



**Early Education Programs**

**Preschool & Toddler Family Handbook**

***REVISED FOR COVID-19***

**2020-2021**

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[www.kingstreetcenter.org](http://www.kingstreetcenter.org)

(802) 862-6736 • Ext. 109 Preschool Classroom, Ext. 111 Toddler Classroom



## **Welcome to Early Education at King Street Center!**

Please read this handbook carefully. It is for parents and families and will help you understand our program.

At King Street Center, our mission is to promote personal and social wellness through educational, recreational, and social programs. Our goal is to give children, youth, and families the life-building skills necessary for a healthy and productive future.

In partnership with Head Start, the King Street Early Education Program enrolls children in either our Toddler Classroom (ages 18 months- 3 years) or our Preschool Classroom (ages 3 to 5 years) in a full day program. Both classrooms are part of the King Street Center, a non-profit agency servicing and supporting children and families in the Burlington and greater Burlington areas since 1971.

At King Street, we create a sense of community and promoting a feeling of belonging that not only exists for the children and staff within the classroom, but also extends to the Afterschool and Teen programs. Although each program meets the developmental needs appropriate to each group, there still exists the opportunity for children to co-exist in a safe and nurturing environment.

King Street values the diversity of individual ideas and perspectives, how different cultural backgrounds and the range of ages all combine for a richer learning environment. Although goals, policies, structures and philosophies may vary among the different age group programs at King Street, we all strive to keep this mission in the forefront.

### **Inclusion Statement**

King Street is committed to bringing children and families together from a cross section of our community. We accept children with a variety of abilities, backgrounds and needs. We support the inclusion of children with special needs into our program. We will work closely with agencies that will give support to children and families and help to make the most informed decision for each child. King Street Early Education is accessible to people with disabilities.

King Street Center is a "Safe Space". Please refrain from foul language, slurs (racial or otherwise) verbal or physical aggression towards other families or staff members and be mindful about the young children in our building in classrooms. No weapons of any kind are permitted at King Street. Please see Weapons Policy in Appendix A for more details. No smoking is allowed in King Street or on premises at any time.



## **Program Philosophy and Goals**

Our philosophy, like the children we work with, is ever evolving. We believe that children learn about themselves and the world through their play and interactions with peers and adults. We value that each child is different and we strive to provide a learning environment that enhances each child's ability to learn and develop at his or her own pace. Our program is both developmentally challenging and appropriately nurturing to the children and families we enroll. Our goal is ultimately to support children in developing a positive self-image. We want children to be aware of their strengths and what they can count on about themselves and each other.

We do this through five core belief statements that guide our work with children and families; both in the development of our curriculum and in the structure of our program:

We are Responsible.  
We are Respectful.  
We are Empathetic.  
We are Confident.  
We are Connected.

### **OUR FURTHER GOALS ARE TO:**

- Give children the tools, opportunities and ultimately the confidence to communicate and negotiate with their peers. Our hope is that our children will take these skills and self-reliance with them as they move into kindergarten and the world thereafter.
- Provide a meaningful play environment that meets each child's developmental needs.
- Provide quality care for children while parents and families pursue work, school or other interests;
- Create a sense of community within the classroom and with the other King Street programs;
- Contribute to the wholesome growth and development of the future citizens of our community.



### ***The Environment Inside the Classroom***

The Early Education classrooms are located on the first floor of King Street Center.

We offer a play-based curriculum that reflects our philosophy that children learn about themselves, the world and each other through their play.

The classrooms are organized into different areas for Dramatic Play, Sensory Exploration, Art, Blocks, Manipulatives and a Reading/Book Area that allow children to explore their interests and develop social, emotional, cognitive and physical skills at their own pace. Opportunities for Science and Writing Experiences also exist within the classroom.

Inside each classroom is a family information area. The “Big Board” illustrates exciting daily and upcoming events, our daily meals and describes the highlights of our day. You will find valuable program information such as our daily schedule, a weekly menu, Vermont State Licensing Regulations and our monthly calendar.

