Child Star Childcare & Academy 2026-2027 SY GSRP Parent Handbook

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.

CHILD STAR DEVELOPMENT CENTER

School Year 2026-2027

August

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Calendar Details

Program: CHILD STAR DEVELOPMENT CENTER
Contact: Hudaasah McKnight (childstarnews@gmail.com)
School Year: 2026-2027
Program Type: 5 Day - Extended Day Program
First Day: 9/9/2026
Last Day: 6/16/2027

Assessment Periods

Period 1: 9/9/2026 - 11/3/2026
Period 2: 11/4/2026 - 3/5/2027
Period 3: 3/8/2027 - 5/26/2027

Important Dates

Aug 28: Family Engagement
Aug 31: Teacher Report Day / PD Day
Sep 1–4: Home Visit
Sep 9: First Day
Sep 11: PD Day
Sep 30: PD Day
Oct 16: PD Day
Oct 23: Field Trip
Nov 4–6: Conference
Nov 11: No School
Nov 25: No School
Nov 26–27: Thanksgiving
Dec 18: Family Engagement
Dec 21 - Jan 1: Winter Break
Jan 18: MLK Jr. Day
Feb 19: PD Day
Mar 10–12: Home Visit
Mar 18: Family Engagement
Mar 26: PD Day
Mar 29 - Apr 2: Spring Break
May 21: Field Trip
May 27-28: Conference
May 31: Memorial Day
Jun 3: Family Engagement
Jun 16: Last Day

Key / Legend

- First Day of School
- Last Day of School
- PD Day
- Home Visit
- Initial Home Visit
- Family Engagement
- Conference
- Field Trip
- No School
- Half Day
- Teacher Report Day

February

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2026-2027 School calendar overview
September 9, 2026-June 17, 2027

2026-2027 School Hours
8:30am-3:30pm Monday-Friday

Emergency School Closing
In the event of inclement weather for Child Star Development Center please tune into Channels 2, 4, 7, and 50 news for school closing information. An email blast or text message will be sent out to parents through the information provided on the emergency card.

Contact Information
Child Star Development Center
10340 W. 7 Mile Rd.
Detroit, MI 48221
313-862-4730
313-397-6263 (fax)

Child Star Development Center II
17530 W. McNichols
Detroit, MI 48235
313-862-4730
313-397-6263 (fax)

Child Star Childcare and Academy
10201 W. 7 Mile Rd.
Detroit, Mi 48221
313-340-2224
313-340-2580 (Fax)

Personnel
Owner: Denise Lomax
Principal/ Director: Hadassah McKnight Ed. D
Director: Hannah Lomax B.S., MBA
Manager: Leslie R. McKnight Jr.
Early Childhood Specialist: Cynthia Pitts

Staff and Classrooms

The Great Start Readiness Program (GSRP) classroom at the Child Star Childcare & Academy is licensed by the State of Michigan for children 4 years of age. It is supervised by a Lead Teacher who has a bachelor's degree and in Early Childhood Education. Other staff includes an Associate Teacher who has a Child Development Associate, and aide qualified as caregivers under state licensing. The staff for the GSRP classroom has had an extensive background check with MiLEAP Child Care Licensing Bureau. Each teacher has received Child Safe training as well as being certified in CPR, First Aid and trained in blood-borne pathogens. A minimum of 24 hours of training in childcare is required each year.

Fees and Tuition

GSRP is a tuition free program for families who fall below 400% of the federal poverty guidelines.

Our Mission

Academic excellence begins with knowing who you are. The academy's mission is to ensure that all students who attend are provided with the highest quality of education through a rigorous curriculum, core values, and the enhancement of social and emotional skills.

Our Vision

Our vision is to cultivate an environment where every child's unique potential blossoms, leading them to academic excellence rooted in self-discovery and strong character. We see a future where our dedicated staff and teachers empower children with a rigorous, high-quality education, instilling core values and fostering essential social-emotional skills. Through this holistic approach, we prepare confident, resilient learners who are equipped for lifelong success and a deep understanding of who they are.

