

Michigan Child Care Matters

Back to School Issue 109

From the Division Director

Hearing the words “back to school” fills us with many thoughts and emotions as parents, providers, and especially for our children. I hope everyone enjoyed some rest and relaxation from their normal routines this summer and are ready to learn and grow in the coming year.

In this newsletter, I have written about the many changes that were passed into federal law in 2014. We now have increased our total child care consultants from 67 to 90. Each consultant now has an average caseload of 104 licensees; down from 150 to 1 just 2 years ago. A new federal requirement that requires annual inspections will translate into family homes becoming licensed instead of being registered. This will require licensing consultants to inspect family child care homes at least once per year for either the interim inspection or a renewal inspection.

As I write this article in June, changes to the Child Care Organizations Act (1973 PA 116) have been passed by the State Senate and are still under review by the State House. If the changes are approved and signed by the Governor, we will begin to be aligned with the federal changes that are required for Michigan to receive over \$165 million each year in Child Care Development Funds (CCDF). These funds actually pay for most of what we do in Child Care Licensing. The fees for a two year license range from \$25 for family homes to a few hundred dollars for our largest centers. Our total funds received from the child care licensees is approximately \$435,000 annually and the operating budget for child care licensing is over \$16.5 million dollars. Now you can see the importance of the CCDF funds to help make sure the environment for our youngest Michigan citizens is healthy and safe as we use those CCDF funds.

We are still waiting for the state legislature to approve a supplemental budget for our \$5.3 million request to assist paying for the anticipated requirement of FBI fingerprints for all staff and in homes, all adults. We are anticipating over 80,000 fingerprints for all of the individuals connected to child care licenses in the State of Michigan. I am hoping to publish the implementation process very soon but cannot until our bills are passed and signed by the Governor.

Note: My program consultant, Colleen Nelson, has taken another job. We wish her great success and want to thank Colleen for her many years of service and great talents working on the policies that makes child care a healthy and safe environment here in Michigan.



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Table of Contents

- 2** Internet Safety
- 3** Kingergarten Readiness: More than ABC's and 123's
- 5** Routines in Your Child Care
- 6** Immunizations and Your Child Care Center
- 8** Preparing for Kingergarten through Play
- 10** Bullying in the Early Years
- 12** Playground Readiness for Child Care Centers
- 14** Transportation at a Glance
- 17** CPSC Recalls

Internet Safety

Erika Bigelow, Area Manager
Ingham County



Using the computer, whether for doing research, playing games or browsing through social media sites, has become a common practice for children. The online experiences for children can be both productive and fun; however, they can also lead to trouble. Here are some safety tips that you can use to help make sure children are making good choices while online.

One safety fact to reinforce with children is that they cannot retract something once they post it. Children should be reminded that once they post text or pictures on Snapchat, Instagram, Facebook or even send through a text, they have no control over what happens to it or who ultimately receives it. Many children enjoy posting “selfies” and need to be reminded that their picture should be appropriate at all times. Children should also be reminded to always be cautious in their conversations with others while online. If the child wouldn't say it to another child directly, it shouldn't be said online. Always reinforce that children should know the person with whom they are conversing or who they accept as friends or followers.

Children may use the internet to conduct research for school papers or projects. You can help them brainstorm appropriate websites to browse. Teach them not to click on a link that they do not understand or does not seem appropriate.

You may want to consider having policies regarding use of personal electronic devices for children in care. In addition, before children use your electronic device, verify that the privacy settings are turned on. You may also want install parental controls as another protection.

These methods may be helpful in keeping children safe on the internet, however, being present and supervising the children when they are online is another way to help ensure that children are making good, safe choices while online. ❖



Kindergarten Readiness: More than ABC's and 123's

Candice Case-French, Licensing Consultant
Otsego County



Kindergarten readiness is much more than a child's ability to write his or her name, recognize letters, and count to twenty. All three of those skills will help a child succeed in kindergarten, but these skills are only part of the puzzle. The ability to persevere, solve problems, be independent, and manage emotions also play a vital role in helping children enter kindergarten ready to succeed.

Persistence

It is human nature to be frustrated and want to quit when learning something new, but being able to work through the frustration is an important life skill. From learning sight words to simple addition, kindergarten is full of challenges. Caregivers can help develop persistence in children by offering age-appropriate challenges like stacking blocks for toddlers or completing floor puzzles for preschoolers. These simple activities allow children to persevere and be successful. If caregivers foster persistence from infancy through preschool, children will be better prepared for the challenges in kindergarten and beyond.