### ***The Environment Outside the Classroom***

As part of a larger facility, our program has access to a full size gym, which is excellent for days when the weather is bad. Also, located in the back of the building, protected from the street, is our playground. It is equipped with a large climbing structure, a blacktop for ball playing, a sandbox, as well as plenty of room for running, jumping and exploring. In addition, the King Street Center facility offers access to the Playhouse (a multi-purpose space for large-motor, yoga, and other play as well as access to our Imagination Playground equipment) and to our playrooftop where children can safely view the Burlington skyline, Lake Champlain and the Adirondack mountains while engaging in water play and other fun activities. The children access these different spaces in the building on a daily basis, which offers them a variety of learning environments beyond the classroom.



## Daily Schedule

Supporting children's play is at the heart of our schedule. This is an excellent opportunity for teachers to observe how children are using materials, which ones are most interesting to them, what concepts they may be discovering and the range of language and negotiating skills that are occurring and developing. We work to find the best possible way to guide each child through the day, since each part of the daily schedule reflects an important part of learning.

**Explore Time.** Teachers set the classroom up for Explore in which children can access different areas depending on their interests. These areas include dramatic play, the sand box, art, sensory, blocks and manipulatives, books and science. The materials in each area are self-explanatory so that children can choose how they use the materials. This is an opportune time for children to develop peer relationships and practice social skills.

**Breakfast.** The children are offered a healthy breakfast.

*In non COVID times,* Children are encouraged to pour their own milk and serve themselves. Breakfast is a choice until 9:00. Some children prefer to eat as soon as they come into the classroom and others would rather play and then eat.

**Clean Up.** This is a whole group effort with teachers and children helping to clean the room together. Children are not responsible for the specific areas that they might have played in, but are encouraged to work as a group.

**Circle Time** is an opportunity to introduce children to different concepts and ideas through stories and storytelling, songs and music, games, fingerplays and performing. Meeting Time is also a prime opportunity for children to practice such valuable skills as turn-taking and listening as well as extending language and math skills in a fun way. Teachers alternate leading the meeting and all children are encouraged to participate.

**Gym, Drama, Outside Play.** The playground or gym is set up with tricycles, balls and, sometimes a sensory table, and there are plenty of materials in the sandbox for digging, sifting and creating. There is also a structure for climbing and sliding. This portion of the day is similar to free play in that the outside environment is designed to meet the needs of each child's stage of physical development in a setting that is safe and interesting with all the materials made easily accessible.

This is also an opportunity for small group time. Teachers might take a group of children to the library, do a cooking project or go for a walk down to the lake. This would also be a time when the whole group might take a field trip to Perkins Pier Magic Park or a walk up Church Street.



**Lunch.** We offer a hot homemade nutritious lunch to all children and staff in the program.

*In non COVID times*, lunch is served family style with the children pouring their own milk and serving themselves from serving bowls. This encourages children's self help skills and confidence. Parents are welcome to join us any time.

**Quiet Choices** in the classroom in preparation for rest time. The classroom shades are down and low lights are on while soft calming music is playing. Children choose a book to read as they wait for their other classmates to finish with lunch, teeth brushing, and using the bathroom.

**Rest Time.** Each child has his or her own mat with a blanket and pillow. Teachers help children rest by rubbing backs or reading stories while quiet music plays and the lights are off. We believe that children are more successful and able to meet the challenges of their day when they sleep or rest. Although children are not required to sleep, they need to rest quietly on their nap mat and respect the other children who are sleeping.

**Afternoon Snack & Play.** As children awaken from their nap, they wash their hands and are offered a snack at the snack table. The snack is served family style where children are encouraged to pour for themselves and help themselves from serving dishes which might hold a fruit and crackers and milk. Play continues outside or inside for the remainder of the day. We want this portion of the day to be a calm experience for children, so they can make a smooth transition from King Street to home.

