



WINSTON PROUTY
Center for Child Development

Early Learning Center

Family Handbook

updated 10/2009

20 Winston Prouty Way, Brattleboro, Vermont 05301

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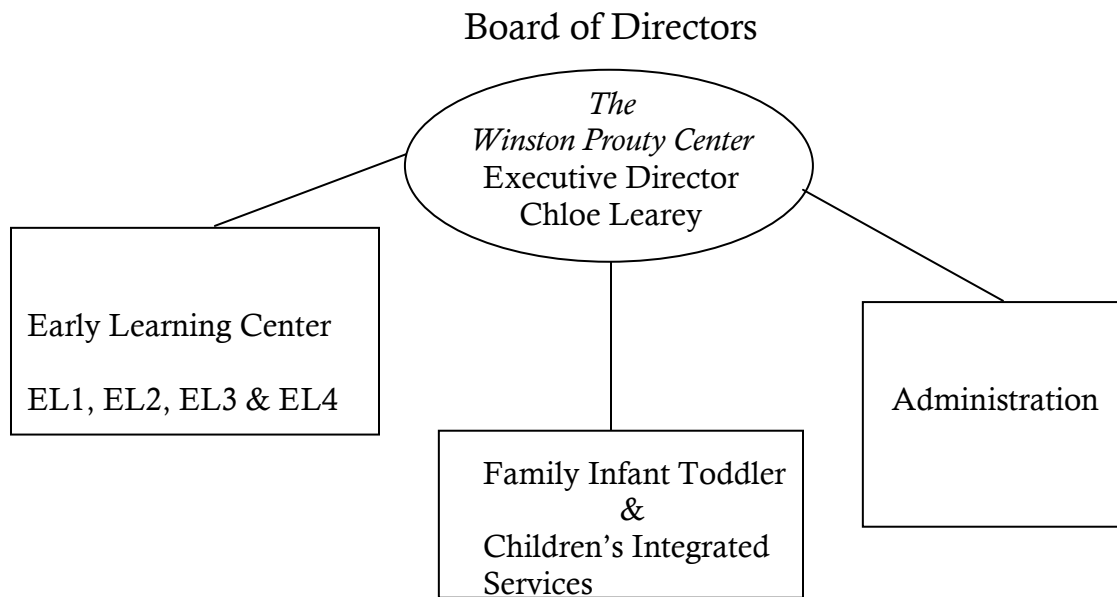
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I. INTRODUCTION

The Winston Prouty Center

Mission Statement

The Winston Prouty Center for Child Development provides inclusive education and family support to promote the success of children and families.



History

[The Winston Prouty Center for Child Development](#) provides inclusive education and family support to promote the success of children and families. The Center has two distinct yet connected programs, the Family Infant Toddler Program and the Early Learning Center.

The Early Learning Center was established as a child care program in 1986, after the Country Inn Program. It was a redesigned service model of the Children's Country Inn, a temporary residential program for children with special needs. Parents were looking for a program that would allow them to go back to work, care for other children or just have time during the week. The Early Learning Center was designed to provide an integrated setting for young children with special needs by opening the enrollment to children in the community. The program grew over the years continuing the mission to provide an integrated program for preschool aged children. In 1995 the program applied for national accreditation the National Association for the Education of Young Children. At the time very few child care programs in Vermont were accredited. Since that time the center has maintained the standard of child care excellence for continuous accreditation.

The Family Infant Toddler Program (FIT) supports infants and toddlers (birth to three years of age) with a measurable developmental delay or a medical condition that may lead to a developmental delay. The purpose of the program is to provide guidance to families as they support their child's development. Services are provided in settings natural to the child's daily life using play based intervention techniques. The program is funded through Part C federal funds, Department of Education contributions, state general funds, Medicaid and in-kind services.

FIT provides services to the Windham Agency of Human Services region, providing services to children within the Windham Southeast, Southwest and Central school districts. We can assist referrals to services beyond our region, county or outside Vermont.

Children's Integrated Services (CIS) is an initiative by the State of Vermont to combine services to families who are pregnant and/or have young children. Currently, FIT works with Healthy Babies Kids and Families, Infant Child Guidance (early childhood mental health) and other partners to streamline these services.

Early Learning Center Classroom Phone Numbers

EL1 257-2101 Ext. 20

e11@winstonprouty.org
heimer.susan@gmail.com

Susan Heimer Ext. 20
Abby Clarke Ext. 42
Shoshanna Brady Ext. 54

EL2 257-2101 Ext. 18

e12@winstonprouty.org

Beth Weissman Ext. 46
Kathy Wright Ext. 51
Kim Jacques Ext. 48

EL3 257-2101 Ext. 17

e13@winstonprouty.org

Lynne Call Ext. 41
Alfred Hughes, Jr. Ext. 47

EL4 257-2101 Ext. 22

pre@winstonprouty.org

Pauline Dean Ext. 40
Bob Havens Ext. 44
Music Enrichment Coordinator

Please note that if you need immediate assistance after the office is closed, especially about a pick-up, and the classroom isn't answering their phone, please call the Early Learning Center automated line at 257- 2101 and choose ext. 23. This rings to a portable phone that ELC Staff bring with them onto the playground.

Philosophy

The staff at the Center believes that every child is a unique and special person. It is our belief that children who are educated in an environment that includes children of all abilities will benefit from the experience, and typically developing children have at least as much, if not more, to learn from their peers with special needs. The program is designed to look at each child's needs, to create an environment where children learn active participation and interaction with adults and other children as we work towards building a community where everyone belongs. It is our goal that each child will:

- ❖ Feel secure in the school setting;
- ❖ Develop an awareness of himself/herself as an important and unique person;
- ❖ Develop social skills in relationships with both adults and peers;
- ❖ Learn to resolve conflicts with increasing confidence and independence;
- ❖ Increase communication skills, including language;
- ❖ Develop large and small motor skills;
- ❖ Explore and create freely in an environment that accepts individual learning styles and interests;
- ❖ Learn to think independently and make logical connections.

Program

In a caring and supportive setting, there are daily opportunities for each child to experience socialization and to increase awareness of the world through dramatic play, artistic creation, music and movement, mathematical comparisons, scientific experimentation, food and cooking, sensory play, and social studies. There are periods of both active and quiet play, and times for group activities as well as for individual "free" play. There are many opportunities to socialize, explore cultural differences, and to investigate science and math concepts. Healthy snacks are provided in both morning and afternoon sessions.

Our program is informed by Emergent Curriculum. A variety of materials are available for all age groups. Children are given opportunities to choose which activities they wish to participate in and choice in how they use them. Teachers help children to expand on their individual choices, encouraging them to use materials in new and different ways. We feel that child-directed learning provides the most meaningful experience.

Working in conjunction with ELC teachers, children with special needs may spend time with their Service Providers in the class. It is important that the service provided fits into the classroom in a way that includes other children and makes sense with the curriculum.

