



DANIEL DAYCARE

A MINISTRY OF THE DANIEL ACADEMY

Parent Handbook (2022)
www.thedanielacademy.com
310 W. 106th Street, Kansas City MO 64114

Welcome

Welcome to the Daniel Family! Here at Daniel Daycare, we are excited to offer Christ-centered care for babies, toddlers, and preschoolers. Our goal is to provide a safe, fun, and godly home outside of home for children to learn, play, and worship at. One of our main goals is to foster a family dynamic amongst students, teachers, parents, and staff. Daniel Daycare is not just for working parents who need childcare while away from home. It is that and much more! We strive to provide an enhanced learning experience through scripture-based lessons, social interaction, creativity, play, music, exercise, and prayer. In addition, our teachers and staff regularly pray blessings over both you and your child both in and out of class.

History

The Daniel Academy is a private school in Kansas City, Missouri, established in 2007 and serving students in preschool through 12th grade. Please visit www.thedanielacademy.com to watch the inspiring videos of how The Daniel Academy was birthed out of a prophetic encounter with the Lord. The Daniel Daycare launched in 2019 as a ministry of The Daniel Academy to the families in the surrounding communities.

The Daniel Daycare Vision and Mission

Our vision is to raise up children who want to go into the world and bring the Lord's heart and ways to all arenas, just as Daniel in the Bible did. We train our students in both spiritual and academic excellence and prepare to launch them to impact the world, using their gifts to serve others wherever they go.

When we think about the Lord's heart, we remember his great commandment in which he said the most important commandment is to love God with all of our heart, mind, soul, and strength, and to love our neighbor as ourselves. Jesus tells us that everything hangs on these two commandments: to love God and to love others. We want our littlest of littles to learn to LOVE GOD & LOVE OTHERS well and we want to be a staff/community that creates and models that atmosphere daily.

As caregivers and educators, our mission is to provide a safe and developmentally appropriate learning environment, which fosters a child's natural desire to explore, discover, create, become a lifelong learner and lover of the LORD and others.

We like to think of The Daniel Daycare and The Daniel Academy as a greenhouse. In a greenhouse, plants are provided with soil and an environment that nurtures development so they can grow big and strong. Then once the plants have deep roots and are transplanted outside the greenhouse they thrive.

The Daniel Daycare Mission: Growing little plants with deep roots in the Lord.

(To create an environment in which the children are nurtured in their developmental milestones, unique gifts, and relationship with the Lord, so that when they leave The Daniel Daycare their roots are deep in the Lord and who He created them to be, so that they thrive wherever the Lord plants them in the future.)

Philosophy

As a Christian school/daycare, our method, approach, and philosophy to education is to partner with families who want to raise their children in the Daniel Lifestyle. We consider this lifestyle to consist of four components:

- **Prayer** (Learning how to listen and talk to the Lord)
- **Consecration** (Knowing/walking out that we are special and set apart for the Lord)
- **Excellence** (Learning to give our best in our daily life and pursuit of the Lord)
- **Marvelous Comrades** (Learning how to be a good friend/cultivating good friendships)

We seek to activate students who are well-educated and trained in both academics and spiritual understanding, having cultivated pure hearts and been given discernment to walk in positions of influence (Daniel 1:4).

We have an expectation that our teachers and staff are also striving to walk out an authentic relationship with the Lord and integrating these TDA pillars into their lifestyle. We desire our teachers and staff to be ones who are prayer warriors, their lives are consecrated and set apart for the Lord, they strive to walk in excellence and integrity in all they do, and model marvelous comradery with fellow staff, peers, and families they are working with.

Our program is also built around the Missouri Early Learning Standards (MELS) for Birth to Age 5.

- You can read over the Missouri Early Standards (MELS) at [Missouri Early Learning Standards | Missouri Department of Elementary and Secondary Education \(mo.gov\)](https://www.mo.gov/education/early-learning-standards)

Daycare Licensure

Currently, The Daniel Daycare falls under religious organization exemptions from licensure, meaning we don't have to be licensed or audited to operate. However, though we are an unlicensed facility, we still want to operate and walk in excellence in all that we do. Due to being an unlicensed facility, we are unable to take government child care assistance funds at this time.

General Center Information

THE DANIEL DAYCARE ADMINISTRATION TEAM:

The Daniel Daycare Director: Amy Erickson amyerickson@thedanielacademy.com

Director of Operations for TDA: Jasmine Small jasminessmall@thedanielacademy.com

Principal of TDA: Emily Lee emilylee@thedanielacademy.com

Daycare Coordinator/Developer: Renee Haney reenehaney@thedanielacademy.com

Chaplain and Dean of Biblical Leadership: Jonathan Lee jonahntanlee@thedanielacademy.com

HOURS OF OPERATION:

The Daniel Academy Daycare is open year round on Monday through Friday from 7:00 am to 6:00 pm.

**The Daniel Daycare is closed for the following holidays:*

- Memorial Day
- Labor Day
- Independence Day
- Thanksgiving Break (Thursday and Friday the week of Thanksgiving)
- Christmas Eve/Christmas Day
- Christmas Break (The last week of December)
- New Year's Day
- Martin Luther King Jr. Day
- Good Friday (Open half day)

Snow Days: In the event that the Center School District closes due to snow or ice, TDA will also close. You can look online or on the television for school closings (<https://www.kmbc.com/weather/closings>). TDA will send out a confirmation email by 6:30am. Please note that if schools in the city are being closed for cold conditions only (but no ice or snow), TDA may still meet since our students do not wait at bus stops. We will confirm this as well by email alerts.

***Additional Potential Closings:** The Daniel Daycare Administrative Team desires to keep the Daniel Daycare open and operating as many business days as possible. However, in the event that there is an outbreak of sickness (such as COVID) or building issues arise in which the daycare is unable to operate in a safe manner, then the Daniel Daycare Admin Team will discuss and determine whether or not to close the daycare temporarily. If the daycare needs to close due to any of the above reasons, you will be notified as soon as a decision is made. Please note that some of these decisions might be made promptly and without much notice, however, our hope is always to give as much notice as possible.

Privacy Policy

We will do everything we can to protect your family's privacy and will abide by state privacy laws. We will keep all records and information about your child and your family private and confidential, unless we have your written permission to reveal specific information. While we do engage in social media, we will not post photos of your child or information about your child without your written permission.

Overview of Vision

Vision, mission, and goals

As a ministry of The Daniel Academy (TDA), we at Daniel Daycare are blessed to share the general vision, mission, and goals of our greater community.

- A. Vision - Raise up influential Reformers* like Daniel, who will walk with God and bring God's heart and ways to all aspects of society.

*Reformer – We are referring to biblical people like Daniel and David who waited on the Lord, sought Him for ways to influence and make a difference, and then acted with what He told them. We are also thinking of people like William Wilberforce or Florence Nightingale or millions of those known only by the Lord, who brought God's heart and ways to a problem or obstacle and transformed situations with solutions from heaven.

- B. Mission - To strengthen and build Daniel students, Daniel families, and Daniel communities who are:
 - 1. Prayer-filled (influential Reformers)
 - 2. Hope-filled (influential Reformers)
 - 3. Sent-ones focused on their God-given mission (influential Reformers)
- C. 4 Key Pillars
 - 1. Joy-filled prayer
 - a. Adoration
 - b. Proclamation

- c. Intercession
 - d. Thankfulness
2. Excellent spirit
 - a. Strong character
 - b. Academic excellence (as influencers need to be well-trained)
 - c. Godly attitude
 - d. Persevering
 - e. Able to make tough choices, etc
 3. Undistracted devotion and consecration - hearts that say yes to less of the world and more of God
 4. Marvelous friends - developing friendships where we call out who we are in the Lord
- D. Other Key Values
1. Being the two spies (Joshua and Caleb) who know nothing is impossible with our God
 2. Running with families who nurture obedience, honor, respect, and joy
 3. Honoring and appreciating one another
 4. Training our students to 'think'! Students who know science, worldviews, etc., who are trained to be lights in 'Babylon' (universities)
- E. About Daniel

In the period of history during Daniel 9, he realizes that the Lord is shifting things for the Jewish exiles and wanting to move again to restore their land. Daniel responds and 5 keys are in Daniel 9:23, which is our founding verse:

1. *"At the beginning of your supplication"*
Daniel's first response to his revelation is focused prayer and fasting
2. *"The command was issued and I (Gabriel) have come to tell you"*
The Lord sends angelic help in response to his prayers
3. *"You are highly esteemed and greatly beloved"*
Daniel understands his position and place in the Lord's heart
4. *"So give heed to the message"*
Daniel becomes focused on his assignment from the Lord
5. *"Gain understanding of the vision"*
Daniel is charged to understand and see the big picture of what God is doing on earth and how to bring His heart and ways to influence wherever he is placed by God.
6. Simple 3 step method for Reformers
GAZE (Ps 27:4), INQUIRE (I Sam 23:2), TAKE ACTION (2 Sam 5:23)

Cultivating a culture of honor, appreciation, and love

One of our main TDA values is growing as a 'Daniel Community.' As a part of a community of marvelous comrades, we students, teachers, administrators and parents are all seeking to believe the best and love each other well. One of our strengths is our highly involved parents, students and staff. We also know our community is diverse and sometimes hopes, expectations, desires and passions can conflict with one another. Left without a plan for resolution, this can cause resentment, misunderstanding and hurt feelings.

