



Parent Handbook

All locations
email: gslearningcenter@aol.com

Growth spurts

Parent Handbook

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WELCOME LETTER

Dear Parents,

We are so pleased that you have chosen Growth Spurts Child Learning Center as your “partner” in the care and early education of your child. Like you, we are interested in your child’s total development. Our commitment is to provide you and your child(ren) with the best education and care.

This handbook is designed to acquaint you with our policies and procedures. In addition to our policies, we are licensed by the District of Columbia. The provider has a contract with the Office of the State Superintendent of Education/Early Care and Education Administration and we must follow the rules and regulations set forth by all of these Government organizations.

Please read and refer to this handbook as needed. Read through it carefully and be sure to ask the Director if you have any questions or need clarification on anything.

Sincerely,

Program Manager

CENTER PROGRAMS

email: gslearningcenter@aol.com

Mission

The mission of Growth Spurts Child Learning Center, LLC is to provide a diverse, safe, nurturing, quality child care family driven atmosphere for the children and families within the communities in which we are located. IN doing so, we support families in their efforts to reach their children's developmentally appropriate learning goals. Growth Spurts provides a cognitively based program for children ages six weeks to five years. We provide a home like environment where children can develop socially, emotionally, and physically to progress at their own pace. Growth Spurts staff is committed to the families we serve, providing resources, support and encouragement.

Hours of Operation

Growth Spurts hours of operation are 7:00am – 6:00pm Monday-Friday

The Office of the State Superintendent of Education/Early Care and Education Administration law requires that all children be signed in/out daily. This is for the safety of all children.

All enrollments are based upon the parent of the enrolled child adhering to the policies described in this handbook. Failure to do so may result in your child(ren) being terminated from the program.

Growth Spurts Child Learning Center is contracted to care for school-age students when they are out for scheduled half days or all day.

GENERAL INFORMATION

All children enrolled at Growth Spurts Learning Center should to be at the Center no later than 9:00am which is when attendance is taken.

Absences

If your child will be arriving after 9:00am for medical reasons, please call the Center to inform the Director and/or your child's teacher. We do a count for lunch; therefore, we must be notified if your child will be arriving late. Please be aware that arrival after 9:00am will result in your child missing breakfast.

- Children out sick for more than two days MUST return with a physician's note of explanation. NO EXCEPTIONS!

- Frequent absences or late arrivals may result in your child being terminated from childcare.

Arrival and Departure Time

The center operates year-round. The center hours are from 7:00am until 6:00pm, Monday through Friday. All preschool children should be in the center no later than 9:00am. If your child is going to be late or absent, please call the center no later than 9:00am so your child's teacher can maintain accurate attendance.

Inclement Weather

Growth Spurts Child Learning Center inclement weather policy goes as follows:

Winter weather Policy

- During the winter months we will follow the ruling of DC Public School system for delays and closings.

Summer Policy

- During the summer months we will follow the ruling of DC Public School system for delays and closings.

School Calendar

The center will be closed to observe the following holidays:

- New Year's Day
- Inauguration Day
- Dr. Martin Luther King, Jr. Holiday
- President's Day
- Emancipation Day
- Memorial Day
- Fourth of July
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving & The Day After
- Christmas Day

In service training will be scheduled throughout the year for the staff. These days will be given with enough notice for parents to make other arrangements for their children.

Cubbies & Bulletins

It is the parents' responsibility to check the child's cubby and mailbox daily. Also, it is imperative that you read all other information given and check bulletin boards daily.

Supplies

Upon enrollment, every child will be assigned a cubby labeled with his/her name. We ask that all children have a complete change of clothing, including underwear and socks. Students should

also bring a sheet, box of tissue and wipes. Soiled clothing will be sent home at the end of the day. Linen will be sent home every Friday and clean linen should be returned to school every Monday. Please label everything in your child's name.

Communication & Parental Involvement/Visitation

The Center promotes and encourages parental involvement in all Center activities. The Center is dedicated to keeping parents involved in their child's work. Parents will learn about their child's day through daily reports, newsletters, lesson plans, evaluations and/or bulletins. We encourage all parents to establish a relationship with their child's teacher. It is important that all children see their parents interacting with the teachers.

The center has an open door policy for parents only. We welcome and encourage parents to come visit their child at any time. Please feel free to stop by and eat lunch with your child and/or observe the school activities.

