



**SAINT MICHAEL'S**  
**COLLEGE** FOUNDED  
1904

## **Early Learning Center Policies and Procedures Manual**

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**35260**  
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## **Welcome & Introduction**

The Early Learning Center at Saint Michael's College 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 Early Learning Center will provide opportunities and a curriculum for children to grow and develop within a structured, 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 a high quality early childhood program that supports children and families by creating a welcoming environment where young children thrive and families can find resources, support and encouragement. We strive to create a diverse and inclusive atmosphere. Long tenure and dedication of the staff makes ELC at SMC unique. Life-long learning is core to our mission, encompassing children, students, families, teachers and the community.

## **Philosophy**

Our belief at the Center is that each child is an individual, with unique characteristics and needs. Children learn best when they feel safe, valued and their needs are met. Caring, qualified staff facilitate learning and development in everything children do by supporting and encouraging each child's needs, ideas and interests. An environment is created to stimulate growth for each child and support a sense of community with the families.

## **Goals**

At ELC each child will:

- Feel positive about oneself- confident and emotionally strong
- Use open ended, engaging materials
- Get messy and dirty
- Have clear, safe boundaries
- Learn to try new things
- Learn problem solving and self-control
- Be part of the larger community of learners

## **History**

The Center opened on August 27, 1982, licensed for 15 children in the basement of Hamel Hall. The initial group structure was two infants with one teacher, who was also the Center's director, 6 toddlers with two teachers and 7 preschoolers with one teacher. The Center grew over the years reaching a capacity of 42 children and 9 full-time staff members. In February, 2009 the center was moved to a new location, above ground. This current facility includes much more natural light and opportunity to observe the outdoors, easier egress, wheelchair accessibility, separate classrooms, and more. Current capacity is 40 children with 8 full-time staff members.

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*The Early Learning 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.*



## **Orientation**

Our goal is to get to know each child before their enrollment at the Center begins. This is accomplished through a “get acquainted” meeting with your child’s teachers. During this meeting, information about both the child and the Center will be shared including routines, likes and dislikes, Center procedures, and a list of things to bring from home. We also encourage you and your child to spend some time at the center interacting with the other children and teachers before the first day.

Our hope is that this meeting and spending some time at the Center will help ease the stress of the transition for all family members.

All enrollment paperwork must be completed and brought on or before the child’s first day at the Early Learning Center. These include:

- All Enrollment Forms
- Up to date copy of child’s immunization record
- A visit summary of child’s most recent well-child check-up including height, weight and any medical conditions

These forms can be found in the enrollment packet.

## **Operations**

The Saint Michael's College Early Learning Center is a fully licensed, employer-sponsored center. Saint Michael's College supports the Center by providing space, heat, electricity, financial subsidy (used to reduce tuition for SMC employees and students) and support 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 40 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:

<b>Group</b>	<b>Children's Age</b>	<b>Child : Teacher Ratio</b>
Babies	6 Weeks – 18 Months	7:2
1-2 Year Olds	12 Months – 30 Months	7:2
2-3 Year Olds	24 Months – 42 Months	8:2
Preschoolers	36 Months – 6 Years	17:2

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 siblings in the Center have the opportunity to spend time with them. The children also become familiar and comfortable with the adults who work with the other age groups, building a high level of trust.

<b>Time</b>	<b>Activity</b>
7:30am	Center Opens
7:30am – 8:00am	Free Play – All Groups Together
8:00am – 4:00pm	See Individual Group Schedules
4:00pm – 5:15pm	Free Play – All Groups Together
5:15pm	Center Closes

Please note that changes may occur due to special events, weather and the interests of the children.

## **Curriculum and the Theory Behind It**

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, pictures 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 that stems from the children's interests. 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 teachers 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, 1992). 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

## *Curriculum (continued)*

rules that develop. Rules of behavior for daily life are acquired through play along with self-regulation and problem solving

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: safety issues, health, diversity awareness, and environmental awareness.

### **References**

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Gronlund, Gaye and Engel, Bev *Focused Portfolios In Early Childhood Programs: Documenting Children's Growth and Development*, 1999

Katz, Lillian and Chard, Sylvia *Engaging Children's Minds: The Project Approach*. Ablex Publishing Corp. 1990

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Vermont Department of Education, *Vermont Early Learning Standards*, 2003

## **Group Descriptions**

### **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) who work in conjunction with student employees and volunteers 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 all of the infants and toddlers. The curriculum lends

### *0 to 3 Program (continued)*

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 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 (0 to 3 Program)

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, 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 songs, group games, movement and problem-solving. Each meeting lasts approximately ten minutes.