As a community we want to unite against seeds of bitterness, criticism and unforgiveness, all of which are tools the enemy uses to undermine our core mission. We all want to work very hard in our realms to bring forth resolution and great return for His glory.

Here are some suggestions for restoring and maintaining a healthy community. When you feel your heart is offended or hurt:

- A. Preventative measures for conflict
 1. Pray at all times. Be watchful and alert. Get the Lord's heart and strategy for all concerning relationships and circumstances.
 2. Give the benefit of the doubt. When someone does something you don't understand, assume the best, not the worst of that person's heart.
 3. Be quick to overlook offenses.
 4. Ask the Lord if an offense needs to be forgiven and forgotten or forgiven and resolved?

- B. Conflict resolution step by step
 1. Be quick and do not allow offenses or conflict to pile up
 2. AVOID grumbling, criticizing and gossiping at all costs!
 3. Follow protocol for resolution
 - a. Go humbly and peacefully to the person who has hurt or offended you (or the one who you know is hurt or offended). Gently let them know how you felt and how you reacted to what was done. Instead of accusing them of being wrong, seek to hear their perspective and heart. Go in humility and repent for any way you have hurt someone else. Be quick to repent and forgive. Ask God to help!
 - b. If you have done step (a) and things still aren't settled in your heart, either repeat step (a) or take another person with you to talk through the situation again with the person who hurt you.
 - c. If there is still no resolution, talk to someone in authority over that situation and ask them to be a mediator.
 - d. Be patient. Resolution could take time and multiple processes. Don't grow weary and don't let the enemy in. Don't give in to the temptation to talk about it with others who are not involved.

- e. It's always best to seek for total resolution, but when that doesn't happen, continue to believe the best and do the right thing, entrusting your concern to the Lord. Do your part faithfully, and the Lord will do His.
- C. Biblical chain of command
Depending on the importance of the concern or grievance, you can always go through our chain of command:
1. Classroom Teacher/Caretaker
 2. Daycare Director: Amy Erickson
 3. Daniel Daycare Administrator: Jasmine Small
 4. TDA Principal: Emily Lee
 5. TDA Board: Jonathan Lee at TDABoard@thedaniel.com
- D. We work hard as a team to foster openness, resolution, and communication of the resolution. However, that may not always happen perfectly, so believe the best and continue to ask until your heart is settled. 😊
1. If you do not feel heard or understood, continue the process until your heart feels settled.
 2. Keep in mind, there may have been steps to resolve or correct a situation that as a leadership team, we cannot fully divulge. Trust that we are all out for the good of everyone.
- E. Encourage reconciliation and discourage complaining
1. What should you do if you hear others complaining? Point them back to our protocol here. Encourage them to talk to the person involved and then follow up with them. Ask if they started into this process or if they need some help to go up the chain of command. Offer to go with them.
 2. Peacemakers: remember our goal: "being diligent to preserve the unity of the Spirit in the bond of peace", Eph 4:3. Shower those you have conflict with, with grace and prayer. Bless them and ask the Lord how to support them.

Building Together

- A. Who are we? What are we seeking to build?
1. We are a community of like-minded families who want to pursue God together in the context of raising our children in a Daniel life-style of joy and hope.
 2. The Daniel lifestyle consists of cultivating:
 - a. hopeful prayer with a focus on adoration
 - b. a consecrated lifestyle with simple devotion to Him
 - c. excellence and love of learning
 - d. marvelous comrades or friends who encourage and stand with one another.
 3. Our goal is to develop students who are well-educated and trained in all manner of schooling and equally educated in spiritual understanding, fully equipped for the times we live in. We believe the Lord has great and marvelous plans for

each student and we want to pray and walk alongside the parents in discovering their giftings and callings.

4. A praying community
 - a. We have been uniquely called by God through a supernatural encounter to walk out Daniel 9:23. Cultivating a life of individual prayer, as well as being an active participant in the global prayer movement, is one of our most foundational pillars.
 - b. We encourage families to commit to pray together in a corporate prayer setting 2 hours/week (in addition to Sunday church). This includes any prayer room or corporate prayer meeting.

B. Family Partnership Private School

We are a Family Partnership Private School (FPPS), where excellent teachers are hired to teach academic subjects at school, which are then overseen and completed with parental oversight at home. Together as families we are pursuing becoming “Daniel Families” where God is enjoyed and well-loved.

Parents are expected to be fully engaged in overseeing their student’s education and cooperating with TDA teachers. We are joining as families who are fully committed to bringing forth this “integrated education” of natural and spiritual studies.

C. Natural Wisdom

We want to cultivate a discovery of the ‘God of All of Life’ and teach students to be creative and problem-solvers with a spirit of entrepreneurialism. The faces of God are found in everything we do, including science, mathematics, literature, writing, critical thinking, understanding of worldviews, leadership training, art, drama, sports, innovation and invention, etc. (Proverbs 3:19)

D. Spiritual Wisdom

We want to be a greenhouse for our students where they can learn about who they are to Him, as His beloved ones, and learn to pray with that understanding. We want to understand all kinds of visions and dreams as Daniel did, seeking God for the answers from heaven (Daniel 1:17, 5:12). Part of the spiritual training is done partnering with local mission and training bases.

E. Spheres or Mountains of Influence

We want to launch students who are fully equipped and understand their callings and giftings, ready to go into the different areas or “mountains” of influence to bring His presence, reform and redemption. We are highlighting these mountains: family, education, government/law, economy/business, science/technology, media/arts/entertainment, sports and religion/church.

Educational Model

A. Family Partnership Private School

This educational model is a shared dual commitment between academic classroom instructors and parental oversight at home. Both of these areas of instruction need to be fully operating to ensure success for your student.

B. Reading: Fostering a Passion for Reading

1. Starting from birth, we want to instill a desire and a pleasure for reading in every home and in the classroom. Our graduates who excel the most in college are the ones who applied this in their earlier years.
2. Our teachers are reading good literature to our younger students in the classrooms. We want to utilize our library and city libraries much more, because *great books are the foundation for a great education*. Our library is full of some of the best and most highly recommended books for Christian students. Our library is full of books that have won the Newbery Award or the Caldecott Medal for great literature. Many of our books have been donated from the Sonlight Curriculum Program which is one of the most comprehensive curricula based around great literature. We have many books from the historical fiction arena which causes people, events and history to come to life for students. We also have many autobiographies and true stories of heroism as well. Students can also find interesting reference books in the TDA library.
3. We want children to associate the Word of God/Bible joy and delight as if it were sweet honey.
4. Reading a book together is probably one of the best ways to learn and one of the most bonding activities in a family. We highly encourage such activity regularly and often.

C. Curriculum

Our goal is to create an environment where children are learning all the time. This will include reading books together, singing, making music, center-based activities, drawing, and creating, etc. Children learn a great number of concepts and basic vocabulary with our activities as well as our curriculum that is centered around Christ and His love for the child.

Prayer Model

We embrace a 3-times-a-day prayer model like Daniel did. We want our students to be fascinated with the Lord and be drawn to Him in prayer as their first response to everything. We are basing our prayer times on Psalm 27:4 "One thing I ask of the Lord, this is what I seek: that I may dwell in the house of the Lord all the days of my life, to gaze upon the beauty of the Lord and to seek Him in His temple."

We are teaching our students to use the ACTS prayer model:

- A Adoration
- C Confessing who God is

- T Thanksgiving
S Supplication
- A. Morning Prayer
1. Enter His gates with joy. We start the day with praise music and dance, scripture, and prayer.
 2. We will gaze upon the Lord, adoring Him, proclaiming His promises and goodness over each other. We learn to come to Him just to sit in His presence and submit the day to Him.
 3. We incorporate both the “A” Adoration and “C” Confession during this time.
- B. Midday Prayer
- Before lunch, we incorporate the “S” Supplication during this time and want to *pray the news and pray for one another*.
 - We may focus on certain countries to learn about and pray for. Teachers may use maps, photos, and any age-appropriate tools to make this real to our students.
- C. Afternoon Prayer
1. Thanksgiving prayer is the focus, thanking Him for what He showed us that day, for any answered prayers, etc.
 2. We incorporate the “T” Thanksgiving during this time. Each class will pray in their own classrooms and then all clean together.