Problem Solving

From an infant reaching for a toy to a kindergartener having a conflict with a classmate, young children encounter a variety of problems throughout the day. Caregivers often want to step in and fix problems, but caregivers need to allow children time to problem solve. Children develop problem solving skills by attempting to find a solution through trial and error or by using information from earlier experiences. Simply allowing children

to try different solutions allows a child to build confidence and strengthens the child's problem solving skills. If a child does need help, the caregiver should offer just enough assistance to help the child take the next step.

Independence

Riding the school bus and carrying a hot lunch tray are just two steps towards independence a kindergartener faces on the first days of school. Independence can be scary and overwhelming for young children, but it's a skill they will need in order to succeed in school and life.

Caregivers have the ability to support a child's independence in a safe and nurturing way.

Slow down and allow children to try things independently. This creates an environment where children feel safe and secure as they build their independence. It can be frustrating waiting for a toddler to put on a coat or watching a preschooler pour milk, but these simple tasks are the building blocks for a child's ability to tackle the world in the future.

Managing Emotions

The first step to helping children manage their emotions is to give them the words or vocabulary to describe how they are feeling. This starts with simply labeling an infant's feelings with phrases like "I know you're sad that your dad had to leave" or "You're angry because you want to play with the toy too." It's important that children feel as though their feelings matter and are acknowledged. Once a child's feelings are acknowledged, caregivers can then help children find

appropriate ways to deal with their emotions. Try practicing breathing exercises with children and having children problem solve through a conflict with friends. The goal is not to have children ignore their emotions, but to find healthy ways to manage them.

Caregivers often feel the pressure to have children ready for kindergarten. Oftentimes teaching children the alphabet or how to hold a pencil becomes the focus of kindergarten readiness. However, it's important to step back and look at the whole picture. For long term success, children need the ability to persevere, solve problems, work independently, and manage emotions. By offering a supportive environment, caregivers are able to equip children with these essential skills. ❖

Pending Changes to PA 116 Regarding Background Checks

There are bills pending in the Michigan House that would modify the Child Care Organizations Act (Public Act 116 of 1973) to reflect the changes made by congress through the Child Care and Development Act of 2014 (P.L. 113-186). A document has been posted on the Child Care Licensing website that goes through some of the major changes in the bills. You can find this document at www.michigan.gov/michildcare > click Go to Licensed Provider Section (center of screen) > Alerts section.

If you have any questions, please contact your licensing consultant.

Licensing has developed tests based on the content of this newsletter. You can receive up to one clock hour of annual training for reading three newsletters and passing the associated tests each calendar year. Each article will include a symbol in the title of the article to identify the content as appropriate for center child care providers, home child care providers or all child care providers. For more information on how to access these tests, go to www.michigan.gov/mccmatters.



Article is appropriate for **all** child care providers.



Article is appropriate for **center** child care providers.



Article is appropriate for **home** child care providers.

Routines in Your Child Care

Catherine Edgar, Licensing Consultant
Genesee County



Whether you operate or work in a child care center or a home child care, routines should be an important part of your program. Routines are patterns of care that, when done repeatedly, become expected. Sometimes, people use the terms “schedules” and “routines” interchangeably but it should be noted that schedules represent the big picture, while routines are the steps that are done to complete the daily schedule. Back to school is the time when many new children begin a child care program. It is important that both children and caregivers become familiar with the daily schedule through routine.

A regular routine enables children to reduce anxiety by knowing what is coming next in their day. Routines also are essential for building trust between children and their caregivers. A well-planned daily routine will also help encourage positive behaviors. When establishing a routine for your program, plan according to the ages of the children in your care. Children as young as infants and toddler can help learn self-control through consistent routines.

A good way to reinforce routines is to make sure that you, as well as your caregivers, are consistent. Posting the daily routine in the classroom or child care use space in your home will help children and caregivers alike. Be sure that you put the routine at children’s eye level and include pictures as well as words. Your routine should establish consistent times for eating and napping once children reach toddler age. It is also important that your routines balance active and quiet times as well as group time and alone time for children in care.

It is sometimes not enough to just establish a routine for your program, however. Sometimes children can become restless or disinterested

in a routine. Here are some common issues, as well as remedies for them:

- Restless children – try adding more centers or play spaces.
- Too many children at one center or play space – make the other centers or play spaces equally attractive.
- Children seem overwhelmed – try eliminating some of the choices that children have to make.
- Children playing with food – delay snack or meal time if children are not hungry.
- Children not paying attention during story time – pick a more engaging story based on the interests of children in care or try a shorter story.
- Children restless during nap – move recess before nap and always provide quiet activities for children who won’t fall asleep.
- Children having difficulty moving from one activity to the next – try giving children a further advance warning that there will be a change in activity.