There are two teachers in the preschool group who work in conjunction with student employees 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. A planning sheet of the week's activities, and the Vermont Early Learning Standards (VELS) they meet, is also posted. Parents are encouraged to visit the group, share their talents, and join the fun whenever possible. By working together we can increase the quality of care your child receives.

### *Preschoolers (continued)*

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

#### **Assessment and Parent Conferences**

Teachers will assess children's learning and growth using Teaching Strategies Gold. This is an observation-based assessment tool used to monitor children's progress. Children tell us what they have learned through their dramatic play, in the games they play, in the conversations they have, in the questions they ask, and in their art work. Activities and learning opportunities are planned to allow observations of key developmental milestones and provide practice and exploration of developmentally appropriate skills. Teaching Strategies Gold also includes lesson plans to aid in curriculum planning and implementation. If it is shown that children need more experience with a particular skill or area, more activities are offered to provide it, individualizing the curriculum for each child as needed. Parent conferences are held at least twice a 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. The parent conference itself is used as an assessment tool as valuable information is shared. 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. Continual assessment of children guides out curriculum.

## **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) and other service plans along with parents and specialists.

### *Allergies*

Please let us know if your child has any allergies or sensitivities as soon as you are aware of them. An allergy action plan should be developed in consultation with your health care provider, reviewed with ELC staff and kept on file at the Center. It should include what actions should be taken to avoid contact with the allergen, what should happen if contact occurs (including medications/epipen), helping your child manage his/her own allergies, possible reactions to the allergen, permission to post information about allergies, and any other important information. Occasionally parents may bring in a special snack to be shared with other children. Please bring in something to be stored in the freezer so that your child may have a “special” snack on these occasions as well.

### *Special Diets*

We are happy to accommodate special diets at ELC. Please let us know if your child does not eat certain foods, ie vegetarian, vegan... If an allergy exists please see the above section. Occasionally parents may bring in a special snack to be shared with other children. Please bring in something to be stored in the freezer so that your child may have a “special” snack on these occasions as well.

## **Transitioning**

Groups will change in mid to late August. Children in the 0-3 groups will stay with their teachers and classmates and move rooms, and the oldest 0-3 group will move to the Preschool group (Rainbows). During the summer, children spend time getting to know the Rainbow teachers and the space. This is subject to change occasionally, due to a variety of circumstances.

## **Parent Concerns**

The primary purpose of the Early Learning 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

### *Parent Concerns (continued)*

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 the matter to the Vice President of Human Resources of Saint Michael's College.

## **Handling Inappropriate Behavior**

Learning how to operate as a member of a larger community (family, classroom, society) is a major task of childhood. Learning appropriate ways of handling conflict is a part of that task. At times, all children may resort to less than ideal solutions. 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 of 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.

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 Early Learning 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 Early Learning Center.

### *Biting*

Biting is a situation that is challenging and difficult for all involved. This behavior is most common in toddler-aged children and it can be considered a stage of normal development for some children as toddlers are developmentally egocentric. This means they do not understand that other people do not think and feel the same thing they are thinking and feeling. There are several other reasons why a child may bite. For example some children bite instinctively because they have not yet developed self-control or they need to satisfy a need for oral stimulation. Children may bite to relieve pain from teething, explore cause and effect, get attention, or to feel strong and in control. Biting may also signal the communication of needs and desires (hunger or fatigue) or to communicate or express difficult feelings (frustration, anger, confusion, or fear). There is no correlation to parenting techniques or later social behaviors. This being said, biting behavior is unacceptable and steps will be taken to prevent and reduced the number of biting incidents.

The teachers will work to set up the environment to reduce toddler frustration. This will be done by arranging the environment to reduce crowding, having several of the same or similar toys available, having toys for biting/chewing available, offering some chewy snacks (i.e. bagels), and providing opportunities to experiment with cause and effect. Other strategies used by the teachers

### *Biting (continued)*

are observation, paying attention to children's signals, and suggesting acceptable ways to express strong feelings. Opportunities are provided for children to make choices and feel empowered and words for setting limits are taught ("no", "stop", "that's mine"). Many of these same techniques are also in place to help reduce other common behaviors such as pushing.