In the afternoon, the Preschool share the playground with the Afterschool and Teen Programs. The yard is busy with children of different ages playing together. Older children sometimes take on the role of care taker, as they model dramatic play for young children, help to push them on the tire swing or build in the sandbox. Children being able to help and learn from each other in this way is a valuable part of a young child's experience at King Street.

## **Collaborative Partners and Learning Opportunities**

King Street is lucky to work with a variety of local partners to ensure that our children have a wide range of experiences and opportunities. We benefit from guest artists, student teachers, field trips and resources.

### **Partner Organization/Curriculum**

University of Vermont & Head Start/Physical Education

Burlington City Arts/Art

Flynn Theater/Drama, Performance Arts and Music

ECHO/Science, Technology, Engineering and Math

Shelburne Farms/Outdoor Education and Sustainability

Howard Center/Early Childhood Mental Health and Social-Emotional Development

*This partnership benefits families as well. All King Street families are eligible for up to three consultations with our collaborative clinician, Mary Collette. Mary can support families and children with a range of needs from sibling rivalry to dealing with strong emotions to negotiating rules and routines at home. Please ask a classroom teacher if you would like to learn more about this opportunity.*



## **Active Supervision & Behavior Management**

We are committed to ensuring the safety of all children enrolled in our program. We will have knowledge of, and account for, the activity and whereabouts of each child in care by sight and sound at all times to assure immediate intervention of staff to safeguard a child from harm. This is called *Active Supervision*. For more information about Active Supervision protocol, please consult your Head Start Parent Handbook.

We are committed to working with children in a manner that respects their individuality while also developing social skills such as sharing, working together and being a friend.

At times, the need for disciplining children or helping a child to “manage” his or her behavior arises. Staff will always look to the child or children **first** for answers. We see this as an opportunity for children to attain and practice their negotiating skills as well as a natural part of a child’s development.

When a challenging situation arises, we ask children to identify and share their feelings with others involved. Children are asked to reflect and also repair. Most times, going through this process resolves the situation. Occasionally, emotions and behavior may escalate to a point where a teacher will redirect or separate a child from the immediate situation to take a “break” and regain self-control. In all cases, the safety of the child and the group is the primary priority.

Behaviors such as spitting, biting, hitting or other forms of aggression need to be addressed immediately in order to maintain the safety of other children in the class. If the child manifests aggressive behavior, his or her family will be notified and we may send a child home. If the behavior continues, parents and teachers will work together to determine appropriate next steps if deemed necessary.

Occasionally, a challenging situation arises where teachers believe the services of community consultants would be helpful to develop a plan to support a child in the classroom. In these instances, we will meet with parents to discuss referral options in order to provide additional services, which will increase a child’s success in the classroom. Our teacher/staff collaborate with **Child Care Resource** consultant team, **Howard Center**, **Burlington School District (EEE)**, **Early Essential Initiative (EEI) Program** and **Head Start**, to name a few.

All King Street Center staff, volunteers and parents are forbidden from using any form of cruel and unusual punishment including corporal punishment, which is defined as the use of negative physical touching. Staff is also forbidden from using mental or emotional punishment such as humiliating, shaming, threatening or frightening a child.



## Family/Teacher Partnership

For children to be as successful as possible at King Street, teachers and families must be able to communicate effectively about a child's life in the classroom and at home. Communication between home and school is essential for best supporting a child in all areas of development.

We foster good communication with families and teachers in several ways:

