



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

GREATER BURLINGTON Y
www.gbymca.org
Y Early Childhood Programs
Family Handbook
2022-2023

Y EARLY CHILDHOOD PROGRAMS:

Y Early Childhood Program
for UVM Medical Center
405 Main Street
Winooski, VT 05404

Y Early Childhood Program @ 298
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GBYMCA Early Education Staff

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Senior Vice President

Oversees the Greater Burlington YMCA's programs for early care and education as well as the Y's Youth Programs. She is responsible for the supervision of all employees in those programs.

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Director of the Y Early Childhood Program at UVM Medical Center

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Early Childhood Educators

There are full-time and part-time educators who work together to provide an enriching environment for children and families. The teaching teams 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.

Students and Volunteers

We supplement the teaching staff in a variety of capacities ranging from Foster Grandparents to college students, vocational-technical, and high school students completing coursework in early childhood education.

Welcome

Welcome to the Y Early Childhood Programs. We look forward to having your child(ren) in our program. This handbook has been written to explain our program - its philosophy, goals, procedures and policies. Please feel free to ask questions and make suggestions. Our goal is to provide your child with a quality program.

This program represents an expansion of UVMCMC commitment to provide top-notch early care and education services for the children of its employees. In 1994, the Medical Center Hospital of Vermont asked the Greater Burlington YMCA to run the childcare services for them. The Y's experience in providing quality childcare for over 30 years ensures that the services provided are of the highest quality. Accreditation by the National Association for the Education of Young Children (NAEYC) and five stars with the VT Step Ahead Rating System (STARS) further validate the high quality of our facilities, staff, and programs.

In 2006, UVMCMC moved the program from its original location in Burlington, to its current facility at 405 Main Street, Winooski. The program doubled in size while maintaining its 5-STAR rating and NAEYC Accreditation- just like its sister YMCA programs. The GBYMCA is still the state's largest provider of childcare as it provides early education and school-age programs to more than 1,200 Vermont children each week.

Our Mission

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

Introduction to GBYMCA

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 spirit, mind and body.

The history and origin of the Y was founded on Christian beliefs. Today's Y 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 discuss and teach are respect, responsibility, honesty, and caring.

The Y is a mission-driven organization that focuses on Youth Development, Healthy Living, and Social Responsibility. Our actions and expectations are driven by our Y Core Values and A Call to Action Against Racism. As these are imperative to how the Y interacts with members, program participants, staff, and the community, we now share them with all potential new Y partners.

Philosophy and Goals

The philosophy of the Y Early Childhood Program is to provide a quality program for children ages 8 weeks to 5 years. Our program strives to foster social, emotional, physical, cognitive, creative, and healthy development through enriching experiences and positive relationships.

A CALL TO ACTION AGAINST RACISM

The Y Core Values are a declaration of principles for our organization and our community. They leave no room for racism. Creating a place where everyone truly belongs is the work of our whole community. So, here we offer ways to put these values into action against racism. We stand against racism. We stand together, Y STRONG.

CARING

Demonstrate empathy and compassion for the racial injustice experienced by others.

HONESTY

Acknowledge your own inherent biases and our nation's history of racism.

RESPECT

Recognize and honor the strength of a racially diverse and affirming community.

RESPONSIBILITY

Take action and speak up. No act of racism is acceptable.



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 them.
2. To develop positive self-concepts by creating an atmosphere geared to successful experiences.
3. To provide opportunities for each child to develop their 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 YMCA Core Values of caring, respect, honesty and responsibility.
6. To respect each child and family as having unique abilities, feelings, needs and wants.
7. To develop relationships with families that encourage reciprocal communication and that foster trust and mutual respect.

Physical Facility

The program is housed in a facility specifically designed for children to achieve an optimal child-centered, familial environment. There are six independent areas for children with one room for infants, three for toddlers and two multi-aged, 3, 4, 5-year-old classrooms.

There is a large indoor gross motor room and an onsite administrative office. The outdoor classroom next to the building provides a secure and safe, fenced area for 15-20 children at a time, and the children have full access to playgrounds, soccer fields and rolling hills of the Winooski School District next door.

Parking spaces (right outside the fence by the program's entrance) have been provided for families' use when dropping off and picking up their children and are accessed via Normand Street.

The program has a secure door with keypad. All parents will be given a code for keypad entry. There are multiple codes that are randomly assigned by the program. Codes are not to be shared outside this program.

This program is smoke free.

Session and Hours

The Y Early Childhood Program at UVMMC maintains a yearlong session. The new yearly session begins at the end of August and runs through the following summer. The center is open Monday-Friday, 6:30 a.m.-5:30 p.m.

Families with current enrollees and those needing five-day care receive priority for available spots. The same days must be scheduled for each week and any scheduling changes are subject to availability of space.

