in items such as goody bags, homemade sweets and snacks. Families must work in coordination with the program leadership to determine what celebratory items are most appropriate for the center. This may mean encouraging families to bring in items which enhance the curriculum and enrichment activities.

Inclusion

The YMCA is inclusive and makes every attempt to reasonably accommodate any child based on whatever their needs may be. Whenever possible, YMCA child care centers will work in partnership with the families to ensure an impactful experience may be provided for any child who needs extra support and attention for developmental and/or physical growth. Teachers will work closely with parents, and, at the parent's request, with any other professionals who may be involved with the child to recognize and address any needs that exist or may become evident. Our goal is to work together to create thoughtful approaches that are in the best interest of the child. At the time of enrollment, families have the opportunity to share additional information about their child's needs with the staff. Program Directors will review all child enrollment information including the Health and Behavioral Notification form and communicate this information to staff.

Special Accommodations

Children with special needs or challenges will be accepted provided that "reasonable accommodations" can be made for their participation in the program and/or child's participation does not require an inordinate amount of staff time that would not allow for the safety and welfare of the other children in the program. We work with families to seek solutions and understandings in determining whether our group care model will offer the appropriate care setting. Guardians are solely responsible for determining if your child/ren are physically fit for the activities contemplated in these programs, it is our responsibility to fully articulate the program experience. It is always advisable, especially if your child/ren have an illness, injury or impairment, to consult a physician before undertaking any active youth development program.

Therapy

At times students may be scheduled for behavioral, physical, occupational or speech therapy. YMCA child care centers will make every effort to accommodate therapists and to make time and space available for treatments. If a child receives therapy, parents must contact the center prior to treatment so they can schedule treatment times that are most appropriate for the student, as well as their classmates. Must use visible space. Therapist must sign in and out in volunteer log book.

Behavior Management

Self-management skills and positive social interactions among children and adults are encouraged, and maximize everyone's enjoyment of the program. Y programs use positive guidance methods including reminders, distraction, logical consequences and redirection. Self-management skills are taught according to the following guidelines:

- Consistent rules are clearly stated
- Children are expected to work and play within known limits
- Behavior expected of children is age appropriate and according to development level an atmosphere of trust is established in order for children to know that they will not be hurt nor allowed to hurt others. Staff members strive to help children become acquainted with themselves and their feelings. This will help them learn to cope with their feelings and control them responsibly.
- It is the employee's responsibility to be familiar with and adhere to the state's licensing rules and regulations regarding proper discipline techniques for children in our care. The sound of the environment is primarily marked by pleasant conversations, spontaneous laughter and exclamations of excitement rather than harsh, stressful noises or enforced quiet times.

- Positive discipline is based on an understanding of each child's individual needs.
- Discipline must be age appropriate.
- Positive discipline uses reasonable expectations.
- In positive discipline you must use positive reinforcement.
- Positive discipline requires logical consequences.
- Re-direction is used with positive discipline.
- Supervised removal or distraction from the group is the last option used when disciplining a child.
 - o Restricting a child's movement by binding or tying him or her.
 - o Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
 - o Using inappropriate voice tones when redirecting a child in your care.
 - o Any other actions which can be defined as corporal punishment.
- At no time will spanking, shaking, hitting, or slapping be allowed.
- Children will not be deprived of meals, snacks, rest, necessary toilet use, or outdoor play or activity time as a means of punishment, nor will any child be confined in an enclosed area.
- Each child will be cared for, and disciplinary techniques will be used which are appropriate to the age level of the child and which foster positive self-esteem and encourage the eventual internalization of self-control.

- Time out will not be used with any child at any age. If the child's behavior necessitates being removed from the classroom, staff must receive prior approval from the Director.
- Just as a parent may be concerned about the care a child receives, the child care staff may have concerns about our ability to meet the needs of a particular child. When a child's ongoing challenging behavior must be addressed, we will assess the function of the behavior. We will work with the family and utilize professional support to develop an individualized plan to address the behavior as needed. Included will be positive behavior support strategies to help the child be successful. Repeatedly disruptive or dangerous behavior may result in loss of privileges or activities, suspension or termination from the program.