Family Participation

Two formal conferences are recommended every year; parents may schedule more as the need arises. Families are encouraged to participate in their child's program as much as possible. Parents are welcome to observe children in the classroom setting, to accompany the class on field trips or just stop by for snack or lunch. Family events are scheduled throughout the year. Parents may also join the Winston Prouty Center Parent Advisory Committee. We ask each family to complete a total of 10 Parent/Volunteer Hours for the year as part of our community building. As the year begins, events and projects will be posted in the classrooms for volunteer hours. Please feel free to inquire or discuss possible projects and/or classroom participation.

Drug and Smoke-free Environment

The Winston L. Prouty Center, by being an agency that deals with Federal contracts and grants, must comply with the Drug Free Workplace Act. The Center and the surrounding property is a non-smoking environment.

WINSTON PROUTY EARLY LEARNING CENTER CURRICULUM

(revised 2/2009)

EMERGENT CURRICULUM

Children learn by doing. It is through this active involvement with their environment that they are able to make sense of the world around them. They learn by observing what happens when they interact with materials and with other people. By interacting with their physical environment and their social environment they continually broaden their frame of reference. The richer the environment, the more opportunities for children to learn by doing: to learn by interacting with materials and people, and to act upon the environment in a concrete, first hand manner.

The curriculum of the Early Learning Center is based on the cognitive discovery approach to learning with an emphasis on learning through play. We follow the guidelines and recommendations set by the National Association for the Education of Young Children (NAEYC) through whom we are accredited, and our curriculum is linked to the Vermont Early Learning Standards. Our program reflects an integrated curriculum, recognizing the importance of interactive learning, in which each activity provides objectives in several domains of development. Our primary focus is the child's social-emotional development, physical development, and intellectual development. We work to develop the whole child. The children are actively encouraged and challenged to explore areas of learning for which they are developmentally ready. The best avenue to learning at this age is through play and manipulation of concrete objects. We promote an active and inquisitive approach to learning with the children's own interests being the provocations for projects or themes pursued in the classroom.

This philosophy of emergent curriculum is implemented in all four classrooms with adjustments made to suit the different ages. The curriculum allows the teachers to develop concepts in a variety of ways. Teachers collaborate on planning and also seek collaboration with families and the community to find source materials for curriculum enrichment. Staff has taken workshops and studied ways we can incorporate many of these ideas into our own work with children, particularly incorporating portfolios, appreciating the richness of the community around us, and revisiting prior projects to scaffold learning.

The goals and objectives of the Early Learning Center curriculum guide ongoing assessment of children's progress. Using both formal and informal assessment tools, children are individually evaluated on their own progress and in relation to their appropriate developmental age.

SOCIAL STUDIES AND CULTURAL DIVERSITY

The Winston Prouty Center has always maintained a clear focus on the original mission of service to children with special needs and their families. The Prouty Center is proud to be a place where differently-abled individuals are welcomed. This has been found to be advantageous for *all* children who benefit from developing tolerance and understanding of each other.

In addition to the center's focus on special needs, attention is given to avoiding sexual stereotyping. All children are encouraged to participate in every kind of play and a selection of books and materials are provided to promote gender equality.

Biases and attitudes about people are formed very young. The center believes in providing a multicultural curriculum with posters, books, activities, and materials to promote awareness and positive attitudes towards diversity, gender equality, and people with disabilities. The center is committed to respecting and accepting the cultural differences of families and staff.

Social and cultural diversity is incorporated in all areas of the curriculum with an emphasis on using our own greater community to help children understand their connection to their community. Ways this is achieved is through learning about other people and how they live, and by learning about geography by exploration and appreciation of various physical environments, especially their own. Children learn to respect their classroom environments through participation in their own rule making. Children demonstrate their understanding of social studies through communication, artwork, music and dramatic play.

Goals

The goal of the social studies and cultural diversity curriculum is to promote and encourage children's self awareness, sensitivity to others, development of social interaction skills and awareness of the outside world through the study of themselves, those close to them, and the greater community.

Areas of Exploration (including, but not limited to)

self concept: physical, emotional, and social

family

neighborhoods

people and their workplaces

people and their customs

languages

stories and photographs: traditional, historical and cultural

exploring features that make where they live unique / geography / weather

understanding rules

Sample Resources and Materials

books

videos

field trips

maps

music

pictures and posters

visiting guests

art and craft materials

dance

flannel board / puppets food

dramatic play props

SCIENCE

Children are, by nature, acute observers and eager explorers of their world. Early science experiences help young children develop the ability to observe the world more keenly. These experiences are integrated whenever possible and are developmentally appropriate across the whole early childhood curriculum.

Science in the ELC is related to themes of study and is often sparked by individual interests and experiences. Science concepts are introduced, examined and organized using both process and creative approaches. Children are encouraged to use all their senses as they explore experiment, observe, describe, differentiate and categorize various physical phenomena. Language development is encouraged and reinforced as observations are described and compared. Paintings and drawings, play dough models, and allowing young children to record their experiences are effective ways to reinforce learning for young children.

Goals

Goals are the development of positive attitudes toward science, along with an interest in and recognition of the diversity of the natural world.

Areas of Exploration

<i>water</i>	<i>animals</i>	<i>dinosaurs</i>
<i>sun / light / heat</i>	<i>cooking / nutrition</i>	<i>magnets</i>
<i>bones</i>	<i>birds</i>	<i>prism / color</i>
<i>health / hygiene</i>	<i>sound</i>	<i>rocks</i>
<i>bubbles</i>	<i>insects / spiders / worms</i>	<i>sea life / seashore</i>
<i>shells</i>	<i>pets</i>	<i>plants</i>
<i>seasons</i>	<i>weather</i>	<i>gardening</i>

Resources and Materials

<i>magnifying glasses</i>	<i>microscopes</i>	<i>mirrors / periscope</i>
<i>shells and coral specimens</i>	<i>water and sand</i>	<i>models of animals</i>
<i>cooking utensils / ingredients</i>	<i>eyedroppers</i>	<i>seeds</i>
<i>games</i>	<i>community visitors</i>	<i>puzzles</i>
<i>prisms</i>	<i>kaleidoscopes</i>	<i>bones and skulls</i>
<i>field trips</i>	<i>posters</i>	<i>live animal visitors</i>
<i>tools such as plastic tubing</i>	<i>reference books</i>	<i>magazines</i>
<i>sensory tables (birdseed, rock salt, etc.)</i>		

MATH

Mathematics can be defined as a way to structure experiences to form ideas and concepts about quantitative, logical and spatial relationships between things, people and events. Mathematics is also a discovery of relationships and an expression of relationships in symbolic form such as numbers, diagrams, and graphs. Questions that the children and teachers pose themselves lead to problem solving.

In our program our goal is to enable children to use math through observation, manipulation, exploration, and discovery. Math activities are integrated with other relevant projects such as science, art, music, and social studies. Math skills are acquired through spontaneous play with toys and objects that invite sorting and counting, projects such as sorting materials, creating sequences for art designs or stringing beads, and situations of daily living such as measuring and weighing sensory materials or ingredients for baking. Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems.

