

# Gorham House Preschool

## Family Handbook

### 2024

Program Policies & Information



*Effective June 24, 2024*

**Childcare Rates**  
Effective September 1, 2024

**Half Day  
Preschool Program (8:00 AM – Noon)**

2 days per week	\$87.50/week	<b>\$350.00/month</b>
3 days per week	\$131.25/week	<b>\$525.00/month</b>
4 days per week	\$176.25/week	<b>\$705.00/month</b>
5 days per week	\$220.00/week	<b>\$880.00/month</b>

**Full Day**

2 days per week	\$115.00/week	<b>\$460.00/month</b>
3 days per week	\$172.50/week	<b>\$690.00/month</b>
4 days per week	\$225.00/week	<b>\$900.00/month</b>
5 days per week	\$277.50/week	<b>\$1110.00/month</b>

Payment is expected on the first of the month, unless other arrangements are made with the program director. Full-time employees receive a 25% discount. Tuition payments received after the 10<sup>th</sup> of the month will result in a 10% finance charge. There will be a \$25.00 fee for all returned checks. Rate increases can be expected each school year.

## **PROGRAM PHILOSOPHY**

It is our intent at Gorham House Preschool to help each child, both as an individual and as a member of a group, to grow and develop as fully and happily as possible. It is our belief that both children and adults should be in an environment in which all feel respected and safe. It is our goal to provide an atmosphere of openness and warmth. Within this atmosphere, children and adults aim to work together to solve differences through expressing feelings, listening to other's perspectives, and striving for compromise. Adults may need to facilitate such interactions among children in concrete and relative ways. Issues of conflict between children should be solved by those same children, with the adult preferably there only to facilitate and model appropriate problem-solving behavior.

At Gorham House Preschool, children will be learning through experience, observation, play, problem solving, and creativity. The curriculum is developmental in approach with an emphasis on the whole child. Children need years of play with real objects and events before they can understand the meaning of symbols such as letter and numbers. Learning takes place as young children touch, manipulate, and experience with things and interact with people. The learning materials and activities in our classroom include but are not limited to sensory tactile experiences such as sand, water, clay, along with accessories to use with them. We offer table and unit blocks; puzzles with varying number of pieces; many types of games with rules and directions and those with a more open-ended approach; a variety of small manipulative toys; dramatic play props such as those for housekeeping, transportation, and communication; a variety of science investigation equipment and items to explore; a changing selection of appropriate and aesthetically pleasing books and music; supplies of paper, water based paints, and markers along with other materials for creative expression; large muscle equipment; field trips; classroom responsibilities, such as helping with routines; and positive interactions and problem solving opportunities with other children and adults. Children need to repeat all these activities many times before formal academic tasks are presented to them. We, as teachers, are there to encourage independent play, plan a variety of activities, get involved with the children without directing their behavior, and maintain smooth transitions, as well as a high level of teacher/child verbal interaction.

## **TEACHING PHILOSOPHY**

Gorham House Preschool's teaching philosophy forms the basis of why we do what we do. We believe children learn through many different avenues and that they are learning all the time. For this reason, teaching occurs constantly in routines such as eating and napping, as well as in free play and outdoor time. We take a developmental approach. Each child is viewed as an individual and is treated as such when providing equipment and materials.

Our goal is to challenge each child to grow and develop at their own pace by exposing them to concepts that help them understand their world. We believe children learn by doing and using all their senses as they work. Children need a variety of

activities with some activities consistent in their day and some different and more complex.

Children need to take initiative in learning. If interested in something, they should be able to explore it thoroughly. We provide frequent free play time to enable children to be self-directed and take initiative in their learning. Taking responsibility for learning is another aspect of our teaching philosophy.

A teacher has many different roles in the child's learning. They have many tasks including the tasks of an environmental planner, observer, role model, leader, recorder, and facilitator. As an environmental planner, that teacher designs the play space to be stimulating and fun. The areas and materials must be attractively arranged to entice a child's learning. They help children maintain the environment by encouraging them to put things away.

The teacher is an observer who charts a child's growth and documents their development. She/he notes a child's accomplishments and interests, and these notes help him/her to plan when an adult questions the child and continually reinforces the child's new language. As the child begins to play with other children, the need for more language becomes obvious, and the children learn language from each other.

PLAY is vital to all children's learning. In play, children gradually develop concepts of casual relationships, the power to discriminate, to make judgments, to analyze and synthesize, to imagine, and to formulate.

### **MISSION**

Our primary mission is to provide children with a relaxed, safe, happy environment to spend their days while away from their families. We strive to provide those families with peace of mind knowing their most precious possessions are being well cared for while away. We offer children opportunities to develop cognitively, socially, emotionally, and physically through play-based activities.

Our secondary mission is to support Gorham House Healthcare in its efforts to provide the residents who live here with comfort, dignity, respect, and the ability to witness a celebration of life that young children present so well. We do this, in part, by helping the children in our care learn compassion, kindness, patience, and tolerance toward others, regardless of age, skin color, or ability.

### **LICENSE AND ACCREDITATION**

Gorham House Preschool is a state licensed and nationally accredited preschool and childcare program for children between the ages of three (3) to five (5) years. We are licensed for fifteen (15) children, with a maximum group size of fifteen (15) children per session. Our teachers, substitutes, and director all meet or exceed the requirements set forth by the State of Maine for education and continuing training.

Gorham House Preschool is proud to be a national accredited preschool program through the National Association for the Education of Young Children (NAEYC). The preschool program accreditation process is completed every five (5) years with reports submitted annually.

**MAINE ROADS TO QUALITY RISING STARS FOR ME:**

Gorham House Preschool is proud to be a five (5) star program. All categories of the inclusive practices checklist are completed annually.

Gorham House Preschool serves as a Practicum Site for students pursuing degrees in the field of Early Childhood Education. We work with area Community Colleges and Universities. At School, the team members collaborate to offer quality early care and education for each child.

**ENROLLMENT**

**FACTORS TO CONSIDER BEFORE ENROLLMENT:**

A child must be three (3) years old on or before September 1<sup>st</sup> for the School Year Program and on or before July 1<sup>st</sup> for the Summer Program, unless otherwise approved by the Program Director.

To be eligible for enrollment, a child must be toilet-trained (i.e., able to be independent in the bathroom and without accidents). Teachers cannot regularly help a child with clean up after an accident or with daily toileting activities. Unless authorized as a reasonable accommodation, teachers will not change diapers or pull-ups, and children should not need diapers or pull-ups if they are enrolled at preschool. We typically encourage children to use the bathroom before any outdoor play and rest time. We will use language to help a child through wiping after a messy bowel or when cleaning themselves from an accident. We do realize that accidents will happen. We will attempt to remind children to flush and wash their hands after using the bathroom. Bathroom time is considered private time.