Corporate prayer hours for family and staff

We highly encourage our families to participate in at least two hours/week in corporate prayer, as we agree with the global prayer movement. This is in addition to church attendance. This can be a corporate gathering of prayer at your church or with friends. It can be challenging to include these valuable two hours into a very busy schedule, but we ask you to seek the Lord in guidance about making it a priority.

The goal of prayer room hours is to encourage our children/students, families, and staff to *engage* in corporate prayer. Engaging in prayer can look unique to each person (art, journaling, Bible reading, singing, etc.) but we request that each person actively participate in the corporate prayer setting that they are attending.

As children grow older, they will be able to engage in prayer times for longer periods of time however, we encourage families and students of all ages to use age appropriate tools to help their child engage in the prayer time.

Holiday Celebrations

We love to celebrate all kinds of events; however, due to the variance of family beliefs in our midst, we as a daycare/school do not celebrate Halloween, Santa Claus or the Easter bunny/ Easter eggs. Children may learn about the Lord’s appointed times also known as

the Biblical Feasts and Festivals. This sheds such powerful revelation into who Jesus is and His glorious return. If you have any questions about what is appropriate, please feel free to ask first.

CCW License

The MO House as of May 8th 2018 approved a bill (HB 743) to allow school districts to designate any employee as a school protection officer, which would make them eligible to carry concealed firearms into schools. Currently, only teachers and administrators can be designated as school protection officers. This bill will also increase training requirements to become a protection officer.

Current MO Law - a concealed carry endorsement does not permit the holder to carry a concealed firearm into any elementary or secondary school facility without the consent of a school official or the district school board.

While this prohibition does not apply to any person with a valid concealed carry permit or endorsement, we require all CCW parents and staff to talk to Mike Hlbbberd or Jonathan Lee FIRST before carrying in our building. Our Board reserves the right to disallow any person to carry a concealed weapon into our school.

Tax Deductions and Scholarship Donations

According to the IRS, child care is tax deductible. In addition, any scholarship donations made to the daycare or school may also qualify for a tax deduction. All scholarship donations made to The Daniel Academy according to the policy stated below will receive a charitable contribution receipt.

Scholarship donations can be made via check made out to The Daniel Academy (TDA). Designate "scholarship fund" on the memo line or by written correspondence included with the donation.

Donations can be made via PayPal using payments@thedanielacademy.com. Please note, if you are paying by credit card choose the "send to friend" option. If you do not do this, a PayPal transaction fee will be deducted from your donation. Charitable contribution receipts will be issued on the amount received by The Daniel Academy.

The Daniel Academy has limited funds available for scholarships. While we would like to be able to give scholarships to everyone who applies, our limited funds do not allow us to do so. The Daniel Academy appoints a scholarship committee each school year. This committee has the responsibility of reviewing scholarship applications and awarding scholarship funds.

Physical and Emotional Safety

Health, Disease and Hygiene Policies

We care for the health and wellbeing of every child. If a child is injured or becomes ill at school, parents will be notified.

1. Missouri law requires that a Certificate of Immunization form be completed for all students. As a substitute for the required Certificate of Immunization, a student may present proof of compliance with one of the alternatives specified by Missouri law which include religious and medical exemptions.
2. A completed Health History and Emergency Permit form is required at the time of initial enrollment.
3. All prescribed medication is to be kept on site at the facility.
4. School personnel are not authorized to dispense any medication, including over-the-counter medication, without written permission/medical authorization form from a parent or guardian. If medication is required, please request a medicine authorization form from your child's teacher or the daycare director. Many medications can be given at home before and after school. When this is not possible, medication to be administered at school should must be accompanied by the following information:
 - a. Prescription medication must be in the original prescription container. Medication will be out of reach of children at all times.
 - b. Non-prescription medication must be accompanied by a medical authorization form, which can be obtained from your child's classroom teacher or daycare director.

We will care for a sick child who has a mild, noncontagious illness, such as the common cold that is clearing up (clear mucus) or a low-grade fever associated with teething.

Per state rules and regulations, each child must be continually monitored throughout the day for signs of illness or contagious disease. Should signs of illness arise, parents will be contacted immediately. If the child exhibits any of the following symptoms, parents will be contacted and the child will be sent home. The child may not return during the contagious period of a disease. The following are details to the state policy (Division 30, Chapter 60, page 4):

- More than one abnormally loose stool
- Red and/or blue in the face; high-pitched cry or whooping sounds after coughing
- Difficult or rapid breathing—especially if infants are under 6 months old
- Yellowish skin or eyes
- Tears, redness in eyelids or irritation, followed by swelling or pus
- Unusual spots or rashes
- Sore throat or difficulty in swallowing
- An infected skin patch—crusty, bright yellow, dry or gummy skin areas

- Unusually dark, tea-colored urine
- Gray or white stool
- Fever of 100 degrees or higher
- Headache and stiff neck
- Vomiting
- Severe itching of body or scalp which may indicate lice or scabies
- COVID-19 specific symptoms such as but not limited to: loss of taste/smell, fever, cough, shortness of breath, headache, muscle/body aches, etc.
 - Students with COVID-19 symptoms should not attend school and parents should consult their healthcare provider and follow CDC considerations regarding their return to school. For students who are diagnosed with COVID-19, either by a laboratory test or based on their symptoms, return to school is permissible when the student is at least 10 days from symptom onset, has had three days with no fever and has improved symptoms. Return to school for children with an alternate diagnosis is at the discretion of their healthcare provider and/or the school nurse. Children with a known close contact with COVID-19 (or an adult with symptoms compatible with COVID-19) should stay home for 14 days from their last contact until his/her return to school is approved by the local health department in accordance with the CDC guidance.

Until the parent arrives, we will do our best to keep an ill child distanced from other children in the class. ***However, please understand this is not always possible, so if you receive a phone call to pick up your ill child, please do so as quickly as possible.***

Children with an illness must be properly treated and be symptom free (with no pain reliever) for a minimum of 24 hours before they return to care.

All parents will be notified when any reportable communicable disease occurs in the facility. If a case of head lice is found in our program, we will notify all parents for checking. Children must be treated and be free of nits before they will be allowed to return to care.

Please use your best judgment in deciding to bring a child who may be ill. ***Please consider the health of the other children and staff.*** We expect you to be able to pick up a sick child within 2 hours of being notified. If your child becomes ill and you are unable to be reached, we will then try to contact one of the other persons who is authorized to pick up the child.

Cleanliness and good hygiene have been increasing priorities.

- All children must wear socks or shoes in the facility – bare feet are not allowed.
- Children will wash or disinfect their hands before eating.
- Any food will be prepared and served with washed/disinfected hands.
- Diaper changing tables will be disinfected after each child.

- Play items and baby floor mats will also be disinfected daily.

Emergency and Accidents

If your child gets a minor injury in an accident, we will notify you and file an accident report.

For any serious or life-threatening emergencies, we will call 911 for immediate medical care, and then you will be notified as soon as possible.

In the case of a medical emergency and your child must be taken to the hospital, we will take the child to a local hospital by a medical transportation vehicle. Parents will be responsible for any financial costs for the child's care.

Reporting Incidences: We will report to the Department of Human Services within one working day of any death, illness, or injury that results in a child's hospitalization including emergency room admittance.

Protocol for Assessing Pain or Threat of Child

Crisis Counselor/Student and Family Advocate

We have a Student and Family Advocate on staff, Jeri Logan, who has formal training and experience with counseling and conducting assessments for children/families in crisis. We want to honor a student's decision to share their heart with a particular teacher or even another parent (who is not their own). However, for the safety of our students, the student body at large, our families, and our staff/faculty, we ask that if a student discloses personal information that even vaguely falls into one of the categories listed above to a teacher or another parent, the teacher or parent notify one of the principals who will follow up with our Advocate.

As caretakers and teachers, we encounter a unique window with students' hearts. Our goal is to work with parents in the training and healing of every student. If a student expresses unusual pain (either in physical or emotional abuse) or makes a threat toward an individual or in general (whether now or in the future), we will follow the appropriate procedures. We realize that children may say things at times purely to elicit a reaction, but since we have to protect the lives of many children, we will err on the side of safety.

Abuse: All 50 states require that professionals who work with children to report reasonable suspicions of child abuse.

- If a student mentions any incident of physical or sexual abuse or there are signs of abuse, we are required by law to call Child Protective Services to report the incident. 1-800-392-3738
- We will also inform the parents (unless the parent is the one accused of inflicting harm).

