

Barre Town Early Education Program

2024-2025



Barre Town Middle & Elementary School

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Welcome

Welcome to the Barre Town Early Education Program! Our program is a non profit, state-licensed prekindergarten program located at the Barre Town Middle and Elementary School. The Barre Town Early Education Program has earned five stars in Vermont's Step Ahead Recognition System (STARS), which means that our program is rated as "outstanding in all five (practice) areas."

Philosophy

We believe the most engaging learning experiences allow children to ask questions, communicate their thoughts, explore materials and discover their role in the world around them. Our curriculum balances child-initiated exploration with purposeful teacher-directed activities, addressing the whole child's developmental needs. In our classrooms, children engage in experiences that integrate the arts, literature, numeracy skills, and scientific discovery within a social context that supports the development of self-control, cooperation, and self-confidence.

Learning Community

At BUUSD we follow the NAEYC Ethical Code of Conduct (please see below)
We have made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn

- Appreciate and support the bond between the child and family

- Recognize that children are best understood and supported in the context of family, culture,* community, and society

- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)

- Respect diversity in children, families, and colleagues

- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

* The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Religious Activities

BUUSD Prek programs do not celebrate religious holidays nor do we engage in religion-based activities/experiences. We believe that all families have the right to practice or not practice religion within their own homes. At times religious topics may be brought up by children, and when this occurs teachers will recognize the child's belief or traditional celebration but will not continue to dive deep into a greater understanding of the belief.

Enrollment

Children whose parents or legal guardians are residents of Barre Town are eligible to enter prekindergarten at the beginning of the school year provided they have reached the age of three (3) on or before September 1st of that year.

Five-year-old students who are otherwise eligible for public kindergarten will not be enrolled in public school PreK programs except in extraordinary circumstances as determined by the child's

evaluation team (IEP, 504, EST)

NOTE: Children whose parents or legal guardians are residents of Barre Town are eligible to enter kindergarten at the beginning of the school year provided they have reached the age of five (5) on or before September 1st of that year. Children who are age-eligible for kindergarten will not be retained or enrolled in prekindergarten.

Your registration packet will include the following (required) documents:

- Signed Act 166: Universal Prekindergarten Tuition Request Form / Intent to Enroll Form
- Completed Registration Packet
- Proof of Residency (**WI-FI or Power Bill, water bill, lease or mortgage statement**)
- Proof of Child's Age (**Birth Certificate**)
- Immunization Records
- Signed Documentation of Health Exam or signed consent to release health records
- Court/Custody documents if applicable

The enrollment process is completed with our school registrar. After all registration paperwork is **completed and has been submitted**, your child's teacher will be in contact with you to confirm your child's start date. Enrollment in our preschool program is done on a first-come, first-serve basis.

Regional Enrollment Agreement Regarding 5-Year-Old Students

A regional agreement with the Winooski Valley Superintendents Association, of which the BUUSD is a part, outlines the enrollment processes for children who turn 5 before the September 1 cut-off date.

When considering retention, the team should review data and consider increased instructional time and access to Special Education services in the kindergarten settings."

Orientation

Our process for entering the prekindergarten program allows for a gradual start so that everyone becomes familiar with the program. This process usually begins in the spring with Prekindergarten Screening & Open House and then in August, a "Meet & Greet" offers a visit to your child's classroom. When school begins, half of the class starts on one day and the other half starts the next day. This smaller group size allows children and staff time to get to know each other before the full group attends.

When children enroll after the start of the year, a visit to the classroom with a parent/guardian is scheduled. The child is invited to attend 2-3 days in a week before attending the full-week program thereafter.

Prekindergarten Hours of Operation and Calendar

The Barre Town Prekindergarten program closely follows the Barre Town Middle & Elementary School calendar included in the BTMES Parent/Student Handbook and online, except for the start of the year and during preschool screening. Please see the prekindergarten calendar, newsletters or blog from your child's teacher for additional dates the program is closed.

The Barre Town Prekindergarten program's hours of operation are as follows:

Monday through Friday, AM Session 7:45-10:30

Monday through Friday, PM Session 11:45-2:30

Typical Daily Schedule

Each day, your child will have choice time, teacher-directed time, physical activity, meeting/circle, and snack/breakfast and lunch. Please see your child's teacher for more specific information about the classroom schedule.

Vermont Early Learning Standards

Our curriculum is based on the Vermont Early Learning Standards (VELS). These standards emphasize the importance of learning through play and exploration. We have copies of the standards on hand and the Agency of Education has additional information on the internet. You can learn more about the VELs at:

<https://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf>

Child Progress

In our program, we use a tool called Teaching Strategies GOLD® to track your child's progress. With this information, teachers are able to guide their student's learning by planning engaging experiences that are responsive to individual and group needs. Teachers will discuss your child's progress during family-teacher conference times, which are offered twice per year. You may request a meeting with your child's teacher at any time to discuss any questions or concerns you may have.

Educational Support

The Early Education team is committed to a comprehensive system of educational services that will result in all children succeeding in the classroom. Your child's teacher may discuss additional supports and services, instructional strategies or accommodations if there are concerns. Additionally, your child's teacher is available should you have any concerns.

Attendance

We believe that attendance is directly related to school success and provides children with a sense of security through consistency. Therefore, it is our expectation that every child will attend school every day unless s/he is ill.