Severely aggressive behavior is frightening to both children and adults. Gorham House Preschool reserves the right to remove a child from the program if behaviors such as biting, punching, kicking, spitting, or throwing objects with the intent to hurt another child or adult continue beyond a reasonable time, which is at the program's sole discretion.

Gorham House Preschool is located in a senior living community, which allows us to offer a wide variety of experiences to our children and the senior living community's residents ("Grand-friends"). We will do our best to work with families; however, the health and safety of the children, team members, and senior living residents is our primary concern. Many of the Grand-friends who visit and/or volunteer at Gorham

House Healthcare utilize a walker or wheelchair, and we must maintain a safe environment for them.

We require parents and children to visit the Program at least once before a child's start date. A visit the week before a child begins is ideal. During this visit, we expect parents to be with their child and explore the classroom and playground together. We find that if parents are comfortable, they communicate that feeling to their child. Teachers are available for home visits if families desire; however, this is not a requirement.

PARENTS/GUARDIANS ARE WELCOME AT ALL TIMES AT SCHOOL! HOWEVER, IF YOU ARE SICK OR FEELING UNWELL, PLEASE WAIT UNTIL YOU ARE FEELING BETTER TO ATTEND.

**FEES AND PAYMENT:**

Payment is due on the first day of each month, which can be made via ACH through the Bright wheel. Monthly rates are based on 48 weeks divided into twelve equal payments. Financial contracts are in effect from September 1 to June 30 and separately from July 1 to August 30 for the summer program. No deductions from tuition will be made for absences, family vacations, staff training days, school vacations, emergency closings or holidays.

A month's written notice to the director is required for withdrawal during the contracted time or tuition for that month will be due in full. Thirty days' notice will also be given to families if a child is deemed inappropriate for our center. Every effort will be made to work with families to maintain the relationship.

A late charge of 10% will be applied if payment is not in before the 10<sup>th</sup> of each month. If payment is not in by the twentieth day of the month, a meeting will be called with parent, director and business manager to determine whether child will be permitted to stay in the program. If something is not satisfactorily agreed upon, the relationship will be terminated.

Rate increases can be expected each school year.

**WAITING LIST INFORMATION:**

If our program is full and you wish to place your child on our wait list, please note that the employees of Gorham House Healthcare and families with children already attending the program have priority and first refusal on any enrollment slots that become available. We are happy to place a child on our waiting list and contact the parent/guardian as soon as there is a spot available. To find out if there is a waiting list, please contact the Program director.

## **CURRICULUM**

We hold children's ideas and natural curiosity in the highest esteem. We balance planned and themes with spontaneous activities that arise. Carpentry, outer space, nature, dinosaurs, holidays, etc. will probably interest children; however, if the children become interested in the rain forest or are fascinated by the ocean because of a shared book or family trip, we may spend several days exploring these ideas. Our curriculum is based on providing a rich and varied source of materials and activities set into a dependable and structured routine. Routines and clear expectations provide security and allow children more freedom to learn. We balance unstructured free play with more structured teacher-directed activities, as well as time with our Grand-friends. Manners and social skills are explored during these visits as well as at snack and lunch time. Teachers prepare for individual abilities since children develop at different rates. We aim to keep our curriculum free flowing and open-minded so that the focus is on the process rather than the product.

We also use the Get Set for School Curriculum and State of Maine Early Learning and Developmental Standards for children as a guide when setting up our environment and learning centers. Our curriculum philosophies are taken from a variety of approaches, creative, and emergent, while these two curriculum frameworks. These standards provide us with guidance as we design our environment, shape our curriculum, build intentionality into our teaching practices, and support children's learning at home. We strive to be an effective early childhood learning environment for young children and incorporate a more holistic approach to teaching children, addressing each child's social, emotional, physical, and intellectual development.

Our classroom is set up into learning centers to provide a different learning experience for each individual child. We believe that play, in addition to adult planning, guidance, support, and follow-up, is a vital experience of early development and promotes the development of the whole child. We believe it is important that children explore and apply new skills through experiences that are interesting, satisfying, and respectful of their desire to touch, hear, see, smell, and taste. We recognize their natural drive to use both their small and large muscles throughout the day. Through play, and a content rich environment, children not only develop social and motor skills, but they also make sense of their world around them, building the foundations they will need to become capable, enthusiastic learners and responsible, healthy adults.

## **DISCIPLINE AND MANAGEMENT**

Our discipline policy is aimed at helping children learn and develop inner behavior control. We use many methods to guide our children toward appropriate behavior. We model appropriate behavior through the use of language, positive affect, and by encouraging children's good choices. Discipline does not include shaming, withholding food or beverages, withholding all physical activity with the exception of any breaks due to safety concerns, as well as using or threatening corporal punishment. Team members shall not use physical punishment, psychological abuse, or coercion when disciplining a child. Examples of physical punishment include shaking, hitting, spanking,

slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears, requiring a child to remain inactive for a long period of time. Examples of psychological abuse include shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, frightening a child, ostracism, and withholding affection. Examples of coercion include rough handling (e.g., shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm, and physically forcing a child to perform an action (such as eating or cleaning up). Gorham House Preschool believes children want to behave well or "be good;" however, immaturity and impulsiveness may conflict with the desire to be good. We believe that discipline and management is utterly impossible if children do not have a positive association and connection with their caregiver/teacher, and our team members strive to develop positive relationships with children. Parents must collaborate with the program's director and teachers to support good behavior and encourage positive relationships with teachers and other children.

Our environment is set up to help children make independent choices throughout their day while having fun learning. Choice making empowers children and allows them to resolve a problem independently developing the social skills needed to excel further in school. We will help children develop awareness of their own behavior by praising, redirecting, giving suggestions, bridging, scripting the desirable behavior, and focusing on the behavior, not the child. We have developed rules that protect the children's safety and property, which help children learn to respect the rights, property, and feelings of others. Team members strive to remain calm and rational during problematic situations, and we aim to respond quickly if children become violent. Encouraging appropriate behavior may involve ignoring behavior as a method to eliminate inappropriate behavior, using positive reinforcement for good behavior, and providing children cues to change behavior.

If a child's behavior is severely inappropriate as determined by Gorham House Preschool, we may remove the child to a safe space so that the child does not hurt themselves or others. If behavior techniques fail after two (2) weeks, Gorham House Preschool will meet with the child's parent(s)/guardian(s) to develop a strategy or plan. This strategy may require the assistance of outside resources such as Maine Roads to Quality and The Center for Community Inclusion, Advocates for Children, referrals for a full developmental evaluation, Child Development Services. It may also be necessary for the parent(s)/family to seek family counseling or therapy for a child. Any fees associated with these outside or additional services are the responsibility of the parent(s)/family. Outside resources providing services must be consistent with Gorham House Preschool's philosophy, and outside resources may be a condition of continued participation in the program.