Complaints

It is our goal at Growth Spurts for every parent and child to be happy, safe, and satisfied with the services that they are receiving from the center. There may be policies and procedures that do not agree with you and are not negotiable with Growth Spurts.

If a parent or staff member has a complaint it must be given to the center director in writing. Once the complaint is received by the director, the director will log-in the date of the complaint, the nature of the complaint and the complainant in the Complaint Book located in the director's office. After logging in the complaint the director will set an appointment for the Growth Spurts Program Manager, the center director, the complainant, and any other parties directly involved to meet within 2 business days of the written letter. The resolve will be noted in the complaint book which is kept in the director's office. Issues that cannot be resolved will come to a mutual working agreement.

Upon enrollment and employment both parent and employee are given a handbook stating our policy and procedures for making a complaint.

All complaints are treated with confidentiality and will not be discussed openly with any person who's not directly involved.

Volunteer Policy

The Growth Spurts Child Learning Center is governed by OSSE/ECE which states that parents who receive government assistance are encouraged to attend at least three (3) workshops, seminars, or volunteer their services at the center.

Call to Teacher

Should you need to speak with your child's teacher during the day, please note the best time for teachers' to receive phone calls is during nap time (1:00pm-3:00pm). If you have a specific concern a note may be left for the teacher.

Birthday Celebrations

If you would like to have a birthday celebration for your child at the Center, please bring it to the attention of the Director in writing one week before the day of the event. Parents are asked to keep in mind the nutritional values the Center wants to encourage when planning for birthday parties.

Late Pick Up

Parents will be charged a base price of \$25 beginning at 6:01 pm. If your child remains in the Center after 6:15 pm, there will be an additional charge of \$25 per 15 minute interval. Money for late pick-ups is to be paid in cash to the Director or staff that was on duty before the close of the next business day. Failure to pay this late fee can lead to termination of your child's slot. After 7:00 pm, any child remaining in the building will be put into the custody of Child Protective Services and an unusual incident report will be filed with ECE Program monitor. Every attempt will be made to contact the parent and emergency persons before 7:00 pm.

Tuition and Parent Fees

Tuition fees and parent fees are due on Monday's no later than Tuesday's close of business. Tuition and parent fees submitted after close of business on Tuesday will be charged a late payment fee of \$25 per child.

Payments will be received in the form of cash, money order and cashier's check. No personal checks. Payments should be submitted to the director or center coordinator

Tuition Fees:

- Registration Fee of \$100 per student
- Full-day infant (ages 6 weeks – 12 months): \$325 per week per child
- Full-day toddler (13 months – 36 months): \$325 per week per child
- Before & After Care: \$125.00 per week
- Daily drop-in rate: \$65
- Holiday Camp (Time-away from School): Christmas, Spring, & Summer
 - Rate will vary according to the number of days, activity and transportation fee

Reporting Abuse and Neglect

- When there is suspicion of child abuse, employees or volunteers to whom it has been reported will immediately inform the DC Metropolitan Police, DC Child Protective Services, DC Department of Health, and DC Office of State Superintendent of Education. The reporting of suspected child abuse situations is a personal obligation as

well as a professional and legal one. By law, reports must be made by medical, educational, day care, social service and law enforcement personnel.

- The designated Growth Spurts employee receiving the initial report is responsible for investigating the facts reported and the condition of the child. This should be done as soon as the report is received.
- Volunteers who suspect any child abuse should report the information to the Growth Spurts director.
- In the event the reported incident involves a Growth Spurts employee or volunteer, this individual will be relieved from all activities involving children until cleared.
- Regardless of where or under what circumstances the alleged incident takes place, if a Growth Spurts employee is involved, appropriate action will be taken according to the DC Department of Health Regulations within DCMR 29.
- Growth Spurts employees and volunteers should be sensitive to the need for confidentiality in the handling of information concerning child abuse. Employees will discuss matters pertaining to abuse and suspected abuse only with the appropriate Growth Spurts director.

