

KATHERINE MILES DURST

Child Development
Learning Center

PARENT HANDBOOK



Fall 2024-Spring 2025

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INTRODUCTION

Welcome to the Katherine Miles Durst Child Development Learning Center. The Learning Center is a laboratory school serving children ages 3-5. We are licensed to serve 20 children at one time but we generally keep our groups at 15 or under. This handbook will provide you with important information about our program and policies. Please read it carefully and keep it for future reference.

OUR MISSION AND PURPOSE

The Learning Center is a laboratory nursery school. Although it began in the 1920's, Merrill Hall has been a site for child study, research, and teacher training since 1931. The primary functions of a laboratory school are:

- to demonstrate good early childhood practices.
- to provide a sound educational program for young children.
- to serve as an active center for child study and research.

The Learning Center provides a range of experiences for college students in early childhood, family services, education, and other related fields. In a laboratory school, the children, their families, and college students benefit from guidance by expert teachers, college professors and other professionals in the fields of child development and early childhood education.

The Learning Center serves the College of Education and Human Development, the University, and the greater community. Students in courses across campus use the facilities to observe and interact with young children. Many early childhood professionals, educators, and social agency representatives visit and observe the program every year.

The Learning Center is deeply committed to the provision of programs and services which are enriched through the admissions of children of any ethnic origin, culture and/or religion. It promotes their acceptance, while at the same time valuing their uniqueness. We encourage respect for cultural, physical, economic and religious differences. Striving to create a nurturing and trusting environment, we foster self-esteem, competence and confidence. It is our hope that the experiences we provide will have a lasting positive effect on the children and families we serve.

GUIDING PRINCIPLES

The Learning Center is designed to provide a developmentally appropriate education for young children. The environment is child-centered, inviting independent and group learning through exploration and investigation that promotes the idea of becoming a life long learner. This safe and encouraging atmosphere assists in fostering each child's growth in the social, emotional, physical, and cognitive areas. These guiding principles include being individually responsive to the children and families that we serve in our program. We are committed to providing a program that respects cultural, physical, economic and religious differences.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) CODE OF ETHICAL CONDUCT CORE VALUES

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. The Learning Center has made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle.
- Base our work on knowledge of how children develop and learn.
- Appreciate and support the bond between the child and family.
- Recognize that children are best understood and supported in the context of family, culture, community, and society.
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague).
- Respect diversity in children, families, and colleagues.
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.

CURRICULUM PHILOSOPHY

As one of the earliest college nursery schools in our country, the Learning Center has always been concerned with the quality of preschool education. Our program reflects the most current knowledge of the cognitive, social, emotional, and physical development of the young child. We believe these areas of growth do not evolve separately, but rather, support and strengthen each other. Although the program may appear informal, the curriculum and

environment are carefully planned and organized to meet individual and group goals. The teachers work closely with the Maine Early Learning Guidelines to plan and evaluate our program. Children are observed in their natural environment in the classroom and outdoors on a regular basis. By reflecting on each child's development through observation and individual assessment, our teachers intentionally design learning activities that help determine what skills they want children to know and be able to do, both individually and as a group.

The curriculum is designed to encourage children to explore and experiment with their surroundings. All learning experiences provided are predicated on the knowledge of how children grow and learn at various ages and developmental levels as well as the specific knowledge of the individual children. The curriculum reflects our philosophy of respecting, nurturing, and challenging each individual child. Children are encouraged to foster their individuality and creativity which will help them develop the skills necessary to become lifelong learners. Curriculum is influenced by the children's interests, developmental needs, and progress along the developmental continuum. Because development is open-ended, the curriculum emphasizes process rather than product. The educational goals for the programs in the Learning Center are:

- to provide individual attention, allowing and encouraging each child to develop at his/her own rate.
- to provide a variety of experiences, materials and activities which will include opportunities for both concrete and abstract learning.
- to provide a planned program which will promote the total development of each child in the areas of cognition, creativity, social skills, emotional growth, and physical development.
- to develop autonomy for children by providing a flexible schedule, activities and learning materials which will allow children to make choices, develop independence and achieve success.
- to provide experiences that allow the children to develop problem-solving skills and practice conflict resolution.

Children are active learners. We value each child's uniqueness and support individual children as they explore their particular interests. Research has shown that young children learn through interacting with the environment, experimentation, and exploration; the major emphasis

is on learning through play and play activities. The children can choose from a variety of planned materials and experiences. Children may move freely from one learning center to another according to their interests.

The Learning Center is an inclusive preschool that works closely with community agencies to ensure that all children have the chance to be a part of our classroom community. We guide children as they learn how to work and play with peers and adults in a culturally diverse and inclusive society. We encourage respect for cultural, physical, economic, family structural and religious differences. By striving to create a nurturing and trusting environment, we foster self-esteem, competence and confidence. It is our hope that the experiences we provide will have a lasting and positive effect on the children and families we serve.

CURRICULUM PLANNING

Teachers prepare curriculum on a weekly basis, planning for the different areas of children's development, utilizing the various learning centers of the classroom, making use of a variety of learning materials, as well as taking into consideration any goals for specific children. The curriculum plan is used as a framework, and is adjusted according to the children's activity level, interests and response.

DAILY SCHEDULES

Our curriculum plans guide the development of a daily schedule that is predictable yet flexible and responsive to the individuals needs of the children. Transitions between activities are planned for, are kept to a minimum, are of a short duration, and allow for individual support as needed. The daily schedule consists of:

- Active and quiet activities
- Large, small group, and individual activities
- Indoor and outdoor activities
- Times for child-directed activities and times for teacher-directed activities
- Opportunities for the individual child to choose activities away from group play that allow them time to rest and recharge

There are many days when we do stay outside longer than our posted schedule. There will also be days when we don't come in at all. All of our activities can be done in the classroom or outside on our beautiful play yard.

Morning Program: 9:00 – 11:00, Tuesday and Thursday or
9:00 – 11:00, Monday and Wednesday, or
9:00 – 11:00, Monday through Thursday
Children are ages 33 months – 4 1/2 years old

Afternoon Program: 12:30 – 3:00, Monday through Thursday
Children are 4 - 5 years

Morning Program Schedule

9:00	<u>Arrival:</u>	The children are greeted by a teacher.
9:00-9:30	<u>Outside Play:</u>	Children may choose from playground equipment (tunnel, slide, sand box, and climbing) or special activity planned by a teacher. If it is too cold to go outside, a large motor activity will be planned for inside.
9:30-9:45	<u>Group Time:</u>	This time is used to teach learning games, read stories, sing songs, to review the center choices, and to socialize as a group.
9:45-10:45	<u>Centers:</u>	The children choose from a number of activities available (blocks, art, sand/water, dramatic play, games, play dough, etc). Some children may need guidance from a teacher to become involved.
10:45-11:00	<u>Snack:</u>	Children are served a healthy snack.
11:00	<u>Departure:</u>	Children are picked up by parents or other adult.