Goals

Toddlers-- Goals are the introduction to the following concepts:

free exploration: exploring the potentials and limitations of various materials.

sorting and classifying: matching likenesses and recognizing differences between objects grouped accordingly.

concepts of number:

- 1) understanding of quantity
- 2) one to one correspondence
- 3) rote counting

Preschoolers--Goals are the introduction to the additional concepts:

patterning: recognizing, describing, extending and creating a wide variety of repetitious sequences.

seriation: arranging objects in a sequence based on a difference in the degrees of some quality such as size, texture or shading.

graphing: organizing data in a systematic visual way in order to discover patterns.

concepts of number:

- 4) recognizing numerals
- 5) matching quantity to number symbols
- 6) problem solving

measuring: beginning to determine how much and how far, and attributes of length, size and weight.

spatial relations: developing and understanding the relationships of objects in space.

concepts of time: understanding of routine, before and after, sequence of events, calendar, and holidays.

Experiences (including but not limited to)

<i>observation</i>	<i>free expression</i>	<i>manipulation of concrete objects</i>
<i>active involvement</i>	<i>repetition</i>	<i>cooperative work</i>
<i>questioning</i>	<i>problem solving</i>	<i>rote counting</i>

Sample Materials

<i>pattern blocks</i>	<i>dice</i>	<i>one inch cubes</i>	<i>ceramic tile mosaics</i>
<i>Geoboards</i>	<i>variety of counters</i>	<i>attribute blocks</i>	<i>counting bears</i>
<i>counting pegs</i>	<i>Cuisenaire Rods</i>	<i>mosaics</i>	<i>abacus</i>
<i>geometric puzzles</i>	<i>shape sorters</i>	<i>manipulatives</i>	<i>beads</i>
<i>various games</i>	<i>balances and scales</i>	<i>measuring cups</i>	<i>measuring spoons</i>

ART/AESTHETICS

Art is primarily a method of self-expression. Through art children learn to feel good about themselves, and they also think about and refine their physical skills. The arts stimulate children to use words, manipulate tools and media, and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing. Art is integrated into all areas of the ELC. Children's art is prominently displayed to encourage appreciation and opportunities to converse about their work. The ELC does not encourage coloring books, dittos, or similar adult directed materials. Instead it agrees with the position held by the National Association for the Education of Young Children that children need more free-form opportunities to use their imaginations, experiment, and express their individuality.

Goal

The center is dedicated to the concept of process oriented art as a creative, social, and fine motor activity central to toddler and preschool development. It is our goal to strive for an environment that fosters the arts and allows children to learn to appreciate the contributions and works of others that reflect different experiences, cultures and views.

Experiences (including but not limited to)

learning to identify the properties of materials
identifying colors and textures
observing cause and effect
fostering imagination
encouraging experimentation
labeling shapes and objects
learning to cooperate (group murals, sharing materials)
experiencing pride, confidence and self expression
developing planning skills
asserting independence with projects
practicing fine motor skills (pre-writing)
coordinating eye and hand movements
encouraging familiarity with common art mediums
appreciating and respecting the work of others
appreciating classic art objects, photographs, and works of art

Sample Materials

<i>paper</i>	<i>kitchen and laundry items</i>
<i>brushes</i>	<i>household items</i>
<i>painting tools</i>	<i>craft items: glitter, pipe cleaners, easel</i>
<i>glue and paste</i>	<i>paint and finger-paint</i>
<i>scissors</i>	<i>crayons and markers</i>
<i>items from nature</i>	<i>chalk, clay and play dough</i>
<i>sewing items, fabrics</i>	<i>fine art reproductions</i>

MUSIC

Music is one of the most enjoyable elements of an early childhood program and the Winston Prouty Center provides a great assortment of musical experiences. Children learn to hum, sing, and create their own rhythms and chants. They respond to music with their whole bodies. As they develop coordination they sway, dance, bounce up and down, clap hands and stamp their feet to music. They use all kinds of objects as rhythm instruments to create their own music.

Music affects children's moods. For example comforting music helps them relax, and lively music invites parading and dancing. Listening skills and vocabulary are fostered and movement experiences enhance physical coordination. Song lyrics contain features such as rhyme and repetition that help children eventually make the link from oral to printed language.

The center plays a range of world music believing that such exposure can begin a young child's journey of discovery into an understanding of other cultures. Exposure to classical music, jazz and other genres is also included with different activities.

Musical explorations and learning happen formally in each classroom on a weekly basis. Additionally musical transitions and games occur spontaneously throughout the day to facilitate changes in routine and to make movement from room to room a more consistent experience. Singing is a vehicle for community awareness. All classrooms gather for regularly scheduled "All School Sings."

Goals

It is the goal of the music program to allow many opportunities for creative self expression, enjoyment and appreciation.

Resources and Materials

space to dance

headphones

CDs

records

tapes

guest performers

rhythm instruments

piano/guitar

song books

homemade instruments

ribbons and scarves for dancing

MOVEMENT

The Winston Prouty Center believes that if we want children to be healthy and active we must concentrate on the physical aspects of learning as well as the mental aspects. Studies by Piaget (1952) and others suggest that because a child's earliest learning is based on motor development, so too is subsequent knowledge. Furthermore movement is a joyous form of self expression and it establishes relationships between mind and body. Leland Clark, visiting professor at Wheelock College, reminded us that movement engages both right and left brain hemispheres, leaving children more receptive to other learning.

Movement is an especially important part of the curriculum for a school that includes educational plans for children with special needs. Gross and fine motor instruction is crucial for those children whose physical development is delayed, but it benefits all the children, especially those who are predominately kinesthetic learners, building strength and stamina, balance, awareness of body space, control over speed and direction, and increased awareness and control of tools.

Movement is done in large group, small group, and individual sessions using structured instruction as well as activities and games and by employing musical and rhythmic aides and by encouraging use of our materials and indoor and playground gross motor equipment.

Goals

It is the role of the movement program to incorporate recommended therapies for the children with special needs with activities that all can enjoy. It is the goal of the program to allow children to explore and incorporate different movement qualities which will contribute to a young child's abilities both emotionally and physically.

Sample Activities and Materials

pretending to sleep on scarves/ dancing with them
shaking rattles, patting, clapping, banging musical instruments
reaching games, parachute play, pushing toys, pulling wagons
throwing balls, stomping and marching games, climbing stairs and equipment
hiding and revealing games with scarves and boxes, jumping on a trampoline
squatting and standing games such as "turn around and touch the ground"
throwing and catching feathers or bubbles to explore gentle qualities
pouring and emptying games, chasing and catching games, start and stop games
(examples of these are "Tag," "Red Light Green Light," "Simon Says" and "Freeze")
walking on pathways, using hoops, going through tunnels
listening and moving to flowing music, waltzing, making waves, moving in circles, turning
pretending to stir
doing simple yoga
imitating animal actions
swinging, running, hopping, obstacle courses
using outdoor playground equipment to build upper and lower body strength
building eye-hand coordination with a variety of manipulative materials

LANGUAGE ARTS

Communication

The development of communicative competence--the ability to use as fully as possible the wide array of human language skills for expression and interpretation--is strongly influenced by children's experiences and environment.