TIPS FOR MANAGING BEHAVIOR

Managing Behavior

The handling of child behavior is one of the most difficult and frustrating tasks you will face as a staff member. Despite all the research on human behavior, there is no guaranteed formula that will work on every child in every situation. There are, however, a number of strategies, which can be helpful if used correctly. It is important that you become familiar with the strategies in order to use them comfortably with the children in your classroom. A child has the right to make mistakes, and punishment should never result from these occurrences.

Reinforce Desirable Behavior

Think positively and your children will react positively. When they do things you approve of, let them know their behavior is appreciated. A smile, a gesture or a brief word is often all that is necessary to encourage a child to maintain or increase acceptable actions. Remember, behavior is learned, and positive reinforcement will help to ensure that your children learn appropriate behavior.

Clearly State Expectations

All program areas have set expectations and procedures that are necessary for safety and efficiency, but too many "don'ts" are the downfall of positive reinforcement. Think positively by letting children know what they may do, not always focusing on what they can't do. The involvement of children in establishing rules often leads to better acceptance of those rules and expectations.

Tolerate Some Unacceptable Behavior

Too much attention given to inappropriate behavior may not only interfere with your effectiveness, but it may actually serve to reinforce undesirable behavior. Also, certain behaviors may be typical for the child's developmental stage; be aware of the age-specific characteristics.

Use Non-Verbal Cues

Some undesirable behavior cannot and should not be ignored or tolerated. Before responding verbally to the undesirable behavior, it may be possible to eliminate it by clearly communicating your disapproval of the child's actions through eye contact, or a gesture. This may control the child's actions without embarrassing the child in front of their classmates. Often positioning

yourself near or in front of the child with a behavior problem will also encourage him or her to suppress undesirable behavior.

Consider Redirection or Change of Activity

Sometimes problems result from dissatisfaction or boredom with the activity in progress. Remember that the challenges in any activity should be in relation to the child's skill and developmental level. Activities that are either too difficult or lack sufficient challenge for an individual or group may result in disruptive behavior. One of the best ways to avoid such problems is to keep children involved in your program activities. Plan activities that allow for varying levels of skill and try to "individualize" tasks to correspond to each child's abilities. If a child is having problems, he/she may simply need to be "re-directed" to a more appropriate task. Also, some activities (no matter how well planned) do not work for a given group. In such situations, a change of activity may be in order.

Clarify Consequences of Unacceptable Behavior

A child should clearly understand the alternatives available to him or her. This is particularly important to establish during the child's first day. Be sure the consequences you describe are within the YMCA and licensing acceptable guidelines and regulations. If there is a question as to what is acceptable and what is not, discuss it with the Director. Be sure to avoid using a threatening tone of voice when clarifying consequences and, above all, be prepared to follow through if the undesirable behavior continues. When following through on discipline of children, be fair and consistent. The consequences of unacceptable behavior should apply to all children. If an incident occurs where a child(ren) conducts him or herself in such a manner which jeopardizes their safety, the safety of others, or is not in accordance with the YMCA rules and/or code of conduct, steps to manage the behavior such as a behavior agreement, possible suspension may be enforced. Should these behaviors continue or be so severe, the child may be dis-enrolled from programming.

Incident Reporting

Maintaining a commitment to safety and compliance we are a self-reporting organization. Any time an unusual incident occurs in our program, we are required to elevate this information. In the YMCA, we have an added layer of support built in our staffing structure, when an incident has occurred, staff are required to inform their immediate leadership teams. These members will then inform our association licensing representative. The association licensing representative will offer guidance on next steps. The association licensing representative must review the incident report and sign off before it goes to the licensing office. If there is any reason a staff member feels uncomfortable reporting to their immediate leadership team or the association licensing specialist, they may activate the use of the Crisis communication plan. This plan is kept at each accessible at each location in the staff resource area. The LARA timeline for reporting is detailed below:

- Verbal Report is required within 24 hours
 - o Child lost or left unsupervised
 - o Allegations of inappropriate contact
 - o Death of a child in care
 - o Injury requiring medical attention (must notify within 24 hours of being made aware)

- Unusual site occurrence (fire, evacuation, plumbing, disruption of care)
- Damage to the reputation of the program*
- Written Report (BCAL- 4605) to be submitted within 72 hours; always keep a copy at the center

Site Communication Plans

Each location must have a communication plan developed which articulates the order of communication and support offered for the center. This plan will identify the manner in which program leadership supports the classroom in urgent/emergency manners and also how communication is handled when program leadership staff are offsite or unavailable.

