

Family Handbook

Revised 2021

*All information will be made available to a family in languages that the family uses and understands.

TABLE OF CONTENTS

WELCOME TO PEOPLEPLACE	1
History, Mission, Guiding Principles & Philosophy	
THE PROGRAMS	2
PROGRAM GUIDE & RATIOS/STAFFING	3
ORGANIZATIONAL STRUCTURE	4
BOARD OF DIRECTORS JOB DESCRIPTION	6
PEOPLEPLACE COMMITTEES	7
PROGRAM POLICIES & PROCEDURES	
Admissions	8
Registration and Enrollment	8
Receiving Program Information	8
Fees	9
Discounts	9
Surcharges	9
Tuition Assistance	9
Peopleplace Scholarship Procedures	9
Evaluation and Withdrawal	10
Parent Participation (see also Appendix E)	10
School Meetings	11
Communication	12
Library and Parent Resources	12
SCHOOL POLICIES	
Cancellations	12
Celebrations (Holidays and Birthdays)	12
Discipline	13
General Guidelines for Appropriate Behavior	14
Arrival and Departure Policy for Peopleplace	15
Annual Program Assessment & Evaluation	16
Assessment of Learning & Development:	17
A Guide for Peopleplace Parents	
Including: <i>Confidentiality Policy and Meeting Special Needs</i>	19
Guiding Transitions: Opportunities for Parents	19
New Family Orientation, Initial All School Parent Meeting,	

Classroom Parent Meetings, Introduction to the Pre-school Program, Kindergarten Readiness	
Grievance Procedures	20
Things from Home: Clothing & Toys	21
HEALTH, SAFETY AND MEDICAL POLICIES	
Reporting abuse/neglect	21
Hygiene	23
Immunization Policy	23
Illness	24
Medical or Dental Emergency	24
Medication Policy, Allergy Action Plan	25
Permission Forms	26
Snack Guidelines and Lunchbox Suggestions	26
Food Preparation/Serving Guidelines	28
Maintaining a Safe and Healthful Environment:	28
Hand Washing	28
Diaper Changing	28
General Cleanliness and Sanitation	29
Communal Water Play Guidelines	29
Animal and Pet Policy	30
Exposure Control Plan	30
Supervision of Children	31
Field Trip Policy and Procedures	32
Parking	32
Cell Phones	32
Social Media	32
Right to be informed of deficiencies	33
APPENDIX A	Flow of the Day: Toddler, Preschool and Afternoon Programs
APPENDIX B	Local Support Services & Resources for Parents
APPENDIX C	Peopleplace Exiting Survey
APPENDIX D	Outdoor Classroom parent letter/gear list
APPENDIX E	Registration Form

WELCOME TO PEOPLEPLACE

In joining one of our early childhood programs, you have become a partner in the education of your child. You have also become a member of an organization that is deeply committed to the “well-being” of families in our community. Peopleplace thrives on the interaction of parents, children, and educators, and we look forward to learning and working with you.

History

Peopleplace is a non-profit, tax-exempt organization incorporated in Camden, Maine in 1983; it was the outgrowth of a cooperative playgroup, which had formed three years earlier. In 1985 the group moved into its current building at 69 Union Street, and the number of families jumped from 12 to 55 overnight. With the purchase of the building and two acres of woods behind it ten years later, Peopleplace fulfilled a long-term goal. In 2002, an extensive renovation of the building added 1000 square feet allowing more natural light and separate areas for specific instruction. Since then, the focus has been on developing our outdoor classroom spaces by adding a yurt in 2018 in our woods. This expansion allowed our pedagogical approach to take a nature-based direction. The dedicated efforts of many parents, board members, and friends in the community have made this growth possible.

The school is licensed by the State of Maine as a “day care facility for 47 children.” The license is posted and state regulations are available in the office.

Peopleplace is accredited by the National Association for the Education of Young Children or *NAEYC*. Peopleplace was first accredited in 1989 and has maintained that status ever since. Through this accreditation process, Peopleplace has refined school policies, its curriculum and set guidelines for staff based on the most current thinking of early childhood centers and elevates our programming to the highest level.

Mission

Our mission is to:

“...provide a family-oriented early childhood education that incorporates parental involvement in preschool programs and childcare services, offers supplemental educational programs for children and adults; and participates in activities designed to promote the general health and welfare of the community and its families.”

--Bylaws, Article II

Philosophy

We see Peopleplace as a “community of learners” – children learning from their environment, from each other, from teachers and parents; teachers and parents learning from the children and from one another. The primary goal of our program is to

help children develop personal integrity and fulfillment while facilitating and supporting cognitive, physical, social and emotional development through play. Peopleplace is committed to developing a love for learning in each individual child; broadening the child's foundation for knowledge, and building upon that foundation with skills that are relevant and appropriate. Peopleplace is a supportive and safe space which shifts and changes as the people within it grow – creating a circle of children, parents and staff learning together with respect for our likenesses and differences. Acceptance, diversity, and inclusivity, creating a dynamic and heterogeneous community of learners, is primary.

The Peopleplace curriculum is consistent with prevailing professional opinion and research on how children learn; it is a developmental, interactive, constructivist approach to learning. ***Developmentally Appropriate Practice*** occurs when children are learning new skills and developing special interests that are individually appropriate for their stage of growth. ***Interactive Process*** is what happens when children interact with materials, ideas and people; relating those elements that are relevant to their lives with what they have already learned. In the ***Constructivist Approach*** knowledge is constructed as a result of the dynamic interactions between the individual and the physical and social environment. That which a child has experienced is the foundation for future blocks of information and experience.

We consider play the most important avenue for learning. Play allows children to transform their experiences and ideas, thoughts and feelings, questions, and understandings into symbolic representation. Through play they make connections and find clarification and personal meaning. It is one of the most profound means available to children for constructing and reconstructing knowledge. Our educational philosophy and approach to curriculum and its implementation is also consistent with the practices set forth in the National Association for the Education of Young Children Accreditation criteria and many of NAEYC's publications and position statements, the State of Maine licensing requirements, and Maine's Early Learning and Development Standards.

Guiding Principles

Our work is influenced by an early childhood philosophy known as the Reggio Emilia Approach that encompasses the following principles:

- The child as a protagonist - Children are curious and interested in constructing their learning, negotiating with everything their environment brings to them;
- The child as collaborator - Education focuses on each child in relation to other children, the family, the teachers and the community, rather than the child in isolation;
- The environment as a third teacher - The design and use of space encourages encounters, communication, and relationships;

- The teacher as a researcher - Teachers document their work with children, whom they also consider researchers;
- The parent as a partner - The exchange of ideas between parents and teachers is an intrinsic element of collegiality and collective wisdom.

*From *Bringing Reggio Home* by Louis Cadwell, Teacher College Press

The following publications are available to all families upon request.

Maine's Early Learning and Development Standards

The National Association for the Education of Young Children (NAEYC) criteria

The State of Maine licensing requirements (DHHS)

The Ages and Stages Questionnaire and the Ages and Stages Questionnaire: Social-Emotional Systems Resource Material

Peopleplace Staff Handbook

Complete Curriculum and Assessment Framework

The link to the Peopleplace website is www.peopleplacecoop.org This portal is a resource for keeping up to date with Peopleplace events and often serves as the first introduction to the school for prospective families. Documents pertinent to the enrollment process can be found there. This handbook is available on the website and as a hardcopy upon request. Remini (a new communications platform/app) is used to streamline communications among teachers and families and for teachers to post documentation of the goings on in the classroom. Remini is for current families only.

THE PROGRAMS

The **infant program** is a weekly, 1 ½ hour facilitated playtime for infants 0 to 22 months and their parent or caregiver. The focus is child-directed, with an emphasis on sensory experiences, allowing the very young child an opportunity to explore new spaces and materials. Enrollment is limited to 8 families. (not during COVID)

The **toddler program** serves children 18 months to three years old. The group size is 10 children with two teachers and a parent helper. Children may be enrolled two, three or five mornings a week, with extended day options available. Through play, participants learn: to try different possibilities and different roles; use of language in playful and integrating ways; how to take turns and to work successfully in groups. Cognitive development is sparked through visual art, music, movement, stories,

dramatic play, gardening, nature walks, and cooking. All these experiences create a foundation for future learning. Children remain in the program for the entire year. The **preschool program** enrolls children three to five years of age for two, three or five mornings a week with extended day options available. The group size is up to 20 children with three teachers and a parent helper (not during COVID). Preschool age children experience developmentally appropriate activity-based learning with opportunities to extend learning in directions and detail specified by individual children. Children communicate their ideas through drawing, painting, sculpting, puppetry, dramatic play, dance, and other forms of expression. Skills such as problem solving, collaboration, listening to one another, and exchange and meaningful conflict over ideas are emphasized, preparing the child for a successful elementary school experience. The preschool program provides a seven to one child/teacher ratio.

The **afternoon program** is an option to continue the day for morning toddlers and preschoolers. The atmosphere is relaxed and open-ended, with most time spent in free play both inside and out. Organized games, art activities, time for reading, and rest varies the pace during the afternoon. The program is available on a pre-registered or drop-in basis (as available). Pick up times are at 1:00, 3:00 or 5:00pm. Group size is limited to 10 children downstairs and 14 children with two teachers upstairs. **Please refer to the Program and Tuition Schedule for more information.**

The **branching out program** is an outdoor, nature-based, classroom that is geared toward 4 and 5 yr olds. A group of 12 children are enrolled on Mondays outside with two teachers. The yurt is used as an indoor space in case of extreme weather conditions. Teachers use the Reggio philosophy and allow for an emergent curriculum to evolve according to the dynamic of the group and the individual needs/interests of the children. Children develop self-esteem by participating in activities designed to build skills like problem solving, collaboration, creative and critical thinking. Heavy physical work like climbing, dragging, swinging, etc., is encouraged to develop core strength. The concept of age appropriate risk-taking is encouraged.

PROGRAM GUIDE

Daily Schedule

Early Drop Off	8:15 a.m.
The Infant Program (once a week) Infants 0-22 months with parent or caregiver	3:30 - 5:00 p.m.
The Toddler Program (two, three or five days/week) 18 months to 3 years old	8:30 – 12:00
The Preschool Program (two, three or five days/week) 3 to 5 years old	8:30 – 12:00
The Branching Out Program (one day a week - Mondays)	8:00 – 1:30 p.m.

Extended day is available for both age groups with pick up times at 1:00, 3:00 or 5:00.

Children should be the required age by the first day of the school year and will remain in the same classroom throughout the school year.