Interactions with adults play an important role in supporting children's growing ability to communicate. Providing opportunities for children to talk, carefully listening to children and offering well-placed expansions of their sentences to enhance meaning are the most important ways teachers can assist young language learners (NAEYC '97). Teachers recognize the value of encouraging children to represent thoughts and feelings, of sharing ideas and experiences, and of expanding children's vocabulary in the course of play and exploring topics of interest. Children vary greatly in their language abilities, so projects are inclusive for all to be able to participate.

Large group experiences involve opportunities for active participation such as joining in with music and movement. Interactive collaborative activities such as dramatic play and block building provide language promoting opportunities. Teachers promote communication through materials, games or activities that promote communication. In addition, regular notes are sent home to enable child and parent to share in and converse about the experiences the child is having at school.

Goal

It is the goal of the communications curriculum to emphasize oral language development and vocabulary building in an embedded curriculum.

Experiences (including but not limited to)

listening to stories read aloud and enjoying books independently

demonstrating auditory memory and sequencing (rhymes, songs, stories)

demonstrating auditory comprehension and differentiation among spatial and temporal terms and concepts (on, under, before, after, etc.)

demonstrating listening skills during games and in circle time activities

learning to follow multi-step directions and take turns during conversations

using picture boards (for certain types of learners)

learning some simple sign language

learning to incorporate signs and gestures along with some songs and routine

understanding and using new vocabulary and grammatical constructions

Sample Materials and Activities

classroom and library books

song story books (Mother Goose, etc.)

guest storytellers

dramatic play props for stories

puppets

listening games (such as Simon Says)

"embedded curriculum" (day-to-day conversation)

LANGUAGE ARTS (continued)

Literacy

Reading and vocabulary building are integrated throughout the curriculum and are not taught in isolation. Even at the young toddler level, where emphasis is on oral language, (encouraged through embedded curriculum, modeling, and buggy rides and neighborhood walks) conversational opportunities build vocabulary critical for later success. The school seeks to install a life-long love of reading through exposure to literature in a variety of genres. The Prouty Center also works to promote an awareness of the value of reading aloud with adults. For the older children, stories are often developed from the children's ideas. This is done both through illustration and through communication to an adult who may write them down or encourage the child to draw or act them out. Writing is promoted through awareness of the alphabet and of the written word, especially through art, dramatic play, journals, and stories committed to paper with adult help.

We believe it is essential that each child arrive in kindergarten with extensive literacy experiences and excited about learning to read and write.

Goal

It is the goal of the literacy curriculum to provide teaching in an environment that promotes the ability to use symbols to write. It also promotes an interest in phonemic and phonological awareness (associating sounds with letter symbols), book knowledge and appreciation, print awareness, and alphabet familiarity.

Goals and Experiences (including but not limited to)

recognizing the concept that the spoken word can be put into print.
demonstrating an awareness of written language in the environment.
using writing tools to write or represent print, especially letters in own name.
recognizing the alphabet.
demonstrating an emerging interest in the independent application of writing in everyday activities.
visually discriminating similarities and differences between shapes, forms and symbols.
demonstrating visual memory and ability to visually scan left to right.
using forms of early writing
learning the names of some letters and words and own name in print

Sample Materials and Activities

<i>classroom and library books</i>	<i>story stretcher activity themes</i>
<i>guest storytellers</i>	<i>song story books</i>
<i>books with listening tapes</i>	<i>flannel board story pieces</i>
<i>puppets</i>	<i>story board</i>
<i>dramatic play props for acting out stories</i>	<i>board and memory games</i>
<i>art materials, puzzles, etc.</i>	<i>alphabet activities</i>

SELF CARE

All children develop at different paces. Because we are a program with children with special needs, we especially believe in providing support and an environment where each child can build upon individual physical capacities. Through this process children master self-help skills, and gain an awareness of and interest in healthy habits.

Goal

It is the goal of the self-care curriculum to model and provide opportunities for the children to learn about and practice safety awareness, self-help skills, care of personal belongings, respect for the center's materials, healthy habits, and good nutrition.

Experiences (including but not limited to)

dressing

toileting

washing hands

brushing teeth

helping clean up and pick up toys

using role models to teach health and safety (teachers, dental staff, fire fighters, etc.)

caring for personal belongings with personal cubbies, etc.

having healthy practices (such as active play and rest) incorporated into the daily routine

incorporating nutrition and a study of the human body into the curriculum

allowing sufficient time for children to practice self-help skills

Sample Materials

child size equipment (brooms, dustpans, etc.)

personal care items

healthy snacks

hands-on play materials to reinforce children's ideas about health (doctor's kit. etc.)

information posted for parents and staff

SOCIAL/ EMOTIONAL

An enriching and safe environment for children allows them to learn about themselves and other people. Through the building of strong trusting relationships with nurturing adults they come to feel valued and attached to others. They learn about others as they develop and show interest in their peers. They experience caring and cooperation, and try roles and relationships through imitation and pretend play. When presented with engaging and meaningful tasks children gain a sense of achievement, self worth, and positive self-esteem. They feel competent and proud about what they can do, and they are able to assert their independence. As they communicate a broad range of emotions through gestures, sounds, and words, they learn about their feelings. The program helps them learn how to express them in appropriate ways.

Promoting a strong home-school connection and sense of community also builds social and emotional bonds and is integral to a quality program.

Goal

It is the goal of the Winston Prouty Early Learning Center to provide trained staff, encouragement, comfortable physical space, developmentally appropriate materials, a safe environment, acceptance of children as individuals, and partnerships with families to support social and emotional growth.

Experiences

the program provides knowledgeable teaching staff
the program meets all state licensing and NAEYC requirements for health and safety
children use play to discover abilities and learn to cooperate with others
children participate in the maintenance of the classroom environment
children are encouraged to recognize the needs of others and offer help
teachers effectively manage transitions between activities
children's needs, feeling, and opinions are considered and honored
empathy and caring is stressed
teachers help children cope with disappointment, frustration and other strong feelings
rules and routines provide an understandable learning environment
space is provided for children to be semi-apart or with others
children's contributions (art, projects) are displayed and valued
parent conferences are formally set twice a year, informally as needed
family get-togethers are planned
parents and community members are encouraged to contribute in various ways
parent participation on field trips and in classrooms is encouraged
the open door policy for parents is a given
optional home visits with teachers are used, especially for the youngest children

EL1 Daily Schedule

7:30 – 9:30	Free Play
9:30 – 9:45	Clean-up / Wash Hands
9:45 – 10:10	Snack
10:10- 10:50	Circle/Special Activity
10:50 – 11: 20	Outside Time
11:20 – 11:30	Wash Hands
11:30 – 12:00 noon	Lunch Time (family style)
12:00 noon – 12:15	Clean up, brush teeth
12:30 – 2:30	Nap time
2:30 – 3:00	Quiet manipulatives
3:00 – 3:20	Snack
3:20 – 5:30	Outdoor Play/Activities/Pick-ups