Primary Caregiving and Name to Face

“Primary caregiver” refers to the qualified staff member to whom the care of a specific infant/toddler or group is assigned. While all staff are responsible for the general care and safety of the children in our program, the primary caregiver takes the immediate lead in providing direct care, verbal and physical interactions. This includes primary responses to the child’s physical and emotional needs, and continued interaction with the child’s parents regarding the child’s experiences.

Primary Care encourages children to develop trust and attachment to their primary caregiver, and provides consistency. By having a consistent teacher care for a specific group of children, a relationship is developed, enabling the children to develop trust and learn how to build relationships. Children learn to trust that their caregiver will change their diaper when needed, feed them when they are hungry, support their interests, and provide comfort in stressful situations. Primary Caregivers also build relationships with parents, allowing them to communicate with one specific teacher and know that their child will receive consistent care based on their individual needs. To accomplish the benefits and outcomes of Primary Care, a teacher needs to genuinely connect and build a relationship with each child and their family. Primary Caregiving does not replace the team approach in a classroom. By assigning children to a particular teacher, we are asking that individual to assume primary responsibility, not total responsibility.

Every child care location is required to implement the Name-to-Face procedure. This process provides an added layer of supervision and support confirming that staff are diligent in being aware of the whereabouts of children.

Sign-in Sheets/Know Your Counts

It is required that all children are signed in and out daily by the person dropping off or picking up a child. It is your responsibility to make sure the sheets are updated accordingly. When you arrive for your shift, you are required to review the sign in sheets to confirm how many children are in the program area at your arrival and adjust your counts as children arrive and depart the room. A designated staff person will initial the bottom of the sign in/out sheet once all children are here for the day. At random, you may be asked what your counts are.

CHILD RELEASE POLICIES

The following is a review of the child release issues that periodically come up in child care settings. YMCA policies are specified as they pertain to each issue. Parents and staff need to be aware of these policies and work together to make difficult situations as smooth as possible for the children involved.

A child shall be released to either parent unless a court order prohibits release to a particular parent. A copy of order specified is to be kept on file at the center.

Intoxicated Parent

If a parent arrives at the child care center to pick up a child, and appears to be intoxicated, the staff member will write down the parent's name, date and time of the incident, and give the information to the Child Care Director. Staff may offer to call someone else to pick up the child, but are not allowed to stop the parent from leaving. The Director will follow up with the family.

Separated Parent

If parents are separated, but not legally divorced, the YMCA has no right to deny access to a child from either parent. If one parent is concerned about the safety of the child when the child is with the "other" parent, action should be taken through the court system. However, without a restraining order, the YMCA child care staff will not prevent access to the child by either parent.

Emergency Release

If a parent is unable to pick up their child, they should make arrangements for another adult, already listed on the emergency card, to pick the child up. If this is not possible, and an adult that is not on the emergency card must pick the child up, the parent should notify the staff either in writing or over the phone. Any adult, that staff does not recognize, must show proof of photo ID.

Release to an Older Sibling

If a parent wishes YMCA staff to release their child to an older sibling, they need to be at least 16 years of age and on the emergency card, or the parent has to have given written prior notice.

Counting Children at all Transition Points

Staff are required to match up each child on the sign in sheet to the actual child. This is required every time you leave your room for a different location as well as when you return to your program space. Staff will use the YMCA Face to Name attendance sheet with all age groups. Staff are responsible for turning this sheet in weekly to their direct supervisor. Lack of supervision, resulting in injury or a licensing violation, will result in disciplinary action up to and including termination. You are responsible for the appropriate care, supervision and safety of the children at all times.

Professional Development Hours and Tracking

The YMCA prioritizes professional development for our teams, we recognize that programs deliver the greatest quality when staff are well trained and equipped for their respective roles. Because of our commitment to training our teams the YMCA organizes quarterly trainings throughout the year for our child care staff. These trainings will count towards the required 16 hours per LARA; CPR/FA may count for 2 hours towards the 16 LARA mandated hours.

While LARA mandates the minimum 16 hours, we strive to go above this standard and therefore require 24 hours for our youth development staff teams. This number is in alignment with standards defined in quality improvement tools used by the state.