- ★ A daily check in is an effective way to gain understanding about your child's day. Anytime something happens in your child's life that you think may affect his or her learning or behavior, please share this with a staff member. **No piece of information is too small:** he didn't sleep well, mom is away, a parent's work schedule has changed – all of this information helps us guide and support your children throughout their day.
- ★ *In non COVID times*, The “**Big Board**” located next to the classroom entrance describes many of the activities and experiences that children and teachers shared that day.
- ★ Family/Teacher Conferences are held three/year: November, April and August. This is a great opportunity for teachers and parents to share knowledge of your child's life at school. At this time, teachers will share anecdotal information, observations about your child's social-emotional development, and milestones reached as revealed by Teaching Strategies Gold (a statewide assessment system) and Work Sampling Portfolios. Additional conferences may be requested at other times throughout the year.
- ★ *In non COVID times*, Families have an **open invitation** to visit the program at any time.
- ★ *In non COVID times*, **Documentation of learning**, displayed throughout the school, are another form of family-teacher communication as they illustrate examples of the students at work, the depth of their thought processes, their approach to projects, and their collaboration with each other. These displays can be found in the classroom or in the main hallways. Teachers are expected to update and maintain these important panels making sure our approach to learning is demonstrated.





## Registration & Enrollment

While our enrollment procedure may appear lengthy to those involved, we have found it to be very helpful when transitioning new families into our program. We believe that families must be comfortable and confident in their child's learning environment in order for their child to succeed. By visiting us several times, families and staff build a strong communication base, which aids both you and us in best meeting your childcare needs.

Registration is a multi-step process, which begins with the receipt of a completed application and continues with several visits between the Early Education Director, parent(s) and family members, child and classroom. During this time, you and your child will have the opportunity to become acquainted with the program policies, philosophy, and staff.

### Enrollment Procedures:

1. **Fill out the Head Start application.** You are **not** considered on the Head Start waiting list unless the application is filled out in its entirety and returned to Jess Benoit at Head Start. Your family must also qualify for CCFAP in order to enroll at King Street.
2. **After King Street Center offers your child a space in a classroom, please be sure to arrange for King Street to be the childcare subsidy recipient.**
3. **You will receive** the King Street handbook and our enrollment forms. Please complete our enrollment form and return it to King Street.
4. **Visit the classroom** with your child.
5. **Plan to spend a few extra minutes** helping your child on the first day.



## Operation Hours and Calendar

Early Education Programs at King Street Center are year-round and provide care from 8:00am-2:00pm, Monday through Friday. Each child has his/her own contracted hours. Early Education is closed on the following holidays:

- ★ New Years Day
- ★ Memorial Day
- ★ Independence Day (July 4<sup>th</sup>)
- ★ Labor Day
- ★ Thanksgiving Day
- ★ Thanksgiving Friday
- ★ Christmas Day

King Street generally follows the calendar set by the Burlington School District. The Center also has “down weeks” when the Center will be closed for children’s programs– typically, the week prior to the start of the school year, the week following the end of the school year and the week(s) between Christmas and New Year’s Day. A listing of these closings can also be found on our family information bulletin board outside the classroom.

On the first Tuesday of each month, Early Education programs close at 12:00pm for Staff Meeting.

### **Snow Days**

**When the Burlington Schools are closed, King Street Center is closed.** King Street uses the Burlington School System as a guide to determine whether we should close during inclement weather. To determine if we are open during other wintry conditions, please check local news and radio or the King Street Center website.



## Arrivals & Departures

*In non COVID times*, You or the person dropping off your child must bring your child into the classroom each day, and verbally communicate with a teacher that your child has arrived. The adult dropping off and picking up your child is responsible for signing your child in and out of the classroom. A clipboard with your child's name is located just inside the classroom door – please mark down the exact time you have dropped off or picked up your child.

**We suggest that children arrive no later than 9:00 am** to begin their day. Late arrivals can be disruptive to the group and children miss out on the opportunity to ease in with their peers. We realize that mornings can be a busy and frenzied time, but it is important from both the children's and teachers' perspective that children have the opportunity to settle in.

Please remember that arrival and departure times are confirmed at enrollment and are to be followed. Our teachers are scheduled to work in relationship to the number of children expected in the classroom. This student-teacher ratio is determined by law and we cannot accept early drop offs or allow late pick ups that would force us to be out of ratio and, therefore, not in compliance with the law.