Program Goals

The goals of the GSRP program is to provide every preschooler with the best educational opportunity through child-centered, hands-on curriculum set in a rich learning environment which is created through our families, community and professional staff.
We believe that young children learn to the best of their ability when given:

- A safe, healthy, nurturing environment
- Development of strong teacher-child relationships in combination with strong family-teacher relationships in which all are valued
- Many opportunities for play and learning through play experiences
- Families are involved and we work together to help your child
- The activities are geared toward your child's current skills and interests

Decisions are made from a child-centered focus which includes looking at the early childhood standards of quality preschool, the curriculum, assessment information, feedback from parents and the diverse social, economic, cultural and family needs that exist within the classroom

The HighScope Curriculum

Proven, research-based strategies for learning. The HighScope Curriculum emphasizes **adult-child interaction,** a carefully designed **learning environment,** and a **plan-do-review process** that strengthens initiative and self-reliance in children and young people. Teachers and students are active partners in shaping the educational experience.

All children are assed using the following developmental screenings: Ages and Stages at the beginning of the year during the initial home visit and anecdotal notes are taken throughout the year and input into the COR Advantage system. The anecdotal notes and goals set for each child are shared throughput the year and formally at parent teacher conferences.

Parent participation is highly encouraged both inside and outside of the classroom along with your child's teaching staff for child development. This will align the goals and strategies set in the classroom that will align between school and at home.

Recruitment and Selection

Child Star Childcare & Academy GSRP program will be fully enrolled with a waiting list through the following marketing and recruitment strategies:

- Notify parents of current Child Star Childcare & Academy students of the opportunity for enrollment of siblings from the school through newsletters and postings.

In the event that this does not result in full enrollment the following strategies will be considered:

- Flyers: design and produce flyers for distribution to the Child Star Childcare & Academy families, local families through door-to-door distribution, local agencies, and neighborhood networks.
- Posters: design and produce posters for schools, local businesses, DHS Offices and agencies
- Submit articles and ads in local newspapers
- Submit information for posting on local cable TV

Please note that there is no application fee for the GSRP program.
Eligibility factors:

- Child in our community or the surrounding areas must be 4 years of age by the specified birthdate requirement per the Michigan Department of Education. Proof of age (birth certificate).
- Proof of risk factors which include: Low income, diagnosed disability or identified developmental delay, severe or challenging behaviors, primary home language other than

English, parents with low educational attainment, abuse/neglect of child or parent, and environmental risk.
- Proof of income
- Referral and release form for head start submitted if the income provided qualifies for head start programs.
- Once the child is released then the application process is started and child is enrolled based on the income quintile.
- The child is then placed in a classroom.

Family Referrals and Resources Policy

Child Star Childcare & Academy teaching staff work together with parents to write referrals based on developmental needs of the child or for family services. The teaching team engage parents at enrollment, formal family contacts such as the Home Visits and Parent Teacher Conferences, and as needed based on family concerns. If the ASQ or COR data indicate there is a developmental concern, the teaching staff will schedule a meeting to discuss the findings, set individual goals and initiate the referral process.

A referral is a recommendation of external or internal resources or services that addresses the concerns of the child or families' well-being. The services that Great Start to Readiness provides are as follows:

- Early Childhood Education
- Parent/Family Involvement and Education
- Nutrition Services
- Free meals and/or snacks

Referral services:

- Medical
- Dental
- Health/mental health
- Social services
- Special needs

Programs we work with:

- Development Centers
- Southwest solutions
- Orchard Children's services
- The Children's Center
- Starfish
- The Guidance Center
- Genesis House
- Covenant House of Michigan
- The Mobile Dentist
- FAR therapeutic arts and recreations

Attendance Policy

Your child's attendance is important to us! We look forward to seeing your child at school every day. Daily attendance plays an essential piece in your child's education. In order to experience maximum benefits, it is very important that your child maintain regular attendance.

GSRP times are 8:30am-3:30pm Monday- Friday. We require that all parents call the main office (313)-340-2224 in the event of their child being absent. If we do not receive a call a courtesy call will be made to the parent from the main office or a text message reminder will be sent to the parent from the GSRP lead teacher.

After 2 weeks of consecutive absenteeism, the student will return to the GSRP waiting list and their slot will be filled.

Arrival/Dismissal

Students should arrive at **8:30 a.m.** Students are expected to arrive on time and remain in the program through dismissal to ensure they receive the full benefit of the program.

