

PARENT HANDBOOK

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WELCOME

Welcome to KD's Klubhouse! We are delighted that you have chosen us to care for your child(ren). We look forward to getting to know your child(ren) and your family, and serve you in the best way possible. This handbook serves as one form of communication between us and the families in our care. It is our hope that you will read over this Parent Handbook upon enrolling your child(ren) and will clarify any questions with the CEO and facility director, Katrina Douglas, promptly.

Thank you and welcome!

OUR PHILOSOPHY

KD's Klubhouse is dedicated to meeting the needs of children and their families, including sharing the Gospel of Jesus Christ. We are committed to the social, physical, emotional, spiritual, and intellectual well-being of children. Our work is rooted in the Gospel of Jesus Christ, whose name is proclaimed with love. KD's Klubhouse is also committed to serving people regardless of their race, language, ethnicity, gender, social, or economic background. It is not a requirement for students to believe in Jesus Christ to attend KD's Klubhouse. We employ fair and equitable employment practices, including non-discriminatory hiring, just compensation, and affirmative action. We strive towards the highest standards of excellence in conduct and operating procedures to bring glory to God.

OUR VISION

KD's Klubhouse will spiritually nurture the children in our care by combining the teaching of God's Word at an age-appropriate level with the modeling of Christ-like love and behavior from the staff. We will foster individual confidence and essential skill building in a safe, caring, and supportive learning environment for children during their formative years. The KD's Klubhouse vision is to holistically develop well-prepared scholars that will positively contribute their future communities.



OUR MISSION

Inspired by its vision, KD's Klubhouse is dedicated to the following mission:

1. To provide young children with fun learning through creative curriculum.
2. To develop the right character strengths among children.
3. To discover young children's potential and limitless capabilities.
4. To provide a safe, healthy and loving environment to children.
5. To work together with parents as strategic partners to achieve the total development of children.
6. To say a table prayer before their meals.
7. To teach about the wonders of nature and of the blessings of families.
8. To celebrate the Church holidays: Thanksgiving; Christmas; and Easter.
9. To develop their relationship with God, the children will be taught the following Bible truths:
 - The True God is Triune: Father, Son, and Holy Spirit.
 - All people are born sinful.
 - Sin separates us from God.
 - The Holy Spirit brings us to God through the Word of God and Baptism
 - God's will for us is revealed in the Ten Commandments.
 - Jesus came to take away the sins of the world.
 - Everyone who believes in Jesus and is baptized has forgiveness of sins and everlasting life.
 - As God's children through faith, we can pray to Him and He will answer our prayers.
 - We want to obey God out of thanksgiving for His love for us.



IN THE CLASSROOM

KD's Klubhouse provides a topic approach to its daily activities for young children. Our curriculum is based on meeting the needs of the total child through many activities such as:

- Large and small motor activities
- Problem solving activities
- Music and singing
- Outdoor playing
- Stories and storytelling *including Bible stories
- Dramatic play
- Teacher-guided circle time activities
- Child chosen activities/free play
- Watching educational programs
- One on one child-adult activities
- Arts and crafts
- Naptime

In all the classrooms, children are exposed to developmentally appropriate curriculum. KD's Klubhouse follows a developmental philosophy of learning. Children develop and learn on their own time schedule. Each child is viewed as an individual and has his or her own learning style. Because we understand children's differences, we present information so that every child regardless of age or needs will be able to develop important skills. Our main goal is to allow children to experience and environment where they can succeed and explore their curiosities in the world.

SPECIAL NEEDS

KD's Klubhouse has formed a partnership with DC Public Schools Special Education Department and the National Assessment of Educational Progress (NAEP) Program to ensure that every child receive the individualized attention that he/she deserves in a quality child development program. These partnerships will prove to give each child the academic start that will enable them to successfully transition into a mainstream academic setting. These partnerships will allow WDCC to operate and coordinate services with other agencies and offer specialize service to the children in our care.



The National Assessment of Educational Progress (NAEP) program has always endeavored to assess all students selected as a part of its sampling process. In all NAEP schools, accommodations will be provided as necessary for students with disabilities (SD) and/or English language learners (ELL) or limited English proficient (LEP) students. (ELL is the term used since the NAEP 2005 reports; LEP was used before 2005.) The accommodations are available to students whose Individualized Education Program (IEP) specifically requires them. Because some ELL students do not have an IEP, decisions about accommodations for these students are typically made by knowledgeable school staff.

The NAEP program has established procedures to include many students with disabilities (SD) and English language learners (ELLs) as possible in the assessments. School staff makes the decisions about whether to include an SD or ELL student in a NAEP assessment, and which testing accommodations, if any, they should receive. The NAEP program furnishes tools to assist school personnel in making those decisions. A sampling procedure is used to select students at each grade being tested. Students are selected on a random basis, without regard to SD or ELL status. Once the students are selected, the schools identify which have SD or ELL status. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Inclusion in NAEP of an SD or ELL student is encouraged if that student (a) participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or if he/she needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (Examples of testing accommodations not allowed in NAEP are giving the reading assessment in a language other than English, or reading the reading passages aloud to the student. Also, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school only one day.)

CURRICULUM GOALS

KD's Klubhouse provides a planned curriculum for children. The program is geared to meet the needs and promote the cognitive, physical, social and emotional



development of the children.

1. Declaration of Curriculum Choice

After reviewing the many curriculums that are available for childcare centers KD's Klubhouse has chosen to use the creative curriculum. We believe that the creative curriculum has the components and modules necessary for the proper development and education enrichment for each child that's in our care.

2. Learning by Doing

Children learn by doing. We encourage children to be actively involved in their learning. Therefore, we use problem solving and decision making when teaching. For example, children may decide they want to learn more about fish. Then, we will encourage them to think of ways they can find out the answers. They may look in books, invite an expert to class, or visit an aquarium.

3. Learning

During this learning process, much is experienced. Children may look at books on a specific topic, which is Language Arts. They may observe and collect information, which covers science. They may make graphs and charts or look at graphs and charts, which cover mathematics: They may paint or sculpt with clay which allows them to learn more about art. Additionally, some of the activities children will participate in are water in the water table or outside, painting at an easel and experiencing group music and movement sessions.

