



**FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

FAMILY HANDBOOK

EARLY CHILDHOOD PROGRAMS

EFFECTIVE 2024

LOCATIONS:

GREATER BURLINGTON Y EARLY CHILDHOOD PROGRAM
298 COLLEGE ST
BURLINGTON, VT 05401

Y EARLY CHILDHOOD PROGRAM, UVM MEDICAL CENTER
405 MAIN STREET
WINOOSKI, VT 05404

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Y EARLY CHILDHOOD PROGRAM STAFF

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<p>Joanna Houston, Director P: 802-338-9208 x100 E: jhouston@gbymca.org</p>
<p>Early Childhood Educators</p> <p>Our team of full and part-time educators work together to provide an enriching environment for children and families. Teaching teams consist of caring and skilled early childhood professionals, qualified by education and experience who model the Y's core values of caring, honesty, respect, responsibility. The Y requires on-going professional development for staff with quality educational opportunities throughout the year. Regularly scheduled staff are certified in CPR and first aid.</p>
<p>Students and Volunteers</p> <p>Our students and volunteers supplement our educators in several capacities ranging from college student internships and vocational-technical and high school students completing coursework in early childhood education.</p> <p>In the spring of 2021, the Greater Burlington YMCA partnered with the University of Vermont's College of Education and Social Services to serve as a training site for students. This partnership allows our educators to serve as mentors to these students. We are honored to partner with UVM as we partake in the opportunity to train high-quality educators and feel a sense of prideful obligation to support the next generation of teachers. Early childhood is a demanding yet rewarding profession and we are confident our program will be a positive educational experience for everyone involved. Our highly qualified teachers are excited to embrace the opportunity to have a meaningful impact on these students as they begin their journey to become teachers. The UVM students will join our classes twice weekly from 7:30 am - 12:00 pm.</p>

Our Mission

We are here to support families and their children through meaningful play and connections as they experience the world for the first time. We honor all children and families' identities and celebrate the optimism and joy they bring to the world.

At the Y we...

- *Support Social/Emotional Growth*
- *Celebrate Diversity*
- *Foster Curiosity*
- *Strive to Inspire and be Inspired*

INTRODUCTION TO THE 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 programs. The four core values that teachers will discuss and teach are Respect, Caring, Honesty, and Responsibility.

As a mission-driven organization, the Y focuses on Youth Development, Healthy Living, and Social Responsibility. Our actions and expectations are driven by our 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 share them with all potential new Y partners. You will also see them prominently displayed in our facilities.

Our Core Values

Through our mission, in the work of our staff, and among the families we serve, we strive to instill these core values.

Caring: Showing a sincere concern for others.

Honesty: Being truthful in what we say and what we do.

Respect: Treating others how you wish to be treated.

Responsibility: Being accountable to expectations and actions.

These values are instilled in how our educators show up every day to serve our children and families. Our core values are threaded in our curriculum and in play.

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.

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.

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. The Y's experience in providing quality child care for over 30 years ensures that the care provided is of the highest quality. Accreditation by the National Association for the Education of Young Children (NAEYC) and the VT Stars Quality rating system further validates the high quality of our facilities, staff, and programs.

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. We strive to foster social, emotional, physical, cognitive, creative, and healthy development through enriching experiences and positive relationships.

Our goals are...

- 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.
- To develop positive self-concepts by creating an atmosphere geared to successful experiences.
- To provide opportunities for each child to develop his/her whole body through small and large muscle activities.
- To provide a stimulating, creative and rich environment for each child.
- To promote character development by teaching and demonstrating the values of caring, respect, honesty, and responsibility.
- To respect each child and family as having unique abilities, feelings, needs and wants.
- To develop relationships with families that encourage reciprocal communication and that foster trust and mutual respect.

