

Clover Preschool and Childcare Family Handbook

Program Policies & Information

Department of
Health and Human Services
Childcare Licensing Division
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Effective Date: 12/1/2023

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PRESCHOOL “School” PHILOSOPHY

It is our intent at Clover Preschool and Childcare 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 preschool, children will be learning through experience, and 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 are able to 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*

Clover 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 outside. 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 have free play periods 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.

**Adapted from Franklin County Head Start and Childcare*

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 Clover 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

School is a state licensed and nationally accredited preschool and childcare center for children between the ages of three (3) to five (5) years. We are licensed for twenty (20) children with a maximum group size of twenty (20) children per session. Our teachers, substitutes, and director all meet or exceed the requirements set forth by the state for education and continuing training.

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

TUITION FEES:

Full Time: M-F \$244.00 per week (\$976.00 a month based on a 4 week month)

Part Time 2 Days: T-TH \$122.00 per week (\$488.00 per month based on a 4 week month)

Part Time 3 Days: M-W-F \$183.00 per week (\$732.00 per month based on a 4 week month)

Tuition is invoiced monthly online through our Brightwheel app subscription. Payment is due on by the 10th of every month. Tuition invoices will be adjusted adding an additional week when a 5 week month occurs.

MAINE ROADS TO QUALITY RISING STARS FOR ME:

School is proud to be a 4star program. All categories of the inclusive practice's checklist are completed annually.

STAFF INFORMATION:

School 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.

- Danielle Byrd; Clover Healthcare Interim Executive Director /Regional Director (Maine)
- Kim St.Pierre; Program Director/Lead Teacher since 1997
- Asia Lafrance; Part time Teacher since 2021
- Aliyah Ouellette; Teacher since 2023
- Karen Mathieu; Teacher since 2025
- Laurie Gerard; Substitute Teacher

ENROLLMENT

FACTORS TO CONSIDER BEFORE ENROLLMENT:

A child must be three (3) years old on or before September 1st for the Fall Program and on or before July 1st for the summer session, unless otherwise approved by School. Each child shall complete a trial period to determine if the child is appropriate for School's program.

To be eligible for the Program, a child must be toilet-trained (i.e., able to be independent in the bathroom and without accidents). School team members cannot regularly help a child with clean up after an accident or with daily toileting activities. Unless authorized as a reasonable accommodation, School team members will not change diapers or pull-up, and children should not need diapers or pull-ups if they are enrolled at School.

Severely aggressive behavior is frightening to both children and adults. School 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 in School's sole discretion.

School 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 School 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 together. We find that if parents are comfortable, they communicate that feeling to their child. Teachers may be 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.

We currently offer a School Year Program, which runs from September following Labor Day weekend through the middle of June. We also offer a Summer Fun Program during July, and August. Weekly tuition remains the same for both Programs.

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 Clover Healthcare and families with children already attending the program have priority and first refusal on any open 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 Preschool Program director or designee.

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 Creative Curriculum for children as a guide when setting up our environment and learning centers. Our curriculum philosophies are taken from a variety of approaches, Creative Curriculum, Pre-K for ME, and emergent, while incorporating the State of Maine Early Learning and Development Standards. 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.

SHARED SPOTS WITH PUBLIC PRE-K:

We only have five (5) slots that are considered shared slots with the public pre-kindergarten (“Pre-K”) program at Fairview School. Children who attend both School and Fairview do not receive a discount on their tuition. Regular tuition is still due. Through this program, you are receiving free, additional pre-k for your child at Fairview. All children attending Fairview Pre-k and School will need to attend the afternoon session at Fairview Pre-K. If your child participates in this program, a School team member will get your child on and off the bus at approximately 12:15PM and 3PM Monday, Tuesday, Thursday, and Friday, as applicable. Fairview Pre-K is not available on Wednesdays. If you wish to send your child in the Pre-K morning session you will be responsible for dropping them off and picking them up. If you wish to send your child to another public Pre-k Program, you will also be responsible for transportation to and from School. School is open on most storm days and public-school vacation days.

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 language, 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).

Clover 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. Families must collaborate with preschool team members to support expected behavior and encourage positive relationships with preschool team members 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 severely inappropriate as determined by preschool teaching team members, 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, School will meet with the child's parent(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 school's philosophy, and outside resources may be a condition of continued participation in the Program.

Since 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 School team members, 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 School 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.

School 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 school. The safety of everyone is our top priority.