RATIOS/STAFFING

Ratios: Actual child-adult ratios and group size follow the Maine Licensing rules set forth by the Maine Department of Health and Human Services (DHHS). **Only teachers in the classroom are included in the count to determine these ratios. Parents and volunteers will not be included in the child-adult ratio unless they are fingerprinted and approved.** Substitute teachers are hired as needed to maintain the appropriate child-adult ratios in each program. Staff/child ratios will be maintained during all hours of operation, including indoor, outdoor, transportation, (adult/child ratio) and field trips.

Staffing: Each program is assigned teaching staff who have primary responsibility for working with that group of children, providing: personal contact, meaningful learning activities, supervision and immediate care as needed to protect children's well-being.

Toddler Program: 2 Teachers/10 children (1:5); plus one parent helper

Pre-school Program: 3 Teachers/20 children (1:7); plus one parent helper

Branching Out Program: 2 Teachers/12 children (1:6)

Afternoon teachers transition into the program at noontime. There is one or two teachers in the downstairs classroom and 2 teachers upstairs. A method of communication will be established by the morning and afternoon teachers for those families picking up at 1:00, 3:00 or 5:00pm regarding the child's morning experience.

ORGANIZATIONAL STRUCTURE

The Executive Director is responsible for the overall running of the school. This includes staffing, enrollment, public relations, fundraising, building and grounds, strategic planning, etc. She is also responsible for the overall programming of the school, in conjunction with the lead teachers and teaching teams. The ED works closely with the board of directors, all families, and staff. She is also responsible for maintaining all licensing and accreditation requirements, implementing, and carrying out all safety protocols, communication with all stakeholders, establishing relationship with the greater community, and ensuring the financial well-being of the school. Works closely with the BOD to support the cooperative.

Office Manager is responsible for overseeing the day-to-day operation of the school and support all things related to the classrooms and the office. They maintain all records including immunization records, child files, charge sheets/billing, database, staff files, calendar, Remini and update contact lists, sub list, BOD profiles, etc. They also order, maintain, and stock all classroom and cleaning supplies and ensure cleaning caddies and first aid kits are maintained and stocked as needed. Support the cooperative.

Bookkeeper is responsible for all A/R and A/P including tracking tuition payments, sending statements to families, budgets, supplying monthly financials (in conjunction with the ED and Treasurer) to the BOD, paying bills, and helps the organization with anything related to finance including fundraising, donations, etc.

The Board of Directors is a body of people interested in the welfare of young children and the role Peopleplace plays in the community. The board is made up of parents in the school and individuals from our community. It is the responsibility of the Board and the Executive Director to implement systems, policies, and procedures to carry out the school's mission and ensure a climate of trust, collaboration, and inclusion. Serve as managers of the cooperative (with assistance from ED, office manager, and teachers).

Lead Teachers oversee curriculum development and the implementation of the curriculum in the classroom along with the team of teachers. Responsibilities leading "team" and parent meetings, training new teachers, support teachers by suggesting training opportunities, and ensuring teachers maintain their registry with *Maine Roads to Quality*. Other responsibilities include planning, assessment of children, communicating with families, maintaining portfolios, and overseeing conferences throughout the year.

Teachers work collaboratively with their teaching team to design and implement programs that are welcoming and supportive of all children and their families. Teachers promote learning and development in all content areas. They are responsive to children's interests, strengths, abilities and needs taking into account individual learning styles and family backgrounds. The curriculum is consistent with the Peopleplace philosophy and guiding principles. Support the cooperative.

Peopleplace Parents serve as members of the cooperative. They look to the ED, office manager, teachers, and the BOD for direction. The requirements for the cooperative shift according to the needs of the school during any given year which is assessed and managed by the BOD, ED, and staff. The Strategic Plan is the document (updated bi-annually) that informs the goals of the school and what parent roles will be. The board president and the BOD are the primary managers of the parent cooperative. The E.D., office manager, and the teachers serve to support the cooperative and the BOD.

Board of Directors

Job Descriptions

President:

- Work closely with the Director on day-to-day operation of the school.
- Meet with the Treasurer and Bookkeeper to oversee the budget.
- Liaise with Committee Chairs/Board members to ensure annual goals are being met.
- Run monthly Board meetings.
- Collect agenda topics for Board meetings and post prior to meetings.
- Evaluate the Director's yearly performance/goals.

Vice President

- Work with the Director to plan orientation meeting.
- Oversee Board member attendance.
- Invite new members to join when appropriate.
- Help manage board members' and parents' roles regarding cooperative
- E-mail/call members with meeting date reminders.

Secretary

- Keep minutes at Board meetings.
- Manage and assist parents with specific tasks/roles
- E-mail minutes to all Board members and post copies in required places.

Treasurer

- Create and oversee monthly financials.
- Report on financials at board meetings.
- Help create and oversee adherence to long range financial plans/goals.
- Liaise between board/bookkeeper/director.

Committee Chairs/Individual Board Members roles

- Send agenda topics to President prior to meetings.
- Oversee yearly committee goals with help from parent cooperative.
- Hold meetings with committee members when necessary.
- Manage parent roles assigned to you as established at the beginning of the year by way of the Strategic Plan.

Committees of the Board

Executive Committee

President, Vice-President, Secretary, Treasurer

Along with their duties as officers of the board this group focuses on strategic planning and long-range goals for the organization. Establishes plan for soliciting, grant writing, and endowments, offer support for E.D. with sensitive personnel or family matters.

The following committees are chaired by members of the Board of Directors. Each member of the Board will help manage parent roles related to the cooperative.

Fundraising Committee

Coordinates annual fundraising events

Building and Grounds Committee

Responsible for general maintenance of school facilities and for organizing school workdays.

Parent Cooperative

All board members help manage the cooperative with assistance from the E.D., office manager, and teachers.

PEOPLEPLACE COMMITTEES

Other “jobs” to support Director and school:

Maintenance Person – to help with small repairs and projects around campus

Family Fun Coordinator – someone willing to promote and lead outdoor family fun activities like hiking or sledding on a monthly or bi-monthly basis.

Marketing/PR person – to help spread the word and promote Peopleplace

Grant writer – someone with this expertise is always helpful!

Graphic/web designer – to help create promotional materials, the annual appeal, and manage the website

IT person – when tech help is needed, someone with these skills is appreciated!

PROGRAM POLICIES AND PROCEDURES

Admissions

Peopleplace accepts children of all races, religions, economic, or ethnic backgrounds. Peopleplace accommodates children with special needs to the best of our ability. Peopleplace registration and waitlist are maintained on a first-come, first-served basis.

Registration and Enrollment

Peopleplace enrolls children for the school year that begins in September and ends in June. Children stay in the same classroom with the same teaching team for the school year. We generally follow the same school calendar as our local school district, M.S.A.D. #28. A copy of our current school year calendar may be found on our website.

In order for your child to attend Peopleplace, we must have his or her: (i) fully completed registration form; and (ii) immunizations record or letter stating your child is not immunized for medical reasons; and (iii) all other necessary paperwork.

Registration for the extended day program may be done at the beginning of the year, or at any time during the year. Afternoon drop-in care is offered on a space available basis. Please stop in the office to enroll in the afternoon program.

Enrolling for the following year: The school accepts registration forms for new families on a rolling basis. Peopleplace offers “in-house” registration to current families for 2 weeks prior to accepting new children for the upcoming school year. This period is in the month of March. New children on the wait list are given the next priority for enrollment options. The registration form must be completed and signed by a parent or guardian and returned with the appropriate fee for enrollment to be activated.

Receiving Program Information

During July (or immediately upon enrollment during the year), all families will receive a **Welcome Letter** from the director which includes: a school year calendar, the schedule for back-to-school meetings, an invitation to school wide events (i.e. start of the year potluck), billing statement, a checklist of child file information needed and a reminder to inform the school about any health issues or special care instructions.

Teaching teams send particular program information to families in their class that includes: an introduction to the team including contact information, what to expect the first few weeks of school, hints on handling drop off to ease separation anxiety and any items a child needs to bring to school.

All families will be given a Family Focus sheet, (sent by mail). A Family Handbook will be made available on our website and in print if requested. Returning families will be made aware of any new or revised policies or procedures.

***All information will be made available to a family in languages that the family uses and understands.**

Fees

A registration fee and deposit is due upon registration of your child. Monthly payments start July 30th, when the first tuition payment is due. The remaining nine tuition payments are due the 30th of each month, starting August 30th and ending April 30th. If your child's extended day varies from month to month; you may pay this portion of your tuition at the end of each month. See Appendix D for a current rate sheet, which includes all program fees.

Surcharges

Bills are overdue after 30 days. A late payment fee of 1.25% will be charged to all accounts after 45 days. **If no payment is received after 60 days, your child will not be allowed to attend Peopleplace until a payment plan has been arranged with the Director.** This policy extends to registration from year to year as well. **Tuition for the previous year must be paid in full by April 30th for Peopleplace to guarantee your child a place in the coming year.**

Discounts

For those families with more than one child enrolled, there is a 5% discount on the second child's fee (the one with the lower tuition).

Tuition Assistance

Peopleplace offers scholarship assistance (as long as funds are available) to families whose income fit the guidelines outlined below. Applications are available in the office or on our website. Scholarship procedures follow:

Peopleplace Scholarship Procedures

1. All families are given information about the school's assistance program when they initially inquire about the programs and/or during enrollment season.
2. Families applying for assistance will fill out an application and provide the school with a copy of their past year's tax return. Any extenuating circumstances in the family's financial situation should be noted on the application. Details explaining major discrepancies between the two years tax returns will be requested.
3. Names and contact information will be removed from the applications and tax returns before being given to two members of the finance committee for a confidential review and scholarship recommendation.
4. The amount of assistance is determined based upon the AGI divided by the number of dependents in the household. The formula, which may be modified by extenuating circumstances, is as follows:

<u>AGI/# of dependents</u>	<u>Assistance Percentage</u>
\$0 - \$50,000	35% to 40%
\$50,001 - \$54,000	30%
\$55,001 - \$60,000	25%
\$65,001 - \$70,000	20%
\$75,001 - above	10%

These are approximations. The scholarship committee takes into account the application, personal circumstances, and annual fundraising goals being met or not. Families that apply before April 1st will be notified of scholarship determination by April 15th. Families applying after April 1st will be notified within two weeks' time.

Evaluation and Withdrawal

The first six weeks of a child's attendance at Peopleplace shall be considered a period of evaluation, to determine that the program is appropriate for the needs of the child. It is important that both the family and Peopleplace feel confident about the placement of the child in the program. At any time during these six weeks, either the family or Peopleplace can determine that the placement is inappropriate and terminate the enrollment.