Afternoon Program Schedule

12:30	<u>Arrival</u>	The children are greeted by a teacher.
12:30-1:00	<u>Outside Play</u>	Children may choose from playground equipment or a special activity planned by the teacher. If it is too cold to go outside, a large motor activity will be planned for inside.
1:00-1:20	<u>Group:</u>	Children engage in songs, stories, learning games and activities.
1:20-2:20	<u>Centers:</u>	Children may choose from a variety of learning activities including art, library, dramatic play, games, blocks, and sand/water.
2:20-2:30	<u>Clean-Up:</u>	Children and teachers work together to return materials to their proper places.
2:30-2:45	<u>Snack:</u>	Children are served healthy snacks.
2:45-3:00	<u>Group:</u>	A shorter version of first group. Children will engage in songs, games, and short story.
3:00	<u>Departure:</u>	Children are picked up by parent or other adult.

STAFF DESCRIPTIONS

COORDINATOR

Administers the programs and is responsible for them. Duties include hiring, guiding and directing teachers, making budgeting and financial decisions, coordinating activities between the Learning Center, the University, and the public, acting as liaison between parents and staff, and enrolling children in each program.

AFTERNOON TEACHER

The head teacher holds a valid Maine teaching certificate and has training in education or early childhood education and development. Duties include supervising, guiding and evaluating student teachers and CHF 203 students, directing staff meetings, holding parent conferences and assessing student progress through observational methods.

MORNING TEACHER

The head teacher has a 4-year degree with a concentration in early childhood education or a related field. Duties include supervising, guiding and evaluating student teachers and CHF203 students, holding parent conferences and assessing student progress through observational methods.

STUDENT TEACHER

Student teachers are senior education majors. Duties include creating and teaching a unit, being responsible for entire classroom for a two-week period, and supervising and directing children.

CHF 203 STUDENTS

CHF students are to observe staff and students to learn more about early childhood education. Duties include conducting written observations to be used in a child profile, playing with children and aiding in classroom responsibilities (snack, centers, group, outside play, clean up).

CLASSROOM ENVIRONMENT

The classrooms are set up to ensure safety, promote independence, and foster learning that utilizes a variety of materials and opportunity for creative experiences. Ultimately, all materials, equipment, and furnishings in our classrooms are chosen to support the curriculum, meet program goals, and foster the achievement of desired outcomes for children.

To this end:

- Materials are in good working order to ensure children's safety.
- Materials are kept on low shelves, in containers, and on hooks so children can get them independently and put them away.
- Shelves are neat and uncluttered so materials are easy to see, take out and put back.
- Picture and word labels are on containers and shelves so children know where materials belong and learn to recognize the meaning of print.
- Materials promote action and interaction between peers and adults in order to encourage friendships and other pro-social behaviors.

- There are distinct interest areas—blocks, dramatic play, manipulatives, writing center, art, discovery, library, sensory tables, music and movement, and distinct outdoor play areas so that children know what choices are available and make decisions accordingly.
- The preschool classrooms have designated space for extended learning opportunities.
- Materials reflect the lives of the children and families in the classroom.
- A variety of learning materials are in each area.
- The use of passive media is limited to developmentally appropriate programming.
- Materials promote exploration, experimentation and discovery.
- Materials are rotated to reflect and support the topic of study, interest of an individual child or a group of children, as well as to provide variety and creative enrichment.
- Materials are adjusted or incorporated to accommodate children with special needs.

CLASSROOM ENVIRONMENT ACTIVITY PLANNING FOR PRESCHOOLERS

Blocks	Dramatic Play	Manipulatives	Art
Music	Sensory	Library	Outdoor
Writing Center	Other		

RESEARCH

At the Learning Center, research that furthers the study of teaching and learning is supported and encouraged. To ensure protection of our students, however, each request to do research is carefully screened and reviewed by our research committee. Children will not participate in such research without the written consent of their parents. Research proposals that involve only observation and no contact with students only need the center coordinator’s approval.

ASSESSMENT PHILOSOPHY

At the Learning Center, the learning environment and curriculum support the development of the whole child. We believe in an integrated approach where learning occurs across domains and is interconnected. We utilize the framework and the domains that were

developed through the “State of Maine’s Early Learning Development Standards” for preschoolers. The State developed these standards as a guide for best practice by identifying the knowledge and skills that children need in order to prepare them to move along the developmental continuum, as well as to be aligned with Maine’s Learning Results. The curriculum goals and objectives, outlined in the “State of Maine’s Early Learning and Development Standards,” guide the classroom teachers’ ongoing assessment of each child’s development and learning. We assess each child’s cognitive, language, approaches to learning, health, social-emotional, and physical (including self-help skills) development on an individual basis. Children progress at different rates, which vary from one area of development to another. Our assessment system helps teachers to integrate assessment information with our curriculum goals to support individualized learning for all children in our classroom. We utilize planned, objective observation that looks at transitions between activities, interactions with friends, and use of classroom materials, among other aspects of their classroom experiences. The teaching staff receives on-going training on conducting child observations and assessments through their college coursework as part of their undergraduate and graduate programs. We also spend time during our weekly planning sessions to discuss, analyze, interpret, and effectively utilize these observations to benefit the children and to develop on our own skill improvement.

ASSESSMENT IMPLEMENTATION

Family members are provided information, either verbally or in writing, about their child’s development and learning on at least a quarterly basis, with written reports at least two times a year. The developmental assessments (individual child's portfolio) are conducted twice a year (November and April) and are shared during the Parent-Teacher conferences, where parents/guardians will work with teachers to develop goals for their children. Additionally, parents/guardians are offered informal, verbal updates of their children's developmental progress on a regular basis. Assessment results are kept out of the classroom and under lock-and-key in order to ensure confidentiality. If there is a concern about a child's developmental progress, we utilize the observation and documentation of the child, and partner with the family to refer the child to Child Development Services (CDS) for screening and/or further evaluation. We will not contact outside assistance without the express written consent of the child's

parent/guardian. CDS will make the determination of the child's eligibility for early intervention services through more formal assessment methods.