4. Learning through play

Block building and dramatic play are a part of every classroom. Using blocks promotes creative thinking, problem solving, teamwork, math and physical knowledge. Dramatic play allows children the opportunity to revisit important times in their lives by play-acting. This helps children think about their world and the people in it.

5. Social goals

An important part of the social goals of the curriculum is to provide social interactions between the children and staff so that children can develop an understanding of how people interact together. The staff makes sure these experiences show warmth, flexibility, personal respect, and positive support.



6. Trips

Trips play an important role in the curriculum. In order to learn about some of the items discussed in the class, children need to get out and experience the world around them. Sometimes, local trips around the community are enough.

Other times, local places such as the zoo, or local entertainment such as the circus will be visited.

7. Infant and Toddler Curriculum

KD's Klubhouse will use the creative curriculum to enhance and improve the sensory, motor and language experiences which are the nucleus of the Infant and Toddler programs. The most common experience, such as playing with water, becomes an opportunity to explore with all the senses, to talk about how the water feels, to discover its properties and to interact with other children.

KD's Klubhouse will use the creative curriculum to enhance and improve the environments which will be structured to provide a variety of motor as well as sensory experiences. The children in our care will be encouraged to physically master the environment as they move through the rooms and the outdoors.

Specific activities involving crawling, walking, balancing, jumping and running also are planned to facilitate motor development. All areas of the room provide fine motor activities such as turning book pages, finger painting and putting together simple puzzles. Sensory-motor experiences are integrally bound to

the children's cognitive and language development.

Teachers observe and document children's growth and learning in the areas of personal/social, language/communication, sensor-motor and cognitive development. This knowledge is used to plan environments and activities that support and facilitate each child's growth and development.

KD's Klubhouse will use the Creative Curriculum for our toddler thru preschool program that will include the following sections for training and staff development. KD's Klubhouse believes that teachers must have training and technical support of our chosen curriculum in these areas to better serve each child and family in our care.

- Theory and Research
- Knowing Infants, Toddlers & Twos



- Creating a Responsive Environment
- What children Are Learning
- Caring and Teaching
- Partnering With Families
- Routines and Experiences

8. Theory and Research

During the past 75 years, research has generated new information about childhood as a separate and distinct stage of life. Understanding early childhood theory and research is essential to knowing what children think and feel and how you can help them become caring people and joyful learners. The

theory and research chapter of *The Creative Curriculum for Infants, Toddlers & Twos* summarizes some of the major theories about children's development and learning and explains how *The Creative Curriculum* helps you put theory and research into practice in your program.

9. Knowing Infants, Toddlers & Twos

Knowing Infants, Toddlers, and Twos describes the social/emotional, physical, cognitive, and language development of children. It also discusses the characteristics and experiences that make each child unique, including temperament, life circumstances, dual language learning, and disabilities. It presents our goals and objectives for children and the *Developmental Continuum*, a tool for observing children's development and following their progress in relation to the 21 objectives.

10. Creating a Responsive Environment

Creating a Responsive Environment offers a model for setting up the physical environment for routines and experiences in ways that address the developing abilities and interests of infants, toddlers, and twos. It shows how to create a daily schedule and make weekly plans in ways that give you direction but allow flexibility.

11. What Children Are Learning

What Children Are Learning shows how the responsive relationship you form with each child, the interactions you have every day, and the materials and experiences you offer become the building blocks for successful learning.

Language and literacy, discovering mathematical relationships, and scientific explorations are part of this discussion. Art and music are addressed in later chapters.



12. Caring and Teaching

- Caring and Teaching describes the varied and interrelated roles of teachers
- who work with infants, toddlers, and twos. It offers strategies for building positive relationships, helping children develop self-regulation, and responding to challenging behaviors. It shows how to guide children's learning during daily routines and everyday experiences. Finally, it explains the role of ongoing assessment in learning about each child, following children's progress, and planning.

13. Partnering With Families

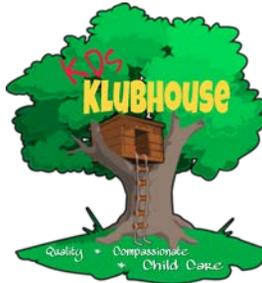
Building Partnerships with Families explores the benefits of working with families as partners in the care of their children. It explains how partnerships are built by exchanging information on a daily basis, involving families in all aspects of the program, communicating in respectful ways, and working through differences in ways that sustain the partnership and benefit the child.

14. Routines

Part 2 of *The Creative Curriculum for Infants, Toddlers & Twos* (chapters 6-10) shows how daily routines are an important part of the curriculum and important times to put research and theory into practice. By responding consistently to children, you meet the basic needs identified by Abraham Maslow, T. Berry Brazelton, and Stanley Greenspan. Their work focused especially on the physical and social/emotional needs that are discussed in chapter 1.

The way you handle routines also enables you to help children build trust and autonomy, as explained by Erik Erikson. Your consistent and responsive care helps children develop secure attachments with the important people in their lives.

Each of the chapters in Part 2 includes questions to encourage you to think about your views about a particular routine. Information on safety and health is included because many routines require attention to those concerns. Because partnerships with families enable you to provide consistent care for each child, each chapter ends with a sample letter that invites families to be your partners in making routines rich learning opportunities for children.



15 . Routines Types

- Hellos and good-byes
- Diapering and toileting
- Eating and mealtimes
- Sleeping and nap time
- Getting dressed

16. Experiences

Part 3 of *The Creative Curriculum for Infants, Toddlers & Twos* (chapters 11- 18) describes how various kinds of experiences support children's development and learning, suggests appropriate materials for each age group and explains how you can support children's learning by thoughtfully observing and responding to each child.

It discusses ways to engage children in playing with toys, imitating and pretending, enjoying stories and books, connecting with music and movement, creating with art, tasting and preparing food, exploring sand and water, and *going* outdoors.

This section also explains that, while planning for these experiences is important, you are *only planning for possibilities* because you must be able to respond to whatever interests a child. The letter that concludes each chapter will help you explain the value of the experience to children's families.