Children are most secure when their lives are predictable. Routines must not only be taught to children in care but must also be practiced consistently. Remember—when it comes to routines, practice makes perfect! ❖

Immunizations and Your Child Care Center

Patricia Jansen, RN, BSN



Why are immunizations so important? Immunizations are critical to herd immunity. What is herd immunity? Herd immunity refers to the understanding that those who are immunosuppressed or have compromised immune systems are not able to receive immunizations and will be protected by everyone else that is immunized. A child with leukemia, for instance, should not receive immunizations while on chemotherapy. Herd immunity protects children who cannot be immunized. Medical waivers to immunizations can be obtained from a physician for medical reasons.

On January 1, 2015, the State of Michigan implemented a new law that requires parents/guardians receive education before signing a waiver to not receive immunizations due to philosophical or religious reasons. This legislation was put in place to protect vulnerable children from vaccine-preventable diseases. Philosophical and religious waivers are only available from the health department. Always direct parents to the local health department for formal education and to schedule an appointment if they are considering signing a waiver. The parent/guardian will receive a certified waiver after the education is completed. The certified original waiver is always kept by the child care center or the child's school. Parents should contact the local health department for more information on how often waivers need to be updated.

Child care centers are required by the state to complete an immunization report regarding the children in your care. The system used for this purpose is the Michigan Care Improvement Registry. The report, due in October, requires 90% of the children in care to have completed immunizations, show provisional status or have a certified waiver on file. Provisional status means that the child is as up to date as possible at this time, but he/she will still need to catch up on his/her immunizations. If you are unable to meet the 90% requirement, you will be required to report in February also. Records of the immunizations must be on-site. The chart on the next page shows the required immunizations for enrollment in a child care center or school in Michigan.

The Centers for Disease Control (CDC) offers a great tool for parents to track and know when new immunizations are due. It is called Immunizations and Developmental Milestones for Your Child from Birth through 6 Years Old. It is available at the CDC website at www.cdc.gov/vaccines/parents/downloads/milestones-tracker.pdf. This chart includes other recommended immunizations. You can also use the tool at www.cdc.gov/vaccines/parents/records-requirements.html to look up any states vaccination requirements, exception rules, and web links.

It is your responsibility as child care providers to be informed on the immunization requirements so that you can have conversations about immunizations when initiated by parents. If you have additional questions about the requirements or the need for immunizations, you can contact your local health department. ❖

Vaccine	Doses	Details
DTaP-Diphtheria, Tetanus, acellular Pertussis	4	1 dose ages 2-3 months; 2 doses ages 4-5 months; 3 doses ages 6-14 months; 4 doses ages 15 months-5 years. To be considered valid, doses must be administered at the appropriate age and have appropriate spacing between them.
Hep B-Hepatitis B	3	1 dose ages 2-3 months; 2 doses ages 4-14 months; 3 doses ages 15 months-5 years. To be considered valid, doses must be administered at the appropriate age and have appropriate spacing between them.
Hib-Haemophilus Influenzae Type B	4	Age appropriate dosing.
MMR-Measles, Mumps, Rubella	1	At or after age 1 year.
PCV-Pneumococcal Conjugate Vaccine	4	1 dose ages 2-3 months; 2 doses ages 4-5 months; 3 doses ages 6-14 months; 4 doses 15-23 months or age appropriate completion of series; 1 dose at or after ages 24 months-4 years or age appropriate completion of series; no doses required after age 5 years . To be considered valid, doses must be administered at the appropriate age and have appropriate spacing between them.
Polio	3	1 dose ages 2-3 months; 2 doses ages 4-14 months; 3 doses ages 15 months-5 years.
VAR-Varicella	2	At or after age 1 year or current lab immunity or reliable documented disease history.

Mandated Reporter

All child care providers, including all staff and volunteers, are mandated reporters of suspected child abuse or neglect. If you suspect child abuse or neglect, you are required to:

1. Make a verbal report immediately by calling 1-855-444-3911.
2. File a written report within 72 hours.

For more information and to obtain the form for filing a written report, visit www.michigan.gov/mandatedreporter.

Preparing for Kindergarten through Play

Candice Case-French, Licensing Consultant
Otsego County



Entering kindergarten is a big moment in a child's life. It is often seen as the first step towards a child's ability to read, write, add, and subtract. The task of getting children ready for kindergarten can be overwhelming. The pressure for children to be able to read and write by the end of kindergarten is felt by caregivers on a daily basis. Play based learning activities can ease the pressure caregivers feel without compromising a child's natural desire to play and explore. Sitting a child at a table with a pencil in hand is not the answer; children learn best through play. Put away the pencils, step away from the table, and try some of these fun activities.