- For safety purposes, families should call the school by 7:00am for the morning session and 10:45am for the afternoon session if their child is going to be absent. If you do not contact the school, the office will verify the absence by a telephone call to the home or work that morning.
- Families of children with multiple or frequent absences can expect the following:
 - BTMES protocol requires us to notify you by mail when your child's absences reach 5, 10, 15 or more days.
 - Parent/guardians of a child who is absent 20 days or more will be asked to attend a meeting with their child's teacher and the Early Education Coordinator to discuss if school enrollment continues to be a family priority and if yes, how to develop strategies to improve attendance.
 - Families are encouraged to contact their child's teacher or the nurse if they have a concern or need help supporting their child's attendance at school.
- The following circumstances may result in excused absences that will not be reflected in your child's attendance record:
 - Extended illness - doctor's note required
 - Medical appointment - doctor's note required
 - Loss in family - reach out to office staff to request assistant principal be notified to remove absence from the attendance record

- o ****Please note that family vacations, while excused by the parents, still accumulate as absences in your child's attendance records.**

Consistent preschool attendance has been connected to increased learning outcomes. We are required to report your child's attendance to your supervisory union as part of accessing Act 166/Universal Preschool funds.

If your child is absent from PreK for:

- an average of one PreK day per week over the course of two months or
- more than 2 consecutive weeks or
- the equivalent of 3 weeks

You may be at risk for losing your Universal PreK funding.

Prekindergarten children are tardy when they arrive after 8:00am for the morning session, or 1:00pm for the afternoon session. Families with children who are late must report to the school office before bringing their child to the classroom. The office will issue an admittance/tardy slip, indicating the arrival time. This slip must be presented to the classroom teacher. A pattern of tardiness will be addressed by the child's team. Please know that Prek programming starts immediately after the children arrive; while we understand there may be some rare challenges of getting to school on time, regular late arrivals be disruptive to the class as a whole and difficult for the child transitioning in after the school day has begun.

Sign IN/OUT

Attendance is completed daily by your child's teacher. He/she will be responsible for signing your child in each day and out each day to abide by licensing requirements.

Emergency School Closing/Delay

Any school closing or delay due to inclement weather will be broadcast on the following radio and TV stations: WSNO at 1450 AM, WSKI at 1240 AM, WDEV at 550 AM, WEZF at 92.9 FM, WCVR at 102.1 FM, WWFY at 100.9 FM as well as on WCAX television station. The Barre Unified Union School District has adopted an electronic notification system whereby families will be notified of such events as school closings, and other emergencies as deemed appropriate by school administration. The success of this program is completely dependent on accurate and updated contact information provided to the school by families. You may also check the website listed below for up-to-date closing information: corp.sover.net/schoolclosings.

Emergency Response Plan

Emergency Response Plans are located in the front office, please reach out to your child's principal to review the plan.

Emergency Contact Information and Child Pick Up

As a requirement through the Child Development Division and the AOE, all participants in our Prek program must have accurate and up-to-date emergency contact information. When filling out this information, please be sure that the information is accurate and up to date. If there are any changes, please reach out to our school registrar or your child's teacher to ensure we are able to reach you in case of an emergency, injury, or illness.

Any parents or caregivers who are picking a child up from school **MUST** be on the child's authorized pick-up list. Please know that if we do not know the individual or they do not look

familiar to us, we will ask for a government-issued ID. If you have a new person picking your child up, please be sure to update that information in Infinite Campus or notify your child's teacher. If your child is being picked up by someone new or other than their usual pick-up person, please let your child's teacher know. This helps them to support the transition from school to home.

Bus Transportation

The Barre Town Prekindergarten program provides bus transportation for all Prekindergarten students within Barre Town limits, providing that your requested stop is approved by the Transportation Coordinator. All children will be assigned a bus to and from school. For your child's safety, we need your help to keep your child's transportation plans consistent because the short sessions in Prekindergarten make it difficult to accommodate inconsistent changes. If your transportation needs change on a given day, you may need to drop your child off or pick your child up at school. Please speak with your child's teacher if you need help making a consistent plan. If you will be picking up your child instead of having him/her ride the bus, you will need to contact your child's teacher by 10:00 for the morning session and 2:00 for the afternoon session. Be sure to speak with someone directly regarding transportation changes; do not leave a voicemail message.

When registering your child, you provided Barre Town Prekindergarten staff with names and identifying information of people authorized to pick up your child from school/bus stop. There must be an authorized adult waiting at the bus stop for your child for your child to be allowed off the bus. Also, the adult picking up MUST be able to meet your child at the bus door, we cannot accommodate helping children to cross streets or get to a caregiver. Only those people listed will be allowed to pick up your child. For the safety of your child we will ask to see identification from the pick-up person.

Confidentiality

Please be assured that any personal information relating to your child/family shall remain confidential and only be released by the written consent of those involved. To protect the confidentiality of each child, please do not take pictures of any child except for your own.

Reporting Child Abuse

Vermont law requires all Barre Town Middle & Elementary School staff report any suspected incidents of child abuse and/or neglect to the Department for Children and Families within 24 hours of receiving a report of abuse/neglect or a suspicion of abuse/neglect. For more information, please see the Barre Unified Union School District's policy titled Child Abuse & Neglect Reporting Policy CODE: JLF.

Communication

We emphasize the importance of communication between parents, families, teachers and children. The Home/School Folder is one of the primary modes of communication that is used in our program. Each child will have a folder that travels between school and home. At school, any notes about your child and updates about his/her learning will be placed in this folder. Families can also use the folder or email to tell us about what is happening at home or communicate any questions or concerns. Please feel free to call or email the teaching staff in your child's classroom if you have an immediate concern. All families will be offered at least two Family-Teacher conferences: one in the fall and another in the spring.

Positive Guidance and Behavior Management

In prekindergarten, we emphasize and teach age-appropriate social skills and behaviors to all children. Each staff member establishes a positive, supportive relationship with each child and provides children with good role models of appropriate behavior. Clear, consistent behavioral expectations are established including being kind to each other and being respectful of others and of the environment. The prekindergarten staff use a variety of ways to help young children

learn self-control, independence, and cooperation. Some of these strategies include:

- Redirection, encouragement and reinforcing appropriate behaviors
- Allowing children to make choices within the behavioral guidelines.
- Modifying the environment to minimize potential conflicts and to promote learning.
- Guiding and assisting children in learning ways to solve problems/conflicts themselves i.e. using their words (talking), changing materials or moving to another space.
- "Take a break" allows children to calm themselves in a safe manner. This might look like a child doing a quiet activity at a table, reading a book or sitting quietly away from the group.