Late Pick Up

In the event that a parent picks up after the center's closing time the following shall take place:

- All attempts should be made to contact the parents by phone.
- After 15 minutes, the emergency contact person will be contacted.
- The director should be notified for any child later than ½ hour.
- After 30 min, with no contact from parent or emergency contact, Child Protective Services will be called.
- If the parent has called to say that they will be late, it should be determined how late and whether this is an emergency situation.
- If the staff member is unable to remain at the center with the child, she/he must remain until the Director arranges for another child care provider to arrive; requiring two staff members to stay with the child until the child is picked up.
- The parents must sign the late pick up notice when they do arrive and understand the center's \$1.00 a minute late fee policy. The late pick up notice is a separate document requesting acknowledgment from the parent.

Beverages

The classroom is a busy area with plenty of movement, to avoid any incidents it is in the best interest of our programs not to have any hot beverages present in the classroom. All hot beverages are prohibited from every classroom no matter what type of container. You may have clear plastic water bottles and all cold drinks must be in clear containers. Glass and/or porcelain containers are not permitted in the classroom.

Tooth Brushing

At least once daily in our programs, children will have the opportunity to brush their teeth. Staff working with infants will wipe the infant's gums after bottle or feeding.

Vision/Hearing

All preschool children, enrolled in a YMCA program, will be tested annually for vision and hearing concerns. Results of these tests, conducted by the local health department, will be shared with parents along with any appropriate recommendations.

Hand Washing

Good hand washing is the best way to reduce germs and infections in child care settings. Hand washing is required by all staff, volunteers and children to reduce the risk of transmitting infectious diseases. Children and staff are encouraged to wash their hands frequently, and most specifically at the times listed below.

- Wash your hands:

- When you arrive for the day or when you move from one group of children to another
- Before and after you eat, prepare or handle food
- Before and after you feed an infant or give medicine
- After you touch pets/animals, garbage, or sand in sand boxes
- After you have been cleaning
- After you change a diaper or help a child with toileting
- After you wipe a nose or touch a mouth, sore, or any bodily fluids
- When you leave for the day
- Help children wash their hands:
 - Before and after they eat
 - After they touch pets/animals
 - After they play in the sand box or a water table
 - After they have had their diaper changed or go to the bathroom
 - After they wipe their nose, touch their mouths or any bodily fluids
 - Refer to hand washing posters, located by all sinks in the program classrooms, to see how to properly wash hands.
 - Hand washing posters will be placed by every sink

Gloves and/or hand sanitizers are not as effective as hand washing under running water. If you use gloves, you still need to wash your hands. Some germs get through tiny holes in the gloves. If you don't have running water, you can use wipes or hand sanitizers, but always follow-up with proper hand washing as soon as possible. Once your hands are clean, remember not to touch something that is not clean. Throw out diapers, put soiled clothing in bags, and toss the garbage before washing your hands. If the water does not shut off automatically, let it run while you dry your hands and then turn the taps off with a towel. At first, it might seem like hand washing may take time away from activities. However, you can wash hands while singing songs, saying short poems or rhymes, or talking about the next activity. Hand washing keeps everyone healthy and able to attend child care, and it is well worth the time and effort it might take to work it into your program activities.

Universal Precautions

Proper cleaning and sanitation reduce the exposure of bacteria, viruses, fungi and mold; ensuring a healthy learning environment for children. Young children sneeze, cough, drool, and regularly need diapers or assistance with toileting. They hug, kiss, touch everything, put things in their mouths and spread germs. Young children's immune systems are immature and as a result, children tend to experience colds and other illnesses more frequently than older children and adults, especially when they spend time in child care. Gloves provide a protective barrier against germs that cause infections. Use gloves made of disposable latex. If you're allergic to latex, use vinyl gloves. Wearing gloves does not replace the need to wash your hands. Latex and vinyl gloves are a good barrier, but they may not be completely non-porous. Wearing gloves reduces contamination, but does not eliminate it. If the gloves become contaminated while you are wearing them, be sure to remove them before touching clean surfaces.

Disposable Gloves and Hygiene:

When contact with blood or blood-containing fluids is likely, particularly if the caregiver's hands have open cuts or sores – for instance, when providing first aid or changing a diaper with bloody diarrhea; and when cleaning surfaces contaminated with blood or body fluids, such as large amounts of vomit or feces.

For added protection, wear gloves when changing the diaper of a child with diarrhea or a diagnosed gastrointestinal disease. Wearing gloves for routine diaper changing is optional.

If your skin does come into contact with blood or other body fluids, immediately and thoroughly wash the contaminated skin. Gloves must be changed after each use with a child.

