

Early Learning Center at Saint Michael's College

Policies and Procedures Manual

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The Child Care Center understands that there are a number of custodial possibilities in children’s lives. In the interest of space, in this manual we use the word parent to mean parent or guardian.

Introduction

The Saint Michael's College Child Care Center exists primarily to deliver quality child care to the youngest members of the Saint Michael's College community. These young members, from infancy to school age, will find a nurturing, loving, and intellectually stimulating environment which mirrors the larger community of Saint Michael's College. More specifically, the Child Care Center will provide opportunities and a curriculum for children to grow and develop within an orderly, supportive environment in which cognitive, social, and physical needs are met. The Center will also provide an opportunity for students of human growth and development to observe and interact with children as they play, discover, and learn.

Mission

Our mission is to be the superlative model of excellence in early childhood education. As professionals, we act as a resource and role model for the Saint Michael's College Community and the community at large. Our continued professional growth and development is crucial to the high quality care that we provide.

Philosophy

Our belief at the Center is that each child is an individual, with unique characteristics and needs. By creating and providing a stimulating, nurturing and developmentally appropriate environment, the caring and qualified staff enhances the potential growth for each child and supports a sense of community with the families.

Orientation

We have found that children adapt more readily to a new environment when they acclimate to the new surroundings with a familiar person. We suggest that you visit the center with your child before the enrollment decision is made. If you choose to enroll your child in our program, we recommend additional visits to the center by parent and child as needed and if feasible.

When a new family joins the Saint Michael's College Child Care Center community, teachers will arrange with the parents a brief "get acquainted" meeting within the first few days of the family's arrival at the center. The meeting will include the child's daily routine, snacks, lunch, illness policy, where to find daily information and what needs to be brought to the Center from home. The goal of this meeting is to make the new child care situation happy and comfortable for everyone involved.

Operations

The Saint Michael's College Child Care Center is a fully licensed, employer-sponsored center. Saint Michael's College supports the Center by providing space, heat, electricity, a financial subsidy (used to reduce tuition for SMC employees and students) and free labor in the form of work-study students who help the Center's regular staff. The staff of the Center are employees of the College.

The Center serves children from six weeks to six years of age and is currently licensed for 42 children. Children of parents employed by or attending Saint Michael's College full-time are given preference when a space is available. Enrollment at the Center is open to all families in accordance with the non-discrimination policy of Saint Michael's College.

Group Structure

Children are typically grouped as follows:

<u>Ages of children</u>	<u>Ratio - Child to Adult</u>
6 weeks - 12 mo.	7 : 2
12 mo. – 24 mo.	7 : 2
24 mo. - 36 mo.	9 : 2
36 mo. - 6 years	16 : 2

In the birth to three program the groups are the Moonbeams, Shooting Stars and Sunshines. The preschoolers are the Rainbows.

This structure changes periodically to meet the needs of the Center and children currently enrolled in the Center.

Center Daily Schedule

Each group of children has its own schedule, designed to meet the needs of the children in that group. There are certain free play times during the day when all children are grouped together to encourage interaction between age groups. Children who have brothers and sisters in the Center have the opportunity to spend time with their siblings. The children also become familiar and comfortable with the adults who work with the other age groups, building a high level of trust.

7:30 Center Opens

7:30 – 8:15 Free Play, all groups together

8:15 - 4:00 See Group Schedules

4:00 - 5:15 Free Play, all groups may be together

5:15 Center Closes

Curriculum

Learning is taking place in everything that children do. They learn by doing, touching, experimenting, and negotiating. Everything in the world is curriculum for young children. It is what actually happens in an educational environment, not what is planned to happen. For this reason, curriculum is incorporated into the entire program.

Piagetian theory tells us that cognitive development occurs when children try to make sense of

their world. This can be during an activity carefully planned by a teacher or when encountering any unfamiliar or challenging situation. The Early Learning Center's goal is to create an environment that is rich in learning opportunities, where each child is challenged at a level s/he can meet, thereby providing successful learning experiences and stimulating a positive attitude toward education. We want children to enjoy learning.

“Curriculum plays a vital role in helping build strong positive self-identities and the ability to interact comfortably with a wide range of people.” (Derman-Sparks, 1990). It must actively challenge the impact of prejudices, discriminatory practices, and stereotypes on children's development. While challenging stereotypes, anti-bias curriculum provides tools needed to foster confident and knowledgeable self-identities, critical thinking skills, and empathic interactions.

The daily schedule includes opportunities for children to interact with children of similar age (within a few years), different ages (up to six years), in small and large groups, in pairs, and to play by themselves. We look for diversity within the groups and in addition include examples of human differences in books, picture, games, and other equipment. There are teacher-planned activities as well as free choice, and plenty of time for children to learn self-help skills such as getting dressed to go outside or helping themselves at snack.

At the Early Learning Center, activities are planned based on a curriculum theme or study topic. Howard Gardner (Campbell, Campbell, and Dickinson, 1992) describes seven intelligences: linguistic, logical/mathematical, visual/spatial, bodily kinesthetic, musical, interpersonal, and intrapersonal. His theory would suggest providing opportunities for children to explore each subject area with different intelligences. This is accomplished by offering a wide variety of open-ended activities based on the same theme or study topic over a period of time in a play-based and emergent curriculum additionally integrating traditional subject areas. In their planning, teachers take into account the interests, needs, developmental levels of the children, and the relevance of the topic to their lives. This is called emergent curriculum. The teacher's strive to make activities socially and intellectually engaging as well as personally meaningful to the children. All curriculum plans are tentative and are modified by the children's response to them. The “teachable moment” is taken advantage of to its fullest potential.

We share Piaget and Vygotsky's views that children learn best by playing. Piaget wrote in 1973 “Young children learn the most important things not by being told, but by constructing knowledge for themselves in interaction with the physical world and with other children-and the way they do this is by playing (Jones and Reynolds, 1192). According to Vygotsky “Through play the child develops abstract meaning separate from the objects in the world which is a critical feature in the development of higher mental functions.” (Vygotsky, 1978). Another aspect of play is the social rules that develop. Rules of behavior for daily life are acquired through play along with self-regulation.

At the Early Learning Center, children may take part in spontaneous dramatic play, work with various art materials, listen to stories being read, explore assorted experiences (sand, water, etc.), and much more. There is time for children to explore activities unrelated to the current theme or study topic encouraging individual choice and self-expression. The following areas are regularly incorporated into the program: diversity awareness, safety issues, health, and environmental awareness.

Assessment is done by careful observation of individual children. Children tell us what they have learned though their dramatic play, in the games they play, in the conversations they have, in the questions they ask, and in their art work. Parent conferences are held at least twice a year. In preparation for the conference teachers use a focused portfolio system to compile observations illustrating developmental milestones, work samples, and photographs. A developmental milestones checklist is also used to track each child's achievements. The parent conference itself is used as an assessment tool as valuable information is shared. A portfolio folder is kept for each child containing samples of his artwork, records of parent/teacher conferences, and records of significant events. When the child is young (infants and toddlers), the portfolio is kept mostly by the teachers and parents. As the child gets older s/he has more control over what is added to it.

Three primary resources that are used in curriculum development and planning are *Creative Curriculum for Infants and Toddlers*, *Creative Curriculum for Preschoolers*, and *Vermont Early Learning Standards*.

0 to 3 Program

The infant toddler program consists of children ranging in age from six weeks to approximately forty-two months. There are three groups of children 0-1, 1-2, 2-3 years of age with two teachers assigned to each group. The goal of each group is to have the teachers stay with the same group of children (looping) until they transition to the preschool program. Each child is assigned to a specific group and primary teacher who is responsible for meeting the child's individual needs, taking observations, and communicating with families. The greatest advantage to this program (curriculum) is that it allows children and families to remain with the same teachers and peers over a long period of time. This creates a sense of security and confidence needed for children to explore, learn and grow.

