



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

GREATER BURLINGTON Y

Infant/Toddler Programs

Parent Handbook
2019-2020

Greater Burlington Y
266 College Street
Burlington, VT 05401
www.gbymca.org

Our Mission

To build a strong community by involving youth, adults, and families in programs and activities that develop spirit, mind and body.

NFANT/TODDLER PROGRAMS:

The Y Early Childhood Program at College St.
The Y Early Childhood Program at St. Paul St.

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Y INFANT TODDLER PROGRAMS

WELCOME

Welcome to the Y Infant/Toddler Centers! We look forward to having your child in our care! This handbook has been written to provide you with information regarding the policies and procedures at our Infant/Toddler sites. At the beginning of the year, you will also receive a Welcome Packet, providing you with detailed information about your child's classrooms, including room structure, staff, daily routine, expectations, and other location specific information such as parking and storage of car seats and/or strollers. Please feel free to ask questions and make suggestions! Our goal is to provide your child with a quality program in a safe, nurturing and stimulating environment where each child is respected as an individual with his or her unique needs, strengths and abilities.

The Greater Burlington YMCA is the largest provider of child care in Vermont. The Y offers child care, early education and school age programs to more than 1,200 Vermont children each week.

Both of our Infant/Toddler sites are accredited by the National Association for the Education of Young Children (NAEYC) and have acquired five stars (the highest rating) by the VT Stars Quality rating system, which further validates the high quality of our facilities, staff and programs.

THE ORGANIZATION

The mission of the Greater Burlington YMCA is to build a strong community by involving youth, adults and families in programs and activities that develop mind, body and spirit.

The history and origin of the Y was founded on Christian beliefs. Today's Y's builds upon that history through the development of values. At the Greater Burlington YMCA, character development is emphasized in all of our programs. The four core values that teachers will discuss and teach are respect, responsibility, honesty and caring.

PHILOSOPHY AND GOALS

The philosophy of the Y Early Childhood Programs is to provide a quality program for children ages 0 to 5 years, fostering social, emotional, physical, cognitive, creative, and healthy development through enriching experiences and positive relationships.

Our goals are...

1. To provide a safe, warm and comfortable environment in which each child can build strong, positive relationships with adults and other children around him/her.
2. To develop positive self-concepts by creating an atmosphere geared to successful experiences.
3. To provide opportunities for each child to develop his/her whole body through small and large muscle activities.
4. To provide a stimulating, creative and rich environment for each child.
5. To promote character development by teaching and demonstrating the values of caring, respect, honesty and responsibility.
6. To respect each child and family as having unique abilities, feelings, needs and wants.
7. Developing relationships with families that encourage reciprocal communication and fosters trust and mutual respect.

PROGRAM

SESSION AND HOURS

Regular full time sessions are maintained each week, Monday through Friday. We are open during the public school February and April vacations and payment is mandatory. Please refer to the attached calendar for dates when we are closed.

Please note that **our centers' hours (both on College St. and on St. Paul St.) are 7:30 am to 5:30 pm.** Our doors will open **promptly at 7:30** each day. Please do not enter the programs until 7:30am. Our opening staff arrives a little earlier but needs this time to accomplish opening tasks in the classroom, bathroom and kitchen. They are not able to supervise children adequately until 7:30am. Our priority is each child's safety, so we greatly appreciate your cooperation!

Please have your child arrive at the program each day no later than 9am. This allows for free explore time, snack and getting ready for outside time each day as a group. If you will arrive later than 9 please call and let us know.

CLASSES AND AGES

Our programs serve children ages 0-3.

At the St. Paul Street site, we serve up to 13 children, and the room is divided into two spaces: infant space (Koalas) and toddler space (Monkeys) . There are six infants and seven toddlers at maximum.

At the College St. site, we serve up to 32 children at maximum each day. The space is divided into four rooms: Bunny room (infants), Chipmunk room (young toddlers), and Cubs and Bears room (older toddlers). Please see the chart below.

Group size and ages are in accordance with recommended ratios outlined by the National Association for the Education of Young Children (NAEYC).

Children will be grouped in accordance with the chart below (ages are approximate):

Age	Group Size	Adult/Child Ratio
0-12 months	6	1:3
12-36 months	8-10	1:4 or 1:5

*Group sizes may vary; ratios will always be maintained. Additional staff may include one-on-one aides, student teachers, and volunteers.

STAFF

The teaching team consists of caring and skilled early childhood professionals. Teachers are qualified by education and experience and model the Y's values of caring, honesty, responsibility and respect. The Y requires on-going staff training and provides quality educational opportunities throughout the year. Regularly scheduled staff members are certified in CPR and first aid.

CURRICULUM

Our Curriculum is a play-based emergent curriculum. Learning experiences are guided by the teacher based on children's interests which incorporate multi-sensory and a hands-on approach. Children learn by using their five senses to explore the world around them and develop an increased ability to think, reason, question, and experiment. We place an emphasis on building social competency skills in an environment rich in language development.

Our classrooms are set up to provide children with a variety of activity and play centers. These may include art, sand/water play, blocks, dramatic play, manipulatives, science, writing center, and early literacy. Additionally, our curriculum provides opportunities for experiences with music, movement, cooking, math, social studies, field trips and other enrichment opportunities. We follow the guidelines set by the National Association for the Education of Young Children (NAEYC) and the Vermont Early Learning Standards (VELS).