Generally, enrollment at Peopleplace is for the entire school year. Peopleplace plans for staffing and school expenses based on the enrollment at the start of the year. There are no reductions in tuition for illness, vacations, or other absences. Children enrolling mid school year will receive a prorated tuition bill.

Peopleplace requests a 30-day written notice prior to withdrawal from any program. Parents are requested to discuss any withdrawals with their child's teachers and to provide the director with written notice of the plan to withdraw their child. If the child's vacated spot is filled, Peopleplace will provide a prorated refund for any remaining balance as of the date a new child is enrolled.

If, at any time, Peopleplace determines, after exploring and attempting multiple solutions, a child is not a good fit for the program, the school may terminate enrollment. The school personnel will do whatever they can to help find an alternative provider that would better suit the needs of the child. Tuition would be prorated based on the date of ending enrollment.

To aid our self-evaluation and improvement of the school, we request that families complete an exit interview questionnaire, found in Appendix C.

Parent Participation

Peopleplace is built on the premise that parents want and need to be personally involved in their children's earliest learning experiences away from home. This early participation lays the groundwork for better awareness and interaction with all future schools as well as fostering better knowledge about and communication with your child.

Peopleplace is a cooperative school, and operates best when parents:

- Come to educational meetings offered by the school
- Volunteer regularly in the classroom
- Communicate openly with each other and the staff
- Contribute to building maintenance and fundraising efforts

There are many ways to contribute and we try to help everyone find avenues that utilize their own talents and fit varying schedules. Parents are welcomed for the time and energy that they can give. There are many things that can be done at home or during odd hours. See the Cooperative Handbook that is given to every family at the beginning of the year or upon enrollment.

It is expected that every family will participate in the following ways:

- Assist with every fundraising event
- Participate in at least two all-school workdays
- Provide snack for their child's class monthly
- Join a school committee

The **Cooperative Handbook** offers guidelines about what Peopleplace expects both of parents and children. It is a very helpful resource for parents who are new to the program and will be volunteering in the classroom.

Parents or guardians are welcome to visit the program at any time during our normal hours of operation (and non-covid years), with or without prior notice.

Families are welcome to use the playground during non-school hours with the understanding that children must be supervised at all times. Please be sure to pick up any toys, replace the covers on the sandbox, and follow all playground and school rules.

School Meetings

At least four meetings are scheduled for parents during the school year. These meetings are held during the day or the evenings and generally last 1.5 to 2 hours. Please check the calendar and bulletin board postings for dates, times, and locations.

It is important for parents, both new and returning to the school, to attend an Orientation Meeting at the beginning of the year.

Some meetings will be specifically for parents in your child's class and will provide opportunities to share anecdotes and concerns, deal with questions about programming or scheduling, and decide on the methods of handling certain situations. At these meetings parents can relax in the knowledge that everyone runs into problems and difficult behavior while raising children and that we all benefit by pooling our ideas, having a good laugh together, and developing consistent, practical approaches.

Peopleplace also sponsors parent education opportunities on a variety of topics that are open to the public.

Communication

At Peopleplace we encourage people to communicate directly with each other. If you see, feel, or know anything that needs the attention of the staff, Board or another parent, please feel free to bring it up in an appropriate way. If you are unsure who to talk to, please speak to the Cooperative Coordinator about the participation piece, the Director about anything pertaining to the schedule, enrollment, or billing, and your child's teacher about any topic related to the classroom. You will also find our "Grievance Procedures" in the School Policies section of the handbook. Each family new to Peopleplace is offered the opportunity to participate in an orientation to our programs at the beginning of the school year.

Library and Parent Resources

Peopleplace houses an extensive parent resource library including general curriculum guides, books on child development and infant care, and periodicals on early childhood programs. If you are looking for information on a particular topic ask your child's teacher or the Director for help. Please sign out any materials you borrow from the lounge. A Parent Resource Notebook is available in the Parent Lounge that includes local and community resources and services. A list of referral and support resources can be found in Appendix B.

SCHOOL POLICIES

Cancellations

Peopleplace is cancelled when M.S.A.D. #28 is cancelled due to weather. When MSAD #28 announces a weather delay, Peopleplace will open at 9:30 AM. Information on school closings is posted at www.villagesoup.com. Parents receive an email from the office with an announcement and/or instructions. In the case of inclement weather or power outage during the day, Peopleplace may close early. Parents would be contacted

in as timely a manner as possible in this situation and arrangements made for the care of your child until you are able to pick them up.

Celebrations

Holidays are opportunities to learn more about what makes each family special and different, for example, “what special foods do you eat when... what special thing do you like to do with your mom and dad?” Some holidays are used as opportunities to create a gift for someone the child loves. The celebrations are geared to enhance the children’s understanding and enjoyment, not to overshadow family plans.

Birthdays are often celebrated with a special snack brought in by the child’s family. Perhaps one of the parents would be the parent helper for the day. Half-birthdays are sometimes celebrated for those with summer birthdays. This is a topic that can be discussed at your child’s class parent meeting.

Discipline

Physical punishment such as shaking or hitting, and any form of psychological abuse or coercion, including the use of threats or derogatory remarks, withholding, or threatening to withhold food as a form of punishment, is strictly prohibited as per the Rules for Licensing of Child Care facilities (see rules p. 16-1).

Discipline is handled with “loving firmness.” We do not yell, shame, hurt, or label a child. Actions may be inappropriate or bad, but people are not. In general, we attempt to redirect any activity which is going astray. We help children find appropriate ways of expressing themselves; we provide opportunities for them to work out their own solutions. All of this is done within the framework of safety for all, so if a situation is too hot to handle, a cooling off period - or time out - may be used. It is not used to punish but to provide time to regroup. Children learn self-control when adults treat them with dignity and use discipline techniques such as:

- Guiding children by setting clear, consistent, fair limits
- Valuing mistakes as learning opportunities
- Redirecting children to more acceptable behavior or activity
- Listening when children talk about their feelings and frustrations
- Guiding children to resolve conflicts and modeling skills that help children to solve their own problems
- Planning ahead, giving fair warning(s) to prevent problems
- Giving positive reinforcement and encouragement

Touching in a positive manner is essential in the emotional/social growth of a child. It teaches affection, care, and a sense of security/safety within the child. It is the foundation for caregiving and nurturing. However, every attempt will be made to be

sensitive to what makes each child comfortable, and we will respect the limits of individual children. The only exception to this is if/when physical restraint is necessary for the safety of the child or safety of other children in the program.

A complete Sexuality Policy is available in the staff handbook in the office. Anyone who is interested is welcome to read it.

General Guidelines for Appropriate Behavior

1 Safety

2 Respect for people and property

Inside:

- We use inside voices
- We walk
- We stay with our class
- We never leave the building without a grown-up
- We don't get on top of or inside furniture
- We wear shoes or slippers at all times
- We respect other people's feelings and bodies (we don't use teasing, name calling, intimidation, physical aggression etc.)
- We respect property (toys, materials, books, etc.) and use things appropriately
- Inside toys stay inside
- We use words to express ourselves
- We help clean up and put things away when we are done with them
- We listen to grown-ups and expect to be listened to

Outside:

- We throw only balls, beanbags, Frisbees, etc.
- We use tools appropriately: shovels and rakes are used working end down and are used in the sand/gravel areas for digging/raking
- Sand stays in the sand pile or in the sand table
- Gravel can be moved to other gravel areas only, not the boat, forts, climbing structures, grassy areas, etc.
- Bikes are for riding, not ramming fences or people
- Our feet stay on the ground, not on or over fences
- Adequate supervision is necessary for "risky" activities e.g. climbing across the monkey bars
- We never leave the playground without a grown-up
- We use the bathroom inside
- We tell a teacher or parent if we need to go inside
- We respect people and property (same as inside rules above)

Arrival and Departure Policy for Peopleplace

1. When parents arrive and depart the school, they should park in the designated parking areas. Cars should not be left idling unless in extreme hot or cold weather. Please do not park *around* the circle in the front of the building.
2. Parents should check in with their child's teacher to inform the teacher that the child has arrived. At this time parents should express any changes or concerns pertaining to their child's day such as: health concerns and if the child will be picked up at a different time or by someone other than the parent. This information will be passed on to the afternoon teacher. The parent also needs to communicate these changes with the office.
3. Parents are always welcome at Peopleplace, but sometimes lingering too long at drop-off can be more difficult for your child. If this transition is a challenge, please check with a teacher to establish a plan.
4. Please keep all phone numbers (home, cell, work, emergency contacts) current by notifying the Peopleplace office of any changes.
5. If your child is going to be absent that day, please call Peopleplace.
6. If there are any changes throughout the day regarding your child's departure time or if your child will be picked up by someone else please call Peopleplace to inform the school of the change.
7. Office personnel are responsible for taking attendance each morning
8. When parents pick-up their children, they must check in with a teacher before departing the school, and remember to "sign out".
9. At the end of the day, the afternoon teacher will record what time each child was picked up. Any child being picked up later than 15 minutes past the hour will be charged for an additional hour.
10. Once parents arrive at pick-up, they will assume responsibility for their child.

11. It is up to the parent to inform the office of any special circumstances at pick-up.

If anyone other than the parent is to pick up his or her child, the office must be informed. This person should check in with the office and staff upon arrival (a picture ID may be required).

Annual Program Assessment & Evaluation

Regular program evaluation helps ensure that goals are being met and that children and families are benefiting from participation. **The evaluation process includes all members of the Peopleplace community: administration, staff, board, and families.** Information to assess the program is gathered from various sources over the course of the year including: progress towards previous year's goals and objectives; team and center-wide program reviews, family surveys, staff surveys, classroom observations, summary assessments of children's growth and development, community feedback and the Strategic Plan.

The assessment and evaluation process addresses all areas of Peopleplace functioning: policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, community relationships and staff development. It provides the organization the information needed to set goals, establish improvement plans and assess progress towards our goals for growth, development, and improvement. At the end of the program year all data is compiled and reviewed by the Director and the Board. Recommendations for change and improvement are established and a program improvement plan is developed for the next school year. Families are informed of the evaluation and results, including improvement plans, during the all-school parent meeting at the beginning of the school year. A complete copy of the annual program assessment and evaluation is available upon request.

Throughout the year parents are provided opportunities and encouragement to share their observations, input, constructive criticism, suggestions, and recommendations and participate in collaborative efforts to brainstorm, problem solve and make improvement plans. The Board of directors is comprised of participating parents representing all programs. All Peopleplace families are encouraged to bring their concerns, questions, and ideas to the Board for consideration.