Parents are asked to make **written requests for changes** as far ahead as possible. If a parent's work schedule changes, an effort will be made to accommodate related changes in the child's schedule, but the possibility does exist that all or part of the request may not be immediately available.

Please see the current calendar for closings. Upon enrollment, families will complete an enrollment agreement with the hours that your child will be in at.

We request that families make every effort to arrive in the morning no later than 9:30 a.m. 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 will be arriving late due to a doctors appointment, please let your child's teacher know so the classroom can plan accordingly.

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

We always strive for flexibility in our daily schedule to reflect needs and capabilities of groups and individuals.

Enrollment

Classes and Ages

We accept children ages 8 weeks-5 years for our programs. Group size and ages are in accordance with recommended ratios outlined by the National Association for the Education of Young Children.

Age	Adult/Child Ratio
0-24 months	1:4
24-36 months	1:5
3-5 years	1:10

Enrollment is subject to the constraints of space and staffing. Enrollment process is:

- One or both parents/guardians must be employed by the University of Vermont Medical Center. Applications for enrollment can be accessed through UVMHC-Human Resources.
- Once an application is received from Human Resources, the child's name will be placed on the center's waitlist. Priority for enrollment is given to siblings of currently enrolled children/families and those wishing to enroll five days/week. Applications will be reviewed for enrollment based on the date that they are received by UVMHC Human Resources. When a space becomes available, a center director will go down the waitlist for that age group in order received. They will reach out and offer you a spot. If you decide not to take the spot, the director will continue down the waitlist. Once you accept the spot, the director will send you enrollment and registration documents to complete.
- That each child submits a current registration form, copy of VT child care financial assistance form (if applicable), demographic form and has given permission for the center staff to access the online health registry for immunization status (or has provided current record or exemption paperwork), Child Well Care Form and annual physical
- Those children meet the age requirements for specific programs specified on the charts that accompany the brochure.
- Program enrollment for a four-day week constitutes a full week and parents will be billed for the five-day weekly rate.

The Y Early Childhood Program for UVMCC requires a two-week written notice for withdrawals. Failure to give a two-week notice will result in tuition responsibility for the two-week period.

The program is a partner in your child's education, therefore; we require that information resulting from consultation with specialized service providers be shared with us. These providers include, but are not limited to: Occupational, Physical, and/or Speech Pathologists; Behavioral Interventionists, Therapists and Pediatricians. Communication between other adults and providers in your child's life help us to provide stronger supports for your child and your family.

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.

Financial Policies

As a part of our relationship with UVMCC, tuition payment is to be withdrawn from the employee's payroll unless an agreement is approved by the director.

Upon enrollment, you will be asked to sign an Enrollment Agreement. This agreement outlines the various conditions of the child's participation in the program as well as your financial obligations and commitments. As stated in the Agreement, parents are financially responsible for those times the child is scheduled to be at the center regardless of whether the child is actually in attendance. For additional time above the contracted allotment, financial adjustments will be made.

Sliding Fee Scale:

A sliding fee scale based on four family income categories is available to parents. In order to be eligible to pay a lesser fee, an Income Verification Form must be completed and provided to the center director before your child's first day of attendance. If no form is completed, the highest rate of tuition will automatically be charged.

Child Care Financial Assistance Program (CCFAP):

Our early childhood program sites are accredited by the National Association for the Education of Youth Children (NAEYC) and have received 5 Stars from the State of Vermont Quality Rating and Improvement Scale. This allows our early childhood programs to accept financial assistance (subsidy) from the State of Vermont. We wanted to share and remind you the state subsidy guidelines.

- **Families are granted 10 vacation days in the CCFAP**, calculated July-June each year (not January-December). After a family has used all 10 vacation days, subsidy will not cover the cost of your weekly payment. **This means the family would be responsible to pay the tuition rate if you do not have the vacation days left.**
- It is the family's responsibility to communicate with the Director when they plan to use vacation days.
- If your certificate is 100%, it does not mean your weekly cost is covered in full by the state. You may have a co-payment.

Any Child Care Financial Assistance (CCFA) will be applied to the highest tuition rate. UVMHC employees have the option to take either the income-sensitive tuition rate or CCFA but not both.

Families who previously qualified for a reduced tuition rate, or families whose circumstances may newly qualify them for a reduced rate, must submit an Income Verification Form for consideration by the director at initial enrollment and when family status changes. Any other requests for adjustments in tuition will be considered only in cases of emergency (e.g.: termination of employment, instances of extreme family medical costs, etc.); supporting documentation such as pay stubs and Federal Income Tax reports will be required and the decision will be at the discretion of the program director.