While it is difficult to be the parent of a child who has been bitten, it is also difficult to be the parent of a child who bites. Consideration is given to all families in all situations.

## **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 of experience working with young children in a center setting. The Director must also have administrative experience.

It is preferred that teachers also hold a Bachelor's degree, plus have two years' 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 student employees 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 two 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 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. Staff members who open leave before closing, and the staff members who close, come in later. At the beginning and end of the day children are grouped to maintain appropriate supervision and ensure that all needs are met. Teachers from other groups, students and substitutes work with all of the children at times.

## **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).

The Early Learning Center is closed for four days each year for in-service.

- Martin Luther King Day in January
- One day in mid-March and is often to attend the Early Childhood Day at the State Legislature.
- One day in Mid-May, the week following SMC Commencement
- One day in October to attend the VAEYC (Vermont Association for the Education of Young Children) or another in-service activity

## **Students and Interns**

The Center employs many on campus student employees 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 or another teacher shortly after 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 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. Background checks are done through the state of Vermont.

## **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:

[http://dcf.vermont.gov/sites/DCF/files/CDD/Docs/Licensing/CBCCPP\\_Regulations\\_FINAL.pdf](http://dcf.vermont.gov/sites/DCF/files/CDD/Docs/Licensing/CBCCPP_Regulations_FINAL.pdf)

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

## **Health and Wellness**

There are at least 3 components of physical health and wellness: nutrition, exercise and reducing the spread of contagious illness. At ELC we try to address all of these. Childhood Obesity has been identified as a major concern in our country. Healthy eating, plenty of exercise, and carefully looking at the messages we are giving to children are included in the goals of the program.

### *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 Early Learning 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 Early Learning Center. This lunch needs to have a variety of choices representing several food groups. A minimum of one choice from the vegetable group, one choice from the protein group and a whole grain is strongly recommended. 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, it cannot be served again. 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. Snack consists of at least two food groups. At ELC we serve a variety of foods including vegetables, fruits, whole grains and proteins. Beverages are water or milk. Foods that are high in fat and/or refined sugar are avoided. Parents are encouraged to celebrate birthdays or other special events by bringing in a healthy snack (muffins, breads, fresh fruit, etc) to share or in another way such as by coming in to read a story, share music, art, etc. We would like to give children the message that there are lots of ways to share a special event. By only serving healthy foods at ELC we also give the control of how much "junk" children eat to their individual parents.

Please do not send foods that could be a choking hazard. Grape should be cut in halves or wedges, carrots into matchsticks, etc. Please do not send popcorn or whole nuts.

When children are offered a variety of healthy foods when they are young, they learn that eating is to reduce hunger and make their bodies feel good. Serving high fat, high sugar foods encourages children to eat just because it tastes good, leading to overeating. Eat healthy, grow healthy.

### *Going Outside*

Outside is the best environment to encourage active play. There is more space, loud voices don't sound as loud, the surroundings just say: "run, jump, play, shout!" At ELC we try to spend as much time as possible outside. When we can't go outside, the curriculum will include gross

### *Going outside (continued)*

motor activities such as dancing, active games, indoor climbing and other gross motor equipment. We try to maximize opportunities for moving around during the day and minimize the time that children are required to sit still.

Going outside also reduces the spread of illness. The sun and the temperature changes outside tend to kill many germs. The mud on the playground is less likely to spread illness than playing inside, coughing and sneezing on each other. There also tends to be more space available between children when we are outside. While we are playing outside, we are likely to get wet and dirty. It's okay to leave muddy snowpants on your child's hook to dry for the next day. Please make sure your child has everything needed for the weather and extra clothes to change into so that they can be comfortable for the rest of the day.

### **Reducing the Spread of Illness**

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 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. Parents are encouraged to wash their hands upon arrival at the center.
6. The cover of the changing table is disinfected after each diaper change.
7. Staff members wash their hands upon arrival, before and after handling food, before and after changing diapers, when changing classrooms, when coming inside from outdoors...
8. Bathroom fixtures, floors and table surfaces and plastic toys mouthed by infants are disinfected after use.
9. Cribs are disinfected weekly.
10. Following the illness policy below.

The Early Learning Center at St. Michael's College is a smoke-free environment.

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.