CHILD GUIDANCE

“A child may not know what direction he is going, but when he is attached to you, he doesn't feel lost.” ~Gordon Neufeld, PhD, Developmental Psychologist and author of “Making Sense of Kids”
Developmental Science and Practice

Our child guidance 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 language, positive affect and encouraging children's good choices. We believe that children want to be good for those responsible for them. However, the desire to be good may

not be enough, immaturity and impulsiveness may get in the way. We believe that discipline and management is utterly impossible if children are not attached to the caregiver/teacher. Teachers must carefully develop positive relationships with children all the time. We believe that teachers and families must work together to create the best experiences for children.

6 Traits of Well-Behaved Children

1. They WANT to be good for those responsible for them. The desire to be good is NOT inherent to human nature but rather to human attachment. A child must be deeply and fully attached.
2. They can see trouble coming and are appropriately moved to caution (they think twice before engaging in troublesome behavior)
3. They can feel futility when it is encountered. (able to feel their tears when they break the rules, experience consequences, limits, etc...) Tears are associated with discipline. This is nature's way. Kids with behavior problems have lost their tears, they need comfort and a soft heart to help them.
4. Their socializing attachments are appropriate. (appropriately attached) They identify with mainstream societal roles and within the groups and peoples of the adults responsible for them.
5. They have their own goals and agendas. (well-intentioned) This usually starts at about age 3 or 4.
6. They are able to think twice when experiencing trouble-some impulses. (well-tempered) This is the key to self-control, to considerateness, and to civilized behavior. This takes time to develop.

~Gordon Neufeld

Definition of "good" as defined by Webster's Dictionary: "Well-behaved, kind, or virtuous

We strive to work with Neufeld's approach to safe discipline practices.

Neufeld suggests...

1. Don't try to make headway in the incident.
2. Engage the attachment instincts before going to work. (soft eyes, smile, nod)
3. Nurture and safeguard the child's desire to be good for you. (You need to believe that they can be good for you.)
4. Know your limits and work within them.
5. Bridge whatever could divide. "Wow, that was hard, next time maybe we could try this. I care about you."

We believe in coming alongside the child with support and encouragement "coaching" the child identifying their good intentions vs. counting and resorting to time-out. We believe in always identifying the child with their good intentions, not the behavior, especially where intentions are not realized. However, as partners we must BE PATIENT regarding the results. We are setting the stage for change to begin from the inside out. The behavior is the last part to fall into place. There may be times when counting or a natural consequence may be appropriate but in general, we

attempt to try to avoid them. The goal is for the child to think twice before engaging in an experience that may get them in to trouble. (raising well-intentioned children)

We will help children develop awareness of their own behavior by praising, redirecting, giving suggestions, bridging, scripting the desirable behavior, focusing on the behavior, not the child. We have developed rules that protect the children's safety and property, and which help children learn to respect the rights, property, and feelings of others.

Our rules are consistent, reasonable, and enforceable. If a consequence occurs, it will most likely be a natural one.

Teachers are calm and rational during problem situations. We interact quickly if children become violent. We may sometimes ignore behavior as a method to eliminate it. We use positive reinforcement "We walk in the classroom" or "slow feet please". We move closer to a situation that appears volatile and give children cues to change behavior. We may use positive reinforcements such as stickers as a reward for "good behavior". We will never use food or screen time as rewards.

Neufeld believes in Four Fall-back methods for hard to manage children:

1. Assume responsibility for the child who gets into trouble.
2. Use structure and ritual to orchestrate chaotic behavior.
3. Change the circumstances that control the child.
4. Script the behavior of the immature.

We as a teaching team are striving to work within these fall-back methods.

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 School 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 school team member. 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) 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 via alarm or smoke detector. Children are escorted out either the front or rear door. The teacher takes the attendance sheet and makes sure everyone is accounted for. IT IS VITAL THAT PARENTS REMEMBER TO SIGN CHILDREN IN EACH MORNING VIA THE BRIGHTWHEEL APP. We use this attendance for evacuation counting along with a paper form of attendance. In the event of a real fire or disaster, children will be taken to Fairview School or other authorized safe location and parents/families will be notified.

LOCK DOWN DRILLS:

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

TOILETING:

To be eligible for the Program, a child must be toilet-trained (i.e., able to be independent in the bathroom and without accidents). School team members cannot regularly help a child with clean up after an accident or with daily toileting activities. School team members will not change diapers or pull-up, and children should not need diapers or pull-ups if they are enrolled at School. 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. Typically, children who wet will do so at rest time or when they do not want to stop when engaged in play. If an accident should occur, we will follow blood-borne pathogens protocol training. Gloves will be worn at all times when assisting children in the bathroom. We will attempt to remind children to flush and wash their hands after using the bathroom. Bathroom time is considered private time. Hand-washing practices will be followed according to hand-washing charts posted near sinks.