Growth Spurts shall immediately report any instances of known or suspected child abuse and/or neglect to the Child and Family Services Agency, Child Abuse and Neglect Hotline, (202) 671-SAFE (7233), to the Office of the State Superintendent of Education (OSSE) Division of Early Learning (DEL at (202) 727-1839, and to the DEL, Unusual Incident Report and Complaint Hotline at (202) 727-2993, or via fax at (202) 727-7295, or via email at osse.childcarecomplaint@dc.gov. Instances of known or suspected child abuse and/or neglect are “Unusual Incidents” to be reported on the Unusual Incident Report Form, as set forth in Section III.C. of this Provider Agreement. In cases of injurious assault or bodily harm, the Metropolitan Police shall be notified at 911.

Reporting Unusual Incidents

The center director of Growth Spurts will report suspected or known child abuse and neglect as unusual incidents.

Incidents will be reported to OSSE/PQD Program Monitor and other Government agencies via phone, fax and/or hand delivered after such incident on the Unusual Incident Report (UIR) Form approved by DEL. These agencies listed below will receive a report within 24 hours of the incident.

Child and Family Services Agency
Child Abuse and Neglect Hotline
(202) 671-SAFE (7233)

Metropolitan Police Department
Youth Division
(202) 576-6768

DEL Unusual Incident Report Form
Via fax (202) 727-7295

Office of the State Superintendent Education Childcare Monitoring Unit
810 1st Street NE, 4th Floor
Washington, DC 20032
(202) 727-1839 phone
(202) 741-5304 fax

Office of the State Superintendent Education Childcare Licensing Unit
810 1st Street NE, 4th Floor
Washington, DC 20032
(202) 442-5888 phone
(202) 442-9430 fax
Osse.childcarecomplaints@dc.gov

An unusual incident in any event which affects Growth Spurts or child significantly and is different from the regular or established procedures. This includes but is not limited to illness, absence, death, accident or injury or casualty, or catastrophes be it in or to the facility, complaints from family members, or requests for information, access to the child(ren) from the press, attorneys, government officials or third persons.

If your child sustains an injury at the day care, the center director will write, document and provide the parent with a written report of the circumstance surrounding the accident and how first aide was rendered. The report will be completed by witnessing staff. Should there be a severe accident first aide will be administered until 911 personnel arrive. In such incident the parent will then be notified immediately. If the child is transported to a medical facility, a Growth Spurts staff member will accompany the child and stay with him/her until an immediate family member arrives.

Please note - children may obtain injuries during their play and sometimes this activity leads to scraps, cuts, bumps, and bruises, in spite of our best efforts to prevent them. Growth Spurts maintain a first aid kit with supplies in the office at all times to administer first aide care.

Outdoor Play

When playing outside, children will be exposed to grass, dirt/sand, bicycles, climbing equipment, etc. Therefore, we recommend that children's clothing be comfortable. Please do not send your children to school in flip flop or any open toed shoes.

Children should come to school dressed comfortably for learning as well as playing. Clothes should not be too tight or loose. Also, clothing should be chosen according to the weather/temperature.

Field Trips

The center believes that enrichment trips aid in the development of young children. However, NO child will be allowed to participate in field trips without a permission slip not signed by a parent or legal guardian. Growth Spurts reserves the right to request a parent or family member to attend with a child.

Transportation

Growth Spurts provide transportation for our day care for center field trips, staff trainings, and unusual emergency occurrences. All of our vans are fully insured, licensed and have current tags and registrations.

Meal Policy

Menus are prepared with variety and nutritional requirements in mind. We follow the good nutritional guidelines as set forth in the licensing regulations of the District of Columbia and food services. We provide breakfast, lunch and afternoon snack to children.

Food may be brought from home for the following reasons:

- Special diets for medical reasons specified by a physician in writing.
- Special food for celebrations.
- Special diets for religious reasons specified with a written note from the parent.

We are working on a contract with the USDA/CACFP, therefore, we are required to serve children meat and drink milk (twice a day). If your child is sensitive to milk, a doctor's note must be provided and a milk substitute must be provided by the parent. Please do not ask us to violate any condition of the USDA standard by omitting certain foods from your child's meals.

Daily Schedules

It is most important that students are familiar with a daily schedule therefore; Growth Spurts will follow a daily schedule for infants, toddlers, and pre-schoolers which are listed below.