17. Playing with toys

- Imitating and pretending
- Enjoying stories and books
- Connecting with music and movement
- Creating with art
- Tasting and preparing food
- Exploring sand and water

18. Going outdoors

It is the desire and plan that KD's Klubhouse adopt the use of the Creative Curriculum as an important part of our educational development for the children in our care. It is our mission that children in our care obtain the best **start** of their lives and with the proper support and professional guidance; our staff will be effectively able to meet the challenge.



THE RELATIONSHIP OF PLAY AND LEARNING

When children are at these early ages, play is a child's work. Many of the things they do now will help them learn to read, write, and do math. For example:

- When children do artwork, they are using their creative skills and experimenting because they learn different ways to create things. They also learn to accept other's ideas because everyone will create different pictures using the same color paints or crayons.
- When children play with blocks, they learn about size, such as 2 small blocks equals 1 large block.
- When they work smaller manipulative like Lego blocks, beads, etc. they are learning to make patterns or sequences, as well as learning about size and shape. And, they are developing their hand/eye coordination.
- When children play in the housekeeping, they are trying out role playing and learning about language and social skills.
- When children listen to adults read stories or when they look at books, they develop listening and language skills, expanding their vocabulary and perceiving information which helps them when they scribble on paper and later begin to make books. This lets them understand that you can communicate by writing.

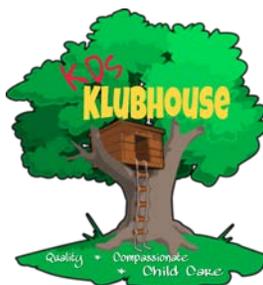
INFANT AND TODDLER PROGRAM

Infant Program

KD's Klubhouse was established with the working parents in mind, to provide comfort, care and a stimulating environment and learning experiences.

At KD's Klubhouse, the teachers will help "bridge the gap" from home to school for your infant.

Your infant will receive daily evaluations to keep you abreast of your child's development and physical growth. These stimulations are part of the learning environment which will enable your child to enjoy his or her learning experience as they grow.



For your infant, please bring the following items from home:

<ul style="list-style-type: none"> • Baby food • Formula (already prepared) • Baby wipes 	<ul style="list-style-type: none"> • Change of clothes • Fitted crib sheet • Other baby products upon request as needed
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Toddler Program

As part of our commitment to young children, KD's Klubhouse offers a toddler program for youngsters 18-24 months. Our toddler program, specially designed to foster the development of very young children, has its emphasis on social and play skills and language stimulation. Our staff provides warm, nurturing toddler care in a comfortable and caring small group environment.

For your toddler, please bring the following items from home:

- Training pants or pull-ups
- Milk or juice
- Two complete changes of clothes
- A full sheet for naptime

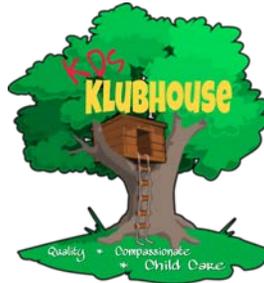
Our infant and toddler programs adhere to the enrollment, tuition, health and safety, holiday and emergency closings, and arrival and departure policies of KD's Klubhouse.

OUR STAFF

KD's Klubhouse employs only qualified and experienced staff for its teacher and teacher's aide positions. The teacher and aides meet the educational requirements set forth in the DCMR 29, Chapter 3, Child Development Facilities Regulations.

The staff KD's Klubhouse has been chosen for- their training, education, experience, creativity, enthusiasm, and interest in the well-being of young children.

The staff at KD's Klubhouse participates in an ongoing in-service staff development program featuring both in-house self-development projects, as well as seminars, workshops and conferences. Each staff must complete at least 24 clock hours of child care education each year.



Additionally, KD's Klubhouse evaluates its staff every 6 months to maintain the highest quality of service to you as a parent.

KD's Klubhouse is an equal opportunity employer and prohibits discrimination in its recruitment and hiring practices with regard to age, race, sex, handicap, creed, religion, country, or national origin.

PARENT'S ROLE

Parent Participation

Parents are the first teachers of their children and therefore are encouraged to participate in the education of their children. Parents are urged to share talents, workplace and departmental resources, ideas, and other interest with the teachers and children. Some activities where parents are encouraged to participate include being a chaperone on field trips, after school activities, fundraising events, holiday events, carnivals, picnics and other outings.

Parents are welcome to observe the Center. Please let one of the staff members know that you would like to observe.

Parent/Teacher conferences provide an opportunity for informal sharing about the child's personal, social, physical and cognitive development. Understanding of the child's development allows planning to be consistent between home and school. A written report will be provided on the child's progress at the end of the conference. Conferences will be held bi-annually or scheduled upon a parent's request. KD's Klubhouse believes our children benefit most when we all work together.

Bulletin Boards and Parent Library

The bulletin board at the entry area displays helpful and important information for parents. Please look at the board daily for information about meetings, announcements, upcoming programs and other important general information.

There is also a parent resource library that provides books, pamphlets, and so forth with very useful information on child safety, government programs, and many other items. Parents are welcome to take this information for personal use.



Field Trips

Parents must sign a separate permission slip for each field trip in order for their child to participate. Teachers will have these slips prior to the field trip date. If no written permission is given, the child will not be able to participate.

Parents are encouraged to participate in at least one field trip each year. Any parent who volunteers to drive must fill out a form providing their driver's license number, their insurance company name and the insurance policy number. Parents must have as many seat belts and care seats as there are children in the car.

Parents' involvement is a vital part of the success of field trips, KD's Klubhouse requests that younger brothers and sisters not accompany participating parents on these trips.

Labeling All Items

Parents are encouraged to label all items that belong to their child. This includes: bottles, totes, nipple holders, clothing items, baby bag, etc. KD's Klubhouse is not responsible for any lost items. Loose and/or hanging jewelry is also not permissible.

Training Hours

Parents are required to attend parent meetings and trainings set forth through all government agencies.



ILLNESS POLICY

Minor

- Treat with medical supplies on hand.
- Evaluate periodically to see if further medical attention is required.
- Document treatments and evaluations in student file.
- Consult family members.