- We will encourage (possibly require) families to pursue counseling and healing.
- The TDA Board will be notified in confidence.
- We may (with permission) include key teachers/caretakers of the situation.
- We may include TDA leaders if needed.

Threats: We will follow all laws pertaining to threats made by children. If the law does not require certain actions, we will follow the below steps.

- We will inform the parents.
- We may investigate further into the situation of the student, both at home and at school.
- The TDA Board will be notified in confidence.
- We will encourage, or require, families to pursue counseling and healing (depending on the level of threat).
- We may include key teachers or caretakers if needed.
- If counseling is required over a period of time, we may consult the counselor to see if a time away from the facility is needed and/or if a student may return.

Bullying: We believe each person is made in the image of God and is worthy of respect as an esteemed member of the community. We do not tolerate any form of bullying in any classroom, sport, or activity of the school whether on campus or off campus. Staff members, coaches, and/or volunteers shall not permit, condone, or tolerate any form of bullying. Staff members, coaches, and/or volunteers who witness or learn of any bullying shall intervene as soon as possible so as to protect every child.

Bullying is intentional, repeated, aggressive behavior involving an imbalance of power where physical or verbal harassment is used to frighten, hurt, threaten, or intimidate. Bullying behavior can include repeated teasing, insulting, shoving, hitting, excluding someone, or gossiping.

1. First Strike –

If a student uses physical harassment (ex. hitting, pushing, shoving) or verbal harassment (ex. repeated teasing, insulting, gossiping whether in person or over the internet) to frighten, hurt, threaten, or intimidate another student, they will meet with their teacher and/or principal for the purpose of reflection, repentance and restoration. They will also put on probation which may include no recess or modified recess.

2. Second Strike

If a student exhibits the same behavior a second time, depending on their age, they may repeat First Strike OR they may be on second strike and suspended for one or more days. Depending on their age, they will be asked to write a plan of action and repentance paper before returning. A Personalized Behavior Plan will be implemented for the student to succeed in school once they return.

3. Third Strike –

If a student exhibits the same behavior a third time, they may be asked to leave TDA for the school year.

Suspicion of Abuse/Neglect Protocol

Steps to take if a teacher has any suspicion of abuse or neglect (this includes all teacher assistants):

1. The teacher should find someone to watch the class and immediately notify the director.
2. If the child is distraught, the teacher should bring the child.
3. The director should be informed of the situation and the teacher can then return to the classroom.
4. The director will then determine if a report should be filed. *Please note that faculty/staff always has the right to file a report.

As A Mandatory Reporter:

- When a staff member is required to report in an official capacity, the director must be notified immediately.
- No supervisor or administrator may impede or inhibit any reporting.
- Reporting to the director does not take the place of reporting to the hotline.
- Each person who knows about the situation is required to make a report. This can be made individually or together as a team.
- A report may also be made to any law enforcement agency or juvenile office, but this does not take the place of making a report to the Children's Division.
- Section 210.109.3, RSMo, states that abuse/neglect (CA/N) reports cannot be made anonymously, although the reporter's personal information will be held confidential. Effective August 28, 2004, Missouri law required all mandated reporters to identify themselves when making a report. Being able to contact you later enables the Children's Division staff to complete a more thorough investigation should they have more questions.

*Child Abuse/Neglect Reports by Mandated Reporters

REPORTING REQUIREMENT (210.115.1 RSMo)

"When any physician, medical examiner, coroner, dentist, chiropractor, optometrist, podiatrist, resident, intern, nurse, hospital or clinic personnel that are engaged in the examination, care, treatment or research of persons, and any other health practitioner, psychologist, mental health professional, social worker, day care center worker or other child-care worker, juvenile officer, probation or parole officer, jail or detention center personnel, teacher, principal or other school official, minister as provided by section 352.400, RSMo, peace officer or law enforcement official, or other person with the responsibility for the care of children has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, that person shall immediately report or cause a report to be made to the division in accordance with the provisions of sections 210.109 to 210.183.

For further information, you can go to: Guidelines for Mandated Reporters of Child Abuse and Neglect - PDF

[https://dese.mo.gov/sites/default/files/Guid Child Abuse and Neglect Guide 12-8-14.pdf](https://dese.mo.gov/sites/default/files/Guid%20Child%20Abuse%20and%20Neglect%20Guide%2012-8-14.pdf)

As caretakers, teachers, principals or other school officials, ministers or other person with responsibility for the care of children we are considered mandated reporters and required by law to make reports to the Child Abuse and Neglect hotline. For a complete list of mandated reporters, please review [RSMo 210.115.1](#).

The law states that if we have “reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, that person shall immediately report or cause a report to be made to the division in accordance with the provisions of sections 210.109 to 210.183.”

“Reasonable cause to suspect” means a standard of reasonable suspicion, rather than conclusive proof.

Abuse is defined as: “...Any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means by those responsible for the child’s care, custody, and control, except that discipline including spanking, administered in a reasonable manner, shall not be construed to be abuse.”

Neglect is defined as; “...Failure to provide, by those responsible for the care, custody, and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical, or any other care necessary for the child’s well-being.”

Those responsible for the care, custody, and control of the child are defined as: “...Those included but not limited to the parents or guardian of a child, other members of the child’s household, or those exercising supervision over a child for any part of a 24 hour day. It shall also include any adult, who, based on the relationship to the parents of the child, members of the child’s household or the family, has access to the child.” (Section 210.110 RSMo)

Reporting child abuse and neglect is everyone’s responsibility.

The Children’s Division Child Abuse and Neglect Hotline (CA/NHU) is a toll-free telephone line which is answered seven days a week, 24 hours a day, 365 days a year.

Child Abuse and Neglect Hotline

- Missouri: 1-800-392-3738
- Kansas: 1-800-922-5330

NEW: Online reporting is now available for mandated reporters only and should only be used to report non-emergencies. <https://apps.dss.mo.gov/OnlineCanReporting/default.aspx>

When making a report, be sure to have the following information:

- Name of the child
- Name of the parent(s)
- Name of the alleged abuser
- Where the child can be located

You will also be asked:

- Is the child in a life-threatening situation now?
- How do you know about the abuse/neglect?
- Did you witness the abuse/neglect?
- Were there other witnesses, and if so, how can they be contacted?

What if you're not sure it's abuse or neglect?

- The law states that we must report when we have a "reasonable cause to suspect," this means that we are reporting from a standard of reasonable suspicion, rather than conclusive proof.
- Err on the side of over-reporting. If you have the thought, "Maybe I should call..." — DO! Not all calls to the hotline are determined to be abuse/neglect. However, the Children's Division can often provide services and assistance that can help families prevent abuse.

Safety and Security Procedures

Our heart posture: We are drilling for emergencies in a spirit of faith and complete trust. We will also spend time talking with the children, especially our younger ones, about why we practice this and why we do not need to fear. We encourage each family as they drive onto our campus each day to pray Psalm 91 and other scriptures over our campus and facility!

Dangerous Weather Conditions

In the case of inclement weather, we follow directions of the local school district. We will notify you as soon as possible if we must close due to unforeseen weather circumstances. Typically, these situations are dangerous and road conditions could be hazardous. In the event that the National Weather Service declares a tornado or other weather emergency, we will close. Parents will be called to pick up their child as soon as it is safe and possible. We want you and your child to be in the safest place, and sometimes that place is home.

We will practice drills on all of the below events. When we talk to the children about the intruder drill, we will let the parents know ahead and also coach them in age-appropriate ways.

Fire

To reduce the risk of fire, we follow the fire safety rules and state laws regarding smoke detectors and fire extinguishers. We teach the children that if there is ever a fire in the house, they should line up and we will leave the facility together in an orderly fashion. We teach the children about household safety and about personal safety.

- Children will hear the installed fire alarm bell to alert you to a fire.
- Exit with class out of the designated outside door.
- Always maintain the attendance clipboard.
- Children should not take anything with them and should remain silent until re-entry to the classroom.
- Exits:
 - All students in Z wing exit down the stairs to your north door and walk around to the west field.
 - 1st – 3rd exit down the main back north door and walk around to the west field.
 - 4th – 6th exit through the side door between elementary and C wing and walk to the west field.
 - All students in C wing exit the west side door and walk to the west field.
 - All students in D wing exit the west side door and walk to the west field.
 - All other students in the lunch room or lobby or sanctuary should proceed out the nearest door into the west field.
- Congregate as a class in the west field area away from the school.
- Take attendance and alert director of any missing students.
- In the event of inclement weather, we will walk our classes to Notre Dame de Sion High School and take attendance there again.
- You will be alerted by leadership when you can re-enter the building.