Infant Program Daily Schedule

8:00 – 8:30	Greetings, activity toys, feedings and free play
8:30 – 8:45	Diaper check, personal needs
8:45 – 9:15	Morning snack, hand washing
9:15 – 10:15	Stimulating developmental activities: music, singing, talking, stories, manipulation toys, exploration activities, swings, rocking, diaper changes, and morning nap if needed
10:15 – 11:15	Outdoor activities: fresh air, physical movement, and early discoveries interacting with their world
11:15 – 11:30	Clean-up, diaper change and personal needs
11:30 – 12:15	Lunch, hand washing
12:15 – 1:00	Clean-up, diapering and personal needs, quiet activities, baby books and sensory games with guidance and nurturing
1:00 – 3:00	Nap or rest time. Teacher documentation time.
3:00 – 3:15	Wake-up, personal needs and diapering
3:13 – 3:45	Stimulating developmental activities: dancing, stretching, bending, and exercises
3:45 – 4:30	Afternoon activities; playground, musical instruments, social play, teacher singing and talking to develop listening skills, exploration. Practicing; crawling, walking and climbing. Diaper changes
4:30 – 6:00	Free exploration and free movement. Practice in vision, touch and hearing activities. Clean-up, organize to go home.

Toddler Program Daily Schedule

8:00 – 8:30	Greetings, table games, puzzles, activity toys, breakfast
8:30 – 9:15	Morning snacks as a group, hand washing, relaxation and nourishment. Personal needs
9:15 – 10:00	Free play and exploration activities, kitchen corner, block building, manipulatives, sewing cards, large beads, matching shapes, colors and sorting for concept and fine motor development.
10:00 – 10:30	Circle time! Preschool learning: music, singing, identification of feelings, art, listening, talking, stories, show and tell, discovery in science and nature, and puppetry. Developing communication and creative skills
10:30 – 11:15	Outdoor fun in the fresh air; exercise, practice in balance, climbing, riding, running, jumping, ball skills, obstacle courses, and slide fun. Developing large motor skills
11:15 – 11:30	Clean-up, personal needs, diaper changes or toileting
11:30 – 12:15	Lunch time: hand washing, social, nutritional, and relaxing atmosphere
12:15 – 1:00	Clean-up, diapering and personal needs. Calm quiet activities: story time, looking at books, or manipulative toys. Prepare cots, cribs, and blankets
1:00 – 3:00	Nap/rest time. Teacher documentation hour.
3:00 – 3:15	Wake-up, stretching, personal needs, diapering, and quiet activities
3:15 – 3:45	Afternoon snack, hand washing, relaxing, social and healthy atmosphere
3:45 – 4:30	Afternoon activities: playground, arts and crafts, musical instruments, rhyming games, auditory associations, songs, dancing, creative movement, science and nature, discussions and discoveries.
4:30 – 6:00	Free play, dramatic play, friendship bonding, sharing and resolving, sharing and resolving interpersonal conflicts through puppetry and discussions. Learning activities, building on each child's strengths through positive interaction. Clean up and organize to go home.

Pre-School Program Daily Schedule

8:00 – 9:15	Greetings, free play, activities toys, puzzles, block building, table games, kitchen corner, shapes, colors, numbers, sorting for concept and fine motor development.
9:15 – 9:30	Clean up
9:30 – 10:00	Morning snack, clean up, personal needs, bathroom
10:00 – 10:30	Circle time! Preschool learning: music, singing, identification of feelings, discussion, calendar, weather, stories with music, or media events. Computer learning time!
10:30 – 11:00	Creative activities, arts, crafts, easel painting, dramatic play, science and nature discoveries. Show and Tell, expressing and developing communication skills through play and socialization.
11:00 – 11:45	Outside play; fresh air; climbing, bike riding, running, jumping, balancing, ball skills, obstacle courses, for large motor development.
11:45 – 12:00	Clean-up, personal needs, bathroom and hand washing
12:00 – 1:00	Lunch time, social, nutritional and relaxing atmosphere
1:00 – 3:00	Story time, rest time or quiet period. Teacher documentation
3:00 – 3:15	Wake up, bathroom, quiet activities
3:15 – 3:45	Afternoon snack and clean up
3:45 – 4:15	Outdoor Play
4:15 – 6:00	Afternoon activities, computer learning, organized games, motor activities, tumbling, creative movement, art, dance, musical instruments, rhyming games, dramatic play, friendship bonding, sharing, analyzing and resolving conflicts through language communication. Discussion, learning activities, building on each child's strengths through positive teacher interaction. Clean up and organize to go home.