School dismisses at **3:30 p.m.**, unless otherwise indicated by the Director. In the interest of student safety and to allow teachers adequate preparation time, parents and guardians must pick up their children promptly at dismissal.

When picking up a child prior to dismissal, parents or authorized individuals must sign the child out through the office.

Release of Children

The normal procedure is to release a child only to their parent(s) or to an individual designated by the parent(s). If someone other than a parent is picking up the child, the individual must be listed on the child's emergency contact list or have written authorization from the parent and must be at least **18 years of age**.

The emergency contact list identifies individuals who may pick up the child in the event of an emergency and/or who may be contacted if the child has not been picked up by **3:45 p.m.**

For the safety and security of all students, adults picking up a child who is not their own parent must present a valid form of identification before the child will be released.

Exclusion Policy

Child Star Childcare & Academy will make reasonable accommodations for children who require additional medical, behavioral, or toileting support. Under these circumstances, no child will be excluded or expelled from the program solely due to the need for additional support.

Please refer to the attached **Sick and Injury Policy** for additional information regarding circumstances that may require a child to remain home.

Daily Routine

We provide a consistent daily routine for children, which gives them the sense of security needed to make choices, take risks, and explore their environment. Our daily routine provides an exciting learning environment with a variety of meaningful learning opportunities.

Arrival/Breakfast/Greeting:

Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until their children have settled into the classroom. Children have choices about whether to eat, spend time with books, or interact with adults and one another. If children do not eat upon arrival, a mid-morning snack will be provided in place of breakfast. Once all children have arrived, adults and children spend 3–5 minutes together reviewing daily announcements.

Large Group/Music and Movement:

All adults and children participate in activities planned around the children's interests and developmental levels. During this time, children participate in projects, cooperative play, and meaningful activities that are relevant to their experiences and interests.

Planning Time:

Children communicate their plans to adults in an environment where in-depth conversations can occur and where people and materials are visible. Adults use a variety of strategies to support children's planning, such as props, area signs, tape recorders, singing, and planning individually, in pairs, or in small groups.

Work Time (Children's Hour of Uninterrupted Choice Time):

Children initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate in child-initiated play and encourage children's problem-solving skills, both when working with materials and during times of social conflict.

Cleanup Time:

Children and adults clean up together while keeping the spirit of play and problem-solving alive.

Children make many choices during cleanup. Adults recognize and respect each child's level of participation and skill while supporting their learning and development.

Recall Time:

Children gather in small groups and are encouraged to reflect on their Work Time experiences. Adults offer a variety of materials and strategies to support this process while following the children's lead, such as props, puppets, drawing, balls, hula hoops, bubbles, telephones, and other materials. Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

Small Group Time:

This is an adult-initiated learning experience based on children's interests and developmental levels. Children explore, play, work with materials, and talk about what they are doing. Individual children are encouraged to explore and use the same set of materials in ways that are meaningful to them.

Outside Time:

Children have many choices about how they play in the outdoor learning environment, just as they do during Work Time indoors. Adults supervise children for safety and participate in their active outdoor play. Adults support children's initiatives, problem-solving, and play ideas. Outside time is a minimum of 30 minutes each day, excluding time spent dressing and transitioning.

Bathroom/Handwashing/Lunch Preparation:

Children take a bathroom break, wash their hands, and assist with preparation and setup for lunch. Children choose where they would like to sit and are encouraged to serve themselves.

Lunch/Toothbrushing:

Family-style meals encourage and support children's self-sufficiency and independence. During mealtime, children are encouraged to serve themselves, pour their own beverages, distribute napkins, and clean up spills when necessary. Children choose whether to eat, what to eat, and how much to eat. Adults eat with the children and engage them in meaningful conversations during mealtime. Children are encouraged to clean their own meal spaces by disposing of leftovers, wiping tables, and pushing in their chairs.

Quiet/Rest Time:

Rest time is an opportunity for sleeping or engaging in quiet, solitary, on-the-cot activities. Rest time plans are individualized to meet the needs of each child. Quiet activities may include books, soft music, baby dolls, or fine-motor manipulatives. Rest time occurs daily for approximately one hour. Children are not required to sleep; a quiet activity will be provided to children who choose not to sleep. Each child will have their own labeled cot. Parents are encouraged to provide a small blanket that will be sent home at the end of each school week to be cleaned and returned.