Each teaching team, and the center staff as a whole, participates in informal assessment and evaluation on an ongoing basis during the year. At the end of the school year, all teams complete a program review for their classroom, set goals for the next school year, make plans for improvement, set priorities, and provide feedback to the administration on various aspects of the functioning of the school, their roles and responsibilities, the organizational climate, communication, the facility and relationships with parents, families, and the community.

Assessment of Learning & Development: A Guide for Peopleplace Parents

Assessment is the process of discovering and identifying what children know and where they are in any particular aspect of their development and learning as a basis for deciding how they can be supported in their growth, development and learning. Components of appropriate assessment include: parental input and conferences, systematic and anecdotal observations of children's work, play, behaviors & interactions, samples of children's work, records of conversations, and information from both formal (*ASQ, ASQ-SE and Developmental Child Profiles*) and informal procedures (checklists, rating scales, etc.) gathered over time – providing multiple sources of data. Assessment obtains information on all areas of children's learning and development: social-emotional development, language development, health & physical development (including self-help skills), cognitive development & general knowledge and approaches to learning/learning-working styles.

Observation, Documentation and Assessment & Using Assessment Information

Observation is the process of collecting data to determine its significance in planning for individuals and the program. Through careful observation of children's interests and pursuits, watching and listening as children play and work, the teachers seek to discover: the underlying themes that children are exploring, their questions and understandings, developmental issues, recurring topics and activities of interest and evidences of the children's thinking, learning and program participation.

The teaching teams use the information gathered to guide curriculum planning, enabling them to project possible curriculum extensions and in depth exploration of topics and/or activities and make decisions about possible changes to the environment, daily schedule, interest area arrangements, styles of interaction, curriculum & teaching strategies and/or other aspects of the program to support and build on children's interests, abilities and strengths, develop individual learning goals for all children and assess their progress and to communicate with families.

On an individual basis, observation and documentation is used to support and address important learning and developmental goals. Knowing what the children can do on their own and what they can do with skilled adult prompting and support, decisions are made based on each child's current understandings and skills in the various content and developmental areas. The teaching team works collaboratively during the planning process to assess what children are ready to learn next and the instructional methods that might help the child achieve these goals.

Confidentiality Policy

Individual child assessment and health information is only to be shared with parents or guardians, center administration and specialists who may work with the child. Any confidential information about the individual child and their family is kept in a private file in the Teacher Office (locked file cabinet). Families will be informed at the start of each school year, and/or other appropriate times, of the confidentiality policy regarding their child's personal assessment information, including: who may have access to children's screening and assessment results, as well as reasons for their access; regulations governing access to files, procedures used to keep records confidential, how and why children's individual screening results and assessment information will be represented, used and interpreted. A consent form for sharing health and assessment information with other relevant providers, agencies or programs will be given to families when indicated. All information, verbal or in writing, will be provided in English and the primary language used by families.

Communication with Parents Regarding Assessment

All communication, verbal or in writing, will be facilitated in an appropriate and timely manner, in ways that are sensitive to family values, culture, identity and home language. Program staff will provide families with information at the beginning of the school year, and/or as appropriate, regarding screening and assessment purposes, methods, conditions under which children are assessed, interpreting assessment results, how results are used to provide learning opportunities for their child and the training that teachers have received regarding assessment. Parents will also be given access to and information about the specific instruments used.

Parent Teacher conversations/conferences are scheduled at least **twice a year** (fall and spring), as needed or upon request of the parent or teacher. Teachers are also available to communicate with parents informally on a daily basis, and parents may request to schedule further time to talk with teachers when it is convenient to both.

At least **quarterly**, teachers will provide parents an **update**, verbally or in writing, about their **child's program participation and progress**. At these times teachers will also solicit information, questions, observations, and feedback from the parents about their perspective of the child's participation and progress, as well as any relevant information about the child and their family that parents deem appropriate and beneficial to their child's school experience. **Two written summary reports** are provided to parents each year: **mid-year** and a **year-end**.

The teachers and parents work together as a team (along with any specialists involved) to communicate regularly regarding each child's progress, accomplishments, difficulties in the classroom and/or at home, as well as plan learning activities. Teachers work to achieve consensus with families about assessment methods that will best meet the child's needs. Supplemental learning activity suggestions may be provided to parents as deemed appropriate (e.g. Ages and Stages Learning Activities).

Timeline for Sharing Assessment Information with Families

Children's files and portfolios will be updated each trimester with documentation of each child's progress towards individual developmental and learning goals.

1st trimester: Sept., Oct., Nov.

Parents complete family focus sheet, ASQ and ASQ-SE
Initial parent-teacher conversations

2nd Trimester: Dec., Jan., Feb

Written mid-year progress report on each child
Parent-teacher conferences begin to be scheduled for upstairs program, particularly for children who are eligible for kindergarten in the fall

3rd trimester: March, April, May

Upstairs parent-teacher conferences continue

End of the Year: June

Parent-teacher conferences completed for all programs
Written end of year progress report on each child

*Toddler and Afternoon program begin to schedule parent-teacher conferences
ASQ and/or ASQ-SE completed again by families if indicated*

Meeting Special Needs

At times our in-house assessment process may indicate that follow-up screening and/or assessment may be indicated for a child. The teachers and administration will work in partnership with parents to explore this avenue and may participate in developing an Individual Education Plan (IEP) for ways to include necessary strategies and/or changes in the program, implementing daily teaching and learning activities that may be recommended or included in the child's IEP or other individual plan. A full explanation of our 'meeting special needs' policy is available from the Director. ***Before sharing any information about a child with other relevant providers, agencies or programs, staff will obtain written consent from the family.***

Guiding Transitions: Opportunities For Parents

New Family Orientation: (beginning of year or upon enrollment)

Covers such topics as:

- Peopleplace mission and philosophy, program offerings
- Teaching teams and administrative staff
- Board of Directors; Committees; Communication

- Daily schedule, arrival and drop off procedures
- Policies and parent handbook
- Medical emergencies and medications
- How contagious illnesses are handled (notification etc.)
- Fire drills and safety
- Various ways for parents to participate – in the classroom, parent meetings, fundraising, PR and website, building & grounds upkeep, community events...

Initial All-School Parent Meeting will cover such topics as:

- The Peopleplace Community: our history & hopes for children; mission & philosophy
- Upcoming year: special focus and/or projects; strategic plan; long range planning & program improvement efforts
- Participating in the Program: introduction to the Board of Directors, committee overview, goals for the year, and opportunities for participation.

Classroom Parent Meetings:

An early fall meeting will include a **program overview** covering such topics as: curriculum & assessment, working in the classroom, rules & expectations, safety, special events, the Parent Teacher Committee, our 'guidance' approach, supporting & scaffolding children's learning & development, building community and the Reggio Approach (including emergent curriculum).

Introduction to the Pre-school Program, a spring meeting for toddler parents whose children are moving upstairs to the preschool program in the fall.

Spring **Kindergarten Readiness** meeting for all interested parents (specifically designed for parents whose children are entering kindergarten in the fall).

Grievance Procedures

Initiation of a grievance:

Any permanent employee or group of employees or any parent or group of parents with a child or children presently enrolled at Peopleplace may file a grievance.

The complaint must be presented in written form and signed by all filing the grievance. It must be specific and present any documentation of steps already taken to solve the problem.

To whom the grievance is addressed:

The initial grievance must be addressed to the Director in writing. A fair time for resolution must be agreed upon by all parties. A third and neutral party must be called upon to negotiate at this time.

If no resolution is agreed upon, the grievance may be taken to the Board of Directors.

The Board of Directors must respond in writing to the complainants within two weeks with an outline of their course of action. This may include a conference with the school director, or specific action.

Follow up:

The written grievance must be responded to within a written proposal of solution and within a period of fifteen working days.

All staff or parents involved are guaranteed no retaliatory action.

Things from Home

Clothing appropriate to the weather is essential as we try to go out every day. Please send your child to school with **boots, mittens, and snow pants** as weather dictates and extras of things that might get wet or soiled. Slippers or inside shoes (which may be left at school) are important as children must have something on their feet, and clomping around in boots is dirty, noisy, and generally uncomfortable. All items should be clearly labeled with your child's name to prevent mix-up.

Our current policy is that **disposable** (not cloth) **diapers** be used. Parents are responsible for providing diapers and wipes for their child.

Toys Only comfort items for nap/rest time (e.g. bear, pillow or special blanket) should be brought to school.

HEALTH, SAFETY AND MEDICAL POLICIES

Child-Abuse and Neglect Reporting Policy and Procedures

As professionals in contact with young children and their families, staff is required by law to help the Department of Health and Human Services (DHHS) become aware of children who may be abused or neglected. According to law, public or private preschool teachers are mandated reporters. Thus, it is the policy of Peopleplace to report any and all suspected cases of child abuse and/or neglect to the Director. The Director must inform DHHS immediately by telephone and to follow up in writing within

24 hours of the reported incident. Staff who report suspicions of child-abuse or neglect are immune from discharge or any disciplinary action.

Notification of Parents or Authorities Following a Disclosure

If the disclosure involves a staff member, the procedure will be as follows:

1. Report disclosure to the director
2. Within 24 hours, the director reports to the Board president and one other board member.
3. Within the same 24 hour period, the director and board members convey the information to the parents of the child involved.
4. Within 48 hours, the local child abuse/neglect council is notified
5. Within 48 hours, the Dept. of Human Services is notified.

If The Disclosure Involves a Member of the Child's Family

If the disclosure involves a member of the child's family, the procedure will be as follows:

1. Report disclosure to the director within 24 hours.
2. Within 24 hours, the director reports to the board chairperson and one other board member
3. Within the same 24 hour period, a report is made to the local child abuse/neglect council.
4. Within the same 24 hour period, a report is made to the Dept. of Human Services.

This procedure applies to any adult to whom the disclosure is made, whether it is to a staff person or a working parent.

REPORTING PROCEDURES (MAINE STATUTE 4012)

1. Immediate report. Reports regarding abuse or neglect shall be made immediately by telephone to the department and shall be followed by a written report within 48 hours if requested by the department.
2. Information required. The reports shall include the following information if within the knowledge of the person reporting:
 - A. The name and address of the child and the persons responsible for his care or custody;
 - B. The child's age and sex;
 - C. The nature and extent of abuse or neglect, including a description of injuries and any explanation given for them;
 - D. A description of sexual abuse or exploitation;
 - E. Family composition and evidence of prior abuse or neglect of the child or his siblings.
 - F. The source of the report, the person making the report, his occupation and where he can be contacted;
 - G. The actions taken by the reporting source, including a description of photographs or x-rays taken; and
 - H. Any other information that the person making the report believes may be helpful.