CURRICULUM

Declaration of Curriculum Choice

After reviewing the many curriculums that are available for childcare centers Growth Spurts Child Learning Center 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.

Infant and Toddler Curriculum

Growth Spurts Child Learning Center 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.

Growth Spurts Child Learning Center 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. Sensori- 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.

Growth Spurts Child Learning Center will use the Creative Curriculum for our infant thru preschool program that will include the following sections for training and staff development: Growth Spurts Child Learning Center 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

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.

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.

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.

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.

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.

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.

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. You're 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.

Routines include:

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

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.

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

Show and Tell

The purpose of show and tell is to encourage interest in life, build self-esteem, self-image, self-discovery, awareness, and social skills, enhance vocabulary and knowledge. Show and tell can be fun for children; however, please use wisdom in sending various items that your child brings to school. Parents should use sound judgment in your child's choice of item to display. Growth Spurts is not responsible for any damage or loss of child's items(s).

Lost Items

Growth Spurts is not responsible for any items that students lose or misplace. A lost and found box is located in the Director's office for unclaimed items.

Going Outdoors

It is the desire and plan that Growth Spurts Child Learning Center 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. We will take the children outside at least twice a day, weather permitting.

Homework

The center follows the National Association for the Education of Young Children (NAEYC) and DC learning standards for preschool and student programs. Staff will assist the students with their homework. They will not be responsible for making children do their homework or checking their work. According to the NAEYC standards, students should be given opportunities to choose activities of their interests and not be forced into a rigid program. Students get structure while at school and therefore a quality "After Care" program will provide opportunities for relaxation and choice.

Philosophy: "Developing self-esteem, self-respect and self-discipline is key to a successful student."

Staff Qualifications

The center is designed to provide qualified staff to carry out the program's mission. This includes serving as a positive role model and providing individual care that is supportive, warm, enriching, and responsive. The staff must meet DC requirements and be cleared by the DC Police Department. The staff is trained in Early Childhood Education and/or Elementary Education.

Student Goals

The centers' student goals are:

- To enable the child to grow and develop a sense of self.
- To help the child effectively communicate with their peers.
- To help the child use their imagination to include other forms of communications.
- To promote the child's confidence in exploring without fear or failure.
- To help the child develop skills in problem solving, creativity and expressing positive and negative feelings.
- To help the child grow spiritually and learn self control.
- To help the child develop skills in the exploration of different people, cultures, and their environment.

HEALTH & HYGIENE POLICIES

Allergies

If your child has allergies, please discuss them with the Director and your child's teacher. We will make every effort to accommodate your child's special needs. A doctor's note must accompany food allergies and recurring skin sensitivities.

Hand Washing

The center believes in stressing good health. Therefore, we encourage our children to wash their hands frequently.

Hygiene

The center believes in the rights of children having their personal needs met. Growth Spurts will report expected cases of child abuse and neglect to their proper authorities.

Immunization

Follow the recommended immunization schedule given to you by your child's pediatrician. Before admission to the center, your child must be immunized against or had:

- Diphtheria, whooping cough, tetanus
- Polio
- Measles, mumps, and rubella
- TB skin test

No child will be permitted to attend the center without updated immunization records and a well child physical or without authorization form a licensed physician. The center reserves the right to withdraw any student who does not have an updated immunization record and an annual physical.

Medical Forms/Reporting

DC law requires that a medical form be on file for each child enrolled in the center. Parents are responsible for alerting the school of special disabilities, etc. Special directions given by physicians for the health and safety should also be noted.

Medication & First Aid Policy

The center director will administer prescription medication only. The prescribing doctor must provide a written statement/letter giving administering instructions. The written permission must include:

- Child's name
- Physician's name and phone number
- Medicine must be in its original container
- Dosage amount for the child
- Date(s) in which the medication should be administered
- Time(s) to administer the medication

Also, the prescribing physician must label the medication indicating the dosage amount and time of administering. Medication will be stored according to the directions of the administering physician.

The Center Director and Lead Teacher will be the only staff members to administer prescription medication. The parent will train the Center Director and Leader Teacher on how to administer the medication.

If the medication does not need refrigeration, the Center Director will place the medication in his/her office on the shelf marked for medication in a concealed container. If the medication needs refrigeration, the medication will be kept in the refrigerator in a concealed container marked medication.