The following is a list of activities frequently used with infants. The activities that infants engage in are not limited to this list. Please let your child's teacher know if you have any concerns or suggestions.

❖ ***Paper: various textures***

Wax paper
Tissue paper
Coffee filters
Construction paper
Butcher paper

❖ ***"Painting" Materials:***

Tempera paint
Jello (powder mixed with water)
Pudding (powder mixed with water)
Frosting
Cool whip/whipped cream

❖ ***Decorative Materials:***

Sparkles
Sprinkles

❖ ***Safe Glue-Like Substances:***

Maple syrup
Frosting

❖ ***Collage Materials:***

Marshmallows
Feathers
Large pom-poms

❖ ***Miscellaneous Art Materials:***

Jumbo crayons
Large markers
Chalk
Jumbo stamps
Large stickers

❖ ***Other:***

Ice-cube chase on tray
Water play on tray or shallow infant pool
Whipped cream, seeds, powdered sugar, beans, etc. in zip-lock bags
Smelly socks (stuff a sock into a sock and add a drop of scented oil)
Texture socks (stuff nylon socks with different materials for a different sensory experience)

ANTI-BIAS CLASSROOM

We strive to teach children in an inclusive environment. All classrooms will provide children with non-stereotyped books, posters, and dolls/toys. The equipment and curriculum will offer

learning opportunities that reflect and value people of all ages, abilities, and ethnic backgrounds.

DAILY SCHEDULE - INFANTS

Infant groups' daily schedule is very flexible and varies by group, as each infant's individual needs must be met according to his or her own individual schedule as agreed upon with the parents. Listed below is a typical flow of the day:

- ❖ Arrival
Warm greeting of families and infants; providing developmentally-appropriate toys for free exploration.
- ❖ Diapers
Provided every two hours or on an individual basis.
- ❖ Breakfast/Morning Snack
Provided on an individual or as-needed basis.
- ❖ Small Muscle Development
Activities that encourage grasping, holding, and pinching.
- ❖ Large Muscle Development
Activities that allow infants to use their large muscles by rolling, sitting, crawling, pulling up, standing, cruising, bouncing, climbing, walking, and dancing.
- ❖ Language Development
Stories, conversations, songs and fingerplays that encourage children to listen to and use language.
- ❖ Outside time
Infants go on stroller rides or have the opportunity for outside activities.
- ❖ Lunch
Provided on an individual or as-needed basis.
- ❖ Stories
Infants and teachers have the opportunity for snuggles and sharing stories together.
- ❖ Nap Time
Provided on an individual or as-needed basis.
- ❖ Small Muscle Development
Activities that encourage grasping, holding, and pinching.
- ❖ Afternoon Snack
Provided on an individual or as-needed basis
- ❖ Sensory Activities
Planned activities that stimulate infants' senses.
- ❖ Large Muscle Development
Activities that allow infants to use their large muscles by rolling, sitting, crawling, pulling up, standing, cruising, bouncing, climbing, walking, and dancing.
- ❖ Music and Movement
Sharing the joys of music through song and dance
- ❖ End of Day
Infants are engaged in developmentally-appropriate activities as families arrive and are transitioned to home with hugs and conversations with families.

DAILY SCHEDULE - TODDLERS

Each day includes many experiences in the activity areas listed in the curriculum segment. Each activity and experience will be offered at the appropriate level of the group, according to interest and attention span. Though there are many variations, a typical day may look like this:

- ❖ Arrival and classroom exploration. **(Please wash or help your child wash his/her hands upon arrival)**. The following activities will be available during free exploration: art, dramatic play, block play, manipulative/cognitive area, music, books, and sensory play.
- ❖ Snack, circle time, gym, and large or small group activity time based on children's interests and developmental focus; outdoor play and field trips may also occur during this time.
- ❖ Lunch, rest/quiet time.
- ❖ Small group activities, free play (activities as listed above) and outdoor play (typically by 3/3:30), games, special events.

We always strive for flexibility in our daily schedule to reflect needs and capabilities of groups and individuals. We request that families make every effort to arrive in the morning no later than 9 am so your child can start the day with their friends. This makes for an easier transition into the routine of the day for everyone.

- ***If you do not wish for your child to participate in any part of the scheduled day, you must make other arrangements during that time.***

LUNCH AND SNACK

Each day, your child will need to bring a healthy lunch with snacks and drinks. We ask that parents reinforce the importance of eating a good lunch and discourage the sharing of food as some children may have dietary restrictions. It may be a good idea to have your child help you choose a healthy option. This way you can be sure that what you pack are things that your child will eat. Many groups offer co-op milk programs or afternoon co-op snack. Your child's teacher will let you know about these opportunities.

REST TIME

While our infants rest/nap according to their individualized needs, for most of our groups, rest time is a period of time following lunch. This time period could last up to two hours depending on the ages of children and the needs of the group. We are required by state licensing regulations to provide children with a quiet rest time daily. It is physically and mentally demanding for a child to keep pace with peers all day long. Sleep is a major requirement for good health, and for children to get the recommended amount, some daytime sleep is usually needed. Vital physical and mental development occurs in early childhood, and naps provide much needed downtime for growth and rejuvenation. A child's need to rest at some point during the day is important. **It is our philosophy that if a child falls asleep on his/her own, we will not wake them until rest time is over.** If families have individual requests regarding their child's sleep pattern, we will make all reasonable efforts to come to an agreeably mutual plan. Children who do not sleep will be given time, space, and adequate lighting for quiet play after 30 minutes.