OUR PROGRAM

298 College Street

The Burlington program is in a new building, designed specifically for children to achieve an optimal child-centered, familial environment. On the first floor, you'll find seven infant/toddler classrooms, two of which are for infants, two for young toddlers and three for older toddlers. On the second floor, there are three preschool classrooms, starting for children ages 3 to 5. Behind the facility, there is a fenced in playground that provides a safe and secure outside play area for multiple classrooms at a time. This facility is smoke free.

Security and Parking

While childcare is in the same facility as our Health and Wellness center, access to childcare requires an activated key card. Upon enrolling in our programs, each family will be asked to sign the Key Card Agreement and receive two key cards that allow access to the childcare center. Families must use a key card to enter the childcare vestibule from Bradley Street and again to access the childcare center. Cards are activated to access the center in the morning between 7:30 am to 9:30 am and in the afternoon from 12:00 pm to 5:00 pm. If families need to access the childcare center in the middle of the morning, they must call your child's classroom or the director's office to be let in.

There are several parking spaces designated for families to use for drop-off and pick up. These marked spots are located directly outside of the childcare center to ensure a safe drop off and pick up. Please be aware that there are only two handicapped spots for the building, so by law, family spots can also be utilized by those with handicapped plates or placards.

Program and Hours

The Y Early Childhood Program at GBYMCA maintains a yearlong program. The new year begins at the end of August and runs through the following summer. The center is open Monday through Friday, from 7:30 am to 5:00 pm.

Families are asked to select an 8 ½ hour time frame of care: 7:30 am to 4:00 pm or 8:30 am to 5:00 pm. This allows for appropriate staffing to ensure teacher to child ratios in the classroom. Determining your child's need for care also helps to maintain consistent schedules for our staff and allows for daily family/teacher interaction. If you need early morning care for your child you must pick up before 4:00 pm. Additionally, if you need care for your child until 5:00 pm, you may not drop off before 8:30 am. Families must sign the enrollment agreement indicating the timeframe that works best.

Children must arrive no later than 9:30 am for children to start the day with friends. This makes for an easier transition into the routine of the day. If a child needs to arrive after 9:30 am due to an appointment or other obligation, families must let your child's teacher know so the classroom can plan accordingly. We always strive for flexibility in our daily schedule to reflect the needs and capabilities of groups and individuals. If there is an activity or event that you do not wish for your child to participate in, you must make other accommodations for your child during that time or on that day.

If a family needs to make a change, a written request must be made as far in advance as possible. If a work schedule changes, we will make every effort to accommodate related changes in the child's schedule, but there is a possibility that all or part of the request may not be immediately available.

Group Size and Ratios

Our early childhood programs are designed for children ages 8 weeks to 5 years of age. Children are grouped by ages and the size of the groups are in accordance with recommended ratios outlined by the National Association for the Education of Young Children (NAEYC).

Age	Adult/Child Ratio
8 weeks to 24 months	1:4
24 to 36 months	1:5
3 to 5 years	1:10

Enrollment

We strive to make the enrollment process smooth for all families. The enrollment process is as follows:

- Once an inquiry application is received, the child is placed on the center's waitlist. Our waitlist is sorted first by child's DOB, then by date of waitlist entry. We move children up the waitlist as they age so that they remain on the correct list as they get older.
- When space becomes available in a classroom, a director will review the waitlist for that age group. First priority for enrollment is given to siblings of currently enrolled children/families. If there are no current

families in need of a spot in that age group, we will reach out to the first family on the waitlist. It is at this point that we offer tours of the program to the family that we are offering a spot to.