A notebook will be kept in the Director's Office for tracking doses given. A daily report will be issued to the parent indicating the time, dosage and staff member administering the medication.

All staff and parents will receive a handbook upon employment and enrollment listing our policy and procedures for administering medication.

Illness

In order to keep all children in the center healthy, please keep your child home if he/she is ill. Children may be asked to be picked up if he/she has:

- A fever over 100 degrees,
- An irritated rash,
- 3 episodes of diarrhea,
- Yellowish/greenish mucus from the child's nose,
- Vomiting, or
- Pink eye

All sick children are to be picked up after being notified. In the event of any of these illnesses occurring, the child should remain home (away from the center) for 24 hours. In some instances the child will need to return to the center with a doctors' note/clearance.

Hair Beads

For the safety of all children that attend our center, Growth Spurts had determined that children cannot wear beads in/on their while attending the center.

DEPARTMENT OF HUMAN SERVICES

Requirements

- The parent, if paying a fee and the DHS/Child Care Services Division (CCSD) will make payment for the child in care except that no payment will be made in excessive absenteeism. Excessive absenteeism is defined as absenteeism that exceeds five care days in one month, unless the cause reported and found justified by the DHS/ECE Department (medical reasons or family emergencies). Medical illness must be verified by a notice from the child's physician.
- When the child is ill, the parent must make other plans for the child and also must notify the provider of the nature of the illness and that the child will be absent.
- OSSE/CCSD will terminate its payments for services rendered when the parent is no longer eligible or when the parent fails to pay the day care fee WHEN DUE.
- Parents are required to attend at least three (3) meetings, workshops, and/or seminars a year. Failure to participate will result in DHS/CCSD terminating your eligibility for child care services. Attendance will be taken at every event.
- Every year, all parents in OSSE subsidized childcare are required to recertify to ensure continually eligibility for childcare benefits. The following items are required for recertification

Working Parents (Voucher Parents only)

1. Both child(ren) and parent birth certificates (fill size only).
2. Social security care parent and some other form of ID.
3. Proof of DC residence (phone bill or most recent utility bill w/name & address). If you live with someone, bring a notarized letter from that person along with two pieces of mail sent to you within the last thirty (30) days.
4. Three (3) of your most recent pay stubs (must show amount of hours you work per week and gross income). If you have not been on the job long enough to have received three pay stubs, bring a letter from your employer on letterhead paper stating the number of hours per week you work, the date you started and your yearly gross income/hourly rate. A stub should be given thirty days after your initial visit.
5. Updated Health Certificate for child(ren) enrolling in child care program with all necessary areas completed for child's age group (shot records will not be accepted).
6. Any documentation showing additional income (child support, public assistance, SSI, spouse's income, etc.)

Teen Parents in School/Parent in Training Programs (Voucher Parents only)

Letter from school to verify enrollment

REMINDER: You must have a provider selected with an available slot before you can obtain an eligibility appointment. To obtain a listing of DHS/ECE providers under current agreement, call DC Child Care Connection. Failure to provide all this information will result in not being re-certified for subsidized child care.

TERMINATION POLICY

We hope you will be happy at Growth Spurts Child Learning Center; however if/when you decide to terminate your child's childcare service, two weeks notice (10 business days) must be given in writing.

If you are an ARC or CCS parent, there is always the possibility that you can be terminated by your case worker. Growth Spurts will be notified in writing of the decision and will notify you immediately. Please note that termination discrepancy from ARC or OSSE.

Growth Spurts will terminate your daycare services for the following reasons:

- Failure to pay tuition on time.
- Failure to complete all required paperwork or submission of false information.
- Failure to have an updated physical and/or immunization form on file at the Center.

- Failure to follow the policies as stated in the Growth Spurts Parent Handbook.
- Violation of licensing regulations.
- Use of offensive or abusive language to staff, parent or student.
- Any words or acts considered threatening towards any Growth Spurts employee, parent or student.
- Frequent late arrivals or more than four late pick ups in a month.
- Instructing your child to be disrespectful or harm another child or employee.
- Failure to pay late pick-up fees within 24 hours.
- Failure to maintain accurate contact numbers.
- Failure to participate in workshops, seminars, etc. at least four times per year.