## **Center Policies**

### **Enrollment**

Applications to enroll in the Early Learning Center can be found [here](#) on the Saint Michael's College website. Applications are reviewed by March 1 for late August enrollment. We will contact families on the waiting list to offer enrollment beginning March 15 and will continue until all openings are filled. As plans change for families and openings occur throughout the year we encourage families to complete an enrollment form to be placed on our waitlist as far in advance as possible.

Applications are placed on the waiting list in order of the following priorities:

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. Employees of Champlain College.
7. Siblings of children who are currently enrolled at the Center and are children of Non-Saint Michael's College affiliates.
8. Children of **Non-Saint** Michael's College affiliates.

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 Early Learning 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 the 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.

## **Medication Administration**

Early Learning Center at St. Michael's College will administer medication to children for whom a plan has been made and approved by the center. This includes all prescription and over the counter medications, ointments and creams. Please check with your child's health care provider to see if a dose schedule can be arranged that does not involve the hours your child is at the center. Whenever possible, the first dose of medication should be given at home to see if your child has any type of reaction. Parents or legal guardians may administer medication to their own child during the day.

Medication will only be administered if:

- A medication form is completely filled out giving written consent, instructions and possible side effects of the medication.
- Medication form is reviewed by a staff member.
- The medication is in its original packaging or prescription bottle.
- All medication administration will be documented.

If any errors in medication administration occur:

- Any emergency medical treatment will be sought.
- Parent will be contacted and a plan made.
- Incident will be documented.

### **Special Health Conditions**

Some children may need medicine that requires special administration like a child with a severe allergic reaction might require epinephrine through injection or a child with asthma may need emergency help with a bronchodilator. In these circumstances the ELC will work with the parents and the child's health care provider as a team to develop a health plan and obtain any necessary specialized instruction and support.

## Illness Policy

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 Early Learning Center as described in the Signs and Symptoms of Illness Chart (Appendix A) of the Child Care Licensing Regulations.

[http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/CBCCPP\\_Regulations\\_FINAL.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/CBCCPP_Regulations_FINAL.pdf)

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

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 and complete an injury report for the parent that will be placed in the family mailbox.

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.

## **Footwear**

Children need to wear comfortable shoes that fit their feet and promote their ability to walk, run, and play and protect feet. Flat soled, treaded shoes that stay on their feet when walking, running and climbing are meant for this purpose. Every child is different, please observe your child wearing his/her shoes to make sure s/he can safely be active and check periodically for fit.

Certain types of footwear can be dangerous to young children's still developing feet and ankles. Shoes such as patent-leather "party" shoes, platforms, clogs/crocs without a back strap, and flip flops 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 building. 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. The ELC staff will apply sunscreen before going out in the afternoon. Parents will be asked to sign a Sunscreen Permission Slip each year. Parents are welcome to bring their own sunscreen for their child to use if they wish.

## **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 are provided for infants. Please bring a sheet from home. Please bring a small sleeping bag for Toddlers and Preschoolers. All bedding should be brought home each week for laundering. 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.

## **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 local community.. These always include an appropriate ratio of adults to children. If car/van or the city bus 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 in private vehicles. Parents are always welcome on field trips and we will ask for parent volunteers to drive their vehicles on field trips when necessary.

## **Parent Involvement**

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.

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, 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. Parents and staff members often serve as resources for each other. We are happy to answer questions or provide resources on specific topics and we appreciate hearing parent suggestions and ideas.

The Early Learning Center hosts or participates in family and community events throughout the year. These may include pot-luck dinners, community parades, breakfast at the Center, parent workshops, and other events.

## **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 Early Learning 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.

Payment should be made to Saint Michael's College and mailed to Laurie Savage, 1 Winooski Park, Box 274, Colchester, VT 04539

## **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 him/her 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. If no one answers the phone, please leave a message. 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 the Department of Children and Families Services and the State will conduct an investigation.

In the event that any employee (including work-study students) of Saint Michael's College Early Learning Center is accused of child abuse, the accused employee will be suspended from work (with pay) pending an investigation by the Department of Children and Families in accordance with their usual procedure.

## **Act 166**

Act 166 is a program to provide State funding for 10 hours per week of early childhood education to 3 and 4 year olds. A child must be 3 years old by September 1 to qualify for this program. Applications are made directly to the school district in which the child lives. The amount is specific to the school year and will be decreased if the application is received after the school year begins. The total amount funded is divided over the 10 months of the school year and you may deduct that amount from your tuition for the months of September through June. July and August have no deduction.