- If that family declines the spot, they drop to the bottom of the waitlist and the date of waitlist entry becomes the date of decline. We then move to the next family on the waitlist.
- Once a family accepts the spot, the director will send the enrollment link and registration documents for completion. Families who are re-enrolling will receive these documents in the spring. Enrollment documents include:
 - Enrollment Application
 - Enrollment Agreement
 - Child and Family Information Form
 - Electronic Funds Transfer (EFT) Form
 - Demographic/Census Form
 - Permission Form for directors to access the online health registry for immunization status (found on registration link);
 - Child Well Care Form (please provide update after yearly physicals)
 - One Call Now Alert System Form
 - UVM Photo Release Form
 - Key Card Agreement
 - Calendar of Events (closures for the school year)
 - In addition to the above, an online registration link needs to be completed. This will be sent out by the directors to families; families who are unable to access a computer may receive technical assistance from the director to complete the registration link. The information requested in the registration link is very similar to the paper enrollment application but each are used for different reasons, therefore, completing both are required.

FINANCIAL POLICIES

State Subsidy

Our early childhood program sites are accredited by the National Association for the Education of Young 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. Subsidy guidelines are as follows:

- Families are granted 10 vacation days, 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 a family would be responsible to pay the tuition rate if you do not have any 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.

Enrollment Agreement

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, families are financially responsible for those times the child is scheduled to be at the center regardless of whether the child is in attendance. For additional time above the contracted allotment, financial adjustments will be made.

Families are obligated to pay for their contracted number of days (51 weeks) even if children do not attend the program and for any closures.

Families with a child moving to kindergarten in the fall, must notify the program directors by March 1st if their child will not be present during the summer months leading up to the fall. Families who do not notify the director of a June departure are responsible for tuition payments through the end of August.

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

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 to the family at least five (5) days prior to date program removal.

Scholarships

The Y is committed to serve families regardless of their ability to pay, therefore, partial scholarships may be available to families who qualify for tuition assistance. We welcome your family to contact our Business Systems office at BOffice@gbymca.org, about eligibility requirements. Please note, corporate site sponsored programs may have different financial policies. Please refer to your program's addendum.

Payment Process

The Y requires payment be made by debit card, bank draft from a checking or savings account, money order or credit card. Depending on the program, you may choose to have your payment processed Friday for the following week or on the first day of the month, covering all weeks of that month. If your payment is declined, the Y will attempt to reprocess the payment one additional time before contacting you.

Please submit a Child Care EFT Authorization Form with your program application to the Y at 298 College Street, Burlington, VT 05401. You may also email your EFT Form to the Business Systems Office at BOffice@gbymca.org. Failure to pay fees may result in termination of your child's enrollment. If you are having trouble paying your balance, please reach out to the directors for assistance and coordination with the Business Systems office.

The last two weeks of care is due as a deposit upon registration. Families will be credited that amount for the tuition with appropriate notice of cancellation.

Act 166: Universal Kindergarten

The Y is a participant of Act 166 Universal Prekindergarten Education, otherwise referred to as ELP. Act 166 provides access to publicly funded prekindergarten or preschool for all Vermont students. Children who are three to five years of age who are not eligible to enroll in kindergarten qualify for up to 10 hours a week of care through ELP funds. Children must turn three on or before September 1st to begin receiving ELP funding.

These funds are available for the first 35 weeks of the school year. Families will see an increase in tuition on the 36th week of school due to eligibility requirements stated by the Agency of Education. The Y is not able to spread funds over 52 weeks of the program; however, families may be eligible for financial assistance during the time ELP funding is not received.

For more information on Act 166, please visit the State of Vermont Agency of Education website or refer to the ELP letter in the enrollment documents.

Failure to Submit Payment

If your payment declines, the Y will notify you of the decline and balance amount due. It is the family's responsibility to communicate with the Y's Business Systems team to ensure your balance is paid in full. If there is no communication and the balance is not paid in full, the Y reserves the right to cancel your enrollment in the program. Please note, if your child is enrolled in other Y programs such as camp, sports or aquatics, these programs will also be placed on hold until the account is paid in full.

The Y is here to work closely with your family to ensure none of the above steps are taken. Please contact the Y immediately if your financial circumstances change and you are unable to make your tuition payments, prior to your weekly or monthly withdrawal.