The teachers together create a warm, safe, and responsive environment and provide a developmentally appropriate curriculum for both the infants and toddlers. The curriculum lends itself to meet the needs of each individual child as well as the total group. We encourage caring, empathy and a sense of family. Guidance by the teachers is provided whenever needed. The themes for this program are goal-based and decided upon by what the teachers see as a need for the group. The themes may range from learning about oneself, to movement, to problem solving. We offer daily activities that are goal-based, open ended and promote new skills and knowledge so each child can be successful. The physical space includes a soft, safe space for young infants, room to practice gross motor skills, books, dramatic play props, blocks and a closed napping area for young infants. We will go outside at least once a day, weather permitting. In the summer we use the opportunity for lots of outdoor exploration. We believe in the competency of every child. It is important to build relationships and keep open communication with families so we can all work together in the best interest of the child, thereby respecting each child as a unique (gift) individual.

Goals

Children can interact with other children in a multi-age setting

- ❖ To create learning opportunities for both older and younger children with teacher supervision and guidance
- ❖ To practice interacting with different ages (socialization, problem solving, conflict resolution)
- ❖ To learn more about older and younger children
- ❖ To create a "family" environment
- ❖ To increase opportunity for sibling interaction

Children are able to make choices (teachers may guide choices as appropriate)

- ❖ To spend more or less time (as desired) with the activities offered, outside and at meals
- ❖ To build self-esteem and confidence
- ❖ To foster independence and self-help skills
- ❖ To validate individual feelings and needs
- ❖ To increase attention span
- ❖ To gain the use of language

Adult/child relationships

- ❖ Children have some familiarity with all of the teachers
- ❖ Primary teachers are consistent, facilitating trust and security
- ❖ Children have choices of where and with whom they want to play

- ❖ Program does not require children to transition to new teachers before age three
- ❖ Teachers, children and families build strong bonds over a long time frame
- ❖ Individual issues will be resolved in a way that meets the best interests of the child and family in a group setting.

Typical Daily Schedule

7:30 Center opens –Free Play

8:45 – 11:30 – Choices of snack (8:45 – 9:30), small group activities, learning centers, group circle/songs/stories, diaper changing/ toileting, one to one play, outside

11:30 – 12:30 – Lunch, toileting, stories/books

12:30 – 3:15 Nap (younger children will nap when needed), one to one play, diaper changing, snack (2:30 –3:15)

3:15 – 5:15 – outside, learning centers.

Infant schedules are based on individual needs.

Preschoolers (Rainbows)

The preschool program, in conjunction with parents, strives to provide a stimulating environment in which learning and growth can flourish, while being safe and fun. The goals of the program are:

- To provide developmentally appropriate activities
- To foster problem-solving skills
- To encourage independent thoughts and actions
- To help children grow in strength, competence, and compassion
- To help children become contributing members of the community
- To prepare children for kindergarten

Daily activities consist of at least one planned activity and learning centers with children being free to choose and move from one to another at their own pace. Planned activities include arts and crafts, cooking, and science experiments. Learning centers include math manipulatives, creative movement, science, computer, blocks, dramatic play, and sand and water play. Weather permitting; the preschoolers go outside twice a day.

There are two short daily meeting times that incorporate various learning activities such as calendar time and problem-solving. Each meeting lasts approximately ten minutes.

There are two teachers in the preschool group who work in conjunction with work-study students and volunteers. Notes are written weekly, with each child having an assigned day, and as needed. These notes include what the child chose to do and what they especially enjoyed doing that day or week. Many direct quotes from the children are included because they know best what was fun for them. This dictation also offers the children another means of expressing themselves. A sign of the day's events is posted daily on the preschool refrigerator. A planning sheet of the week's activities, and the Vermont Early Learning Standards (VELS) they meet, is posted both on the parent bulletin board and the refrigerator.

Parents are encouraged to visit the group and join the fun whenever possible. By working together we can increase the quality of care your child receives.

The following is a typical daily schedule. All plans are tentative and actual times may vary depending on the needs and interests of the children, special events, and weather conditions.

Typical Daily Schedule

7:30 – 9:20	Free play: Snack is an open choice beginning at 8:45
9:20 – 9:30	Meeting time
9:30 – 11:00	Activity time (activities may take place outside)
11:00 – 11:30	Outside/gross motor time
11:45 – 12:15	Lunch
12:15 – 12:30	Story time
12:30 – 2:30	Nap or rest
2:30 – 3:00	Wake up/quiet play time
3:00 – 3:20	Snack
3:20 – 3:30	Meeting time
3:30 – 4:00	Wide choice of activities including planned activities, center-based activities, or outside play
4:00 – 5:15	Free play/outside time

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- Katz, Lillian and Chard, Sylvia *Engaging Children's Minds: The Project Approach*. Ablex Publishing Corp. 1990
- Katz, Lillian What Should Young Children Be Learning? *Exchange*. November/December, 1990.
- Vermont Department of Education, *Vermont Early Learning Standards*, 2003

Special Needs

The Center will make reasonable accommodations for children with special needs. Parents should discuss any special needs your children have, as they become known with the director and teachers. If the staff feels that consultation with a specialist is needed, they will suggest it to parents. We request that the teachers be involved in the planning and implementation of IEP's (Individualized Education Plan) along with parents and specialists.

Written instructions from a parent, dietician or physician are needed for a medically required special

diet.

Transitioning

Children transition from one group to another when they are developmentally ready for the older group, and when there is space within that group. Prior to transitioning, the child's current and future teachers will talk with the parents. A meeting will be held if requested. The teachers will describe the process, and parents will have an opportunity to address any concerns and questions. Usually, transitions are scheduled over a three-week period to allow the child an adjustment period. Children are initially with the new group for short time periods, and then gradually increase the time spent in their new group. For example, children often spend just snack with the new group for a few days, then activity, then outside, and finally, nap.

Parent Conferences

Two formal parent/teacher conferences are scheduled per year, to discuss the child's social, emotional, cognitive, physical, and verbal development. Conference time is an opportunity for parents and teachers to exchange thoughts about the child's experiences at the Center and at home. Parents may access their child's file and ask questions and share information with teachers at any time. Throughout the year, parents should not hesitate to schedule a conference with their child's teacher or the director if a concern or question arises.

Parent Concerns

The primary purpose of the Child Care Center is to provide quality care for each child enrolled in the Center. Every effort is made to recognize each child's abilities and to create a caring environment where children can grow and develop. Parents are always encouraged to share information with teachers regarding their child's experiences at home. Many things can have an effect on a child's day at the Center, such as, a new pet, a birthday, sleeping poorly, relatives visiting, or a parent out of town. In addition, parents are welcome to discuss any concerns they might have about their child's day at the Center. Personal information about children and families is considered confidential.

If, for any reason, a parent is concerned about their child's well being, it is recommended that they first discuss this with the child's primary teacher. If the issue is a serious one, or if the parent prefers, he or she may choose to bring the matter to the attention of the Center director. If the parent feels that the situation is still not being addressed the parent should bring up the matter before the Advisory Board, by contacting any Board member, or to the Director of Human Resources of Saint Michael's College.

Handling Inappropriate Behavior

One of the main tasks small children face is learning appropriate ways of handling conflict. At times, all children may resort to less than ideal solutions. The primary method of dealing with inappropriate behavior is to redirect a child's attention to another focus. Of particular importance is the acknowledgment of children's rights to their own feelings. We can teach children knowledge and skills and it is extremely important to encourage and nurture feelings and dispositions as well (Katz, 1990). In order to do this we need to accept and acknowledge less positive emotions to allow the child to experience and explore his/her

sense of self. At the same time, it is not appropriate to act out those feelings in a way that would harm oneself or others. This includes verbal, as well as physical actions.

All the children are encouraged to talk things out with other children when settling a dispute. Adults will tell children to "use words," "tell him/her that you don't like that," *etc.* Children gain a sense of autonomy and pride when they are able to handle a problem successfully with no adult intervention. In keeping with this philosophy of trying to resolve conflicts peacefully, toy weapons are not permitted in the Child Care Center.

When children are having difficulty dealing with other children, such as hitting or biting, and redirection is not successful; they are removed from the situation by an adult and spend a period of time sitting quietly. When the child is ready to communicate, reasons are given for their temporary exclusion from the group.

When children are not able to follow the guidelines of the Center - i.e. running inside, destroying property, *etc.* they are also redirected to do quiet activities (coloring, using playdough, *etc.*) until they are able to rejoin the group.