Wake-Up/Bathroom/Snack:

As children wake up, adults and children work together to put away cots and prepare for snack. Children are encouraged to clean their own snack space when they are finished.

Work Time:

A second Work Time, similar to the first, may vary slightly in the afternoon while continuing to ensure that children are primarily involved in planning and carrying out their own intentions. Teachers may implement activities using various grouping strategies to support targeted skills. At least one member of the teaching team will be assigned to support children working in the open learning centers.

A collaborative curriculum-planning approach helps ensure that the teaching team meets the individual needs of each child by supporting and extending their development. GSRP expectations for active, play-based learning must be met at all times.

Developmental Screening

Child Star Childcare & Academy uses ages and stages questionnaire (ASQ-3) for its developmental and social-emotional screening tool. ASQ-3 is highly reliable and a valid tool used to asses children's development. ASQ-3 indicates differing levels of development, educates parents about developmental milestones and incorporates parent's expert knowledge about their child.

In collaboration with the teaching staff, the parent and/or guardian will complete an Ages and Stages Questionnaire for their child during the first home visit. The completion of the ASQ-3 will help parents and/or guardians to understand their child's current level of development and encourage them to participate in activities which strengthen communication skills, decision-making skills, and advocacy for their children.

Additionally, the results of the ASQ-3 will be used to guide in-class daily activities and individual extended learning activities for home.

If a developmental concern is indicated by ASQ-3, the teaching staff will work in partnership with the parent and/or guardian to begin the referral process. Before a follow-up observation or evaluation occurs, the family will be made aware of resources, the referral process, as well as, have any concerns addressed before a referral consent is signed.

Assessment

Child Star Childcare & Academy uses the Child Observation Record (COR) for its child assessment measure. COR is ongoing and used throughout the year. COR data is used to monitor each child's progress, adjust curriculum and materials, give a basis for interventions and keep parents abreast of their child's learning. This information is shared with parent during home visits, parent teacher conferences, and any other meetings with parents. All parents have the right to view their own child's observation record at any time.

Parent Notice of Measurements

Child Star is required to work with MiLeap to measure the effect of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and families. Program staff or a representative from MiLeap might:

- Ask parents questions about their child and family.
- Observe children in the classroom.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP).

mileap@michigan.gov-GSRP

517-241-7004

Confidentiality (Privacy Rights)

Parents and guardians of students under the legal age of 18, have specific rights to privacy regarding student records. School personnel cannot release any information outside the school district unless they have received a release signed by the parent or guardian 18 years or older. The Michigan School code provides a penalty of up to $200 in fine and/or 90 days in jail for any school official who provides students' record information without proper authorization.

Grievance

We thrive on open communication. If a problem comes up—whether you work here or send your child here—we want to fix it quickly, fairly, and without any fear of retaliation.

1. Staff Grievance Policy

If you have a concern about work conditions, unfair treatment, safety, or policies, here is how we handle it:

Step 1: Talk It Out (Within 5 days)
└── Try speaking directly with the person involved or your supervisor to resolve it informally.

Step 2: Put It in Writing (Within 5 days of Step 1)
└── Still unresolved? Submit a written Grievance Form to the Center Director.

Step 3: Director Review (Within 5–7 days)
└── The Director investigates, talks with those involved, and meets with you privately.

Step 4: Written Decision (Within 5 days of meeting)
└── You'll receive a written summary of the findings and next steps.

Step 5: Final Appeal (Within 5 days)
└── If needed, appeal in writing to the Owner/Licensee Designee for a final decision.

Our Commitments to Staff

- **Zero Retaliation:** Bringing up a concern in good faith will never hurt your job status.
- **Privacy:** We keep discussions strictly on a need-to-know basis.
- **Record Keeping:** Written records are kept securely in personnel files for 3 years.

2. Parent & Family Grievance Policy

When you have a question or concern about your child's care, classroom practices, or staff, we're here to listen and we want to help.

Step 1: Talk/Meet with the Teacher

└── Start by talking directly with your child's Lead Teacher at pick-up/drop-off or set up a brief meeting.