CURRICULUM PHILOSOPHIES

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 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. Activities may include art, 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 in our indoor and outdoor classrooms. Loose parts materials include natural and synthetic materials that can be used in open-ended ways. Children use loose parts 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.

Anti-Bias Classroom

Our 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 Childhood Program established a collaborative committee that includes early educators from all sites with a focus on Anti-Biased Curriculum (ABC). The ABC committee strives to identify, draw awareness to, and mitigate the impact of systemic biases while creating more equitable and inclusive early learning environments. This group meets bi-weekly to have intentional, reflective conversations to create programming to meet the mission.

Celebrations

We will acknowledge birthdays and other important events in your child's life. Each classroom will create celebratory traditions for children in their class. Every family has different traditions; therefore, each class will develop their own traditions and let families know how they can participate. Please refrain from bringing in food or special treats for celebrations. Party favors, special trips, or visitors (e.g., clowns, performers, etc.) should not be included as a part of the celebration. Latex balloons and candy are also 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 classroom directory to distribute 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 family 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.

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 \(seedandsew.org\)](http://Seed & Sew (seedandsew.org))

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, tagging, etc. Big body play can be individual or with multiple children. We will honor big body play when it occurs and the children’s right to choose whether to engage in this play. 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 for safety and use children’s play as a vehicle for development.

Outdoor Classroom

Outdoor play is an important part of our curriculum. We will spend as much time outside as possible.

Our playground is a good example of an 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 garden boxes. We also utilize spaces in the community, visiting local trails and green spaces such as the waterfront, Perkins Pier, the green at UVM, Finney Quad at Champlain College, Smalley Park, and Centennial Woods, just to name a few.

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 in each classroom. Please let your director know if you need assistance with any of these items.

VT Child Care Regulations state that teachers must wash hands between children when applying sunscreen. Families 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 play, manipulative/cognitive area, music, books, and sensory play.
- Families must make every effort to arrive in the morning no later than 9:30 so children can start the day with their friends. This makes for an easier transition into the routine of the day for everyone.
- Snack, circle time and large or small group activity time based on children's interest and developmental focus; outdoor play and adventures 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.

Aquatics Program

Our preschool classrooms participate in a swimming lesson once a week. Each session is designed to expose children to water safety and enjoyment. Swimming sessions take place at our new aquatics center and are in a group swim format. Our older toddler classrooms participate in water play on the splash pad once a week.

Families will need to provide a swimsuit and towel for this activity. Trained aquatic staff and the classroom teachers swim with the children in addition to a lifeguard on deck. The focus is allowing children to feel comfortable in the water, with getting their faces wet, introducing swim 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.

Field Trips

To enrich our programs, most classrooms will take 3-4 field trips each year. Some activities may include walking to or using public transportation or a contracted bus service to get to the destination. Families should note that walking trips may occur without prior notice. Other field trips may require additional chaperones to attend, at which time, classrooms will put out a request to families. Additional field trip

fees may be necessary for participation. Families will be notified of upcoming field trip fees.

Clothing and Attire

To foster independence and self-help skills, please send your child in clothes they can manage independently. Children should be dressed in clothing that is suitable for running, climbing, and other energetic activities. Clothing should also be weather appropriate. Appropriate foot attire, such as sneakers are recommended to allow your child safe play during high energy activities. Flip flops should only be worn in the Aquatic area, as they can easily slide off a child's foot during play.

Children should provide at least two complete sets of labeled clothing or more if they are toilet learning. Teachers may label a child's item if it comes to the classroom without a label.

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 brings 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, a photograph, or something they made as a part of community building in their classroom.

Nap and Rest Time

State licensing regulations require childcare programs to provide children with a quiet rest time daily.

