



Most Precious Blood
Early Learning Center
Philosophy
&
Guidelines

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Philosophy for Early Childhood Education

“Let the Children Come to Me” Mark 10: 1316

Scripture tells us “We love, because God first loved us” (1John 4:20 RSV). Although children are born with the capacity to love; they need the experience of being loved if they are to become loving people.

We believe early childhood education is an integral part of our parish mission and ministry and is a significant avenue for outreach in the community. Early childhood education provides a program designed for support, encouragement, and opportunities that enhance the educational and developmental processes already present in the home. Children learn through experimentation and exploration. Therefore, we plan developmentally appropriate activities and value play as an avenue for learning. We believe each child is unique and special and we encourage self-esteem and individuality.

Most Precious Blood Early Learning Center provides a warm and loving Catholic centered environment where children can develop to their fullest potential spiritually, emotionally, socially, creatively, intellectually, and physically. Early childhood education is a joint ministry that involves the parish, the community, the staff, the family, and the child.

Most Precious Blood Parish began its childcare ministry in 1985 to help achieve the purpose of the Parish as stated in its Mission Statement: “We are committed to nourishing an atmosphere that enhances the Catholic educational, spiritual and ministerial growth of all its members to share our gifts with one another and with the greater community in Christ’s spirit of service.” The purpose of our center is to provide a high-quality learning program in an atmosphere of Catholic faith, love, and nurturing.

The State of Colorado Department of Human Services-Division of Child Care and the City and County of Denver, license the center for 100 children daily. All staff meets or exceeds state-mandated regulations.

Mission Statement

We, the Parishioners of Most Precious Blood Parish, are a Catholic Community that gathers to experience our shared faith through proclamation of God’s words and the celebration of sacraments principally in the Eucharist.

We are committed to nourishing an atmosphere that enhances the Catholic educational, spiritual, and ministerial growth of all its members, to share gifts with one another, and with the greater community in Christ’s service.

Staff

Most Precious Blood Early Learning Center has strict guidelines for hiring qualified teachers. The name of each applicant is checked through the Colorado Central Registry of Child Protection, and fingerprints are run through the Colorado Bureau of Investigation for any record

of child abuse or neglect. Note: because we are a licensed childcare facility, we are legally bound by the State of Colorado to report any suspected child abuse to the Department of Human Services.

Salary Scale

Here at Most Precious Blood ELC, we strive for equitable wages within the organization as well as within the market area. Starting wages will reflect the individual's experience and education and how closely it relates to the job. Thereafter, an employee's performance will be reviewed on an annual basis and compensation changes, including a cost of living and a merit increase, will be considered, if the budget allows.

Paid Teacher Planning Time

Paid teacher planning time is important to increasing positive outcomes for children. Effective teaching requires time for teachers to design developmentally appropriate lessons, prepare materials, choose effective strategies, and strategize with co-workers, families, and administrators. Teachers and teaching staff, therefore, need a protected time when they are not caring for and teaching children to review and plan for the diverse needs of the young children in their classrooms. Here at MPBELC we acknowledge the importance of paid teacher planning time which takes place outside of the classroom and free from the responsibilities of caring for children. Therefore, we provide all lead teachers with at least 1 hour weekly of paid time outside the classroom to plan. This planning time is reflected in their individual weekly schedules.

Wellness

We offer wellness opportunities throughout each year for staff, that are specifically based on the needs and interests of our staff. The purpose of the wellness opportunities is to strengthen the overall physical and mental wellness of our staff in the workplace environment, and to continue to effectively support the children and families within our care. Some of the benefits of having wellness opportunities include better health for staff, increased productivity, the promotion of teamwork, boost in staff morale, as well as many others. Examples of wellness opportunities within our program include the following: Lunch break walks outside the building, monthly lunches provided by the administration, and helpful articles that support wellness in the workplace.

Curriculum

We follow the Early Childhood Curriculum Guidelines set by the Archdiocese of Denver. The curriculum is planned to provide each child the opportunity to develop spiritually, socially, physically, emotionally, and intellectually.

Spiritually: Children are reminded daily of the Catholic faith through prayer, Bible stories, songs, and example, that Jesus loves them, takes care of them, and is always with them.

Socially: Children will be encouraged and given time to develop friendships as they work and play together with peers their own age.

Physically: Each child will have the opportunity to develop balance and coordination through outdoor activities and the use of a wide variety of playground equipment. Small muscles will be strengthened through art experiences, puzzles, and small manipulative toys.

Emotionally: A high self-esteem is essential to a child's well-being. Teachers will help each child develop confidence through positive reinforcement and activities geared for challenge and success.

Intellectually: The curriculum for preschool includes religion, language arts, mathematics, personal-social development, social studies, art, music, science, and sensory-motor development. The curriculum for pre-kindergarten includes religion, communication and language arts, mathematics, self, family and community, science, Spanish, art, physical education, and music and rhythm. The underlying instructional strategy in preschool and pre-kindergarten is the use of organized and free-play activities that are intended to provide opportunities for the child to interact, explore and relate successfully in his/her environment.

Reporting Abuse/Making a Complaint

Reports of known or suspected child abuse or neglect shall be made immediately to the county department of social services or the local law enforcement agency and shall be followed promptly by a written report prepared by those persons required to report.

Any person, other than the perpetrator, co-conspirator, or accessory, participating in good faith in the making of a report or in a judicial proceeding held pursuant to a report shall be immune from any liability, civil or criminal or termination of employment that otherwise might result by reason of such reporting.

The above excerpts are but a small portion of the Colorado Children's Code. For more detailed information, located your local library's copy of Colorado Revised Statutes.

As a parent of a child in licensed childcare, you may report any suspected abuse by calling: Child Abuse Hotline at 844-264-5437.

If you wish to make a complaint or have a concern regarding your provider, you may call:

Colorado Division of Child Care

303-866-5958

Admission Procedures

Enrollment is open to children who are three years old through second grade. Children starting the Preschool Program must be fully potty trained (dry daily, with only occasional accidents). A two-week trial period is given for all new preschool students. If at the end of two weeks, (or any

two-week period during the school year) the student has had multiple accidents or multiple accidents daily, we will ask that the student be removed from the program until they are fully potty trained. To hold the child's space in the classroom tuition would be mandatory.

Priority for admittance to MPBELC is given as follows: 1) Children currently enrolled at MPBELC. 2) Siblings of children currently enrolled at the ELC. 3) Children from families whose parents are registered, contributing members of MPB. 4) Children from families who are registered, contributing members of other Catholic parishes. 5) Non-Catholic children who wish to attend MPBELC.

The application/registration period is usually held in January/February for the following summer and school year and continues until all classes are at maximum enrollment.

The center sends out registration forms to the currently enrolled families in February provided that all accounts are current and that there are no outstanding issues. At this time, registration forms are also given to new siblings. The forms and required registration fee must be returned by the set deadline in order to hold a space for the child.