## Center Operations

### **Arrival**

The Center opens at 7:30 a.m. Staff arrive early to prepare the center for the day, 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 and putting their lunches 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. All children must be visually supervised at all times. Other safety practices include careful parking and driving and having only adults open the doors at the Center.

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 sign-in / sign-out sheet in each room. Please make sure to sign your child in and out.

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 or for more details to discuss with your child 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. Sign out on the attendance sheet and let a teacher know that your child is going home for the day.

## **Parking**

There are parking areas in several locations on either side of our building. Some safety practices include:

1. Avoid parking at the end of the sidewalks
2. All children should be well supervised at all times
3. Walk in front of non-moving cars so that you and your child are clearly visible to the driver.
4. Turn off your engine.
5. Do not leave any children unattended in a vehicle.
6. Enter and exit the building with your child, only adults may open the doors.

## **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 your child is enrolled in the public pre-k funding program their attendance is tracked and submitted to the local school district. Due to the fact that you are receiving state funding, it is required that all absences are properly tracked and reported. If your child is out on average of one day per week each month, you are risking losing those funds. If your child is out for two weeks or more on any given time during the public school year calendar, you will lose funding for that duration of time. This applies only to your scheduled days and the days your public school is in session.

## **Security**

The front door to the center is locked during the day. Each family will receive a unique code to unlock it. St. Michael's College employee ID cards will be activated to unlock the door. These will work between 7:30 am and 5:15 pm. Please do not give the code to your child or allow your child to open the door.

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 18 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. Email is sufficient. 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. Staff members assist children in exiting the building. A classroom teacher brings the attendance sheet and a first aid kit. After exiting the building, everyone meets in front of the building and attendance is taken. In case of inclement weather, we will meet at the Elly Long Music Center

## 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 and in-service/restructuring days:

- New Year's Day
- Martin Luther King Day – In-service
- 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
- In-service – mid-May
- Memorial Day
- Independence Day
- The third Thursday and Friday in August are "Restructuring Days" so that teachers can get the new spaces setup.
- Labor Day
- 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.
- Thanksgiving Day, the day after, and the day before
- Christmas Day
- The week between Christmas and New Year's (a calendar of the days closed for Christmas Break will be provided in November)
- Any other days given by the College.

Snow days are extremely rare and occur only when Saint Michael's College closes. In this instance, the Early Learning 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. It is suggested that parents call first before making a decision to come to the center.

## **Center Administration**

The Early Learning Center is under the administrative purview of the Vice President or Director of Human Resources at Saint Michael's College who is also responsible for the evaluation of the Center director.

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.

### *Parent Board*

The Early Learning Center at Saint Michael's College values the input of families inside and outside of the classroom. As such the Early Learning Center maintains a Parent Board made up of the Director of the Center and parents/guardians from each classroom (both employees/non-employees of the College). The Parent Board is a group that is invested in supporting the Early Learning Center, including the Director, teachers, and the children; and works with the leadership of the center to plan events, help with communication, and bring new ideas to the center. The Board meets monthly at a time convenient for members. Please feel free to reach out to any member with general questions, ideas, or concerns.

Board functions include:

- Community building between and among families and staff of the Early Learning Center
- Assisting with communication between families and the Center
- Reviewing technology and ways to streamline processes with Director
- Supporting teachers and the Director with center-based initiatives, ideas, and programs

## Saint Michael's College Early Learning 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 nutritious lunch including, but not limited to, a protein, vegetable and a fruit. milk or water is provided by the Center.

Filled bottles, ready to feed, individually labeled with infant's name, for babies (to be taken home at the end of each day)

Burp Cloths (for babies)

Two extra sets of weather appropriate clothing (tops, bottoms, underwear, socks)

Inside footwear for everyday use.

Hat, mittens, snow pants, warm boots in the winter

Rain jacket, Rain pants/suit, rain boots in the spring (highly recommended as we often go outside in the rain, explore puddles & embrace the mud)

Sun hat and sunscreen (if you prefer a brand other than we provide) in the summer.

Bathing suit and towel in the summer for use in the wading pool/sprinkler or swim diaper.

Diapers and wipes if necessary.