In some cases, your termination may be immediate. However, we will always try to give you a week or two notice so other arrangements can be made for your child(ren). These decisions will be made on an individual and case by case basis. You may request a copy of your child's physical form to assist you in finding other childcare services. We constantly post information regarding childcare placement assistance on the bulletin board for your use.

PARENT MEETING/TRAINING

We are required to hold parent meeting and training sessions three (3) times a year. If you are an ARC or OSSE parent, you are encouraged to attend at least three (3) meeting/training sessions per year. Your child's continued enrollment at Growth Spurts is contingent upon you attending meetings during the school year.

EMERGENCY PLAN

Purpose

- To provide for the protection of children and staff in the event of a natural, technological, or human imposed emergency or disaster.
- To assure coordination and cooperation with municipal and county government and emergency services.

Objective

This emergency Operations Plan describes the procedures that will be used by Growth Spurts Child Learning Center to provide for the care and the well-being of the children under our care and for our staff. This plan is meant to address extraordinary circumstances that may threaten lives and the property. The procedures outlined in this plan constitute those temporary measures that will be taken to provide the best available protection for persons under our care. The plan relies on the organization and procedures that are followed on a day-to-day basis. The intent is not to introduce new ways of doing things during high-stress situations.

Much of the information that is needed to implement a plan like this one should be treated as sensitive. The exact locations of shelters and assembly areas and the routes to be taken during the evacuation may be useful information to potential criminals. For this reason, parts of the plan will not be released to the general public. Important details from the plan are sent home with parents in orientation materials and periodic mailings due to any changes in the plan. In addition, the entire plan is available for parents to review in the facility.

EMERGENCY CLOSURE PLAN

Growth Spurts Child Learning Center normal operating hours for the facility are 7:00am-6:00pm, Monday - Friday. The facility assumes responsibility for the health and safety of the children attending the facility. Our short term contingency facility information is listed in the Director's office and the emergency folder/safety kit in each classroom.

The contingency 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.

Provider will contact OSSE/DEL Education Service Monitor and OSSE Child Care Licensing Unit and submit an unusual incident report.

The facility constitutes the following as reasons for emergency closings:

- 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)

The center will handle emergency closures both long and short term by contacting parents and staff via phone, email, text messaging and written document informing them of any and all changes of location.

The center director will have the responsibility for reporting any and all emergency incidents to the appropriate DC government agencies. Incidents will be reported to OSSE Child Care Licensing Unit/DEL Program Monitor and Licensing Specialist other Government agencies via phone, fax and/or hand delivered after such incident. These agencies will receive a report within 24 hours of the incident.

Reports will be sent to:

Office of the State Superintendent of Education/DEL
810 First Street NE 4th Fl, Washington, DC

(202) 727-1839 phone

(202) 727-8166 fax

Office of the State Superintendent Education Childcare Licensing Unit

810 First Street NE, Washington, DC

(202) 442-5888 phone

(202) 442-9430 fax

District of Columbia Children and Youth Services

51 N Street NE, Washington, DC

(202) 724-5283

A notebook will be kept in the Director's Office for documenting emergency closures.

Fire

- 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 don'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 staffs 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:
 - 1st Floor – infant room and kitchen
 - Basement – near the exit door

ILLNESS or INJURY

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 circulatory, severe bleeding, and shock.
- Depending on the seriousness of the injury the victim should be taken to a nearby hospital by ambulance or driven 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 moved or touched.
- All students to be moved to a different location.
- 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.

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 /or 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.

EMERGENCY PREPAREDNESS

F&C has completed the Department of Health Emergency Contingency Plan for the agency as well as for all contracted providers in our satellite system. This plan is updated yearly to accommodate any changes that arise. All parents are informed of the emergency preparedness plan upon enrollment to the program as well as annually when the providers have his/her parent night in September of each year. All parents are given a copy of the plan that includes the offsite location, name and number for children as well as make sure all parents have been called, and leave a voice mail message with our monitor at OSSE/ECE and call the Department of Health and leave a message likewise.

Should the day care become inhabitable students and staff will walk to it contingency location as listed in the Director's office and emergency folder/safety kit of each classroom or be transported to the nearest Growth Spurts locations.

Growth Spurts will keep in store within the day care at least a minimum of three days of food and supplies should there be a severe shut-in announced by the city, or federal government due to weather and/or terrorist attack at all times.