Children are placed in classes so that an equal balance of age and gender groups is maintained to the greatest extent possible. The group size in each classroom is designed to be lower than licensing standards which improves the adult to child ratio.

Health and Immunizations

A record of current immunizations (or exemption form) and a recent physical exam are required for enrollment. These documents are kept in the Assistant Director's office and must be updated as required by the Colorado Department of Health and Environment along with the Denver Department of Human Services. Children with Immunization Exemptions: In the event of an outbreak, unimmunized children or adults may be subject to exclusion from school and to quarantine. *Please note: We have children enrolled at the center who are not fully immunized. They have either a medical, or non-medical exemption form on file in the office. If a child is excluded from school because of an outbreak, tuition in full will still be expected.

Parents are also asked to fill out a health form for each child enrolled which asks the family to provide information about their medical insurance, their child's doctor, their child's dentist, and, among other information, about any special needs a child may have. If a child has a Family service Plan (IFSP), Individual Education Program (IEP), School readies plan, Individual learning plan, we request a copy of that plan (or any updates to an existing plan), so we can better meet the specific individual needs of that child. We are willing to work with any specialists and implement any recommendations to the best of our ability.

If you need help finding resources, such as a medical home or a dental provider, we can help you connect with those services. Please let us know how we can support you. You can contact us any time by speaking personally to the Director, or you can phone or email us. Also, a binder with a list of resources, as well as a variety of pamphlets, brochures, and other materials, are located in the front lobby and are accessible any time.

The center is operated on a nondiscriminatory basis providing equal treatment and access to services without regard to race, color, religion, national or ethnic origin.

Our Quality Improvement Plan

On-going cyclical quality improvement is a process which is used to identify a program's strengths and opportunities for improvement and is a key part of high-quality early learning and care programs and services. Continuous quality improvement is a process which ensures that an organization and its partners are systematic and intentional about improving services and practices and increasing positive outcomes for families and their children. This process is valued and used here at MPBELC. To support the process of continuous quality improvement, we have created a Quality Improvement Plan (QIP) that is reviewed annually by the Director, as well as the Parent Advisory Board and is updated periodically throughout the year. To support the identification of areas of quality improvement, the setting of goals, and the creation of detailed action plans for quality improvement, we annually send out family and staff surveys to obtain staff and family feedback on how well we are doing. Families, staff and our parent board will receive notification of the results of the family survey and our plan for addressing any issues raised after the family survey has been received, reviewed, and a quality improvement plan has been fully developed. If you wish to view the complete Quality Improvement Plan, a hard copy is available for viewing. It is in a hard copy binder in the front lobby next to our resource guide. Upon request, we can also provide a printed copy of the plan, or we can email you a PDF of the plan.

Parent Board/Family Leadership

Here at MPBELC, we believe that families are equal partners and active participants in goals and decisions about their child's well-being, development, and learning. To that end, we encourage families to actively take part in making decisions concerning their children's education. In day-to-day two-way communication, in teacher/family meetings, we encourage teachers and families jointly set goals for children's education and learning both at home and at school. We also believe that families have the knowledge and skills to represent a "parent voice" to support children's learning and development in partnership with the program and that any family member has the potential to become a family leader. To ensure that the "parent voice" is heard we have created a parent advisory board who meet regularly to provide the "parent voice" in important decisions regarding such things as curriculum choices, quality improvement planning, fund raising activities, events for all families to get to know each other and work together, and parent educational events. If you are interested in joining the group, please communicate your interest to the Director or the classroom teacher. Your voice is important to us!

Denver Preschool Program

The Denver Preschool Program was created by the citizens of Denver in 2006 when they voted to dedicate a small percentage of city sales tax revenue to an investment in Denver's kids and their future. With this investment, the people of Denver made a commitment to ensuring that all children in their last year of preschool before kindergarten would have access to high-quality preschool programming. The Denver Preschool Program offers tuition assistance to all Denver children. Assistance is based on family income, household size, and the quality rating of the program selected. For more information, or to obtain an application, visit DPP.org.

Colorado Shines

To be a part of the Denver Preschool Program, our center will be rated every three years by Colorado Shines. The Colorado Shines rating is a tool that assesses the quality of an early care and education program. Points earned in each quality component (listed below) are combined to determine a total rating score, which ranges from provisional to 5 Stars.

Workforce Qualifications and Professional Development
Family Partnerships
Leadership, Management and Administration
Learning Environment
Child Health

Hours

The center hours are currently 7:15 a.m. to 5:00 p.m., Monday through Friday. Although we appreciate your call, students picked up after 5:00 p.m. will be charged an additional fee of a dollar per minute per child payable to the teacher in charge. If a child is left at the center for longer than an hour and the parents or an emergency contact cannot be reached, the police and social services will be called.

The hours for the half-day program are 8:00 to 1:00 (5 hours or less with 1:00 being the latest pickup). Please have your student picked up by 1:00 to avoid additional fees. All Students should arrive by 8:30 a.m. to get the most out of the program.

Forms

All forms required by the State of Colorado Department of Human Services and by the center must be completed in full and returned to the office, along with the registration fee and/or material fee before the child will be able to start at the center.

Current Colorado Health law states that an up-to-date immunization card must be completed by the child's physician before acceptance to the center. A physician's report is required annually for each child under 7 years of age. For children 7 years of age and older or who have completed first grade, subsequent statements of health status must be submitted every three years thereafter.

In order to print the student directory, we must have written permission for publication of this information from each family. Names and addresses of students shall not be made available to anyone outside the school.

Before the use of name, likeness, whether in still, motion pictures, audio or video tape, photograph and/or other reproduction of a student for any promotional purposes, or in any media story, written permission for publication of this information must be secured from the parents.

Fees

A non-refundable registration fee of \$75.00 per child is due each year at the time of enrollment to reserve a spot for the coming school year. A \$75.00 material fee (for all students) and a \$75.00 field trip fee (preschool and pre-k students only) are due each September.

Early Learning Center tuition payments are owed per your tuition contract in accordance with the published rates. Tuition is due at the beginning of the month after invoices are sent out. A late fee of \$15.00 is added on the 10th of the month if tuition has not been paid.

Kindergarten and School Age Program tuition is due for the previous month by the 15th of the current month. A late fee of \$15.00 will be charged on the 15th. No vacation time is given.

A two-week notice is required to withdraw a child from the center during which time full charges are due and payable.

Failure to meet one's financial obligations to Most Precious Blood Early Learning Center will result in:

- Dismissal of the child from the center for the delinquency of an account overdue by two weeks.
- In case of a transfer, no records will be forwarded until the financial obligation has been discharged.
- All tuition must be current to apply at Most Precious Blood School.

Arrival and Departure

An adult must accompany all children to the classroom after being signed in using the ProCare kiosk located in the front lobby. Children leaving the center must also be signed out using the kiosk. Attendance will be checked by the child's teacher daily using the ProCare app. Once your child has been signed "OUT" they are no longer our responsibility.