CHILD HEALTH & MEDICATIONS

GENERAL HEALTH REPORTING PROCEDURES:

If your child is diagnosed with an illness, prescribed medication to treat the illness/infection, you must notify School immediately. If you know your child has been exposed to a serious contagious disease or germ, you must notify School immediately. School may be required to report certain diseases, illnesses, and exposures to government authorities including the CDC. Other parents of children at School 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 School. 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 99.8 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 the 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 School 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 School 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 (minimum 24 hrs out on antibiotics)
- Whooping Cough

- Norovirus (minimum of 48 hrs. out)
- Coronavirus (5 days out or negative test)

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 (Norovirus), they will not be allowed to attend School for a minimum of 48 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 other week.
- Children’s bedding is washed every Friday by School Health Care 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:

- School must approve any child medical needs or requests from School including School’s administration of prescribed medication or procedures. School will try to accommodate any medical needs or requests. If at any time School is unwilling or unable to meet any medical needs/requests or is unwilling or unable to administer any prescribed medication or procedures, School will promptly notify parent/guardian.

- School team members 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 a School team member.**
- Any School team member 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.
- **School team members will attempt to administer certain prescribed, medical procedures so 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.
- Prescribed ointments and lotions will only be applied to those areas of the body that would be exposed when wearing a bathing suit.
- **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.** School's medicine cabinet is located in the first bathroom cabinet. Any medication that requires refrigeration will be kept in a locked box in the School team member refrigerator.
- All medications must be brought in by an adult, handed directly to a School team 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.

Over-the-counter medication and analgesics, such as Tylenol, Advil, Ibuprofen, or any non-aspirin products, WILL NOT BE ADMINISTERED by School. 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

School. If a child begins antibiotic treatment, they cannot attend School until they have been on the prescribed antibiotic for at least 24 hours unless the prescribing physician provides School 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 School's 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, School 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 School. 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 School's Program director or designee.

In the event a child needs and accommodation for language assistance, the parent/guardian shall reach out to School's 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.

ENGLISH LANGUAGE LEARNERS

At Clover Preschool we welcome learners from all ethnic backgrounds. The primary language we communicate in is English. If you communicate more comfortably in another language, please let us know. We will make every effort to make our materials and communications accessible for you in your home language. We will also incorporate your child's language and culture into our visuals and communications as much as possible.

CHILD SAFETY

The health and safety of children at School is our top priority. The School building is locked 24 hours per day and requires a code or preschool teaching team member to enter and exit. Visitors must utilize the main entrance. If there are any individuals that you wish to not visit school, 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 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 school premise. The Red Bird Plan is practiced regularly along with fire drills and evacuation procedures.

When visiting Grand-friends, a school team member will remain present with children at all times. Children will not be left unattended. Visits with Grand-friends will occur typically in small groups

and only with seniors who enjoy children. Occasional whole group activities will be carefully planned with Clover Healthcare's activity team. Preschool team members collaborate with senior living community team members to help smoothly navigate activities with children and Grand-friends.

BULLYING:

At School, 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 School team members to model and support caring behavior that helps 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 Brightwheel. Brightwheel is an app to communicate a child's daily activities at School 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. Weekly reports provide parents with a small bit of information regarding the child's 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.

Brightwheel is the Program director's primary source of communication when relaying information to all parents. Your child's Brightwheel 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 with School team members, contact us to schedule a meeting. Pick up and drop offs should only be used to establish an alternative and appropriate time to meet. School team members 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 School Program director. If the problem is of a business or financial issue, the School Program director and business manager will be happy to meet with you. A grievance form can be found at the parent information center in the cubby room.

ATTENDANCE

DROP OFF / PICK UP:

Parents/families are asked to park near the School playground and WALK in with their children. 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 School team members are outside, you may drop off a child at the playground if we are outside or at the classroom door. The classroom door will be locked, so you will need to knock and be greeted by a team member.

Once inside, the parent/family must check in at the main entrance, **accompany the child into the classroom if dropping off, and sign them in/out at the door VIA THE Brightwheel app. The Brightwheel QR code to sign in/out is located at the gate, on the door, and in the classroom. Please also check in with the child's teacher with an acknowledgement (e.g., making eye contact, waving, smiling, verbally "hello/goodbye")**.