- Keep each child's personal grooming articles, clothing, and bed linens separate
- Clean and sanitize toys, utensils, and equipment frequently
- Dispose of soiled diapers, tissues, and dressings in covered containers
- Place changing tables and basins away from the food preparation area, and disinfect them after each use
- Use a diaper service or disposable diapers, whenever possible
- Use disposable gloves whenever possible for diapering and handling bodily fluids
- Make certain open sores on both children and providers are always covered
- Require a physician's approval before a child with skin eruptions can attend group care

Meals and HEPA

Staff are allowed to eat onsite, they are to eat the same food which is available to the children.

For programs who may not provide food for the children, staff should make food choice which align with the values of the YMCA. If there are any allergies or medical necessities which may hinder this, the staff member should inform their supervisor to ensure the proper accommodations can be made. Meal times allow children the chance to make healthy choices, develop relationships, and practice self-help skills. It is also a time for socializing, using table etiquette and learning about nutrition and new foods. Children participate in helping with meal set-up, as well as serve their own food. Meals are served family style, with adults and children sitting at the table together, and the adults helping children learn how to eat a variety of foods, pour, scoop, spread, and cut. Teaching staff should encourage children to show courtesy by not eating until everyone is served, and avoid rushing the children through a meal. However, do not allow children to play with their food.

- The Center will provide nutritious meals and snacks every day following the nutritional guidelines established by the U. S. Department of Agriculture.
- All meals and snacks are nutritionally balanced and appropriate for the children.
- Serving sizes for fruit and vegetables is between ¼ and ½ cup depending on the age of the child are offered on a daily basis.
- Food served in our program will be primarily low-sugar, low fat in nature.
- For children two years and older, low fat (1%) or nonfat milk is served. Whole milk is served for children from 1 to 2 years of age.
- Milk must be labeled as to the date and time it was opened and discarded after 7 days.
- Only 100% juice will be served and no more than 4 oz. will be served daily. Water will be available to children throughout the day and at every meal and snack.
- Meals are served family style, with adults and children sitting at the table together.

- Adults model for children how to eat a variety of foods, pour, scoop, spread, and cut while facilitating conversations with the children.
- Children are encouraged to wait until everyone is served before eating.
- Meal time should be a relaxing time of the day where children are not rushed.
- Staff are to eat what is being served and not bring in other foods to eat at the children's meal times.
- No hot liquids of any kind are permitted in the classroom or when with children.
- Staff should wear plastic, food service kitchen gloves when handling food.
- Teachers shall 3-step table surfaces before and after meals and snacks. Floor must be swept after meals.
- Children clean up their own spills (with help from the teaching staff) fostering independence.
- Toddler meals may be dished up by the staff members, ensure food items are cut to the safe size for toddlers to eat.
- Children are encouraged to try all foods. However, if a child is not interested in a particular food, do not force him/her to try it.
- Food is not to be used as a reward or punishment.
- Each refrigerator needs a thermometer and will not exceed 41 degrees.
- Nutritious snacks may be prepared as part of a lesson and distributed at snack time.
- Food indicative of children's cultural backgrounds are served periodically.
- A weekly menu is posted for each classroom.
- Staff will sit with children during meal times.
- Staff will encourage children to serve themselves, take care of their plates/cups, clean own spills, etc...
- Pay attention to children during meal time, look for potential choking situations
- All staff must be aware of allergy/medical procedures and policies. This includes:
 - o Who has allergies?
 - o Medical action plans
 - o Center reporting policies

Infant Feeding Policy

- Parents are responsible for bringing premade bottles labeled with the child's full name, date and contents (F for formula BM from breast milk). If breast milk, the time that the milk was expressed should be indicated on the bottle.
- Bottles will be kept refrigerated until use and then warmed with hot water to a proper temperature.
- Children will be fed by staff, and at no point will a bottle be propped. After one hour, any unused food (bottle or table food) will be discarded.
- Bottles will be rinsed after use and sent home with the family each night.
- The bottle warmer must be kept out of reach of children at all times.
- Bottles are not allowed to be warmed in a microwave.
- Children's bottles will be stored in an organized manner and shelves will be labeled with the child's name for bottle storage.
- After one hour, contents of a bottle must be discarded.