Major

- Employ first aid techniques as trained, if needed.
- Contact 911, if immediate medical attention required.
- If an illness or an injury requires a doctor's care but emergency service are not required the staff should arrange for transportation to the emergency room pediatric clinic or hospital per instructions of the family member:

Serious injury or illness - The immediate concern is to the aid of the sick and injured person. Proceed according to the following plan:

- No staff member should place themselves at risk in the rescue of an injured student or staff member. Call emergency 9-1-1 and request the needed emergency responders.
- Do not move the victim especially if their injury is the result of a fall unless they are in a life threatening or dangerous environment.
- Emergency 911 should be called first for each of the following: impaired breathing, heart or circulation, severe bleeding, and shock.
- Depending on the seriousness of the injury the victim should be taken to a nearby hospital by ambulance or drive by someone else.
- Notify a certified first aid person in the facility.

Death

- If a death occurs at the Child Care Facility the following should be contacted IMMEDIATELY.
- Call 9-1-1, request emergency assistance.
- Contact local law enforcement to notify the family members.
- The body should not be move or touched.



- All students to be moved to a different location.
- Students should be told what had occurred.
- No news media should be contacted. If news reporters appear they should be referred to the director/owner of the facility. There should be NO filming or photography of the situation.

FOOD SERVICE PROGRAM

Our well-balanced food program includes breakfast, lunch, and afternoon snack. We provide those essential vitamins, minerals, proteins, and carbohydrates growing young children need. Our meals are planned and prepared by trained food service personnel and menus are posted. The meals are based on daily nutritional requirements of young children set by the USDA and incorporated into the licensing regulations of the District of Columbia.

Because we believe the use of food as reward or punishment can foster an unhealthy attitude about food later in life, we encourage children to eat, but do not force them to do so.

Breakfast is served at the center before 8:30am. Children arriving at the center after 8:30am may not be served. Children are not allowed to bring outside food after the breakfast time has passed.

Lunch time is a time to foster social skills and manners while the children eat a wholesome lunch prepared by the center. If your child has a special dietary requirement (such as sodium sensitivity, lactose sensitivity, or other food allergies), it may be necessary for him/her to bring their lunch from home. A written description of the dietary problem along with the prescribed diet needs will be required from your child's physician.

Tuition and Fees

Tuition is the life blood of the center, therefore prompt payment of all tuition is necessary. The following set of rules has been created to avoid confusion about payment.

1. Tuition is paid monthly and I weekly (NOT Bi-Monthly).



Monthly payments are due between the 1st and 5th of each month. Payment after the 5th of each month are considered late.

2. Once your child is enrolled in our center, full tuition is due whether the child is present or not. There is no reduction in tuition for holidays, vacations, illness or emergency closings.
3. Length of illness with or without a physician's note, does not exempt tuition payments.
4. Parents/students are allowed 14 days of vacation per year.
5. Multiple child families will receive a \$20 discount from the total fee.

We want to build a close and one relationship with all our parents. By entrusting your child to us, you have chosen to be in extended part of our family. Our tuition policies are created to ensure that we will continually be able to live up to that trust. We welcome you to our family at KD's Klubhouse.

Tuition Fees

Infants between the ages of 6 weeks through 30 months child care fee is _____ per day weekly, and _____ per month.

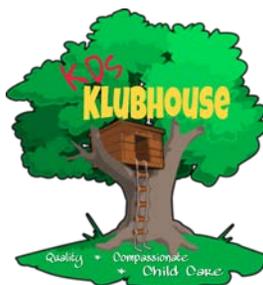
Toddlers above the age of 2 years 7 months child care fee is _____ per day weekly, and _____ per month.

Registration Fees

Enrollment of your child requires a \$25 nonrefundable registration fee. We encourage every parent to visit our center, meet our staff, and see our program first hand.

Late Pick Up Fees

Parents who fail to pick up their child at the end of the day will be charged \$10 per every five minutes they are late. This money is due at the time your child is picked-up and is owed to the staff person staying at the center with your child. If your child is not picked up by 6:15pm and you have not notified the center, we will contact the nearest police station to the school.



Late Tuition Fees

Tuition is due in advance of service. If tuition is late, the fees are as follows

1. Monthly payments made after the 5th of each month will be charged
2. Bi-weekly payments 1 to 2 days late will be charged a \$50 late fee.
Tuition 3 to 5 days late will be charged a \$75 late fee.

Late tuition fees may result in your child's termination from KD's Klubhouse.

Checks

We DO NOT accept checks as a form of payment.

Absences

Children are allowed the following days of absences:

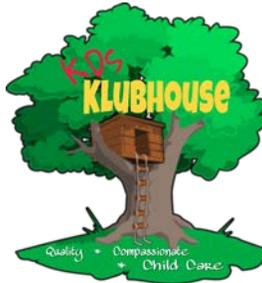
1. Fourteen (14) vacation Days per school year.
2. Five (5) consecutive absences must be accompanied with documentation of a doctor's note, family emergency (notarized letter), or funeral. Child/student will be terminated from KD's Klubhouse on the 6th day if we have not been notified.

AT THE CENTER

Policy for Sick Children

KD's Klubhouse appreciates serving your children and your family however; it is our policy that children who are sick will be allowed to stay at the center for the day. However, if your child becomes ill while at the center, KD's Klubhouse has a temporary designated area to seclude your children from the regular population until you or a designated family can pick him/her up from the center. The director and/or staff is not authorized to care for sick children. Parents are responsible for providing an alternative day care plan in the event of child becoming ill.

For the protection of all children, your child must remain home if any of the following symptoms are present:



- o Temperature of 100° & over
- o Diarrhea or vomiting
- o Excessive cough/runny nose/pink eye
- o Discharge or redness of unidentified rash
- o Ringworms

If the above symptoms occur during the day, the parent will be notified immediately. The child will not be allowed to return to the center for 24 hours. If your child contacts a contagious disease, he or she must be kept home and the center must be notified of the exposure immediately. Upon returning, your child must have a note from his/her physician stating that your child can return to the center.