Only authorized persons listed in the child's file will be allowed to remove the child from the center and only with the proper identification. Children will automatically be released to either parent unless the center has a copy of a restraining order in the child's file instructing otherwise.

Please be aware that we have had vehicles broken into in our parking lot during the school day. There have been purses stolen, as well as other valuables. Please do not leave babies or toddlers in the car while attending to your older children. We have been asked to call the police if we see children left unattended in a vehicle.

Illness/Medication/Injury

Illness: Each child is screened upon arrival by the teachers for any potential health problems. If a child becomes ill at the center, they will be isolated from the other children and the parents contacted. Be prepared to pick up your child immediately, or your emergency contact will be called if pickup is not possible within an hour. For your child's comfort, please have your emergency contact within 30 minutes' drive time of our center in case they need to be picked up. Should your child be sent home from the center ill, he/she is not permitted to attend the next day. In addition, your child may not be allowed to come back after a day depending on the situation at hand.

Please safeguard your child and others by keeping your child home if these signs of illness are present:

- Cough that is uncontrollable, difficulty breathing or cough that causes vomiting.
- Fever 100.4 degrees
- Diarrhea (stool that is not contained in the toilet/pants is considered infectious by the health department) within the last 48 hours
- Vomiting within the last 48 hours
- Unexplained rash on the face, arms, legs, or trunk.
- Pink Eye (if yellow or green drainage is present, child cannot attend school even if the child has been on medication for 24 hours).
- Lice (need treatment and no nits before returning to school)

Please be aware that certain illnesses in the community will require children to stay home for 48 hours or longer. The determination to have kids stay home for longer than 48 hours will come from our nurse consultant. Keep in mind, when your child returns to school, they will be required to participate in both indoor and outdoor activities. If unable to participate 100%, please keep your child home.

Notify the center if your child will be absent or has contacted a contagious disease such as COVID-19, chicken pox, strep throat, pink eye, lice, ringworm, etc. The Health Department has specific communicable disease protocols our program must report. We follow the Colorado Department of Public Health and Environments infectious disease guidelines in childcare. Remember these are guidelines so Most Precious Blood Preschool has the right to tighten these

guidelines as they see fit for our community. A pink S.O.S. form will be posted on the parent board to alert families of any contagious illness.

COVID-19

1) COVID-positive = Isolation = 5 days at home and then may return if feeling better (including no fevers for 24 hours) with additional 5 days of strict mask wearing. Day 0 = Day of positive test or onset of symptoms, whichever is first. Return on Day 6.

2) Exposed and fully vaccinated = No quarantine needed if without symptoms, but strict mask-wearing and close monitoring for symptoms for 10 days. Test after Day 5 or if/when symptoms develop. If test is positive, start Isolation as above, with same definition of Day 0.

3) Exposed and not fully vaccinated = Quarantine for 5 days from last day of exposure (family members living closely) and then may return if without symptoms, with additional 5 days of strict mask wearing. Test after Day 5 or if/when symptoms develop. If test is positive, start Isolation as above, with same definition of Day 0.

TESTING... Notice in #2 and #3 above we are asking that exposed students test on or after day 5 with or without symptoms.

Please be aware that COVID-19 Guidelines are changing on a regular basis. These are guidelines as of May 16, 2022.

Medication: We have a daily medication log that we must fill out for each child when we administer any medication. We are also required by Human Services to have the permission for medication form filled out and signed by your child's physician, as well as the signature of the parent/legal guardian before we can administer any medication. We require this form for over-the-counter medication as well as prescription medication. If you do not have a medication form on file, we cannot administer any medication. The form is available in the back of this Parent Handbook. If medication is sent to the school, it must be passed from adult to adult. NO MEDICATION (including vitamins, cough drops, Pedialyte) CAN BE SENT IN LUNCH BOXES OR BACKPACKS. Medication will be stored in a locked cabinet in the child's classroom and administered by a staff member who has taken the required Medication Administration class and has been delegated to give medication by our nurse consultant. Thank you for your cooperation.

Health Care Plans: It is state law that any child with diabetes, seizures, severe allergies or asthma must have a health care plan in their file at school.

Injuries: If a child is injured at the center, an “OUCH” Report will be sent home with a copy kept in our files stating the nature of the injury and the action taken. Should the injury require professional medical attention, the parents will be contacted and if necessary, the paramedics will be called. Until a parent arrives, the director and medical personnel will be in charge and will make all necessary decisions regarding the injured child. All staff members have a First Aid Card and Infant/Child CPR training. It is extremely important that the school have correct, up to date telephone numbers and emergency information.

Guidance/Discipline

At our center we strive to cultivate positive child, staff, and family relationships. We try to create and maintain a socially, and emotionally, respectful early learning and care environment. We implement teaching strategies that support positive behavior, pro-social peer interaction, overall social and emotional competence in young children. We provide individualized social and emotional intervention supports for children who need them, including methods for understanding child behavior; and developing, adopting and implementing a team-based positive behavior support plan with the intent to reduce challenging behavior and prevent suspensions and expulsions.

Redirection is used to curtail unacceptable behavior at the center. Unacceptable behaviors include hurting another child or staff member, abusive or foul language, destructive actions, and disregard for classroom and/or playground rules. If the action is serious, (hurting another child) a short “time out” will be used and a behavior report will be sent home. If the behavior is repeated, the parents will be called, and the child will leave the center for the day. Full tuition fees remain due for the day. Should the behavior become consistent, the parent(s) will be contacted to meet to discuss the problem with the child’s teacher and the Director. The child’s parents will be provided with resources for a mental health consultant, or other specialist as needed. If after all of the above steps have been taken the behavior still continues, the child will be dismissed from the center.

Most Precious Blood Early Learning Center reserves the right to insist upon withdrawal of any student whose presence in the center is considered detrimental either to the students or the center’s best interest.

Normally a child is not to be deprived of an education or otherwise penalized for actions of parents. However, parents may so significantly reduce the school’s ability to effectively serve its students that the parents may be requested to remove their student from the school for ANY of the following reasons:

- Refusal to cooperate with school personnel (rude or intimidating behavior towards the staff).
- Refusal to adhere to MPBELC policies and regulations.

If a teacher suspects that a parent has been drinking, or using drugs prior to picking up their child, the child will not be released to the parent. We will call the other parent, or the emergency contact listed on the intake form for pick up. If the suspected parent becomes combative 911 will be called.

Open Door Policy

Most Precious Blood Early Learning Center maintains an “Open Door Policy” with parents. We encourage you to visit at any time. We ask that you please check in at the office before heading to your child’s classroom. Persons (other than custodial parents/legal guardians), agencies or organizations desiring to contact individual students during the school day MUST FIRST receive permission from the director.