Since Gorham House Preschool is located within a senior living community, children must be respectful of the residents who reside within the community. If behavior is too severe or inappropriate, which includes but is not limited to screaming, running away from teachers, physically abusing others, kicking, spitting, hitting, throwing objects, punching, scratching, pinching, and behaving inappropriately beyond two (2) weeks, immediately discontinuing or transitioning your child out of the program as determined



by Gorham House Preschool may be necessary. This may further involve a parent/family member be present with the child during the program, parent/authorized person pick up the child early, or the child not being permitted to participate in program activities.

Gorham House Preschool reserves the right to ask you and your child to leave at any time if you do not agree to the program's philosophies or if behaviors become too severe at the sole discretion of the program Director. The safety of everyone is our top priority.

## **RIGHTS**

### **RIGHTS OF CHILDREN:**

Children receiving Child Care from Child Care Facilities, including School, 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 set forth by the Department of Health and Human Services, Childcare Licensing Division.
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.

### **RIGHTS OF FAMILIES:**

Families of children receiving Child Care from Child Care Facilities, including School, have the following rights:

1. A Child's Parent or 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 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 Children's Parents or 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 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.

### **ACCIDENTS AND EMERGENCIES**

Teachers at Gorham House Preschool are trained in Infant/Child/Adult CPR and First Aid. All accidents or injuries requiring more than first aid will be reported on an Accident Report form. Parents are required to read, sign, and return the form to a teacher. Minor scrapes will be cleaned with soap and water; bruises and bumps will be treated with ice. Immediate care for more serious injuries will be referred to our Occupational Health Nurse or Administrator, if available. Rescue will be called to transport a seriously injured child. If this occurs, parent(s)/guardian(s) will be notified as soon as possible.

Please Note: Any injury or illness which requires medical attention from a physician or other medical personnel, including but not limited to an emergency room visit, hospitalization, death, and those that are the result of an accident involving transportation to or from a facility sponsored event, or any illness which is a notifiable condition as identified by the Department will be reported to our Child Care Licensing Specialist.

Parents must keep emergency phone numbers up to date. Each child MUST have an alternate adult who can pick up the child if a parent cannot be reached. Parents must make arrangements to pick up a sick or injured child within a one (1) of being notified.

The contents of each child's health and safety file is confidential, but it is immediately available upon request to:

- Administrators and teaching staff who have consent from a parent or guardian to access the records;
- The child's parents or guardians; and
- Regulatory authorities.

#### **FIRE DRILLS AND EVACUATION:**

We hold fire drills one (1) time per month. Children are escorted out either the classroom door or Great Room door. The teacher takes the attendance sheet and makes sure everyone is accounted for. We use this attendance sheet for evacuation counting. In the event of a real fire or disaster, children will be taken to Baxter Memorial Library or another authorized safe location and parents/families will be notified.

#### **LOCK DOWN DRILLS:**

Lock down drills ("Red Bird Plan") are held quarterly.

## **CHILD HEALTH & MEDICATIONS**

### **GENERAL HEALTH REPORTING PROCEDURES:**

If your child is diagnosed with an illness and prescribed medication to treat the illness/infection, you must notify the program director immediately. If you know your child has been exposed to a serious contagious disease or germ, you must notify the program director immediately. The program may be required to report certain diseases, illnesses, and exposures to government authorities, including the CDC. Other parents of children in the program will also be notified if a child's illness is contagious while maintaining the confidentiality of the sick child.

Any suspected communicable illness, such as a rash or goopy eyes, will be reported to an onsite registered nurse ("RN") at the facility. If the RN believes that the child should be seen by their physician, then the parent will be notified and asked to be removed from School until seen by the child's physician and found to be not or no longer contagious.

### **HEALTH POLICY:**

A child should be kept out of school if they are sick, contagious, or has a fever of 100.00 degrees Fahrenheit or more. Full participation from children is expected, and if a child is too sick to participate in any part of the program, then the child is too sick to attend school that day. If a child is not well upon arrival at school or becomes ill during the day, parents are expected to pick the child up from school within one (1) hour of being notified. Parents must have a plan in place ahead of time to pick up their child when they are sick. If a child is sick, we will attempt to isolate the child in a designated space away from other children to help avoid spreading any illness while keeping them as comfortable as possible until picked up.

Children and team members receive a health screening upon arrival each day. In connection with state regulations and the Centers for Disease Control and Prevention guidance, if a child has any of the following symptoms, the child must be kept home or not attend school until symptoms are fully resolved unless a physician provides documentation that states otherwise:

- Vomiting
- Copious amount of green nasal secretions
- Diarrhea
- Head lice
- Fever/sour throat
- Red, crusty eyes
- Runny nose along with another symptom such as a cough or fever
- Extreme fatigue
- Headache
- Shortness of breath
- Cough

Below is a list of common childhood diseases that often occur in school settings. If your child experiences any of these diseases, the child must stay home or not attend school

until the disease is fully resolved unless a physician provides documentation that states otherwise.

- Chicken Pox
- German Measles (Rubella)
- Conjunctivitis
- Gingivostomatitis (Herpes Simplex Virus)
- Hand-Foot-Mouth Disease (Coxsackie A16)
- Head Lice
- Hepatitis A
- Hepatitis B
- Meningitis
- Mumps
- Pinworm
- Roseola
- Ringworm
- Impetigo
- Infectious Mononucleosis
- Influenza
- Measles (Rubeola)
- Scabies
- Strep Throat or Scarlet Fever
- Whooping Cough
- Norovirus
- Coronavirus (See COVID Plan)

IT IS HIGHLY RECCOMENDED THAT EACH CHILD RECEIVE AN INFLUENZA ("FLU") SHOT AND STAY CURRENT AND UP TO DATE WITH THEIR VACCINES.

If a child has a fever, vomited, and/or has diarrhea, they will not be allowed to attend school until 24 hours after their last episode without medication. Failure to comply with this requirement or the child experiencing fever, vomited, and/or has diarrhea at school will result in the child being sent home immediately. WE APPRECIATE YOUR SUPPORT AND ENCOURAGE A HEALTHY ENVIRONMENT FOR THE CHILDREN ATTENDING SCHOOL AND THE SENIORS WHO LIVE HERE AT SCHOOL.

Parents/guardians must keep emergency phone numbers up to date, and a parent, guardian, or emergency contact is always expected to be available. Each child MUST have an alternate adult who can pick up the child if a parent cannot be reached.