Supplies will include:

- One roll of one-half inch non-allergenic adhesive tape
- One roll of two inch gauze roller bandage
- Ten individually wrapped sterile gauze squares in assorted sizes
- Twenty-five adhesive compresses in assorted sizes
- Three clean cotton towels or sheeting pieces, approximately twenty-four by thirty six inches
- One pair of scissors
- Safety pins in assorted sizes
- One flashlight
- One thermometer
- One measuring tablespoon or dosing spoon
- One pair of tweezers
- One third cup powdered milk for dental first aid
- One current First Aid book
- Telephone numbers of the local Poison Control Center
- Rubbing alcohol and alcohol swabs
- Cotton balls
- One ice pack or gel pack
- Liquid sanitizer
- Disposable, non absorbent gloves
- All items need for disposal of blood-borne pathogens

All above named supplies will be examined for expiration dates and replaced if needed every 9-12 months.

If staff and students should leave the facility due an emergency, the center will close until the center is inspected for re-entry. The center director will take children and staff emergency profile cards and medication to the contingency site. The center director will notify staff via email, phone call and/or text message concerning the changes to the contingency location.

Should there be an emergency which causes the center to use the contingency site, parents will be contacted by staff via phone and/or email and receive a written document from the center providing periodic updates of returning to the center. Also, an unusual incident report will be submitted to OSSE/DEL and OSSE Child Care Licensing Unit.

The center director will have the responsibility for reporting any and all emergency incidents to the appropriate DC government agencies. Incidents will be reported to OSSE Child Care Licensing Unit/DEL Program Monitor and Licensing Specialist other Government agencies via phone, fax and/or hand delivered after such incident. These agencies listed below will receive a report within 24 hours of the incident.

Office of the State Superintendent of Education/DEL
810 First Street NE 4th FL, Washington, DC
(202) 727-1839 phone
(202) 727-8166 fax

Office of the State Superintendent Education Childcare Licensing Unit
810 First Street NE, Washington, DC
(202) 442-5888 phone
(202) 442-9430 fax

District of Columbia Children and Youth Services
51 N Street NE, Washington, DC
(202) 724-5283

CONCEPT OF OPERATIONS

General

- Direction and control – The center director will assume responsibility for emergency actions until the arrival of emergency service personnel.
- The facility center 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 well being 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 and staff will egress or escape through the front or back entry door.

ORGANIZATION AND RESPONSIBILITIES

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.

Facility Director

Day Care facility director will:

- Be familiar with emergency plans for the District of Columbia
- Ensure agreements of Assistance are current with relocation facilities and transportation providers (if applicable).
- Determine a course of action to be taken during an emergency.

- Maintain the plan in a current and usable state.
- Notify parents to tune to designated local media for information during the emergency
- Ensure that the parents are contacted as soon as reasonably possible when an emergency situation arises, so that they are aware of what is happening to their children.
- Keep the staff aware of the status of the emergency.
- Determine the number and types of transportation need if evacuation or relocation is required.
- Take children's emergency records to the evacuation/relocation site.

Staff

Staff will:

- Review and assist in keeping plans and checklist current
- Maintain supervision of children until they are released to parents or guardians.
- Perform special assignments due to any requirements specified from the director.

Parents

Parents are required to:

- Be familiar with plans and procedures of ensuring safety of the children.
- Provide the daycare facility with means to contact them in an emergency.
- Tune to designated local media for information and instructions during an emergency.

PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION

The legal entity/owner/operator of the day care facility is responsible for:

- The development, execution and maintenance of the emergency plan.
- Annual review and update of the plan.

A copy of this plan has been given to the District of Columbia Regulatory Affairs (DCRA).

Children with Special Needs Policy and Procedures

Growth Spurts Child Learning Center (GSCDC) 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 GSCDC to operate and coordinate services with other agencies and offer specialized 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 as 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.)

Growth Spurts Child Learning Center

Handbook Signature Page

I _____ parent of _____
have read and fully understand the policies and procedures outlined in the Parent Handbook. I have discussed the policies and the procedures that I do not understand with the director. I agree to the policies and procedures that are set forth in this handbook. I will be given an undated copy if any changes are made by Growth Spurts Child Learning Center or by a District of Columbia Government Agency.

Parent Signature _____

Date _____