Step 2: Submit a Form to Administration

└── If the issue isn't fixed, or if it involves center operations/safety, submit a Parent Form to the Director.

└── We will confirm receipt within 24–48 hours.

Step 3: Meet & Plan (Within 5 days)

└── The Director meets with you, reviews the situation, and sends a written action plan within 3 days.

Step 4: Owner Review (Within 7 days)

└── If still unresolved, submit a final appeal to the Owner/Governing Body for a final determination.

State Licensing Contact Info

If a parent or staff member believes a situation involves a child safety or licensing violation that cannot be resolved internally, you may reach out directly:

- **Michigan Child Care Licensing Bureau (CCLB):** 1-866-685-0006
- **Great Start to Quality Regional Resource Center:** 1-734-334-1312

Parental Involvement

Studies have shown that parental involvement is one of the leading predictors of student success, therefore, parents are included in every aspect of the education program. Every parent will be a member of their child's learning team. The team will consist of the child, teachers, and parents. As a team member, parents are active participants in their child's education by providing teachers with information and input on their child's educational needs. It is essential for parents to attend all Learning Team meetings/parent teacher conferences.

The learning team meeting will focus on academic performance, strengths and challenges as a learner, setting academic and social goals for the year and most importantly, what is needed to help students reach their goals. The learning team as a whole is responsible for student success.

The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. Parents are welcome to share family experiences, volunteer in the classroom, chaperon on field trips and attend advisory meetings.

Advisory Committee

The advisory committee helps support active decision makers, developing and implementing training to instill confidence in parents as active members of an advisory committee. Parents will vote at the first orientation on a committee board, how often meeting will be held, times and days of the meetings and on topics that you want to discuss. Meeting will last no longer than one hour with childcare and light refreshments provided. Some typical topics may be field trips, home activities, and COR outcomes. If you are unable to attend the meeting, the agenda and handouts will be placed in your child's cubby the following day.

Data Analysis Team

The data analysis team reviews the PQA and COR results. The team will set goals and create a plan to reach them all based on the data outcomes. The team includes parents, teaching staff, Kindergarten teachers, Early Childhood Specialist and other stakeholders as required.

Home Visits

Home visits are conducted twice a year once in the fall before school starts and the last one in the spring. Each home visit will last one hour. Home visits are conducted to see the child in their home environment and for the teachers and parents to set individual development goals. Parents will complete the ASQ-3 questionnaire and fill out any additional paper work.

Parent Teacher Conference

Conference are held twice a year in December and June. At the conference teachers and parents will review the child's individual learning plan and developmental summary from the COR observation. At this time current goals will be revisited, and new ones set if necessary.

Discipline/Conflict Resolution

Child Star Childcare & Academy follows Michigan licensing requirements for discipline which includes Rule 140. (1) Positive methods of discipline that encourage self-control, self-direction, and self-esteem. Cooperation shall be used.
(2) All of the following means of punishment shall be prohibited:
(a) Hitting, spanking, shaking biting, pinching, or inflicting other forms of corporal punishment.
(b) Restricting a child's movement by binding or tying him or her.
(c) Inflicting mental or emotional punishment, such as humiliating, shaming or threating a child.
(d) Depriving a child of meals, snacks, rest, or necessary toilet use.
(e) Excluding a child from outdoor play or any other gross motor activities.
(f) Excluding a child from daily learning experiences.
(g) Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.

(3) Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by subrule (2) of this rule. Staff will support children as they solve problems with materials, do things for themselves, and assist them in resolving conflicts with peers. In our classrooms, adults will:

- Encourage children to do things for themselves throughout the day;
- Treat conflict situations with children matter-of-factly;
- Approach children calmly and stop any hurtful actions;
- Acknowledge children's feelings
- Involve children in identifying the problem by gathering information from children and restating the problem;
- Aske children for solutions and encourage them to choose one together; and
- Give follow-up support when children act on their decisions.