Please do not request that your child remain inside during outside play or if your child can remain sleep during our learning time. If your child is too sick or too tired, then alternative care is needed. We are not permitted to dispense any medication without a written consent from a parent. Forms are available in the office.

Medication Authorization

KD's Klubhouse will not assume the responsibility of administering medication to any child without written instructions from the child's physician.

Immunization

KD's Klubhouse will admit no child without current immunizations. A record of those immunizations, signed by a physician, must be kept on file at the center. Each child must have an updated immunization record each year.

Accidents and Injuries

Children are active in their play and sometimes these activities lead to scrapes, bumps, and bruises, despite our best efforts to prevent them. KD's Klubhouse maintains first aid supplies in each classroom and a staff with first aid training is on duty during our hours of operation.

Domestic Difficulties

In case of domestic difficulties, the center cannot accept responsibility for denying a parent access to their child unless there is a written court agreement.



Cell Phone Use

Parents and staff are not allowed to use cell phones while in the center This includes Bluetooth and earpieces.

DISCIPLINE

We believe that caring deeply about young children means maintaining a good- humored control and a firm but flexible discipline . Discipline assists the child in gaining self-control through modeling appropriate behavior.

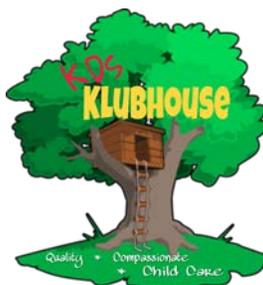
A safe and caring environment in which children learn self-esteem requires the staff and parents to:

1. Encourage and praise good behavior
2. Set limits or behavior expectations which are clear and developmental appropriate.
3. focus on the child's actions rather than on the child's personality
4. Set consequences which are immediate and of short duration for repeated misbehavior. Consequences which we employ are time-out, redirecting a child to another play area and limiting play privileges.

ARRIVAL AND DEPARTURE POLICY

Regular day care service is from 7:00am to 6:00pm, Monday through Friday. All children must be dropped off no later than 9:00am.

Insurance regulations and safety concerns require that children be accompanied inside the classroom by their parents. At pick-up time children should be accompanied off the premises by the parent. Occasionally, parents may have someone else to pick up their child. Please notify us before pick-up time if someone other than yourself will be picking up your child. We will not release the child to anyone whose name does not appear on the application as an authorized person with permission to pick up the child. THERE ARE NO EXCEPTIONS. The safety and protection of your child is our foremost concern.



Our program ends at 6:00 pm. Please call if you are going to be late picking up your child. This is a courtesy to the staff and a comfort to your child. If we have not heard from you, we will attempt to reach you by telephone. At 6:30pm we will begin to contact the emergency names listed on your child's application. If by 7:00 pm you have not contacted us and made arrangements for pick-up, the nearest police precinct will be notified.

These policies represent our commitment to the safety of your child. Your child should feel at ease and safe by knowing when they may expect their parents to pick them up.

Children picked up after 6:00pm will be automatically charged \$10 per every five minutes late to the person remaining with your child at time of pick up.

DHS requires the center to have insurance; however, the insurance is not in effect after 6:00pm. For this reason, your child must be picked up by closing time or the above policies will be strictly enforced.

CLOTHING

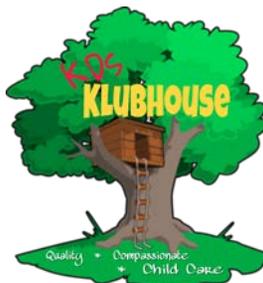
KD's Klubhouse Day Nursery has a dress code/school uniform requirement that must be met Monday - Thursday of each week. The boys should wear white shirts with blue pants and the girls should wear white shirts with blue skirts or jumpers. Friday is casual dress day. Students may wear jeans and casual clothes on Friday only. NO open toe shoes.

The uniform requirement is optional for the infant class.

Each child should have a complete change of clothes in their cubby at all times. Toddlers and two-year olds should have two (2) complete changes of clothes. Soiled clothes should be taken home and replaced the next day with clean clothes.

Please check your child's cubby regularly to make sure your child has a change of clothing, and they are proper size and seasonally appropriate.

Each item of clothing that remains at the center for your child's use should be labeled with your child's name. This includes your child's coats, hats, gloves,



sweaters , jackets, and sheets.

We will make every effort to keep your child's belongings together. A lost and found area is designated for lost items.

Accessories

It is the policy of KD's Klubhouse Day Nursery that no beads or barrettes are worn to the center by students. We have found that these items cause safety concern. Should your child need to wear these items for religious reasons , KD's Klubhouse require documentation of explanation.

THINGS TO BRING FROM HOME

Please bring the following items on the first day your child is in attendance:

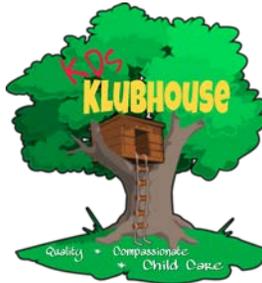
1. A complete change of clothing, labeled with your child's names to be kept in your child's cubby.
2. A full size sheet for naptime
3. Children in pampers:
 - a. Disposable diapers
 - b. One package of baby wipes
 - c. Other baby products upon request
4. Infants 6 weeks to 12 months
 - a. Baby food
 - b. Formula (already prepared)
 - c. Juice

During the year, as we approach particular projects, we may call upon our parents to help children bring things from home to encourage learning; however, please do not let your children bring money, jewelry, small pocket toys, food items and hair beads unless requested to do so. These are distracting, may be lost, and can be extremely dangerous by causing the children to choke.

SPECIAL EVENTS

Birthday Parties

Birthday parties are an important part of a young child's life. We encourage



parents to allow their child to share birthday fun with classmates at the center. Parents who wish to do so may make arrangements through the office to provide a birthday party for their child. Even though most celebrated with cakes and sweets, we prefer and encourage more healthy and nutritious treats such as muffins or fruit salad or a special recipe from home. Soda should not be sent either. It is helpful to the staff if parents can act as the birthday party host for their child. Please provide birthday plates, napkins and cups for the party. We ask for parental cooperation in not providing peanuts, candy, balloons, and gum at birthday parties as these are major causes for choking in young children.