Language and Literacy Activities for Infants and Toddlers

- Talk with children from infancy. Language is a give and take activity. Take the time to pause when talking to an infant or toddler. Allow the child to respond to you with a smile, coo, or a few words. This simple activity helps children learn how language works. Language is much more than the words spoken. It includes tone, body language, and facial expressions.
- Introduce children to many different words. Describe what is happening around the child: what is the child seeing, feeling, hearing, smelling, and tasting

- Read and sing with children. Books and songs help children build a love for reading and learning new words. Reading and singing should be a positive experience. Many children will only sit through a few pages of a book or half of a song. Once the child loses interest, move on to a new activity.
- Children at this age love repetition. They will listen to the same story or song over and over again. Repetition helps children master skills such as the parts of a story, new words, and patterns.

Language and Literacy Activities for Preschoolers

- Provide a variety of different types of printed materials for preschoolers to explore. Add cookbooks to the play kitchen, take maps outside for a nature walk, and look up car parts in a parts catalog when playing cars.
- Encourage children to retell a familiar story. Bring in props for the children to use to act out the different scenes in a story. This activity helps children understand the parts of a story and builds reading comprehension.
- Introduce letters and writing through play and songs. Instead of having children sit at the table and trace letters, try having them write a grocery list in the play kitchen or make street signs in the block area.
- Make story time part of your daily schedule. Ask open ended questions throughout the story and take the time to talk about what is happening in the pictures. Remember that a book doesn't have to be finished in one sitting and it can be read multiple times.

Math and Science Activities for Infants and Toddlers

- Offer infants and toddlers a variety of items in different shapes and sizes. Describe the shapes, talk about which items are bigger,

and have children hold objects of different weights. Use a variety of words such as heavy and light, big and small, long and tall.

- Sing simple counting songs like “Five Little Monkeys” and read stories about numbers.
- Point out patterns and count everyday objects. Count an infant’s toes when changing a diaper or talk about the pattern on a toddler’s shirt.
- Sort toys by shape or color. Point out how objects are the same or different.

Math and Science Activities for Preschoolers

- Use everyday activities to teach math skills in meaningful ways. Have children help set the table and count out enough plates and cups, bake cookies and have children follow a simple recipe.
- Introduce children to sorting and patterning while playing. Have children line up blocks by shape, create patterns with stamps, or sort cars by size.
- Explore weights and measurements. Use simple scales to have children weigh different items. Measure items using everyday objects. Use blocks to measure the length of the room or pennies to measure the height of a book.
- Categorize items. Go for a walk and look for things that are living and non-living. Sort everyday items by size, weight, and other features.
- Do simple science experiments with children. Let children predict what will happen.
- Study different animals and plants. Let children care for a simple animal like a fish or plant a garden with the children.

Kindergarten readiness is a hot topic in early childhood and caregivers feel pressured to prepare children for school. However, that doesn’t mean trading time in the sandbox for time at a desk. Caregivers know that play is the best teaching tool available. The key is to incorporate rich learning experience into a child’s play. After all, a child’s work is PLAY! ❖

Renewal Inspections for Family Child Care Homes

Family Child Care Homes Only: The Child Care Organizations Act (116 PA 1973) requires licensing to conduct on-site renewal inspections on at least 10% of the registered family child care homes in each county. Due to requirements of the Child Care and Development Act of 2014 (P.L. 113-186) that go into effect in 2017, beginning January 2017, licensing will conduct an on-site renewal inspection on 100% of family homes prior to renewing the registration.

If you have any questions, please contact your licensing consultant.

Bullying in the Early Years

Pamela Walker, Licensing Consultant
Grand Traverse County



Disagreements and conflict between children are a normal part of child development and should be expected in a child care setting. Typical childhood conflict that is closely monitored by adults can provide an opportunity for children to learn how to appropriately identify, express and regulate their emotions and to develop empathy for others. So when does conflict cross the line and become harmful? Sometimes conflict between children that goes unnoticed by adults can evolve into persistent and intentional behaviors that are intimidating and hurtful—otherwise known as bullying.

Types of Bullying	Signs of Bullying
<ul style="list-style-type: none">• <i>Physical bullying</i> such as hitting, pushing, punching, or kicking; more common in younger children.• <i>Verbal bullying</i> might include name calling, teasing, or spreading rumors.• <i>Social isolation</i> might include exclusion from play or social situations.• <i>Cyber bullying</i> might include emailing, texting or the use of social media to insult, taunt, intimidate, or harass; more common in older children.	<ul style="list-style-type: none">• <i>Physical symptoms</i> might include bruises, scratches, torn clothing, or loss of appetite.• <i>Social symptoms</i> might include reluctance to attend child care or school or complaints about not having friends.• <i>Emotional symptoms</i> might include abnormal unhappiness, fear, or anxiety or noticeable mood swings.• <i>Cognitive symptoms</i> might include poor concentration or regression in learning.