**PREVENTION OF COMMUNICABLE DISEASES IN THE FACILITY:**

We work closely with healthcare professionals and providers to help prevent any communicable diseases and illnesses. We believe communication is the key to preventing the spread of disease and illness, and we will attempt to communicate any suspected communicable illnesses. We communicate daily if there is even the slightest chance of a spread of infection, we will not visit the unit. We use universal precautions both in the classroom and throughout the facility. ALL staff are trained annually in a Blood-borne Pathogens/Universal Precautions training.

### **CLASSROOM PREVENTION OF COMMUNICABLE DISEASE:**

- Tables are washed after each activity as well as before and after eating.
- Plates and eating utensils are washed in a dishwasher.
- Water tables or bins are cleaned and sterilized after usage of a group of children.
- Each child has their own individual resting mat, which is washed every month.
- Children's bedding is washed every Friday by Gorham House Healthcare laundry department.
- Classroom surfaces are cleaned daily.
- Children will regularly wash their hands upon arrival, between activities, and as necessary. Hand Sanitizer may also be used but not as a substitute.
- The classroom is cleaned at the end of each day.

Since proper handwashing can help prevent many illnesses, we strive to be diligent about teaching proper hand-washing and healthy hygiene to children. Please encourage your child properly wash their hands and cover their mouth with their forearm when coughing or sneezing, not their hand.

### **MEDICATION DISTRIBUTION POLICY:**

- Gorham House Preschool must approve any child's medical needs or requests for school including, the administration of prescribed medication and/or procedures. Preschool staff will try to accommodate any medical needs or requests. If at any time staff are unwilling or unable to meet any medical needs/requests or is unwilling or unable to administer any prescribed medication or procedures, the program director will promptly notify parent/guardian.
- Preschool staff will attempt to administer prescribed medication to a child only if authorized by a child's parent/guardian via written permission with instructions to administer prescribed medication. **Instructions must be provided by the licensed healthcare provider who prescribed the medication via written documentation or the phone to program staff.**
- Any program staff who administers medication will have specific training on medication administration and a written performance evaluation updated annually by a health professional on the practice of the five (5) right practices of medication administration.
- **Preschool staff will attempt to administer certain prescribed or medical procedures as long as a healthcare professional determines they are competent to administer such procedure and they receive written instructions from the prescribing healthcare provider on how to perform such procedure.** If a child requires a specific medical or dental procedure, a physician must order a special medical management procedure for the child, and an adult trained on the procedure must be present whenever the child is present. Arranging these services will be the responsibility of the child's parent/family.
- Only prescribed medications in their original container from the pharmacy and properly labeled will be administered. Proper labeling means that prescription medications must be labeled with the child's first and last name, the date that either the prescription was filled or the date the child's licensed healthcare provider recommended usage, the end date of the medication or the period of the use of the medication, the manufacturer's instructions or the original prescription

label that details the name and strength of the medication, and the instructions on how to administer and store the medication.

- **Long-term medications need to be accompanied by a special permission form signed by the prescribing physician and renewed every six (6) months or annually depending on the condition.**
- All medications are kept in a locked container either in the fridge or locked medicine cabinet pursuant to applicable law. **This also includes SUNCSREEN, BUG SPRAYS, LOTIONS, AND HAND SANITIZERS.** The medicine cabinet is located in the classroom. Any medication that requires refrigeration will be kept in a locked box in the classroom refrigerator.
- All medications must be brought in by an adult, handed directly to a preschool staff member, and picked up by an adult in the afternoon each day administration is necessary. **MEDICATION CANNOT BE PUT IN A CHILD'S LUNCH BOX, BACKPACK, OR OTHER PERSONAL ITEM.**
- If special medication or physical request is necessary on a daily or regular basis, the parent/guardian may be required to complete a Special Circumstances Permission Form.
- Failure for a parent/family to comply with this procedure will result in medication not being administered to a child.
- Prescribed ointments and lotions will only be applied to those areas of the body that would be exposed when wearing a bathing suit.

Over-the-counter medication and analgesics, such as Tylenol, Advil, Ibuprofen, or any non-aspirin products, WILL NOT BE ADMINISTERED by Gorham House Preschool. If a child needs these medications to help reduce a fever, lessen pain, or reduce a disease or illness symptom, the child is too sick to attend preschool. If a child begins antibiotic treatment, they cannot attend preschool until they have been on the prescribed antibiotic for at least 24 hours unless the prescribing physician provides the program documentation that states otherwise.

### **SCHOOL INCLUSION AND ACCOMMODATIONS**

School is committed to building a welcoming environment that supports the inclusion of all children, families, and team members without regard to race, culture, sex, religion, national ancestry, or disability. We believe that all children have the right to equitable learning opportunities and access to our physical space, materials, curriculum, and teaching practices. If a parent/guardian of a child identifies that their child has a disability or need and requests for accommodation potentially covered by the Americans with Disability Act, the parent/guardian will notify the program director or designee to engage in an interactive process to gather any required medical information and determine what reasonable accommodations are necessary, if applicable. During the interactive process, Gorham House Preschool also will determine whether it can provide accommodations without undue hardship. Once accommodations have been identified and agreed upon, these accommodations will be documented by the program director. The accommodation(s) will be implemented as soon as reasonably possible. If at any time a parent/guardian believes the

accommodations being provided are not effective, need modification, or are no longer required, the parent/guardian should contact the program director or designee.

In the event a child needs and accommodation for language assistance, the parent/guardian shall reach out to the program director or designee to discuss potential reasonable accommodations. We will work closely with each individual family, the Center for Community Inclusion, and our local Resource Development Center to provide any necessary support and information to make your child's time at School meaningful.

### **CHILD SAFETY**

The health and safety of children at Gorham House Preschool is our top priority. The classroom is locked 24 hours per day and requires a code to enter and exit. Visitors must utilize the main entrance. If there are any individuals that you wish to not visit, you must provide legal documentation (e.g., court order) to support this and preferably photographs of the individual as well. If we feel anyone may potentially jeopardize the health or safety of the children, residents, or team members, we will notify the proper authorities immediately. Our Red Bird Plan additionally offers "safe places" throughout the facility for children to go to if a potentially unsafe person is in or on the Gorham House premise. The Red Bird Plan is practiced regularly along with fire drills and evacuation procedures.

When visiting Grand-friends, a preschool staff member will remain present with children at all times. Children will not be left unattended. Visits with Grand-friends will occur in small groups and only with residents who enjoy children. Classroom teachers collaborate with senior living community team members to help smoothly navigate activities with children and Grand-friends.

### **BULLYING:**

At Gorham House Preschool, we strive to address bullying by creating a caring community for children and their families. We encourage positive support and modeling of appropriate skills at school and encourage children to acquire and maintain friendships, which is a critical foundation for future social, emotional, and educational success. In the event there are any bullying concerns, please report them immediately to the program director or designee. Collaboration between parents, families, and classroom teachers to model and support caring behavior is essential for children become compassionate problem-solvers and caring members of society.