Each child will have their own crib, cot, or nap mat.

- Infants under 12 months old: Please provide 2 fitted crib sheets for nap time. No soft items, toys or loose bedding will be placed in cribs with babies. Children will nap in their daily clothing. Licensing does not allow for blankets to be used in the cribs for children under 12 months old.
- Children over 12 months old: Please provide a fitted sheet and blanket for nap time. Special items such as teddy bears may be brought in. We ask that all naptime materials (pillow, blanket, stuffed animal) be kept in a special bag (pillow case,

laundry bag with drawstring or small duffel bag) and washed weekly.

The Y physical activity standards

- ❖ Opportunities for physical activity will be provided for throughout the day while children are in care. This includes in the classroom, gym time at the Y and outside play.
- ❖ Play will take place daily outdoors whenever possible.
- ❖ Infants will be given plenty of opportunities to move freely and engage in “tummy time” (infants younger than six months)

PHYSICAL EDUCATION PROGRAM

The Y is committed to physical fitness. All groups incorporate gross motor development into their curriculum. Our toddler groups have access to gym time on a weekly basis. During gym time, a variety of gross motor activities will be provided. Please check with your child’s teacher regarding the gym schedule and make sure that your child wears sneakers on gym days.

FIELD TRIPS

Most groups go on local field trips over the year. Most of these are by stroller, walking, or public transportation.

The older toddler groups may go on field trips using the mini bus. **Mini Bus Usage** – After recommendations from the Vermont Governor’s Highway Safety Commission, the Y Early Education team has decided to contract with Vermont Educational Consultants for field trip transportation. The minibus is equipped with integrated safety seats and a certified and licensed driver is provided. Please note that for many reasons we are unable to take field trips to individual’s private homes. Each mini bus trip will require a permission slip. Impromptu walking trips may occur without prior notice. Parents are responsible to cover field trip costs.

OUTDOOR SPACE/OUTDOOR PLAY

Every center has a designated outdoor play area for children. In addition groups often go for walks around the community and to area parks. Please keep in mind that we are required by licensing to provide your child with time outside on a daily basis. Even the youngest children will be going for daily walks outside, weather permitting (we follow Child Care Weather Watch guidelines in determining whether it is safe to take children outside). Knowing that we go outside most days, please send your child with appropriate outdoor clothing. With warm temperatures, sunscreen will be applied as needed with parent permission.

Our times outdoors vary by group but most groups are outside between 10 am and 11:30 am. Please check with your child’ teacher or refer to your child’s classroom’s Welcome Packet for more information. It is particularly important to check with your child’s teacher if you are looking to drop your child off later than 10 am - if your child’s group is not in the classroom or the playground at the time of drop off, you will need to wait with your child until the group returns.

Please make sure that your child’s extra clothes bin contains **at least two sets** of seasonally appropriate clothing of the right fit for your child. In the winter time, we ask that you bring in a hat, gloves, snowsuit (or jacket and snow pants) and boots for your child **each day**. During the summer time, please make sure that your child has a sun hat, swimsuit (or swim diapers) and a loose fitting, light-weight long sleeve shirt. This is

particularly important for the youngest children (0-6 months) as they are advised not to wear sunscreen.

PARENTAL INVOLVEMENT

We feel strongly that parents should be involved in their child's early education experience and would like to offer ways for you to join your child's classroom in a variety of capacities. We value your participation; you are your child's best teacher.

- You are invited to read or tell a story to the class, sing songs, volunteer to help children with a project, chaperone field trips, make classroom games at home or share a skill. We encourage you to volunteer in the classroom as many times as you can. It is really amazing and fun to watch your child and the class change and grow in their social interactions. An added set of hands and eyes are always welcome and give the children more one-on-one time with an adult.
- Parent conferences are held twice a year for all groups. During the fall meeting, parents and teachers have the opportunity to get to know each other, talk about the upcoming school year and to set goals/expectations for your child. At the spring conferences the teachers will share your child's portfolio containing artwork, photos and observations. The teachers will also share detailed written information regarding your child's growth and development and will discuss upcoming transitions (to a new group or a preschool program).
- We always are looking to hire qualified substitute teachers and assistants. We compile a substitute list and will call subs as needed throughout the year. If you are interested and if you have experience working with groups of children, please contact your program director.

Each child – and even the same child at different times – reacts differently to parent visits. Should we have concerns about your child being adversely affected by such visits, (e.g. if your child is experiencing extreme separation anxiety) we will discuss this with you so that we can find a way to alleviate the stress your child may be experiencing.

GUIDING BEHAVIORS

Many behaviors we observe are developmentally appropriate. Our goal is to guide children as they learn to make positive choices about their behavior. At the Y, our focus is on setting clear behavior expectations and creating an environment that facilitates positive behavior. We practice preventative techniques such as informing children of consequences, following through, consistency, redirection and the use of humor. Children are encouraged to talk through their problems when conflicts arise and to make choices to correct inappropriate behavior, with the teachers acting as mediators rather than problem solvers. It is our philosophy to teach children to take ownership of their behavior and learn to make good choices. We strive to meet the individual needs of every child enrolled in Y early childhood programs. In order to ensure the success of each child, a variety of resources may be explored. Intervention strategies may include: observation and documentation, various behavior modification strategies, environment and expectation adjustments, family involvement and/or community professional resources. When any intervention strategies are used, the rights and privacy of each child and family will be respected. Anyone in need of additional information is welcome to make an appointment with the program's director.