Although bullying is predominate in elementary, middle school, and high school, it can actually begin in the preschool years. Since preschool children are still learning how to regulate their emotions and are beginning to develop their social skills, it is not uncommon to see physical aggression, name calling, and social isolation in a preschool setting; therefore, these behaviors alone do not determine bullying. Developmentally predictable behaviors become learned behaviors when the desired outcome is achieved. Likewise, learned behaviors become patterns



of bullying when adults do not intervene to set limits and/or problem solve with children engaging in these behaviors. But what is more notable, is the fact that children actually learn bullying behaviors from trusted adults who yell, threaten, shame, and punish children rather than model appropriate social behaviors for their impressionable audience.

Strategies for Preventing Bullying by Young Children	Steps for Resolving Conflict Between Young Children
<ol style="list-style-type: none"> 1. Understand the difference between a pattern of bullying and developmentally predictable behaviors. 2. Facilitate problem-solving during conflicts. 3. Set limits on intimidating behaviors and follow-up with positive interactions. 4. Recognize repeated hurtful behaviors as a possible red flag and provide guidance and support for more constructive behaviors. 5. Eliminate bullying by adults; assess adult-child interactions for yelling, shaming, threatening, punishing, constant limit-setting responses (“No!” “Stop!” “Don’t!”), and labeling a child as a “bully.” 	<ol style="list-style-type: none"> 1. Approach calmly, stopping hurtful actions. <ul style="list-style-type: none"> • Place yourself between the children. • Use a calm voice and gentle touch. • Remain neutral; don’t take sides. • Let children know you need to hold any object in question. 2. Acknowledge children’s feelings. <ul style="list-style-type: none"> • “You look really upset.” 3. Gather information. <ul style="list-style-type: none"> • “What’s the problem?” 4. Restate the problem. <ul style="list-style-type: none"> • “So the problem is…” 5. Ask for ideas for solutions and choose one together. <ul style="list-style-type: none"> • “What can we do to solve this problem?” • Encourage children to think of solution. 6. Be prepared to give follow-up support. <ul style="list-style-type: none"> • “You solved the problem!” • Stay near the children.

Preschool and child care are often a child’s first social experience outside of the home; therefore, it is essential that the social environment in the early childhood setting is routinely assessed for adult behaviors that support and reinforce bullying in young children. It is also important for early childhood professionals to remember that behavior is a form of communication and that every behavior has a goal. Children who exhibit bullying behaviors are essentially asking for assistance with an underlying need and are best handled with limit-setting and immediate problem-solving rather than punishment. When adults recognize hurtful behaviors as an opportunity to identify and address unresolved needs of a child, the social pattern of bullying is effectively interrupted. ❖

Playground Readiness for Child Care Centers

Cynthia Jalynski, Licensing Consultant
Oakland County



As you prepare for another great school year, don't forget about the outdoors. Licensing staff receive a high volume of accident reports during the fall and spring. These are times when children are using outdoor climbing equipment for the first time or after a long period of disuse. Many centers have the basics covered—the appropriate playground inspection report is on file and the grounds are safe from obvious hazards, but more can be done to prevent injuries and help get the school year off to a safe start.



Maintain Adequate Cushioning Material

On playgrounds with climbing equipment, one of the best ways to prevent injury is to maintain proper cushioning material. Most playground injuries result from falls, and falling onto a cushioned surface is less likely to cause serious injury than falling onto a hard surface. Woodchips are the most commonly used source of cushioning material, but there are other options. Specific types of approved material and depth requirements are listed in the 2010 Edition of the Consumer Product Safety Commissions Handbook on Public Playground Safety available at www.cpsc.gov/PageFiles/122149/325.pdf.

Cushioning material can be expensive, but is an effective way to prevent injury and required by the licensing rules. Licensees

sometimes lose sight of where woodchips are required. Expansive, outdoor areas far from any climbing equipment are often covered with woodchips. Extra, or aesthetic use of the material is optional. It is only required in the fall zones of climbing equipment as detailed in the playground safety handbook.

When the cushioning material is unavailable or insufficient in supply, children should not use the equipment until it has been replenished. This applies to compliance with all rules related to the outdoor equipment. Purchasing new woodchips or other approved cushioning material is not always needed. Woodchips accumulate beneath slides and in other areas where they serve no purpose. Mobilizing scattered material or loosening woodchips when they become firmly packed is sometimes all that is required. Routinely monitor the ground cover conditions. A maintenance schedule may prove helpful.