Payroll Deduction:

All childcare payments must be made through UVMHC payroll deduction except under special conditions approved by the UVMHC Human Resources department in consultation with the center director. Your tuition amount will be reported to UVMHC payroll every two weeks coinciding with the UVMHC 2-week payroll period. **This is an after-tax deduction.** Please save your pay stubs as demonstration of childcare fees for tax purposes. When applicable, Act 166 payments will be deducted from childcare tuition. Please see Preschool Addendum.

The following restrictions apply for payments:

1. Full tuition is required for closings due to weather conditions or other emergencies
2. No charge will be made for scheduled holidays or training days

Payment Procedures by Check:

This option is available only under the following conditions:

- The UVMMC parent is on family or medical leave
- An employee's work schedule varies, and consequent paychecks would not cover the fees
- Payment is made by a third party (e.g. family member)
- Checks should be submitted to the Director by the end of the 2-week period of care. Checks should be made payable to: **Y Early Childhood Program for UVMMC**. Upon request, the center will provide a receipt for payments and these receipts should be saved as documentation for tax purposes or dependent care accounts.

Failure to Pay:

Failure to pay fees may result in termination of your child's enrollment. The **director will provide written notice five (5) days** prior to expulsion date. If you're having trouble making payments, please contact the director.

Tax information:

At your request, a statement will be sent showing childcare tuition deducted by UVMMC during the previous calendar year. The Y tax identification number is 03-0185-810.

Scholarships:

Since every slot in the program is already underwritten by UVMMC, there are no GBYMCA scholarships available. Any tuition assistance from the Child Development Division: Vermont Department for Children and Families is the sole responsibility of the parent and is deducted from the highest, already subsidized tuition. You are responsible for the difference between subsidy and our tuition rate. If your childcare financial assistance ceases, the entire tuition amount at the highest rate will be deducted from your payroll.

In the event an employee terminates from UVMMC employment, the employee's child(ren) may remain at the program for two weeks after the parent's work termination to facilitate transition into a new childcare setting. If the parents cannot find requisite care within that period, an extension may be granted by the hospital in consultation with the director. During that time, a non-UVMMC parent will be charged in advance at the market rate.

Curriculum Philosophies

To meet the needs of all children our program pulls from a variety of child-centered, research-based best practices.

Emergent Curriculum:

The Y focuses on a play-based approach known as Emergent Curriculum. Learning experiences and projects are guided by the teacher based on children's interests, incorporating a multi-sensory and hands-on approach. Children learn by using all of their senses to explore 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).

Loose Parts:

We utilize loose parts play into our indoor and outdoor classrooms. Loose parts materials include natural and synthetic materials that can be used in open-ended ways. Children use them to explore concepts and make connections without preconceived notions of use. For example, a pipe has been used for tunnels, as a flagpole, oars for a ship and fishing poles. This also provides materials that are free from our perceived biases as adults.

Big Body Play:

Children use their bodies to learn through all stages of life, birth through school age. Pulling, rolling, hugging, pushing, swinging, running, jumping, tumbling, and tagging. Big body play can be individual or with multiple children. We will honor big body play that children naturally engage in and honor children's right to choose whether or not to engage in this play

In order to support big body play we will:

- Provide safe and appropriate indoor and outdoor spaces
- Provide multiple opportunities for big body play throughout the day

- Train staff how to supervise and model big body play
- Acknowledge the natural risk of play and the benefits children gain from learning risk management
- Supervise children well for safety and use children's play as a vehicle for development

Anti-bias Classroom:

All Y Youth Development programs strive to teach children in an inclusive environment. This includes the physical environment, behaviors, and attitudes of our staff. Classrooms will provide children with non-stereotyped books, dolls, and learning opportunities that reflect a variety of people of different ages, abilities, genders, ethnicity, etc. Curriculum plans may include traditions of the children enrolled in the program, other traditions, foods from different cultures. We will engage in spontaneous and intentional conversations about people's differences and similarities. These conversations will include the concepts of respecting differences, recognizing unfairness, and speaking up for others.

In the fall of 2020, the Y Early Education Program created a collaborative committee that includes early educators from all sites with a focus on Anti-Bias Curriculum. The Anti-Bias Curriculum Committee strives to identify, draw awareness to, and mitigate the impact of systemic biases while creating more equitable and inclusive early learning environments. This committee meets biweekly to have intentional, reflective conversations to create programming to meet this mission.

Celebrations:

We will acknowledge birthdays and other important events in your child's life. Every family has their own traditions and each classroom is a family. Each classroom will develop their own unique tradition to honor these important events and will reach out to the families about how they can participate in these traditions. Please refrain from bringing in food for these celebrations. 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 distribute invitations on site. Teachers will create a class directory to be distributed at the beginning of the year so families can plan celebrations and play dates outside of school.