CONDITIONS AND PROCESS

The Learning Center's assessment plan is designed to reflect each child's individual learning needs. We assess each child in the least restrictive environment at the Learning Center, which is their classroom by their teacher during free play and while engaged in individual, small, or large group activities. We use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, home language, and that yield the most meaningful and accurate information. Assessments are done with developmental checklists (fall and spring), running records, anecdotal records, conversations with children, collecting work samples, recording conversations, videos, and photographs. These assessment methods are reviewed annually to be certain they are providing the needed information for teachers and families. The teachers in the Learning Center respect and value the individuality of all children and are dedicated to using assessment methods that provide meaningful and stable results for all learners, including English-language learners and children with special needs. If families ever have questions or concerns about how the assessment methods will meet their child's needs, we encourage you to communicate them to us so that we can find a mutually satisfying solution that can be incorporated into our classroom practice. We are happy to meet with families as often as needed to alleviate any stress, worry, or concerns you may have.

PURPOSE OF ASSESSMENT

The regularly scheduled observations are recorded to assist in the following assessment goals:

- To understand what we want children to learn
- To know the developmental steps we expect children to take
- To observe children each day and document what we see and hear
- To learn and appreciate each child's strengths, abilities, interests and needs
- To collect information about each child to share with families
- To understand the diverse range of abilities and needs of a group of children

- To utilize the information that we have gathered about each child in order to provide opportunities to support the individual child as well as a group of children
- To understand the best way to meet the needs and interests of the children and adjust our teaching strategies
- To be more reflective and intentional in our work with children
- To design a rich learning environment and curriculum that is appealing to a range of interests and abilities
- To summarize what we learn about each child and partner with the families to plan together how best to support children's learning
- To identify children who may need additional evaluation and support in order to succeed
- To evaluate our program and plan for improvement

CURRICULUM & ASSESSMENT: DOMAINS & ELEMENTS

PRESCHOOL DOMAINS AND ELEMENTS

1. PERSONAL AND SOCIAL DEVELOPMENT
 - a. Self Control
 - b. Self Concept
 - c. Social Competence
2. APPROACHES TO LEARNING
 - a. Initiative and Curiosity
 - b. Persistence and Reflection
3. CREATIVE ARTS
 - a. Skills, Knowledge and Appreciation
4. EARLY LEARNING AND LANGUAGE
 - a. Communicating and Listening
 - b. Book Knowledge and Appreciation
 - c. Comprehension
 - d. Sounds in Spoken Language

- e. Print Concepts
 - f. Alphabet Knowledge
 - g. Early Writing
5. HEALTH AND PHYSICAL EDUCATION
- a. Healthy Habits
 - b. Gross Motor and Fine Motor Skills
6. MATHEMATICS
- a. Numbers and Number Sense
 - b. Shape and Size
 - c. Mathematical Decision Making
 - d. Patterns
7. SCIENCE
- a. Scientific Knowledge
 - b. Scientific Process
8. SOCIAL STUDIES
- a. Families and Communities

PARENT/GUARDIAN INVOLVEMENT

Because it is important that parents/guardians and teachers work as a team to meet the needs of each child, we employ a variety of means to learn about your child's family and culture and to keep you informed about your child's progress and day at school. Of primary importance are the informal interactions that occur at drop off and pick up time. If you are unable to speak with a teacher at these times, please feel free to call at any time throughout the day or send us an email. For more in depth discussions about issues that cannot be adequately discussed in the classroom, please speak to your child's teacher who will set up a time to meet with you. Other communications include: teacher-initiated telephone calls about illnesses, accidents or ongoing concerns; classroom newsletters; and twice-yearly parent-teacher conferences.

Remember parents/guardians are always welcome to visit the Learning Center. No appointment is necessary. Parents/guardians are encouraged to come to the Learning Center at

any time, eat with their child, participate in the classroom activities, help out, or share other experiences taking place throughout the day.

RESOLVING PARENT/GUARDIAN ISSUES OR CONCERNS

We love to visit with you. If at any time you have concerns or questions; call, email, or request a meeting with the Learning Center Coordinator and/or teaching staff. Teachers are an excellent resource on programmatic issues and the Coordinator can clarify policy issues if necessary. The Learning Center strongly supports frequent and effective parent-teacher communication. When you have concerns or questions, we encourage you to communicate them to us in a timely manner so that we can find a mutually satisfying solution that can be incorporated into our classroom practice. Only in this way may we hope and expect to be responsive to your needs.

CONFIDENTIALITY

The Learning Center believes confidentiality is an essential component of the provision of quality child care services. Our staff will protect client privacy to the best their ability, and will include information directly relevant to the delivery of services in our documentation and data collection. Our staff will not discuss confidential information in places where they could be overheard by those not authorized to have the information.

Children's files are updated as needed and are kept in a locked file cabinet. Only the Coordinator, the classroom teacher and our administrative assistant have direct access to these files. Any files or a part of a file will only be released under the direct supervision of the aforementioned people. Parents/legal guardians are able to access their child's file at any time. They may grant access to other individuals (i.e., grandparents, step parents, boy/girl friends) by written request. We also require written consent from the family when sharing information about a child with other relevant providers, agencies, or other programs.

Children's individual assessment portfolios will also be stored in locked file cabinets. The assessment results will be used for teachers to guide curriculum as well as for sharing with parents in order to partner in goal setting for an individual child.

When permitted by law, client files may be reviewed by such persons as those representing contractors for service, auditors, licensing or accrediting organizations whose need for access stems from need for a procedural review rather than specific client review.

RESOLVING PARENT/GUARDIAN ISSUES OR CONCERNS

At any time you may request a conference or a meeting with the Learning Center Coordinator and/or teaching staff. Teachers are an excellent resource on programmatic issues and the Coordinator can clarify policy issues if necessary. The Learning Center strongly supports frequent and effective parent-teacher communication. When you have concerns or questions, we encourage you to communicate them to us in a timely manner so that we can find a mutually satisfying solution that can be incorporated into our classroom practice. Only in this way may we hope and expect to be responsive to your needs.