It is our goal that every child be successful in our programs. If we feel we have exhausted all resources and are unable to accommodate the child's needs we may need to adjust their schedule. As a last resort we may determine it is mutually beneficial to remove a child from the program.

TRANSITIONS

Before your child transitions to a new classroom, there will be a transitional period during which we will work with you to help prepare your child for any changes in staff, daily routine and expectations.

CHALLENGING BEHAVIORS

As the infants are getting older, they will start engaging in more and more toddler-like behaviors, including challenging behaviors such as throwing, hitting, pushing, kicking and biting. These behaviors are age typical and expected, though certainly not desirable. We use positive discipline to guide the children's behavior, including active listening, encouragement, re-involvement/redirection, substitution and modeling. We provide calm down time and follow through with appropriate and meaningful consequences. We also modify the environment to meet the needs of the group and in an effort to prevent or alleviate such behaviors. In spite of all these efforts, and given the limitations of group care, we cannot promise to *eliminate* these behaviors, as they are becoming a normal part of this particular stage of your child's development. Please let us know if you would like to discuss any of this in greater detail. We would be glad to offer resources if you would like to learn more about these age typical behaviors and/or our behavior guidance techniques.

BITING

Biting is unfortunately not unexpected in older infant and toddler groups but can be very emotionally charged. There are many reasons that toddlers may bite. Sometimes children bite to express feelings they cannot yet express with words; sometimes they bite when they are frustrated; or they may bite in the excitement of a happy moment. No one can predict which children will bite, but we are ready to help toddlers who do bite to learn other behavior. We are also ready to give treatment, sympathy and advice to children who are bitten.

Below are some of the strategies we use to prevent biting, and a description of our response when biting does occur:

First, we thoughtfully plan the day to try to avoid boredom, frustration, and over-stimulation. We strive to provide a calm and cheerful atmosphere with a mix of stimulating, soothing, age-appropriate activities and multiples of favorite toys. We also work to model acceptable and appropriate behaviors for the children, helping them to learn words to express their feelings and giving them tools to resolve conflicts with our help.

Second, if a bite does occur, we focus our attention on and help the child who is bitten. We reassure him or her and care for the bite. If the skin is not broken, we use a cold pack. If the skin is broken, we follow medical advice and clean the bite with soap and water. If it is likely the bite may get dirty, we will cover it to keep it clean. If your child is bitten, we will call you to let you know about the bite. Teachers fill out an incident report, have it signed by the administrator, keep a copy, and give one to you when you pick up your child. We also respond to the child who bit. We show the children strong disapproval of biting by responding immediately, directly and sternly. Our specific response varies by circumstances, but our basic message is that biting is the wrong thing to do. We also help the child who bit learn a different, more appropriate behavior.

Third, parents are notified when their child starts to bite and each time the biting incident occurs. We ask parents to keep us informed if their child is biting at home. Children who bite in our program do not necessarily bite at home. But if your child is biting in both places, it is important for all of us to be consistent in dealing with it. Communication is very important in order to help your child stop biting. It is of utmost importance to work together to try to minimize the frequency of biting incidences occurring in the future.

Fourth, the teachers and administration analyze the cause of ongoing biting. We develop a

plan to address the causes of biting, focusing on keeping the children safe and helping those who are stuck in biting patterns. When we need to develop such a plan, we share the details with parents so they know specifically how we are addressing the problem.

We wish we could guarantee that biting will never happen in our program, but we know there is no such guarantee. You can count on us to deal appropriately with biting so it will end as quickly as possible. We will support your children whether they bite or are bitten.

Biting behavior by infants and toddlers is not considered a violent behavior because it is not malicious in intent. Because we know that biting is a relatively common behavior for many children of this age, we do not have an exclusion policy. However, if a child is having a particularly rough day and is biting persistently, we may have to separate the child from the group for the day. We want the best for all children in our program.

If you want more information on biting or have any questions or concerns, please let us know.

NUTRITION

Our programs are mandated under licensing to monitor children's nutritional needs, and therefore we ask your cooperation with the following guidelines for the children's food. We ask that you strictly limit the amount of sugar, fat, artificial colors and food dyes, sweeteners, preservatives, and additives in the foods you provide. We do not allow children to have candy, soda or any high fructose beverages. Well-balanced meals incorporating fresh foods from all the food groups, accompanied by milk, water or unsweetened fruit juice is strongly encouraged. When planning cooking activities for the children we will work hard to do our part in providing healthy examples. There are many foods that pose a choking risk to children under the age of four. Please check with your child's teacher about food that may be prohibited and see the attached list at the end of the handbook.

THE Y HEALTHY EATING STANDARDS

- ❖ Fruits or vegetables need to be served at *every* meal.
- ❖ Water will be offered at the table during every meal and will be accessible at all times.
- ❖ For children two and older, we can serve low fat (1%) or non-fat milk, or For children of ages 12 months to 24 months, whole milk will be served.
- ❖ Infants younger than 12 months will not be served cow's milk.
- ❖ Breastfeeding infants is encouraged and supported.
- ❖ **We will not serve candy, soda or unhealthy snacks such as chips, cheese doodles or fruit gummies. Please do not send these in with your child.**

INFANTS

Upon enrollment, you will be asked to fill out child information form, on which you will specify your child's needs and his or her schedule; every child will be fed according to this schedule. As your child's needs change, the teachers will make sure that those changes are noted and your child's needs continue to be met fully and promptly.