Diaper cream/ointment, cornstarch, powder, lotion, etc. as desired (please fill out medication form)

Small Blanket and pillow if used for sleeping, for Toddlers and Preschoolers

Sleep sack and small Port-A-Crib or Pack And Play sheet for babies

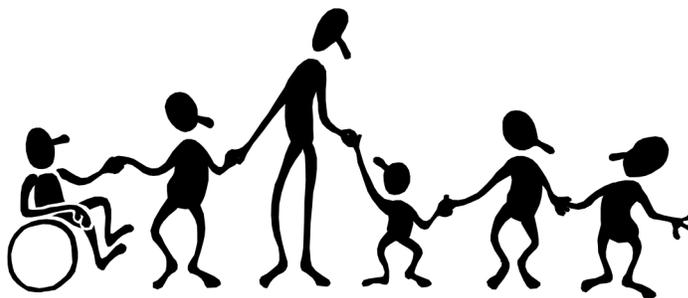
Small sleeping bag for Toddlers and Preschoolers

Attachment item per child's preference.

Picture of child and family to share (will be laminated)



# EARLY LEARNING CENTER ENROLLMENT FORMS



Dear Families,

Welcome to the Early Learning Center. Enclosed you will find an array of enrollment forms. Please take the time to share as much information as possible about your child. We use this information to aid us in getting to know you and your child(ren).

It is our belief that a warm, responsive environment lends itself to learning. We take great care in creating a safe, loving and developmentally appropriate setting. We believe it is imperative that we form strong bonds with children and their families and that everyone feels welcome in our center. We will keep open communication with your family and invite you to participate in the your child(ren)'s early learning.

Our staff is excited to welcome you! All staff members assist in the care of your child, however each family is paired with a primary caregiver. This person will act as a first point of contact at the center and be responsible for your child's formal assessments throughout the year.

We understand that this is a big step in your lives whether it is the first time your child is entering a center setting or if they are coming here from other care. We want support you in any way possible. Please feel free to ask questions and visit. We look forward to meeting each of you and getting to know all of you!

Sincerely,  
The Staff at the Early  
Learning Center

**Early Learning Center  
Information Sheet**

1. Child's Name: \_\_\_\_\_ Nick Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_  
Address: \_\_\_\_\_

2. Parent/Guardian's Name: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
Place of Employment: \_\_\_\_\_  
Work Address: \_\_\_\_\_  
Work Phone: \_\_\_\_\_  
E-mail? \_\_\_\_\_

3. Parent/Guardian's Name: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
Place of Employment: \_\_\_\_\_  
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
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Name of child's Health Care Provider: \_\_\_\_\_ Office Phone: \_\_\_\_\_

Health Care Provider's Address: \_\_\_\_\_

Child's Dentist \_\_\_\_\_ Office Phone: \_\_\_\_\_

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

Name	Phone
_____	_____
_____	_____
_____	_____

8. Is there anyone not allowed to pick up or have contact with your child?

Name

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Early Learning Center  
Infant Information Sheet**

Infant's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Feeding:

Is your child breast-fed? \_\_\_\_\_ Bottle-fed? \_\_\_\_\_ Does he/she use a cup? \_\_\_\_\_

Please describe your baby's eating habits/appetite: \_\_\_\_\_

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Please list any concerns you may have around feeding: \_\_\_\_\_

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What are your baby's favorite foods? \_\_\_\_\_

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Does your baby have any food allergies or dietary restrictions? \_\_\_\_\_

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(Please provide necessary documentation from a medical professional.)

What do meal times look like with your baby/family? (Ex. Fed in lap/high chair, eat with utensils?)

Please describe a typical daily menu for your baby: For infants not yet eating solids, list amount and frequency

Breakfast: \_\_\_\_\_ Time: \_\_\_\_\_

Lunch: \_\_\_\_\_ Time: \_\_\_\_\_

Dinner: \_\_\_\_\_ Time: \_\_\_\_\_

Snacks: \_\_\_\_\_ Times: \_\_\_\_\_



Sleeping:

Describe a typical nap/night routine with your child: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How long does your baby sleep at night? \_\_\_\_\_ Night waking? \_\_\_\_\_

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

Diapering:

Describe diapering with your infant: \_\_\_\_\_

Are disposable or cloth diapers used? \_\_\_\_\_ Rashes occur? \_\_\_\_\_

Ointment/creams used? \_\_\_\_\_ (If yes, please fill out the OTC Ointment & Medication Form

Any additional information about diapering? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Toddler / Preschooler Information

Child's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

### Eating:

Please describe your child's eating habits/appetite \_\_\_\_\_

\_\_\_\_\_

What are your child's favorite foods and dislikes? \_\_\_\_\_

\_\_\_\_\_

Does your child have any food allergies or dietary restrictions? \_\_\_\_\_

\_\_\_\_\_

Please provide necessary documentation from a medical professional.