If a child exhibits a challenge with behavior, the following steps are taken:

- The teacher talks with the child about the problem behavior, why it is a problem.
- The teacher then offers alternative behaviors, strategies, materials, and gives the child choices within the behavioral guidelines.
- The teacher observes, assesses the child, the group and the environment and makes changes accordingly.
- The teacher discusses the situation with the child's family via telephone call or note home (or both).

If a student's behavior becomes unmanageable and threatens his or her safety, the well-being of others, or is destructive toward property, a safe space will be utilized in accordance with techniques by personnel trained in state-approved physical intervention techniques. Please see the BTMES Student Handbook for more detailed information.

Health

Staying Home When Sick

Our prekindergarten programs follow the Vermont Department of Health and Child Development Division's health and safety protocols. Guidance around COVID-19 in schools is ever-changing as we learn more about this illness. We ask prekindergarten families to pay close attention to and follow district-wide communications on health and safety practices and procedures.

In general, if your child is ill and experiencing fever, vomiting, diarrhea, cough, runny nose or is unable to keep up with the busy pace of the preschool day, we ask that you keep your child home. Children with the symptoms above should, at a minimum, stay home until they are symptom free, without medication, for 24 hours. If your child experiences these symptoms at school, we will have your child evaluated by the school nurse to determine whether or not s/he needs to be taken home. *See appendix B for more detailed information on health conditions and when to keep your child home from the Child Development Division.

Barre Town Middle and Elementary School recognizes that the psychological, social and economic impact of head lice infestations can create an impact on the community. As a school we work with families on reducing the stigma associated with head lice as well as providing education and resources on head lice transmission and treatment. Barre Town Middle and Elementary School will utilize the recommendations from the Vermont Department of Health and the American Academy of Pediatrics on managing head lice in schools to reduce the loss of school time to those affected and promote prompt and thorough treatment.

Injuries/Accidents

In the event of an accident or injury, first aid will be administered by the classroom teacher or school nurse. The nurse or teacher will complete an accident report. If the injury is minor, you will be notified at the end of the day through the accident report. If there is a serious accident, you

or the emergency contact will be called immediately and/or appropriate emergency care will be sought. If warranted, emergency medical services will be called or your child will be transported to emergency care. For any injury that requires a visit to a medical or dental professional, a copy of the accident report will be sent to Child Care Licensing within two (2) working days.

Wellness

All students must be in compliance with state immunization requirements and annual well-child exams. BTMES must have a copy of these medical services on file. Please provide the school nurse with any updates or changes in your child's health information, such as an updated annual exam, new immunizations, medications, or allergies. If you have questions regarding your child's health and attendance please call the school nurse at 476-6617 x6196.

The prekindergarten program does not allow hand sanitizer to be carried with your child. Accidents can happen, including children spilling the bottles on the bus. Children are required to wash their hands upon arrival, after using the bathroom, before/after eating, and after blowing their noses.

Your child's daily program will include outside play (except when the temperature is below 10 degrees, factoring in the wind chill). If you choose to use sunblock, we ask that you apply this at home. If you want reapplication at school, please send in a labeled bottle with your signature and written directions of when you want the sunscreen applied (for example: "during the fall and spring months"). This permission must be updated annually. Children are not permitted to apply sunscreen independently. Please note that aerosol sprays are not permitted in the prekindergarten program.

Nutrition and Snacks

Both sessions will have a snack/breakfast and lunch. Meals at BUUSD (breakfast and lunch) are free to all students. You may choose to access free breakfast and lunch or send healthy options from home.

We will encourage children to open packages and feed themselves. When you send food to school with your child, please be sure to follow the school's wellness policy outlined in the Parent/Student Handbook. Children are not allowed to bring candy into school. If your child is sent to school with candy, the candy will be sent back home.

Family Style Meals In Prek

Positive eating experiences are as important as nutritious foods. The family-style meal service approach allows children to identify and be introduced to new foods, tastes, and menus while developing a positive attitude toward nutritious foods, sharing in group eating situations, and developing sound eating habits that will follow them into the school cafeteria.

Within the BUUSD School District, our Family Style Dining model follows the State and Federal requirements of the National School Lunch Program and School Breakfast Program as Designated by the USDA and the Vermont Agency of Education Child Nutrition Department.

Through a Healthy Meal Incentives grant from the USDA in partnership with Action for Healthy Kids, RMC Health, and the Chef Ann Foundation, our food services team was able to purchase specific bowls, plates, serving utensils, serving bowls, and pitchers for milk specifically for our Prek students to participate in the Family Style Meals model. Through this model, students are provided with serving bowls of the specific meal components offered for the day. With the help of teachers and staff, students use spoons and tongs to serve themselves. Initially, this is done using the "hand under hand" method, meaning that teachers place their hands under the students' hands, gently helping them use the serving utensils to help them serve the meal.

components. As children strengthen their serving skills and can access the family-style meal more independently, they will be allowed to serve themselves (with the supervision of their teacher and/or support staff) While the students are eating their meals, they are closely monitored by staff to ensure that students are eating their meals safely and appropriately and that proper food safety practices are followed.

If you have any food service questions or concerns please reach out to:

Jennifer Hutchinson
District Manager of Food Programs
jhutcbus@buusd.org
802-476-5011 ext 1042

Learning to Be Independent

Independence is an important concept for children and each child develops at his/her own pace. We will make every effort to partner with families on the toilet training process. When your child wears a diaper to school, we will check it at least every two hours. As your child progresses to using the bathroom independently and demonstrates interest in using the toilet, we will support "bathroom check-ins" throughout the day. When your child uses the bathroom independently, we offer time, space, and privacy throughout the day to ensure they have what they need to be successful.