HEALTH POLICY

Illness is always an issue in child care settings. We are guided by common sense, professional protocol and in accordance with our Health Consultant. The reference book that we use is called Caring for Our Children — National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, which is a joint collaborative project by the American Academy of Pediatrics, American Public Health Association and Health Resources and Services Administration Maternal and Child Health Bureau, U.S. Department of Health and Human Services, and is recommended by the National Association for the Education of Young Children (NAEYC). This book is available to view upon request or it can be viewed on-line at <http://nrc.uchsc.edu>.

CLEANING AND SANITATION

The Learning Center cleans and sanitizes all surfaces and toys on a regular basis, as recommended by NAEYC's Cleaning and Sanitation table. We use standard precautions for cleaning surfaces that have come in contact with potentially infectious body fluids. By including illness-prevention practices in daily routines, and following clear prevention policies, caring adults can limit the spread of infections.

STAFF TRAINING

All staff receive the following health-related training annually (or when expired):

- Pediatric First Aid
- CPR
- Blood Borne Pathogens

HAND WASHING

The single most effective practice that prevents the spread of germs and infectious diseases in the child care setting is good hand washing by teachers, children, volunteers, and others. Children and adults' hands must be washed using proper hand washing procedures.

The hand washing techniques will be posted by the sink in the bathroom:

- Upon arrival at school
- Immediately before snack
- Before preparing or serving food
- After handling bodily fluids (i.e. blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit)
- After using the toilet
- Before and after diapering
- Before and after using water tables. Children with sores are not allowed at the water table.
- After playing on the playground
- After handling pets or any materials such as sand, dirt, or surfaces that may be contaminated by pets

Adults will also wash their hands:

- After cleaning or handling trash or whenever hands are visibly dirty
- After wearing gloves used for handling bodily fluids
- Before and after administering medication
- Before and after feeding a child
- After assisting a child with toileting or changing a diaper

IMMUNIZATIONS

According to the State of Maine's Rules for the Licensing of Nursery Schools, a nursery school must have on file, within thirty (30) days of the child's first admission to the facility, and updated annually thereafter, a Certificate of Immunization which clearly illustrates each child's present immunization status and that they are up-to-date with routine screenings. A blood test demonstrating immunity to measles, mumps and rubella can be provided as proof of immunity. However, please note if a child's physician submits documentation that states that immunization is medically inadvisable, a written statement is acceptable and will be kept in the child's file. In the event of a disease outbreak, children not vaccinated for medical reasons must be excluded from the program until the outbreak no longer exists, or until the child receives the necessary immunization.

HEALTH SCREENINGS

Licensing also requires that we document the dates and results of routine health screenings as defined by the American Academy of Pediatrics. If a child is overdue for any routine health service, we will require evidence of an appointment for those services in order to comply with this requirement

EXCLUSION

In order to keep children as healthy as possible, we will adhere to the following guidelines, and we trust that you will do the same.

Your child should be well enough to participate in the program on a given day. **Your child is not able to participate if:**

- Your child does not feel well enough to participate comfortably in the usual classroom and outdoor activities of the program.
- The staff cannot care for your sick child without interfering with the care of the other children.
- Your child has any of the symptoms that indicate a contagious illness or an immediate need for medical evaluation

For the protection of all children and staff, **your child should be kept at home, and will be sent home, if he or she displays any of the following symptoms:**

- An elevated temperature (100 degrees auxiliary, 101 degrees orally) accompanied by a change in behavior or other sign or symptom of illness.
- Diarrhea (increased number of loose, watery, uncontained stools)
- Vomiting (two or more episodes within 24 hours)
- An unexplained rash, accompanied by a fever or behavior change, until a physician determines that these symptoms do not indicate a communicable disease.
- Pink eye, conjunctivitis (discharge is thick and white or yellow, eyelid is very swollen/discolored) until after treatment has been initiated.
- Head lice: exclude at end of the day if live lice are present until after the first treatment
- Chicken pox: until all sores have dried and crusted (usually around 6 days)

If the teachers believe that your child cannot fully participate in the program, you will be notified that your child needs to go home. **Your child must be picked up within one hour of the request.** If the parent/guardian is not able to be reached, we will contact the next person on the emergency list. We will make every effort to reduce the ill child's exposure to other children until s/he can be picked up by the family.

Parents/guardians should exercise every caution and keep their child at home if other unusual symptoms occur. If you have any questions about whether your child is well enough to come to school, please check with your healthcare professional and your child's teacher. If your child has been exposed to a highly contagious disease, details should be reported to us. We will post information to families regarding any communicable disease to which their child has been exposed, signs and symptoms of the disease, mode of transmission and period of communicability. Strep throat, pinworms, viral infections, measles, mumps, chicken pox, fifth disease, scarlet fever, conjunctivitis, diarrhea and impetigo are among those conditions categorized as "highly contagious." **Please be sure to call if your child will be absent.**

MEDICATION POLICY

Children requiring either prescription or nonprescription medication during school hours will receive it only on receipt of a written order from a physician (this may include the label on the prescription medication) and a dated, written request from a parent/guardian.

We ask that the first dose of any new medications be administered at home so that the parents/guardians can observe any adverse reaction. All medication must be supplied in the original container and be labeled with the child's first and last name. All medications must be accompanied with a written order from a physician that includes the child's first and last name, the name of the medication, the date that either the prescription was filled or the date that the recommendation was obtained from the child's licensed health care provider, the name of the child's licensed health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer's instructions and the original prescription label that details the name and strength of the medication, instructions on how to administer and store it, the amount to be given and the time it should be administered. All medications are kept locked in an area not accessible to the children at a temperature complying with manufacturer's recommendation for storage. Parents/guardians must take home all medication not currently being administered. No medication or treatment will be administered without written parental authorization. The only exception to this is in an emergency situation when verbal authorization from the parent/guardian may be obtained over the phone. In this situation, parents/guardians will be required to sign and date permission after-the-fact.

Written records of the administration of prescribed medication to children will be kept in the child's file and will include the child's name, the name of the medication, the time and date of each administration and the name of the staff member administering the medication.

The medication will only be given to the child by the Director or the Head Teacher of the class the child in which the child is enrolled.

ACCIDENTS

The lead teachers and the coordinator are trained in CPR and first aid. In the event an accident requiring medical attention should occur, the following procedures will be followed

- Send word to the Coordinator or Head Teacher immediately. In an emergency, the parent will be notified (emergency telephone list is kept in the kitchen, on a shelf above the telephone), the University ambulance will be telephoned (911) and the child will be taken to the emergency room at Eastern Maine Medical Center or St. Joseph's Hospital. This decision is made by medical personnel. A staff member will

accompany your child. If a parent can not be reached, the emergency contacts listed in the child's folder are called.