Appropriate Dress

Children will engage in meaningful developmental activities both indoors and outdoors. Children will have outdoor play on a regular basis, unless prevented by inclement weather. To ensure your child's safety we recommend the following:

- **Shoes:** NO open toe shoes or Crocs
- **Winter Dress:** Gloves, scarf, hat, coat, boots, (Please make sure your child has a pair of shoes to change into)
- **Daily Dress:** Clothes that can get dirty when your child plays with sand, water, paint, etc. Therefore, dress them in comfortable and washable clothes.
- **Uniforms shirts:** can be worn on the daily basis.

Lockers

Each child will be assigned a Locker. The locker should be used for outerwear, parent handouts, and children's work. Please check your child's locker daily.

Child Abuse and Neglect

Child Star Development Center Staff are required by law to report suspected or actual neglect and abuse. Staff is also required by law to provide documentation from the Department of Human Services that they have not been placed on the central registry for substantiated abuse or neglect.

Policy for Dispensing Medication

The City of Detroit, Department of Human Services Child Development Division, specifies that only trained personnel may administer medication to children enrolled in our program. In order to facilitate all children served by our programs, all prescribed medications to be given, must have a written order from a physician and the procedure outlined below must be followed. This does not include injectable.

- Name of medication
- Dosage of medication
- Time of administration
- Method of administration with any qualifiers, i.e., after food, with food, etc.
- Possible reactions
- Written parent consent on file
- Medication must be in the original container with current date, expiration date and the child's name.

The medication log will be placed in a secure storage area and include the child's name, name of medication, date, dosage and signature of person dispensing the medication. After the administration of medication, the child will be observed for 15 minutes for any adverse reactions.

DIRECTOR'S OFFICE

The Director's office is ALWAYS open for all questions, comments, or concerns. Please do not hesitate to stop by or call.

PARENT NOTIFICATION PLAN FOR ACCIDENT ILLNESS INJURY & INCIDENT

Child Star Development Center will notify parents when the Center observes changes in the child's health, a child experiences an accident, injury, incident or when a child is too ill to remain in a group.

ACCIDENT

All accidents must be reported immediately to the program Director or designated staff. An accident report must be written and signed by the Child care staff member who was responsible for the child's care and the Director or designated staff member. The incident report must be given to the parent at pick up and copied for the child's file.

Close supervision of children is the best anecdote to accidents. Staff are required to use risk management to keep the environment safe and hazard-free. We strive to provide the best equipment, the best maintenance, and the best working conditions so all children are kept safe while they are in our care. Staff are required to remove any unsafe equipment from their classroom or playground areas. Safety is a joint effort that requires everyone working at our Center to be risk managers.

ILLNESS

All changes in a child's health, any accident, injury, or serious incident will be reported to the parent(s).

Our Center will be aware and alert to the following signs of illness in children:

- Fever over 100 degrees
- Urination Frequently
- Vomiting
- Listlessness/Stiffness of Muscles
- Severe Aches and Pains
- Severe Cold/Flu Symptoms
- Diarrhea
- Rash or Skin Irritations

If any of the above-noted signs are observed, the parent will be contacted by the primary child care staff member or the Director immediately.

If a child is too sick to remain in a group, they will be moved to a designated area and observed until a parent arrives to pick them up.

Parents are asked to be wise and keep their child home if the child shows any of the symptoms listed above on the night before or the morning that they plan to attend the Center. If a child is sent home due to an illness, the parent will also be asked to pick up the sibling(s). Please also see the handout noting additional details regarding the sick policy.

SERIOUS INJURY OR ILLNESS

If a serious illness or injury occurs while a child is at the Center, the following measures will be taken:

- Staff will administer first aid
- If the situation warrants, 911 will be called

- Parent(s) will be contacted immediately via telephone by the Director or lead child care staff member.
- If the parent(s) cannot be reached by telephone, a voicemail, text message, or email will be left.
- If the situation warrants, the child will be transported by ambulance to the hospital emergency room.
- The child will be accompanied by the Director, or a designated child care staff member who will stay with the child until the parent arrives.

SERIOUS INCIDENT

All serious incidents, including but not limited to any of the following will be reported to the child's parent(s) via phone and the Child Care Licensing Bureau (CCLB) within 24 hours via phone, fax, or email.