Please no early birds or late arrivals. The center opens at 6:30am and closes at 5:00pm. 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 School 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 School 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 with Miss Hannah, 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 5:00pm. If arriving after 5:00PM occurs more than **one (1) time, it is our policy to charge \$1.00 per minute.** However, if emergency care is needed for a period longer than 15 minutes after 5:00PM and School team members are available, we may permit this with an additional fee. **Please allow enough time to pick up your child and still sign them out by the scheduled time.** Please be considerate of School team members 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 the Brightwheel app if your child will not be attending School on a regularly scheduled Program 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

EARLY CLOSING:

School will close at 4PM the first Wednesday of every month from September to June. This is to enable teachers to meet once a month and reorganize the environment to help children explore new concepts, themes, units, plan curriculum, maintain the classroom, and do individual assessments.

CLOSED WEEKS:

School will be closed the week of the 4th of July and Christmas Week (Christmas Eve-New Years Day). See our annual calendar for specific dates.

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 BRIGHTWHEEL. If you are still unsure, you may CALL SCHOOL AT 344-3830 EXT. 2157 AFTER 6:30am.** Regular tuition is due if the center is open, even if your child does not attend.

IMPAIRMENT POLICY:

If a School team member has reason to believe that a family member or other individual is unable to safely transport a child, School will attempt to address any concern and offer assistance in arranging for alternate transportation for the adult and child. If School believes that a child may be at risk if the individual operates a vehicle, School 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, School 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.

LUNCHES:

Child must bring their own lunch to School. We encourage only healthy lunches and chose to limit unhealthy foods as part of our program. 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 and milk are available for lunch. We will not provide juice or any other sugary drinks. **We ask that you do not send juice as well.**
- Glass containers are prohibited.
- 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, Honey, Xylitol, Granulated Sugar, Turbinado, High Fructose Corn Syrup, Molasses, Sorbitol, Levulose, Milk Sugar, Maltitol.

“PASS THE PLATE LUNCH PROGRAM”

The Pass the Plate Lunch program is an interactive program with children and uses the food pyramid to encourage healthy eating. Children may vocalize their desire for healthy foods to achieve a “healthy plate” in the program.

SNACKS & NUTRITION:

School will provide one (1) self-serve healthy morning snack each day. Water and milk are available with snack. The morning snack is available from approximately 8:30-9:30am. Families must provide an afternoon snack. Children typically have afternoon snack when they wake up from their rest between 2:30-3. **All snacks must meet USDA Food Guidelines, and the snack menu is reviewed by a registered dietician.** A snack menu is posted for each season. Food will not be provided as a reward for children. If a child forgets an afternoon snack, school will offer a replacement.

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 School, 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. We highly discourage unhealthy food as we are a 5,2,1,0 Five star school.

SUPPORTING BREAST FEEDING/CHEST FEEDING FAMILIES: School will provide a private, clean and comfortable space for breastfeeding or pumping that is not a restroom.

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. School team members 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.

**Adapted from Franklin County Head Start and Child Care*

PLAY CLOTHES:

Since many of the activities we provide can get messy, please be sure to send your child to our Program in loose, comfortable PLAY CLOTHES. A change of clothes (i.e., socks, underwear, pants, and top) for each child should be provided 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 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 1:00-2:30PM or 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 2:15-3:00PM. If you have specific resting instructions or needs, please see the Program director.

INTERGENERATIONAL COMPONENT:

Our on-site Intergenerational Programs set us apart from other centers and make School a wonderful place to learn, play, and grow. The Preschool children may visit their Grand-friends Monday through Friday 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 the teaching team know.

OUTDOOR PLAY & PHYSICAL ACTIVITY:

At School, 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., mittens 2 pair, hat, boots, inside shoes, snow-pants, extra socks, jacket). During summer months, we may off water activities, and we recommend children 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).

CHALLENGING & CONFIDENCE BUILDING PLAY:

Children are encouraged to take part in developmentally appropriate challenges during play. These experiences—such as climbing, balancing, problem-solving, and trying new activities—help build confidence, coordination, and resilience. All play is carefully supervised, and teachers support children in learning to assess their own abilities in a safe and nurturing environment.

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 cuddle items for rest time, and we permit toys for show-and-tell activities. School is not responsibility 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. Recreational screen time is very limited.

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 School team member 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, like a graduation, is our end of the year celebration to recognize School 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 out 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. School team members are available for suggestions for at-home activities. Below are some internet resources:

www.babycenter.com www.kidshealth.org
www.parenting.org www.familyeducation.com
www.parentsasteachers.org 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. 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 at School.