BREASTFEEDING

We wholeheartedly encourage and support breastfeeding. Mothers are always welcome to come in to breastfeed; it is good to coordinate the feedings with your child's teacher as the day goes on, or ahead of time, if possible. Please note that although we will do our best to provide a comfortable space in our classrooms for you and your baby during this special time, we may not be able to provide a space completely away from regular classroom noise and traffic.

WHAT TO BRING

Each child must have a lunch bag labeled with his or her name. Food should be brought

from home **each day**. Please provide enough food/bottles for all feedings throughout the day. Store bought jars of food, infant cereal, and/or an emergency container of powdered formula may be stored at school for your child. Frozen breast milk can be kept in the freezer for up to two weeks, to be thawed and used in emergency situations. Bottles that are premade must be labeled and brought home each night for washing. Premade bottles are the most helpful to the staff but powdered formula can be stored for emergency.

TODDLERS

We ask you to bring in ready-to-be-served food for your child (e.g washed and cut up). In order to provide the level of supervision that will ensure safety for all children in our care, we must spend a minimal amount of time outside of the classroom preparing food. Additionally, **small, round, firm foods that can slip easily down the throat, those that are stringy or sticky, and those that swell when moist are the most dangerous. We will not serve them to children in these age groups unless you're able to prepare them in a way that lessens their potential to cause choking.**

CHOKING HAZARDS

(Source: National Association for the Education of Young Children, 2011. Program criterion 5.B.14)

Please note that the following foods present choking hazards for children under four years old and will not be served unless prepared in such a way as to minimize potential for choking:

- ❖ Hot dogs (whole or sliced into rounds). *Hot dogs are discouraged altogether. If you would like to serve a healthy version, please cut them up length wise and chop into bite-sized pieces.*
- ❖ Whole grapes and cherries. *Please cut lengthwise and then into halves.*
- ❖ Chunks of raw carrots or meat larger than can be swallowed whole. *Try slicing carrots into thin strips, shred them or cook them.*
- ❖ Popcorn; raw peas; hard pretzels; hard candy.
- ❖ Please cut up apples and other hard fruits into thin slices

A good rule of thumb is to cut foods into pieces no larger than ¼ inch squares for infants and ½ inch squares for toddler/twos.

SNACK AND MILK CO-OP

Our toddler groups may participate in a snack and/or milk co-op. Please check your child's classroom's Welcome Packet for more information.

LABELING

Please make sure to label all food containers and bottles in the lunch bag with the following: **your child's name and date**. Please pay attention to the expiration dates, because we will dispose of any food items that are past their expiration and/or sell by date. All bottles and food containers will be rinsed and sent home each day. Mothers who are breastfeeding are encouraged to come to the center to nurse at their convenience.

GLASS CONTAINERS

We will not be serving food out of glass containers to children ages 0-2. If you wish to bring in food in a glass container for storage and heating purposes, you may do so, but please note that the food will be transferred to a plastic, BPA free, container before being served to your child.

In our older toddler groups, we will allow shatter-proof glass containers to be used for serving food as well as storage and heating. Some restrictions may apply, however, so please check with your child's teacher.

ALLERGIES/FOOD SENSITIVITIES

Please list any food allergies or sensitivities that your child has in the appropriate section of

the child's application and information form. This information should also be communicated to the program director and your child's teachers before or immediately at the time of enrollment.

We require that parents of children with allergies provide the program with written documentation from the allergist/pediatrician outlining all allergies and accommodations when a child has been diagnosed. If there are allergies in the classroom, you will be informed by your child's teacher. The safety of every child is first and foremost in every Y program. In the event that a child with a severe allergy is enrolled in the program, it will be necessary to have specific food restrictions in certain areas of the facility. We monitor food labels and will send home foods that pose a threat to other children.

CELEBRATIONS

We will acknowledge birthdays and other important events in your child's life. You may wish to provide food for the special occasion. Check with your child's teacher first for ideas and amounts necessary. You are encouraged to join in these celebrations whenever possible. Party favors, special trips or visitors (e.g., clowns, performers...) **should not** be included as a part of the celebration. Latex balloons and candy are not permitted in any of our programs. If you are planning a party outside of the Y, we ask that you do not use children's cubbies to distribute invitations. The family directory will provide you with emails and addresses of families for party invitations.

In keeping with the Y philosophy, we have developed the following statement regarding holidays: Using an anti-bias, developmentally appropriate approach, holidays can be explored as a way to enhance children's knowledge of others' traditions and heritage. We wish to be thoughtful in providing diverse exposure to all children in our care. We may at times include holidays of different cultures and their traditions to teach children respect and caring. Celebrations will be a form of honoring and observing various traditions, rather than focusing on parties and commercialism. We may use books, arts and crafts, food, music, games and other age-appropriate materials and activities. We welcome parent and community involvement as well. We will be sensitive to all of our families when planning activities. When celebrating a holiday with children, our programs will take into consideration the families we serve, the other holidays occurring around the same time of year and the appropriateness and value of the activity for the age children in each group.