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 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 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.

To honor all families participating in the program, we have created special celebrations throughout the year. We have a "Grand" tea party where we include special adults in our families for tea. There is a Family Traditions Night where we will share our favorite family dishes in a potluck. We have added a family picture day in February. The children throw a parent breakfast in March.

S.E.E.D. Certified School:

S.E.E.D. Certification was developed by early educator Alyssa Blask Campbell, M.Ed., founder of SeedandSew.org. SEED stands for Schools Excelling in Emotional Development and is designed to support "teachers with the tools they need to respond to kids' big emotions with self-awareness and self-regulation, creating a collaborative, inclusive environment in which teachers and tiny humans thrive." Through this Certification Program, some of the trainings our teachers have completed include Emotion Coaching for Emotion Processing, Sensory Integration for all Classrooms, Supporting the Development of Children's Regulation & Language Through Play, Anti- Bias Curriculum in Action, and Connecting with Families. Our participation in these trainings highlight our commitment to the philosophy that children thrive when they are actively taught the social skills they need to be successful.

As a SEED Certified school, all families have free access to the training, "Tiny Humans, Big Emotions". Please see the directors for the coupon code. Seed & Sew (seedandsew.org)

Outdoor Classroom:

Outdoor play is an important part of our curriculum. We will spend as much time outside as possible. Just inside the gate is our outdoor classroom. This is a space where children can explore building and creating with loose parts and engaging with natural elements in our sensory areas and gardens. We also utilize spaces in the local community, visiting the fields around the Winooski School buildings and local trails and green spaces such as Landry Park, Richards Park, and the Gilbrook Nature Area.

It is important that children have appropriate clothing and outerwear for the weather conditions. We request that children have weather appropriate coats and boots (rain and snow), swimsuits, sun or winter hats, snow pants and waterproof gloves/mittens. It is helpful to send in two pairs of mittens for your child so that they have a dry pair for the afternoon. The center has a few extra seasonal items, please let us know if you are in need of any of the items listed.

VT Child Care Regulations state that teachers must wash hands between children when applying sunscreen. Parents are requested to apply sunscreen prior to drop off at home or at school so that time outside can be maximized. Each child needs to have sunscreen at school for re-application throughout the day.

Daily Schedule

- ◆ Arrival and classroom exploration. The following activities will be available during free exploration: art, dramatic play, block area, manipulative/cognitive area, music, books, and sensory play.
- ◆ Snack, circle time 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.
- ◆ Closing Small group activities, free play (activities as listed above) and outdoor play, 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 9:30 a.m., so your child can start the day with their friends and have morning snack. This makes for an easier transition into the routine of the day for everyone.

Aquatics Program

Our Two Preschool Classrooms (Bobcats and Pegasus) participate in a swimming lesson in the spring and fall. Each session is designed to expose children to water safety and enjoyment. Swimming sessions take place at the YMCA building downtown and are in a group swim format. You will need to provide a swimsuit for this activity. Trained aquatic staff and the classroom teachers swim with the children in addition to a lifeguard on deck. The focus is making children feel comfortable in the water, getting their faces wet, introducing skills and water safety. On swim days we appreciate clothes that are easy to put on independently as children have lots of transitions and this may lead to added frustrations.

When possible, during the summer, we will swim in the Myers Memorial Pool in Winooski.

Field Trips

Most groups go on 3-4 field trips each year. Some of these are by walking, public transportation or contracted bus services. After recommendations from the Vermont Governor's Highway Safety Commission, the Y Early Education team has decided to contract out bus services. Please note that for many reasons we are unable to take field trips to individuals' private homes. Walking trips may occur without prior notice. Parents are responsible to cover field trip costs. Whenever chaperones are needed the staff will put out a request for families to join us. Details such as additional fees will be decided at the time of field trip arrangement.

Clothing:

In order to foster independence and self-help skills, we ask that you send your child in clothes that they can manage independently. Please dress your child in clothing that is suitable for running, climbing, and other vigorous activity, and that is appropriate for the weather. Because the children work with messy materials, they should be in clothes that can be easily washed. Sneakers are the best shoes for these activities. For your child's safety we do not recommend flip flops. Shoes should stay on feet, not slide off easily and have tread on the bottom. Please be sure that your child has at least two complete sets of clothing here and more if your child is toilet learning. Please make sure that everything is labeled. We will label all clothing that is not labeled.

Toys from home

Please do not have your child bring toys from home. While toys from home can be exciting or novel; young children have difficulty sharing. Teachers cannot be responsible for toys and other items brought from home. If children bring toys from home, the teachers will ask that the adult bring the toy back to the car or for it to be kept in the cubby for the day.

We recognize that some toys may be transitional items that are an important part of the morning drop off routine. Teachers will be mindful and support each child as they settle into the day.