ABUSE AND NEGLECT POLICY

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

School takes very seriously the trust that families place in us when enrolling children in our center. 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. School Healthcare will cooperate with DHHS/CPS if an investigation is warranted.

All members of School Healthcare staff 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.

Purpose: To protect residents and children from abuse (physical, mental, verbal, sexual), neglect and exploitation.

Policy statement: All children & residents have the right to be free from abuse (physical, mental, verbal, and sexual), neglect, exploitation, corporal punishment and involuntary seclusion. Each facility will act to protect residents & children from abuse. This policy sets forth mechanisms for defining responsibility, screening, training of employees, preventing, identifying, reporting and investigating abuse, neglect, and exploitation of residents. The facility will protect the residents & children from harm during an investigation.

Responsibility

1. The resident and/or child's safety is to be the primary concern of all staff.
2. The employee who observes or suspects actual abuse, neglect and exploitation and/or is aware of suspected abuse, neglect and exploitation is mandated by Maine State Law to report the incident immediately. The employee is to immediately report the incident to the

supervisor and/or charge nurse on duty; the Department of Health and Human Services (Licensing and Regulatory Services) and to Child or Adult Protective Services.

3. Administrator (for children) and Director of Nurses (residents) should be notified immediately.

(Refer to Reporting Ladder)

3. The Director of Preschool/Childcare is responsible for assessment and safety of the children. The charge nurse on duty is responsible for assessment and safety of the resident.

4. If the alleged abuser is an employee, volunteer, visitor...

5. For Residents: The charge nurse is to immediately send the alleged abuser home.

6. For School: The Director of Preschool/Childcare and/or Administrator is to immediately send the alleged abuser home.

7. The facility will protect the confidentiality of the reporter, victim, alleged abuser and the resident and/or child.

Employment/Screening

1. All potential employees will undergo a screening process.

2. Reference checks will be completed and verified by the Department head hiring the individual.

3. Criminal background checks will be completed.

4. For School Staff; fingerprinting is required.

5. All licenses will be verified with the appropriate licensing board.

6. All licensed individuals will be required to maintain a copy of a current license in the facility at all times.

7. All certified nursing assistants will be verified as in good standing by the C.N.A registry via/telephone/fax prior to hire and followed up with a written conformation letter to be kept in their personnel file.

Training

All employees will be trained during orientation and subsequent annual in-services on issues related to abuse prohibition practices such as:

1. Appropriate interventions to deal with aggressive and/or catastrophic reactions of residents and/or children: one on one, redirection, reassurance, reorientation, decrease stimulation, activity, diversion, professional outside intervention.

2. Reporting without fear of reprisal. Staff will report their concerns to their direct supervisor, if supervisor involved, report to DON or Administrator.

3. Recognizing signs of burnout, frustration and stress that may lead to abuse such as: alcohol/drug abuse, chronic physical illness, excessive absenteeism, family problems, disciplinary actions, insubordination, power conflicts, rivalry, mental illness, numerous disciplinary actions, poorly trained, social, isolation, unexplained absences, excessive overtime, verbal outbursts, and personality changes.

Prevention

1. All residents, families, and staff will be provided education about reporting concerns, incidents, and grievances without fear of retribution and be provided feedback regarding their concerns.

2. The administration at this facility will communicate clearly and consistently that all residents and children must be treated with dignity and respect.
3. Identify, correct and intervene in situations in which abuse, neglect, and exploitation are more likely to occur.
4. Examples include:
 - a. Staff supervision to identify inappropriate behaviors, such as using derogatory language, rough handling, ignoring residents/children while giving care, and/or avoidance of providing complete care.
5. Assessing, care planning, documenting, and monitoring children with needs and behaviors that present significant challenges to teaching staff.

Identification

1. To identify events such as suspicious bruising of children and/or residents, patterns and trends that may constitute abuse.
2. To be aware of the potential for abuse through the identification of changes in a resident's or child's social and emotional well-being. (A resident or child may become mute, socially isolated, cower or pull away. If this is seen, report immediately to the charge nurse or preschool/childcare director for evaluation).