- Each feeding will be documented on the child's daily sheet immediately after feeding and the next feeding time will be documented on the classroom board.
- The YMCA enthusiastically supports parents' plans to breastfeed their baby. We believe that breastfeeding ensures the best possible health, development and psychosocial outcomes for children. In support of this commitment, we train staff in skills necessary to inform women and families about the benefits and management of breastfeeding and provide additional resources and tools. The center welcomes onsite breastfeeding in the classroom or if preferred, we will ensure you have a comfortable and private space.

Medication

The Center will administer prescription and over the counter medication with written consent of the parent/guardian and the child's health care provider once a day. Staff must adhere to the following regulations:

- Medication will be administered to a child after written consent is received from the parent/guardian and the child's health care provider.
- Prescription medication may only be administered to the child whose name appears on the prescription.
- Non-prescription, over the counter medication may only be given according to the directions on the label.
- A physician's prescription is required if the child is under the age of two or the instructions on the medication label do not list age or the dosage for the child or parents' dosage amount differs from recommended dosage on container.
- All medication will be stored in a locked container, with a childproof lock, in a secured area that is inaccessible to children.
- Medication will be distributed by TWO designated leadership staff members that have been trained in Medication Administration. They must also review the medication administration details with the parents. This will be the Program Director and the Assistant Director (if the location does not have an Assistant Director, another senior staff may be identified). (Lead Teachers may be identified by program leadership)
- All medication must be stored in its original container with the label attached. The label must list:
 - o the child's first and last name
 - o physician's name
 - o name and strength of the medication
 - o instructions
 - o date the prescription was filled
 - o expiration date
- Medications will not be added to a bottle, beverage or food by a staff unless indicated on the prescription label.
- The Center will administer:
 - o Antihistamines/decongestants
 - o Cough suppressants
 - o Topical skin ointments

- Fever reducing medications will not be administered for fevers due to illness. Non-aspirin pain reliever (ex. Tylenol) will be administered for teething provided the parent has signed a release.
- If medical conditions require, parents are to supply an unopened bottle of the non-aspirin fever reducing/pain medication clearly labeled with their child's name.
- Prior to administering fever reducing/pain medication, staff will contact a parent or person listed on emergency contact form, if a parent cannot be reached, to inform them of our need to administer the medication. Staff will also inform the parent or emergency contact person if it is necessary for the child to be picked up due to illness.
- Any additional non-prescription medication can be administered after a Doctor's note has been received.
- Must have the proper dispenser provided by the parent/guardian (ex: measuring spoon, syringe, etc.)
- If a child has a medical condition that requires the use of injection medications (epi-pen, insulin shots, and seizure medication), families will be required to submit an emergency action plan signed by the child's physician.
- The Center is not responsible for medication left at the Center after closing.
- The Center will maintain on file a record of:
 - o The child's name and parental authorization
 - o The name of the medication
 - o The instructions for administering the medication, including the dosage and frequency
 - o The time and by whom the medication was administered to the child
 - o A record of any adverse effects the medication may have had on the child.
- All medications will be checked for expiration upon administration. Expired medications will be returned to the parent for disposal. Any left medications will be destroyed or disposed.

Communicable Diseases

To provide a healthy and engaging environment, staff must adhere to the following procedures when handling communicable diseases:

- Child must be symptom free for 24 hours
- Fever 100 by mouth and 99 under arm (one degree calibration)
- Diarrhea (2) – loose, watery stools (even if no other sign is noted)- call parent for consult, if no explanation remove child from program/encourage pick up; remember to consider new food introduction
- Any vomiting (exceptions for burp up)
- Rash (any rash) already known to parents do not call parents
- Bodily drainage (even with no other symptoms)
- The Program leadership reserves the right to make a decision on whether or not a child is healthy enough to be in programming; in cases where the decision make not be based on the descriptors listed in this document, the leadership must reach out to the association licensing representative to further discuss the details. This will ensure organizational support and consistency.

- Program leadership must make the calls to parents, a lead teaching staff is a last resort. A lead teaching staff may also make the call if this is part of their professional development experience.
- We reserve the right to remove a child from programming in the case of concern for disease exposure.

Any communicable diseases need to be reported to the association representative, this representative will confirm the appropriate communication to any third parties.