Your child's confidence will grow as s/he becomes successful and independent in self-care such as dressing, toileting, washing hands, and eating. Prekindergarten staff are committed to promoting independence in the school setting, so please communicate any specific requests or needs with us. **Please note:** if your child wears diapers or pull-ups, you must supply the diaper/pull-up AND wipes.

Hazing, Harassment & Bullying

BTMES is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect. For more information, please see the Barre Unified Union School District's policy titled "Policy on the Prevention of Harassment, Hazing and Bullying of Students" CODE: F20.

Medication Policy

The Barre Town Middle and Elementary School medication policy requires the use of a written physician's order for school administration of prescription medication; also a written permission from a parent/guardian to have the medication administered in school. The permission form and detailed prescription medication procedure are included in the Parent/Student Handbook. The following information must be provided: name & date of birth of the child, any medication allergies, name of medication and dosage as well as administration schedule and route (mouth, nose, inhalation), reason for medication, start and end dates of medication, and any special instructions.

If non-prescription medication is to be used during school hours, the school nurse must be notified and written permission with instructions for administration from the parent/guardian must accompany the medications. Medications may not be transported to school by your child. For further information regarding health concerns, refer to the Parent/Student Handbook.

Technology

You may see a Smart Board or use of a computer or tablet in some of the classrooms. Tablets are sometimes used to take pictures and/or to record child progress. The use of Smart Boards and computers (screens) will be limited to developmentally appropriate and educationally relevant

and will be supervised by teaching staff. Children who use assistive technology as part of their Individual Education Plan will have consistent access to their devices.

Clothing

Prekindergarten children go outside and get messy regularly. Please make sure your child is appropriately dressed, including safe and comfortable shoes (not flip flops or shoes with high heels). Our Vermont winters require proper outerwear- hat, mittens, snowsuit and boots. Please mark all clothing and boots with your child's name or initials. You must provide an extra set of clothing (including shirt, pants, underwear and socks) to be kept at school or in their backpacks as we are required to have this on hand. As children grow and the seasons change, the change of clothes may need to change. Please check your child's extra set of clothing periodically and replace items as necessary. If you need support in providing this, please let your child's teacher know.

Evacuations and Safety Drills

Your child will be participating in different kinds of evacuations and safety drills each month during the school year. Prekindergarten staff will follow school procedures for these drills, and we will notify you after a drill occurs. Please remember these drills happen without warning and children do not have time to get a coat or to change into safe walking shoes. We ask that your child wear sneakers with a secure fit to preschool. Flip flops, crocs, shoes with a heel, and dress shoes are unsafe and prohibit preschoolers from moving quickly when necessary. Please let your child's teacher know if you need help with getting clothing or footwear. We may be able to help. Thank you for helping us keep your child safe.

Concerns

Should you have questions or concerns about the program, school procedures, or if you need assistance with your child, please talk with your child's prekindergarten teacher or special educator. Should further assistance be needed please contact the Early Education Director. We want to know your thoughts, questions, concerns, and suggestions.

Overview of ADA

The Americans with Disabilities Act (ADA) and Americans with Disabilities Act Amendments Act (ADAAA) is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else. The ADA gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.

For more information, visit: <https://www.ada.gov/>

Special Education & Child Find

School Districts are responsible to identify, locate and evaluate any child who may have a disability. This is done through "child find" activities, such as public notices in newspapers and social media, communication with other community agencies and through developmental screenings. When a referral for evaluation is needed, the responsibility is determined by the child's age.

- Children aged birth-to-three are referred to Children's Integrated Services-Early Intervention.
- Children aged 3 through 5 are evaluated by the local educational agency (LEA) where the child resides. If eligible, services are offered based on the outcome of the child's IEP meeting for students in the public school setting and in the private schools within the school district boundary

- Students aged 5 through 21 who are parentally placed in independent elementary and secondary schools outside their LEA of residence, are provided Child Find by the LEA where the independent school is located.

When a child is found eligible for an Individualized Education Plan (IEP), the school district is responsible for offering services within the boundaries of the school district. If a parent declines these services or places their child in a program outside of the school district, there is no obligation for service provision.

For more information, visit: <http://education.vermont.gov/student-support/special-education>

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights statute prohibiting discrimination against students with disabilities and guarantees them a free and appropriate public education. Every entity, including public and independent schools, that receives federal funding, directly or indirectly, is subject to the requirements and there is no federal or state funding provided to assist schools in complying with Section 504 yet public and Independent Schools receiving federal funds, directly or indirectly, are individually responsible for compliance with Section 504. Federal regulations prohibit schools and private programs from excluding students with disabilities for whom they are able to provide an appropriate education with "minor adjustments." Section 504 is a civil rights statute and not a special education statute, and thus has a broader scope than the Individuals with Disabilities Education Act (IDEA). Students with disabilities receiving special education services are protected under Section 504 but not all Section 504 students are eligible for special education.

For more information, visit: <https://sites.ed.gov/idea/>

Evaluations and Referrals

The first step in supporting a family and child with a potential disability is making a referral. This can be done directly by the parent/guardian or by another person on behalf of the child (with the guardian's permission). The referral starts the process of determining if a child has a disability which qualifies her/him for an IEP or 504 Plan. If you have any questions or concerns about the development of a child, please contact your child's teacher, the Director of Early Education or the Director of Special Services.

Resources for Families

The staff at Barre Town is available to help and support families with information and resources about child development, behavior, and other concerns. The prekindergarten program does have a small lending library available with books about child development and parenting. If you are interested in checking out one of these books, please let your child's teacher know.