### **Late Drop Off Policy**

Should an appointment or other circumstance arise which prevents arrival by 9:00, please do call us to let us know. We can accept children up until 11:00am if we know about it in advance. **If your child is not at King Street by 9:00am, and we do not hear from you, we will consider your child absent for the day.**

### **Late Pick Up Policy**

Families must adhere to the contracted hours for their child's day at King Street. Should circumstances arise where you are late to pick up your child, please call or text the classroom's cell phone to inform us of your situation. Often, we can accommodate the change if given enough notice.

However, if there are no calls or texts, families will be given three reminders of their child's contracted time. After three instances, the parent will meet with the Early Education Director to reassess the contracted hours. Failure to honor the contract will be addressed immediately.

### **Release Form**

The parent/guardian must list at least two emergency contact people on the application for enrollment. It is the parent/guardian's responsibility that these designated individuals are aware they are listed as emergency contact people, have accepted that responsibility, and will be responsible for the care of the child in the event that King Street staff are unable to contact the parents/guardians. The emergency contact people must live or work in close proximity to King Street so that they can be reached and respond promptly if called by staff.



If someone other than a parent/guardian is to bring in or pick up your child, you must list that person on your child's release form. We must have your permission if someone other than the parent(s) or authorized person(s) will be picking up your child. You may do this by calling and speaking directly with a classroom teacher. Identification will be required before the child is allowed to leave the facility with this adult.

If a parent or other adult picking up your child is suspected to be under the influence of any drugs or alcohol, your child will not be released into that individual's custody. We are not passing judgment on any lifestyles, but protecting the children you entrusted in our care.

***Please understand that this procedure is set up to protect your family--  
not to make things difficult.***

### **Parking at King Street Center & Crossing the Street**

King Street Center is located on a very busy block in downtown Burlington and families often arrive during rush-hour times. We have a few 15-minute spaces directly in front of the building. If those are filled, you may find parking nearby on King Street or the surrounding streets. We urge families to use the crosswalks located on either end of the block when crossing King Street. If you must cross mid-block, please exercise extreme caution – for yourself and your child(ren) when doing so.

### **Attendance**

Regular attendance in the program is one of the primary components in developing a sense of community within our classroom environment. Daily attendance records are kept.

**If your child will be absent for any reason, please let us know by telephoning us that morning or by telling one of the teachers ahead of time.**

**Preschool: call 863-3635 ext. 107 or text 802-495-1517**  
**Toddler: call 863-3635 ext. 111 or text 802-881-5478**

If your child is absent for more than two days without any communication with the teachers, one of the classroom teachers or your Early Care Advocate will contact you to confirm your child's return to King Street. When a child misses one week of program without explanation, we will send home a letter asking you to contact us. If contact is not made by the second week or requested date, your child's space will be closed. Sporadic attendance (fewer than three times a week) will be addressed in the same way.

If your child will be absent for a planned extended period of time that exceeds two weeks, your family will be responsible for the program fees for any days beyond the two-week period.

If a child is absent more than 3 days due to illness, the teachers may request a doctor's note stating that the child is able to return to a group setting and poses no threat of communicable illness.



## **Emergencies**

In order to create a secure environment for our students and to be in compliance with state licensing regulations, all programs at King Street Center regularly perform fire drills and “safe-in-place” drills. If you arrive to pick up your child during a fire drill, please allow your child to return to the classroom with his/her class and complete the drill. You may then take your child with you to depart.

In the case of an actual emergency where we had to leave the building, King Street Center programs will be evacuated to the **Champlain Housing Trust building located at 88 King Street**. Teachers bring their class roster and emergency contact information with them whenever they leave the classroom and would notify families by phone if an evacuation had occurred and/or children needed to be picked up. Therefore, *it is essential that all phone numbers and contact information is up-to-date in case of an emergency.*

In the case of the Champlain Housing Trust facility being compromised for any reason, our second evacuation location is the **Hilton Garden Inn located at 101 Main Street**.