If you have questions or concerns about our center, please feel free to contact us, the Pastor, the Parish Administrator, or the Colorado Division of Child Care at (303) 866-5948. Should there be any serious problem; the Parish follows the Archdiocesan Due Process Policy.

Emergency Procedures

The children practice fire drills with evacuation monthly. Each classroom has a smoke detector, and we are on a central monitoring system with immediate 911 response.

Students and adults may not be on the playground when there is lightning, a thunderstorm or hailstorm in the area. In the case of an emergency evacuation from the Early Learning Center due to a tornado warning the children will follow the evacuation procedures posted in each classroom. The children will be relocated to the basement of the Most Precious Blood Parish Center located adjacent to the church at 2250 S. Harrison Street.

We also practice emergency drills (lockdown, and lockout) throughout the school year.

If an offsite evacuation is necessary (September-May) the children will be taken to University Park Elementary School, 2300 S. St. Paul St., Denver 80210. The phone number for UPark Elementary is 720-424-3410. The children will be transferred in the parish buses. If the buses are not available, the children will walk down Iliff Avenue to UPark. If an offsite evacuation is necessary (June-August) the children will be taken to the Schlessman Family YMCA located at 2625 S. Colorado Blvd., Denver 80222. The phone number for the YMCA is 720-524-2791. The children will be transferred in the parish buses. If the buses are not available, the children will walk down Jackson Street to the YMCA. We will send out an email/text notifying parents of the evacuation. When we reach our destination, we will send a second email/text confirming that we have reached our destination safely and give all clear for pickups. When you pick up your child up you must check in with the Director, Assistant Director, or the child’s teacher.

If your child has a disability, access or functional need please contact the Director and we will write a plan to account for your child during an emergency. The plan will include specific requirements indicating how your child will be included in our emergency plan.

In the event a child is missing, the teacher will immediately notify the director. The director will enlist all available adults to search for the child. If the child is not found, the director will contact the parents and the police. Each teacher takes attendance daily and also counts the children periodically throughout the day. The Attendance book and a cell phone are taken with the teacher when the children leave the premises.

Primary Caregiving

Primary caregiving practices are part of our program policies and procedures. What is primary care giving practices? It is a system in early childhood programs in which one or two individuals are principally responsible for caring for a child or small group of children in the care setting and for communicating with the child's family throughout the course of a year. Research has shown that for young children to grow and thrive, they need stable relationships with caring adults who are invested in their healthy social, cognitive, physical, and language development. Primary caregiving relationships provide that stability in the program setting. Having a caregiver/educator remain with the child for the year encourages the development of a strong foundation for responsive interactions and communication between a child and his or her caregiver/educator. That relationship also provides opportunities for caregivers to deepen their knowledge of a child's development, abilities, and interests, which allows for more accurate developmental assessments, individualized curriculum implementation, and individualized care. In sum, setting up a system of primary caregiving establishes an environment in which meaningful and lasting relationships can develop between caregivers and children, as well as between caregivers and families.

At MPBELC, we recognize the importance of primary care giving practices for young children and their families and have implemented policies which supports that practice. Specifically, we work to ensure that the child is with the same peer group and teacher throughout the day, week and year.

Transitions

Transitions refer to the process of a child moving from one program or setting to another, for example, the transition from home care to formal care, to a new classroom within a program, or from one program to another. At MPBELC we recognize that stability and consistency are important for a child's development and acknowledges that young children accomplish different developmental milestones at different rates. Smooth transitions support children's academic and social success and contribute to the well-being of the child and their family. At MPBELC, we support intentional and thoughtful transition practices for children and their families.

Prior to your child's first day, you will have an opportunity to tour the center, meet your child's peers and teachers, and communicate any anticipated concerns. This allows a child to become comfortable in their new learning environment prior to their first full day.

Changes in classroom or peer group is another time of transition for a child which can be stressful. When it is anticipated that a child will change classroom due to, for example, aging out of a classroom, we make every attempt to make the transition as smooth as possible for both the child and the parent. One way we support a child in this change would be to introduce the child to the new classroom the same way we supported their transition into school. The child can visit and spend time in the new classroom, so the child becomes familiar with the new classroom and feels more comfortable. Any child that is changing classes will have a transition time sufficient for a successful integration into the child's new class. Parents are consulted about the timing of the transition and are invited to visit the new classroom and are encouraged to talk with their child's new and former teacher about any concerns or questions. We will also be asking the family to complete the "All about Me" form so the new teacher can learn about your family and your child to better meet the child and your needs.

Regardless of whether it is the first time you are leaving your child in a new classroom or have left multiple times, saying goodbye may not be easy. Nevertheless, there are some things that can make the transition go smoother. Before you arrive at the school, it is a good idea to make sure your child understands that you will be leaving the child in the classroom with their friends and teachers for a while but will always return. The calmer and more assured you are about sending your child to school, the more confident your child will be. When it is time to go remind your child you will be back soon, then say a quick goodbye. As tempting as it may be, leaving without saying goodbye can make kids feel abandoned, so it is not a good idea to "sneak" out. A consistent and predictable farewell routine can make leaving easier. Your farewell routine could include waving from outside the classroom window, making a funny goodbye face or performing a special handshake before parting. Providing your child with a transitional object, such as a family picture, a special doll, or a favorite blanket, can also help comfort a child. Keep in mind that most kids do well after their parents leave. However, if you hear your child begin to cry, it is best to not return to the classroom as returning can justify a child's anxiety and increase their concerns. We assure you that the child's teacher will be there to help the child start a great new day in school.

Children also transition out of a school for multiple reasons, such as the family moving to a new area or because a child will be going to kindergarten. This type of transition can also be stressful for a child and for families. To support the child's transition to a new program, we offer exit conferences between families and program teachers, share assessment data so families can make it available to the child's new teacher, and communication between programs if authorized.

For a child who will be going to kindergarten at the end of the school year, families will receive information about kindergarten enrollment in January. Additionally, we offer important resources and suggestions on helping prepare a child for kindergarten. “Mini Mustang Mornings” are offered in February and April in the MPB Kindergarten classrooms. These are a Kindergarten preview for the whole family. Parent-teacher conferences happen two times a year and this is an important time to discuss a child’s progress and kinder-readiness.

Communication

A strong and trusting connection between families and caregivers is an important part of developing a high-quality early care and learning environment and at MPBELC we place a high value on establishing and maintaining open lines of communication between the program and families. We believe that all children can benefit from open and frequent dialogue between families and caregivers/educators because it helps both families and teachers to be aware of the child’s interests, concerns, and developmental needs which can support teachers and families to support the child’s growth more effectively. Also, open communication between families and teachers can also provide children with a model of positive and healthy communication which will help them in their own social development. In sum, when families communicate with a program openly and effectively, teachers can have a better understanding of what is happening at home, as well as what goals, hopes and dreams families have for their child, and the reverse is true for families. Families can better understand what is happening at school and the goals of the teacher. When teachers and families communicate effectively, children benefit.