*Times are subject to change due to Seasons

EL2 Daily Schedule

7:30 – 9:15	Free Play
9:15 – 9:30	Clean-up / Wash Hands
9:30 – 9:45	Snack
10:00- 10:50	Circle/Special Activity
10:50 – 11: 20	Outside Time
11:20 – 11:30	Wash Hands
11:30 – 12:00 noon	Lunch Time (family style)
12:00 noon – 12:15	Clean up, brush teeth
12:30 – 2:30	Nap time
2:30 – 3:00	Quiet manipulatives
3:00 – 3:20	Snack
3:20 – 5:30	Outdoor Play/Activities/Pick-ups

*Times are subject to change due to Seasons

EL3 Daily Schedule

7:30 – 9:00	Free Activity Time
9:00 – 9:20	Small Group Activity with one teacher/Bathroom Time
9:25 – 9:30	Clean-up Time
9:30 – 9:45	Circle Time and News
9:45 – 10:10	Wash Hands/ Snack/ Set up Mats
10:10- 11:00	Outside Time
11:00 – 11: 20	Story Time
11:20 – 11:30	Wash Hands
11:30 – 12:00 noon	Lunch Time (family style)
12:00 noon – 12:15	Clean up, brush teeth
12:15	Quiet Time with book on mats
12:30 – 2:30	Nap time/Quiet Time
2:30 – 3:10	Bathroom Time/Snack Time
3:10 – 5:30	Outdoor Play/Activities/Pick-ups

*Times are subject to change due to Seasons

EL4 Daily Schedule

7:30 – 9:30	Free Play
9:00 - 9:15	Clean-up / Class Jobs
9:15 – 9:45	AM Snack
9:45 - 10:15	Morning Meeting
10:15 - 10:45	Small Group/Choice Time
10:45 - 11:00	Clean Up/Bathroom
11:00 – 11:30	Outside Time
11:30 – 12:00 noon	Wash Hands/ Lunch Time (family style)
12:00 noon – 12:30	Tooth Brushing/Story Time
12:30 – 2:15	Rest time
2:15 – 2:45	Quiet Activity Time
2:45 – 3:00	PM Snack
3:00 – 4:00	Free Play/Dismissal
4:00 – 5:30	After school Program (combine with other classes)

*Times are subject to change due to Seasons

What Your Child Should Bring to School

Please have your child wear comfortable clothes to school. Remember that children use a lot of messy materials (i.e. paint, play dough, glue, markers, outdoor dirt & sand, foods, etc.). Clothes that you are expecting to use for special occasions may not come home looking the way they used to!

In the interest of exploring and learning, we prefer not to worry about clothing. We also appreciate any effort to keep the clothes simple in terms of their use. Pants that are difficult to unsnap or unzip often result in toileting accidents. Zippers that get caught or are difficult for your child to use do not help them with their independence.

Please send a spare set of clothes to school. These will remain in school and can be used in case of a food or paint spill or other accident.

Please bring a toothbrush and tube of toothpaste clearly marked with your child's name.

We also need you to send a blanket and a sheet (preferably crib size) for rest time. We will wash your child's sheet each week, and the blanket can either be washed here or sent home to be washed. Some children like to have special blankets with them at all times, and these can be used at naptime as well.

Depending on the classroom your child is in, you may be asked to supply a cup, bowl, plate and utensils that can stay at school.

Here are our suggestions for things to bring to serve as your checklist:

- ___ Full set of spare clothing
- ___ Toothbrush and toothpaste
- ___ Blanket and sheet (preferably crib size; we wash sheets weekly)
- ___ Footwear
- ___ Socks
- ___ Jacket
- ___ Raingear
- ___ Snow pants
- ___ Boots
- ___ Hat
- ___ Sunscreen
- ___ Bug repellent (non-aerosol)
- ___ Favorite stuffed animal or blanket

Since each season tends to add to this list, as the seasons change you may want to consider the additional appropriate items such as bathing suits, galoshes, etc.

If things do not return home, please check our Lost & Found boxes (your head teacher can tell you where they are located).

All clothing and personal items should be clearly and permanently labeled in order to keep them from becoming misplaced.

II. POLICIES

**The Winston L. Prouty
Early Learning Center**

**20 Winston Prouty Way
Brattleboro, VT 05301
(802) 257-2101**

**PROVISIONS OF CHILD CARE SERVICES
STATEMENT OF TERMS AND CONDITIONS**

Revised 7/09

The Winston L. Prouty Center agrees to provide child care services under the terms stated below:

1. REGISTRATION

At the time of registration when the contract is signed, a nonrefundable deposit of \$25.00 is required.

2. TUITION AND CONTRACTED TIME

Monthly tuition will be calculated. Each monthly payment is due on the first day of the month before service is provided. Tuition discounts are available based on semi-annual and quarterly payments. Also, for your convenience, we offer direct debit from your checking or savings account. For more information contact the Enrollment Coordinator.

The tuition is calculated according to the signed contract received at the time of enrollment. Tuition is still required for time lost due to the child's illness or family vacation.

3. FEES FOR LATE PICKUP

At the time of registration, you will complete a schedule for your child stating the time of drop off and pick up. Staffing is planned according to the contracted schedule. Parents must drop off and pick up children according to the planned schedule, because of child/adult ratios in the classrooms.

The Center closes at 5:30 p.m. with an exception of Staff Meeting Days.

Staff Meeting Days are held every first and third Wednesday of each month. On these days the Center will close at 4:30.

Parents will be charged a fee of \$20.00 when a late pick up occurs. This \$20.00 charge will be added to your child's account.

There is a \$20.00 charge for every 1-15 minutes late and \$20.00 thereafter for every 15-minute period.

Late Pick Up Fees

1- 15 minutes late	\$20.00
15 -30 minutes late	\$40.00
30 – 45 minutes late	\$60.00
45 – 60 minutes late	\$80.00

4. CHILD'S SCHEDULE

Full time enrollment is limited to 9 hours per day. A change in your child's schedule requires completion of a "Request for Schedule Change", which the classroom staff can provide you. It will be forwarded to the Enrollment Coordinator for final approval. Every attempt will be made to accommodate changes, however, they cannot be guaranteed.

5. FEE SCHEDULE

Effective July 1, 2009:

Schedule	Tuition			
	EL1		EL2, 3, 4	
	Annual	Monthly	Annual	Monthly
5 Full Day	\$9,687.50	\$807.29	\$9,312.50	\$776.04
4 Full Day	\$7,750	\$645.83	\$7,450	\$620.83
3 Full Day	\$5,812.50	\$484.38		

3, 4, and 5 day schedules are available.

Half day placements may be available on an individual basis.

The Center reserves the right to deny services to any parent whose balance goes unpaid for 30 days or more.

6. LATENESS AND ABSENCES

It is important to notify the Center when your child is going to be late or absent from his/her scheduled day. Please notify your child's classroom in advance. Advise us as soon as you know about a planned absence. Please call 257-2101 and leave a message at your child's classroom extension at any hour and at least or within ½ hour of your child's regularly scheduled time. If your child will be arriving more than an hour late or after 9:30 a.m., the classroom teacher may ask that he/she not attend that day due to the disruption in both your child's and the classroom's schedule.