It is illegal in the state of Vermont to use corporal punishment on a child in a day care setting. This is true for **all** people on the Child Care Center premises. In keeping with our philosophy of non-violence, corporal punishment is a method of discipline we would never choose at the Saint Michael's College Child Care Center.

Biting

The difficult situation of biting sometimes arises in group care. This behavior is most common for toddler-aged children and is considered a normal developmental stage for some children. However, all biting behavior is unacceptable and steps will be taken to prevent and reduce the number of biting incidents.

Teachers will design the classroom to reduce toddler frustration, to give the children choices, options, and opportunities to experiment with cause and effect. Teachers will help children work on building verbal skills and using words to express feelings and solve disputes. When a child is bitten, the teacher will wash the area with soap and warm water, and ice will be applied if indicated. On the rare occasion that the bite breaks the skin, parents will be notified. An accident report will be written as with any injury requiring first aid. The teachers will not disclose the name of the child who did the biting, according to Center Policy. The "biter" is told firmly that biting is not okay and that it hurts people. We also encourage the child who was bitten to express his feelings to the child who bit. Teachers use redirection and make sure that a lot of attention is not received for hurtful behavior. In some cases a teacher will closely monitor this child's behavior and intervene when necessary.

If there are three biting incidents, or if the teachers feel it is warranted, parents of a child who is biting will be contacted for a meeting. The parents and teachers will meet within one to two days to discuss the situation and develop an individual plan to help prevent more biting. In extreme situations a child may be asked to leave the Center temporarily for ten to fifteen school days. If an effective plan cannot be implemented, the child may be asked to leave the Center permanently. (See sections on Special Needs.)

Staffing

Staff Selection

Members of the staff are selected on the basis of educational and work experience with young children. The director must have a bachelor's degree in early childhood development, or a related field, plus a minimum of three years experience working with young children in a center setting. He/she must also have administrative experience.

It is preferred that teachers also hold a Bachelor's degree, plus have two year's experience with young children in a center setting. Teachers must be knowledgeable in all areas of child development. They must plan and implement developmentally oriented curriculum for their specific age group. They are expected to assess and record each child's growth and development. They must also be able to recognize common childhood illnesses.

Teachers must be familiar with parenting practices and be a resource to parents when needed. They should be qualified to supervise and train work-study students and student teachers effectively. Knowledge of state regulations governing child care facilities is also required. Being able to be flexible and supportive of other teachers is essential and part of the philosophy of the center.

All staff openings are advertised locally. Resumes are reviewed by the staff and interviews are scheduled with appropriately qualified candidates. When a candidate comes in for an interview, they are asked to spend three to five hours at the Center, which allows the candidate to spend time with each age group and gives the staff the opportunity to observe the candidate interact with the children. The candidate is then interviewed by the director and the Center staff. The selection of the successful candidate is made by the entire staff.

Staff Schedule

Staff schedules are staggered to provide complete coverage throughout the Center's day.

Professional Development

Staff members are required to participate in educational opportunities geared toward enhancing their professional development. They may choose to attend conferences, workshops, seminars or college classes to gain new skills, refresh existing skills, meet with peers, *etc.* The Center funds the membership of all full-time teachers to the National Association for the Education of Young Children (NAEYC) and the Vermont Association for the Education of Young Children (VAEYC). Each year the Center closes one Friday in October so that all staff may attend the VAEYC conference or in-service. The Center will close at 3:00pm two days per year for in-service. Each year the Center closes for Early Childhood Legislature Day in March. Early childhood professionals from around the state gather in Montpelier to learn about advocacy and show support for the well being of young children. CPR and First Aid training are available to all staff members once per year and once every three years respectively. All staff participate in a minimum of 12 hours of professional development each year.

Students, Interns

The Center employs many work-study students from Saint Michael's College and occasionally other area colleges to work as auxiliary staff with the children. Each student hired is assigned to work with a specific group of children, so that the children in that group develop a relationship with the student. Students are given a detailed orientation by the director when they begin work which reviews the Center's philosophy on caring for children, respect for children, child development, emergency procedures, work responsibilities, and discipline with children. They are also given a student handbook. (See appendix B.) Students work closely with teachers and receive guidance and assistance from them.

The Center also occasionally sponsors student interns and volunteers from area colleges and high school early childhood programs. These students usually work on a semester basis and receive the same
Students and Interns (continued)

Center training as work-study students.

Students of education and psychology regularly come in to observe normal development of children. If a study requires more interaction with individual children, we will ask for written permission from parents.

We consider the students employed to be tremendous assets and value enormously their energy and enthusiasm.

Licensing Regulations

The Center is licensed by the State of Vermont, Department of Social and Rehabilitation Services, Child Care Services Division. The Regulations are available on the parent bookshelf at the center and online. The address is: www.state.vt.us/srs/childcare/licensing/license.htm.

The Child Care Consumer Concern Line is 1-800-540-7942.

Center Policies

Enrollment

The Center abides by the following order of priority regarding enrollment:

1. All children currently enrolled at the Center shall be accommodated for their developmental needs.
2. Children of employees of the Center.
3. Siblings of children who are currently enrolled at the Center and are children of Saint Michael's College full-time employees or students.
4. Children of Saint Michael's College full-time employees and students.

5. Children of Saint Michael's College part-time employees.
6. Siblings of children who are currently enrolled at the Center and are children of Non-Saint Michael's College affiliates.
7. Children of **Non-Saint Michael's College** affiliates.

Application for child care should be made as far in advance as possible.

Parents shall notify the director in writing at least one month prior to removing their child from the Center. If one month's notice is not given, the parents will be liable for the remaining fees.

Part-time Care

The Child Care Center offers part-time care on a limited basis. You may change your enrollment from full-time to part-time only if there is a part-time space available. We try to minimize the number of part-time children in order to reduce confusion due to the total number of different children, both for the teachers and the children. The following policies have been developed in order to decrease confusion and maintain fairness to all.

1. All children will have assigned days of attendance. Payment is the same regardless of absence or days the Center is closed. (See page 23 - Days of Operation.) For example, if your child's assigned days are Monday, Wednesday and Friday, and you would like to come on a Tuesday, Tuesday would be an additional day regardless of your child's attendance on his/her assigned days.
2. Additional days may be purchased at an additional fee with prior approval if there is space available.
3. Changes in assigned days may be made with one month's written notice, if there is space available.

If you have any questions, please feel free to ask.

Medicine

If a child is taking medication, please inform a teacher upon arrival. All medications should be in their original marked containers and will be stored in one of the two locked boxes. One is on top of the refrigerator and one is in the refrigerator. The Center may only administer medication with a parent's written permission. Medication permission forms can be found in the manila folder hanging on the refrigerator in the kitchen. After the form is filled out, please hang it on the refrigerator. Staff must follow all medication directions on the label. Therefore if an over-the-counter medication indicates that a doctor should be consulted, we need written permission from your doctor indicating the proper dosage. Please bring home any unused medicine once your child is no longer taking it. Please do not store Tylenol, Tempra, Dimetapp, *etc.* at the Center. For safety reasons, the staff tries to minimize the amount of medications that are kept at the Center. We are also concerned about masking the symptoms of genuine illness and therefore suggest consulting your doctor before giving over-the-counter medications.

Health

Some of the measures taken to prevent illness are:

1. Diapers are changed as needed.
2. A separate area is provided for the changing and storage of diapers; this area is not where food is prepared or served.
3. After use, disposable diapers and wipes are disposed of promptly. Containers for diapers are have a plastic liner and are emptied and the liner is replaced daily.
4. After diapering a child the child's hands are washed. All children are required to wash their hands after toileting, before eating and upon arrival at the Center. In addition, children are

- encouraged to wash their hands before going home.
5. The cover of the changing table is disinfected after each diaper change.
 6. Staff members wash their hands after diapering each child.
 7. Bathroom fixtures, floors and table surfaces and plastic toys mouthed by infants are disinfected daily.
 8. Mats, cribs, *etc.* are disinfected when soiled.
 9. Early Learning Center at St. Michael's College is a smoke-free environment.
 10. Keep your child's immunizations up to date and a current copy of his/her immunization record should be given to the director for the file.