Infants

In partnership with families, teachers will assist infants to sleep when they are tired, using the 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 practices:

- Infants will be placed in cribs on their backs.
- Children under 12 months may not have soft objects, toys, or loose bedding in their sleeping area.
- Position items will not be used in an infant's sleeping area unless required by the child's health care provider.
- Infants shall not be swaddled for sleep. Sleep sacks specifically designed to meet safe sleep practices and use a swaddling feature are permitted- swaddles will be discontinued once children are able to roll.
- Pacifiers may be used with family permission, providing they have no cords, clips, or soft objects attached.

Toddlers and Preschoolers

While our younger toddlers rest/nap according to their individualized needs, for most of our groups, rest time is a typically occurs following lunch. Rest/nap time could last up to two hours depending on the ages of the children and the needs of the group. It is physically and mentally demanding for a child to keep pace with peers all day long, therefore, sleep is an important measure for good health. 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 reasonable efforts to come to an agreeably mutual plan.

Children will be provided with a washable mat to rest on; families should provide a sheet and blanket. Special items such as stuffed animals may be brought in for naptime only. We ask all naptime materials (pillow, blanket, stuffed animal) be kept in a bag that remains in the child's cubby and sent home at the end of each week. Preschool children who do not sleep will have quiet rest time on their nap mat or will have available options of quiet activities to do either on their own nap mat 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 program. Many behaviors we observe are developmentally appropriate. We guide children as they learn to make positive choices about their behavior. At the Y, we focus 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.

Intervention Strategies

To ensure the success of each child, a variety of resources may be explored. Intervention strategies may 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. Anyone in need of additional information is welcome to make an appointment with the director.

If we feel we have exhausted all resources and are unable to accommodate the child's needs, we may adjust their schedule or meet with family and/or community professionals to develop a plan to better meet the child's needs. 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 to the family at least five (5) days prior to the date of program removal.

Managing Child Conflict

From time to time, children will engage with each other, and conflicts may evolve. When conflict occurs, children involved will be given the opportunity to work it out together and then with teachers acting as mediators rather than problem solvers. It is our philosophy to teach children to be accountable to their behavior and learn to make good choices.

Biting

Biting is common in older infant and toddler groups but can be very emotionally charged. There are many reasons that toddlers bite. Sometimes children bite to express feelings they cannot yet express with words, if they are frustrated, or even excitement of a happy moment. Biting is unpredictable, but our teachers are ready to help toddlers who do bite to learn other behaviors. Teachers will also provide treatment, sympathy and support to children who are bitten.

There are some strategies our educators use to prevent biting and our response when it does occur.

1. 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.
2. 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.
3. 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 not okay.
4. 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.
5. If biting is an ongoing behavior, teachers will work with the program directors to analyze the cause of ongoing biting and develop a plan to address the causes of biting. The focus is kept on the children's safety and helping those who are stuck in biting patterns. These plans will be shared with families.

If your child is bitten, we will contact families about the incident. Teachers complete an incident report that is signed by a director. A copy will be provided to you at pick up and one will be kept on file. We also contact the family of the child who is biting, so that all are aware that this is happening. To help teachers manage this behavior, we ask families to keep us informed if their child is biting at home. Children who bite in our program do not necessarily bite at home; however, if your child is biting in both places, it is important for all of us to be consistent in our responses. Communication and consistency in response are very important to help your child to minimize or stop biting incidents for the future.

It's important to understand that biting behavior by infants or 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 time and is biting persistently, we may have to separate the child from the group for the day. We want what's best for all the children in our program.

Family Involvement

While a lot of information can be informally shared during drop-off and pick-up, we do schedule regular fall and spring family conferences. With some notice we can arrange additional conferences, as needed. These meetings will help us 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 time.

Family conferences are held twice a year for all classrooms. During the fall meeting, families 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.

We also encourage families 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 fun to watch your child and the class change and grow in these social interactions. An added set of hands and eyes are always welcome and give the children more one-on-one time with an adult.

We have a Family Group that meets monthly. All families are welcome to attend and participate in conversations including discussions relevant to our program. Over the last few years, this group has helped facilitate the art show, teacher appreciation week and other community events and activities. Families are invited to participate at the beginning of the year but can join at any time over the course of the year. Please see the directors if you are interested.