## **Items Your Child Should Bring to King Street**

### **Clothing**

Children can become involved in messy projects as part of their play. Painting, cooking, water play, gluing or playing in the sandbox are just a few examples of activities that can contribute to dirty clothes. Please send your child to King Street in sturdy, comfortable clothes that are easily washable.

Children will need one complete change of clothes including:

- ★ socks
- ★ underwear (more than one pair)
- ★ shirt
- ★ pants (belt if the pants are too loose)

### **Storage**

There is space located in the classroom for safe storage.

### **Rest Time**

We provide children with a mat and a sheet for rest. They may bring in a favorite blanket and stuffed toy from home. All rest items will be stored in your child’s cubby in a separate bag. This type of storage will allow the staff and children to keep better track of rest items and to keep them clean and off the floor.



### **Inside/Outside Play**

It is our policy to play outside year round. We go out if the temperature is above 20 degrees and there is not a strong wind chill factor.

In the **Summer Months** your child will need to have:

- ★ bathing suit
- ★ sunscreen
- ★ a towel
- ★ some type of rubber sandals or shoes that can get wet
- ★ sneakers (shoes safe to run in that won't get easily kicked off their feet)

For the **Winter and Fall:**

- ★ boots
- ★ snow pants
- ★ a warm jacket
- ★ mittens and a hat

## **Health and Well-Being**

FOR COVID-19:

We will be implementing health screenings **for every child every day**. This includes the following:

- Conducting a temperature check with a no-contact infrared thermometer prior to entry
- Asking parent/guardian a series of health questions prior to entry
- Having children wash/sanitize their hands prior to entry

In order to safely do this, we ask the following:

- Whenever possible, the same adult (younger than 65) should drop off the child/ren each day.
- However, adults who are displaying signs of illness (cough, fever, shortness of breath, difficulty breathing, sore throat) should not drop off children
- Teens can come on their own, but may be turned away if there is a sign of illness, so if they are dropped off by car, adults should participate in the check in process
- Adults must wear a facial covering unless they have an underlying health condition that prevents them from being able to do so
- Families must wait on the designated, marked spot on the sidewalk for their turn. Please be patient as we get used to this new procedure.
- There is a **ZERO** tolerance policy for illness. Any sign of illness found in the health screening will result in us not admitting the child/ren until the symptoms are resolved. This includes, but is not limited to the following
  - Cough, fever, shortness of breath, sore throat, difficulty breathing, chills, muscle pain, headache, congestion or runny nose.



To ensure the health of our students, teachers, and King Street Center community, *do not send your child to school when s/he is sick*. If they have any fever, have told you they do not feel well, complain of a sore throat, have vomited, or have any of the symptoms mentioned below, they should **NOT** be at school.

Please notify the school when your child is ill. Any information regarding a change in your child's health, including confirmation of a communicable infection or condition must be shared in a timely manner. Any communication about your child's illness will be kept confidential.

While your child is at King Street, it is up to the discretion of the staff to determine if your child is well enough to be at the Center. We do not have the facilities for sick care. If a child becomes ill at school, families will be notified and expected to pick up their child promptly. If we are unable to reach you, your emergency contact person will be notified. We understand finding sick care is hard. Unfortunately, we are not able to offer more assistance.

When children return to school they should be ready to participate in all activities—including *outdoor time*. If they are not well enough to participate in outdoor time, they probably need more recovery time at home. *We greatly appreciate your support in keeping our school healthy.*

**Children should not attend school if they develop any of the following symptoms within 24 hours preceding their school day:**

1. Fever: 100° F orally
2. Vomiting – any episodes the night before or morning of school. Even if your child says they feel fine, they may still be contagious or often they feel fine for a while and then have a relapse. If your child vomits the morning of school, please do not bring them to school.
3. Diarrhea: Two loose stools beyond what the child normally has in 24 hours, or loose stools persisting for more than 48 hours.
4. Sore throat or swollen glands.
5. Severe cough, heavy nasal or chest congestion.
6. Unusual rash, which can be an indicator of strep throat.
7. Eye discharge, watery, pink, or irritated or swollen eyes.
8. Other symptoms of possible illness such as extreme fatigue, irritability, persistent crying, difficulty with breathing, persistent abdominal pain.