As early childhood caregivers and educators, we at MPBELC want to provide the best care possible for your child in our program and an open exchange of information between families and the program is critical to providing that high quality care and education. When your child first starts the program and at the start of every year thereafter, you will be asked to complete a “Learning about Your Child and Your Family questionnaire” form which will help us collect valuable information about your child and family such as priorities, interests, home routines, cultural and social practices, and/or goals. Understanding this information can enhance teacher interactions and instruction. Just as you will be asked to share information about your child with us, we will also be sharing information with you.

While your child is in our care, we have an opportunity to consistently observe and learn about the child’s social/emotional, intellectual, and physical development. Program staff make careful observations and notes, as well as provide screenings and assessments of children, which are helpful for identifying strengths and possible areas of challenge that might arise during the early years. Sharing these observations with you is critical to the process of creating supportive interactions and experiences for your child both at home and at school. We share these insights and information during family conferences which take place in October and February each year. However, we also believe that daily communication between teachers and families is critical. It is the policy of MPBELC, that families receive a written summary of the child’s activities, learning, and interests daily thru ProCare. Parents can also connect with program staff during regular business hours by sending a message through ProCare, emailing the classroom, or calling 303-756-4252. You can also request a meeting with a teacher and/or Director at any time.

Dual-language Families and Children

At MPBELC we provide our families with quality childcare. In some circumstances, if communication creates a barrier between the family and ELC staff which can impact the quality of service we provide, we will utilize a translator from TransPerfect Translation Services. We will use their service to schedule an over-the-phone appointment to assist families. All costs associated with the translation service are paid by the program. We will also ensure that written forms of communication are translated either through TransPerfect or by using Google translation services. TransPerfect is a service that can meet the needs of multiple languages, if necessary, in a sustainable way.

Additionally, if there is a predominant language in a classroom, in addition to English, it is the policy of this program that we will provide a teacher or aide in the classroom who is bilingual in that language. Research has shown that bilingual teachers and staff can help build strong relationships and communication between families and a program and can support the development of the young learner. To that end, we will also ensure that there are materials in the classroom which help a child feel represented and will also support the language development of the young dual-language learner. Examples of what we do include welcome signs in the classrooms in multiple languages, books representing diversity of culture, race, abilities and language, and dolls representing diversity of culture, and race.

Connecting Families with Resources and Services

At the beginning of every year and for every new family joining the program, you will receive the “Learning about Your Child and Your Family” questionnaire which we will be asking you to fill out. This document will help your teacher and the director better understand your child and his/her development and learning needs, as well as the needs of your family. If your family is experiencing trauma or other challenges and needs the support of a community-based resource or service, we can help you connect with those supports. Services may focus on children’s developmental needs, for example early intervention screenings, or family needs, such as housing, job, and food assistance. We can also provide you with information on a variety of topics, including child development, nutrition, parenting and among other topics, discipline. If you need support, you can contact us any time by speaking personally with your child’s teacher or the Director, or you can phone or email us. Also, a binder with a list of resources, as well as a variety of pamphlets, brochures, and other materials, are located in the front lobby and are accessible any time. Additional resources and materials are also available in the resource rack in the lobby. Please let us know how we can best support you.

Staff/Child Ratios

At minimum, MPBELC center follows the Colorado Department of Human Services Rules and Regulations for Child Care Centers which are found at the link below.

<http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=4073>

6 weeks to 18 months (infants)	1 staff member to 5 infants N/A
12 months to 36 months	1 staff member to 5 toddlers N/A
24 months to 36 months	1 staff member to 7 toddlers N/A
2 ½ years to 3 years	1 staff member to 8 children N/A
3 years to 4 years	1 staff member to 10 children
4 years to 5 years	1 staff member to 12 children
5 years and older	1 staff member to 15 children
Mixed age group ½ to 6 years	1 staff member to 10 children

The standards set forth by NAEYC for group size and Teacher-Child ratios are widely considered to be best practice. The lower recommended ratios are intended to support one-to-one interactions that build increased knowledge of the individual needs of children and supports practices that encourage a child's development. Lower ratios also allow staff to better meet the physical, cognitive, and social/emotional needs of the children in their care.

Staff-to-Child Ratio and Class Size

Age Category	Ratio	Maximum Class Size*
Infant	1:4	8
Toddler/Two	1:6	12
Preschool	1:10	20
Kindergarten	1:12	24
**School-Age	1:15	30

At MPBELC, we have begun implementing our plan to move toward lower group sizes and improved adult-child ratios. We have already limited class size to a 1:10 ratio in four of our five classrooms. We expect to be fully compliant with NAEYC's recommendation by September 1, 2023.

Families Experiencing Trauma/Adversity

If your family is experiencing trauma and/or adversity please feel free to reach out to the Director, Assistant Director, or your child's teacher. We are always available to steer you towards the appropriate parish resources. We have a Denver Area Resource Guide published by Denver's Early Childhood Council in the front lobby which is accessible to all families. Our staff has also been trained on trauma informed practices.

Early Intervention and Special Needs

It is well documented that the beginning years of all children's lives are critical for building the early foundations of learning and wellness needed for success in school and later in life. During these years, children's brains develop rapidly, influenced by the experiences they share with their families, teachers, peers, and in their communities. Like all children, children with disabilities must be exposed to a variety of rich experiences where they can learn in the context of play and everyday interactions and engage with their peers with and without disabilities. In partnership with families, high-quality early childhood programs can facilitate the experiences that foster learning for all children.

MPBELC is committed to partnering with families and children with special needs to support their inclusion within the classroom and program, as well as meet their learning and development goals. Identifying developmental issues that may affect a child's success in school and later in their adult life and supporting the family to obtain early intervention is the key to mediating any issues that may arise for a child. If the parent or teacher of an enrolled child has a concern that their child has a developmental delay or other problem, (physical, developmental, emotional, social, or behavioral), staff will support the parent with contacting the appropriate agency, for example Child Find, for further observation and evaluation. Child Find is part of Colorado's system for identifying children suspected of having a delay in development. If a young child is not meeting typical developmental milestones, or someone is concerned about the child's growth or learning, Child Find teams evaluate how the child plays, learns, speaks, behaves, and moves. The purpose of the evaluation is to determine if there is a significant delay or if there is a need for early intervention or special education services. Evaluations conducted by Child Find teams are at no cost to parents.

MPBELC is an environment that strives to accommodate the learning and developmental needs and goals of all children. Families with a child who has identified special needs and an Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP) are encouraged to provide a copy of the plan to MPBELC which is shared only with the child's teacher and is kept locked in the Director's office. Sharing the education plan ensures that teachers and staff

working with your child are aware of the goals for the child and the strategies used with the child that are both developmentally appropriate and support the child's learning goals. Sharing the plan ensures that the recommendations found in the plan are being followed while the child is in this program. If there are any changes to the information, please make sure that the child's teacher and the MPBELC Director are made aware of those changes. Providing us and the doctor and therapists with a signed release allowing free exchange of information also encourages better communication between all parties and allows the program to better meet the needs of the child.