Tornado

- You will hear an announcement over the PA to alert you that a tornado warning is in effect.
- Turn off lights.
- Exit with your class to your designated area (see Tornado Drill Map); take your attendance clipboard.
- Students should not take anything with them and should remain silent until re-entry to the classroom. (Teacher may want to bring a Bible or book to read while waiting.)

Where to go:

- Pre-K, Kindergarten and Art students will go to the old Drama storeroom across the hall from the Z-wing Kindergarten classroom.
- All students in A and B wing will go to the appropriate bathrooms in their area.
- All students in C wing will go to the bathrooms in C wing.

- All students in D wing will go to the bathrooms in the lobby.
 - Take attendance and wait for someone to receive the attendance sheet.
 - Management will alert when it is safe to return to class.

Earthquake

- Ground will shake – NO ALARM WILL BE SOUNDED.
- Have students get under desks, a nearby table or a nearby open doorway. Try to move away from windows.
- Turn off classroom lights.
- Open classroom door.
- Stay in place until you are alerted by management for safety.

Other Threats

We have a detailed protocol for all other threats, including intruder threats.

DANIEL DAYCARE ENROLLMENT & TUITION

August 2022- July 2023

Enrollment Steps:

1. **Meet with the Daycare Director (for new families)** to take a tour of the daycare, go over paperwork, discuss any questions you might have, and see if there is space available for your child or if your child needs to go on our waiting list.
2. **Decide on your BASE schedule.** For example, you might choose to bring your child every M,W,F from 8:00-5:00. This would be your BASE schedule that would repeat every month. We ask that you do your best to keep this BASE schedule for the August 2022-July 2023 daycare school year, however, if you need to change your BASE schedule at some point during this school year, you would simply request a new BASE Schedule Request Form and submit to the Daycare Director for approval. Approval will be given if we are able to accommodate the request based on the number of children in the class and staffing in your child's classroom.
3. **New or Re-Enrolling Families: Submit Fees/Paperwork** (The Enrollment Fee/Deposit is \$300: \$150 for an application/admin fee, \$150 as a deposit that will go towards your first month's tuition). ***Please note that there is a two day minimum attendance requirement. Tuition is billed on the first of each month for the entire month. Tuition is due on the 15th of each month or a small late fee will be added.**

FULL TIME (4.5+ hours/day)

	5 DAYS	4 DAYS	3 DAYS	2 DAYS
Infant Classroom	\$275/week	\$230/week	\$175/week	\$120/week
One Year Old Classroom	\$265/week	\$220/week	\$165/week	\$115/week
Toddler Classroom (Ages 2-3)	\$250/week	\$210/week	\$160/week	\$110/week
PreK Before/After Care & Fridays	\$75 per Friday	\$5/half hour	\$5/half hour	\$5/half hour

PART TIME (4 hours or less/day)

	5 DAYS	4 DAYS	3 DAYS	2 DAYS
Infant Classroom	\$175/week	\$150/week	\$115/week	\$85/week
One Year Old Classroom	\$165/week	\$140/week	\$110/week	\$80/week
Toddler Classroom (Ages 2-3)	\$160/week	\$135/week	\$105/week	\$75/week
PreK Before/After Care & Fridays	\$50 per Friday	\$5/half hour	\$5/half hour	\$5/half hour

DANIEL DAYCARE BASE SCHEDULE REQUEST FORM
August 2022-July 2023

Child's Name: _____ Child's DOB: _____

Child's Current Classroom (circle one): Infants Ones Toddlers Pre-K (Before/After/Friday Care)

Choose Your Base Schedule and Part or Full-Time Preference:

- Part-Time Care (4 hours or less per day)
- Full-Time Care (4.5 hours or more per day)
- 2 Days
- 3 Days
- 4 Days
- 5 Days
- Pre-K Families (Circle those that apply): Before School Daycare After School Daycare Friday Daycare

**Please record your drop off and pick up times for your BASE schedule below. Please try to be as accurate with times as possible to ensure proper staffing. This is intended to be your child's permanent/repetitive BASE schedule for the entire Daniel Daycare August 2022- July 2023 School Year:*

*2 days minimum required	Drop Off Time	Pick Up Time
Mondays		
Tuesdays		
Wednesdays		
Thursdays		
Fridays		

I understand that I will be billed for \$ _____ (please fill in) per week (multiplied by the number of weeks in the month/billing cycle) on the 1st of the month. I agree to pay this amount in full by the 15th of each month and understand that if it is not paid in full then a late charge will be added. I also understand that if this amount is not paid in full by the end of the month I will be asked to keep my child home until my account is paid in full. I understand that this BASE schedule isn't something that is meant to be changed month to month, but is intended to be my child's ongoing BASE schedule from August 2022-July 2023 (the daycare school year). I also understand that if I do need to change this BASE schedule, I must submit a new BASE schedule request form and approval can only be given if my request can be accommodated based on the staffing and classroom space available. However, I also understand that I do have some flexibility in requesting to switch days or add on additional days during any given month if the daycare is able to accommodate those requests based on numbers and staffing. I understand I will be billed on the following month accordingly for any additional days added during the month. I understand I am responsible for paying for my scheduled care. I understand I am responsible for paying a minimum of two days per week whether my child attends or not (Ex: If your family is on vacation for a week during the summer, you would still be responsible for paying for two days). I understand I am responsible for paying for care I scheduled even if my child is out sick or absent. I understand that if my child is exiting care, I need to turn in an Exit Form by the

15th of the month prior to the month my child will be exiting care to avoid being charged for the following month my child will no longer be in attendance. I also understand that if my child exits care, then I will have to re-pay the enrollment fees if I decide to have my child come back/re-enroll at a later date.

Parent Name(s): _____ Parent Signature(s): _____
Date: _____

Payments can be made by:

- a) Cash or Cashier's Check
- b) Check (payable to TDA). If you prefer to set up a recurring online payment through your bank, please use the following information:
Payee: The Daniel Academy
Address: 310 W 106th St., Kansas City MO, 64114
- c) PayNow feature available on RenWeb – for checking or savings account with no extra fees. This is our preferred method of payment. Payment posts on RenWeb tuition account within five minutes of receiving the confirmation email.
- d) Paypal – for credit card payments. Families will need to add the Paypal fee of 3.75%. Paypal payments may be made to payments @thedanielacademy.com

General Child Policies

Child drop off/pick up

Doors open at 7 am. Please sign in and sign out when dropping off and picking up your child. For the safety of your child, only designated individuals are allowed to drop off and pick up your child. If your child is being picked up by someone else, please email or call in advance. The individual must have a verifiable form of ID with them. We will not allow any child to leave with someone else unless it is properly authorized.

As our daycare grows, there might not always be someone at the front door to walk your child to class. Please don't drop your child off at the front door or in the entryway. Please walk your child directly to their classroom and connect with their teacher to make sure their teacher knows your child is present. When you pick your child up, please make sure to connect with his/her teacher to ensure a safe departure. If a teacher happens to be at the front door upon your arrival and you are in need of assistance walking your child to class, please just ask and we are always happy to help when we are able.

Scheduling Your Child/Financial Responsibility

- In order to provide the best care for all of the children in our daycare and to staff/prepare appropriately, **once schedules are submitted you are financially responsible for the days/times you requested whether your child attends those requested times or not.** This is crucial so we can adequately staff, budget, prepare activities/materials/lessons, and take care of both our daycare children and daycare staff with excellence.
- **You will always be responsible for a minimum of 2 days per week whether your child is present/scheduled or not, as we have a 2 day per week attendance policy for all students.**

- **All payments are due by the 15th of the month. If you have any past due payments from previous months, we will kindly ask you to keep your child home until your balance is up to date.**
- **You will be billed for what you have requested/scheduled for your child for the entire month at the beginning of each month via an email from The Daniel Academy. Payment for the month is due by the 15th of each month.**
- **I understand that I will be billed for \$ _____ (please fill in) per week (multiplied by the number of weeks in the month/billing cycle) on the 1st of the month. I agree to pay this amount in full by the 15th of each month and understand that if it is not paid in full then a late charge will be added. I also understand that if this amount is not paid in full by the end of the month I will be asked to keep my child home until my account is paid in full. I understand that this BASE schedule isn't something that is meant to be changed month to month, but is intended to be my child's ongoing BASE schedule from August 2022-July 2023 (the daycare school year). I also understand that if I do need to change this BASE schedule, I must submit a new BASE schedule request form and approval can only be given if my request can be accommodated based on the staffing and classroom space available. However, I also understand that I do have some flexibility in requesting to switch days or add on additional days during any given month if the daycare is able to accommodate those requests based on numbers and staffing. I understand I will be billed on the following month accordingly for any additional days added during the month. I understand I am responsible for paying for my scheduled care. I understand I am responsible for paying a minimum of two days per week whether my child attends or not (Ex: If your family is on vacation for a week during the summer, you would still be responsible for paying for two days). I understand I am responsible for paying for care I scheduled even if my child is out sick or absent. I understand that if my child is exiting care, I need to turn in an Exit Form by the 15th of the month prior to the month my child will be exiting care to avoid being charged for the following month my child will no longer be in attendance. I also understand that if my child exits care, then I will have to re-pay the enrollment fees if I decide to have my child come back/re-enroll at a later date.**

Thank you in advance for understanding that we want to prepare the best program for your children and staff appropriately. Knowing when your children are going to be in our care in advance is key. Thank you for understanding the need to still pay our scheduled teachers/staff even when children are out sick or absent. We appreciate your support as we strive to walk in excellence and stewardship of what the Lord has given us!