Communication

We understand communication helps to create trusting partnerships between families and our teachers. Each classroom may communicate differently; however, will be held to these expectations.

Teachers:

- Share daily notes:
 - Preschool and 2 year old groups: Post on their whiteboard or bulletin board.
 - Infants and young toddlers: A paper copy is sent home.
- Create and maintain individual child portfolios that are updated monthly that are aligned with the Vermont Early Learning Standards. These will be updated monthly and are available in the classroom for viewing throughout the year.
- Send out monthly classroom newsletters with updates about classroom curriculum/themes, evolving skills, and upcoming community events and important dates. This is emailed home and posted on the classroom's bulletin board. If you need a paper copy sent home, please ask your child's teacher.
- Maintain a family board which includes curriculum, center calendar, photos of the children, relevant articles, daily schedule to be updated monthly.
- Offer a conference in the fall and spring of each school year that are accessible to all families.

Directors:

- Weekly emails with center wide updates and resources.
- Schedule changes.
- Staffing updates.

- Monthly family newsletter.
- Update and maintain family resource board.
- Meet with Family Group monthly

Families:

- Infant families: please record on the daily sheet when the infant woke up, was last fed, had last diaper change, and any other additional notes that will be helpful for the teachers to know.
- Late arrivals.
- Child absences.
- A change in authorized pick up.
- Change of any family contact information including phone numbers, address, and emergency contacts.
- Communicate necessary accommodations.
- Ensure that teachers are informed of any allergies or health conditions that may affect a child's care during the day

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.

Partnership Agreement

Our program is a partner in your child's education, therefore we recommend 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.

Transitions

The Early Childhood Program at GBYMCA operates as a full year program with children transitioning to new classrooms at the end of August, similar to a public-school year calendar. This is because we need to have our oldest children move on to kindergarten before we have space to move everyone up. Decisions around which classroom a child moves into takes into account a number of factors, including child's birthdate, developmental readiness, the number of openings available in each classroom and classroom dynamics. When we create classroom communities each year, we take into consideration many moving parts while endeavoring to make the best decisions possible for the children in our care.

FOOD SAFETY AND NUTRITION

Allergies and 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. 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. If 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.

Nutrition

Our program is mandated under licensing to monitor children's nutritional needs, and therefore we ask for your cooperation with the following guidelines when packing your child's food. Snacks that contain sugar, fat, artificial colors and food dyes, sweeteners, preservatives, and additives should be limited daily. We do not allow candy, soda, or any high fructose beverages in the classroom. 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.

Mealtime

Classroom teachers will determine the place and time for mealtime and children will choose what to eat and how much they eat. If children finish their meals provided to them that day and are still hungry, we will supplement their meals with food from our pantry. In this way children will learn when they are hungry and when they are full.

Each day, your child will need to bring enough food for two snacks plus a well-balanced lunch. We provide water as part of the program. If you would like your child to have milk at snack or lunch time, you must provide it. You may choose to bring in a half gallon of milk, labeled with your child's name at the beginning of each week. Teachers will let you know if your child's milk is running low or expired.

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

Bottle Feeding

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. Bottles should be pre-made so teachers are not making the 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 breast feeding are welcome to come to the center to nurse at their convenience. Additionally, the Y has a Mamava pumping station, generously donated by Champlain College, located on the second floor of the main Y building.

Labels

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 cannot serve any food items that are past their expiration date. All bottles and food containers 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.

Choking Hazards and Safety

The following foods pose a choking hazard to children under age four (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. If you plan to send these foods in with your child, we ask that you prepare them in a way that lessens their potential to cause choking. A good rule of thumb is to cut foods into pieces no larger than ¼ inch squares for infants and ½ inch squares for toddlers/twos.

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 giving 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 four (4).

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.