Inviting only some classmates to a private birthday party leads to children having hurt feelings because they are excluded. Therefore, birthday invitations can be posted at KD's Klubhouse only if all the children in the classroom are invited.

If you do not celebrate birthdays for religious reasons, please tell your child's teacher and they will cooperate.

We encourage parents to share significant traditions and holidays from their country of origin. Some examples are Kwanzaa, Chinese New Year, Mardi-Gras, and so forth. Teachers will work with parents to prepare age-appropriate celebrations which will focus on cultural rather than religious themes.

Harvest Party

The staff sponsors an afternoon Halloween party around the end of October. Children are allowed to dress in costume just before the party begins. Games are provided by the staff and parents.

International Day

The staff also plans an international dinner; however, this event is dependent on parent participation.

KD's Klubhouse Spring Picnic

During the spring, KD's Klubhouse sponsors a Saturday afternoon picnic and festival for the children, their families and the staff. Again, parent participation will be needed to provide some of the food items and help with activities.



HOLIDAYS AND CENTER CLOSINGS

KD's Klubhouse will be closed on all Federal holidays listed below.

- New Year's
- Dr. Martin Luther King
- Presidents Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Thanksgiving Day
- Day-after Thanksgiving.
- Christmas Day
- Inauguration Day

Emergency Closings

Weather conditions may sometimes force the day care center to close. For weather related emergencies we will follow the District of Columbia's Public School closings and late openings.

In the event of an early closing due to bad weather conditions parents should make arrangements to pick up their child early.



SAFETY

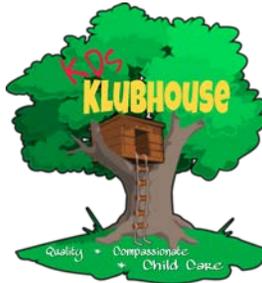
KD's Klubhouse assumes responsibility for the health and safety of the children attending the facility.

The facility is located in the District of Columbia whose emergency management agency will be the primary source of governmental assistance during the emergency.

Assistance during emergencies will be dispatched through the District of Columbia 9-1-1 and be coordinated by the District of Columbia fire and Police Department.

The facility may be subject to the following natural disasters and emergencies:

- Natural Disasters (e.g. flood, blizzard, hurricanes, tornados, etc);
 - Technological Disasters (e.g. HAZMAT spill, power outage, fire, etc); and
 - Security Emergencies or Disasters (e.g. domestic violence, intruder, etc)
-
- Evacuate the area of the fire (always stay low and heated gasses collect near the ceiling first).
 - Call 9-1-1, indicating the need for assistance from the fire department and law enforcement.
 - Make sure all windows and doors in the facility are closed and all electrical switches and breakers are turned off. If the situation is an emergency doesn't waste any time. Just exit the facility.
 - The facility director or designee will designate a person or persons to go to the nearest intersection to direct the fire department vehicle to the scene.
 - Upon the arrival of the fire department the director or designee shall establish contact with the senior fire department official and coordinate subsequent activities with him/her.
 - Make sure all students and staff are accounted for and safe.
 - If the fire is small any of the facility's fire extinguishers may be used to put the fire out. Although there should be no hesitation regarding the use of fire extinguishers the fighting of any fire by staff should be undertaken only there in no imminent danger.
 - The Child Care Facility's fire extinguishers are located as followed:
 - o 1st Floor - infant room and kitchen
 - o Basement - near the exit door



Bomb Threats

- Bomb threats should be treated as a real situation.
- Unidentified or suspicious objects should be reported to the authorities.
- Evacuation should be to an outdoor area as far from the facility as safety possible.
- All- windows and doors should be left open to minimize shock damage from blast.
- Upon arrival of the law enforcement authorities the facility director or designee will assist with search.
- The appropriate authorities should be consulted prior to re-entry into the building.

Telephone Threat

- Staff that receives the call should tell another staff member that a threat is in progress. The building should be immediately evacuated and the local law enforcement should be contacted immediately.
- Staff should try to do the following things:
 - Keep caller on line as long as possible.
 - Document the time of the call and when it was received.
 - Describe the callers' voice.
 - Find out the location of the bomb.
 - Find out the time of the explosion.

Gas Leak

- If staff smell a leak, the following steps should be taken:
 - Open windows
 - Call 911
 - Do not turn on any electric switches on OR off.
 - Check all gas taps turn them off.
 - Turn off main gas if necessary. Shut off valve if its next to the meter.

Power failure

- Building's emergency light, if so equipped, should come on automatically. They are connected to the facilities emergency generator or back up batteries which will start automatically.



- The center has 4 flash lights which are located in each classroom.
- Battery operated radio is located in the directors' office.
- The radio may be used to minor weather conditions, etc. The official DC emergency action station is 103.9 WTOP and 1500AM.

Loss of Water

- There is an emergency supply of water located in the kitchen of the facility.
- In the event of loss of water the staff on duty should contact the following:
 - Local Public Works (only if loss of water is neither the result of a general power failure nor the result of an internal plumbing problem).
 - Phone the facility's supervisor on duty and/or director.

Loss of Telephone Service

- Staff is to use their cellular phone in the event that a regular phone service is disrupted.
- In the event of loss of telephone service the staff on duty should contact the following:
 - Contact telephone service provider.
 - Contact the facility's supervisor on duty or director.

Loss of Heat/Air Conditioning (emergency only)

- Contact the facility's supervisor on duty and/or the director.
- The supervisor or staff on duty should contact the installer of system and/or the company that service the unit
- Contact owner of the property if needed.

Plumbing Problems (emergency only)

- Contact the facility's supervisory on duty and/or the director.
- The supervisor or staff on duty should contact a reputable plumbing company to access the situation.
- Contact the owner of the property if needed.

Problems with Locks and Keys

- Contact the facility's supervisory on duty and/or the director.