Policy if a Teacher is Accused of Child Abuse and Neglect

No child shall be subjected to cruel or severe punishment, humiliations, or verbal abuse, including the denial of food.

If a Peopleplace staff member is accused by a parent or co-teacher of abuse and/or neglect, such an accusation will be reported to the Director immediately. The Director will prepare, within 24 hours, a written report of the situation. The report shall include dates, times, names of all parties involved, (adults and children,) places, and description of incident. A determination will be made as to whether there is reasonable cause to suspect that a child has been subjected to abuse and/or neglect. If there is reasonable cause, a report must be made to the Department of Human Services.

In addition, the accused employee will be informed of the allegations and be given an opportunity to respond. If suspected, the employee will be removed from working directly with children until a written investigation has been completed by DHS and is authorized to return as appropriate. The employee will be paid only **after** allegations are cleared. The employee will then receive back wages.

Hygiene

Peopleplace stresses the teaching and practice of good hygiene, as it is the single most important thing we can do to prevent disease. It is school policy to wash hands upon arrival to the program, before preparing food, eating, using the water table, after toileting, nose blowing and diaper changing (including child's hands, too). Frequent washing of toys, particularly in the toddler program, is also practiced.

Immunization Policy

Families must provide Peopleplace with a current immunization record as well as the results of health examinations and screening tests upon enrollment. As of 9/1/21 families may not choose to not immunize for either personal or religious reasons. Medical exemptions are allowed with a doctor's note. In the event a vaccine preventable disease occurs at Peopleplace, all staff and families will be alerted via postings and e-mail to notify them of the disease. Under Maine Center for Disease Control rules, Peopleplace must exclude children who are not immunized, or under immunized from attending for the duration of the infection, or as required by the CDC.

Immunization data for each child is entered into FileMaker Pro, a password sensitive computer program. All health information is filed in individual child files. Files are stored in locked cabinets in the teachers' offices. Families are required to sign permission to authorize Peopleplace staff access to their child's health information. Children's files are checked quarterly to be sure all health information is up to date. If records need to be

updated, parents are notified via e-mail or by letter. Reminders to update health records are sent out to all families in December, March and for those children attending summer camp, in June.

Illness

Children need to come to school well and ready to enjoy their day. While we recognize that children give each other all manner of infections, we take as many steps as possible to reduce contagion. If your child contracts a contagious disease we ask that you inform the school office so that we may alert other parents and take precautionary measures as indicated. Please do not bring your child to school if s/he has any of the following:

- any contagious disease (flu, chicken pox, measles, etc.)
- a temperature of 100 degrees or more
- vomiting
- sore throat, chest congestion, heavy nasal discharge
- constant cough
- diarrhea
- unexplained rash
- head lice
- conjunctivitis (“pink eye” - eye is red with some burning and a thick, yellowish discharge)
 - **If your child has a fever of 100 degrees or higher AND a cough, sore throat, congestion, nasal discharge, s/he may not come back to school for 7 days or until 24 hours after the resolution of symptoms.**
 - **If your child has had a fever, s/he should not come back to school until s/he is fever free, (without the use of fever reducing medications,) for 24 hours.**
 - **Likewise, if s/he has been vomiting or had diarrhea, all symptoms must be gone for 24 hours before returning to school.**
 - **24 hours must pass before a child who has been placed on an antibiotic may return to school, (or per your health care professional’s orders.)**

If a teacher feels that your child is not well enough to participate in the day’s activities, s/he will be made comfortable in the classroom until you are able to pick s/he up.

Medical or Dental Emergency

Peopleplace personnel will attempt to reach you should your child require medical attention. If we are unable to do so, we will contact the person appointed by you as the emergency contact as well as the child’s physician and take immediate steps to address

the health or medical emergency. The Director or appointed staff person will take your child to the emergency room in the case of a serious accident.

Questions concerning the health policies may be directed to the Director or the school's medical advisor.

Medication Policy

Parents must give written directions and written permission for staff to administer any prescription and over-the-counter medications. Parents must indicate a start and end date for the medicine authorization to go into effect. Written instructions from the child's licensed health care provider must be included in the child's record; alternatively, the licensed health care provider's office may give instructions to program staff over the telephone.

Medications must be labeled with:

- Child's first and last names
- Date the prescription was filled or the recommendation was obtained from the child's licensed health care provider
- Name of the licensed health care provider
- Expiration date of the medication
- Manufacturer's instructions or the original prescription label that details the name and strength of the medication
- Instructions on how to administer and store the medication

Medications must be stored in a locked container (medication boxes) in the closet in the office and in the original container. Staff must wash hands before and after administering medication. Medicine administered must be documented immediately after being administered and information shall be filed in the child's record after the medication is no longer necessary. Staff will file expired forms in the child's record in the office and send home medications that are no longer being used.

Staff members giving medication must sign documentation of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each "right" step, each time the medication is given.

Staff administering medication must have (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the five right practices of medication administration.

Staff required to administer *special medical procedures* must demonstrate to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.

Allergy Action Plan

Any children with allergies should have an allergy action form posted visibly in the classroom with their picture. Notice should also be given to the Director for posting in the kitchen.

Permission Forms

- General field trip permission is requested on the registration form; however, we ask that you sign specific permission on the day of the trip. We follow the state law that requires children under four years of age to travel in child safety seats, and children under eight ride in federally approved child restraint systems (e.g., booster seats). We would appreciate it if you would secure your child's seat in the car in which s/he will be traveling.
- Prescription medicine that your child requires must come in its original container, be stored in the refrigerator or other secure place and be accompanied by a complete Permission to Administer Medication form filled out and signed by the parent. (see Medication Policy)
- Parents must give permission for Peopleplace staff to post allergy information in the school.
- Permission to apply Sunscreen and Bug Repellent.
- Permission for Peopleplace staff to have access to your child's health information.
- Permission for your child to be photographed.

Snack Guidelines and Lunchbox Suggestions

Parents bring snack for all the children in their child's class when they are signed up as the Classroom Volunteer. The exception for this might be when a cooking project is planned. Parents should check with their classroom teacher about plans for the day ahead of time. **It is also important for parents to read the list of food allergies posted in the classroom.**

As part of our curriculum at Peopleplace, we talk with children about healthy foods. Snack times, together with occasional cooking projects and gardening projects, give children the opportunity to try a variety of nutritional foods.

We serve water with snack.

Food sent from home for lunch needs to be nutritious. Please pack a balanced lunch for your child. (Food guidelines are posted in the Peopleplace kitchen). Children are encouraged to eat the protein, vegetable or fruit portion of their meal before eating any sweets. Unfinished amounts will be packed up into the lunch box and the child may return to it during the afternoon if s/he becomes hungry. Please do not send gum to school.

If a child expresses either hunger or a disinterest in eating, it is the teacher's role to be respectful of the child's natural rhythms. Teachers will communicate any concerns or questions about a child's eating habits with parents.

Allergies

Every classroom will have a posted list of allergies of children in the room. An additional posting of children's allergies is hung in the kitchen/food preparation area. Parents may need to provide snack food for their child with severe allergies; (please discuss the situation with the Director and your child's teachers. Bringing prepackaged snacks reduces the risk of serving contaminated foods.)

Foods not to be served to children under the age of 4:

nuts
popcorn
raw peas
pretzel rods
raisins

Foods that must be cut properly:

grapes - in half
carrots, meat - in pieces no larger than can be swallowed whole

Protein options:

poultry and meat – cubed pieces turkey or chicken
eggs - hard boiled, deviled or egg salad
cheese - cubed, sliced, cheese, cream cheese, cottage cheese
yogurt - preferably whole milk, no/low sugar
Hummus

Try: tiny sandwiches with whole grain bread and filling with any of above;
mini pizzas made on whole wheat pita bread with meat, cheese, and/or veggie toppings;
smoothies with yogurt, frozen or fresh fruit.

Grain options:

whole grain cereal
whole grain bread or crackers
graham crackers
Veggie Booty or Pirate Booty
banana bread (no nuts)
muffins (perhaps with fruit)

Try:

small pieces of bread, served with cream cheese or softened butter on the side

(children can practice spreading)
tortillas - filled and rolled or toasted with cheese on top

Tip:

When buying packaged /boxed snacks try to find ones with 5 or less ingredients and know what everything is that is listed.

Food Preparation/Serving Guidelines

- Wash hands thoroughly before preparing or serving food
- Clean table surfaces upon which food will be served (and after snack is finished)
- Wash all fruits and vegetables thoroughly before serving.
- Cut food for toddlers into ½" squares
- Only whole milk is served to children under 2 years
- Enter the snack served on snack chart for your class
- Children are not permitted to walk, run, play, lie down or ride play vehicles while eating.
- Toddlers who need "sippy" cups are permitted to drink from them while seated at a table.
- Foods brought from home are prepared, transported, stored and served safely. Children may store lunches in the refrigerator as needed. Staff will never use plastic or polystyrene (Styrofoam™) containers, plates, bags, or wraps when microwaving children's food or beverages.
- Food preparation surfaces are totally separate from diaper changing surfaces

Maintaining a Safe and Healthful Environment

Hand Washing - Adults and children wash their hands:

Upon arrival

After diapering or using the toilet

After handling body fluids (nose blowing/wiping, coughing, touching mucus, blood or vomit)

Before meals and snacks

Before preparing or serving food

After handling any raw food that requires cooking (meat, eggs, etc.)

Before and after water play.

After handling pets/animals

After handling materials (sand, dirt, surfaces, etc.) that could be contaminated by contact with animals

When moving from one group to another (e.g. visiting)

Adults:

Before and after feeding a child
Before and after administering medication
After assisting a child with toileting
After handling garbage or cleaning
Before and after handling food

Diaper Changing:

1. Staff or child's parent will change diapers.
2. Staff wears gloves.
3. Contain soiled diaper in glove or a plastic bag and place in trash.
4. Sanitize changing table following posted instructions after each use.
5. Place wet or soiled clothing in a plastic bag and seal before placing in child's cubby.
6. Wash hands – both you and the child.

General Cleanliness and Sanitation

Clean and sanitize utensils, surfaces and toys that have been mouthed or otherwise come into contact with saliva or other body fluids.

Always clean and sanitize food preparation and service surfaces before and after contact with food.

Clean and sanitize changing tables or potty chairs after each child's use.

Immediately clean and sanitize any surface contaminated with body fluids (i.e. saliva, mucus, vomit, urine, stool or blood).

Dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

Liquids and foods hotter than 110 degrees are kept out of children's reach.

Make sure that food requiring refrigeration stays cold until served.

Sunscreen and insect repellent are only used with written parental permission.