Classroom Ratios

We have three main classrooms at The Daniel Daycare, along with before school, after school, and summer care for preschoolers.

Infant Classroom: Ratio is 1 teacher for every 4 babies (Ages 6 weeks through 1 Year)

One Year Old Classroom: Ratio is 1 teacher for every 4 children (Ages 12-24 months)

Toddler Classroom: Ratio is 1 teacher for every 8 children (Ages 24 months through 3.5 years)

Preschool Classroom: Ratio is 1 teacher for every 10 children (Ages 3-5 years)

Curriculum Overview

Curriculum at The Daniel Academy includes the child-initiated and teacher-directed activities and experiences offered to young children that support and enrich their development physically, emotionally, socially, and cognitively. These daily plans contain a number of activities designed to foster each child's development, the TDA four pillars (Prayer, Consecration, Marvelous Comrades, and Excellence), and the development of the group as a whole. Each classroom is set-up in centers, which include blocks, dramatic play, books, gross motor, fine motor, and art. Outdoor play is important to a child's physical development and should be included in daily schedules when weather is appropriate. Self-Selection or "free-play" is a daily part of the curriculum and means a child has the opportunity to choose which center or activity he/she participates in. This promotes creative expression and development of important social skills. However, structured activities should also be planned as well to better enhance the children's overall development.

Daily Schedule and Activities

The Lead Teacher and Assistant Teacher work cooperatively to create a daily schedule and plan activities that meet each child's developmental abilities and needs. Every staff member is responsible for carrying out the schedule and activities.

The daily schedule and activities create a balance between

- active and quiet times;
- large and small group, and individual activities;
- fine and gross motor activities;
- indoor and outdoor play times;
- times for self-selection and teacher-directed activities.

Consistency from day-to-day is particularly important to the overall well-being of the children and classroom environment. Children thrive on consistency! Routines will be maintained whenever possible for arrivals and departures; meals and snacks; resting or nap times; personal care routines like diapering/toileting and hand washing; and transitions.

Free Play

"Free-play" (also called child-initiated activities, free choice, self-selection) must be incorporated into the morning and afternoon schedule. Teachers are expected to actively participate with the children during free play activities by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc.

Outdoor Play

(Not applicable to our infant room, however on nice days, walks with babies outside the infant room are encouraged.)

Outdoor play should be incorporated into the daily schedule for our ones, toddler, and preschool classrooms (in appropriate weather conditions). In the event of rain, severe wind/cold, or extreme heat, children should remain indoors. Teachers should refer to the Child Care Weather Watch poster to determine if it is too hot or cold to play outdoors. There is less structure in an outdoor learning environment; however, it is expected that staff members actively engage in activities when prompted by the children. Outdoor play is an opportunity for children to run, jump, climb and use their bodies in ways that would otherwise be unsafe in an indoor classroom. In addition, a large amount of social interaction takes place when children play outdoors. Because they are engaged in fewer teacher-directed activities and more child-directed play, children are able to choose their friends and who to interact with. The outdoor learning environment is an extension of the indoor classroom. Concepts taught indoors can be expanded upon while outdoors. For example, building with blocks on an uneven surface outside, or playing with toy cars in the grass teaches children about different textures, sounds, and smells because the environment is naturally different from the indoors. Lesson plans must include an outdoor learning component.

Naptime

Infant Room: Naptime is based on a parent's desired schedule for their baby. Babies must be transferred to cribs after 10-15 minutes of sleeping in an alternative option such as a swing/bouncy seat. All children must be checked on every 15 minutes (at minimum) for safety. Babies may not sleep with any sort of blankets or objects, other than a sleep sack and pacifier if parents request. Naptimes must be recorded on the infant log for parents to see at pick-up time. Each baby needs to have a separate labeled crib from other babies. Crib sheets are sent home on the last day of the week the child will be in our care for washing. Nothing is allowed in cribs other than the fitted crib sheet, sleep sack, and/or pacifier.

All Other Daycare Rooms: Naptime range is from 12:00-3:00 daily for all classrooms. Children are encouraged to nap during this time. Children will not be forced to sleep but may be encouraged to lie quietly for a period of time. Staff need to help support children in the falling asleep process by rubbing backs gently and doing whatever possible to help that child feel safe in order to fall asleep. The length of time a child should have to remain resting varies by child. There is no hard and fast rule regarding the maximum amount of time a child should have to remain resting. Children should be provided alternative quiet activities if unable to rest.

Weapons/Violent Play/Unbiblical Play

There is a strict policy of allowing no weapon play at The Daniel Daycare. Children are not permitted to play with weapons of any type or size or to pretend that other items are weapons, including their

fingers, hands, or blocks. Redirection should be used when a child is engaging in weapon or violent play. If a child brings a toy weapon to The Daniel Daycare, the toy weapon should be placed out of sight and sent home the same day with a note explaining the policy about weapons. Competitive behavior is minimized in our programs. In young children, competition often increases negative behavior and decreases acceptance of others. Bullying is not considered acceptable behavior; all efforts will be made to guide children in finding appropriate ways to interact with others. Also, any play that goes against Biblical principles is discouraged.

Guidance and Discipline Strategies

Every adult who cares for children has a responsibility to guide, correct and socialize children toward appropriate behaviors. These adult actions often are called child guidance and discipline. Positive guidance and discipline are crucial because they promote children's self-control, teach children responsibility and help children make thoughtful choices. The more effective caregivers are at encouraging appropriate child behavior, the less time and effort adults will spend correcting children's misbehavior. Effective guidance and discipline focus on the development of the child. They also preserve the child's self-esteem and dignity. Actions that insult or belittle are likely to cause children to view their caregivers negatively, which can inhibit learning and can teach the child to be unkind to others. However, actions that acknowledge the child's efforts and progress, no matter how slow or small, are likely to encourage healthy development. Teaching children self-discipline is a demanding task. It requires patience, thoughtful attention, cooperation and a good understanding of the child. The Daniel Daycare staff will use only positive guidance techniques.

When interacting with young children, staff should ask themselves the following questions: "Am I..."

- Validating feelings?
- Asking open ended questions?
- Encouraging problem solving?
- Respecting children's choices?
- Using praise and positive reinforcement?
- Talking with children – not at them?
- Circulating throughout the classroom?
- At the child's eye level?

Reasons for Misbehavior:

If caregivers understand why children misbehave, they can be more successful at reducing behavior problems. Listed here are some of the possible reasons why children misbehave.

- Children want to test whether caregivers will enforce rules.
- They experience different sets of expectations between school and home.
- A child does not understand the rules, or are held to expectations that are beyond their developmental levels.
- They want to assert themselves and their independence.

- They feel ill, bored, hungry or sleepy.
- They lack accurate information and prior experience.
- They have been previously "rewarded" for their misbehavior with adult attention

Preventing Misbehavior:

Child misbehavior is impossible to prevent completely. Children, usually curious and endlessly creative, are likely to do things parents and other caregivers have not expected. However, there are many positive steps caregivers can take to help prevent misbehavior.

- Set clear, consistent rules. (e.g., walking feet; gentle touches)
- Make certain the environment is safe and worry-free.
- Show interest in the child's activities. (e.g., participating in activities with the children so they stay interested for longer periods)
- Encourage self-control and independence by providing meaningful choices. (e.g., "You may pick up the blocks or art center.")
- Focus on the desired behavior, rather than the one to be avoided. (e.g., "Ashley, please use gentle touches with your friends.")
- Build children's images of themselves as trustworthy, responsible and cooperative.
- Give clear directions, one at a time.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right. (e.g., "Joey is playing so nicely. I like it when you keep the blocks on the table.")
- Encourage children often and generously.
- Set a good example. (e.g., using a quiet voice when children should be quiet)
- Help children see how their actions affect others

Responding to Misbehavior:

Below are strategies The Daniel Daycare staff will use to respond to child misbehavior. Remember, however, that it's always a good idea if rules are explained fully and clearly understood before misbehavior occurs.