- If an accident is less serious, the staff will administer first aid
- Always wear latex gloves (located in bathroom)
- Cleanse wounds
- Apply dressing (i.e., band-aid)
- Notify parents

INCIDENT/ACCIDENT REPORT FORM

When your child has an accident or significant incident, we report it to you on these forms. The parents will receive a copy and a copy will be placed in your child's file. If the injury or incident warrants it, we will call to inform you of our concerns as well as documenting it.

SPECIAL HEALTH CONSIDERATIONS

If a physician has ordered a special medical management procedure for your child (medical or dental) we will arrange for you and your health-care provider to provide us with guidance and training so that there is always an adult trained in the procedure on-site whenever your child is present. The director and the head teachers have CPR and First-Aid certifications. The State of Maine Licensing Rules require that we always have someone on site trained in CPR and First-Aid. If a child has special health needs, environmental allergies or food allergies with special nutritional needs, we will work with the parents/guardians and the child's health care provider to develop an individualized care plan. If a child has specific food allergies, we will post this information, with parents'/guardians' permission, so that all staff who prepare the children's snacks will be kept aware.

Only disposable diapers may be used unless the child has a medical reason that does not permit the use of disposable diapers (such as allergic reactions). When children cannot use disposable diapers for medical reason, the reason shall be documented by the child's health care provider.

SNACKS

Each day, the children are served a light and nutritious snack. Our snacks typically highlight fresh fruits and vegetables. We encourage children to drink lots of water to hydrate their bodies. We are very sensitive to children's allergies and only serve snacks that the children can enjoy together. We often have children with severe food allergies. In order to keep everybody safe we can not allow children to bring in food from home. This includes baked items, candy, and food kept in back packs. A weekly menu will be posted and the menu for the day will be posted on the kitchen door for the children to see.

- Liquids and foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach.
- Tasty, colorful, nutritious foods and a pleasant eating environment contribute to a child's sense of well-being. We encourage independence whenever possible. At snack time, this means that children self-select the order in which they eat their food. We will encourage healthy eating but we will not insist that they eat one thing before they have another nor will we insist that they finish everything that they have been served.
- The Learning Center does not use food to reward children nor do we withhold food as punishment.
- Clean, sanitary drinking water is made available to children through-out the day.
- The staff in the Learning Center will not offer children these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat at snack time.
- We will not store leftover foods overnight and will discard foods with expired dates.
- Snacks meet USDA's Child and Adult Care Food Program guidelines.

GUIDING BEHAVIOR

The Learning Center provides an informal environment that encourages development of personal learning styles and interaction. In our program we use many methods and techniques to guide our children toward appropriate behavior while also allowing them opportunities to manage their own behavior. It is planned to be a happy, positive experience. Routines and behavior guidelines are taught to keep children safe, to encourage learning and to help develop self-control and a positive self-concept.

We start by setting up the environment and materials to allow for more independence and to minimize conflicts. We offer more than one popular toy or give each child his/her own set of activity supplies.

Each teacher builds a trusting rapport with every child. This provides the best setting for reinforcing positive interaction and, if necessary, correcting negative behavior.

At all times staff model appropriate behavior through the use of language, positive affect and problem-solving skills. By modeling appropriate behavior through our own interactions and by encouraging children's on-task behavior, we are reinforcing positive interactions. Rather than expending a great deal of attention on a negative behavior, we focus on the child's positive interactions.

Language is another strategy we encourage in our school. Even with our youngest, we model the use of words to express their feelings or wants. As children's language skills increase, we encourage the use of language in problem-solving and conflict-resolution.

While we use redirection as the primary tool for guiding behavior with our youngest children, we encourage older ones to take turns. We encourage a problem-solving technique, allowing children to work out a turn-taking strategy among themselves. When this is not possible, teachers model a resolution.

Children are offered choices during play, throughout self-care routines (toileting, mealtime, etc.) and while resolving conflicts. By offering the child a choice, we also offer him/her a way to resolve a problem independently. For example, "Would you like to put your coat on before or after Billy puts his on?" If children are unable to make a choice we usually prompt them by counting to three, and in some cases, we must make a choice for them.

As children develop, we also will use a problem-solving model when handling conflicts between/among children. It includes bringing the children together to restate the problem and to think about mutually acceptable solutions.

Children communicate through their behavior. **We do not use suspension, expulsion, and other exclusionary measures as a method of controlling the children.** Teachers, as well as parents/guardians, need to be detectives in order to discover the messages that are hidden in a child's behavior. Examples of such messages may include: "I have a need that isn't being met", "I don't know how to do it", or "I feel uncomfortable". Teachers will work with the parent/guardian to find out why a child is behaving a certain way. The child's teacher will provide documentation

of daily observations in an attempt to identify triggers for the particular behavior. The parents/guardians will also be asked for their feedback regarding the child's behavior, whether or not the child exhibits this particular behavior at home, and whether there are circumstances in the child's life that may contribute to this behavior, such as a new sibling, move, death in the family, etc. Teachers will employ typical classroom strategies, such as: changing the environment, supporting a child's play with friends, having more than one particular toy, or helping a child to use language to express their feelings, etc. If a behavior becomes a concern or a problem, parents and teachers will work together to plan mutually acceptable solutions with techniques for implementation. If it is determined by the family and staff that our program is not a good fit for the child, we will work with the family to access services and an alternative placement that will meet the child's needs. This will happen only after every possible intervention has been exhausted in our school.

At no time do we use shaming, withholding of food, verbal abuse, physical punishment, psychological abuse, or coercion when disciplining a child or as a means of managing behavior.

The following guidelines for working with children are recommended:

- Make requests only when you have the child's attention and you are sure they can hear what you are saying. Attention and understanding are necessary to receive cooperation.
- Give as few commands and directions as possible. Whenever appropriate, allow children to work out their own solutions and to make their own choices.
- Give choices only when it is intended that the child has a choice. For example, say "it is time to go home now" rather than "do you want to go home now."
- Phrase requests as "do's" rather than "don'ts." A positive suggestion tells a child what is to be done rather than what not to do. For example, say "please walk" instead of "don't run."
- Once a request has been made, follow through. Take the time to stay with the child until the request is completed.