Communal Water Play Guidelines:

- Only children free of cuts and open wounds may partake in communal water play.
- The table is filled with fresh water right before use. All surfaces are sanitized and the water is drained before another group (a totally different group such as the

morning versus afternoon class, not a subgroup of the same children) uses the area.

- No child may drink from communal water.
- Children must wash their hands before and after water play.
- Wading pools are filled with fresh water following each use and are sanitized weekly.
- Water play toys are sanitized as needed.
- Supervision by staff occurs at all times.

Animal and Pet Policy

Peopleplace recognizes that many families have very positive relationships with their animals. However, **we feel it necessary not to allow dogs at our school.**

Some children are frightened by dogs even when a dog may be friendly. Dogs may misconstrue child behavior as aggressive and act aggressively toward the child. In addition, some children manifest allergic responses to dogs and should not be around them. There are two exceptions: Trained therapy dogs are allowed and dogs may be in the cars of Peopleplace families.

For all other animals:

1. Pets or visiting animals should appear to be in good health.
2. Pets or visiting animals must have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children.
3. Cats or therapy dogs should be maintained on a flea, tick and internal parasite control program.
4. Teaching staff should supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals (i.e. do not provoke or startle animals, do not remove their food).
5. Program staff should make sure that any child who is allergic to a type of animal is not exposed to that animal.
6. Reptiles (turtles, tortoises, snakes, iguanas, other lizards) are not allowed as classroom pets because of the risk for salmonella infection.
7. Ferrets, psittacine birds (birds of the parrot family), and any wild or dangerous animals shall not be kept or brought in to the facility.
8. Be sure children and staff always wash hands after handling or feeding animals. Do not allow children to assist with cleaning up after pets.
9. Animals should not be allowed in areas used for preparing, eating or storing food.

Exposure Control Plan

The purpose of this guideline is to provide information to help protect parents and employees from the hazards associated with handling human blood and certain other body fluids. The seriousness of blood-borne diseases makes it very important for staff to take special precautions when working with human blood and other potentially

infectious materials. Universal precautions should be taken to treat all human blood and other potentially infectious body fluid as if they were all actually infectious.

The following procedure applies to staff (or a parent in extreme situations):

- All staff must wear gloves when contamination with blood and/or bodily fluids may occur.
- Staff must use barriers and techniques that minimize contact of mucous membranes or openings in skin with potentially infectious body fluids, and that reduce the spread of infectious disease.
- When spills of body fluids occur, a staff member must clean them up immediately with detergent and then rinse with water.
- After cleaning, staff must sanitize non-porous surfaces with Sol-U- Guard Botanical Disinfectant following the instructions on the bottle.
- Staff should clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant and then shampooing or steam cleaning as soon as possible.
- Dispose of contaminated materials and diapers in a plastic bag with a secure tie and place in a closed container.
- Wash any toys in a dishwasher that have been contaminated by a bodily secretion before another child uses them.
- Apply fresh disinfectant to all affected surfaces or tools (such as mops, tweezers, brushes or dustpans). Allow the materials to air dry.
- Strip disposable gloves from the wrist so they are inside out and the clean side is on the outside. Close in a plastic bag by handling only the clean outside surfaces.
- Wash your hands following posted instructions with soap and water.

Supervision of Children

Staff ensures that children are adequately supervised at all times.

- Teachers must be aware of where children are at all times. **Toddlers are supervised by sight and sound at all times.** Preschool children may be momentarily out of sight and sound (e.g. if a child leaves the playground to go into an adjoining classroom alone to get something) as long as the child can be seen and heard within one minute. Supervision by sound alone should be for no more than a few (one to three) minutes before teachers directly observe as well as hear the children. An instance such as this might occur when the child comes in from the playground to use the bathroom.
- Teaching staff allows kindergarten children (after school program) who are doing tasks in a safe environment to be out of the teacher's sight and sound supervision for a short period of time (e.g. when taking the attendance report to the office). Teachers check on children if those children do not return promptly to the group or if the adult at a child's destination does not confirm the child's arrival.
- Supervision of Children in Areas of High-Risk: Teaching staff is assigned to specific areas for close supervision of children engaged in potentially harmful activities (i.e. monkey bars, sledding hill).

- Parents are asked to make contact with at least one of their child's classroom teachers at drop off and pick up times.
- Office personnel keep accurate daily attendance records and notify teachers of any information pertaining to a child's absence.

Field Trip Policy and Procedures

The toddler program does not participate in field trips which involve auto transport. Toddlers may take walks in the woods surrounding the Peopleplace property. Peopleplace supervision policies will be followed at all times for these excursions. A teacher will carry a cellular telephone or radio device to maintain contact with the school office in case of emergency.

Children in the preschool or afternoon program may participate in field trips that involve leaving the Peopleplace campus. Parents will be notified in advance of these excursions of the time, date, destination, who is organizing the trip, who will be supervising their child, and the mode of transport (autos or walking).

If vehicles are used to transport children a child must be seated in their own safety restraint seat installed in the vehicle by the child's parent or guardian.

The supervising teacher will bring on the field trip:

Signed permission forms

First Aid travel kit, including any equipment needed for individual care needs

Emergency information for each child (green notebook)

Cell phone, Attendance list, Roster of volunteer adults and children they are transporting.

Attendance will be taken at regular intervals during the trip: Before departure, upon arrival at the destination, after moving from one location to another, before the return trip and upon arrival back at Peopleplace.

Parking

Please drive slowly into Peopleplace. It is **critical** that parents take firm control of their children in the driveway area, and that all drivers use **extreme** caution when backing up. If you are spending the morning at Peopleplace please use parking space behind the building. Cars may not be parked around the circle in front of the school. *Please do not let your child leave the school building or fenced playground unattended.*

Cell Phones:

Please refrain from cell phone usage while driving in the Peopleplace driveway and parking lot. We appreciate your full attention on the safety and well-being of children and other cars moving throughout our grounds.

Social Media:

Peopleplace has started a private Remini group which includes only those families whom wish to participate. It may not be seen by anyone outside who is not a member of that group and only includes current families. Please respect the privacy of others and refrain from posting pictures or names of children other than your own child without permission.

Right to information regarding the Child Care Facility's deficiencies

A child's legal guardian has the right to be fully informed of findings of the most recent licensing review conducted by the department. The Child Care Facility must inform children's legal guardians that the licensing review results are public information and available for examination upon request. Legal guardians shall be notified in a timely manner by the Child Care Facility of any actions proposed or taken against the Child Care Facility by the department, including but not limited to, decisions to issue conditional licenses, refusal to renew a license or to impose fines or other sanctions.

APPENDIX A

Peopleplace Preschool Upstairs Program

Flow of the day

(Subject to change according to needs of the group)

8:30-9:00 Drop-Off and Early Focus

- Arrive, wash hands and say good-bye. If before 8:30 - free exploration in block room. Sign in on chalk board by placing picture on board in response to the question of the day. (Parents and teachers check in with one another with information about the child and their needs for the day)
- Provocations-
 - Free choice of block room, studio, or living room.
 - The block room consists of block play (with many other smaller items to enhance the block play): construction of buildings with small blocks or larger block structures such as airplanes, race cars, boats, etc... the room also contains instruments and early focus may include instrument exploration, books, writing materials available and cooking projects take place here as well.
 - The studio has opportunities for free exploration with paint, pencils, markers, crayons, clay, water, and also has times where instructions are given for specific purposeful activities: drawing from observation, self-portraits, painting from a photograph, sculpting a known object.
 - The living room has spaces where items are set out to provide choices related to the learning domains such as: dramatic play, reading, writing, science, math related manipulatives, puzzles, sensory materials for exploration.
 - During this time, children are encouraged to interact with/converse with/learn with each other and the teachers.
 - Provocations set out by teachers but children are allowed access to many other materials, manipulatives, games as they choose and sensory materials.

9:00-10:00 Meeting/Snack

- The transition from early focus to clean up is signaled by the turning of the rain stick. After clean up, the class gathers on the rug for the first group meeting of the day.

- A good morning song welcomes everyone to the meeting. This meeting is organized around the information on the sign in board – often involving directed counting and mathematical thinking as well as language and literacy as we read the message.
- The teachers then start a conversation with the children. The focus of the conversation generally involves the changing interests of the children, which guides the teachers in planning our investigations.
- After the meeting, the children go to wash their hands and then to their snack groups. The teachers then start a conversation with the children. The focus of the conversation generally involves the changing interests of the children, which guides the teachers in planning our investigations.
- The first children to the table set the table with the plates and cups and all children sit and wait until a “signal” (favorite color, animal sound, what did you eat for breakfast) question is answered by each child and then they serve themselves snack, cleaning up their own spills, pouring their own water and assisting others as needed. The children and teacher eat and talk in a family style table setting (this includes using manners: please pass the... and thank you).
 - When the children are finished with snack they clean their plates by placing them in a bin by the garbage can and wash their hands, then find something to do while they wait for all others to finish and get ready to go outside putting on their own boots, hats, coats, etc.

10:00-11:00 Outside

- Outside exploration, group games, bike/strider riding, garden exploration, walks in our woods.
- Children independently create games of pirates, dragon hunters, lobster fisherman, cooks, builders, earth movers etc... using their minds, bodies, problem solving, entering play skills, etc.
- Organized group games: encourage direction following, negotiating play, large motor skills, cooperation, etc.
- Bike/strider riding: the children must take turns and follow directions, be safe and have fun while riding the bikes in the school parking lot.
- If the weather does not permit us to go outside, we use this time for organized group dancing, free dancing, tumbling on the tumbling mat, using the trampoline, and playing large group games such as “Four Corners” or “Who is the Lump?”

11:00 – 12:00 Small Groups

- Children are divided up into three small groups – most often planned by interest, need, or friendship focus relating back to assessment of individuals and the group as whole.
- Depending upon the area (studio, living room, block room) the children and teacher are in, the group will be involved in planned explorations and organized activities/learning related to the learning domains.
- The class comes together after small group to debrief/share what they worked on. Stories will sometimes be read. Children are dismissed to their parents after the goodbye song and saying goodbye to their teachers. Teachers make contact with parents upon children’s dismissal about happenings of the day.

Children who are staying for lunch will be greeted by the afternoon teachers and begin making their plans for the afternoon.

AFTERNOON PROGRAM FLOW OF THE DAY

Transition into Afternoon Program

Lunch

Quiet Time for Extended Day Preschoolers

Outside

Inside Free Choice/ Small Group Activity

Snack

Quiet Stories

Extended Small Group and Choice Time

*Please see the classroom bulletin boards for more specific times and information

Flow of the Day: Downstairs Classroom

8:30-9:30

Arrive, wash hands, free exploration and cooking activity.