We do encourage children to share favorite books, letters or cards, an item they made, a photograph or tool that they would like to share with classmates as a part of community building in their classroom.

Sleep

Infants

In partnership with families, we will help infants sleep when they are tired, using the infants sleep cues to direct when they need to nap. Infants sleep schedules are constantly changing and will be guided by the needs of children and families.

Due to Vermont childcare regulations and best practice

- Infants will be placed on their backs when sleeping
- Any child under 12 months cannot have any soft objects, toys or loose bedding in their sleeping area
- No positioning items can be used in their sleeping area, unless required by the child's health care provider
- Infants cannot be swaddled for sleep. Sleep sacks specifically designed to meet safe sleep practices and use a swaddling feature are permitted. Swaddling features will be discontinued once the child begins to roll.
- Pacifiers may be used with parental permission, providing they have no clips, cords or soft objects attached

Toddlers & Preschoolers

While our younger toddlers rest/nap according to their individualized needs, for most of our groups, rest time is a period 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 if a child falls asleep on their 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 will rest on washable mats: parents provide a sheet and a blanket. Children will be sleeping head to toe or will be spaced 3 feet apart. Special items such as teddy bears may be brought in for naptime. We ask that all naptime materials (pillow, blanket, stuffed animal) be kept in a special bag (plastic or laundry bag with a drawstring or small duffel bag) and washed weekly. Preschool children who do not sleep will still have the quiet rest time on their own mat but will have quiet activities to do either on their own space or at a table where they will have space and adequate lighting for quiet play.

Interactions

Positive Guidance:

Positive guidance promotes a child's self-control, teaches children responsibility, and helps children make thoughtful choices. Early Childhood Educators recognize that it is important to understand and prevent undesired behavior by communicating clear expectations and will guide, correct, and socialize children toward appropriate behaviors. When a child's efforts toward improving behavior are acknowledged, it leads to a healthy development.

Guiding Behaviors:

It is our goal that every child be successful in our programs. 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 value frequent communication between families and teachers to further support children as they learn to navigate complex social relationships. We strive to meet the individual needs of every child enrolled in the Y early childhood programs.

In order to ensure the success of each child, a variety of resources may be explored. Intervention strategies will start with observation and documentation, various behavior modification strategies, and environment and expectation adjustments. If more support is required, early educators will work in partnership with families and community support resources to develop a plan for success. When any intervention strategies are used, the rights and privacy of each child and family will be respected.

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 the child from the program.

If a child's behavior endangers themselves, other children or staff and cannot be managed effectively, your child may be asked to leave the program. The **director will provide written notice five (5) days** prior to expulsion date.

Managing Child Conflict:

From time to time, children will engage with each other, and conflicts evolve. When this occurs, children involved should be given the opportunity to work it out together first and then with 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.

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 the tools to resolve conflicts.

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 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. First, we clean the area with soap and water. If the skin is not broken, we use a cold pack. If it is likely the area bitten 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 and directly. We actively teach all children socially acceptable responses to big emotions. For instance, rather than biting, you can say "My turn", or "It looks like Susie was too close to you. You can say "space please" or move your body away. Teaching social skills takes time and consistency, but those skills are some of the most important to learn in early childhood.

Third, parents are notified when their child starts to bite and each time a bite 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 our responses. 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 incidents 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.

Biting behavior by infants and toddlers is not considered a violent behavior because it is not malicious in intent. Children this age do not understand how their behavior impacts others. 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.

Family Involvement

While a lot of information can be informally shared during drop-offs and pick-ups, we schedule regular fall and spring family conferences and with some notice we can arrange additional conferences, as needed. It will help us to meet your child's needs if we know about any changes in your family's life (pregnancy, moving, divorce, death, new pets, etc.) You are encouraged to call or email your child's classroom at any point.

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 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 children more 1:1 time with an adult.

Family conferences are held twice a year for all classrooms. During the fall meeting, parents and teachers have an opportunity to get to know each other, talk about the upcoming school year and to set goals/expectations for your child. In the spring, the teacher will share written information regarding your child's growth and development. Ages and Stages-3 (general development) and Ages and Stages-Social Emotional (2nd ed.) Developmental Screening tools are used with younger children and TSG are used in the preschool rooms. Both the screener and TSG Assessment are generally based on observations and data collected on an on-going basis in the classrooms.

In the fall of 2019, we created a Parent Advisory Group, which includes parents, a teacher, the director and representatives from UVMHC HR department. We meet bi-monthly to discuss issues that come up and teacher appreciation projects.

Communication:

We understand how important communication is between caregivers in creating trusting partnerships and for this reason, the following is the amount of communication we believe is appropriate while also devoting our time to being present with children. Please understand each classroom has its own unique makeup. Just as each child has their own learning style and preferences, each classroom communicates differently and may meet these communication expectations in different ways.