Illness

Childhood illness is inevitable. However, in group child care situations, certain guidelines are followed to lessen the spread of contagious illness among children and staff. State regulations mandate that certain conditions require a child be excluded from the Child Care Center:

Excludable conditions: *

1. No child shall be admitted if in the opinion of the director or a medical professional the child is too ill to be in day care. This includes the following signs and symptoms:
 - a. **The ill child is unable to take part comfortably in regular activities.**
 - b. **The illness creates a greater need for care than staff can provide without compromising the health and safety of other children.**
 - c. **The child has signs or symptoms of a possible serious condition.**
2. A child or staff member diagnosed by a medical professional as having any of the following diseases shall be excluded from the day care setting until a medical professional indicates that it is safe for him or her to return:
 - Bacterial meningitis
 - E.coli:O157:H7
 - Shigella
 - Campylobacter
 - Cryptosporidiosis
 - Salmonella
 - Giardia
 - Haemophilus Infulenzae type b
 - Coxsackie Virus with fever and behavior change
 - Polio
 - Impetigo
 - Diphtheria
 - Hepatitis A

Illness (continued)

- Hepatitis B with weeping skin
- Measles
- Mumps
- Pertussis (whooping cough)
- Ringworm
- Rubella (german measles)
- Streptococcal infection, including scarlet fever, strep throat
- Tuberculosis (active)

3. A child or staff member diagnosed as having the following conditions shall be excluded until indicated below:
 - lice: may return after appropriate treatment is completed;
 - scabies, pinworm infection, ringworm infection: may return 24 hours after treatment is initiated.
 - Chickenpox: after no new lesions are erupting and all old lesions are crusted and dry.

4. A child or staff member who has the following symptoms shall be excluded from the day care setting until the symptoms disappear or until otherwise indicated by a medical professional:
 - Thick, white or yellow/green discharge from eyes
 - Ear drainage
 - Diarrhea- loose or watery bowel movement that cannot be contained in diaper or toilet or five or more loose or watery bowel movements in an 8 hour period (**must be symptom free for 24 hours before returning to the center**)
 - Sores in mouth or nose
 - Vomiting (**must be symptom free for 24 hours before returning to the center**)
 - Severe coughing (child gets red/blue in the face or produces whooping or croup noise after cough)
 - Jaundice: yellowing of the skin or white part of eye
 - Fever greater than 100 F. axillary or 101 F. orally- child must be free of fever (less than 99 F axillary or 100 F orally) **without fever reducing medication for 24 hours** before he/she may return to the center
 - Other symptoms of possible severe illness, such as unusual lethargy, irritability, persistent crying, difficulty with breathing, persistent abdominal pain, unusual or severe rash.

* 2/12/01 Early Childhood Program Licensing Regulations appendix B.

In addition to the excludable conditions delineated by the State of Vermont, there may be additional reasons for a child to remain at home. If your child is too ill to go outside during the day, the child is too ill to be at the Center. **If your child is sent home with a fever, they must be fever free (axillary temperature of less than 99 F) for 24 hours without medication before returning to the Center.**

If a condition listed above indicates that your child may attend the Child Care Center upon the advice of a physician, you will be asked to have your child's doctor fill out and sign a form.

Please consider that the child is in group care and his or her illness affects other children and staff, as well as his/her immediate family. If illness is treated in its beginning phases, it is almost certain to be less severe. We are required to isolate ill children from the rest of the group.

Nutrition

Eating habits and preferences developed in the early years are likely to influence food choices in later years. Keeping this in mind, parents are strongly encouraged to offer their child a nutritious and filling breakfast every morning before arriving at the Child Care Center. Breakfast needs to be completed before entering the Center. Staffing does not allow supervision of an individual child completing their breakfast at the Center. It is also difficult for other children to see one child eating when it is not an option for them.

An infant's food will be provided by the parents. This includes pre-bottled formula and/or breast milk, cereal and age-appropriate solid foods. Infants will be fed, based upon individual needs, and/or parents'

preferences. Starting with the toddler-age group, children eat on a regular schedule. Parents are expected to send a balanced lunch for their child each day, with milk or water provided by the Child Care Center. This lunch needs to have a variety of choices representing several food groups. A minimum of one choice from the fruit and vegetable group is strongly recommended. See Appendix A for lunchtime ideas. Children are given equal access to the contents of their lunch boxes. Uneaten food will usually be repacked so that you can monitor what your child is actually eating at lunch time. Refrigeration is available for storage. Foods may be heated before serving in microwaveable containers, if desired by parents and/or children. A morning and an afternoon snack are also offered by the Center. Children may make their own selection from what is offered. Generally snack consists of a fruit or vegetable and a bread/grain group (such as cracker, pancake, muffin, pasta, waffle). Juice, water or milk is also offered. The Center encourages low-sugar, low-sodium, food. Gum and soda are not permitted. For variety, teachers may ask parents to sign up to bring in a special snack on occasion. It is also special for a child to bring a snack to share for his/her birthday. We are aware that parents may differ in what they feel are appropriate foods for their children. Please remember that special snack is for all children in your child's group. Some popular special snacks are bagels, muffins, fruit, vegetables, and cheese. Feel free to ask teachers for other suggestions.

Footwear

Certain types of footwear can be dangerous to young children's still developing feet and ankles. Children need to wear comfortable shoes that fit their feet and promote their ability to walk, run, and play. Flat soled, non-slip shoes that stay on their feet when walking, running and climbing are meant for this purpose. Shoes such as patent-leather "party" shoes, flip-flops, platforms, and clogs/crocs without a back strap are not allowed as they are dangerous to run and jump in. We require children to wear footwear at all times in case of an emergency evacuation. The only exception to this rule is non-walking infants.

The floor inside is used as a play surface for infants and young children. To help this surface stay clean, we require that adults and children remove shoes worn outside when entering the main room. Children need a separate pair of shoes to wear inside only.

Sunscreen

We ask that parents please apply your child's sunscreen **before** coming to the Center. Almost all sunscreens are effective for 4-8 hours, which means your child will be protected through morning outside time. If you wish for your child to wear sunscreen in the afternoon, please bring in a **labeled** bottle to keep in your child's cubby and we will apply it before going outside. Sunscreen will not be applied to any child who does not bring some from home.

Parent Participation

Parents are welcome at any time. They may want to share lunch time with their child or may want to participate and help on field trips.

Two or three times a year, the Center hosts potluck dinners. Parents are invited to bring their other children and immediate family. Each family is asked to contribute a dish to share. These dinners start approximately 5:15p.m., after the normal Center closing time. Center children regard these as exciting times to see each other's siblings and parents.

Parents are strongly urged to participate in on-going efforts to keep the Center a first-rate child care facility. For example, help is periodically needed on fundraising projects, special workdays, committee activities and parent meetings. Designated workdays, usually a Saturday, are used for special projects, like painting, building lofts or other structures, and carrying out other improvement projects for the Center.

Fee Payment

Fees are due monthly and are due on the first Monday of the month. The fee schedule reflects a differential payment for children of Saint Michael's students and employees. This coincides with the Center definition as an employee-sponsored child care center.

Fees also vary according to the age of the child. Younger children require a greater ratio of teachers to children for State licensing regulations and safety. Therefore we have two fee schedules, one for children under three years of age and one for children over three years of age. The fees decrease the month following the child's third birthday.

A full month's payment is always made, including months during which there are holidays or a child is absent for any reason.

Refunds are only given in extreme circumstances.

Sliding Fee Scale

The Center is pleased to offer a sliding fee scale for Saint Michael's College employees using the Child Care Center. It is hoped that the scale will ease some of the financial pressures felt by parents and allow children access to the Center who could not otherwise afford it.

Parents of children enrolled in the Center who wish to take advantage of the sliding fee scale are asked to show verification of family income in the form of a copy of the previous year's federal tax return. A new copy must be submitted each year. All families always have the option of not showing verification and paying the full tuition rate. Please ask the director for details.

Flexible Benefits Plan

This plan enables Saint Michael's College Employees to pay for child care with pre-tax dollars. You may have up to \$5,000 annually withheld from your pay check; payment is made directly to the Center. The employee is responsible for paying tuition over \$5,000 directly to the Center or through payroll deduction. Speak to the Office of Human Resources for further information.