Parents and teachers check in with each other regarding any relevant information for the child. The materials and equipment are organized to support independent and group use, as well as accommodate new interests and skill levels.

Playdoh, water table, dramatic play, block area, art easel, reading books, using the climbing structure, puzzles, and writing center.

9:30

Clean up the room

We all work together to arrange the toys and equipment in our classroom.

9:45

Circle Time activity

This is a time to experience books, songs, rhymes, games, finger plays, puppet stories and more.

Hand Washing

Snack Time

We sit "family style" and have conversations about things we have done or want to do. Random ideas and thoughts are discussed around the table.

Toileting and Diapering

Get ready to go outside

The children are encouraged to develop self-help skills and work on dressing themselves in appropriate clothing and shoes.

11:00-12:00

Outside/Inside Exploration, games and songs We go outside daily, (weather permitting.)

Outside-large motor activities, explore the woods or garden, blow bubbles, use chalk, have tea parties.
Inside-we will have extended gross motor play, ie., dance, musical chairs, hide and seek, scooters, art activities.

12:00

Pick up time for the morning program, say goodbye to friends. Parents and teachers check-in with each other regarding the day's events and relevant information concerning the child.

12:00-5:00

Extended care/ Flow of the Afternoon Program

12:00-12:30

Continue outside play, clean up the playground, come inside.

Teachers from the morning share information with the afternoon teacher.

12:30-1:15

Wash hands, eat lunch.

1:15-2:30 and beyond

Rest or sleep on a rest mat with a cozy blanket

As children wake up, there are quiet activities available, such as, puzzles, books, drawing materials, and building blocks.

Toileting and Diapering/wash hands

Enjoy a healthy snack provided from their lunchbox

Weather permitting we play outside and if not, continue playing inside, ie., dramatic play, read books, paint, use blocks, etc.

3:00 and 5:00

Parents arrive and discuss the child's day with the teacher, pick up their child and head out!

APPENDIX B

LOCAL SUPPORT SERVICES AND RESOURCES FOR PARENTS

MidCoast Regional Child Development Services

91 Camden St. Suite108, Rockland, ME 04841
594-5933 phone • 594-1925 fax • 1-877-443-1301 toll free

Mid-Coast Children's Services

[Early School Program](#); [MCCS Parent Education Program](#)
[MCCS Family Support and Counseling Program](#); [Case Management Program](#)
[Knox County Child Abuse and Neglect Council](#)

Contact: mccs@midcoast.com
tel: 207-594-8474 mail: PO Box 441 Rockland, ME 04841
Location: 272 Park Street Rockland, ME

Mid-Coast Mental Health Center

A wide range of services for children & the people who love & support them.
Belfast Office: 338-2295 or 1-800-540-2072
Rockland Office: (207) 701-4400 or 1-800-540-2072
TDD Belfast: (207) 338-5846 TDD Rockland: (207)594-4975
Crisis Line 888-568-1112

Penquis Community Action Program

315 Main St. #205
Rockland, ME 04841
phone: 207-596-0361 Toll-Free: 800-585-1605
email: bthibeau@penquiscap.org web: penquis.org

Maine Department of Health & Human Services

Child & Family Services
91 Camden Street, Suite 103
Rockland, ME 04841 596-4200 or 1-855-797-8429
TDD/TTY 1-800-606-0215 <http://www.maine.gov/dhhs/>
State-wide abuse/neglect reporting 800-452-1999

Department of Education, State of Maine

23 State House Station

Augusta, ME 04333-0023

207-624-6600

TTY 1-888-577-6690

Maine Parent Federation

484 Main Ave. 2D

Farmingdale, ME 04344

207-588-1933 or 1-800-870-7746 www.mpf.org email: parentconnect@mpf.org

The Center for Community Inclusion and Disability Studies Seeks to enhance the capacity of individuals, communities, organizations, and state systems to create services and supports for individuals with disabilities, which reflect current and emerging best practices of inclusion, interdependence, self-determination, cultural competence, and respect for the inherent abilities of each person to contribute to society.

<http://www.ccids.umaine.edu/service.htm>

5717 Corbett Hall, Rm 114

The University of Maine, Orono, ME 04469

Phone: 207/581-1084

Disability Rights Center

24 Stone St, Suite 204 Augusta, ME 04338

1-800-452-1948

www.drcme.org email: advocate@drcme.org

Knox, Waldo, Lincoln & Sagadahoc Counties

Midcoast Resource Development Center

34 Wing Farm Parkway Bath, ME 04530

1-877-684-0466 or 443-1690

www.midcoastrdc.com

The Teen and Young Parent Program and Parents as Teachers

“Committed to building a strong, nurturing community for young families.”

PO Box 805 231 B Park Street Rockland, ME 04841

207-594-1980 or in Maine, 877-972-5804

A Family For ME

“A Family for ME is Maine's statewide recruitment initiative for foster and adoptive families. Our staff provides help, support and information.”

418 River Road , P.O. Box 754, Gardiner, ME 04345

phone: 877-505-0545

New Hope for Women

Working to end domestic violence, dating violence, and stalking.

5 Beech St. Rockland, ME 04841 207-594-2128

6 Public Safety Way Belfast, ME 04915 207-338-6569

Penobscot Bay Medical Center

6 Glen Cove Dr. Rockport, ME 04856

phone: 207-921-8000 Toll-Free: 877-596-8200

web: www.nehealth.org

Automated physician finder line at 596-8200 or 1-877-596-8200 (toll free)

Penobscot Bay YMCA

116 Union St. P.O. Box 840 Rockport, ME 04856

phone: 207-236-3375

email: info@penbayymca.org web: www.penbayymca.org

Broadreach Family & Community Services- Rockland

272 Park Street, Rockland, Maine 04841

Phone: 207-338-2200

www.broadreachmaine.org

Sweetser

Child and Family Community-based Services: case management, child & family behavioral health treatment, school-based clinical services.

Rockland location: 360 Old County Rd. Rockland, Maine 04841

1-800-434-3000

Dial 2-1-1 or go online to www.211maine.org for MORE resources in your area.

The Director can assist you in locating contact information for local school districts. A comprehensive list of local, state and national resources for families with young children is available in the Parent Lounge, along with a lending library.

APPENDIX C

PEOPLEPLACE EXITING SURVEY

At Peopleplace we care about all the families we serve. We are continually learning, sometimes from our mistakes. Please share your thoughts; we would like to learn from your experience. Thank you for your time.

Child's Name _____

Program enrolled-Infant, Toddler, or Pre-school _____

How long has your child been at Peopleplace? _____

1) Factors you feel are important in an early childhood program-

2) Strengths and weaknesses of Peopleplace program-

3) Reason for leaving-

4) Do you feel staff members properly addressed your concerns or difficult situations? How do you feel it could it have been addressed more effectively?

5) Is there anything we can do to improve a situation?

6) Would you like to discuss your departure with a Peopleplace representative? If yes, who? Director, teacher, board member, or other?

7) Please elaborate on other items you would like to share –

APPENDIX D



2020 - 2021 PROGRAM AND TUITION SCHEDULE

TODDLERS - FOR CHILDREN 1 1/2 TO 3 YEARS ON SEPTEMBER 8, 2020
 CLASS SIZE IS LIMITED TO 10 CHILDREN
 TWO TEACHERS (PLUS ONE PARENT HELPER IN THE CLASSROOM)

UPSTAIRS - FOR CHILDREN 3 TO 5 YEARS ON SEPTEMBER 8, 2020
 CLASS SIZE IS LIMITED TO 21 CHILDREN
 THREE TEACHERS (PLUS ONE PARENT HELPER IN THE CLASSROOM)

		5 DAYS	MON/ TUE/THURS	WED/FRI
MORNING	8:30 TO 12:00	\$6,575	\$4,325	\$2,916
LUNCH	PICK UP BY 1:00 PM ADD LUNCH	1,708	1,145	765
EARLY AFTERNOON	PICK UP BETWEEN 1:00 PM AND 3:00 PM ADD EARLY AFTERNOONS	3,810	2,535	1,713
LATE AFTERNOON	PICK UP BETWEEN 3:00 PM AND 5:00 PM ADD FULL AFTERNOONS	5,348	3,465	2,374
MORNING WITH OUTDOOR CLASS	12:00 TO 1:30 OUTDOOR MONDAYS ADD-ON (REQUIRED)		\$20	

IN ORDER TO SECURE A SPOT FOR YOUR CHILD, REGISTRATION FEE AND DEPOSIT ARE DUE UPON ENROLLMENT AND FIRST MONTH'S TUITION IS DUE BY JUNE 30TH

DEPOSIT \$275
 (APPLIED TO LAST MONTH'S TUITION)

NON-REFUNDABLE REGISTRATION FEE: RETURNING CHILD \$45
 (PLEASE INCLUDE WITH REGISTRATION) NEW CHILD \$90

ANNUAL TUITION MAY BE PAID IN 10 EQUAL PAYMENTS, DUE JUNE 30TH THRU MARCH 30TH.
 2.5% PRE-PAYMENT DISCOUNT IF PAID IN FULL BY JUNE 30TH, 2020
 (CASH OR CHECK ONLY AND DOES NOT APPLY IF RECEIVING SCHOLARSHIP)

TUITION ASSISTANCE IS AVAILABLE — APPLICATIONS DUE MAY 1ST.

EXTENDED DAY OPTIONS ARE AVAILABLE ON A "DROP IN" BASIS

A "DROP IN" HOURLY RATE, OUTSIDE OF CONTRACTED HOURS, IS \$12.00/HR.
EARLY DROP OFF: BEGINNING AT 8:00 AM, ADVANCE NOTICE ONLY, FOR A \$5.00 CHARGE.

Peopleplace | 2020-2021 CALENDAR

<p>Summer Camp</p>	AUGUST 2020	FEBRUARY 2021	<p>2 Staff meeting 8 Board meeting (budget vote) 15-19 Winter Break – No school</p>																																																																																											
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<p>1-3 Pre-service for teachers 2 Orientation meeting 5-6:30 7 Labor Day – No School 8 1st day M/T/Th class 9 1st day W/F class 23 All school potluck 5-7 pm</p>	SEPTEMBER 2020	MARCH 2021	<p>2 Staff meeting 22 Board meeting Kindergarten mtg Inside Workday</p>																																																																																											
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APPENDIX E

March, 2020

Dear Parents,

We are so looking forward to our Branching Out adventures at Peopleplace next year! We know there is a lot to think about and suspect you might have a few questions.