Reporting

1. The complaint is to be addressed immediately to protect the resident or child from further risk.
2. Suspected abuse is to be immediately reported to:
 - a. The director, supervisor and/or charge nurse on duty;
 - b. Child Protective Services (1-800-452-1999) available 24 hours/7 days a week;
 - c. Adult Protective Services (1-800-624-8404) available 24 hours/7 days a week; and
 - d. Division of Licensing and Regulatory Services Adult (1-800-383-2441) Child (207- 287 – 5171)
3. In the event of a Criminal Investigation (theft, assault, sexual assault) contact your local Police Department.
4. For Residents: A Nursing Facility Reportable Incident form must be filled out and faxed to the appropriate district office of The Division of Licensing and Regulatory Services within 24 hours of the event.
5. For Children: A Mandatory Reporter Worksheet form must be filled out and faxed to the appropriate district office of The Department of Health and Human Services Child and Family Services Licensing Division.
6. The Facility's internal investigation will be completed within 5 days and faxed to The Division of Licensing and Regulatory Services.
7. Confidentiality around reporting: The Facility and DHHS will respect a request for confidentiality. All department records and activities are confidential. If the report involves another child or family, the child's family will be notified respecting the confidentiality of other children and/or families involved.
8. Disclosure may be required in very limited circumstances such as a court order.

Investigation

1. Staff members responsible for investigating allegations of abuse will receive training in proper methods.
2. Members of the Investigation Team could be any of the following: Licensed Nurses, School Teachers, Nursing Managers, Department Directors, Social Services, Director of Nursing Services and the Administrator including his/her designee.
3. Nursing/School Management or their designee is responsible for assuring the resident and/or child safety by directing the employee (suspected of misconduct) to leave the facility.
4. The employee (suspected of misconduct) will be placed on an unpaid leave pending the outcome of the internal investigation.
5. Nursing/School Management or their designee will do a physical assessment of the resident and/or child to determine any injury (physical, mental or emotional). Pictures taken if a camera is available.
6. Nursing/School Management or their designee will inform the medical director of the incident including their assessment of the resident and/or child involved, should medical treatment be needed.
7. If Abuse, Neglect or Exploitation is indicated, the Director of Social Services will be notified.
8. Nursing/School Management or their designee will notify the resident's/child's family and/or legal representative of the incident.
9. In some cases, it is essential to protect and preserve evidence where a crime may have been committed--- important for serious cases like sexual assault. Do not clean up or touch it. The internal investigation process will begin immediately after staff has become aware of an incident of actual or suspected abuse, neglect and/or exploitation.
10. Social Services and/or Nursing Management will interview the resident(s) and staff involved in the event, including the employee (suspected of misconduct), additional staff may be utilized as needed to supplement the investigation.
11. Ask for a written statement from all staff interviewed.
12. Document your findings; retain documentation (written statements, interviews, nurse's/teacher's notes regarding assessment and intervention. Establish an investigation file.
13. Review staffing in light of the fact that the staff person (suspected of misconduct) will not be working their regularly schedule hours until outcome of the internal investigation---- work on a staffing plan.
14. Before the employee (suspected of misconduct) can return to work, the Investigating Team will meet to summarize their findings and determine a course of action. Consultation with Human Resources may be necessary. The following options will be considered based on the findings and severity of the circumstances.
 - a. The staff member is cleared of any misconduct and returns to work.
 - b. Staff member will be allowed to continue on duty with close supervision by his/her supervisor and/or supported by using the buddy system.
 - c. Written warning in personnel file.
 - d. Counseling and/or education.
 - e. Suspension with or without pay.
 - f. Termination.

15. A final corrective plan of action will be decided and the employee (suspected of abusing) will be brought to discuss the outcome of the internal investigation.
16. The final resolution of the matter is the responsibility of the administrator.
17. Within five (5) days of the incident, a summary of the internal investigation and corrective action taken will be faxed to the appropriate district office of The Division of Licensing and Regulatory Service

Protection

1. Any staff member/family/visitor/or resident suspected of abuse, neglect and exploitation is to be removed from patient contact and/or directed to leave the facility pending completion of the internal investigation.
2. If the suspected abuser is a resident, he/she will be assessed for possible mental, emotional or physical changes. He/she will be separated and safety measures instituted to prevent reoccurrence. In the event that a room change is necessary, the resident inflicting the potential abuse will be moved to protect the safety of themselves and others.
3. Facility Management will exercise what control and power available to protecting the resident involved in the episode of suspected abuse, neglect and exploitation, the reporter of the event and any involved witnesses from reprisal by the suspected abuser.

Implementation

It is responsibility of the Administrator, the Director of Nursing and Director of Preschool (if involving a preschool child) to assure compliance is achieved and the resident/child safety and security are monitored and maintained.