Emergency Evacuation



- In the event of a fire, bomb threat, electrical, chemical or other emergency that would require the evacuation of the building, all staff should adhere to the following:
- Call 9-1-1, indicating the need of assistance from the local fire department and /law enforcement.
- Make certain all students and staff members are accounted for and safe.
- Evacuate all students and staff to an area as far from the building (approx. 500 feet).
- Adhere to predetermined evacuation routes if possible, however do not hesitate to adjust these routes to avoid dangerous areas.
- All special needs students and staff are to be assisted as needed
- Conduct a second head count for students and staff.
- Notify director/owner as early as possible regarding the evacuation.
- Do not approach or re-enter the building until consultation with the proper authorities

Hurricane/Tornado/Severe Weather Watches and Warning

- Advise all staff of the weather condition.
- Monitor radio/TV continuously.
- Terminate outdoor activities and seek shelter.
- Monitor sky conditions.
- Turn off all utilities if time permits.
- Move all staff and students to designated location.

Hazardous Materials Accident

- Evacuate the area immediate.
- Call 9-1-1, and report that there has been a hazardous material spill.
- Do not attempt to contain, touch, or identify substance.
- If staff become in contacted, staff should wash it off.

CONCEPT OF OPERATIONS

General

- Direction and control - The facility director will assume responsibility for emergency actions until the arrival of emergency service



personnel:

- The facility director will gather and record information necessary to determine appropriate emergency actions.
- In an emergency, day care staff will focus only on emergency management functions. All personnel and resources will be focused on providing for the safety and wellbeing of children and staff.

In the absence of the facility director, the following facility person(s) will take charge:

- Primary: Director
- Secondary: Head Teacher

Regular drills on emergency plans, procedures, and duties will be conducted to:

- Provide training for staff, including substitutes;
- Orient children on emergency procedures and responsibilities; and
- Develop skills needed for a real emergency.

Accountability

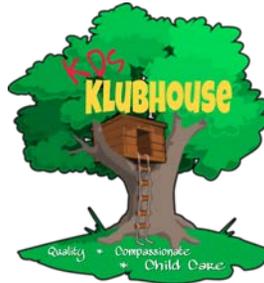
- Children will only be released to adult(s) designated by the parent.
- In case of an evacuation, attendance will be taken at the assembly area, upon boarding and exiting the emergency transport vehicle(s) and upon the arrival at the relocation facility.

Emergency Routes

- All children from 2 ½ - 5 years old will egress or escape through the basement entry door, or the first level back entry door.
- Infants from 6 weeks - 2 years old will egress or escape through the first level front or back entry door.

Last evacuee to exit during an emergency

- The director or the designated person will be responsible for making sure the building is completely clear of all persons.
- The director or the designated person will be responsible for shutting off all equipment, depending on the nature of the emergency.



TERMINATION POLICY

KD's Klubhouse, Inc. reserves the right to terminate a child if the child or the parent of the child becomes violent or aggressive with a staff member or another child in the center.

KD's Klubhouse, Inc. also reserves the right to terminate a child for biting, scratching, cursing, threatening another child or staff member, and for non-payment.

- KD's Klubhouse, Inc. also reserves the right to terminate a child if a child has problems adjusting to the policies and the program of the center.

KD's Klubhouse, Inc. will give a two-week notification to parent to find alternative child care whenever possible. KD's Klubhouse Day Nursery, Inc. also reserves the right to terminate a child immediately when deemed necessary and when the safety of the other children in the center is at risk or in jeopardy.



TRANSPORTATION POLICY

Child Transportation

KD's Klubhouse serves predominantly urban children and families. KD's Klubhouse transports children during special events, field trip, and other occasions. All children and families are made aware of this upon enrollment. In the event a family wishes to provide their own transportation during special events, field trips and other occasions, families are advised to inform the center director and arrange for their own transportation.

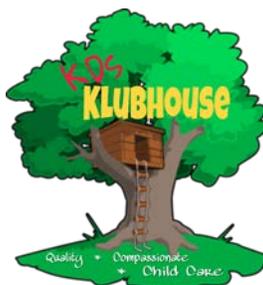
All children being transported are restrained in developmentally appropriate car safety seat, booster seat, seat belt, or harness that is suited to the child's weight, age, and/or psychological development in accordance with state and federal laws and regulations and the child is securely fastened, according to the manufacturer's instructions, in a developmentally appropriate child restraint system. For children who are obese or overweight, it is important to find a car safety seat that fits the child properly. The families are informed and can either send a safety seat that their child may use or arrange their own transportation.

Interior Temperature of Vehicles

The interior of vehicles used to transport children is maintained at a temperature comfortable to children. When the vehicle's interior temperature exceeds 82°F and providing fresh air through open windows cannot reduce the temperature, the vehicle uses air-conditioning system. When the interior temperature drops below 65°F and when children are feeling uncomfortably cold, the interior should be heated. To prevent hyperthermia, all vehicles should be locked when not in use, head counts of children should be taken before, during and after transporting to prevent a child from being left unintentionally in a vehicle, and children should never be intentionally left in a vehicle unattended.

Safety Procedures for Transportation of Children

1. An individual who is driving with a child in the vehicle shall supervise no more than 4 children under 5 years of age. Staff to child ratios will be maintained at all times.
2. Each child shall have a seat, be belted or harnessed and remain seated while the vehicle is in motion. Staff must check each seat belt, booster seat or car seat to assure it is installed



properly and each child is secured appropriately.

3. A child shall not be left unattended on the vehicle or at the site of aftercare.
4. A child cannot be picked up or delivered to a location that requires crossing the street or highway unless accompanied by an adult.
5. A vehicle transporting children will have the headlights on.
6. Guns, ammunition, alcohol or illegal substances, or hazardous materials shall not be transported in a vehicle transporting children.
7. A vehicle shall not be refueled while children are present in the vehicle.
8. If the driver is not in the driver's seat, the engine shall be turned off, keys removed and emergency brake shall be set.
9. Each vehicle must be equipped with a fire extinguisher, first aid supplies, emergency reflective triangles, a device to cut the restraint system.