Ensure the Appropriate Use of Equipment

The Playground Inspection Certification Summary (BCAL 5047)—required by all centers with outdoor climbing equipment—identifies the age range of children for which the equipment is approved for use. Review this information with caregivers at the beginning of the year to be sure the equipment is approved for the children who use it.

Even when approved for a specific age, equipment is not always developmentally appropriate or well suited for a specific child's ability. Some equipment requires a great deal of upper-body strength—including various types of horizontal and loop ladders. Many times this is where we find the most serious injuries requiring medical attention.

Having a caregiver stationed nearby to assist children may help prevent accidents,

particularly until caregivers have a better sense of a child's abilities. Just because the equipment is available and approved for use does not mean the children need to use it. Caregivers—particularly at schools where equipment is intended for a wide age-range of children—often choose to keep children off certain play structures or equipment known to be the source of frequent accidents.

Sometimes, it is not the equipment itself, but how it is being used. Children stand on slides, slide down backwards or on their stomachs, and slide into the child ahead of them. Particularly for young children, frequent reminders of playground dos and don'ts before heading outside are helpful.

Prepare for Positive Supervision

Good supervision goes a long way toward preventing injuries. Developing a playground safety plan for proper supervision is one way to promote it. Consider some of the frequent sources of caregiver distraction and plan your defense. Distractions include caregivers engaged in conversation with their coworkers or parents, poor positioning of staff, and cell phone use.

It is natural for caregivers to want to talk to one another, but it sometimes comes at the expense of watching the children. Many centers station caregivers at specific places on the playground. It deters the temptation to socialize, and the strategic placement of caregivers near challenging equipment may also help reduce the risk of injury. Some centers dismiss children from the playground. In these cases, parents arriving for pickup may also be a source of distraction. Evaluate whether this location for dismissal is something that can be done safely and ways to handle its challenges.

Most providers ban caregivers from personal cell phone use during the workday, except for emergency purposes. Effective communication between staff is important, and some centers

are effectively using walkie-talkies for this purpose.

The size of the playground also affects supervision. Consider “closing” or rotating the use of play areas or structures as needed to maintain proper supervision. The need may vary depending on factors such as the number of children and caregivers present.

Appropriate care and supervision also means that staff need to be prepared to respond to accidents and injuries. Licensing rules require centers to develop a written plan that spells out how parents will be notified when they occur. A center's policy may indicate that parents will be verbally notified for minor injuries, such as superficial scratches, at pickup, and called for more serious ones, such as a head injury. Some centers adopt a policy to call parents for any accident or injury. Staff need to know the center's notification policy and who is responsible for implementing it. Will the caregiver who witnessed the accident call? The lead caregiver? The program director?

Training staff on how to respond to accidents and injuries may help prevent complaints. Parents often notify child care licensing alleging they were not properly notified of an accident or that their child did not receive proper care after he or she was injured. When in doubt, err on the side of caution. Allow the parent to have full knowledge of the situation and the full responsibility for determining what, if any, medical attention is needed. Many centers take backpacks to the playground to prepare for accidents and other emergencies. Contents include emergency plans, child information cards, a first aid kit, and prescribed medications children may need outdoors such as asthma inhalers or epi pens.