Lice Procedures

Children are exposed to many things in their environment leaving them vulnerable to many circumstances, one fairly common occurrence is lice. When handling a lice situation, staff must adhere to the following procedures:

If parent notifies after child has attended programming:

- Clean Materials immediate – soft spongy absorbent
- Post notifications of exposure (always include a footnoted date)
- Post at the site on entry and exit doors- classroom specific door parent communication area.
- When appropriate (large exposures) an email notification may be sent. Any email communication sent to describe communicable disease and/or lice must be approved by the association licensing representative.
- When the child returns to the program the lead program staff will complete a lice check before being permitted to attend program.

If found while child is onsite, complete the aforementioned steps and move child to a designated special attention area until child is picked up – contact parents as soon as possible. The designated area must be in alignment with all supervision and developmentally appropriate practice.

Program Experience and Curriculum

Our Child Development Centers aim to provide an enriching learning experience which is youth led and flexible to meet the needs of the children we work with. We utilize the Environmental Rating Scales, Early Childhood Environment Rating Scale (ECERS) and the Infant/Toddler Environment Rating Scale (ITERS) to align with a program model which is always enhancing delivery.

These models allow for ongoing classroom and staff assessment, helping our teams to continually address the evolving needs of children and development.

Screen Time

Limiting the amount of “screen time” (television, movie, cell phone, computer, etc...) that children in early childhood programs are exposed to (and the viewing habits that teachers’ model) can help decrease childhood obesity. Because the Y is committed to the well-being of the children in our communities, we are part of a national initiative led by YMCA of the USA, and adhere to the Healthy Eating, Physical Activity Standards.

Screen time is prohibited for children under the age of two years. Preschoolers and School-agers are permitted short videos or movies (30 min or less per week and rated G only) content must be related to weekly theme or special event(s) and must include program director approval and parent notification. Parent notification can be met by including the details/activity on the curriculum calendar, if the information has not been made available a notification must be sent.

Outdoor Time

The YMCA Child Development Centers encourage lifelong healthy habits, therefore we are committed to providing a minimum of two hours of outdoor time daily. While our licensing commitment is only to ensure outdoor time is occurring for programs operating 3+ hours, we strive to make this experience an integral part of our programs and align with the best practices defined in state assessment tools which defines two hours for outdoor time. Outdoor time is an important part of program, children may only be excluded from this time if they have a doctor's note or in cases where program leadership has identified an immediate threat to the child's well-being.

Outdoor time is always weather permitting, in the case programs are unable to use outdoor space this time may be substituted with other physical activity space and/or activities.

Prior to going outdoors staff are required to ensure the safety of the area. One way this is accomplished is by completing the daily outdoor walkthroughs. These checklist are made available near the respective outdoor area of the centers.

Sleeping & Resting

Each center will provide an opportunity for daily rest and/or sleep for each child. Centers will follow the details below when administering nap time:

- Each child must rest and or sleep on their cot/crib/mat for a minimum of 30 minutes each day. The cots/cribs/mats will be labeled for individual use by a child.
- Children 12 months of age or younger will rest in a labeled crib.
- All infants, unless otherwise ordered by a physician are placed on their backs to sleep on a firm surface that meets the standards of the United States Consumer Products Safety Commission.
- All cots/cribs/mats will be cleaned and disinfected on a weekly basis as well as whenever they have been soiled.
- Parents are responsible for sheets or blankets needed at naptime. If parents do not provide the YMCA must provide a blanket or sheet.
- All sheets and blankets must be labeled and kept separated in a designated spot throughout the week.
- All sheets and blankets must be taken home on Friday, washed and returned clean on Monday.
- An alternative quiet activity will be provided for those children who have rested or slept for 30 minutes and do not appear to need additional rest or sleep.
- Staff will be positioned so they are in view of all children at all times.
- Children will not be forced to sleep.
- Staff will not lay down while "rubbing backs."

- Each classroom will have soft lighting for safety of staff and children.
- Cots/mats must be spaced a minimum of 18 inches apart.
- Bedding may not come into contact with other children's bedding

Infants and Toddlers Sleep Policy

Infants and toddlers are required to sleep on demand. As recommended by the American Academy of Pediatrics, and regulated by the Michigan Department of Licensing and Regulatory Affairs, infants will only sleep in an approved crib minimally placed two feet apart. Infants will be placed on their backs with their heads remaining uncovered, and cribs will be free from soft objects (pillows, blankets, stuffed animals, etc...). While sleeping, they will be supervised by sight and sound, and checked on a regular basis throughout the sleeping period. Children with medical conditions, that require alternative sleeping methods, must have a signed physician's statement on file. If infants arrive asleep or fall asleep in equipment not specifically designed for infant sleep, the baby is removed and placed on their back in their designated crib.