7. INCLEMENT WEATHER

The Center makes every effort to remain open on days of inclement weather; however, there may be days when opening is delayed or closing is early. Please listen to the local radio stations (WKVT and WTSA) after 6:00 a.m. on mornings when hazardous driving conditions may exist.

8. CONFIDENTIALITY

All staff at the Center follows a strict code of confidentiality regarding children and families. We cannot give information about any particular children in the program to observing parents.

9. IN-SERVICE DAYS

The Center reserves the right to close for up to 2 in-service days per year. Notice will be given at least 1 month in advance for these in-service days should they occur.

Early Learning Center Health Policy (Revised 10/09)

State law requires that all children enrolled in the Early Learning Center to be properly immunized before entering, in accordance with the schedule of immunization determined by the Vermont Department of Health. Exemptions are made on the basis of moral, religious or health reasons. Registration and health forms must be on file before the child enters the program. As the child receives updates on immunizations, the health form must be updated. Any screenings pertinent to the care and education of the child should be on file at our Center. A health check of each child is performed daily by classroom staff.

Communicable Disease or Sickness

When a child has been diagnosed (this means written confirmation from the child's medical practitioner) with a communicable disease or sickness, families should notify the Executive Director who will provide information to the child's classroom and all other classrooms. Information is posted on each classroom's white board as well as printed information about the sickness. Teachers verbally notify parents/guardians during pick-up and drop-off times. Written information is provided to families and includes: signs and symptoms, mode of transmission, period of communicability, and control measures that are being implemented at the program and that family's should implement at home.

Annual contact is made with health authorities to keep current on relevant health information and arranged for obtaining advice when outbreaks of communicable disease occur. A health consultant visits at least two times a year and as needed.

Recognizing the Ill Child

The ELC staff and parents should learn to recognize the signs and symptoms of illness in children. Fever is a well-known symptom that the parent or ELC staff use to identify a child who may be ill. Fever (a rise in the body temperature above normal) is common in young children and is rarely harmful. There are many causes of fever other than illness. Exercise, environmental conditions, individual variation and teething may raise the body temperature.

However, fever may be a symptom of contagious or serious illness. It is not possible for staff to attempt to determine which illness with fever may be serious. We encourage parents to notify their child's physician to determine the severity of the illness. For the health of others, children with a fever of 100 degrees Fahrenheit or greater will need to stay home until they have been **24 hours fever free without aid from fever-reducing medication**. We also reserve the right to require a physician's note before re-entry into the classroom following any illness.

Axillary (armpit) and
Ear thermometer

temperature of 100 degrees Fahrenheit or
greater

The child's response to fever-reducing medicines (e.g. acetaminophen) is not helpful in deciding how sick the child is. Have the doctor check any child with symptoms or excessive crying, wheezing, uncontrolled coughing, difficulty breathing or if a child refuses to play or complains of severe pain.

Young children cannot always express the extent of their illness. Please help us to minimize the spread of infection and to help your child best recover from illness by following these guidelines. Encourage your child to cover his/her nose/mouth while sneezing/coughing and to wash hands frequently.

For your child's health, and that of other children, we must try to be consistent in our health policies. Let us know if you have any specific questions or problems regarding these policies. We will inform you promptly when your child is sick. **We encourage all parents to have an emergency care plan for their child in case of illness.**

Illness in the Early Learning Center

Inclusion/Exclusion from ELC

If an illness prevents the child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other children or if a child's condition is suspected to be contagious and requires exclusion, the child is made comfortable in a location where she or he is supervised by a familiar caregiver. If the child is suspected of having a contagious illness or disease, the child is located where new individuals will not be exposed until she or he can be picked up by family.

Staff will immediately notify the parent or legal guardian when a child has any sign or symptom that requires exclusion from the program.

Most children with mild contagious illness do not need to stay home from the ELC. Usually the child has already exposed others before seeming sick. Other illnesses stop being contagious shortly after treatment is started. **Proof of treatment is required.** Guidelines depend on specific diagnosis or symptom. Therefore, there is no reason to exclude a mildly ill child unless:

1. In the opinion of the Head Teacher or medical professional, the child is too ill to be in the ELC.
2. The child does not feel well enough to participate comfortably in the usual activities.
3. The illness results in a greater care need than the ELC staff can provide without compromising the health and safety of other children.
4. The child has any of the following:
 - Fever of 100 degrees Fahrenheit or greater.
 - Flu-like symptoms: cough, sore throat, a runny stuffy nose, body aches, headache, and feeling tired. Some people may vomit or have diarrhea .
 - Symptoms and signs of possible severe illness. Severe coughing: red/blue in the face or produces whooping or croup noise.
 - Mouth sores with drooling, unless a health professional determines the child's illness is not from communicable illness.
 - Rash with fever or behavior change until a health professional determines that the child may be in the ELC.
 - Conjunctivitis (pink eye) with white or yellow discharge until 24 hours after treatment. **Proof of treatment is required.**
 - Scabies, head lice or other infestation until 24 hours after treatment is started and the child is nit-free. With the case of head lice, before re-admittance, a staff member will examine the head for nits and parents will be given a lice information packet and checklist to fill out.

- 2 or more episodes of vomiting in the previous 24 hours.
- 3 loose stools beyond what the child normally has in 24 hours, or loose stools persisting for more than 48 hours.
- Diarrhea unable to be contained in diaper or child unable to make it to the bathroom in time.

A child may not attend the ELC with the following contagious diseases until the requirements listed with each disease are met. **Proof of treatment is required.**

<u>Tuberculosis:</u>	Until a health care provider or official state that the child can attend.
<u>Impetigo:</u>	Until 24 hours after treatment has been initiated.
<u>Chicken Pox:</u>	Until 6 days after onset of rash or until all sores died and crusted.
<u>Pertussis (whooping cough)</u>	Until 5 days of appropriate antibiotic treatment (currently erythromycin) to prevent infection has been completed.
<u>Strep throat or other streptococcal Infections:</u>	Until 24 hours after initial antibiotic treatment and fever free.
<u>Mumps:</u>	Until 9 days after onset of parotid gland swelling.
<u>Hepatitis A Virus:</u>	Until 1 week after onset of illness or as directed by the health department when passive immunoprophylaxis (currently immune serum globulin) has been administered to appropriate children and staff.
<u>Measles:</u>	Until 6 days after onset of rash.
<u>Rubella:</u>	Until 6 days after onset of rash.

A Reminder

It is a good idea to call or consult a pediatric health provider early in the course of an illness. The pediatric health provider will help you determine how sick your child is and what treatment can be given.

Medication Policy

All medications shall be inaccessible to children and kept in a locked container.

All staff who administer medication have (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the five right practices of medication administration. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.

Prescription Medications

Written parental permission shall be obtained before administering medication stating the name of the medication, dosage, the date and time to be given and how the medication is to be given (mouth, ear, etc.).

The program shall keep a record of all prescribed medications given. The date, name of medication, dosage, time given and identity of the staff person who gave the medication shall be included in this record. These records shall be kept for a period of one year.