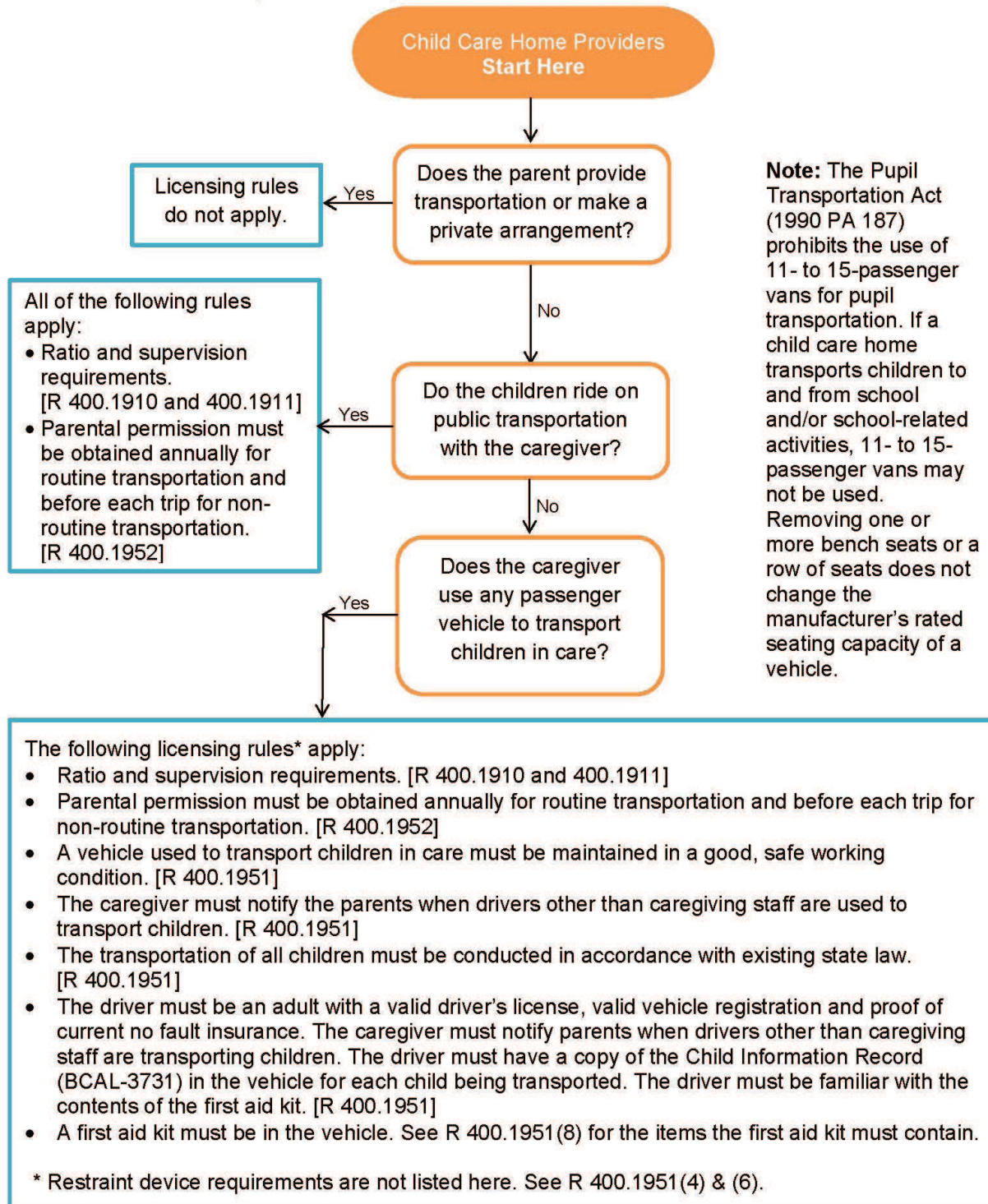
Not all accidents and injuries are preventable, but by exploring strategies for safe outdoor play, you can reduce the risk and prepare staff to effectively respond to them. ❖