DIAPERING AND POTTY TRAINING

CLOTH DIAPERS

For children who require cloth diapers, the diaper must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering must be changed as a unit. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

POTTY TRAINING

Please talk to your teacher or director if you have any questions about potty training. We will provide written materials and/or a workshop on the topic and will work closely with parents to ensure that the children are provided consistent experiences both at home and at school while they are potty training. We will not force a child to use the potty. Potty training is encouraged for those children who are ready in the cubs and bears room.

HEALTH POLICY

Based on VT Licensing guidelines our ultimate goal is to provide quality care to a group of healthy children. We ask your cooperation in keeping everyone healthy. Children who become

ill will be comforted until picked up by the parent or designee. Children who are ill are must be picked up as soon as possible and no longer than one hour after the call from the Y staff. Children who appear to be ill or who have contagious diseases should not come to the program that day. We ask that you call your child's center if he/she will be absent. In general 24 hours healthy before returning to school helps to keep everyone healthy including staff and children. We are unable to care for your child if she/he...

- Has a fever of 100 F or greater (axillary temperature under arm).
- Is congested enough to need a vaporizer.
- Is tired enough to require sleep beyond a regular nap.
- Has any eye discharge.
- Has diarrhea (2 times in 24 hours or if it persists for more than 48 hours).
- Has an unidentified rash.
- Has severe coughing.
- Is not able to keep up with the scheduled day (i.e., outside play, field trips).
- Has vomited within the last 12 hours.

Children who have been out with the following illnesses may return to the school according to these guidelines...

- COLD/FEVER - 24 hours after fever gone (without medication).
- CONJUNCTIVITIS - a properly dated medication must have been administered for 24 hours upon doctor's approval.
- CHICKEN POX - when the last sore is scabbed over and there is no oozing.
- HEAD LICE - after using a prescription treatment and all eggs are removed (no nits).
- IMPETIGO - 24 hours after medication has begun.
- MEASLES - 6 days after rash appears, with a signed note from physician.
- MUMPS - 9 days after swelling starts, with a signed note from physician.
- SCABIES - 24 hours after treatment has begun.
- STREP THROAT - 24 hours after medication has begun (4 doses).
- VOMITING - 24 hours after last episode and child is able to tolerate food.
- COXSACKIE - fever must be gone; when sores are not oozing, and child can eat and drink comfortably and upon doctor's approval to return.
- MRSA - when sores are no longer oozing and are scabbed over.

****The Y will follow guidelines recommended by the VT Dept. of Health in the event of a pandemic. Parents will be notified if one should occur. Please use your pediatrician's recommendation for any other illness.***

MEDICATION POLICY

In order for your child to be given medication while in our programs YOU MUST COMPLETE AND SIGN a written Medical Authorization form each day your child receives medicine, even if it is the same medication or prescription. Forms are kept in each classroom. When completed, the forms should be given to the teacher along with the proper medication.

All medications should be in the original container with proper dosage noted on the label; if it is a prescription medication, the medication must be clearly labeled with the child's name, dosage, schedule and contents, and the date must be current. Medications will be kept in locked medicine boxes; they should not be stored in the child's lunch box, bag or backpack.

All staff is trained annually by a licensed health provider on how to properly administer medication. Please note that our staff will not administer medications if they do not conform with written instructions either on the container or from a physician. For example, should a parent request that we dispense an over-the-counter medicine (ie Tylenol) to an infant when the label clearly states that a physician should be consulted before administering the drug to a child under the age of two, we could only administer the medicine with a physician's note outlining the medication and appropriate dosage.

EMERGENCY PROCEDURES

INJURIES AND ILLNESS

If a child is injured or ill, the director or the appointed person in charge will take whatever steps necessary to obtain emergency medical care. These steps may include, but are not limited to, the following:

- 1) Attempt to contact a parent or guardian*.
- 2) Attempt to contact a parent through any of the persons listed on the emergency information form.

If we cannot contact a parent/guardian, or the situation warrants, we will do one of the following:

- 1) Call 911.
- 2) Have the child taken to a hospital or doctor's office in the care of the director/acting director.

****Please make sure all contact information is accurate and up to date.***

FIRE DRILLS AND CENTER EVACUATION

We will conduct monthly fire drills. Center evacuations will vary depending on the location of the program. For fire drills, the St. Paul St. site will exit the building via the side doors and meet at the front of the church. The College St. site will exit the building via the two side entrances to the church and will meet at the driveway entrance on College St. In case of a true emergency evacuation, both the St. Paul St. site and College St. site will head to the Y building located on 266 College St.

SEVERE WEATHER PROCEDURES/SCHOOL CLOSINGS

In the event that emergency weather conditions or other unforeseen emergencies occur, the center reserves the right to declare an emergency closing for the appropriate time period. Parents can be notified of such closings via radio or television announcements and/or direct contact through our one call now system. Weather related closings will be announced by 7:00 am. Any decisions to adjust our hours of operation due to severe weather (or other emergencies) may be made throughout the day and parents will be informed of such decisions by phone.

We also reserve the right to close the center if a large amount of staff are out due to illness and we cannot run the classrooms with proper ratios for licensing and safety.

PICK-UP AUTHORIZATION

An adult over the age of 18 must accompany the child into and out of the building, and must sign the child in/out with a staff member in charge of the child's group at that time.