### **COMMUNICATION:**

We communicate with families through monthly newsletters and calendars, bulletin boards, e-mail, and Seesaw. Seesaw is an app to communicate a child's daily activities at preschool with parent(s)/guardian(s). We hope that if parents have information about specific events of the day, children will be more willing to talk about their day. We will communicate to parents/families at the beginning and end of each day to report on any issues, positive or negative, if time allows. A phone call or e-mail may be sent home as well.

Seesaw is the program director's primary source of communication when relaying information to all parents. Your child's Seesaw feed is updated throughout the day. We may seek parent input on program policies, information, curriculum, and other topics.

If you have an issue to discuss, contact the program director to schedule a meeting. Pick up and drop offs should only be used to establish an alternative and appropriate time to meet. The program director and classroom teachers are available to meet between 2:00-3:00PM or another agreed upon time.

We hold parent-teacher conferences twice a year. The first conference time is in the fall as a brief check-in conference. The second is a more in-depth conference which is usually offered in the spring. The spring conferences are a more formal assessment. We use work sampling and progress reports. If you would like to meet with a teacher, please contact us to schedule a meeting. We will make every effort to communicate with you and your children in a language you understand. If outside services are needed to assist us with this, we may seek them.

### **GRIEVANCES:**

We strongly support frequent and effective parent-teacher communications, and we are available to talk to parents/guardians about pragmatic issues and policies. If a grievance arises, please discuss the issue with the teacher involved and/or the program director. If the problem is of a business or financial issue, the program director and business manager will be happy to meet with you. If the issue or concern cannot be resolved by the Program Director or Executive Administrator or you need to report a licensing violation, you may contact:

Department of Health & Human Services  
Division of Licensing and Regulatory Services  
11 State House Station  
August, ME 04333-0011  
Phone: 207-287-5020

### **ATTENDANCE**

#### **DROP OFF / PICK UP:**

Parents/families are asked to pull into the preschool circle and walk their child to the preschool door. The classroom door is always locked, so you will need to knock and be greeted by a classroom teacher. We strongly discourage idling vehicles in our parking areas except for extreme heat or cold. We strongly discourage leaving other children in a vehicle unsupervised while you are dropping off or picking up. Children must be dropped off, picked up, and checked in by an adult (i.e., someone 18 years or older) with identification (e.g., driver's license). If classroom teachers are outside, you may drop off a child at the playground gate. Classroom teachers will sign your child in for the day on the attendance sheet.



**Please no early birds or late arrivals. The center opens at 7:00am and closes at 5:30pm.**

We prefer all children be at school by 8:45am. When dropping off or picking up, be sure to allow your child time to adjust to this transition in their day. If separation is difficult in the morning or if your child does not want to leave at the end of the day, speak to a teacher for advice or assistance. This is normal behavior, and we can help with strategies to make the transition smoother. The drop off and pick up time is the children's time. Children will ONLY be released to those who are listed on the child's escort list in their files. If you need someone else to pick up your child, you MUST notify the program in advance.

**We strive to make drop and pick up a positive experience for you and your child.**

We understand that separation from a parent/child can be very hard, especially if this is your child's first experience in organized care. A classroom teacher will assist you by greeting you and your child and helping them engage in play or an activity before you leave. Always say goodbye! If you do not say goodbye, your child eventually will look around to find you have gone and may panic, making the separation process even more difficult. Stay positive, even if YOU are apprehensive about leaving your child.

- Separation takes time. It is okay for a child to cry, and typically most children become actively engaged with play, a meal, or caregivers 10-15 minutes after a parent leaves. A child crying when you leave is developmentally a good thing, as bad as it may make you feel. Separation anxiety is a stage all children should go through, some more than once, and how you handle it will have an impact on coping skills later on in life.
- Use transitional objects, such as a stuffed toy, blanket or object from home to help the child with coping skills.
- For children having difficulties with separation, you can make a photo book with pictures that illustrate what will happen during the child's day. Review this picture book with your child each morning and then send it to school with them. Photos might include a picture of the child waking up in the morning, getting dressed, eating breakfast with his family, the car/bus he takes to school, teachers, activities at school and the last photo should be a picture of you hugging him when you pick him up to take him home.
- Talk positively about your child's day and your day on your ride to school. For example, "You are going to be finger painting today your friends, that will be SO much fun!" or "Mommy will be saying goodbye and going to work, but I will be so excited to pick you up tonight and hear about your day".
- Lastly, make a BIG DEAL when you arrive to pick your child up at the end of the day. For the child who was having separation anxiety in the morning you may say, "See, Mommy/Daddy ALWAYS comes back to get you after saying goodbye!" and lavish them with hugs and kisses and praise for being a big kid and playing with their friends while Mommy/Daddy was at work.

**LATE PICK-UP:**

School closes promptly at 5:30pm. If arriving after 5:30PM occurs, **it is our policy to charge \$1.00 per minute.** However, if emergency care is needed for a period longer than 15 minutes after 5:30PM and classroom teachers are available, we may permit this with an additional fee. **Please allow enough time to pick up your child and check in**

**with a classroom teacher within the scheduled time.** Please be considerate of classroom teachers and their time. If a parent/guardian regularly or continues to arrive late, or refuses to pay the late fee, we reserve the right to terminate the child's enrollment in the program.

**ABSENCES / EARLY PICKUP:**

We request you contact us via phone or email if your child will not be attending school on a regularly scheduled school day. If we do not hear from you by 10:00am, we may contact you to determine the cause of absence. If your child will be picked up early, please notify us in advance, if possible, to ensure that we are in the classroom.

**CELL PHONES:**

Families are reminded that cell phone use while dropping off or picking up your child(ren) is highly discouraged. For privacy purposes, we request you do not take photos of individuals other than your child(ren). If you must make a call or text, we ask that you step away from children and resident areas to a more private area.

**SUMMER PLANNING:**

If a family chooses to keep their child home in the summer but still wishes to re-enroll the child in the fall, they must pay the full summer tuition to hold their spot.

**SCHOOL CLOSURES**

Gorham House Preschool is open from 7:00 A.M. to 5:30 P.M. Monday through Friday.

Half Day/Preschool Only Program Hours: 8:00AM–12:00PM.

We will operate year-round except on the following days:

Labor Day

Indigenous Peoples' Day

Veterans' Day

Thanksgiving Day (also the Wednesday before and the Friday after)

Christmas Eve through New Year's Day

Martin Luther King Jr. Day

Presidents' Day

Patriots' Day

Memorial Day

Week after Growing Away Celebration, in June

July 4<sup>th</sup> (will observe on Friday or Monday for weekend holiday; if the 4<sup>th</sup> falls on a Thursday, we will also be closed on Friday the 5<sup>th</sup>; if the 4<sup>th</sup> lands on a Tuesday, we will also be closed the Monday the 3<sup>rd</sup>.)