- Be consistent in making requests, giving directions and in your expectations of the child. Changing rules from one minute to the next often results in insecurity or defiant behavior.
- Provide reasonable explanations for requests or expectations. Take time to explain why a rule exists.
- Use words and a tone of voice that will help children to feel confident and reassured.
- When limits are necessary, they should be clearly defined and consistently maintained. Very few limits or rules are used in the Learning Center.

Examples of rules include:

- Walk inside
- Use inside voices
- Respect materials
- Keep hands and feet to self
- Play safely

INCLUSION POLICY

The Learning Center is deeply committed to the provision of programs and services that are enriched through the admission of children of any ethnic origin, culture and/or religion. We promote acceptance, while valuing differences. Integral to the curriculum are activities involving sensitivity to gender, disabilities, culture, sexual orientation, socioeconomic status, family composition and ethnicity. We support the right of all children, regardless of their diverse abilities, to participate actively in our group-care setting. By building on Developmentally Appropriate Practice (DAP), we try to incorporate individualized approaches to learning that ultimately benefit all children in the program.

SPECIAL NEEDS

If a child already has an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP) with Child Development Services (CDS), we work with the family and CDS's Family Service Worker to make sure the goals of the plan are imbedded into the

classroom curriculum. If a child is not yet identified with a diagnosed special need, but the family or teachers suspect that a child may have a developmental delay, we support the family through the early intervention screening and evaluation process. We participate in the Early Childhood Team (ECT) meetings to help determine a child's goals and will document a child's progress in meeting those goals. At all times, we work towards identifying the "least restrictive environment" that ensures successful participation for all children. We may also contact the University of Maine Center for Community Inclusion and Disability Studies, Child Care Plus ME project to find out if there are other supports available that will help us to help a child thrive in our care.

ENGLISH LANGUAGE LEARNERS

The Learning Center welcomes children from many different cultures, some of whom speak English as a second language. We honor the child's native language and provide enriching experiences for native English speakers. Each classroom will endeavor to learn a few words in each represented language, many of which will be displayed as part of our print-rich environment. Children who come to the Learning Center with little or no English will be encouraged to participate as fully as possible. If a parent/guardian needs assistance in understanding the paperwork or communicating with us; we will enlist the aid of an interpreter, a friend or family member who can interpret, Google Translate, or any other means that will help the parents feel comfortable in their interactions with us. Because we may have many languages represented at the Learning Center, it may not be possible to have all the required paperwork and communications translated into all the different languages, but we will make every attempt to provide this service.

HOLIDAYS AND CELEBRATIONS

The Learning Center wants all families to feel welcome in our program. We recognize that each family comes with their own traditions and customs. We respect the differences that diverse families bring to our program and we embrace the similarities that are common. In order to achieve this, we will adhere to the following guiding principles regarding holidays and celebrations at the Learning Center.

GUIDING PRINCIPLES

- On the Learning Centers registration materials, families are asked to provide information concerning their family's holiday traditions, philosophy and preferences. We welcome families who want to share celebrations that are important to their culture with us. This could include sharing a cultural tradition or a favorite children's story. The Learning Center will incorporate that input, when possible, into the classroom's curriculum.
- Learning activities are designed intentionally to determine what skills teachers want children to know and be able to know, both individually and as a group.
- Curriculum will be **inclusive**. No child or family shall feel as though their cultural values are being diminished by or excluded from the classroom, nor should one or two cultures dominate the curriculum for any specific time period.
- Holidays may be included in the classroom curriculum in an educational manner, as long as the holiday plays a minor role. The curriculum will not revolve around holiday observance/activities. Inclusion of any holiday in the curriculum shall not exceed a period of 5 days, unless a child initiates interest, where the topic might be expanded upon to extend the learning. Books are an exception.
- Holidays and celebration activities will avoid endorsing religion, stereotypes and commercialism. Religion and religious icons may only be introduced by staff as part of instruction on a particular culture, not as an endorsement of a particular religion. Holiday decorations for the sake of decoration are not encouraged, either in the classroom or in common/public areas of the Learning Center.
- Activities will be **meaningful** to the families, staff and/or the community.
- All holiday activities will be **optional choices** for children.
- Guest speakers (family members, community members) will be encouraged to share their cultural traditions/holidays with the class.
- Staff shall maintain an **anti-bias perspective** when addressing holidays that have nationalistic overtones (i.e. Thanksgiving, Columbus Day).

BIRTHDAYS

Birthdays can be exciting times for children and their families. However, the anticipation and aftermath can also be stressful. At the Learning Center we take a low-key approach to holidays and birthdays and attempt to provide children with stable routines. Food allergies prevent us from allowing families to bring in special snacks but if a family chooses, a child can bring in special napkins or cups to share with their friends at snack. Because of the age and number of children we serve, we also request that you do not bring balloons into the center. It is very important to us that all children are able to participate safely in our activities.

PARENT-TEACHER CONFERENCES

At the Learning Center, we firmly believe that we can work most effectively with children when there is regular and open communication between families and teachers. Teachers are always willing to meet with parents upon their request. We especially value the daily informal communication at arrival and pick-up time. We also encourage parents to call and share their questions, concerns and suggestions as they arise. We ask that parents keep us informed of family events and circumstances that may affect their child, for example, family sickness, death, moving or a new sibling.

Individual parent-teacher conferences are scheduled twice a year, in mid-November and mid-April.

ARRIVAL AND DROP-OFF OF CHILDREN

Arrival time for the morning children is 9:00. Afternoon arrival time is 12:30. Teachers use the time before school to plan the day and to set up activities. If you arrive early, you are welcome to wait in the hallway or to take a walk on campus. Unfortunately the playground can only be used if a teacher is supervising because of liability issues. Children must be brought inside the Learning Center by a parent or responsible adult. This person should make certain that teachers are aware of and have greeted your child.

Departure time for the morning children is 11:30. Afternoon departure time is 3:30. Teachers use the time after school to meet, eat lunch and get ready for the next session. A parent or responsible adult must enter the Learning Center or playground to pick up a child. The teacher

should be notified when a child is leaving. Please note that children will not be allowed to leave with any adult other than a parent unless the school is notified in writing beforehand, and the adult is identified. It is recommended that the adult bring picture identification.