Children will be released only to those persons listed on the registration form as authorized persons to pick-up. Any other person coming to pick-up must have prior written permission from the parent. If there is no other written permission separate from this authorization, the Y will release the child to either parent, a legal guardian or any other person designated by either a parent or a legal guardian to receive the child. This written authorization must be given to the teacher or the program director by the parent; we will not accept a note from the person attempting to pick up a child. Please arrange a time for the staff to meet others who have permission to pick up your child so they will be recognized by staff. The pick up person should also be prepared to show I.D.

By law, children must be released to either parent unless we have court documentation stating otherwise. In the event parents are separated or divorced, we must have on file any paper filed with the court pertaining to parental rights. This will enable us to provide security for

the child and respect the legal rights of parents.

LATE PICK-UP POLICY

In the event of an emergency when you arrive past your programs closing time, you will be charged a late pick up fee. Parents will be charged \$10.00 per family within the first 10 minutes and \$5.00 for every 5 minutes thereafter. Staff will inform the director of any late pick-ups; the fee will be added to your child care account.

BABYSITTING POLICY

Employees of the Greater Burlington YMCA may not be alone with children of families who are enrolled in any GBYMCA programs when the employees and the children are outside of the Y. This includes employees babysitting for families or having children visit employees' homes. Staff place themselves in a vulnerable situation when they are alone in a home with children. The child care policies of the Y are in place to protect children from abuse and also to protect staff from accusations of abuse. We encourage professionalism in all of our staff and feel that babysitting diminishes that teacher/parent relationship. Professionalism is a part of the evaluation process, and staff members' professional relationships will be considered during evaluations.

SUSPECTED CHILD ABUSE AND NEGLECT

As professional child care providers, we are mandated by the State of Vermont to report any suspicion of child abuse or neglect immediately to the Department of Children and Families (1-800-649-5285).

PARENTAL FREEDOM OF ACCESS AND COMPLAINT PROCEDURE

Parents are always welcome and have access to the program anytime during hours of operation. Questions, concerns or complaints may be shared with a child's teacher and/or the director at any time in person or in writing. Every effort will be made to discuss and address areas of concern should they arise.

In the event that any adult behaves in a manner that disrupts the program, intimidates, or promotes fear, that individual will be asked to leave the facility and may be restricted in their access to the program and its premises. All individuals must use respectful behavior and communications at all times at the program.

We ask that you remember to respect the confidentiality of any information you may inadvertently gain about other children and families at the school. Please refrain from passing along any personal information to anyone unauthorized to hear it, both within and outside the center.

INFORMATION PROCUREMENT POLICY

Maintaining confidentiality is critical. Information about children or families will be kept confidential at all times. Children's files will be kept in a locked cabinet or drawer.

The Greater Burlington Y recognizes that, on occasion, it is called upon by parents or others to provide information, reports, or sometimes even testimony, in legal or related cases. Because this can cause an impact on our other duties and because it is important to be consistent with our responses to such requests, it is the policy of the Greater Burlington Y to provide information to a parent or third party only upon proper service of a subpoena for the production of such documents or for the testimony of any staff, agent or employee of the Greater Burlington Y. In addition, the Greater Burlington Y believes it is important to observe a level of discretion and confidentiality when it comes to the children and families it serves. This makes the need for a consistent response to requests for information even more important.

PHOTOS AND VIDEOTAPE

At the Y photographs or videos are occasionally used for program brochures, staff training or other Y related business. If you are concerned about your child being photographed, please notify the director in writing.

Please be aware that Y families may take photographs of their children within our programs for their own private use. If the pictures include any children than your own, all such photos should be for private use only and should not be published or posted on a public media forum such as Facebook, MySpace, YouTube, etc.

ACCEPTANCE ENROLLMENT POLICY

Enrollment is subject to the constraints of space and staffing. Modifications of the program to accommodate the needs of children with qualified disabilities, including assignment of additional staff, may be made where such modifications are reasonable and necessary, if the modifications do not fundamentally alter the nature of the program and do not result in an undue burden on the Y. Requests for modifications or auxiliary aids should be made as far as possible in advance of a child's attendance in the program. The Y strives to make the program one which provides for the safety, well-being, development, and success of each child enrolled - and seeks to work in partnership with families in best accomplishing that goal.

ENROLLMENT

Children will be accepted on the following basis:

- That each child submits a current registration form, child & family information form, EFT (Electronic Funds Transfer) form, copy of VT child care financial assistance form (if applicable), demographic form and a current immunization record or a written statement of exemption by a parent or guardian. **All children must submit a current immunization record annually. In addition, you must submit a current immunization record each time your child receives new immunizations and/or boosters.** The record(s) cannot be faxed, but you may email them to Kristen.
- That children meet the age requirements for specific programs specified on the charts that accompany the brochure. (Children are enrolled on a first come, first serve basis according to age, not gender).
- Registration is for a full program year. In the event that a schedule change is needed, the Y requires a three-week written notice for withdrawals. **Failure to give a three-week notice will result in tuition responsibility.**

FINANCIAL POLICIES

Please note our new payment process. **Payment must be made by credit card or bank draft from a checking or savings account.** You can choose to have your payment processed every Friday for the following week or on the 1st business day of the month for the entire month's tuition.

The following restrictions apply for payments:

1. Full tuition is required for partial week closings or for closings due to weather conditions or other emergency.
2. No charge will be made for scheduled full-week closings.

Please refer to our website for a full explanation of our financial policies and billing information.