Field Trips

Programs are encouraged to embed field trips in their programs. Parents/guardians must be made aware of any field trips at least 14 calendar days prior to the field trip. All children must have a signed permission slip from the parents/guardians. This permission slip must provide details on the field trip, describing all travel details, intended experience and any meal information.

Staff are required to have immediate access to all emergency information while on the field trip. All name to face and supervision procedures must continue to be followed and every field trip must be accompanied by a communication plan detailing the order of communication amongst staff teams. A copy of this information must be kept with the program leadership's immediate branch supervisor. Reference Event Planning Guides for additional details.

Transportation/Bus Procedures

The YMCA works in partnership with our Risk and Safety staff members to determine the details in transportation. Staff members must be made aware of the transportation policy, which aligns with our child care program experience and LARA regulations.

Cleanliness, Health and Safety

All sites must be well maintained, removing any hazardous items which may cause injury (broken or chipped toys and equipment, frayed or slippery rugs, weak floor areas, etc). This includes being mindful of cleaning apparatus' and water play equipment.

Be mindful of open wounds/sores and the need to contain infectious disease. The three step cleaning process must be used to clean various surfaces in the program throughout the day to make sure we are diligent in our cleaning process. Every location/classroom will have a cleaning schedule posted, making it easily accessible for all staff members to review and confirm completion of regular cleaning duties.

Three Step Process (this information may also be found on the LARA website see Michigan Child Care Matters sheet):

1. Wash with soap and water.
2. Rinse with clean water.
3. Apply site appropriate sanitizing agent. (Some of our locations require specific natural sanitizing agents be used, please connect with your managements teams to gain a better understanding of these details). Allow for air drying.

Volunteers in Programs

We encourage community involvement in many aspects of our organization. Community members, parents/guardians, other community stakeholders are welcomed and encouraged to volunteer in our programs pending they complete the appropriate steps detailed in the Volunteer Policy for Child Care programs, which has been approved by our licensing office.

Dress Code

Our youth development programs adhere the standards defined in the Appropriate Attire and Grooming standards document. All staff must review and signoff on this document, once completed it will remain in the staff personnel file.

Policy Updates and Process Order

The needs of the children we serve grow and evolve frequently, this may cause a need to update our policies which could also impact our procedures. In an effort to ensure the proper training and readiness is provided in these situations, policy updates or recommendations for policies may only be made once year during October, this will allow the proper review and training is being prepared. Full implementation/the effective date will coincide with the February staff training- at which time, time will be allotted to ensure all staff have been made aware and fully acknowledged the change.

There may be some instances where policy shifts must be implemented sooner; the organization may make urgent decisions to update the policy should the need have an immediate to the health, safety and overall viability of the programs.

Records and Retention Schedule

Document	Description	Length of Retention	Mandated By
Staff Files	Name, address, telephone	2 years onsite after the employee has left the center (Send entire staff file to YMCA HR Dept after employee exit after the appropriate LARA schedule has expired)	LARA
Child Records	Child Information Card (Name, address, telephone)	2 years onsite after the child has left the program	LARA
Child Records	Enrollment Agreement	2 years onsite after the child has left the center (unless monies owed, then until payment is received or account is sent to collections)	LARA
Sign In/Out Sheets	Parent Sign in and out sheets	2 years onsite (LARA) 5 years (YMCA)	LARA requires 2 years once these amount has been reached documents may be stored at an offsite location for no less than 3 additional years (5 years total)
DHHS (Dept of Health and Human Services)	Subsidy billing sheets	4 full years plus current year	DHHS
CACFP (Child and Adult Food Program)	Independent and Sponsoring Centers	3 full years plus current	CACFP
GSRP (Great Start Readiness Program)	All documents identified by the ISD	7 years	MDE/Kent ISD
Incident Reports		2 years	LARA
Fire/Tornado Logs		2 years	LARA
Multisite Director Visitor Logs		2 years	LARA
Dated Menus		2 years – onsite	LARA
Lead Assessments		Retain until the license is closed Onsite	LARA
Licensing Notebook with Special Investigations and Corrective Action Plans		Retain until the license is closed Onsite	LARA