Late fees

Please observe the 5:15 p.m. closing time conscientiously. It is often frightening for a child when a parent is late in picking up, and is difficult for teachers who close the Center. At 5:15 p.m., all children will be dressed in outdoor clothes and ready to leave. Remaining children will go sit with the teacher in the hallway or office. A sign saying "Late fee is now in effect" will be posted at 5:20.

A late fee of \$5.00 for every five minutes a parent is late goes into effect at 5:20 p.m. If a parent knows that they are going to be late, please call and let the staff know so that appropriate plans can be made. The parent will be billed the following day. A late fee will not be charged in the event of an emergency.

Child Abuse

Parents should be aware that child care providers are mandated by law to report any suspected cases of child abuse, neglect, or sexual abuse. Any person that fails to report suspected cases is subject to criminal penalties and civil liability. In suspected cases, a report will be filed with Social and Rehabilitation Services and the State will conduct an investigation.

In the event that any employee of Saint Michael's College Child Care Center is accused of child abuse, the accused employee will be suspended from work (with pay) pending an investigation by the Vermont Social and Rehabilitative Services in accordance with their usual procedure.

Center Operations

Arrival

The Center opens at 7:30 a.m. Occasionally staff arrive early to prepare activities, however we are not licensed for child care before 7:30.

Much of the environment of the Center is designed to enable children to do things on their own with a little supervision such as hanging their coats up in the hallway and putting their lunch away. However, to insure the safety of all children, a parent or other responsible person over 16 years of age should walk with their child into the Center. Other safety practices include keeping the gates outside closed, and leaving a space for walking in front of the cars when parking.

It is very important for parents to sign their child in on the attendance sheet upon arrival. The Center needs accurate attendance information in case of emergency. There is a space after the child's name to note

any information that teachers may need to know, especially written permission for another person to pick up their child, a different emergency phone number where the parent can be reached, or any other comments. There is also a message stand if you need to leave a longer note for your child's teacher.

Parents should check in with teachers to let them know the child is present and to share any information they should have for the day.

It is common for a child to have difficulty separating from his/her parent in the morning. This is always a tremendously difficult issue to deal with, not only for children, but for parents as well. It's just as hard for a parent to go off to work hearing the sound of his/her child's cries as it is for a child to be "left" at the Center. In fact, it may even be **more** difficult for a parent, because the child soon stops crying and is involved in activities by adults, while the parent is at work, remembering their crying child. While it never will be a simple issue to resolve, there are several steps a parent can take to ease separation.

1. Talk with your child about the Center before you come. Even non-verbal children benefit from this. Explain to the child that he/she will be going to Child Care and there will be other children to play with and adults who will care for them, play with them, *etc.*
2. When you leave for work, it is important to tell your child that you are leaving, and that you will come back to pick him/her up after work.
3. Help your child to become interested in a table activity, water table, book, game or other area.
4. Talk about what will happen in your child's day: "You will have free play, then snack, activity," *etc.* to help reassure your child about the consistency of his/her day.
5. Try to keep arrival consistent by following the same routine every day. Young children appreciate knowing what will happen next.
6. Do not hesitate to ask a teacher for assistance when your child is having trouble separating. They will be happy to assist and offer suggestions.

It's also helpful for your peace of mind to keep in mind that the teachers are prepared and able to help a child deal with separating from his/her parents. Also, feel free to call during the day to see how your child is doing. We are always happy to help in any way we can to ease in the transition to Child Care.

Departure

The Center closes at 5:15 p.m. At the end of the day, please check your child's cubby and your mailbox for messages. Please remember to take home lunch boxes, soiled clothes and artwork, which will be placed in his/her cubby. Sign out on the attendance sheet and let a teacher know that your child is going home for the day.

Absences

Please let us know when your child will not be at the Center. If a child has not arrived by 9:30 (and they are expected by then) we will try to contact you. If children are not on a school bus as expected, we will contact parents immediately.

Security

Each child is assigned a security number. This number is for identification of someone who has your permission to pick up your child whom the teachers have never met. Anytime an adult other than a parent (having legal custody) is going to pick up your child; we need to have written permission. This person must be at least 16 years of age. Permission may be a note in the sign in book or they may be listed in your child's file. If you call during the day to tell us that someone else will be picking up your child, there must be written permission on file. Students and interns may not recognize the people who normally pick up the children. Please be patient if they find a regular staff member to "okay" the dismissal.

Emergencies Evacuation

Fire Drills will be practiced on a regular basis. There are three fire exits; 1. The back door of the back room, up the stairs and out the back door of the building, 2. The main Center door, down the hall, and out the side door of the building, and 3. Up the loft, and out the window. Staff members assist children in exiting the building. The director or designated staff member in charge brings the attendance book and a first aid kit. After exiting the building, everyone goes into the lobby of Purtill Hall. In the case of an actual emergency, help is called on the emergency phone in Purtill. Attendance is taken.

Days of Operation

The Center is open from 7:30 am to 5:15 p.m., Monday through Friday, with the exception of designated College holidays:

New Year's Day

Early Childhood Legislature Day – The Center will be closed so that staff members can join other Early Childhood Professionals from around the State in Montpelier.

Good Friday

Memorial Day

Independence Day

Labor Day

Thanksgiving Day and the day after

Christmas Day

The week between Christmas and New Year's (a calendar of the days closed for Christmas Break will be provided in November)

The Center will also be closed for the Annual Conference of the Vermont Association for the Education of Young Children (VAEYC) which is held on a Friday in October.

Mini Retreats – The Center will close at 11:30 pm one day per year for inservice.

Snow days are extremely rare and occur only when Saint Michael's College closes. In this instance, the Child Care Center will also close and all parents will be called to come and get their children as soon as possible. When weather conditions make traveling difficult, please use your best judgement. Allow extra travel time when coming to pick up your child and understand that road conditions may impact the arrival of staff members at the Center.

Nap

All children are encouraged to rest or nap at some point during the day. For toddlers and preschoolers that time will be after lunch. For babies, nap time will be as needed or as suggested by their parents.

Cribs and sheets are provided by the Center for infants, with a blanket provided from home. Rest mats are provided for Toddlers and Preschoolers. Please bring a crib sheet and a blanket. If your child has an attachment toy or blanket you may want to bring this as well.

Clothing

Children will participate in many activities throughout the day that will probably soil their clothing. You may want to dress your child in comfortable, play clothing. We encourage children to feel free to experiment with and experience different "messy" tactile activities, both in and out of doors, without feeling nervous about spotting their clothes. It is developmentally appropriate for children to be dirty at the end of the day. Parents are welcome to change children before departure.

Please anticipate seasonal weather changes by keeping extra temperature-appropriate clothes in the cubby. Extra clothes are also needed in case of toilet accidents or if clothes get wet at the water table or in an activity. Please be sure that all clothing and belongings are labeled with the child's name.

Also please see Footwear policy page 18.

Toys

Toys from home are not encouraged because young children often have difficulty when other children want to play with their toys "from home". Toys that children do bring to the Center such as attachment toys

are kept in the child's cubby until needed. Their cubby is a safe place, which is not generally accessible to other children. Talk with your child's teacher when special instances arise.

Field Trips

Occasionally the Center takes field trips. These are usually walking trips to explore the community - the fire station, library, Saint Michael's main campus or other places. These always include an appropriate ratio of adults to children. If car/van field trips are taken, parents will be informed in advance, asked to sign a specific permission slip, and encouraged to participate. Child restraint systems will be used by all children weighing less than 80 pounds and under 4 feet 9 inches tall. Parents are always welcome on field trips and we will ask for parent volunteers to drive their vehicles on field trips when necessary.

Illness

If a child should become ill (according to the Center's illness policy) or seriously injured at the Center, parents will be called and required to pick up the child as soon as possible. In situations requiring emergency medical treatment, an ambulance will be called and the Center staff will respond to the emergency until the ambulance arrives. The staff will attempt to contact the parents immediately. Please be sure that the Center staff has telephone numbers where the parents can be reached at all times. If the parent is going to be where they cannot be reached, please be sure that the people that are listed as emergency contacts will be available.