All medications given shall be in their original containers with the name of the licensed health care provider the original prescription label that details the name and strength of the medication and instructions on how to administer and store it, clearly labeled with child's first and last name, the date the prescription was filled, the expiration date, dosage, medication name, and schedule.

Instructions from the licensed health provider who has prescribed or recommended medication shall be kept in that child's file.

Non-prescription Medications

Written general permission shall be obtained from parents for giving non-prescription oral medication to a child. Parents shall be verbally notified before nonprescription oral medications are given.

Written general permission shall be obtained from parents prior to the application of non-prescription medications and products, ointments, creams, sunscreens, tick and insect repellants, and other topically applied ointments and lotions. Such general permission shall be updated annually.

Staff shall not allow children to apply repellants.

Warm and Cold Weather Policy

Children will wear clothing that is dry and layered for warmth in cold weather. Children will not play outside if the temperature is 20 degrees or below (actual temperature or wind chill temperature) or if the conditions are unsafe; ex. Icy or storming.

When inside, the children will have gross motor activities during the time they would normally be outside.

Exception to this policy is for preschool age children only (3.5 through 5 years of age). Preschool staff can use their discretion when taking children outdoors. The children have and wear appropriate clothing while outside, including hand coverings, hats and boots. If children refuse to keep clothing on, they must go back inside with a staff person.

Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both. With written parental permission, skin protection will be either sunscreen or sun block, provided by the parent, with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin. Skin protection is applied by a teacher using a new pair of non-porous latex or vinyl gloves on each child.

When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used. With written parental permission, only staff shall apply insect repellent no more than once a day.

Tooth Brushing Policy

All children will participate in tooth brushing and gum cleaning to remove food and plaque after lunch. Parents provide a labeled tooth brush and tooth paste.

From Vermont State Licensing V. Health Safety, N. Tooth Brushing and Grooming

1. Every child shall bring or be assigned his/her own toilet articles (toothbrush, comb, hairbrush, etc.) when the program employs the use of such items. Children shall use only those toilet articles that they bring or that are assigned to them.
2. Toothbrushes shall be stored in such a way that they can air dry and do not touch any other toothbrush, soap, towels or drinking cups.

Nutrition Policy

The Winston L. Prouty Early Learning Center provides two snacks daily: Mid-morning and mid-afternoon. Snacks served to the children are wholesome, nutritionally adequate and in appropriate portions. Snack is prepared, served and stored in accordance with the US Department of Agriculture's (USDA) Child and Adult Care Food Program (CACFP) guidelines. Snacks consist of foods belonging to at least two food groups. Information regarding the type and amount of snacks served is posted monthly on the kitchen refrigerator.

Special diets shall be provided upon written authorization by the parent. Medically required special diets shall be given to children with written instructions from the parent and physician.

Beyond meeting nutritional requirements at snack time, children are provided with water for drinking at any time upon their request.

If parents are providing a snack for a special occasion, we encourage the use of nutritional food in appropriate amounts. Food brought from home should meet the USDA's CACFP guidelines. Staff will make sure food requiring refrigeration stays cold until served. Food will be provided to supplement food brought from home if necessary.

Parents are responsible for providing lunch with a drink for their children. We encourage parents to supply lunches that are wholesome, nutritionally adequate and in appropriate portions. If you pack it in their lunch, we will let them eat it in whatever order they choose. We will emphasize eating "growing foods" first. We do not permit candy.

Please have your child's lunch container and all dishes labeled with his/her name.

Discipline Policy

The staff shall use positive methods of guidance/discipline, which encourages self-control, self-direction, self-esteem and cooperation. This requires staff to develop a trusting relationship with all children. Guidance/discipline shall be designed to meet the individual needs of the child.

No employee, volunteers, or parent, may employ any form of cruel or unusual punishment affecting a child physically, mentally, or emotionally. We do not rely on methods of power and control such as bribery or punishment, but encourage the development of internal motivation and understanding in order to create a safe learning environment. Teachers address challenging behavior by using positive behavior support strategies. We strive to keep all children physically and emotionally safe.

The rules, expectations and limits shall be consistently explained in a clear manner. A child shall not be expected to perform behavior which is beyond the child's comprehension or ability.

The Winston Prouty Center Authorized Pick-Up and Drop-Off Policy

Pick-Up

A child shall be released only to persons authorized by the parent/guardian.

If you are having your child picked up by someone who is not on the authorized pick-up list you indicated on the application, please notify either the ELC Staff or Administrative Office. We prefer that you call ahead, however a note is acceptable.

The person coming to pick up your child must have a valid photo ID. They should enter through the Administrative door, where they need to ring the door bell to gain access to the building. Administrative staff will verify their identity prior to allowing them into the building. It is important that they sign and document the date, time, and print the child's name for pick up.

Unless there is a court order that we have on file, we can not legally prevent a parent from dropping off or picking up their child.

Please do not give out your Personal Information Number (PIN). If you would like a PIN issued, then please see the Administrative Office. Please protect these numbers as you would any other PIN number since it opens the door to your child's school. We take safety seriously and want to ensure that our children are protected from intrusion.

Drop-Off

Someone dropping off who does not have a PIN should come to the Administrative door and sign-in.

Procedure for Reporting Suspected Child Abuse/Neglect

- Step 1. The teaching team observes suspicious evidence of abuse/neglect and informs the Executive Director.
- Step 2. **Vermont's Child Protection Line** is called within 24 hours at 1-800-649-5285 24 hours a day, 7 days a week.
- Step 3. The call is documented.

The Winston Prouty Center Abuse and Molestation Policy

It is this organization's policy that all forms of sexual, physical, verbal and emotional abuse are prohibited. Touch is acceptable only if it is respectful and appropriate; for example, in instances when a child needs comfort, reassurance, and support. Inappropriate comments of a sexual nature and suggestive jokes are prohibited.

As a Specialized Care Provider, The Early Learning Center is required to have a staff member complete a minimum of 6 hours of specialized care training annually. This training is comprised of workshops and classes that address how to support the healthy development of a child and reduce the risk of abuse/neglect. Staff have basic training on the impact of stress and abuse on development, red flags, working with families and the Vermont child protection system, and working with children with special needs.

All employees are required by Vermont State Licensing Regulations to report suspected child abuse/neglect within 24 hours to Vermont's Child Protection Line.

All employees and volunteers undergo an annual Criminal Records Check that is conducted by the State of Vermont.

Information about children will remain confidential. Child files are locked and only staff whose job description authorizes the handling of child files are allowed to have access.

3/2009

Invitation to Parties

If you are planning a child's party, birthday or otherwise, we ask that if you use our mailboxes for the invitations, each child in the classroom must be invited. This helps to avoid hard feelings amongst the children.

Substitute Policy

All subs will be supervised by Winston Prouty Teaching Staff. Subs will not be left alone with children, unless they are a long term, regular sub.

Subs will wear a name tag and the absent Teacher and sub's name will be written on the classroom communication/white board the day the sub will be in the classroom.

All subs are given a handbook so they can be familiar with our philosophy, curriculum, and policies.