Please list any additional information about your child around eating: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Sleeping:

Does your child become tired during the day or nap at home? \_\_\_\_\_

When & how long? \_\_\_\_\_ Routine? \_\_\_\_\_

\_\_\_\_\_

How long does your child sleep at night? \_\_\_\_\_ Night waking? \_\_\_\_\_

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

Please list any additional information about your child around sleeping \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Toileting:

Please describe toileting with your child: (Potty chair/adult toilet? Level of independence;

Diapers used at naptime? Indicators of needing to go? \_\_\_\_\_

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How do you support your child when s/he feels anxious about toileting, including accidents? \_\_\_\_\_

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Are disposable or cloth diapers used? \_\_\_\_\_ Rashes occur? \_\_\_\_\_

Ointment/creams used? \_\_\_\_ (If yes, please fill out the OTC Ointment & Medication Form)

Any additional information about diapering? \_\_\_\_\_

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**Early Learning Center  
Health Information**

**Please include a copy of your child's immunization record with these forms and bring in a new copy whenever new immunizations are administered. The same for Well Care Exams, including information regarding any medical conditions and current height and weight.**

Does your child have special medical, developmental, emotional or educational needs?

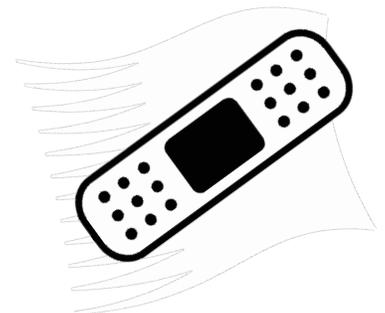
Does your child receive outside support from any agencies to which we could assist in accommodating here at the Center?

Does your family require accommodation for accessibility?

Has your child had any pre-existing or existing serious injuries, illnesses, or operations?  
If so when?

Does your child have any known allergies? (For example, insect bites, food, eczema, medicine, etc.)? Please list reactions:

Please list any current prescribed medication or emergency medication:



**Early Learning Center  
General Information**

Please describe your child:

What is the child's native or home language(s)?

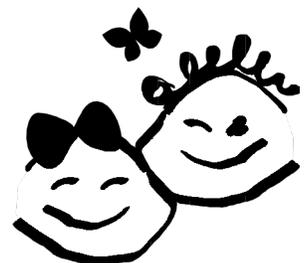
What are your child's favorite interests & activities?

Would you like translations services for your family?

Is there information about your family composition or household members that you would like to share?

If you'd like, please share any cultural or religious holidays that your family observes:

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



### **General Information (continued)**

Has your child previously been cared for outside their home?

What strategies does your child use to cope with difficult emotions/situations?

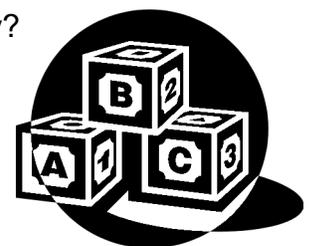
Does your child have any dislikes or fears? What approaches do you use to support your child?

Does your child have any behaviors that concern you?

What would you like your child to gain from this educational experience here at the Early Learning Center?

Would you like to participate in your child's learning by extending any special talents or skills? (play a musical instrument, woodworking, cooking/baking, art activities, juggling, sewing, gardening, etc.)

Is there anything else you would like us to know about your child/family?



### Informed Consent – Transportation

I grant my informed consent for my child \_\_\_\_\_ to participate in field trips with the Early Learning Center program.

\_\_\_\_\_ It is my understanding that my child will be transported on the city bus/public transportation with direct supervision.

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

I understand that the children in the vehicle shall not be left unattended or unsupervised at any time.

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

For parents who volunteer to help transport children on a field trip:

I, \_\_\_\_\_, state that I am the owner of the vehicle in which I will be transporting children and it is safe and in good repair. I can take my child and \_\_\_\_\_ additional child(ren) in my vehicle.

Please submit a copy of your drivers license, registration and proof of insurance.

\_\_\_\_\_  
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 in ratios according to state licensing regulations.