Vermont 2-1-1 is the number to dial to find out about hundreds of important community resources, like emergency food and shelter, disability services, counseling, senior services, health care, child care, drug and alcohol programs, legal assistance, transportation agencies, educational and volunteer opportunities, and much more. www.vermont211.org

- 2-1-1 is not an emergency number like 9-1-1, nor is it directory assistance like 4-1-1
- 2-1-1 is your first step toward solving everyday problems or when you are facing difficult times.
- It's a free service. It's confidential. It's 24/7.

Vt. Agency of Human Services
(www.screendoor.vermont.gov)

The Family Center of Washington County
383 Sherwood Drive
Montpelier, VT 05602
(802) 262-3292

Child Care Referral line: 262-3292 x122, or toll-free 1-877-705-9008

Children with Special Health Needs/Child Development Clinic
Vermont Department of Health
108 Cherry St, PO Box 70
Burlington, VT 05401
(802) 863-7338 or 1-800-660-4427

Capstone Community Action Head Start
1-800-639-1053
jboyd@capstonevt.org

Washington County Mental Health
802-229-0591

Child Development Division
Department for Children and Families
103 South Main St
2 & 3 North
Waterbury, Vt 05671-5500
1-800-649-2642

Child Care Consumer Line: 1-800-649-2642 or 802-769-6152
This line is for consumers to use to ask questions, share concerns or make a complaint about a childcare/preschool provider.

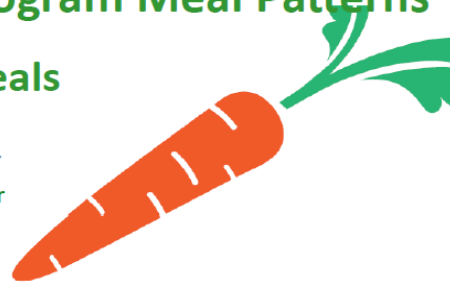
Child Care Licensing Regulations and other Information about the Child Development Division can be found at:

<https://dcf.vermont.gov/cdd/laws-rules/licensing>



NEW Child and Adult Care Food Program Meal Patterns

Child and Adult Meals



USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. Under the new child and adult meal patterns, meals served will include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat. The changes made to the meal patterns are based on the Dietary Guidelines for Americans, scientific recommendations from the National Academy of Medicine, and stakeholder input. CACFP centers and day care homes must comply with the new meal patterns by October 1, 2017.




New Child and Adult Meal Patterns

Greater variety of vegetables and fruits:

- * The combined fruit and vegetable component is now a separate vegetable component and a separate fruit component; and
- * Juice is limited to once per day.

More whole grains:

- * At least one serving of grains per day must be whole grain-rich; 
- * Grain-based desserts no longer count towards the grains component; and
- * Ounce equivalents (oz eq) are used to determine the amount of creditable grains (starting October 1, 2019).

More protein options:

- * Meat and meat alternates may be served in place of the entire grains component at breakfast a maximum of three times per week; and
- * Tofu counts as a meat alternate.


Age appropriate meals:

- * A new age group to address the needs of older children 13 through 18 years old.

Less added sugar:

- * Yogurt must contain no more than 23 grams of sugar per 6 ounces; and
- * Breakfast cereals must contain no more than 6 grams of sugar per dry ounce.

Making every sip count:

- * Unflavored whole milk must be served to 1 year olds; unflavored low-fat or fat-free milk must be served to children 2 through 5 years old; and unflavored low-fat, unflavored fat-free, or flavored fat-free milk must be served to children 6 years old and older and adults; 
- * Non-dairy milk substitutes that are nutritionally equivalent to milk may be served in place of milk to children or adults with medical or special dietary needs; and
- * Yogurt may be served in place of milk once per day for adults only.

Additional improvements:

- * Extends offer versus serve to at-risk afterschool programs; and
- * Frying is not allowed as a way of preparing foods on-site.

See a side-by-side comparison of the old and new child and adult meal patterns on the other side. For more information on the new CACFP meal patterns visit: <http://www.fns.usda.gov/cacfp/meals-and-snacks>.

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Appendix A



Old and New Child and Adult Meal Patterns: Let's Compare



Breakfast Meal Patterns

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Old	New	Old	New	Old	New	Old	New
Milk	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup
Vegetables, fruit, or both	¼ cup	¼ cup	½ cup	½ cup	½ cup	½ cup	½ cup	½ cup
Grains	½ serving	½ oz eq*	½ serving	½ oz eq*	1 serving	1 oz eq*	2 servings	2 oz eq*

*Meat and meat alternates may be used to substitute the entire grains component a maximum of three times per week.

Oz eq = ounce equivalents

Lunch and Supper Meal Patterns

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Old	New	Old	New	Old	New	Old	New
Milk	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup*
Meat and meat alternates	1 oz	1 oz	1 ½ oz	1 ½ oz	2 oz	2 oz	2 oz	2 oz
Vegetables	¼ cup	⅛ cup	½ cup	¼ cup	¾ cup	½ cup	1 cup	½ cup
Fruit		⅛ cup		¼ cup		¼ cup		
Grains	½ serving	½ oz eq	½ serving	½ oz eq	1 serving	1 oz eq	2 servings	2 oz eq

*A serving of milk is not required at supper meals for adults

Oz eq = ounce equivalents

Snack Meal Pattern

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Old	New	Old	New	Old	New	Old	New
Milk	½ cup	½ cup	½ cup	½ cup	1 cup	1 cup	1 cup	1 cup
Meat and meat alternates	½ oz	½ oz	½ oz	½ oz	1 oz	1 oz	1 oz	1 oz
Vegetables	½ cup	½ cup	½ cup	½ cup	¾ cup	¾ cup	½ cup	½ cup
Fruit		½ cup		½ cup		¾ cup		
Grains	½ serving	½ oz eq	½ serving	½ oz eq	1 serving	1 oz eq	1 serving	1 oz eq

Select 2 of the 5 components for snack.

Oz eq = ounce equivalents

Note: All serving sizes are minimum quantities of the food components that are required to be served.