Substitutes will be made aware of a child's known food allergy.

The following will not occur until the child is familiar and comfortable with the sub:

- Diaper and clothes changing
- Administration of medications including sunscreen/sun block or bug repellent
- New subs will not clean up blood and vomit.

Field Trips:

New Subs will not transport children on Field Trips.

Requirements:

- Pass a Vermont State Criminal Records Check
- Sign a Winston Prouty Center Confidentiality Statement
- Basic knowledge of child development principles appropriate to the age group of the classroom they are substituting in and VT State Child Care Licensing Regulations
- At least 18 years of age
- Infant/Child CPR/First Aid preferred

Volunteer Policy

All volunteers will be supervised by Winston Prouty Teaching Staff. Volunteers will not be left alone with children. Volunteers are never considered as part of the staff/child ratio.

Volunteers will be made aware of a child's known food allergy.

Requirements:

All volunteers will pass a Vermont State Criminal Records Check and sign a Winston Prouty Center Confidentiality Statement.

Observer Policy

The Winston Prouty Center collaborates with other early education programs and educational institutions in the area. We provide opportunities for other early education teaching staff and early education students to observe our program as part of their professional and educational development.

All observers will be supervised by Winston Prouty Teaching Staff. Observers will not be left alone with children. Observers are never considered as part of the staff/child ratio.

Requirements:

- Sign a Winston Prouty Center Confidentiality Statement

III. EMERGENCY PROCEDURES

Medical Emergency Plan

An ill or injured child shall receive the immediate attention of the staff. Parent(s) will be notified as soon as possible and plans will be made for the parent(s) or other designated person to pick up the child, if necessary.

If a child needs medical attention, Rescue, Inc. (911) and the parent(s) shall be notified in that order. A severely injured child shall be moved only with the permission of the parent or by direction of a medical professional unless neither are available and immediate movement is necessitated by an emergency situation.

At time of enrollment, emergency contacts are required to be provided. All phone numbers, including cell phones and pagers as well as other contacts other than parents, are most helpful.

Upon determination that a child may be lost or may have been abducted, the facility shall immediately notify the parent(s), the police (911) and the Child Care Division of Licensing & Regulation (802-241-2158).

Winston Prouty Center Emergency Response Plan

As part of our license with the State of Vermont, we, as a child care facility, are required to have an Emergency Response Plan in place. This plan has been in effect for many years, and we continually update it to reflect changes in staff and numbers of children present at the Center.

In the event of an emergency, whether it is something catastrophic or as simple as school cancellation due to weather, please tune to either radio station WTSA 96.7 or WKVT 92.7. This is your first source of communication regarding events.

Most emergencies call for "Sheltering in Place". This simply means "remaining in the building". This would be used for any emergency that involved accidental release of toxic chemicals or other air quality emergencies. Local officials would relay steps to the media until the crisis is over.

Evacuation would only occur in a catastrophic event. The Emergency Management officials would evacuate all the children and staff by bus and private vehicles to the Bellows Falls High School whereupon staff would contact each parent to let them know we are safe and the child may be picked up there. It is imperative that we have updated emergency contact information and phone numbers that are actually valid contacts. Cell phone numbers for parents are an important piece of information because that may be the only way of contact. It is also important for each parent to sign their child in and out daily by utilizing the front entry keypad so there is an accurate count of children.

We also recommend that children who are medically fragile or require special accommodations provide that information to emergency responders. Any information you provide them will be kept in the strictest of confidences. Also attached is a packet of information concerning the potassium iodide program that is being offered to all residents in Vermont and New Hampshire. If you are interested in this program, please fill out the forms and return to us.

Your child(ren)'s safety and well being is of the utmost concern to us. Feel free to call with any concerns or questions: Administrative Office 257-7852 or ELC 257-2101.

Disaster Evacuation

Directions to the Bellows Falls Union High School

From The Winston L. Prouty Center for Child Development

*Right out of the Center parking lot onto Guilford Street.

*Over the covered bridge and bear to your right

*At stop sign, right onto Rte. 9 (Western Avenue)

*Turn left onto I-91 north to exit 5 (Westminster).

*At the bottom of the exit ramp turn right onto I-91 access road.

*At the bottom of the access road take a left onto Route 5 North.

*Approximately 1 mile up Route 5, on the left, turn into the road marked the Bellows Falls Union High School.

*Continue on this road around to the back of the school.

Bellows Falls Union High School
Route 5
Bellows Falls, VT 05101

IV. ADMINISTRATIVE INFORMATION

Winston Prouty Center Administration Numbers

Administration 257-7852

Fax 258-2413

Chloe Learey Ext. 11

Executive Director chloe@winstonprouty.org

Ann Linge Ext. 10

Office Manager ann@winstonprouty.org

Ariani (Ani) Szykier Ext. 21

Documentation Coordinator ariani@winstonprouty.org
& Enrollment Coordinator

Adam Hallock Ext. 52

Physical Plant Manager adam@winstonprouty.org

The Administrative Office is open from 8:30 – 4:30 Monday – Friday.

Please note that if you need immediate assistance after the office is closed, especially about a pick-up, and the classroom isn't answering their phone, please call the Early Learning Center automated line at 257- 2101 and choose ext. 23. This rings to a portable phone that ELC Staff bring with them onto the playground.

Winston Prouty Center Website

Please visit our website at www.winstonprouty.org .

At our website you can download this handbook and the latest version of our monthly newsletter *The Prouty Voice*, view links to community resources, and read about the Family Infant Toddler Program (FIT).

The Prouty Voice contains articles by staff teachers, board members, administrative staff, and other features for parents and the community at large. We hope to inform our readers of our monthly activities, announcements and upcoming events, birthday wishes, and other items of interest. The first week of each month, you can expect to find that month's newest newsletter on our website. Past issues will also be available in an archival folder.

Child Development Division of the Department for Children and Families

You can access the Child Development Division's website and Vermont Licensing Regulations by visiting their website at <http://dcf.vermont.gov/cdd>

Here you can find helpful information and resources about: licensing regulations, paying for child care, child development stages, community child care support agencies, child care help line, and family support services.



We are thrilled to announce that the Early Learning Center has been accredited by the NAEYC Academy for Early Childhood Program Accreditation. Our program is proud to have earned NAEYC Accreditation – the mark of quality for early childhood education programs. Our accreditation by NAEYC shows that our program meets the 10 NAEYC Early Childhood Program Standards. For more information, visit the NAEYC website at www.naeyc.org



The Early Learning Center has 5 STARS! Vermont’s **Step Ahead Recognition System** for Child Care Education and School Age Programs is a system that recognizes the accomplishments of licensed and registered child care and education programs.

A **Five star program** has demonstrated numerous markers of quality in all five arenas. These programs are dedicated to operating at high standards, offering parents, children and colleagues a respectful, yet professional environment. These programs have shown a commitment to the profession and a willingness to stand as a model of that profession.

For more information please visit their website at www.STARSstepahead.org

Community Resources

For a list of community resources please visit our website www.winstonprouty.org/resource_links.htm