OBSERVATION BOOTH

An observation booth is made available for observing the children and the early childhood programs. Please remember to enter through the hall on the first floor of Merrill Hall. The booth is available to parents, students, teachers, and researchers. People using the booth are asked to sign the visitor's book, sit quietly and refrain from talking. The booth is not soundproof. Excessive movement and noise are distracting to the children and teachers in the classroom. Remember to remove all belongings and trash when leaving. It is very important to remember that when you're in the booth to let the teachers handle all conflicts and situations that might arise. It is very confusing to the children when their parents and other adults "magically" reappear when they've already said good-bye. We ask that everyone using the booth maintain confidentiality and respect the privacy of the children and teachers. If a student or teacher is taking notes, we ask that those notes remain confidential. We ask that everybody using the booth to please refrain from discussing their observations in the booth. Enjoy observing and watching the children play!

PARKING LOT SAFETY

We have a very busy parking lot. It is used by faculty, staff, college students and parents. Many of the cars moving through the lot are looking for parking spaces and not watching for children. Please keep your child near you when entering or leaving the school to prevent any possible injury to your child.

INDOOR AND OUTDOOR PLAY

Our curriculum is designed to encourage children to explore and experiment with their surroundings. All of our activities can be done inside or outside on our beautiful play yard. **We love the outdoors and all weather.** In order to fully participate in all of our activities please

send your child to school with gear appropriate to the weather conditions. If you forget, we have extras for the day. We have buckets of extra mittens, hats, and socks. If your child needs dry items, we will change them. **Please expect your child to get dirty.** We are outside most days and when we are inside the children will be experimenting with paint, clay, dirt, water, and other exiting materials. When you think about how to dress your child, please keep in mind all of these activities. If you have a special activity to take your child to after school, please bring a clean outfit for them to change into. We will never remind the children to not get dirty while they are with us. The teaching staff are fully participating in all of the outside activities. They position themselves around the play yard to best observe all of the children and to facilitate their explorations of the materials.

CLOTHING

- Children should wear comfortable play clothes to enjoy all sorts of activities. Please expect normal wear and tear and frequent paint smears. **Your child will get dirty and they will get wet!** We encourage water and mud play!
- Footwear should be appropriate for indoor and outdoor play. Sneakers are always the best choice.
- It is very helpful if you mark all clothing that might be mislaid such as boots, mittens, sweaters, backpacks, coats and hats with your child's name. This is a huge help to our staff throughout the day. At the end of the day all black snow pants look the same to the teachers and the children.
- Please make sure we always have a clean change of clothing for your child in their cubby. A complete change of clothing includes a shirt, pants, extra underwear, and socks. Spills and bathroom accidents are a part of our daily routine.
- During the winter months, please bring a snowsuit or snow pants, hats, mittens, and boots. We go outside, weather permitting, every day. All children must participate in outdoor activities. Extra hats, mittens, and socks are especially helpful during our long winter. Be sure to send shoes to wear inside when boots are removed. This is especially important in the event of fire drills.

- If you have a special activity to take your child to after school, please bring a clean outfit for them to change into. We will never remind the children to not get dirty while they are with us.

LOST AND FOUND

Any personal possessions that cannot be identified by the teachers will be placed in the lost and found box. The lost and found box is located in the coatroom. Any unclaimed articles will be given away at the end of the year.

SNOW DAYS

We will be closed if either the University of Maine closes or if the Orono school system closes because of inclement weather. If weather conditions worsen during morning hours, a midday closing is possible. We do attempt to reach all parents/guardians by phone and e-mail in such an event.

FIRE DRILLS

Fire drills are conducted each month. Children will learn how to respond and to keep themselves safe in the event of a real fire alarm.

- When the alarm sounds, children and teachers will immediately stop what they are doing and walk quietly and quickly to the door that opens to the playground.
- The head teacher will designate other adults to check the bathroom, the loft, and under the tables to ensure that there are no children hiding.
- A teacher will move immediately to the door, open it and walk quickly and quietly, with the children, to the nearest building (the Roger Clapp Greenhouse across the parking lot).
- A second teacher will get the emergency contact lists and emergency bag located in the kitchen.
- During the drills, no one will stop for coats or personal possessions since rapid exiting of the building is essential.

- When the all clear signal is given, the children will re-enter the school.

EVACUATION POLICY

In the event of an emergency that indicates we need to evacuate The Katherine Miles Durst Child Development Learning Center we will be notified by phone or text from the UMaine Emergency Communications System before alarms are set off in buildings, if at all possible. The goal is to get out of the building and away from the building as quickly and efficiently as possible, the priority being the safety of the children.

- The relocation site for the children is the Roger Clapp Greenhouse located across the parking lot. If we need to go further than the Greenhouse, we will go to Colvin Hall or Estabrooke Hall.
- Once we are settled and safe we will call the University of Maine Emergency Operations Center to let them know where we are sheltering. (581-4040)
- We will take our field trip bag containing the emergency forms and phone numbers for the children and our first aid kit.
- We will continue to monitor the text message alerts we receive from the UMaine Emergency Communications System.
- While we are sheltering we will continue to seek advice from the University of Maine Emergency Operations Center (581-4040). If it is determined it would be best for us to shelter out-of-neighborhood, we will move the children to the Newman Center, Our Lady of Wisdom Church. They are located at 83 College Ave. in Orono. Their number is 866-2155.
- The University of Maine Emergency Operations Center will be advising us and they will know where your children are sheltering.
- The teaching staff will stay with the children until a parent or guardian can safely arrive on campus to take custody of their child.

If for some reason we are unable to contact you, go to the University of Maine Police Department. They will know where we are sheltering.

Address: 81 Rangeley Road
Orono, Maine 04469

Phone #: 581-4040

SUSPICION OF IMPAIRMENT DUE TO ALCOHOL OR OTHER SUBSTANCES

The family's safety is a primary concern to the Learning Center. This concern is extended through the release of the child during the program day to his/her parent, guardian or person authorized to pick up the child. Therefore, for the protection of children, the following procedures have been developed regarding the release of children to individuals who are apparently impaired and who may not be able to transport a child home safely.

If a parent, guardian or other person authorized to pick up the child exhibits behaviors (such as but not limited to) slurred or incoherent speech, difficulty walking or standing, or other unusual behaviors or physical conditions (i.e. the smell of alcohol on the breath), the Learning Center staff will make a determination about the situation. If the staff person's decision is that there is an indication of impairment due to the use of drugs, alcohol or unknown causes, **the Learning Center staff will call UM Police immediately (911)**. UM Police have the training and experience to determine the appropriate course of action that will keep the family safe. The Learning Center will also offer support, information and referrals to parents/guardians who are interested.