April 22, 2016

Signs and Symptoms Chart

<i>Symptom</i>	<i>Common Causes</i>	<i>Complaints or What Might Be Seen</i>	<i>Notify Health Consultant</i>	<i>Notify Parent</i>	<i>Temporarily Exclude?</i>	<i>If Excluded, Readmit When</i>
Cold Symptoms	<i>Viruses</i> (early stage of many viruses) <ul style="list-style-type: none"> • Adenovirus • Coxsackievirus • Enterovirus • Parainfluenza virus • Respiratory syncytial virus • Rhinovirus • Coronavirus • Influenza 	<ul style="list-style-type: none"> • Runny or stuffy nose • Scratchy throat • Coughing • Sneezing • Watery eyes • Fever 	Not necessary	Yes	No, unless: <ul style="list-style-type: none"> • Fever accompanied by behavior change. • Individual looks or acts very ill. • Individual has difficulty breathing. • Individual has blood red or purple rash not associated with injury. • Individual meets other. 	<ul style="list-style-type: none"> • Exclusion criteria are resolved.

Appendix B

Signs and Symptoms Chart

Symptom	Common Causes	Complaints or What Might Be Seen	Notify Health Consultant	Notify Parent	Temporarily Exclude?	If Excluded, Readmit When
Cough (May come from congestion anywhere from ears to lungs. Cough is a body response to something that is irritating tissues in the airway.)	<p><i>Bacteria</i></p> <ul style="list-style-type: none"> • Mycoplasma • Common cold • Lower respiratory infection (eg, pneumonia, bronchiolitis) • Croup • Asthma • Sinus infection • Bronchitis 	<ul style="list-style-type: none"> • Dry or wet cough • Runny nose (clear, white, or yellow-green) • Sore throat • Throat irritation • Hoarse voice, barking cough 	Not necessary	Yes	<p>exclusion criteria</p> <p>No, unless:</p> <ul style="list-style-type: none"> • Severe cough • Rapid and/or difficult breathing • Wheezing if not already evaluated and treated • Cyanosis (i.e., blue color of skin and mucous membranes) 	<ul style="list-style-type: none"> • Exclusion criteria are resolved.
Diarrhea	Usually viral, less commonly bacterial or parasitic	<ul style="list-style-type: none"> • Frequent loose or watery stools compared to child's normal pattern. (Note that exclusively breastfed infants normally have frequent unformed and somewhat watery stools, or may have several days with no stools.) • Abdominal cramps. • Fever. • Generally not feeling well. • Sometimes accompanied by vomiting. 	For one or more cases of bloody diarrhea or 2 or more children with diarrhea in group within a week	Yes	<p>Yes, if</p> <ul style="list-style-type: none"> • Stool is not contained in the diaper for diapered children. • Diarrhea is causing "accidents" for toilet-trained children. • Stool frequency exceeds 2 or more stools above normal for that child, because this may cause too much work for the teacher/caregivers and make it difficult to maintain good sanitation. • Blood/mucus in stool. • Abnormal color of stool for child (eg, all black or very pale). • No urine output in 8 hours. • Jaundice (i.e., yellow skin or eyes). 	<ul style="list-style-type: none"> • Cleared to return by health professional for all cases of bloody diarrhea and diarrhea caused by <i>Shigella</i>, <i>Salmonella</i>, or <i>Giardia</i>. • Diapered children have their stool contained by the diaper (even if the stools remain loose) and toilet-trained children do not have toileting accidents. • Able to participate.

Signs and Symptoms Chart

Symptom	Common Causes	Complaints or What Might Be Seen	Notify Health Consultant	Notify Parent	Temporarily Exclude?	If Excluded, Re-admit When
Difficult or Noisy Breathing	<ol style="list-style-type: none"> 1. Common cold 2. Croup 3. Epiglottitis 4. Bronchiolitis 5. Asthma 6. Pneumonia 7. Object stuck in airway 	<ol style="list-style-type: none"> 1. Common cold: Stuffy nose, sore throat, cough, and/or mild fever. 2. Croup: Barking cough, hoarseness, fever, possible chest discomfort (symptoms worse at night), and/or very noisy breathing, especially when breathing in. 3. Epiglottitis: Gasping noisily for breath with mouth wide open, chin pulled down, high fever, and/or bluish (cyanotic) nails and skin; drooling, unwilling to lie down. 4. (and 5.) Bronchiolitis and Asthma: Individual is working hard to breathe; rapid breathing; space between ribs looks like it is sucked in with each breath (retractions); wheezing; whistling sound with breathing; cold/cough; irritable and unwell. Takes longer to breathe out than to breathe in. 	Not necessary	Yes	<ul style="list-style-type: none"> • Fever with behavior change. • Looks or acts very ill. <p>Yes, if</p> <ol style="list-style-type: none"> 1. Fever accompanied by behavior change. 2. Individual looks or acts very ill. 3. Individual has difficulty breathing. 4. Individual has blood red or purple rash not associated with injury. 5. The individual meets other exclusion criteria. 	<ul style="list-style-type: none"> • Exclusion criteria are resolved.