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		

HEALTH AND SAFETY

Diapering and Toilet Learning

Families should provide a minimum of 10 diapers at the center, along with diaper cream, which does not require a medication form.

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.

When a child is toilet learning, we will provide written materials and/or resources on the topic and will work closely with families 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

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:

- Attempt to contact a parent or guardian.
- Attempt to contact a parent/guardian through any of the persons listed on the emergency information form.

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

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

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

Fire Drills and Center Evacuations

The Y is required to conduct monthly emergency drills throughout the year. These drills are documented and may be communicated to families.

Outdoor Temperatures

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
Air Temperature	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
Temperature (°F)	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	

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 at 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 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

Administering Medication

Medication can be administered during the program if it is prescribed by your child’s health care provider.

The Medical Authorization form must be completed and signed by a parent/guardian for each day your child needs the prescribed medication, even if it’s for the same medication for multiple days. You may provide these forms to your child’s teacher, as they will be kept in the classroom. 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 and come with the prescription label. Medications will be kept in locked medicine boxes; they should not be stored in the child's lunch box, bag, or backpack.

Our teachers are trained by a licensed health provider in how to properly administer medication. Please note that we may not administer medications if they do not conform with written instructions either on the container or from a physician. For example, should a family 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 could only administer the medicine with a physician’s note outlining the medication and appropriate dosage.

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, an automated phone call or text message, as well as announcing

closures to WCAX news. Weather related closings will be made the morning of the predicted storm and announced before 6:30 am. Decisions to adjust 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.**

Pick-Up Authorization

An adult over the age of eighteen (18) must accompany the child in and out of the facility. Once a family member arrives to pick up a child, they are no longer under the supervision of Y staff.

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 permission from the family, and authorization must be communicated to the teacher or the program director by the family. We will not accept a note/message 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 be prepared to show I.D. if staff do not recognize them.

Late Pick-Up Policy

If you arrive past the program's closing hours, you will be charged a late pick up fee of \$1.00 per minute beyond closing. Teachers will inform the director of any late pick-ups and families will be invoiced for the late fee. The late fee will be added to your tuition plan by the Business Systems office. Additionally, if you pick up after your contracted hours, a late fee will also be added to your tuition.

Babysitting Policy

The Greater Burlington YMCA takes the safety of our children, families, and staff very seriously. For this, employees of the Greater Burlington YMCA are not permitted to be alone with children of families who are enrolled in any GBYMCA programs, outside of program hours. 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 child abuse and to protect staff from accusations of abuse. We encourage professionalism in all our staff and feel that babysitting diminishes that teacher/family relationship. Professionalism is a part of the evaluation process, and our educator's professional relationships will be considered during evaluations. 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 at 1-800-649-5285.

Parental Freedom of Access and Complaint Procedure

Families 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.

If an 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 respect the Y's core values and use respectful behavior and communications when interacting with each other and staff.

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. All families and participants are asked to respect the confidentiality of any information you may inadvertently gain about other children and families at the program. Please refrain from passing along any personal information to anyone unauthorized to hear it, both in and outside the center.

Photo and Video Release and Use

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.

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, Snapchat, etc.

Included in enrollment paperwork is a UVM photo release form. With your permission, your child may be included in this collection of media taken by UVM students as part of their curriculum requirements. While pictures/images of children will be included, the children will not be personally identified by name, address or other personally identifying information in any of these contexts and every effort will be made to eliminate any personally identifiable information.

Non-Discrimination and Harassment

The Y will not tolerate any form of discrimination, unlawful or sexual harassment by employees, members, or participants. It is the responsibility of everyone to prevent harassment to avoid creating an intimidating, hostile or offensive environment. Harassment by any participant of the Y will result in further investigation by Human Resources.

In accordance with the laws and regulations cited below, the Greater Burlington Y will not discriminate based on 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.

Our anti-harassment policy is on file. Please contact:
Michele O'Day, Human Resources
Greater Burlington YMCA
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>