**A child diagnosed with any of the following diseases or infections must not attend school until a medical professional indicates it is safe for him/her to do so:**

1. Bacterial Meningitis
2. Chicken Pox (Varicella)
3. Shingles
4. Salmonella
5. Giardia
6. Impetigo
7. Diphtheria



8. Hepatitis A
9. Measles
10. Mumps
11. Whooping Cough (Pertussis)
12. German Measles (Rubella)
13. Streptococcal, including Scarlet Fever and Strep throat
14. Tuberculosis (active)
15. Polio
16. Campylobacter
17. Fifth Disease (Hand, Foot & Mouth)

**A child diagnosed with any of the following shall not return until the period indicated below:**

1. Lice: May return after treatment is completed.
2. Conjunctivitis: May return 24 hours after treatment is initiated. Viral conjunctivitis may be contagious for as long as three days, please ask your doctor before having your child return to school as pink eye is very contagious.
3. Scabies, Pinworm, Ringworm: May return 24 hours after treatment is initiated.

Families will be notified when their child has been exposed to any communicable disease.

**Important:** To help prevent the spread of contagious illness, Vermont State Law requires all teachers and children to **wash hands upon arrival at school**, before handling food or dishes, after blowing noses, after using the bathroom, after contact with any bodily fluids, and after being outdoors.

All teachers are certified in First Aid and CPR for children and adults. Teachers wear rubber gloves whenever direct contact with blood or other bodily fluids is likely, or when handling any surfaces or articles that have been in contact with bodily fluids.

If your child requires medication while at King Street, you will be required to bring in a form, signed by yourself and the child's physician, giving staff permission to administer medicine to your child. This form must be filled out for both non-prescription and prescription medicine. These forms are kept in the classroom. Medicine must also be given directly to a teacher for safe storage and **under no circumstance** may medicine ever be in a child's possession. This applies to both prescription and non-prescription medicine, such as, cough drops and aspirin.

Children with a diagnosed medical condition, such as asthma, must have a treatment plan in place and the appropriate medication kept on site at King Street in its original box.

If your child is injured while at King Street, appropriate medical attention will be provided. An injury report form will be filled out for all injuries. A copy will be sent home and another copy will be placed in your child's file. If an injury requires emergency medical attention, you will be notified immediately.





### **Wading & Access to Water & Pools**

Written permission from each child's parent/guardian shall be obtained prior to the child engaging in wading activities. When children are using wading pools, staff with valid infant/child CPR are present at all times and are physically and visually supervising children at all times. Wading pools are used on the playground and/or on the playroof. They are cleaned and disinfected daily when used and filled with fresh water at least daily.

## **General Policies**

### **Food**

Early Education provides a healthy and nutritious breakfast (8:00-9:00am), lunch (11:30am-12:30pm) and afternoon snack (3:00-4:00pm). Milk and water are provided at each meal.

*In non COVID times,*, The meals are served family style with the children serving themselves with the guidance of the teachers. A teacher is seated with children at all times when children are eating. We adhere to food allergies and religious requirements as needed by offering alternatives or altering the menu. Menus are planned in advance and are posted in each classroom.

We also ask that children **do not bring any candy or gum** to King Street. If children do arrive at school with gum or candy, we will ask that parents take the item with them or hold onto it until the end of the day.

### **Toys – Toys from home should stay at home.**

Children often want to bring toys from home to the classroom; however, this can create problems. Toys from home are susceptible to getting broken or can become a source of conflict if it is a toy that is hard to share. Please help us avoid the entire situation by keeping toys, books, etc. at home or in the car.

*In non COVID times,*

### **Field Trips & Transportation Policy**

Our partnership with the Flynn Center, BCA, Shelburne Farms and other local organizations makes it possible for us to go on field trips throughout the school year to places in our community.