MANDATED REPORTING OF CHILD ABUSE AND NEGLECT

We are mandated reporters. Any staff member knowing or having reasonable cause to suspect that an enrolled child has been or is likely to be abused or neglected, will immediately report or cause a report to be made to the Maine Department of Human Services. Suspected neglect or abuse of an enrolled child must be reported – whether the cause for suspicion originates from within the Katherine Miles Durst Child Development Learning Center or from the community at large.

Notice of a report will be made to the child's parent(s) or guardian(s) when appropriate.

The following situations are required to be reported to DHHS within 24 hours:

Child deaths and serious injuries that require medical care by a licensed medical provider following notification of emergency medical personnel and the child's parents/guardians.

BUILDING SECURITY AND ACCESS

We take building security and access very seriously. Our classroom is locked from the outside to ensure that we have control over who enters our classroom while the children are present. If you are dropping off your child late or are picking up your child early, please let the classroom teacher know so that we can plan accordingly. When you arrive please see Margo Brown in #112 or Morgan Jewett in #118 and they will escort your child into or out of the classroom. Once all of the children have arrived the playyard gate is locked so that no one else may enter.

If you are using the observation booth please sign-in in the notebook located on the table outside the classroom. If one of your family members is visiting and wants to use the observation booth, please let us know. They will need to sign-in and present identification.

RELEASE OF CHILDREN POLICY

The Learning Center will release children to parents or their designees only. In order to release a child to someone other than the parent(s)/guardian(s), teachers must:

- Verify with the parent/guardian that one of the parents'/guardians' designees is going to pick up the child on that day, and
- Make certain the designee is listed on the registration forms as authorized by the parents to transport their child.
- In the event that the designee has not picked up the child before, and cannot be identified by the Learning Center staff, teachers and/or office personnel will verify the escort's identity by requesting photo identification (valid driving license, passport or other).

HAZARDS PROTECTION POLICY

The Learning Center makes every attempt possible to ensure that children and adults are not exposed to environmental hazards. In general, the following guidelines will help staff in making the Learning Center a safe environment.

- All staff participates in the University's **Blood Borne Pathogens Training** annually.

- All electrical outlets are kept covered at all times when not in use.
- Liquids and foods hotter than 110 degrees, Fahrenheit, will be kept out of children's reach.
- Spills are wiped up immediately to prevent slipping.
- If there is an incident which involves areas which are contaminated with body fluids, blood products, or human tissue, the area will be considered as "infectious" and is covered under the University's **Exposure Control Plan**.
- Floors are maintained and kept free of tripping hazards.
- The children do not have access to large buckets that contain liquid.
- All materials are kept in good repair.
- All staff are responsible for maintaining a safe environment. Staff will periodically check play areas for splinters, sharp edges, rust, peeling paint, protruding nails or screws, missing parts and the like. Staff will make minor repairs themselves or may utilize the expertise of parent/guardian volunteers. Facilities Management will be called by the program Coordinator for jobs requiring more time and expertise.
- All areas will be kept free from broken glass, trash, sharp or hazardous items.
- Ventilation and sanitation, rather than air freshening or deodorizing sprays, will be used to control odors in the inhabited areas of the facility and custodial closets.
- Outdoor areas will be inspected by staff daily for evidence of animal excretions. When this occurs, staff will remove any debris with an adult work shovel; sanitize the shovel with bleach, and the area where the debris was found.
- All children will be protected against cold, heat, and sun injury, and insect-borne disease by using the appropriate protective measures recommended by a health professional and with parental permission. Such measures include: children will wear protective clothing, sunscreen with UVP and UVA protection of SPF 15 or higher will be applied (only with written parental permission) to exposed skin, and insect repellent will be applied (only with written parental permission) if recommended by the public health authorities due to a high risk of insect-borne disease.
- There will be emergency lighting available at all times. The building entrances and exits will be kept well-lighted and unobstructed at all times.
- All emergency exits will be clearly marked and illuminated with emergency lighting.

- Program staff protect children and adults from exposure to high levels of air pollution from smog or heavy traffic by limiting outdoor and physical activity as a precaution during smog or other air pollution alerts.
- Areas that have been recently painted, carpeted, tiled, or otherwise renovated are ventilated before they are used by children.
- We monitor our parking lot to ensure that no vehicles are left idling and causing exhaust to blow on to our play yard. We do understand if vehicles need to idle in extreme weather (usually cold weather) to maintain interior temperatures.

RIGHT OF CHILDREN AND PARENTS

Children receiving child care from child care facilities have the following rights:

1. Children must be free from emotional, physical and /or sexual abuse, neglect and exploitation.
2. Each child has the right to freedom from harmful actions or practices that are detrimental to the child's welfare and to practices that are potentially harmful to the child.
3. Each child has a right to an environment that meets the health and safety standards in this rule.
4. Each child must be provided child care services without discrimination to race, age, national origin, religion, disability, sex or family composition.
5. Children must be treated with dignity, consideration and respect in full recognition of their individuality. This includes the use of developmentally appropriate practices by the child care facility.
6. Each child has the right to the implementation of any plan of service that has been developed for that child in conjunction with community or state agencies by the child care facility.
7. Each child has the right to developmentally appropriate activities, materials and equipment.
8. Children with disabilities have the right to reasonable modifications to child care facility policies and practices.

Parents and legal guardians of children receiving child care from child care facilities have the following rights:

1. A child's parent or legal guardian must be fully informed of items or services which are included in the rate they pay for childcare services.
2. A child's parent or legal guardian has the right to be fully informed of findings of the most recent inspection conducted by the department. The child care facility must inform the children's parents or legal guardians that the licensing inspection results are public information and inspection results must be posted in a prominent place on the premises.
3. Parents or legal guardians must be notified by the child care facility within two business days of any actions taken against the child care facility by the department, including but not limited to, decisions to issue conditional licenses, refusal to renew a license, or to impose fines or other sanctions

VACATIONS

The Learning Center follows the University calendar. You will be provided a calendar for the coming school year before the start of the semester. The dates do change every year so please make sure you have the current calendar available. We will have extras on the Parent Information Board and we will remind you when we will not be in session.

TUITION

Tuition is due the first week of each semester. The tuition is as follows:

- \$100.00 per semester for 2 days per week
- \$200.00 per semester for 4 days per week