Appendix B

Signs and Symptoms Chart

Symptom	Common Causes	Complaints or What Might Be Seen	Notify Health Consultant	Notify Parent	Temporarily Exclude?	If Excluded, Readmit When
		<ol style="list-style-type: none"> See above. Pneumonia: Deep cough, fever, rapid breathing, or space between ribs looks like it is sucked in with each breath (retractions). Object stuck in airway: Symptoms similar to croup (2 above) 				
Earache	<ol style="list-style-type: none"> Bacteria or viruses Often occurs in context of common cold 	<ol style="list-style-type: none"> Fever Pain or irritability Difficulty hearing "Blocked ears" Drainage Swelling around ear 	Not necessary	Yes	<p>No, unless:</p> <ul style="list-style-type: none"> Unable to participate. Care would compromise staff's ability to care for other children. Fever with behavior change. 	<ul style="list-style-type: none"> Exclusion criteria are resolved.
Eye Irritation, Pinkeye	<ol style="list-style-type: none"> Bacterial infection of the membrane covering the eye and eyelid (bacterial conjunctivitis) Viral infection of the membrane covering the eye and eyelid (viral conjunctivitis) Allergic irritation of the membrane covering the eye and eyelid (allergic conjunctivitis) Chemical irritation of the membrane covering the eye 	<ol style="list-style-type: none"> Bacterial infection: Pink color instead of whites of eyes <i>and</i> thick yellow/green discharge. May be irritated, swollen, or crusted in the morning. Viral infection: Pinkish/red, irritated, swollen eyes; watery discharge; possible upper respiratory infection. (and 4.) Allergic and chemical irritation: red, tearing, itchy eyes; runny nose, sneezing; watery discharge. 	<p>Yes, if 2 or more children have red eyes with watery discharge</p>	Yes	<p><i>For bacterial conjunctivitis</i></p> <p>No. Exclusion is no longer required for this condition. Health professionals may vary on whether to treat this condition with antibiotic medication. The role of antibiotics in treatment and preventing spread is unclear. Most individuals with pinkeye get better after 5 or 6 days without antibiotics.</p> <p><i>For other forms</i></p> <p>No, unless:</p> <ul style="list-style-type: none"> The individual meets other exclusion criteria. <p>Note: One type of viral</p>	<ul style="list-style-type: none"> <i>For bacterial conjunctiviti,</i> once parent has discussed with health professional. Antibiotics may or may not be prescribed. Exclusion criteria are resolved.

Appendix B

Signs and Symptoms Chart

Symptom	Common Causes	Complaints or What Might Be Seen	Notify Health Consultant	Notify Parent	Temporarily Exclude?	If Excluded, Re-admit When
	and eyelid (irritant conjunctivitis) (eg, swimming in heavily chlorinated water, air pollution)				conjunctivitis spreads rapidly and requires exclusion. If 2 or more children in the group have watery red eyes without any known chemical irritant exposure, exclusion may be required and health authorities should be notified.	
Fever	<ul style="list-style-type: none"> Any viral, bacterial, or parasitic infection Overheating Reaction to medication (e.g., vaccine, oral) Other noninfectious illnesses (e.g., rheumatoid arthritis, malignancy) 	<p>Flushing, tired, irritable, decreased activity</p> <p>Notes</p> <ul style="list-style-type: none"> Fever alone is not harmful. When a individual has an infection, raising the body temperature is part of the body's normal defense against outside attacks. Rapid elevation of body temperature sometimes triggers a febrile seizure in young children; this usually is outgrown by age 6 years. The first time a febrile seizure happens, the child requires evaluation. These seizures are frightening, but do not cause the child any long-term harm. Parents 	Not necessary	Yes	<p>No unless:</p> <ul style="list-style-type: none"> Behavior change. Unable to participate. Care would compromise staff's ability to care for other children. <p>Note: Temperatures considered meaningfully elevated above normal, although not necessarily an indication of a significant health problem, for individuals older than 4 months are</p> <ul style="list-style-type: none"> 100°F (37.8°C) axillary (armpit) 101°F (38.3°C) orally 102°F (38.9°C) rectally <p>Aural (ear) temperature equal to oral or rectal temperature</p>	<ul style="list-style-type: none"> Able to participate Exclusion criteria are resolved.

Appendix B

Signs and Symptoms Chart

Symptom	Common Causes	Complaints or What Might Be Seen	Notify Health Consultant	Notify Parent	Temporarily Exclude?	If Excluded, Re-admit When
		<p>should inform their child's health professional every time the child has a seizure, even if the child is known to have febrile seizures.</p> <p>Warning: Do not give aspirin. It has been linked to an increased risk of Reye syndrome (a rare and serious disease affecting the brain and liver).</p>			<p>Get immediate medical attention when infant younger than 4 months has unexplained temperature of 101°F (38.3°C) rectally or 100°F (37.8°C) axillary. Any infant younger than 2 months with fever should get medical attention within an hour.</p>	
Headache	<ul style="list-style-type: none"> Any bacterial/viral infection Other noninfectious causes 	<ul style="list-style-type: none"> Tired and irritable Can occur with or without other symptoms 	Not necessary	Yes	<p>No, unless:</p> <ul style="list-style-type: none"> Individual is unable to participate <p>Note: Notify health professional in case of sudden, severe headache with vomiting or stiff neck that might signal meningitis. The stiff neck of concern is reluctance and unusual discomfort when the child is asked to look at his or her "belly button" (putting chin to chest) – different from soreness in the side of the neck.</p>	<ul style="list-style-type: none"> Able to participate
Itching	<ol style="list-style-type: none"> Ringworm Chickentox Pinworm Head lice 	<ol style="list-style-type: none"> Ringworm: Itchy ring-shaped patches on skin or bald patches on scalp. Chickentox: Blister-like 	For infestations such as lice and scabies; if more than one	Yes	<p>For <i>chickentox</i>, <i>scabies</i>, and <i>impetigo</i></p> <p>Yes</p>	<ul style="list-style-type: none"> Exclusion criteria are resolved. On medication or treated as recommended by a