- **Redirection:** This strategy should be used most frequently when working with young children. If a child is not following the rules or being uncooperative, quickly get the child's attention and introduce another activity. For example, "Kate, please help me water the flowers now. You've been riding the bike for a long time and it's now Logan's turn."
- **Logical Consequences:** These are structured consequences that follow specific misbehaviors. The child should be able to see how the behavior and the consequence are directly related. For example, Andrew is standing on his chair at lunch. His teacher should remind him that if he stands on his chair, he could fall and get hurt; this will make him sad.
- **Participate in the solution:** If a child damages something, he/she needs to help in fixing it or in cleaning up. If a child causes someone distress, he/she should help in relieving that. For example, "It made Brandon very sad when you told him he wasn't your friend anymore. Please come apologize and help me make him feel better."

- **“Take a break” or “Calm down chair”** In some instances, a child may need to be removed from a particular situation in which he/she has become overwhelmed or violent. The child should be directed to “take a break” or sit in the “calm down chair.” This strategy gives the child a chance to calm down, regain control, and reflect quietly on her or his behavior away from others. Once the child has calmed down, staff should talk with the child about the actions that led up to and resulted in needing a break or being sent to the calm down chair. For example, "Hannah, we have talked often about how hitting is not acceptable. But because you hit John, please leave the blocks center and go to the calm down chair. I will talk to you when you are ready."

4 Steps to Our Discipline Policy (EVSP):

1. **Eye to Eye:** Get on the child’s eye level first
2. **Verbal:** Share with the child what the expected behavior is over what the child did. (Example: “Johnny, in our class we don’t hit our friends, we use gentle touches. We are going to sit in the safe seat for ____ minute(s) to calm down/think about how to be a good friend in our classroom.”)
3. **Safe Seat:** Have the child sit in a safe seat for 1 minute per age. (1 year olds = 1 minute, etc)
4. **Positive Reinforcement:** After time in the safe seat is up, reinforce classroom expectation and have the child make amends if necessary. (Example: “Johnny, you had to sit in the safe seat because we don’t hit our friends in this class. Instead we use gentle touches. Let’s go tell Sally sorry and then you can go play using gentle hands.”)
5. **Repeat steps until behavior is resolved.**

Useful Phrases:

The following phrases are useful when problem-solving with children.

- Instead of “No” or “Don’t” Say: “Please stop”, “I don’t like that”, “That’s not OK”, or “That is not a choice”
- Instead of “That’s not nice” Say: “That’s not OK”, “Please use gentle touches”, or “That hurts Jordan”
- Instead of “No running” Say: “I need you to use your walking feet” or “You may run when we go outside”
- Instead of “Stop crying” Say: “I need you to use your words to tell me what is wrong” or physically comfort the child who might not be able to verbally express needs.
- Instead of “Can you put away your toys?” (If it is not a choice, do not pose it as a question) Say: “You may help me pick up the blocks, or help Alyssa pick up the puzzles”
- Instead of “I said yes” (when a child tells you “no”) Say: “No is not a choice, I need you to…”

Biting Policy

Biting is a behavior that usually appears between the ages of one and three years. While biting is an age-appropriate behavior, it is important to remember it is also an unacceptable behavior in a childcare environment. Children bite for a variety of reasons: teething, sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration and stress. Biting is not something to blame on children, their parents or their teachers. There are a variety of strategies we implement at

The Daniel Daycare to prevent and stop biting. This is the process followed when a child bites:

- The biting child is stopped and told, “Stop biting. Biting hurts” in a firm voice. Teachers should remain calm, being careful not to show anger or frustration towards the child.
- The biting child is removed from the situation. Depending upon the observed motive for the bite, the separation may include re-direction or meeting the child’s needs. As little attention as possible will be placed on the biting child, to avoid reinforcing the behavior.
- Appropriate first aid will be provided to the child who was bitten. Bite will be washed with soap and water; cold compress will be applied to reduce pain and swelling. A bandage will be applied if necessary. It is important to explore the reasons for biting when it occurs. Teachers need to work with parents to gather information about the child’s behavior and begin observations to determine the reasons for biting.

Examples of triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching replacement skills.

Below are the steps the teacher will take to identify triggers and replace the behavior:

1. The teacher will examine the context in which the biting is occurring and look for patterns. The following questions should be asked:
 - Was the space too crowded?
 - Were there too few toys?
 - Was there too little to do or too much waiting?
 - Was the child who bit getting the attention and care he/she deserved at other times?
2. The teacher will change the environment, routines, or activities if necessary.
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate ways
4. The teacher will observe the child, to get an idea of why and when they are likely to bite.
5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
6. The teacher, parent and Director and/or Assistant Director will meet regularly to regulate an action plan and measure outcomes.
7. If biting continues the teacher will observe the group more closely and work with the parents to seek out additional resources as necessary to shadow the child who is biting. All information is confidential and names of the children involved in the incident are not shared between parents. In addition, biting is always documented on a Boo-Boo Report which is completed and signed by a teacher and parent. A copy is provided to the parent and the original kept in the child’s permanent enrollment file in the office.

Removal of a Child from a Classroom:

Children cannot be removed from the classroom as we do not always have extra staff available to correct ratios. In rare instances, children may be brought to the main office and the Director will assist the child in calming down and/or help staff manage the classroom. Teachers must call the Director before removing a child from the classroom. If at any time a child’s behavior becomes threatening to themselves, other children, staff or teachers, the Director should be immediately

notified.

A. General protocol

1. Prolonged Crying:

If a crying child is unable to be consoled or redirected after 15-20 minutes, we will send a text message to notify the parent at which point the parent can call to comfort the child or advise otherwise. It can take time for a child to become comfortable in a new environment, but we do our best to work with each child's emotional needs.

2. Aggression:

Aggressive behavior towards other children is highly monitored and immediately addressed (*Early Intervention*).

- a. We prefer using proactive language such as "gentle hands" or "share." However, at some point a child may be notified that his/her behavior was inappropriate and not allowed (*Caring Confrontation*).
- b. If the child does not respond, the child may need a time out. The length of time out is consistent with the child's age. For example, a two-year-old may get a two-minute time out. The caretaker will be near the child or in clear eyesight of the child during this time.
- c. Parents will be notified of aggressive behavior that can possibly be addressed at home.
- d. If the child continues to display aggressive behavior after multiple efforts to curb the behavior, the issue may be reported to leadership and a *Protective Plan* may be implemented.

3. If a child gets injured or appears to not feel well, we will also notify parents immediately.

4. Our discipline plan includes simple, understandable rules for children's behavior.

Expectations for a child's behavior is made appropriate for the child's development, and these rules are explained to the children.

- a. Only age-appropriate and constructive methods of discipline are used. These methods should help children develop self-control and assume responsibility for their own action.
- b. There will be no physical punishment allowed, nor will there be any humiliating, threatening, or frightening tactics allowed. Children will not be shamed, ridiculed, or spoken harshly to, and there is no profanity allowed on our premise.
- c. Children will not be punished or threatened for punishment with association to food, rest, toilet training or accidents.
- d. Children will not be placed in any frightening place, or any locked or dark or closeted space.

- e. Children will not be permitted to intimidate or harm others, harm themselves, or destroy property.

5. Sharing

Sharing is encouraged but sometimes a child has a right to play with a toy if he/she is focused, engaged, and the toy is not necessarily meant to be shared.

If child R is engaged in a toy and child N comes along and is also interested in the same toy, the caretaker will communicate to child N that he/she must wait to play with the toy but that there may be a more suitable toy (try to find a replacement toy). If child N's mind is set on that toy, then he/she must wait. The caretaker may communicate with child R about sharing the toy after a set time and/or try to introduce a new toy to child R.

If the toy is meant to be shared, then the caretaker may help the child understand that the toy is more enjoyable when it is shared. The caretaker will show the children how to play together with the toy.

Meals and Nutrition

The Daniel Daycare doesn't provide any snacks or food. All parents are asked to bring in a water bottle, morning and afternoon snack, along with a healthy lunch. Infant parents are responsible for all bottles/table food. As a teacher you are responsible for making sure each child has access to their water bottle (Encourage water breaks throughout the day to keep children hydrated) and provided their snacks and meals at the appropriate times.

- Prior to each snack/meal, tables must be disinfected.
- All staff and children must wash hands before and after each meal. (Sanitize if sink not available)
- Staff shall sit with children at the tables and supervise all mealtimes. Staff should encourage conversation by asking questions or talking about the food (even with our littles who might not be verbal yet); good table manners should be modeled.
- Children will never be forced or bribed to eat.
- Following every meal, tables and chairs must be sanitized.

FOOD FROM HOME Children are welcome to bring in special treats to celebrate a birthday or holiday. Due to various food allergies and dietary restrictions in our classrooms, we recommend supplying store-bought snacks still in the original packaging with labels. Please check with your child's teacher before bringing any homemade snacks.