Procedure for Loading and Unloading Safely

To ensure each child is loaded and unloaded safely during transportation to and from the facility from any special event, field trips or other occasions, recommended process would include: head counts of children, before, during and after the event. The staff will complete the seating chart and secure each child using age-appropriate child restraint (e.g., car seat, booster, etc.). The staff or van driver will check the restraint to assure the child is secure and document the time the child was loaded onto the van. When the van arrives at the event location, the staff or van driver will document the arrival time, unload the children and escort them into the building. Another staff will return to the van and check to see every child was unloaded, then sign the form verifying the information recorded by the van staff on the roll sheet is correct.

Procedure for Ensuring Adequate Supervision

Staff who are assigned to provide transportation (van drivers and van staff) should have job descriptions that include the following assigned duties; i.e., who will check to assure each child is restrained properly, who will provide supervision while the van is moving; who will care for a fussy baby or upset toddler, who will record the time each child boards and departs the van, who will check to assure all children have departed the van, who will escort the children into the building and sign seating chart.

Reporting Unusual Incidents



The driver or the staff in the vehicle are responsible for reporting any unusual incident to the center director, they will also need to follow the Unusual Incident Reporting guidelines set by OSSE including but not limited to contacting the parents or guardians of the child(ren) involved, creating and submitting the unusual incident report to OSSE and following up with any repercussions and recommendations by the center director, OSSE and other government agencies involved.

SUPERVISION POLICY

Supervision of Children (indoor and Outdoor)

To ensure that children are supervised throughout the day, KD's Klubhouse implements the following policies and procedures.

Staff should be aware of how many children are in their care and where all children are, at all times. Children of any age are not allowed out of the classroom without adult supervision.

Infants, toddlers and twos, preschool and school-age children are supervised by sight and sound at all times, including while in the bathroom. "By sight" means the child is being actively observed. "By sound" means the child can be heard from where the caregiver is positioned. While supervising children in these age groups, staff should position themselves so that they can see and hear all of the children and re-position themselves as children move about the room.

When children are sleeping or resting, staff should position themselves so that all children are continuously supervised by sight and sound. The room should not be completely dark and should be bright enough for: 1) everyone to see clearly, 2) children to move around the room safely without assistance, and 3) for staff to maintain full sight supervision for all age groups. Cots/mats should be fully visible to staff during naptime. However, if the environment prevents full visibility, then teachers need to circulate to provide full supervision.

When infants are sleeping, staff should position themselves so that all children are continuously supervised by sight and sound. Sleeping infants should be checked individually and in close proximity at least 3 times each hour (every 20 minutes). These checks should be more frequent as needed to meet individual children's needs.

At least two staff members (or administrators) must be in the building at all times when children

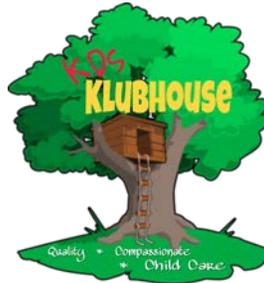


are present. If children remain after closing, two staff members (or administrators) must remain until the last child is picked up.

The playground is considered an extension of the classroom with the same supervision standards and ratios, unless stricter standards are required by state licensing. Staff members should know how many children are in their care at all times, and consider other supervision challenges which the outdoor environment presents. Staff should position themselves so that at least 2 areas of the playground can be viewed and are easily accessible. Staff should move about the playground, depending on where the children are at any given point in time, while continuing to interact with the children. Staff should consider individual children's needs, including high risk behavior. If there are areas that cannot be supervised by sight, they should be blocked off and inaccessible.

Staff use Transition Tracking to track the children throughout the day, including during transitions (i.e., moving from the classroom to the playground, while transitioning to a different space within the center, etc.). Through this practice, teachers are required to:

- Know the names and the number of children in their care at all times.
- Use Transition Tracking to account for the children in their care.
- Conduct and record transitions with Face to Name Roll Call.
- Conduct a Head Count whenever a transition through a door or gate occurs.
- Conduct periodic Head Counts throughout the day, in addition to those required during transitions.
- Log in and out whenever they join or leave a group.



CHILD ABUSE AND NEGLECT

Mandated Reporter

KD's Klubhouse ensures all children's health and safety at all times. All staff are mandated reporters. Friends, neighbors and other community members can help to protect children by being aware and working together. Learn the warning [signs of child abuse and neglect](#). Get helpful tips on responding [when a child victim confides in you](#).

The Child and Family Services Agency (CFSA) takes reports of child abuse and neglect 24 hours a day, seven days a week at (202) 671-SAFE or (202) 671-7233. This hotline is the gateway to protection and help for child victims and those at risk to age 18 in the District of Columbia. Find out what happens after [CFSA receives a report of child abuse or neglect](#).

Mandated reporters must call and can take free training online

Some people in specific professions are called mandated reporters—people DC law requires to report whenever they know or suspect a child is experiencing abuse or neglect. Because these individuals regularly work with children, they are often the first to see signs of maltreatment. In DC, people in the following professions are mandated reporters:

- Athletic coaches
- CFSA employees and contractors
- Child care workers
- Chiropractors
- DC Parks and Recreation employees
- Dentists
- Domestic violence counselors
- Human trafficking counselors
- Humane officers (animal cruelty)
- Law enforcement officers
- Medical examiners
- Mental health professionals
- Nurses (LPNs and RNs)
- People caring for or treating patients
- Physicians
- Psychologists
- Public housing resident managers
- School officials
- Social service workers
- Teachers



DC mandated reporters can take free training online at dc.mandatedreporter.org and take the Child Abuse and Neglect training via Quorum. The comprehensive course covers your legal obligations, types and signs of child abuse and neglect, when and how to report, and other important topics.



FINANCIAL AGREEMENT FORM

It has been agreed that _____ will pay \$ _____

monthly/bi-weekly for the care of _____.

Care will be provided _____ days a week between the hours of _____ and _____.

An advance payment of \$ _____ will be required and is payable upon enrollment date.



I have read and understand the handbook which contains the policies and procedures that are to be followed at KD's Klubhouse.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

KD's Klubhouse Director

Date



I have read and understand the handbook which contains the policies and procedures that are to be followed at KD's Klubhouse.

Staff Name

Date

Signature of Staff

Date

KD's Klubhouse Director

Date