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

**Informed Consent  
Early Learning Center**

I grant my informed consent for my child \_\_\_\_\_ to participate in the Early Learning 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 member 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 (scrapes, splinters, etc.) I understand that the Center staff will perform routine hygienic measures, such as washing wounds and applying band-aids.
3. In cases requiring the attention of a physician 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 physician 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.

Name of insurance company \_\_\_\_\_ Policy number \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

**Enrollment Agreement  
Early Learning Center at Saint Michael's College**

I, \_\_\_\_\_, agree to enroll my child, \_\_\_\_\_, in the Early Learning Center on the following weekly schedule M T W H F (please circle days of attendance) starting on \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. 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 the Early Learning Center's holidays or other days closed. I agree to give the Early Learning 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 Early Learning 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/Guardian Signature

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

**Early Learning Center at Saint Michael's College  
Consent for Release of Information  
Act 166**

Local Supervisory Union or School District \_\_\_\_\_

Child's Name \_\_\_\_\_

I give permission to the Early Learning Center at Saint Michael's College to give and receive information about my child, \_\_\_\_\_, to the Local Supervisory Union or School District named above. I understand that the information will be used for the benefit of my child's educational program.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Photographs and Videotaping

Children are photographed or videotaped at the Center for a variety of uses. Internal uses include children's portfolios tracking developmental progress, newsletters, documentation, private classroom blogs, recording activities and events, photo albums for the Center, staff, students and other children. External uses include news reports on the Center by local newspapers or television stations, and the ELC 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.

- |  |   |
|--|---|
| <input type="checkbox"/> Portfolios, activities and events | <input type="checkbox"/> Private classroom blog               |
| <input type="checkbox"/> Photo albums                      | <input type="checkbox"/> Text Message (from ELC Staff member) |
| <input type="checkbox"/> Newspapers and TV stations        | <input type="checkbox"/> Newsletter                           |
| <input type="checkbox"/> Website                           | <input type="checkbox"/> SMC Student Projects (no media)      |

Comments \_\_\_\_\_  
\_\_\_\_\_

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

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_



Early Learning Center at Saint Michael's College

Medication Administration Form

Child's full name \_\_\_\_\_ Today's Date \_\_\_\_\_

Name of medication \_\_\_\_\_ Child's Birthdate \_\_\_\_\_

Reason for medication \_\_\_\_\_ Child's current weight \_\_\_\_\_

Dose \_\_\_\_\_ Route \_\_\_\_\_

Time to give medication \_\_\_\_\_

Storage Instructions \_\_\_\_\_

Additional instructions \_\_\_\_\_

Start date of medication \_\_\_\_\_ Stop date \_\_\_\_\_

Known side effects of medication \_\_\_\_\_

Plan of management of side effects \_\_\_\_\_

Prescribing Health Professional's Name \_\_\_\_\_

Health Professional's phone number \_\_\_\_\_

Pharmacist who filled the prescription \_\_\_\_\_

Pharmacist's Phone number \_\_\_\_\_

I hereby give permission for the ELC to administer medicine as prescribed above. I also give permission for the ELC staff to contact the prescribing health professional about the administration of this medicine. I have administered at least one dose of medicine to my child without adverse effects.

Parent or Guardian Name \_\_\_\_\_

Parent of Guardian Signature \_\_\_\_\_

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Additional notes:

## Medication Log

Child's Full Name \_\_\_\_\_

	Day 1	Day 2	Day 3	Day 4	Day 5
Medicine					
Date					
Time given					
Dosage/amount					
Route					
Staff Signature					

	Day 6	Day 7	Day 8	Day 9	Day 10
Medicine					
Date					
Time given					
Dosage/amount					
Route					
Staff Signature					

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Medication **returned** to parent/guardian  
 Date \_\_\_\_\_ Parent/guardian signature \_\_\_\_\_ Staff signature \_\_\_\_\_

Or  
 Medication **disposed** of  
 Date \_\_\_\_\_ Staff signature \_\_\_\_\_ Witness signature \_\_\_\_\_

## Permission to Return to Group Care

Date \_\_\_\_\_

Your child, \_\_\_\_\_ is being sent home today with fever 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 health care provider, and his or her diagnosis is that your child can return to group care at an earlier time, please have the health care provider fill out and sign this form.

Illness:

Date and time seen:

Earliest date and time child may return to group care:

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Health Care Provider's Signature

\_\_\_\_\_  
Date