Juneteenth

Week before start of Fall Session, in August

### **STORMS AND DISASTERS:**

If a storm or other occurrence (e.g., lack of electricity, heat, water) requires us to close or delay the program, **we will MESSAGE EVERYONE THROUGH SEESAW. If you are still unsure, you may CALL SCHOOL AT 222-8987 AFTER 7:00am.** Regular tuition is due if the center is open, even if your child does not attend.

### **IMPAIRMENT POLICY:**

If a staff member has reason to believe that a family member or other individual is unable to safely transport a child, staff will attempt to address any concern and offer assistance in arranging for alternate transportation for the adult and child. If preschool staff believe that a child may be at risk if the individual operates a vehicle, they may contact appropriate government authorities. Examples of possible reasons an individual may be considered unable to transport a child safely include:

- Odor of alcohol or other substances;
- Slurring of speech;
- Disturbance of gait;
- Confusion;
- Unusual behavior that may indicate impaired judgment or risk to safety; and
- Voluntary sharing of alcohol consumption.

### **FOOD**

School strives to offer children and healthy learning environment. As such, Gorham House Preschool participates in the "5-2-1-0 Let's Go!" national initiative. This involves a child receive five (5) or more fruits and vegetables a day, approximately two (2) or less recreational screen time a day, approximately one (1) hour or more of physical activity, and approximately zero (0) servings of sugary drinks or snacks.

### **LUNCHESES:**

Children must bring their own lunch to school. We encourage only healthy lunches. We WILL NOT force children to eat; however, we will encourage it.

- **Examples of recommended foods:** soups, pastas, sandwiches, fresh or dried fruits, veggies, yogurt, breads, crackers, and cheeses.
- **Prohibited food: soda, candy, lollipops, gum, and foods that may be choking hazards.** If these items are brought or we are unsure whether they are candy, we will insist that they be brought home. Choking hazard foods for children under four (4) years old are foods that are round, hard, small, thick and sticky, smooth, or slippery. Examples include hot dogs, (whole or cut into rounds) raw carrots (matchstick carrots are ok), whole grapes, nuts, seeds, raw peas, hard pretzels, chips, peanuts, popcorn, marshmallows, a spoonful of peanut butter, and chunks of meat larger than can be swallowed whole.
- Water is available to drink for lunch. Juice will not be served at school and if packed in a child's lunchbox, will be sent home.

- Any uneaten food will be sent home, so that you are aware of what your child has eaten.

**Food Allergies:** If your child has a specific food allergy, please provide us physician documentation of the allergy, severity, and action plan in writing. If the food allergy will affect what other children bring for lunch, we must make other families aware of this.

**Hidden Sugars:** If these ingredients are listed as one or more of the first three ingredients the product is considered HIGH in sugar: Dextrose, Corn Syrup, Mannitol, Invert Sugar, Maltose, Fructose, Xylitol, Granulated Sugar, Turbinado, High Fructose Corn Syrup, Molasses, Sorbitol, Levulose, Milk Sugar, Maltitol.

### **SNACKS & NUTRITION:**

School will provide two (2) self-serve healthy snacks each day. Water and milk are available with snacks. The morning snack is available at approximately 9:30am. The afternoon snack is available from approximately 3:30pm. All snacks must meet USDA Food Guidelines, and the snack menu is reviewed by a registered dietician. A snack menu is provided to families each month. Food will not be provided as a reward for children.

**If your child requires specific dietary requirements, please make special arrangements with the Program director.** You may be asked to provide snacks to meet these individual needs.

### **SHARED FOOD:**

We understand at times families may wish to bring food to share with other children at preschool, such as to celebrate a child's birthday. **We cannot accept snacks to be shared with other children unless they meet the USDA Food Guidelines and are pre-packaged in their original packaging.** Homemade food is prohibited. Anything shared with others must be allergy friendly and healthy. Please check in with the director first to make sure it will be appropriate as a child may have a food allergy. See some suggestions below:

- Muffins and breads (e.g., banana, pumpkin, blueberry), frozen yogurts, fruit bowl w/ kabob sticks, frozen fruit bars, veggie platters, frozen bananas, and frozen fruit for smoothies. You may send in a recipe and its ingredients to use for a cooking activity.

## **ACTIVITIES**

### **REASONS FOR PLAY:**

Research shows that play contributes considerably to the intellectual development of young children. Many play activities provide the child with an opportunity to understand and master their environment through trial and error. The repetition in play is a very important way for children to master both mental and physical skills. Activities such as climbing a ladder help a child feel control over his or her environment, discover relationships, understand cause and effect actions, and express their creativity.

**THE ADULT'S ROLE IN PLAY:**

Children generally are not born knowing how to play, and adults must help children in their play development by providing a model. Classroom teachers will help a child's learning and play. This may include introducing new experiences, understanding limits, understanding how to play with others, and teaching specific concepts of their world.

**PLAY CLOTHES:**

Since many of the activities we provide can get messy, please be sure to send your child to school in loose, comfortable PLAY CLOTHES. A change of clothes (i.e., socks, underwear, pants, and top) for each child should be provided to the school to remain at school in the event they are needed. Please label any items brought to school. This small effort helps our team members immensely when we straighten the cubby area and help children find their belongings. There is a marker near the sign-in sheet for your convenience. Also remember, that the cubbies are small and sometimes shared by multiple children. We request that children take any personal items home each day, but they may keep essential items in the cubby area outside of program hours. Each full-day child will need to bring a crib sheet and light blanket for rest time. Do not provide a sleeping bag or bed-sized pillow.

Children are required to rest for at least one (1) hour after attending the program for four (4) hours or more by state law. We do provide a rest period of at least one (1) hour between the hours of 1:30-3:00PM. Children must stay on their own individual mat and lay quietly for the first hour. Books or quiet activities will be provided to those children who are still awake at from 2:30-3:00PM. If you have specific resting instructions or needs, please see the program director.

**INTERGENERATIONAL COMPONENT:**

Our on-site Intergenerational Program set us apart from other programs and make Gorham House Preschool a wonderful place to learn, play, and grow. The children may visit with their Grand-friends each week. Activities with Grand-friends may include arts and crafts, music and movement, stories, celebrating holidays, and in-room visits in small groups. Children are not required or forced to visit or engage with Grand-friends. If you have a family member or loved one living in the senior living community and would like us to arrange a visit, please let us know.