It is important to note, that although MPBELC will work with all children to address a variety of disabilities, our staff does not have specialized degrees or expertise that may be needed to address every disability or health need. In the event the parents or the teachers have a concern regarding any one child's development, the parents and the teachers will meet and discuss all available options that will provide the child with necessary help and interventions. This is a collaborative venture; participation and cooperation of all involved parties is needed to meet the learning and development needs of the child. In some cases, the administrative staff in consultation with the family, the nurse consultant, and/or other specialists may determine if we are unable to meet the needs of the child and the family. If that happens, we will work closely with specialists to refer the family and the child to a more appropriate placement.

Student Assessments/Teacher Conferences

Why are assessments of a child important? Early childhood educators and administrators want to know if their program is effective and if their program is meeting the developmental needs of the children in their care. For teachers, early childhood assessment of the young child in their care helps the teacher have a clear and accurate picture of a student's development and that knowledge provides teachers with the basis from which they can develop plans tailored to support the developmental needs of each individual child.

Families also want and need good information about how their child is doing. In formal family/teacher conferences, informal meetings, and the use of tools of communication such as emails, educators can communicate with families about information learned from the assessments, including important milestones in students' development and any concerns they may be having. When educators share important information about children's work with accompanying evaluations, it helps parents learn about their own child's performance, as well as gain understanding of the curriculum and appropriate expectations. Families can also provide important information to the program on what they are observing and seeing at home and in other locations. Frequent communication between families and teachers about the child's development provides opportunity for teachers and parents to work together to support children as they grow.

Here at Most Precious Blood Early Learning Center, we use the Archdiocese of Denver's preschool and pre-kindergarten assessment tool. The assessment tool was adapted from the

Colorado Early Learning and Developmental Guidelines. Staff administer the assessment and use the results to tailor their lesson plans to the children's needs in their classroom.

Written evaluations and Parent/Teacher Conferences will be conducted twice yearly with the Preschool and Pre-K classes to discuss the child's progress, and social, emotional, and physical needs. The children will be evaluated in October and February. If the teachers feel like there is a mental health, health, developmental, or educational concern the concern will be shared with the parents during the conference. The teacher will then follow a written referral plan to refer the parents to the appropriate community service agency (school counselor, family physician, Early Intervention Colorado, etc.). The staff may also refer parents to the resource rack, or notebook located in the front lobby for additional information.

Families and educators who would like to learn more about developmental milestones can check out the Act Early Milestone Moments Website. Act Early Milestone Moments is a great website that talks about what a child should be doing by a certain age and when to act if there is a concern. The website is located here: <https://www.cdc.gov/ncbddd/actearly/index.html> The Colorado Early Learning and Development Guidelines (ELDGS) website also contains information for families and teachers about child development and can be found here: <https://earlylearningco.org/>

Snacks & Lunch

Each day the children are provided with a morning and afternoon snack. The snack menu is posted in the kitchen. If your child has any allergies, please let the office and teachers know. We have a high number of severe peanut and tree nut allergies in the center. Because of this, we are asking that any food, including lunches, brought into the center, are peanut and all tree nut free. We appreciate your cooperation.

Children that are not signed up for hot lunch will need to have a sack lunch Tuesday through Friday. Milk is provided. On Monday's we offer pizza for \$1.50 per slice. The pizza sign-up sheet is located near the parent board in the entryway. Children need to be signed up and paid by the previous Friday by 9am for pizza on Monday. If you are providing lunch, we ask you to bring a nutritious lunch. We support your child's healthy food choices by gently encouraging children to try fruits and vegetables and giving positive reinforcement when they do. During celebrations and holiday parties, our program will offer fruits and other healthy foods. Students will be instructed to take uneaten food home, instead of throwing it away. This will help you determine how much your child is eating at lunch. Please do not send candy to school in your child's lunch.

Hot lunch is available September through May. Monthly menus are posted on the parent board. Please do not forget to sign up your child for hot lunch by 9am (clipboard by Sign In/Out Book). Hot lunch is served by Most Precious Blood School Cafeteria so please check the menu for "no hot lunch" days. We cannot guarantee that the hot lunch is "nut free". There is a separate charge for the hot lunch program (\$2.50 per day). You will be billed monthly through ProCare.

Nutrition

Proper nutrition is essential not just for the body or mind of an infant or child, but the child as a whole. Proper nutrition supports children as they grow and develop, without proper nutrition a child's body will develop at a slower rate and the brain will not have the necessary nutrients like antioxidants, vitamins and minerals that support growth, and development. Some parents may need, or desire more support in how to provide nutritious meals and snacks or how to teach healthy dental habits to their children, this is where our parents' educational nights come into play. We offer nutrition classes throughout the program/school year to support our families with learning to provide healthy and balanced meals, maintaining positive and effective dental habits, and learning skills that can provide a healthy home environment for the children and family as a whole. By doing this our children and families can start off on the right foot with their children's health. We also offer fresh fruits and vegetables for snack for the children to taste.

Rest/Nap Time/Toys & Money

Children enrolled in the center will have a rest/nap period in the afternoon.

The center provides a mat/cot and sheet for each child. The parent is asked to furnish a small blanket labeled with the child's name. Blankets will need to be taken home weekly to be laundered. Children may bring a small stuffed animal or doll for naptime.

Toys are not to be brought from home (except for share day). It is difficult to keep tabs on personal items and even more difficult to share. The center has been blessed with a good variety of playthings and equipment.

Uniforms/Clothing

The school uniform is designed to create an atmosphere appropriate for learning and to support MPB's sense of community. It is the responsibility of the parents, and staff to implement this code.

PANTS must be solid dark navy blue or khaki. They may have pleats and a fuller cut. Uniform pants are to be dressier pants - not jean style. If the pants have zippers on the leg, loops, leg pockets, vertical or horizontal stitching, they do not fit the uniform code (includes cargo pants). Pants must be worn at the waist - with a belt if they will not stay at the waist. If a BELT is worn, it must be a solid (no adornments) color of brown, black, navy or red. These same rules apply to shorts, skorts, and skirts. Faded or washed-out pants are not acceptable. Pants must be hemmed not rolled.

GIRLS may wear the Hamilton plaid uniform jumper (sold at Dennis Uniforms). Navy or khaki skorts and skirts are also permitted. They may not have any adornments or be of a jean style or material. If skirts, jumpers, or skorts are more than 4 inches above the knee, they may not be worn to school. For students who are shorter, these items should be closer to 3 inches above the knee. We encourage girls to wear shorts under their jumpers.