TAX INFORMATION

At your request, a statement will be sent showing childcare payments made to the Y during the previous calendar year. Per IRS requirements, your requested statements will be mailed no later than January 31st. The Y tax identification number is 03-0185-810.

SCHOLARSHIPS

If you require tuition assistance, applications are available at the Y Business office online. For more information contact Marsha Faryniarz, VP Child & Youth Services at 862-9622 ext. 140.

NOTICE OF NON-DISCRIMINATION

In accordance with the laws and regulations cited below, the Greater Burlington Y does not discriminate on the basis of race, color, national origin, handicap, age, or sex in admission or access to, or treatment or employment in, its programs or activities.

Title VI of Civil Rights Act of 1964 (42 USC 2000d et seq.); 45 CFR Part 80.

Section 504 of the Rehabilitation Act of 1973, as amended, (29 USC 794); 45 CFR Part 84.

Age Discrimination Act of 1975, as amended (42 USC 6101 et seq.) 45 CFR Part 91.

Title IX of the Education Amendments of 1972 (20 USC 1681) 45 CFR Part 86.

An anti-harassment policy is on file in the office.

The individual cited below has been designated to coordinate our efforts to comply with the U.S. Department of Health and Human Services regulations implementing these Federal laws. You may contact this person for further information about these regulations and our grievance procedure for the resolution of discrimination complaints.

Kyle Dodson, President/CEO
Greater Burlington Y
266 College Street
Burlington, VT 05401

INSURANCE

The center and its staff are covered by a comprehensive program of insurance issued to the Greater Burlington YMCA.

LICENSURE

The center is fully licensed by the State of Vermont and the Department of Children and Families/ Child Care Division (1-800-649-2642), meeting all health, safety and fire regulations. Regulations may be viewed at <http://dcf.vermont.gov/cdd/laws-regs>

QUESTIONS/CONCERNS

If you have any questions or concerns, please feel free to contact Kristen Hakey (khakey@gbymca.org) or at 802.652-8149 at any time.

10 TOP CHOKING FOODS FOR CHILDREN UNDER AGE 4

(Please note that this is not a comprehensive list. Refer to Choking Hazards, pg 13 of this document for more information about foods that we are not able to serve to infants and toddlers).

The following foods pose a choking hazard to children under age 4. Small, round, firm foods that can slip easily down the throat, those that are stringy or sticky, and those that swell when moist are the most dangerous. You should not serve them to children in this age group unless you're able to prepare them in a way that lessens their potential to cause choking. Some common sense advice:

- | | |
|--|--|
| Apples | Always chop apples and other firm fruits into manageable, bite-size pieces or thin slices, or cook until soft in texture. |
| Carrots | Raw carrots should be finely shredded, or cooked thoroughly until mushy to the touch. |
| Celery | Its stringy quality makes celery hard for young children to chew and swallow properly. With a peeler, remove the stringy outside layer of the celery stick, and cut it up before serving. |
| Grapes | Cut grapes in half (if large, cut into fourths) before giving them to your child (remove seeds). Similarly, cherries should be pitted and chopped before serving. |
| Hot Dogs | One of the most common foods to choke children, hot dogs must be cut up to become safer to eat. Slice length-wise and then chop into irregularly shaped, bite-sized pieces. |
| Nut Butters,
Sunflower Butter | The safest way to prepare nut butters is to spread a very thin layer on a slice of bread and serve with a beverage. Children under age 4 should never eat large clumps of nut butter from a spoon or finger. <i>(Please note that some of our programs may be peanut and tree nut free.)</i> |
| Raisins | Don't give raisins to children under age 2. Serve only plump, moist raisins or ones that have been cooked in foods like pudding or bread to children ages 2 - 4. |
| Hard Candy | Small sucking candies are dangerous because children tend to bite them and may accidentally swallow them whole, blocking their airway.* |
| Nuts | Peanuts (like hot dogs) are a leading cause of childhood choking. But all nuts pose a threat because of their size and shape and therefore should be avoided.* |
| Popcorn | Its size, shape, and sharp, irregular edges makes popcorn a prime choking food.* |

*Keep these foods off-limits for children under age 4.

Adapted from Child Magazine.

LUNCH AND SNACK IDEAS

The following is a list of food ideas for preschoolers. Staff was surveyed and lists were collected. These are some of the things we have found young children like to eat. (If you have other suggestions, let us know!)

<u>Breads/Starch</u>	<u>Fruits/Vegetables</u>	<u>Dairy/Protein</u>
spaghetti	fresh fruit (cut or whole)	cheese
pizza	mashed potatoes	yogurt
muffins/quick breads	applesauce	string cheese
waffles	fresh fruit with yogurt	cream cheese & bagels
toast	celery, carrots, broccoli & dip	baked beans
macaroni & cheese	fruit salad	hard boiled eggs
sandwiches	salsa & chips	rolled-up deli meat
graham crackers	vegetable soup	pepperoni
pancakes	100% fruit juice	tofu
garlic bread	peas or green beans	cut-up hot dogs
cereal bars/granola	pickles/olives	chili
pretzels		pudding
raisin bread		cottage cheese
oatmeal		cream soup
bagels		grilled cheese
rice cakes		scrambled eggs
crackers		chicken fingers/nuggets
rice		hamburger
tortillas		stir fry
english muffins		hummus
animal crackers		tuna fish
dry cereal		