In case of simple injury (scrapes, splinters, *etc.*) the Center staff will perform routine hygienic measures.

In cases requiring the attention of a physician, we will make every effort to contact the parent or the emergency contacts. If no one can be reached, we will make the necessary arrangements for treatment, using the permission on the informed consent form.

Center Administration

The Child Care Center is under the administrative purview of the Director of Human Resources. At the inception of the Center, an Advisory Board was established to assist in the administration of the Center. The Center director serves as chairperson of the Advisory Board.

Formulation and important changes of policies involve consultation with the Advisory Board and approval of the Director of Human Resources.

Policy decisions typically include:

1. Enrollment/withdrawal policy
2. Fees and budgeting
3. Staffing levels and ratios
4. Schedule of Operations

The director of Human Resources is responsible for the evaluation of the Center director with the input of the Advisory Board.

In addition, the Advisory Board shall conduct periodic evaluations of the Center as a whole. These evaluations may include direct conversations with parents of currently enrolled children, parents of children formerly enrolled, parents of prospective children, current or former employees, and members of the college and community with whom Center personnel have had contact.

The director is responsible for:

1. Daily operation of the Center
2. Enrollment
3. Hiring, supervision and evaluation of staff

4. Budgeting and financial management
5. Coordination of volunteer programs
6. Serving as a resource to parents and staff
7. Planning programs
8. Staff development activities
9. Representation of the Center in state and local professional activities

The director will report to the Board at the regularly scheduled meetings on the current status of the Center. It is expected that the director will inform the Advisory Board of any significant problems as they occur regardless of the length of time until the next meeting.

It is understood that Center employees are employees of Saint Michael's College and are entitled to the benefits of college employment and subject to the college rules and regulations. The Advisory Board in consultation with the Director of Human Resources will interpret those rules for Center employees if need be.

Advisory Board

Constitution

The Board consists of seven members. Ideally these include:

- The Center director
- 2 Saint Michael's Parent Representatives
- 1 Community Parent Representative
- 1 Early Childhood Development Specialist
- 2 Members at large

It is recognized that it occasionally may not be feasible to maintain the exact composition outlined above.

The usual term in office of a Board member is two years with three terms expiring every year. Terms usually begin in July of a given year and end in June of the second year thereafter.

Selection

The Board serves at the discretion of the Director of Human Resources. When a term expires a list of possible candidates is supplied to the Director of Human Resources who will consider the list when choosing the new Board members. These candidates should have been asked about their willingness to serve prior to inclusion on the list; however, they should also understand that inclusion on the list is not a guarantee of appointment.

The list should be gathered in March or April of any given year in order for appointments to be made by the June meeting. While terms begin in July, June is usually used as a transition meeting with both outgoing and incoming members in attendance.

Responsibilities, Rights, Removal

The Board is a working board. Members are expected to attend meetings prepared and participate in standing and ad hoc committees. Members will receive no remuneration for their participation.

A unanimous vote of the Board to remove a member will be considered a request to the Director of Human Resources to do so. These votes would normally only be taken in the event of failure to attend three of four consecutive meetings or gross failure to perform duties or assigned tasks.

Meetings

Meetings are usually held once a month at the convenience of the members of the Board. Except when personnel matters are being discussed, the staff and parents are invited to attend. Other meetings may be

called as needed when business exceeds the amount of time available at the scheduled meetings. The Board may also occasionally meet in "executive session."

Due to the nature of the academic schedule and the College's fiscal year certain topics have a natural place on the calendar. A partial list of these is as follows:

July	(Beginning of the College and Center fiscal year) Presentation/Discussion of Center Goals for the coming year. Presentation/Discussion of the year end evaluation of the Center.
August	Action on items, goals or evaluations remaining from July.
March/April	Recruitment of new Board members. Preliminary discussion of next year's budget/fee proposals.
April/May	Action on next year's budget/fee proposals.
June	Incoming/outgoing Board member transition meeting.

Committees

Sub-committees of the board of directors are formed as needed. Parents are encouraged to serve according to their interests and expertise.

Membership of committees is quite flexible; however, the director and a board member are required. Volunteers from any source are gratefully received. Committees will meet as needed.

Appendix A, Brown Baggin' It

As important as a balanced lunch is to your child, it's not always easy to be creative at 7:00 am. So, here are some suggestions on foods that not only do children like, but are easy to fix and super healthy!

Breads:

Bread is very often the staple feature in a bag lunch. However, you needn't have the same type of bread day in and day out. A good base to begin from is whole grain -- for example, whole wheat bread or cracked wheat. This provides the necessary fiber element to your child's diet as well as many vitamins and minerals. You might choose one of the following:

- Date, Banana, or other fruit bread
- Pita or "pocket" bread
- Bagels (great for teething babies)
- English Muffins
- Rice Cakes
- Crackers
- Bread Sticks

Spreads:

Peanut butter is a favorite for many children, **but should not be given to children under 2 years old.** Look for peanut butter, or other nut butters, without added sugar. Delicious with peanut butter are:

- Bananas
- Fruit jams

Other soft fruit like berries

Apples

Walnuts (for children over 3)

Raisins (keep in mind that these are chewy and may stick to teeth)

Other spreads:

Tuna

Chicken or Turkey salad

Hummus

Other sandwich fixings:

Cheeses- cheddar, swiss, muenster, edam, gouda (mild flavors usually go over better - but experiment)

Meats

Leftovers like meatloaf are popular

Chicken

It's a good idea to use luncheon meat in moderation due to the high fat content. Sliced turkey, roast beef and lean ham.

Vegetables ---tomatoes, peppers, lettuce, sprouts.

It's not always necessary to make a sandwich, however. You could offer:

Salads (green, macaroni, cole-slaw, potato,...)

Cold meat in slices

Cheese in cubes or slices

Yogurt

Cold cooked vegetables

Fresh veggies with dip

Dry cereal like Cheerios or Puffed Rice (great for babies)

Leftover casseroles

Cheerios/Raisins combo- like "gorp", but without the hazard of choking

Fruit:

Experiment! Children usually love fruit and are willing to try different kinds.

Appendix B, Work Study/Volunteer Student Handbook

Working at the Child Care Center is both a responsibility and a challenge. The staff values your assistance and depends on your being here on a regular basis. The children also look forward to seeing you and grow very attached to you. Here are some guidelines for you to follow as you work here.

Center Structure

Saint Michael's College Child Care Center is a developmentally-based child care facility for children ages six weeks through six years. There are three age groups of children: babies six weeks to two years; toddlers two to three years; and preschoolers three to six years. Children transition from one group to the next when there is space and more importantly, when they are developmentally ready.

Center Philosophy

Our belief at the Center is that each child is an individual, with unique characteristics and needs. By creating and providing a stimulating, nurturing and developmentally appropriate environment, the caring and qualified staff enhances the potential growth for each child and supports a sense of community with the families.

Confidentiality

It is extremely important that you maintain confidentiality for the families at the Child Care Center. Saint Michael's College is a very small community and discussions about children and others can travel and be hurtful even when unintended. Much information may seem harmless but a parent may feel that it is private. Please do not discuss the children outside of the Center. If you are writing a paper for a class, please do not use the children's real names.

The teachers are responsible for discussing children's behavior and other issues with parents. Always refer a parent to their child's teacher with questions of this nature. Please refrain from answering them yourself.

Arrival and Departure

1. Please arrive on time.
2. If you are ill, please call by 8:30 am to let us know that you will not be in. If you are able, use the list of student phone numbers given to you to contact another student to work for you.
3. If you are unable to work, for whatever other reason (besides illness), please inform the director *in advance*. It is then your responsibility to find another student to work your hours.
4. When you arrive, please let the teachers that you work with know you are here. They will then fill you in on what is planned for that part of the day.
5. When you leave for the day, please let the teachers know you are going. Be sure to write your hours on the timesheet provided in the main room. Please do not leave early, unless it has been cleared by a teacher.
6. When leaving for vacation, please let us know, **in advance**, what day you will be leaving. We expect you to be here for your scheduled hours, any day that classes are held.