SWEATER/SWEATER VESTS must be solid red, white, or navy and cardigan or pullover in style. They may have no contrasting threads or trim.

The only SWEATSHIRTS/Hoodies that may be worn in the classroom are the ones sold by the school. (These sweatshirts are blue with the MPB logo.)

TURTLENECKS must be red, white, or navy.

SHOES - Climbing and running are a part of a child's day and sturdy shoes are needed. Rubber soled shoes are best. Children with slick soled shoes will not be allowed on the climbing structures. All children must wear socks and shoes with a back strap. Flip-flops are not permitted. Sandals are not recommended.

TIGHTS must be solid red, white, or navy with no decoration. Leggings must be solid colored in red, white or navy only.

HAIR must be neat, clean, and well groomed. No excessive hairstyles will be permitted for boys or girls.

About colors: Red shirts and sweaters must be red, not red-orange, bright pink, or burgundy. Uniform pants and shirts must be navy, not royal blue. Faded or washed-out colors are not acceptable. Uniforms must be clean and in good repair.

Uniform Sales

Used uniforms will be sold each year near the first day of school. Parents are asked to price each item they wish to sell and attach an envelope to each item with their name and the price on the outside. Those buying uniform items will put the money in the envelopes, which will be returned to the seller. Uniform items that are too faded to fit the uniform code will not be sold. Consignment items left beyond two school years will be donated or discarded.

New Uniforms

New uniforms may be purchased from the following stores (but not limited to):

DENNIS HOUSE OF UNIFORMS

(our "Hamilton Plaid" is available here)

1901 W. Mississippi

303-935-5911

www.dennisuniforms.com

LAND'S END – School Uniform Collection

Our school logo shirt is available from Land's End. To order these shirts, call Land's End at 1-800-469-2222 and give them the following information:

Logo Number: 0282533K

Preferred School Number: 9000-8121-7

Logo Application price: \$5.50

www.landsend.com

A complete change of clothes, clearly marked with the child's name, is needed in case of an occasional spill or accident. Soiled clothing will be sent home to be laundered, and a clean change of clothes will need to be returned the next class session.

Since temperatures can change quickly, layered clothing is recommended. Children should bring a sweater or jacket on all but the warmest days. All removable clothing should be clearly marked with the child's name or initials.

Most Precious Blood Early Learning Center field trip t-shirts are available for purchase in the office for a \$13.00 fee. Children are asked to wear their t-shirts on field trip days.

Structured Physical Activity

When we think of structured physical activity, we often associate it with the teachers leading an activity out on the playground. Teacher-led structured physical activity can happen outside on the playground when the teacher invites children to participate in a game such as Duck Duck Goose or Kick the Ball. Such activities can offer important insights into a child's development. However, here at MPBELC, we know that teacher-led structured physical activity can play a particularly important role in enhancing the social cohesiveness of a class, helping children learn to regulate their bodies and their emotions, and teaching valuable academic knowledge and skills.

Teachers, families, and administrators well know that transitioning between activities and locations can sometimes be incredibly challenging for preschool aged children. Being asked to stop one activity and start another is a common trigger for challenging behavior in all children, especially when they are being asked to transition from a fun activity like playing with blocks to something like cleaning up. Transitions are often viewed as an in-between time between activities, rather than a time when valuable learning can occur. All transitions can be a learning opportunity if the time is used intentionally and thoughtfully. Research has shown that when teacher-led structured physical activity is used as a transition activity, it becomes a valuable strategy to help prevent negative behaviors and encourage positive behaviors, while at the same time learning important skills such as self-regulation, mindfulness, and among others, pro-social behaviors.

Opportunities to implement a transition strategy can happen many times during the day – when a child arrives in the morning to school, when moving from one activity to another, when moving from one location to another, before nap, when waiting, and the list goes on. For example, when teachers and children come in from playing outside and go to the carpet and do a calming yoga activity, children are getting their brains and bodies ready for a learning activity such as the teacher reading a book. When Free play ends and invites the child who has finished cleaning up to go to the carpet and choose a fun Music and Movement song, it is acting as a draw for other children, an incentive for them to finish cleaning up quickly, and helps keep the children who have completed the activity engaged and learning. Academic learning can also take place when

the transition activity involves counting, for example, while toddlers are jumping and singing to 5 Little Monkeys Jumping on a Bed or vocabulary acquisition when squishing through the thick oozy mud and tiptoeing through the narrow gloomy cave in the Bear Hunt Music and Movement song. For these reasons, we, at MPBELC, place such a high value on teacher-led structured physical activity. We recognize and acknowledge the beneficial impact it can have on children's development and learning and therefore encourage teachers to use it multiple times throughout the day.

Volunteer Opportunities

Adopt-a-Family – In December the Early Learning Center “adopts” a family for Christmas.

Christmas Program/Party – In December we have a short presentation by the children.

Parent Luncheon – Usually scheduled once a year during Week of the Young Child. Come and have lunch with your child and meet their friends and families!

Teacher Appreciation - Parents provide a treat for the teachers once a month (bagels, fruit, breakfast burritos, etc.).

Absences/Vacation/Holidays

Absences: Because enrollment determines the number of staff needed and the number of supplies required, there will be no allowance made for absences nor may the day be made up another time during the week. Exceptions must be cleared through the office.

Vacations: During the school year, ELC students' vacation time is accounted for within the monthly tuition. ELC students receive one-week vacation during the summer program. Please give us notice as to when you will be taking vacation so that the teachers may plan accordingly. After all vacation days are used, tuition is expected whether the child is in attendance or not. Children enrolled in the school-Age (Kindergarten through – 2nd grade) program are not eligible for vacation credit during the school year, but receive two weeks' vacation during the summer.

Holiday: Holidays are taken into consideration at the time fees are established and no allowances will be made. Most Precious Blood Early Learning Center will close in observance of the following holidays: New Year's Day, Martin Luther King Day, President's Day, Good Friday, Easter Monday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and the Friday after Thanksgiving Day.

In addition to the holidays listed above, the center will close for one week during Christmas. The center will also be closed one day during the year for teacher enrichment, and two days for parent teacher conferences. You will receive advance notice of these dates. We will also be closing at noon the Thursday before summer camp begins, and all-day Friday. To prepare for the fall session, the center will close the week before school begins. Advance notice will be given for any other closings.

Closure of School/Inclement Weather

Most Precious Blood Early Learning Center will close for snow if the local public-school district is closed (Denver Public Schools) or if local conditions or faculty absences warrant closure. We will also close if the “Big School” is closed. Please tune in to channels 4, or 9 for a list of school closures. The children play outside every day unless it is less than 20 degrees, or over 90 degrees. If it is less than 20 degrees, the children can do music and movement in our school-age classroom. If it is over 90 degrees in the summer, we can play in the elementary school gymnasium.

Miscellaneous Information

An end-of-the-year Center and School-Age Program evaluation will be made available to parents at the beginning of March. Any positive or constructive comments/suggestions about our program would be appreciated. This gives us the summer months to make changes and/or improvements for the following school year.