SIDS

Sudden Infant Death Syndrome (SIDS) is the unexpected, sudden death of a child under age 1 for which a cause of death cannot be identified. It is not known what causes SIDS, however several sleeping practices have been linked to an increased risk for SIDS. Therefore, The Daniel Daycare has a strict policy for infant sleep placement. All infants less than one year will be placed on their back to sleep. Infants shall not be allowed to sleep in a car seat or swing for a period of longer than 15 minutes. Once a child has been placed in his or her crib for a nap, if the infant rolls from back to front - and is also able to roll from front to back - it is acceptable to leave the infant sleeping on his or her stomach. NO heavy blankets, stuffed toys or pillows should ever be placed in a crib. ***A request for alternative sleeping positions must be accompanied by a signed and dated physician's note stating the reason for the request.***

Safe Sleep Policy (For children less than one year)

- Children are placed on their backs to sleep on to help prevent SIDS.
- A child who falls asleep at a location other than a crib or playpen will be moved to one or the other for the remainder of the nap.
- Equipment has been approved by the consumer product safety commission.
- Objects will not be placed in the crib or playpen.
- Sleeping areas are well-ventilated and contain adequate lighting for supervision.
- Bed sharing is not allowed
- Sound machines may not be used as they may interfere with our ability to hear an infant in distress. A fan may be used to reduce the risk of SIDS.
- Sleeping children are physically monitored and checked every 15 minutes.

Field Trips

In the case that a field trip is organized, parents will be notified in advance with permission slips.

Outdoor Playtime Weather Policy

Children are required to have at least one hour of outdoor play during the day. Unless the weather prevents this, we do our best to get that Vitamin D from the sun. Parents may request to keep their child indoors during cold weather; however, we try to follow this general rule:

<20 degrees or wind chill - stay inside
20-25 degrees or wind chill - 5 min. outdoor
25-32 degrees or wind chill - 10 min. outdoor
32-45 degrees or wind chill - 15 min. outdoor

Admin will monitor weather.com to see current temperatures before morning and afternoon outdoor playtime to make the appropriate decision for outdoor activities.

Please ensure that your child is wearing their proper winter attire when going outside, even if they think they don't need it.

Items to Bring - Please label all items with your child's first and last name.

A. Babies

1. Diapers
2. Wipes
3. Bottles (Please label bottles AND bottle caps with first and last name.)
4. Ziploc bag with additional set of clothing and socks
5. Bottles and directions for feeding (formula or breastmilk)
6. Crib mattress sheet (returned home weekly for washing)
7. Hand sanitizer
8. Seasonal - warm outer layer
9. Diaper cream/ointment
10. Optional - sleep sack, pacifier, teething toys, burping cloths, bibs

B. 1-2 years

1. Diapers
2. Wipes
3. Sippy/water cup
4. Ziploc bag with additional set of clothing and socks
5. Seasonal - warm outer layer
6. Crib mattress sheet and blanket (weekly changed)
7. Hand sanitizer
8. Optional - pillow, sleep sack, diaper cream, pacifier, bib

C. Pre-K/3-5 years

1. Top blanket and pillow (soft bottom sheet for sleeping mat is optional)
2. Ziploc bag with additional set of clothes
3. Sippy/water cup
4. Seasonal - warm outer layer
5. Optional - nap toy

Absence

We care about your child and can get concerned if they are absent. Please notify us as soon as you know your child will not be attending care for the day. Not only will it put us at ease, but we can pray for your child if need be so.

Diaper Changing and Learning to Use the Toilet

For toddlers, unless you specify, we do not intend to change diapers if it is only slightly wet. A poopy diaper is immediately changed as well as a heavier wet diaper. When changing diapers, the process is as follows: The person changing the diaper must sanitize his/her hands before and after changing. The changing table is also sanitized after each change, unless the child has an individual changing pad. Diaper creams are only used when requested by parents.

The toilet training process must begin at home. A good time to start is on the weekend or a holiday weekend, so we can reinforce a process that is already off to a good start. Please note that each child is different and must be ready for toilet training. It is important to follow a consistent routine both at home and with us.

We will use the following methods to help your child learn to use the toilet:

- give the child incentives (stickers, etc.)
- bring the child to the toilet instead of asking if the child has to go
- make the toilet a fun, enjoyable, and victorious effort
- read books about learning to use the toilet

Parents should supply extra clothing and training pants while training. When you are ready for this part of your child's journey, let us know so we can come alongside you and your child to assist while he/she is in daycare.

Bringing Toys

We strongly discourage children from bringing toys from home as they can get easily lost or taken by other children; however, toys are not prohibited as occasionally they can help a child feel at home with us during transitions. We are not responsible for any toys that children bring from home. Any toys that are brought from home may be used by other children. We do not allow toy weapons, inappropriate toys, or any toys that can scare other children. The children may bring books from home for us all to enjoy as long as they fit our curriculum. Children will learn to pick up their toys during clean-up time. Please encourage your child to practice clean-up time at home also.

Program Material and Equipment

Materials and equipment are safe and kept clean and in good repair. They are stored in an orderly way and arranged to allow children to select, remove, and replace the materials and equipment either independently or with assistance, as appropriate to their age and development.

Our Partnership Agreement

We will need to work together to ensure that each child has the opportunity to develop his or her full potential. We should agree to communicate regularly about the child's physical, emotional, social, and intellectual growth. Please keep us informed about any change in the child's schedule, routine, or home environment. We will also keep you informed of any changes in our structure, schedule, facility, or staff. Please notify us about any allergies or other health issues that the child is experiencing.

Maintaining Records

We will keep the following records for your child; you are responsible for updating these records immediately when any of this information changes:

- your emergency contact information, including the name of a backup person in case we are unable to reach you, and the phone numbers of the child's doctor and dentist
- a list of everyone who is authorized to drop off and pick up the child
- a signed and completed enrollment form
- any special care or health requirements for your child
- a signed consent form to obtain emergency medical or dental care

Sanitization

Upon arriving, before eating, and after using the toilet, a child's hands should be sanitized. Eating areas are also sanitized.

Miscellaneous

Pets

We currently do not have any pets. We are considering acquiring fish. In the case we decide to adopt a cute furry animal, we will notify parents in advance and take all necessary actions to maintain a safe and clean environment.

Water Hazards

There is no swimming pool, lake, river, or body of water on or adjacent to our facility. There

may be a wading pool during the summers. Children are not allowed to play in the wading pool unless an adult is present to supervise them. We must have your written permission before allowing your child to use the wading pool.

Transitions

Transitioning to a new country, city, school, or home can be extremely difficult for a child on multiple levels. We will do our best to help your child have a smooth and enjoyable transition.

Custody Orders

Please communicate any major changes in your child's life. We cannot legally keep a parent from picking up their child until custody is established by court order and we must receive a written document of proof.

Dependent Care Plans

We will participate in any dependent care plan that is offered by your employer. You must provide us with the required forms and instructions and keep us informed about the deadlines required by your plan. Please consider donating any unused funds to improve the quality of our facility or service.

Open Door Policy

Parents or governing officials may visit us at any time during the operating hours. We may also arrange weekly or monthly meetings in person or over the phone to discuss how your child(ren) is doing.

American Disability Act

It is our policy to not discriminate against persons with disabilities and to provide children and parents with disabilities equal opportunity to participate in our program and services in compliance with state law and the Federal Americans with Disabilities Act, unless we are not equipped to provide such care.

Children with Special Needs

We are willing to take special training to learn how to care for a child who has special needs. You must provide us with written instructions if your child requires special therapy, an individualized program of instruction, or behavior guidance. These instructions do need to be prepared by a physician or therapist.

Statement of Non-discrimination

We welcome all families regardless of race, religion, national origin, sexual orientation, gender, ancestry, marital or parental status and physical, mental, emotional, or learning disability.

Termination

We reserve the right to terminate the contract at any time if there are violations performed on your behalf. Reasons for termination include:

- Failure to comply with policies
- Lack of parental cooperation, communication, and respect for staff or property
- Repeated inappropriate behavior of a child such as biting, hitting/punching, verbal/emotional abuse, etc.
- Picking up your child while under the influence of drugs or alcohol. If we must, I will call the police and Child Protective Services.
- Failure to pay fees on time and back up credit card doesn't work

Smoking, Drinking, and Drugs

Our facility is a smoke-free environment. No one is permitted to smoke or drink alcohol on site.

Thank you for entrusting us with your child! We are so blessed to journey alongside you and your family! Please never hesitate to reach out at any time with any questions, concerns, or JOYS to share! We are praying your journey with us is filled with so much joy and that you feel part of our Daniel Daycare Family!