During the Day

Check in with the teachers to see what is planned for the block of time that you are here and see how you may help.

Types of things you'll be doing are-

- assisting teachers in conducting activities
- participating in outdoor times
- helping to prepare snacks
- going on walks and field trips
- helping children to fall asleep
- diapering and toileting children
- maintaining order and cleanliness in the Center
- constructing materials for the Center

During quiet times, (naps and rest) remain with the age group that you work with until all children are settled. Check with the teacher to see what you could do until the children wake up. Adults are not allowed to sleep during nap-time, as they would be responsible for evacuation in case of an emergency.

During free play times - read with the children, use puzzles or games, use art materials, play with dress-ups, blocks, play music, sing, *etc.*

It's important at all times to allow and encourage children to do their own work. A sense of pride and

autonomy is gained from a child's early accomplishments, that plays an invaluable role in the development of their personality.

Talking With Children

The manner we use, the vocabulary we choose, and the tone of our voices all affect a child's development of language. Children appreciate being spoken to on an equal basis, as opposed to being talked at or down to. It's important to choose words carefully. Avoid using judgmental phrases - such as using "good" and "bad," i.e. "Be a good boy" or "It's bad to hit." Such phrases do not describe a child's actions to them or explain their behavior - positive or negative. Instead, use descriptive language with children: "I like it when you help me." "It hurts children when you hit them." This gives children clues to appropriate behavior and language skills to use with others.

Adjectives are extremely valuable language tools. The English language contains thousands of adjectives which we can use when conversing with children to enrich their vocabularies. "Nice" is an adjective which is overused in the extreme. Challenge yourself by using other more descriptive adjectives: "You are a terrific help!", "I like how gentle you are being", "What a colorful painting," *etc.*

Discipline:

Discipline is a difficult issue. Please observe teachers when they are dealing with a difficult situation with a child to see how they handle it. Do not feel that you need to take charge of a situation until you feel absolutely comfortable. You may call on a teacher for help and assistance **at all times**. At the Center, we gauge the seriousness of a situation before acting. When a child is hurting another child, the aggressor is removed and the reason for removal is explained clearly. "When you hurt children, it shows me that you cannot be with them. You need to sit here until you can be calm and show me that you can be back with the kids." If a child is having difficulty dealing with a particular situation, or seems unfocused, redirection is a positive way to help children refocus. Help a child become involved in an activity which you feel may interest them or offer them a **choice** of activities. We also encourage children to come up with their own solutions, peer problem solving. Again -observe and **ask questions!**

It is very important to note that corporal punishment is absolutely NEVER an acceptable form of discipline. Not only is it illegal in the state of Vermont, philosophically, we at the Center can in no way condone physical or emotional punishment of children, and if any adult employed or volunteering at the Center is found to have used such a method of discipline, they will be immediately dismissed!

Emergencies

Please be sure that you have been briefed on all emergency procedures used by the Center when you are with the children. Note all emergency exits and go over the emergency evacuation plans, which are posted by each exit. Be aware of the location of the first aid kits and be sure you have a portable kit with you when you are away from the Center with the children.

Art and Development

A child's skills develop at an individual rate. Artistic development is no exception. Whereas some children at three years old are developmentally capable of creating humanistic shapes on paper, it is also completely within the realm of normalcy for another child the same age to be constructing single line drawings. Each child is utilizing the same amount of effort, as well as creativity, and each phase of artwork plays an important part in the individual's development.

Stages in artwork: (1,2,3,4,5 age range)

- drawing single, isolated forms
- drawing multiple, isolated forms
- drawing varied shapes - still isolated to one area of the paper
- drawing varied shapes - filling more areas on paper
- drawing varied shapes - filling the entire paper
- drawing selected designs - choosing area of placement
- drawing humanistic shapes - choosing area of placement

Comments to make on children's artwork:

Encourage:

- You are using _____ colors.
- Can you tell me about your picture?
- I like the design you have made.

Avoid:

- What is that?
- Fill up more paper.
- Do it this way.

The staff and families of the Child Care Center value the presence of work study students and volunteers tremendously. It is important to us that your experience here is exciting, fulfilling, and valuable. If, at any time, you have questions or concerns, or are having difficulties, please feel free to talk with one of the staff members. Thank you for being here!

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The First 12 Months of Life - Princeton Center for Infancy

Baby and Child Care (revised) - Benjamin Spock, M.D. w/ Michael Rothenberg M.D.

Parenting

Mother's Almanac - Marguerite Kelley and Elia Parson

Father's Almanac - Marguerite Kelley and Elia Parson

Children - The Challenge - Rudolph Dreikurs

Activities

Kids Are Natural Cooks - Parents' Cooperative Nursery School

What to Do When There's Nothing to Do - Boston Children's Medical Ctr.

Workjobs - Mary Barata-Lorton

Special Topics *The Hurried Child* - David Elkind

Saint Michael's College Child Care Center

Checklist

This is a list of what your child should bring to / keep at school. All items should be clearly marked with child's name.

A lunch, milk or water is provided by the center.

Filled bottles, for babies (to be taken home at the end of each day).

Two extra sets of clothes (shirt, pants, underwear, socks and shoes). Alternate weather clothes are needed also.

Sun hat and sun screen in the summer.

Bathing suit and towel in the summer for use in the wading pool.

Diapers and wipes if necessary.

Desitin, cornstarch, powder, lotion, etc. as desired

Small Blanket and pillow if used for sleeping.

Crib-sized sheet for children using sleeping mats.

Sleeping toy if used.

Picture of child and family to share.

Enrollment Forms

**Saint Michael's College Child Care Center
Application**

Child's Name: _____ **Birth Date (or due date):** _____

Parent's Name: _____ **Parent's Name:** _____

Home address: _____ **Home address:** _____

Telephone: _____ **Telephone:** _____

Work address: _____ **Work address:** _____

Telephone: _____ **Telephone:** _____

e-mail ? _____ **e-mail ?** _____

Are you an employee of Saint Michael's College? **Are you an employee of Saint Michael's College?**
____ **Full-time** ____ **Part-time** ____ **Full-time** ____ **Part-time**

Are you a student at Saint Michael's College? **Are you a student at Saint Michael's College?**
____ **Full-time** ____ **Part-time** ____ **Full-time** ____ **Part-time**

Are you looking for full-time care? _____

Are you looking for part-time care?

Two days per week, which days? _____

Three days per week, which days? _____

When will you need care to begin? _____

If a space should become available before this date, would you want to be called to be given the option of paying to hold the space or starting earlier than the date above? _____

How did you hear about St. Michael's College Child Care Center? _____

Please return the application as soon as possible to:

**Saint Michael's College
Child Care Center
Winooski Park, Box 268
Colchester, Vermont 05439**

Enrollment Agreement

Saint Michael's College Child Care Center

I, _____, agree to enroll my child, _____, in the Saint Michael's College Child Care Center. I understand that I will pay a fee of _____ * the first Monday of each month (Tuesday, if Monday is a holiday.) It is my understanding that fee payment will be made monthly, regardless of my child's absence or the observance of Saint Michael's College holidays. I agree to give the Saint Michael's College Child Care Center one month's advance written notice if I should decide to terminate my child's enrollment. If that notice is not given, I agree to pay the remainder of the fees owed to the Center, in lieu of the full one month's notice. I have read the Saint Michael's College Child Care Center Policies and Procedures Manual and will honor said policies.

* The fee quoted above applies to the current fiscal year only. It may be necessary to raise fees at the beginning of each new fiscal year (July 1) to cover the cost of staff salary increases and Center supply needs, or at any other time in extreme emergencies.

Parent's Signature

Director's Signature

Date

Informed Consent

Saint Michael's College Child Care Center

I grant my informed consent for my child _____ to participate in the Saint Michael's College Child Care Center program.

Program:

It is my understanding that this program will consist of planned group and individual activities as well as opportunities for free play both indoors and on the playground. Pictures of the children may be taken and used in Center related activities. I understand that my child will occasionally go on short trips in the area to parks, stores, municipal buildings, etc., and that during these trips my child will be accompanied by sufficient adult supervision.

Staff:

I understand that a qualified staff will be present at all times in ratios required by State and Federal regulations.