- A child is lost or left unsupervised.
- Alleged sexual contact between children or a child and a staff member or volunteer.
- Physical discipline of a child by a staff member or volunteer.
- A child received medical treatment or was hospitalized for an injury, accident, or medical condition that occurred while the child was in care.
- A fire on the premises of the Center that requires the use of fire suppression equipment or results in loss of life or property.
- The Center is evacuated for any reason.

The verbal report to BCCL will be followed by a written report within 72 hours of the verbal report. The Incident Report (BCAL-4605) will be used to report the incident. Click the link below to view the document: Child Care Licensing Forms (michigan.gov)

In the event of the death of a child in care, a licensee, licensee designee, or Director shall do both of the following:

- Immediately report it, in-person or via phone, directly to the child's parent.
- Report it to the department within 24 hours via phone. The Center will speak to a representative of the department.
- The Incident Report (BCAL-4605), as noted above, will be used to report the incident.

If a child is involved in an accident, injury, or incident during the course of the day, the child care staff member that is responsible for the child's care will also complete and sign a written report along with the Director. The report will be placed in the child's cubby. The parent or person designated to pick up the child will also be required to sign the report at pick up.

If a parent or guardian wishes to discuss an accident/injury/incident further, they may meet with the Director immediately. We ask that the parent/guardian schedule a telephone or face-to-face meeting if they wish to meet more extensively with the child-care-staff member. This is so time can be set aside when the child care staff member is not responsible for the care of other children.

Child Star Development Center strives to provide a safe and healthy environment for all children. However, we rely on accurate information from parents/guardians regarding their child and his/her medical needs and routines. We cannot assume responsibility for situations where a child is delivered to the center unaccompanied by a parent/guardian or where information provided is later discovered to be inaccurate. In addition, the parent/guardian will be responsible for any associated medical expenses incurred if we are required to elicit emergency medical care for a child.

Acceptable Use Policy

Acceptable Use Policy Philosophy:

Technology is an integrated component in the lives and education of the students and staff. It is also in a state of constant change. Applications and hardware are continually developing. It is the District's responsibility to give access to technology, teach students how to use technology and information access responsibly, protect students from inappropriate content, and assure students use technology responsibly.

As an educational system, we will prepare our students to effectively and responsibly use technology in their daily lives.

To that end, we must balance the need to understand and use technology while protecting our students from inappropriate content. We will allow the use of the technology but will review the content. We must provide access to the technology tools such as email, social networking sites, video archives, music sites, animations, and ensure that the students understand how to use them in an acceptable safe manner.

The use of technology in the district is a service extended to students, staff, and community members to enhance learning and educational information exchange. For this policy, technology includes, but is not limited to laptop and desktop computers, headphones, printers, SMART boards, document cameras, student response systems, video equipment, the telephone system, district software and various other equipment. Each user of technology shall read this document ad sign the User's Responsibility Declaration form. The intent of the policy is to recognize and comply with existing federal requirements for privacy and Internet Safety, The Children's Internet Protection Act, and to ensure a safe and responsible use of district technology within the school.

Users have the privilege to:

- Use all authorized hardware and software for which they have received training
- Access the Internet and outside resources to retrieve information
- Use approved *personal* equipment in school to facilitate learning and enhance education information exchange.

User Responsibility

The following technology equipment and activities are allowed when they are used to facilitate learning with permission of the classroom teacher: computers, personal digital assistants, e-mail, instant messaging, blogging, music/video, cell communication, cameras, and media players. Personal technology being used during school functions or on school property will fall under the same rules as though the equipment is provided by the district.

Users are Responsible for:

- Properly using and caring for hardware and software which they have received training
- Refraining from using technology for which they have not received training
- Obtaining permission from the District Technology Coordinator or support before bringing in personal software and/or hardware for use on school equipment
- Keeping computer systems virus free and are responsible for reporting any suspected virus to the District Technology Coordinator or support

- Keeping hardware and software from being removed from school premises or modified without permission from the principal or the District Technology Coordinator
- Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords
- All material received via the Internet under his/her user account and accepts responsibility for keeping all pornographic material, inappropriate files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school via the Internet
- Maintaining the integrity of the electronic mail (e-mail) system, reporting any violations of privacy, and making only those e-mail contacts that facilitate learning and enhance educational information exchange
- Adhering to the copyright laws in the use of software and in the transmission of copying of text or files form Internet or other resources