Transportation Requirements At A Glance

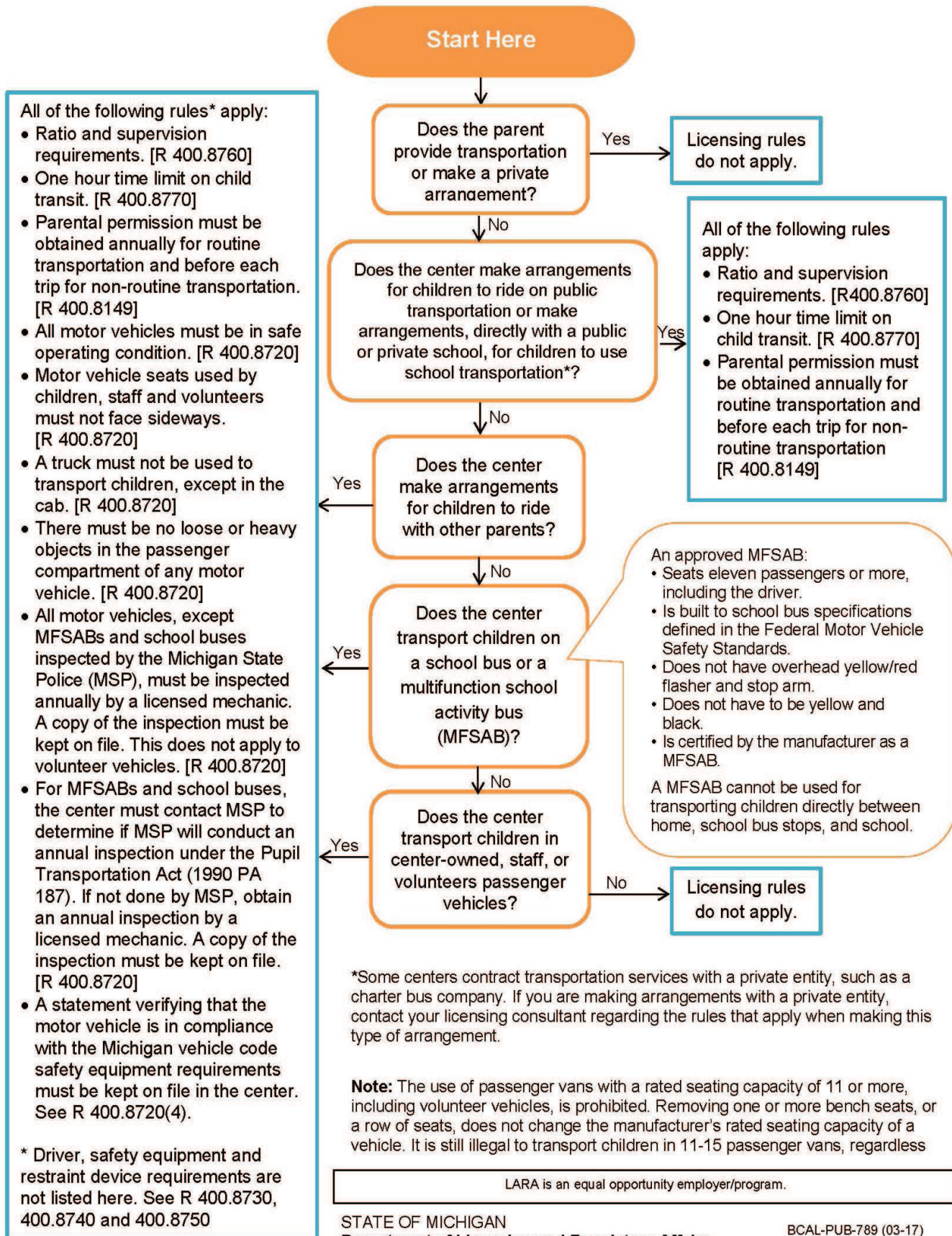


The transportation requirements are summarized in the following flow charts. These flow charts are available online at: www.michigan.gov/michildcare > Go to Licensed Provider Section > Other Resources (Quick Links on the Right) > Miscellaneous Links and Resources > Transportation Requirements for Child Care Homes at a Glance - BCAL PUB-788 and Transportation Requirements for Child Care Centers at a Glance - BCAL PUB-789.

Transportation Requirements for Child Care Homes at a Glance



Transportation Requirements for Child Care Centers at a Glance



CACFP is Seeking Family Day Care Home Sponsors

The Michigan Department of Education – Child and Adult Care Food Program (CACFP) is looking for eligible organizations to provide oversight and guidance to child care home providers by becoming a Family Day Care Home Sponsor (FDCH). Sponsoring organizations play a critical role in supporting home providers and centers through training, technical assistance, and monitoring. All family or group child care homes must come into the program under a sponsoring organization.

CACFP is a federally funded entitlement program designed to assist family and group child care homes and other child nutrition programs to provide low cost, nutritious meals and snacks for children while in care. The goal of the CACFP is to improve and maintain the health and nutritional status of participants in care while promoting the development of good eating habits throughout the lifecycle.

Each day more than 2.6 million children participate in CACFP. Through CACFP participants nutritional needs are supported on a daily basis. The program plays a vital role in improving the quality of child care and making it more affordable for many low-income families,

Financial assistance is available to a sponsoring organization for its administrative expenses associated with developing or expanding a food service program in child care homes and initiating successful program operations.

If you are interested in becoming a sponsor or have questions, contact the MDE CACFP office at 517-373-7391. We are happy to assist you.

Good nutrition pays! See if it can pay for you!

Consumer Product Safety Commission Infant/Child Product Recalls (not including toys)

These recalls have been added since Issue 108 (Spring 2017):

- Madison Mill recalls safety gates due to entrapment and strangulation hazards.
- Combi USA recalls stroller and car seat combos due to fall hazard.
- Osprey recalls child backpack carriers due to fall hazard.

Details on these product recalls may be obtained on the CPSC's website (www.cpsc.gov). Post this page in your facility to be in compliance with the Children's Product Safety Act (2000 PA 219).

Online Applications for Child Care Licensing

To complete an online application, go to www.michigan.gov/adultchildcareapply. For questions related to child care licensing, contact your licensing consultant or 866-685-0006.

For online applications, you must create a MiLogin account. For help with MiLogin contact the MiLogin Customer Service Center at 1-877-932-6424.

To complete an online application, only up-to-date browsers are compatible. Such browsers are Internet Explorer, FireFox and Chrome. If you are using Internet Explorer, you may be required to add "Michigan.gov" to your compatibility view settings in order for the application to be successful.

Michigan Child Care Matters

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