Meals:

It is my understanding that I will be responsible for providing a daily nutritious lunch for my child.

Emergency and Medical Procedures:

I have been informed and agree to the following medical procedures:

1. In case of illness, I will be called and required to pick up my child immediately.
2. In case of simple injury (such as scrapes, splinters, etc.) I understand that the Center staff will perform routine hygienic measures, such as washing wounds and applying bandaids.
3. In cases requiring the attention of a physician (for stitches and X-ray) I understand that I will be called. If I, or the listed emergency contacts cannot be reached, I give my permission for Dr. _____ to be called and for that doctor to provide the necessary treatment. I agree to assume financial responsibility for the same.
4. In case of medical emergency, I will be called immediately. If circumstances require, the Rescue Squad will also be called. The Center's staff will respond as necessary until the Rescue Squad arrives. In the event hospitalization is required, I give my permission for my child to be hospitalized and treated by a qualified physician. I agree to assume financial responsibility for such treatment.

Parent's Signature

Date

Informed Consent - Transportation

I grant my informed consent for my child _____ to participate in field trips with the Saint Michael's College Child Care Center program.

It is my understanding that my child will be transported in a safe, registered vehicle, and the driver will have a current driver's license.

I understand that the children in the vehicle shall not be left unattended or unsupervised at any time. My child will be transported in a child restraint system appropriate for his/her weight, height and age. No more than six children will be transported in a vehicle without the presence of a second adult.

Parent's Signature

Date

Informed Consent-Swimming

I give my permission for my child, _____ to participate in wading pool/swimming activities. I understand that while using wading pools my child will be adequately supervised by a staff member.

Parent's Signature

Date

Informed Consent - Sunscreen

I give my permission for sunscreen that I provide to be applied to my child, _____, when needed.

Parent's Signature

Date

Informed Consent – Insect Repellent

I give my permission for insect repellent that I provide to be applied to my child, _____, when needed.

Please note: When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET will be used, and staff will apply repellent no more than once per day.

Parent's Signature

Date

**Saint Michael's College Child Care Center
Information Sheet**

1. **Child's Name:** _____ **Birth Date:** _____

2. **Parent's Name:** _____

Home Address: _____

Home Phone: _____

Work Address: _____

Work Phone: _____

e-mail? _____

3. **Parent's Name:** _____

Home Address: _____

Home Phone: _____

Work Address: _____

Work Phone: _____

e-mail? _____

4. **Please list Siblings of the child and others living at home:**

Name	Age	Relationship
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. **Emergency Contacts**

Please list three people who may be contacted to care for your child if a parent cannot be reached in an emergency.

Name	Relationship	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. **Name of child's Doctor:** _____ **Office Phone:** _____

Health Insurance Company _____ **Policy Number** _____

Doctor's Address: _____

Child's Dentist: _____ **Office Phone:** _____

7. **Do you authorize anyone not listed above to pick up your child?**

Name	Phone
_____	_____
_____	_____

**Saint Michael's College Child Care Center
Baby Information Sheet**

Baby's Name: _____ **Birth Date:** _____

Feeding:

Is your child breast fed? _____ Bottle fed? _____ Does he/she use a cup? _____

Does your baby have a good appetite? _____

Has your baby had any feeding problems? _____

What are your baby's favorite foods? _____

What foods does your baby dislike? _____

Does your baby have any food allergies? _____

Please describe a typical daily menu for your baby:

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

Sleeping:

What is your baby's typical sleeping pattern during the day?

A.M. _____

P.M. _____

How long does your baby sleep at night? _____

How do you help your baby go to sleep? _____

Does your child have a special "attachment toy" to sleep with? (for example, blanket, teddy bear, pacifier, etc.) _____

Saint Michael's College Child Care Center
Toddler / Preschooler Information

Child's Name: _____ **Birth Date:** _____

Eating:

Does your child have a good appetite? _____

What are your child's favorite foods? _____

What foods does your child dislike? _____

Does your child have any food allergies? _____

Please describe a typical daily menu for your child:

Breakfast: _____

Lunch: _____

Dinner: _____

Snacks: _____

Sleeping:

Does your child nap? _____

How long? _____

How long does your child sleep at night? _____

Does your child have a special "attachment toy" to sleep with? _____

Toileting:

Is your child toilet trained? _____

What words does your child use to indicate he/she has to urinate? _____

have a bowel movement? _____

Does your child use a potty chair or adult toilet? _____

**Saint Michael's College Child Care Center
Health Information**

How healthy is your child?

Has your child had any serious illnesses?

Has your child had any operations?

Does your child receive daily medication?

Does your child have any known allergies? (for example, insect bites, food, eczema, medicine, etc.)?

If yes, do you give consent for this information to be posted?

Please include a copy of your child's immunization record and results of the most recent health examination to be updated whenever an immunization is received!

Please note:

For food allergies, special health care needs and/or special nutrition needs, we will need an individualized care plan that is prepared in consultation with family members and specialists.

Saint Michael's College Child Care Center

General Information

Please describe your child:

What are your child's favorite toys?

What are your child's favorite activities?

Please describe activities you enjoy doing with your child as a family:

Is there other information about your home, culture or family structure that would help us better meet your child's needs?

In what ways would you like to contribute to the Center's programs and families? (for example: music, art, woodworking, parent/child events, advisory board, etc.)

General Information (continued)

Does your child go outdoors often?

Does your child have any fears and how does he/she deal with them?

How does your child deal with anger?

Have you employed child care outside the home previously?

How did your child react?

Please feel free to give us any additional information you'd like to share about your child:

Photographs and Videotaping

Children are photographed or videotaped at the Center for a variety of uses. Internal uses include children's portfolios, recording activities and events for posters, and for photo albums for the Center, staff, students and other children. Also, SMC students often ask to photograph the children for projects for classes. External uses include news reports on the Center by local newspapers or television stations. We also like to have some photographs on our website. All release of Center photographs and videotapes will be for staff-approved applications only.

Please read below, check off the areas for which you would like to give permission, make any special comments and sign at the bottom.

- Portfolios, activities and events
- Photo albums
- Student projects
- Student projects but I want to be informed first
- Newspapers and TV stations
- Website

Comments _____

I give permission for my child _____ to be photographed or videotaped for the reasons checked above.

Parent's signature Date

Tylenol Permission

We keep Tylenol on hand at the Center. The purpose is so that it can be given to begin reducing a fever while you are on your way to pick up your child. We will only give Tylenol after contacting a parent and getting verbal permission. (Please take note that our illness policy requires that children be free of fever without medication to attend the Center.) As always, we need written permission from you to give any medication. Please fill out the form below if you would like us to give your child Tylenol when he/she has a fever above 101 F. For children under two years old, the Physician's Permission section must also be filled out.

Tylenol Permission

Please give my child _____ Children's Tylenol/Infant Tylenol (circle one) at the dosage prescribed on the bottle when my child's underarm temperature is greater than 101 F after contacting either parent and getting verbal permission.

Signature of Parent or Guardian

Date

Physician's Permission

_____ may be given Infant Tylenol/Children's Tylenol
Child's Name (circle one)

with the permission of their parent or guardian at the following dosage:

Signature of Physician Date

Saint Michael's College Child Care Center

Medication Permission

Child's Full Name

Reason for Medication

Medication Name

Amount of Medication to be Given*

Times of Day to be Given*

Length of Time to be Given

Signature of Parent or Guardian

Date

***Please make sure the dosage agrees with the dosage on the medication label. If the label indicates that a doctor should be consulted, we need written permission from your doctor indicating the appropriate dosage in order to give the medicine to your child.**

Information below to be filled in by staff:

Medication was given to: _____

By Date Time By Date Time By Date Time

Permission to Return to Group Care

Date _____

Your child, _____ is being sent home today with fever, vomiting, diarrhea or a contagious illness. According to our health policy, he or she will be allowed to return to the Center when symptoms are gone without medication for 24 hours or when otherwise indicated by a medical professional. In the event that your child has been treated by a physician, and his or her diagnosis is that your child can return to group care at an earlier time, please have the doctor fill out and sign this form.

Illness

Date and time seen

Earliest date and time child may return to group care

Notes _____

Physician's Signature