**OUTDOOR PLAY & PHYSICAL ACTIVITY:**

At Gorham House Preschool, we try go out to play outside at least once a day and is dependent on the weather. Children are encouraged to be physically active outside and inside. Examples of inside activities may include yoga, dancing, obstacle courses, music and movement, indoor walks, scavenger/treasure hunts, and parachute play. Outside activity may occur in the winter, so children should be appropriately dressed and well-bundled (e.g., 2 pair water-proof mittens, hat, boots, inside shoes, snow-pants, extra socks, jacket). During summer months, we offer water activities, and we recommend children have a bathing suit, extra set of clothes, and a SPF swim shirt and sun hats if the child sunburns easily. Footwear must include backs (e.g., no backless sandals or flip-flops).

**TOYS FROM HOME:**

Although we understand that children want to share their toys and new possessions with their friends, children may not bring toys from home unless specifically authorized. Our classroom materials and supplies are selected for their developmental and educational merit, and toys from home can be interruptive. Children may bring one cuddle items for rest time, which will stay at school, and we permit toys for show-and-tell activities. School is not responsible for any personal items that are broken, lost, or damaged in any way, and we discourage valuable items, even if permitted to bring. Children and their parents/guardians are responsible for their personal items.

**SCREEN TIME:**

School may utilize a television and iPads for educational purposes and activities.

**HOLIDAYS AND CELEBRATIONS:**

We try to celebrate all the different holidays throughout the year. Such holidays may include the following: New Year's Day, Chinese New Year, Valentine's Day, Mardi Gras, St. Patrick's Day, Ramadan, Easter, Mother's Day, Father's Day, Special Person Day, Independence Day, Halloween, Thanksgiving, Hanukkah, and Christmas. During the month of these celebrations, we may engage in a parade, do arts and crafts, read special stories, and discuss the meaning of the holiday and its importance to the culture it represents. Celebrations may include addressing religions when appropriate, and we welcome families to share any special holidays and traditions to possibly incorporate into our celebrations. If a parent/guardian does not want a child to participate in a holiday celebration, please notify us in advance and we will try to accommodate.

We welcome parents, friends, and family members into our classroom to share their expertise in a specific topic of interest. This may include musical talents, doctors, nurses, police officers, postal workers, teachers, pilots, store clerks, salespersons, military personnel. Please see a classroom teacher if this is something you would be interested in sharing at school. We also welcome families to volunteer for a special craft or activity of interest.

**GROWING AWAY/END OF THE YEAR CEREMONY:**

Growing Away, similar to a graduation, is our end of the year celebration to recognize preschool children who will be growing to either a public or private school. We believe this tradition provides closure for children as they leave a chapter of their lives and go on to another. All children are included in this ceremony even if they are not "growing away" from us.

**ASSESSMENTS**

School utilizes a variety of assessment measures to get to know each child and plan an active, vibrant curriculum. Assessments and Screenings guide our planning and our conversations with you about your child. An overview of our process is as follows:

**Purpose of Assessment:**

- To support learning and the individual child.

- To identify children's interests and needs.
- To describe the developmental progress and learning of children.
- To improve curriculum and adapt teaching practices and the environment.
- To plan Program improvements.
- To communicate with families.
- To identify special needs
- To evaluate our Program and monitor trends.
- To maintain Program and teaching accountability.

**Conditions of Assessment:**

- Children will be assessed in the classroom and outdoors by teaching staff using observations, checklists, and anecdotal notation.
- Children's assigned teacher, using individually administered tests to acquire a more detailed picture of their skills, may assess children.
- Teachers have access to ongoing training through Maine Roads to Quality, to assist them in knowledge of child development that will allow them to use their observations and anecdotal notes to gain a picture of where your child is developmentally.

**Communications with Families regarding Assessments and Timelines:**

School provides formal parent-teacher conferences two (2) times per year to establish a child's individual goals and discuss progress. Progress reports will also be provided. These reports may use digital photography, observation, checklists, anecdotal notes, rating scales, and work sampling.

**Further Evaluation:**

If at any time we suspect that a child may have a developmental delay or special need that may need to be assessed further, we will notify you and provide documentation of the concern, an explanation, recommendations, and any referrals. We are happy to support you in any steps necessary in accessing early intervention services for your child. This may involve supporting and encouraging you to make decisions about services and advocating for services.

**The general goals and objectives for School are as follows:**

**Emotional Growth:**

The child will:

1. Be glad to separate from parents.
2. Begin to verbalize his/her feelings.
3. Begin to develop inner control.
4. Be able to take turns and wait/
5. Begin to assume responsibilities for self toward the role of independence.
6. Be able to try new things without fear of failing.
7. Be able to feel secure in school.
8. Be able to trust other adults.
9. Begin to make some choices.
10. Develop a positive self - image.

**Social Growth:**

The child will:

1. Enjoy coming to school and begin with other children.
2. Be able to stay with a group for an activity.
3. Begin to share and take turns.
4. Begin to show courtesy.
5. Begin to appreciate the rights of others.
6. Begin to be able to sit through a story.
7. Begin to play cooperatively with other children.
8. Begin to develop a helpful attitude toward the group.
9. Begin to respect the rights and property of others.

**Physical Growth:**

The child will:

1. Improve large muscle coordination.
2. Improve small muscle coordination.
3. Develop hand-eye coordination.
4. Use equipment correctly, safely, and appropriately for his/her age.
5. Dress themselves with minimum adult help.
6. Use and develop all five senses.
7. Develop acceptable toilet habits.
8. Discriminate likeness and differences in objects.
9. Respond to listening games.
10. Develop a sense of directionality – the ability to perceive and orient oneself to the top-bottom, sides, front, and in back of or behind.

**Intellectual Growth:**

The child will:

1. Develop greater language skills (including vocabulary).
2. Enjoy learning new things.
3. Follow simple directions.
4. Increase attention span.
5. Match such things as colors, shapes, etc...
6. Develop an inquiring attitude by observing his/her world and questioning what he/she sees in order to evaluate and assimilate what he/she has experienced.
7. Be introduced to numbers and shapes, measurement, sense of time, sets, and ordinal numbers.
8. Know his/her full name and age and be able to recognize his/her name.
9. Learn songs and finger-plays to develop memory, sequence, numbers, etc...
10. Begin to develop an imagination and to differentiate between reality and make believe.
11. Begin to use his/her own inner resources instead of relying on adults.
12. Develop increased listening skills.
13. Develop increased visual discrimination skills.
14. Use equipment and materials appropriately.
15. Become aware of language symbols.

Growth cannot be accomplished without engagement outside of school. Families must encourage and provide similar experiences appropriate to their own values and



traditions in their home. Classroom teachers are available for suggestions for at-home activities. Below are some internet resources:

[www.babycenter.com](http://www.babycenter.com) [www.kidshealth.org](http://www.kidshealth.org)  
[www.parenting.org](http://www.parenting.org) [www.familyeducation.com](http://www.familyeducation.com)  
[www.parentsasteachers.org](http://www.parentsasteachers.org) [www.pbskids.org](http://www.pbskids.org)

### **INFORMATION CONFIDENTIALITY**

All records of your children's file, including screenings, medical information, assessment both formal and informal, are kept confidential and safeguarded at School. Child files may be utilized for teaching and operational purpose.