Teachers:

- Share a daily note
- Upload photos weekly to their classroom drive
- Create and maintain individual child portfolios that are aligned with the Vermont Early Learning Standards to be updated monthly. These portfolios will remain in the child's classroom to be available for viewing throughout the year.
- Maintain a family board which includes curriculum, calendar, daily schedule, classroom photos, and relevant articles to be updated monthly
- Monthly newsletter to be emailed and posted on family board
- Offer a conference in the fall and spring that are accessible to all families

Director:

- Send weekly emails with center wide updates, resources, staffing updates, training information, and schedule changes.
- Maintain a family communication board
- Meet with family advisory group monthly and update them on any upcoming needs

Families:

- Infant families will record on daily sheet when their infant woke up, last ate, last received a diaper, and any other additional notes that will be helpful for the teachers to know
- Update the center with changes of family contact information, including address, phone numbers, and emergency contacts
- Communicate about schedule changes, absences, or a difference in pick-up adult (outside of a parent)
- Communicate necessary accommodations for their family

- Communicate all allergies and medical conditions that require medication to director and classroom teachers so that formal plan can be established in the classroom.

When you would like to discuss your child or their classroom, please reach out to your classroom teachers. If larger discussions are needed, the director will be available.

We ask that you respect our hours and not message teachers before or after our hours of operation.

Transitions:

As children move through ages and stages, we look at transitioning them into new spaces. Ideally, we strive to maintain child teacher relationships for at least 9 months. There are several factors considered when transitioning children to new rooms. We have outlined below our philosophy and practice around those transitions.

- Classroom teachers will speak to you personally about those transitions, usually a month before they take place
 - they will follow up by connecting you with your child's future teachers
- We try to transition children throughout the year to meet developmental needs as we are able.
- We project the number of spaces open and as we near the date, we observe children closely to determine who will be moving
 - This means that we don't make determinations too far in advance
 - This is because children develop at such an individual pace
- Typically, children move through 4 or 5 of our six classrooms depending largely on their birthdate
 - Some children with early fall birthdays may end up in all six of our classrooms as they journey through our early education program.
- While age plays a role due to regulations around ratios, it is not the only factor considered
- We try our best to transition in at least pairs, understanding that sometimes it makes sense to move only one child based on their particular needs

- Teachers share their observations and input
- Parents input is appreciated and considered along with these other factors, ultimately the school will decide the best fits into spaces

Each year, we try to move a small number of children at a time in intervals.

- We have found this helps ease the transition for both children and teachers.
- Typically, those intervals are in March, June, August and December.

When transitioning infants to young toddler rooms, we consider

- the mobility of the child
- whether their needs are more closely matched to those in the infant room or a one-year-old room

When transitioning young toddlers to older toddlers, we consider

- who is most closely matched developmentally

When transitioning into the preschool rooms, to determine which room, we consider

- the best fit for the child in relation to
 - the strengths and needs of the child
 - the other children in the room
 - the teachers in the room
 - the classroom as a whole

Food Safety & Nutrition

Allergies/Food Sensitivities:

Please list any food allergies or sensitivities that your child has in the appropriate section of the child's registration form. This information should also be communicated to the program director and your child's teachers before or immediately upon enrollment.

Peanut free:

Due to allergies- peanuts, peanut products are strictly forbidden in children and adult lunches. "Peanut free" means that we do our best to ensure that the environment is welcoming and available.

Nutrition

Our programs are mandated under licensing to monitor children's nutritional

needs, and therefore we ask for your cooperation with the following guidelines for the children's food. We ask that you 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.

Meals

Our mealtime philosophy is that adults choose the time and place of the meal and children will choose what to eat and how much they eat. If children finish the food provided to them that day, the center will supplement their meals with food from our pantry. In this way, children will learn when they are hungry and when they are full.

We ask that families provide enough food for one snack and lunch. The other snack will be provided through our community pantry. We believe that having a community snack where children share the same meal once a day is important to building the family community feeling that we are trying to create in each room. We established this idea of a community pantry where families can drop off when and if they are able to. In the pantry area, we will ask that fresh fruits/vegetables be brought in on Monday and Wednesday to eliminate food spoilage. We will keep non-perishables on the shelves so that everyone is aware of our food inventory and possible needs.

The infant room does not participate in our community snack due to their individual meals and eating times.

Infants:

Bottles should be labeled as breast milk or formula with the child's name. To prevent confusion, please label all parts of the bottle with your child's name. Infant bottles should be pre-made so teachers are not making bottles and include the date and amount of milk or formula. If you wish to use a glass bottle for your infant, it must have a rubber/silicone sleeve around it. There should be a sleeve for each glass bottle. Mothers who are breastfeeding are welcome to come to the center to nurse at their convenience.