Appendix B

Signs and Symptoms Chart

Symptom	Common Causes	Complaints or What Might Be Seen	Notify Health Consultant	Notify Parent	Temporarily Exclude?	If Excluded, Readmit When
	<p>5. Scabies</p> <p>6. Allergic or irritant reaction (eg, poison ivy)</p> <p>7. Dry skin or eczema</p> <p>8. Impetigo</p>	<p>spots surrounded by red halos on scalp, face, and body; fever; irritable.</p> <p>3.Pinworm: Anal itching.</p> <p>4.Head lice: Small insects or white egg sheaths (nits) in hair.</p> <p>5.Scabies: Severely itchy red bumps on warm areas of body, especially between fingers or toes.</p> <p>6.Allergic or irritant reaction: Raised, circular, mobile rash; reddening of the skin; blisters occur with local reactions (poison ivy, contact reaction).</p> <p>7.Dry skin or eczema: Dry areas on body. More often worse on cheeks, in front of elbows, and behind knees. In infants, may be dry areas on fronts of legs and anywhere else on body, but not usually in diaper area. If swollen, red, or oozing, think about infection.</p> <p>8.Impetigo: Areas of crusted yellow, oozing sores. Often around mouth or nasal openings.</p>	<p>child in group has impetigo or ringworm; for chickenpox</p>		<p><i>For ringworm and head lice</i> Yes, at the end of the day</p> <ul style="list-style-type: none"> Individual should be referred to a health professional at the end of the day for treatment. <p><i>For pinworm, allergic or irritant reactions, and eczema</i> No, unless:</p> <ul style="list-style-type: none"> Appears infected as a weeping or crusty sore <p>Note: Exclusion for hives is only necessary to obtain medical advice for care, if there is no previously made assessment and care plan for the hives.</p>	<p>health professional if indicated for the condition and for the time required to be readmitted. For conditions that require application of antibiotics to lesions or taking of antibiotics by mouth, the period of treatment to reduce the risk of spread to others is usually 24 hours. For most individuals with insect infestations or parasites, readmission as soon as the treatment has been given is acceptable.</p>
Mouth Sores	<p>1.Oral thrush (yeast infection)</p>	<p>1.Oral thrush: White patches on tongue and</p>	<p>Not necessary</p>	<p>Yes</p>	<p>No, unless:</p> <ul style="list-style-type: none"> Drizzling steadily related 	<ul style="list-style-type: none"> Able to participate Exclusion criteria are

Appendix B

Signs and Symptoms Chart

Symptom	Common Causes	Complaints or What Might Be Seen	Notify Health Consultant	Notify Parent	Temporarily Exclude?	If Excluded, Readmit When
	<p>2. Herpes or coxsackie virus infection</p> <p>3. Canker sores</p>	<p>along cheeks</p> <p>2. Herpes or coxsackie virus infection: Pain on swallowing; fever; painful, yellowish spots in mouth; swollen neck glands; fever blister, cold sore; reddened, swollen, painful lips</p> <p>3. Canker sores: Painful ulcers on cheeks or gums</p>			<p>to mouth sores.</p> <ul style="list-style-type: none"> Unable to participate. Care would compromise staff's ability to care for other children. 	resolved
Rash	<p>Many causes</p> <p>1. Viral: roseola infantum, fifth disease, chickenpox, herpes virus, molluscum contagiosum, warts, cold sores, shingles (herpes zoster), and others</p> <p>2. Skin infections and infestations: ringworm (fungus), scabies (parasite), impetigo, abscesses, and cellulitis (bacteria)</p> <p>3. Severe bacterial infections: meningococcus, pneumococcus, <i>Staphylococcus aureus</i> (MSSA, MRSA)</p>	<p>Skin may show similar findings with many different causes. Determining cause of rash requires a competent health professional evaluation that takes into account information other than just how rash looks.</p> <p>1. Viral: Usually signs of general illness such as runny nose, cough, and fever (except for warts or molluscum). Each viral rash may have a distinctive appearance.</p> <p>2. Minor skin infections and infestations: See "Itching." More serious skin infections: redness, pain, fever, pus.</p> <p>3. Severe bacterial infections: Rare. These children have fever with</p>	For outbreaks	Yes	<p>No, unless:</p> <ul style="list-style-type: none"> Rash with behavior change or fever Has oozing/open wound Has bruising not associated with injury Has joint pain and rash Unable to participate Tender, red area of skin, especially if it is increasing in size or tenderness 	<ul style="list-style-type: none"> Able to participate in daily activities. On antibiotic medication at least 24 hours (if indicated). Exclusion criteria are resolved.

Appendix B

Signs and Symptoms Chart

Symptom	Common Causes	Complaints or What Might Be Seen	Notify Health Consultant	Notify Parent	Temporarily Exclude?	If Excluded, Readmit When
Sore Throat (pharyngitis)	<ol style="list-style-type: none"> Viral – common cold viruses that cause upper respiratory infections Strep throat 	<p>rash and may be very ill.</p> <ol style="list-style-type: none"> Viral: Verbal children will complain of sore throat; younger children may be irritable with decreased appetite and increased drooling (refusal to swallow). May see symptoms associated with upper respiratory illness, such as runny nose, cough, and congestion. Strep throat: Strep infection usually does not result in cough or runny nose. Signs of the body's fight against infection include red tissue with white patches on sides of throat, at back of tongue (tonsil area), and at back wall of throat. Tonsils may be large, even touching each other. Swollen lymph nodes (sometimes incorrectly called "swollen glands") occur as body fights off the infection. 	Not necessary	Yes	<p>No, unless:</p> <ul style="list-style-type: none"> Inability to swallow. Excessive drooling with breathing difficulty. Fever with behavior change. The individual meets other exclusion criteria. 	<ul style="list-style-type: none"> Able to swallow. Able to participate. On medication at least 24 hours (if strep) Exclusion criteria are resolved.
Stomachache	<ol style="list-style-type: none"> Viral gastroenteritis or strep throat Problems with internal organs of 	<ol style="list-style-type: none"> Viral gastroenteritis or strep throat: Vomiting and diarrhea and/or cramping are signs of a viral infection of stomach 	Not unless multiple cases in same group within 1 week.	Yes	<p>No, unless:</p> <ul style="list-style-type: none"> Severe pain causing child to double over or scream Abdominal pain after injury 	<ul style="list-style-type: none"> Pain resolves. Able to participate. Exclusion criteria are resolved.

Appendix B