Child information may only be disclosed to authorized individuals or entities, which may require written authorization to share with third parties. Disclosure may be permitted or required by applicable law. If you would like contact information of other children or families, such as to send an invitation or plan an activity, we will only provide with written authorization. We encourage sensitivity if invitations do not include all children in the classroom.

### **ABUSE AND NEGLECT POLICY**

**The following information we are required to provide in accordance with state licensing regulations.**

Gorham House Preschool takes very seriously the trust that families place in us when enrolling children in our program. Essential to that trust must be parents' belief that we consider physical, sexual or emotional abuse intolerable and that immediate action will be taken if such an allegation is made.

Parents should be assured of the following procedures in the event of an allegation:

1. The alleged victim will be of primary concern regarding safety, protection, and comfort;
2. The person, as soon as she or he is accused of abuse, will have no further contact immediately until the investigation is complete and a report issued;
3. The accusation, suspicion, or risk of harm will be reported immediately to the appropriate state authority;
4. School will cooperate fully with the investigation;
5. School will act responsibly when the investigation is over to ensure that all children in the Program are protected.

Teachers are mandated reporters of abuse or neglect. In the event of an observation of abuse or neglect by staff or a direct report to staff, the following procedures will be carried out:

1. The staff member will call DHHS/CPS immediately to report their suspicions.
2. The reporting staff member must also tell the Director of their action, giving the reasons for the report, verbally and in writing, the date and time of the report.
3. Gorham House Preschool will cooperate with DHHS/CPS if an investigation is warranted.

All members of Gorham House Preschool are mandated reporters of Abuse and Neglect. Failing to report is punishable by law.

1. **Requirement to report Child abuse or neglect.** All Child Care Staff Members must immediately contact the Department of Health and Human Service's Child Protective Intake hotline (800-452-1999) when they suspect Child Abuse or Neglect.
2. **Child Care Facility requirement to inform.** The Director must inform all Child Care Staff Members during orientation of their status as Mandated Reporters and their responsibility to report to the Department of Health and Human Services whenever there is reasonable cause to suspect Abuse or Neglect of a child and comply with ongoing Mandated Reporter training for all Child Care Staff Members. School Teaching Staff Members receive the iLook-out Training every 3 years.
3. **Written instruction provided.** Child Care Staff Members must receive written instructions regarding Child Abuse or Neglect reporting that contains a summary of the State of Maine Child abuse reporting statute and a statement that they will not be discharged or disciplined solely because they have made a Child Abuse or Neglect report.
4. **Hotline number posted.** The Child Care Facility must ensure that the telephone number of the Department's Child Protective Intake hotline is posted in a readily accessible central location on the Premises. Posted by Telephone in Teacher's office.

#### **REPORTABLE INCIDENTS:**

Any incident, including but not limited to an aggressive outburst, allegations of inappropriate conduct by a Child Care Staff Member, inappropriate Child sexual behavior, unusual event, observations of changes in behavior, or a disclosure of abuse or neglect from a Child or parent, will be reported to parents immediately. An incident report will need to be completed and signed by both the reporting staff member and parent within two school days.

## **STAFF INFORMATION**

### **Meghan Pomelow, Program Teaching Director**

Meghan received her Bachelor of Science Degree in Social and Behavioral Science with a minor in Early Childhood Education from the University of Southern Maine in 2011. She also holds an Associate's Degree in Early Childhood Education from Southern Maine Community College. Meghan began her experience at the Gorham House as an intern while completing her Associate's Degree at SMCC. She was hired as a full-time teacher after completing her internship in December 2008 and became the director of the program in November 2012. Meghan has nearly twenty years of experience working with preschool-age children. Teaching children has been a dream of hers since she was very young. She enjoys reading, camping, visiting the lake, and spending time with family during her free time. She currently resides in Standish with her Husband, Shane and Son, Connor.

### **Jennifer Boisvert, Teacher**

Jennifer received her Associate's Degree in Early Childhood Education from Southern Maine Community College in 2004 and is currently working towards completing her Bachelor of Science Degree in Early Childhood Education at the University of Maine at Farmington. Jennifer worked as a preschool teacher in Windham for eighteen years prior to working at Gorham House Preschool. Jennifer has been part of the Gorham House family since July 2022. She feels children learn best by doing and will provide lots of hands-on learning opportunities for children to grow and learn. Jennifer can often be heard singing with the children as they transition from activity to another. When not in the classroom, Jennifer can be found being outdoors and spending time with her family.

### **Sue Hollen, Teacher**

Sue was born in Boston, Massachusetts, and moved to Maine at a young age, growing up in Saco and graduating from Thornton Academy and Andover College. In 1986, her and her husband self-built a house in Buxton where they raised our two sons. She enjoys children, animals, traveling, and all things outside: camping, snowmobiling, side by siding, trail exploring. Fun fact: her boys taught her to ski at Saddleback when she was 50. In 2008, she sold the "big house" and moved to a camp on Bonny Eagle Pond. There on the pond, she enjoys the outdoors year-round with swimming, pontooning, kayaking, and skating; she even has a homemade toboggan chute! Sue came to Gorham House in 2021 after retiring from Piper Shores as Director of Environmental Services. Gorham House is close to home and familiar territory for her. Having only experienced preschool through the eyes of a parent, she now has the pleasure of working in the same building with a preschool and seeing children every day.

## DAILY SCHEDULE

7:00am	Gorham House Preschool Open
7:00-9:00am	Arrival/ Free Play/ Table Activities
8:00am	Half Day Program Begins
9:30am	Snack (self-selected)
10:00 – 10:30am	Clean-up/Morning Meeting
10:30 – 11:00am	Together Time with Grand Friends/Small Group Time
11:00 – 11:30am	Story time/Activity/Toileting
11:30 – 12:15pm	Outdoor Play/Indoor Gross Motor activities during severe weather
12:00pm	Half-day program- Parent Pick Up
12:30 – 1:15pm	Lunch
1:00 – 1:20pm	Clean-up/Make Mats/Toileting/Quiet Activities
1:20 – 1:30pm	Storytime
1:30 – 3:00pm	Rest time
3:00 – 4:00pm	Wake up/Snack/Free Play/ Storytime
4:15 – 5:15pm	Outdoor play/Indoor Gross Motor activities during severe weather
5:15 – 5:30pm	Classroom End of day chores
5:30pm	Gorham House Preschool Closed