Most Precious Blood Early Learning Center reserves the right to amend these regulations by omitting or adding to them as may be necessary to maintain the standard of the center and the welfare of the children. Notification will be given to you when such changes are made.

Special Occasions

Back to School Night: Back to School Night is scheduled each year for parents to meet the staff and visit the classrooms. After visiting the classroom and meeting the teachers, parents are welcome to stay for a short overview of the coming year.

Birthdays: Birthdays are celebrated during the morning snack time. You may choose to bring a special treat (cupcakes, ice cream cups, cookies, etc.) and the teacher may add a birthday crown, candle and song to complete the occasion. When planning birthday treats, please remember that we are an “allergy-conscious” school.

Screen Time and Media Use: Recorded media, computer, and tablet time may not exceed thirty (30) minutes per day per child. On special occasions the teachers may show a video which corresponds to the daily lesson plan. The video will not exceed 60 minutes. The children are not required to watch videos, and an alternate quiet activity will be available. The children are not allowed to be connected to the internet while attending school (a password is required). Children over five years of age are spoken to about online safe practices while attending summer camp.

Field Trips: Children will be transported in the parish buses or with parent volunteers. If you would like to help drive, you must first sign the Archdiocese Volunteer Driver’s Agreement. Parent volunteers must also leave a copy of their driver’s license and proof of insurance with the office. All children will wear harnesses. The teachers keep a cell phone with them at all times in case of an emergency. If an emergency occurs 911 will be called if needed, or help will be sent from the school, and the children will be transported back to the center. Parents will be notified of all field trips and will be required to sign a permission slip. If your child arrives after his/her

class has already left for a field trip, you may take your child and meet his/her class. We will not be able to put your child with another class during the field trip time.

Children are encouraged to wear Most Precious Blood Early Learning Center T-shirts on outings. This will allow the community to identify where the child is from and make them easy to locate at all times.

Parties: Parents may contribute food treats or party favors to their child's class party.

The following holidays are usually celebrated with a class party:

Halloween
Valentine's Day

The "Week of the Young Child" was established in 1971 by NAEYC (National Association for the Education of Young Children) to focus public attention on the rights and needs of young children. "Week of the Young Child" is usually held in the month of April, and we will be celebrating with special activities throughout that week.

Before and After School Program **(Kinders and School-Age Program)**

The Before and After School program has been temporarily suspended due to COVID. When operating it is open to children in kindergarten through second grade. If your child is scheduled to attend the After-School Program, we will be expecting him/her. Please call the office if your child is ill or will be going home with another child. We offer a light snack to the Kinders and SAP students. If your child is extremely hungry after school, you may want to pack an extra snack for them to eat. An exciting, fun curriculum is planned monthly. The Kindergarten and School-Age students are billed monthly for the previous month's care.

Summer Camp

A Summer Camp Program is offered for the Early Learning Center, Kinders and School-Age children during the summer. Many fun activities and field trips are planned. The children also participate in Vacation Bible School, water play day, and arts and crafts. Special guests are also scheduled.

Parent Participation

While we are not a co-op center, parents can help in many ways. Let us know if you would like to help by being a "fix-it" person, volunteer for field trips, or assist in the classroom.

Custodial parents/legal guardians are recognized by the school as the primary decision makers for their children. Legal documentation regarding custody and visitation shall be provided to the school by the custodial parent(s)/legal guardian(s) at the time of registration. The school shall be notified immediately regarding any changes to custodial provisions.

The Parent Advisory Committee (PAC) was formed to provide support to the parents and teachers of Most Precious Blood Early Learning Center. Through the PAC, parents can serve on various committees and events. If you are interested in serving on the PAC, please contact the center director for more information.

Parent's Responsibility

You are a vital part of our center, and your help is needed for our program's success.

Please:

Read this handbook, all newsletters, emails, notices, and communication boards.

Ask questions about items that need clarification.

Bring your child to school by 8:30 a.m.

Be financially responsible to us. We are dependent on your fees.

Ask your child about his/her day.

We ask you to give our center your prayer support, for apart from God we can do NOTHING.

Thank you for choosing Most Precious Blood Early Learning Center. We look forward to a fun-filled, exciting year with you and your child!

Volunteer Driver Agreement

I, _____ do hereby state that the following statements are true.

1. I have a valid Colorado driver's license which has not been suspended or revoked during the past five years.
2. I understand that as a volunteer driver, my insurance is primary. I have in full force and effect automobile liability insurance and do carry with me at all times proof of such insurance.
3. I have not been convicted of or pleaded guilty to driving under the influence of alcohol, driving while ability impaired, or reckless driving during the past five years.

I voluntarily accept responsibility to provide transportation, and I accept responsibility for the safety of my passengers and, at all times, I agree to:

1. Use and insist that all passengers use seatbelts.
2. Drive carefully within established speed limits and driving conditions.
3. Keep my vehicle in safe operating condition.
4. Never drink any alcoholic beverages or take any drug which may inhibit my driving ability within eight (8) hours before transporting any passengers; and
5. Obey all traffic laws.

Date

Signature of Driver

I have seen proof of insurance for the driver named above.

I have seen the valid driver's license for the driver named above.

Date

Attested by Director or Head Teacher

Updated 09/00
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Archdiocese of Denver Insurance Manual

Permission for Medication Administration at School and Child Care

The parent/guardian of _____ ask that school/child care staff give the following medication _____ at _____ to my child, according to the Health Care Provider's signed instructions on the lower part of this form.

Child's Name

Name of Medicine & Dosage

Time(s)

Prescription medications must come in a container labeled with: child's name, name of medicine, time medicine is to be given, dosage, route, date medicine is to be stopped, and licensed Health Care Provider's name. Pharmacy name and phone number must also be included on the label.

Over the counter medication must be labeled with child's name. Dosage must match the signed Health Care Provider authorization, and medicine must be packaged in original container.

The school/child care agrees to administer medication prescribed by a licensed Health Care Provider with prescriptive authority. The parent agrees to pick up expired or unused medication within one week of notification by staff. All medication(s) left at the school will be discarded according to the most current state regulatory recommendations for safe medication disposal.

By signing this document, I give permission for my child's Health Care Provider to share information about the administration of this medication with the school staff delegated to administer medication.

Parent/Legal Guardian's Name Parent/Legal Guardian Signature Date

Work Phone Alternate Phone

Health Care Provider Authorization

Child's Name:		Birthdate:
Medication:	Dosage:	Route:
To be given at the following times:	Start Date:	End Date:
Special Instructions:		
Purpose of Medication:		
Side Effects to be reported:		

Signature of Health Care Provider with Prescriptive Authority

Date

Print Name of Health Care Provider

Phone & Fax Number

Signature of Child Care Health Consultant or School Nurse

Date