Snack:

Snack time is offered twice each day. One provided in your child's lunch and one snack is provided through a community cooperative pantry. A specific area will be designated that includes a list of pantry staples to be dropped off weekly or as you are able. The community snack will be noted on the classroom's daily note. Community snack will allow us to learn more about one another, broaden our pallets, and explore new cultures.

Lunch:

Each day, your child will need to bring a well-balanced lunch. We provide water as part of the program. We ask that parents reinforce the importance of eating a well-balanced lunch that includes food from multiple food groups. It may be a fun idea to have your child help you pack their lunch. This way you can be sure that what you pack are things that your child will eat and gives them some ownership over their own needs.

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. *Please cut them up lengthwise 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, shredding them or cooking them.*
- ❖ 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.

Due to the nature of group care where children are sitting close together while eating and the wide range of developmental abilities at mealtime, these guidelines will ensure the safety of all children.

10 TOP CHOKING FOODS FOR CHILDREN UNDER AGE 4

Please note that this is not a comprehensive list.

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 commonsense advice:

Apples	Always chop apples and other firm fruits into manageable, bite-sized 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 lengthwise 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 are peanut and tree nut free.)</i>
Raisins/Dried Fruit	Avoid raisins to children under age 2. Serve plump, separated raisins or ones that have been cooked in breads or puddings
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.

LUNCH AND SNACK IDEAS

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		

Labeling:

Please make sure to label all food containers and bottles in the lunch bag with your child's name. Please pay attention to the expiration dates because we will not serve any food items that are past their expiration date. All bottles will be rinsed and sent home each day.

Reheating Food:

We encourage glass or BPA-free containers for foods that require reheating. When those are not available, we will transfer the food to a microwave safe container to be warmed.

Health & Safety

Outdoor Temperature:

We monitor the temperatures factoring in wind-chill and humidity using the weather chart (attached) as a guide.

<https://www.c-uphd.org/documents/wellness/weatherwatch.pdf>

Understand the Weather

Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- 20° to 0° is *bitter cold* with significant risk of *frostbite*
- 20° to -60° is *extreme cold* and *frostbite* is likely
- 60° is *frigid* and exposed *skin will freeze* in 1 minute

Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)										
Wind Speed in mph										
	CALM	5	10	15	20	25	30	35	40	
50	50	48	40	36	32	30	28	27	26	
40	40	37	28	22	18	16	13	11	10	
30	30	27	16	9	4	0	-2	-4	-6	
20	20	16	4	-5	-10	-15	-18	-20	-21	
10	10	6	-9	-18	-25	-29	-33	-35	-37	
0	0	-5	-21	-36	-39	-44	-48	-49	-53	
-10	-10	-15	-33	-45	-53	-59	-63	-67	-69	
-20	-20	-26	-46	-58	-67	-74	-79	-82	-85	
-30	-30	-36	-58	-72	-82	-87	-94	-98	-102	

■ Comfortable for out door play
 ■ Caution
 ■ Danger

Heat Index Chart (in Fahrenheit)																
Relative Humidity (Percent)																
	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90
110	108	112	117	123	130	137	143	150								
105	102	105	109	113	118	123	129	135	142	149						
100	97	99	101	104	107	110	115	120	126	132	138	144				
95	91	93	94	96	98	101	104	107	110	114	119	124	130	136		
90	86	87	88	90	91	93	95	96	98	100	102	106	109	113	117	122
85	81	82	83	84	85	86	87	88	89	90	91	93	95	97	99	102
80	76	77	77	78	79	79	80	81	81	82	83	85	86	86	87	88
75	71	72	72	73	73	74	74	75	75	76	76	77	77	78	78	79

Diapering and Toilet Learning

We appreciate that all families have a minimum of 10 diapers at the center. Diaper cream does not require a medication form.

Cloth Diapering:

For children who use 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 wet bag provided by the family (without rinsing or avoidable handling) and sent home that day for laundering. Wet bags will be stored during the day in a closed bin provided by the Y.

Toilet Learning:

Please talk to your teacher or director if you have any questions about toilet learning. 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 learning. We will follow the child's lead and communicate regularly with families around progress.

Emergency Procedures

Serious 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/guardian 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:

Every program will conduct monthly emergency drills throughout the year.

Severe Weather Procedures/School Closings

In the event of emergency weather conditions or other unforeseen emergencies occur, the center reserves the right to declare an emergency closing for the appropriate time period. Families will be contacted through our One Call System and the Y will post closures with WCAX news. Weather related closings will be announced before 6:30 am. Any decisions to adjust our hours of operation due to severe weather (or other emergencies) may be made throughout the day and families will be informed of such decisions through the One Call system.