Below, we have tried to answer a few questions that tend to pop up and we are also sending the list of essential gear for being outdoors in both warm and cold weather. We figure it is never too soon to start scouring yard sales, consignment stores and seasonal sales at outdoor retailers. There is also a link to Project Lyme as we know that ticks will be on everyone's mind.

We can't wait to start Branching Out!!

Kelley and Heather

Drop off and Pick Up:

Drop off will happen in the woods near the yurt. Please hang up backpacks on hooks outside (we will show you where), unless it's raining. Check in with Heather or Kelley and we will play outside until everyone arrives.

1:30 pick up will happen back at the yurt. Once everyone who is getting picked up at 1:30 has left, we will take the rest of the group to join their afternoon friends inside the big building.

Snack:

For the beginning of the year, we will eat a very basic snack (apples, cheese and crackers or pretzels). Once it gets colder we'll be making warm oatmeal and tea. Teachers will send out a list of food items to be donated. We ask that each family contribute snack items about three times over the course of our year.

We won't be requiring parent helpers outside, but parents are welcome to join us for days if they would like to. If this is something you'd like to do, please check with us ahead of time.

Lunch:

Because our pick up time for this program is 1:30, everyone will need to bring a packed, healthy lunch to school each Monday. We will eat out in the woods, at the picnic tables by the yurt, or in the yurt depending on the weather and our projects. Lunches should be as tidy as possible and please keep in mind that we cannot heat food nor do we store utensils out in the yurt. Suggested items for outdoor days: sandwich/quesadillas/ham and cheese roll up/etc., cut up fruit or vegetables, crunchy item. Please try to avoid food that is likely to spill, leak or dribble. We have no running water outside, so we try to be a bit more mindful of our messes! You know your child best. If he is tidy with a yogurt cup at home, odds are good he'll be tidy with us. If a yogurt cup makes a big mess at home, please do not send one to school on Branching Out days! Thank you so much.

Ticks:

We will have DEET spray on hand every day to spray children's clothing and footwear. It will be an expectation of each family in our outdoor program to do complete and thorough tick checks of your adventurer within 12 hours of our woods time. We will check children's clothing and exposed skin but will not remove children's clothing for the necessary full

skin checks. If you are concerned about the DEET spray, please have a conversation with your pediatrician about other ways to protect your child effectively.

It is recommended that families look into tick repellent clothing - especially pants and socks. Insect Shield has good options.

<https://projectlyme.org/>

<https://www.insectshield.com/ISYOC.aspx>

Yurt workdays:

In addition to helping out with snack from time to time, we ask that all families who are part of the Branching Out program invest some time over the year helping us keep our woods tidy and safe. We will set up two work days over the course of the year - one after all of the leaves are down to rake our play spaces and paths again. We will also plan a work day to clear some of the more prickly/poky dead trees and clear out any unsafe brush. If you are able to help out at other times, we welcome any helpers in our woods! Please check in with the teachers to find out where the work needs to be done.

What should be in your backpack and/or on your body every day?

Warm Weather Days:

- *closed toed shoes
 - No sandals or Crocs
- *long pants - possibly tucked into socks for tick prevention
 - No bare legs!
 - No shorts or dresses
- *Clothing should be loose fitting - ready for climbing, jumping, playing hard, and getting dirty
- *sun hat, bug hat/net (especially in spring)
- *sunscreen applied upon arrival
- *warm layer (weather changes often!) such as long sleeved shirt or fleece
- *water bottle
- *a back-up dry set of clothes (socks, underwear, pants, shirts) packed in a zip-top bag.
- *insect repellent
 - read up, talk with your pediatrician, make a solid plan.
 - We will only use spray with DEET at school (sprayed on shoes, pants)
as that is what is recommended by our school pediatrician.
 - Permethrin treated clothing is an option for you to look into:
<https://www.insectshield.com/ISYOC.aspx>
- *Wet weather clothing:
 - rain coat (good to have packed in the backpack every day)
 - rain pants - bib style pants work especially well. There are some good ones made by Grundens, Playshoes, and Polarn o Pyret. Tuffo and OAKI also make great rain suits. *Consider getting sizes that will fit over snow pants for wet winter days.*
 - rain boots on rainy/muddy days
 - rain mittens - Polarn o Pyret (can be found on Amazon) makes some actual waterproof rain mittens that can be worn over a pair of fleece mittens on wet winter days

Children should come prepared to carry their own backpacks into the woods and should know where all of their gear is stashed inside their packs. (It helps to pack the backpack together for Mondays)



PEOPLEPLACE
 Cooperative Preschool
 105 W. CALHOUN ST. SUITE 400 | 100120-4010

REGISTRATION FORM 2020 - 2021 SCHOOL YEAR

CHILD'S NAME _____ BIRTH DATE _____

MAILING ADDRESS _____

STREET ADDRESS (IF DIFFERENT) _____

PARENT/GUARDIAN _____ E-MAIL _____

ADDRESS (IF DIFFERENT FROM ABOVE) _____

PHONE: HOME _____ WORK _____ CELL _____

EMPLOYED BY (INCLUDE ADDRESS) _____

PARENT/GUARDIAN _____ E-MAIL _____

ADDRESS (IF DIFFERENT) _____

PHONE: HOME _____ WORK _____ CELL _____

EMPLOYED BY (INCLUDE ADDRESS) _____

EMERGENCY CONTACT (OTHER THAN PARENT) _____

TELEPHONE _____ ADDRESS _____

NAMES OF PERSONS PERMITTED TO REMOVE CHILD FROM PEOPLEPLACE: _____

*(Peopleplace **must** be notified by the parent/legal guardian when regular transportation or pick-up methods vary.)*

MORNING PROGRAM

TODDLER: MONDAY THRU FRIDAY MON/TUES/THURS WEDS/FRI
 UPSTAIRS: MONDAY THRU FRIDAY MON/TUES/THURS WEDS/FRI

ARE YOU FLEXIBLE WITH WHICH DAYS YOUR CHILD ATTENDS? YES OR NO (CIRCLE ONE)
 (PLEASE CIRCLE)

EXTENDED DAY LUNCH – 1PM	MON	TUE	WED	THURS	FRI
EXTENDED DAY EARLY AFTERNOON - 3PM	MON	TUE	WED	THURS	FRI
EXTENDED DAY LATE AFTERNOON - 5PM	MON	TUE	WED	THURS	FRI
EARLY DROP OFF – 8 AM	MON	TUE	WED	THURS	FRI
OUTDOOR CLASSROOM – 1:30 PM 4 OR 5 YR OLDS 2 ND YR UPSTAIRS ONLY	MON				

(CONTINUED ON BACK)

MEDICAL INFORMATION:

CHILD'S DOCTOR _____
DOCTOR'S ADDRESS & TELEPHONE _____
DATE OF LAST PHYSICAL _____
IMMUNIZATION FORM RECEIVED Yes _____ No _____

FAMILY DENTIST _____
DENTIST'S ADDRESS & TELEPHONE _____

HEALTH INSURANCE COMPANY _____ PHONE _____
POLICY NUMBER _____ GROUP NUMBER _____

PEOPLEPLACE PERSONNEL WILL ATTEMPT TO REACH YOU SHOULD YOUR CHILD REQUIRE MEDICAL ATTENTION. HOWEVER, IF WE ARE UNABLE TO DO SO, WE WILL TAKE STEPS TO MEET HEALTH OR MEDICAL EMERGENCIES IN CASES WHERE THERE IS A DELAY IN REACHING PARENTS OR THE FAMILY PHYSICIAN (REFER TO THE PARENT HANDBOOK FOR THE PEOPLEPLACE EMERGENCY POLICY).

PEOPLEPLACE MUST BE PROVIDED A COPY OF YOUR CHILD'S CERTIFICATE OF IMMUNIZATION (OR A LETTER STATING THAT YOU DO NOT IMMUNIZE YOUR CHILD) AND A RECORD OF AN ANNUAL PHYSICAL.

ARE THERE ANY ALLERGIES, MEDICAL PROBLEMS OR SPECIAL NEEDS? IF SO, PLEASE PROVIDE US WITH INDIVIDUAL CARE PLANS.

PEOPLEPLACE DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, DISABILITY, SEXUAL ORIENTATION OR ANY OTHER LEGALLY PROTECTED CHARACTERISTICS.

TUITION AGREEMENT

I AGREE TO PAY PEOPLEPLACE THE SUM OF \$ _____ FOR THE SCHOOL YEAR, AND ANY ADDITIONAL CHARGES FOR AFTERCARE. I UNDERSTAND THAT IF I OPT TO PAY IN 10 INSTALLMENTS, PAYMENT IS DUE WITHOUT NOTICE ON THE 30TH OF EACH MONTH BEGINNING IN JULY AND ENDING IN APRIL. A DEPOSIT OF \$275 MUST BE PAID UPON ENROLLMENT TO BE GUARANTEED A SPOT. THIS WILL BE APPLIED TO LAST MONTH'S TUITION IN MARCH. FIRST MONTH'S TUITION IS DUE JULY 30TH. IF APPLYING FOR TUITION ASSISTANCE, DEADLINE IS **4/01/2020**. AWARDS WILL BE ANNOUNCED BY APRIL 15TH. (FOR ADDITIONAL INFORMATION REGARDING TUITION AND FEES PLEASE REFER TO THE PARENT HANDBOOK.)

EVALUATION PERIOD

THE FIRST SIX WEEKS OF A CHILD'S ATTENDANCE AT PEOPLEPLACE SHALL BE CONSIDERED A PERIOD OF EVALUATION TO DETERMINE THAT THE PROGRAM IS APPROPRIATE FOR THE NEEDS OF THE CHILD. IT IS IMPORTANT THAT BOTH THE FAMILY AND PEOPLEPLACE FEEL CONFIDENT ABOUT THE PLACEMENT OF THE CHILD IN THE PROGRAM. AT ANY TIME DURING THESE SIX WEEKS, EITHER THE FAMILY OR PEOPLEPLACE CAN DETERMINE THAT THE PROGRAM IS INAPPROPRIATE AND TERMINATE THE ENROLLMENT.

I HAVE READ AND AGREE TO THE ABOVE INFORMATION (PARENT OR LEGAL GUARDIAN)

SIGNED _____ DATE _____

SIGNED _____ DATE _____

NOTE: DEPOSIT MUST BE PAID AT TIME OF ENROLLMENT IN ORDER TO SECURE SPOT.

FOR PEOPLEPLACE OFFICE:

DATE ENROLLED : _____ START DATE: _____ WITHDRAWN: _____

DEPOSIT RECEIVED _____ REGISTRATION PAID _____