We travel either by foot or using the King Street bus. Drop off and Pick up always take place directly in front of King Street Center. We go out in all kinds of weather but use the Child Care Watch chart to determine if any extreme heat or cold conditions make it unsafe to go outside. Our drivers must be licensed and a teacher with Bus Monitor training must ride the bus on every trip. All children are in child-sized seat belts using a 5-point harness. The last teacher to depart the bus “sweeps” each row to ensure that all children have left the bus.

The bus and/or teacher(s) has First Aid, a fire extinguisher, seat belt cutter, a charged cell phone, emergency contacts and emergency medications with them at all times.

On rare occasions, because of safety issues involved, it has sometimes been necessary for us to ask children not to participate and therefore may request that the child be accompanied by a parent/guardian or not attend school that day.



*In non COVID times*, we have **Volunteers and Student Interns**

Our Center is fortunate to have student intern and volunteer support. They are carefully screened by King Street's Volunteer Coordinator and are supervised at all times by staff members. We will make every effort to introduce you to any new volunteer or intern

**Child Abuse Policy Statement**

Vermont's Child Abuse Statute (33 V.S.A., Chapter 14, sec.683), states that Child Care workers must give an oral and written report to SRS if they have reasonable cause to believe that any child has been abused or neglected. King Street Center will document any incident if there is reasonable cause to believe that any child has been abused or neglected. King Street Center will contact DCF if there is any suspicion of neglect or abuse involving any individual (child, family, volunteer, staff, etc.) on the day of the incident, and upon recommendation of the DCF intake worker, King Street Center will notify the child's parents/guardians.

**Parent Problem Solving Procedure**

Unquestionably, the staff of Early Education at King Street would like to hear, address and discuss any question, concern or problem you may be having with the program. If you choose to bring your difficulty to the state, you may contact the DCF children's' licensing division @ 1-800-649-2642.

**Complaint Procedure**

Parents have the right to call or write Vermont State Licensing if fault is found in the operation of the facility or treatment of their child.

**Department of Children and Families Consumer Concerns Team**

**Phone:** (802) 241-0925.

**Email:** [AHS.DCFConsumerConcerns@vermont.gov](mailto:AHS.DCFConsumerConcerns@vermont.gov)

**Mail:** Consumer Concerns Team, Commissioner's Office, Department for Children and Families, 280 State Drive, HC 1 North, Waterbury, VT 05671-1080

**or**

**Child Development Division:** Call 1-800-649-2642, press "0" and ask for the Operations Manager.

**Confidentiality**

It is the aim of Early Education at King Street Center to respect the privacy of children and parents, while ensuring that they have high quality education and care.

In order to ensure that parents and caregivers can share their information in the confidence that it will only be used to enhance the welfare of their children we respect confidentiality in the following ways:

- Parents have access to the files and records of their children but not to information about another child.



- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with people on a "need-to-know" basis.
- Staff shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as individuals who have legal responsibility for intervening in the child's interest

## **Termination of Child Care**

There are times when group child care may not be the best solution for a child or family. King Street is dedicated to having the best solutions for families and children, even when we may not be the answer.

The Early Education Director will complete an observation to see if a change to the program will correct the situation. After this process has been completed, the following steps will take place:

1. A conference will be held to discuss the problems that are occurring and to set forth a plan that can be followed for a two-week period. The child's family members, teachers and the early education coordinator will be present at this meeting.
2. At the end of the two-week period, another conference will be held to review the plan and any progress that has been achieved. The Preschool Program will seek input from other agencies and organizations as deemed necessary.
3. If outside help is needed from another agency, a conference will be scheduled to set into motion another plan that will be implemented for up to two weeks.
4. Again, a conference will be held to include the outside agency and a decision will be reached regarding continuation of care. If care is terminated, a two-week notice will be given to the family to allow them to find care for their child.

### **IMPORTANT!**

**The Early Education Director, in consultation with the Executive Director, reserves the right to stop this process and cancel care immediately when the safety of the children in care may be at risk.**