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

Health Policy

Our ultimate goal is to provide quality care to the children in our program. We ask for your cooperation in keeping everyone healthy. As we have recently learned from the COVID pandemic, health policy guidelines can change frequently. When in question, we always recommend that you consult your child's health care provider for advice on your child's illness and return to school.

When your child shows signs of illness, keeping them home to observe and monitor their symptoms for the first 24 hours assists us in helping the other children, teachers, and families in our program to remain healthy. **In the event your child is ill, please call your child's classroom to report the absence.**

If your child is demonstrating signs of illness during the school day, teachers will assess the child for the following before a family is called to pick up an unwell child:

- Mood, energy level and general disposition
- Ability to keep up with daily routine.
- Additional signs and symptoms of illness including temperature, reported discomfort or pain.

Children who become ill during the school day will be comforted until picked up by an approved family member or guardian. Pick up must occur as soon as possible and no longer than one hour after the call is received from Y staff. Children who are sent home for illness may not return to the program the following day. For example, if your child is sent home on Monday, the earliest they may return is Wednesday, if their illness has resolved.

Our health policy is aligned with the VT Licensing Regulations. Children who are ill or who have contagious diseases should not come to the program that day. Please keep your child at home if they are exhibiting the following symptoms:

- A temperature of 100 F or greater with other symptoms of illness (i.e. congestion, irritability, cough, fatigue, etc.)
- Severe coughing
- Onset of congestion/runny nose along with other symptoms (i.e. irritability, poor sleep, fever, cough, etc.).
- Has had vomiting indicative of a stomach virus within the last 24 hours.
- Has diarrhea that is indicative of a stomach virus, is leaking from a diaper or causing toilet accidents in children who are toilet trained.
- Is not able to keep up with the scheduled day.
- Is tired enough to require sleep beyond a regular nap.

Please keep your child home and consult with your child's healthcare provider to determine when your child can return to care for the following:

- Eye Discharge
- Unidentified Rash

These particular symptoms can have many different causes, not all of which are communicable to others, so it is important to have them evaluated by a health professional.

Below are our guidelines as to when children can return to program following common childhood illnesses.

Fever caused by illness	24 hours fever free without the use of fever reducing medication and symptoms of illness have begun to resolve
Conjunctivitis	Please follow your child's doctor's advice. If medicated drops are prescribed, your child can return when drops have been administered for 24 hours as prescribed.
Head Lice	After using a prescription treatment and all eggs are removed (no nits)
COVID	May return 5 days after initial symptoms or date of positive test. Date of initial symptoms or positive test is day 0, so if your child tests positive on Saturday, they may return to school on Friday.
Influenza	24 hours fever free without the use of fever reducing medication and symptoms have begun to resolve
Strep Throat	24 hours after medication has begun
Vomiting/Diarrhea "Stomach Bug"	24 hours after last episode and child can tolerate food; fever free for 24 hours without use of fever reducing medications
Coxsackie Virus or "Hand Foot and Mouth"	24 hours fever free without the use of fever reducing medication, sores are not oozing, child is not drooling excessively from mouth sores and can eat and drink comfortably

****The Y will follow the 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

We will only be able to provide medication on site with a prescription from your child's health care provider, otherwise all medication should be given at home. In order for your child to be given medication while in our programs you must complete and sign a written medical authorization form with the

dates your child receives medicine. 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. Staff is trained 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 to written instructions either on the container or from a physician. For example, should a parent request that we dispense an over-the-counter medicine 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 will only administer the medicine with a physician's note outlining the medication and appropriate dosage.

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. Once a family member arrives to pick up a child, they are no longer under the supervision of Y staff.

We ask that only adults enter the door code and open doors and gates. **We ask that you not share the code with your child to prevent accidental sharing of this security measure.**

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. 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. If possible, 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 be prepared to show I.D.

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 and parents will be invoiced for the late fee. The late fee will be paid directly to the center by cash or check.

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 childcare 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 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. Any babysitting by staff members is considered grounds for dismissal under YMCA employment.

Suspected Child Abuse and Neglect

As professional early childhood educators, we are mandated by the State of Vermont to report any suspicions 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 always use respectful behavior and communications 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 both within and outside the center.

Information Procurement Policy

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

Photos and Video

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, Instagram, Twitter, YouTube, etc.

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.

- 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 downtown office.

Kyle Dodson, President/CEO
Greater Burlington Y
298 College Street

Burlington, VT 05401

Insurance

A comprehensive program of insurance issued to the Greater Burlington YMCA covers the center and its staff.

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 <https://outside.vermont.gov/dept/DCF/Shared%20Documents/CDD/Licensing/CC-CenterBased-Regs.pdf>