



## Children's Learning Center at Mitchell College Family Handbook 2026-2027

### **Mission Statement:**

At The Children's Learning Center, we are passionately committed to nurturing the innate curiosity, creativity, and potential within every child. Guided by the principles of the Reggio Emilia learning approach, we believe that every child is a capable and resourceful learner, and our mission is to provide a stimulating and supportive preschool environment where they can thrive.

### **Key Pillars of Our Mission:**

1. **Child-Centered Learning:** We prioritize the interests, questions, and ideas of each child. Our curriculum is inspired by their natural curiosity, allowing them to take the lead in their learning experiences.
2. **Experiential Learning:** We believe in the power of hands-on experiences. Through art, play, music, and nature exploration, children gain a deep understanding of the world around them.
3. **Strong Partnerships:** As the Laboratory School for Mitchell College education students, we are committed to providing a rich learning environment for future educators. We foster collaboration between our experienced educators and these students, encouraging a dynamic exchange of knowledge and innovation.
4. **Respect and Collaboration:** We promote a culture of respect, not only for children but also for families, educators, and the wider community. We recognize that learning is a collaborative effort, and we encourage active involvement from all stakeholders.
5. **Documentation and Reflection:** We value the practice of documenting children's experiences and reflecting on their learning journeys. Through documentation, we make children's thinking visible and use it as a tool for ongoing improvement.
6. **Inclusivity and Diversity:** We celebrate diversity in all its forms. Our program is inclusive, welcoming children of all backgrounds, abilities, and needs. We believe that a diverse community enriches the learning experience for all.
7. **Environmental Consciousness:** We foster a deep respect for the environment and aim to instill in children a sense of responsibility toward the natural world. Our outdoor spaces are designed to inspire exploration and connection with nature.
8. **Joyful Learning:** Learning should be a joyful and meaningful experience. We strive to create an atmosphere where children are excited to explore, discover, and express themselves freely.

In pursuing our mission, we aspire to prepare preschoolers for a lifetime of learning and empower them to become curious, compassionate, and confident individuals who are ready to embrace the challenges and opportunities of the

world. With our partners at Mitchell College, we are dedicated to shaping a brighter future for the children in our care and for early childhood education.

### **Our Staff**

The core of our mission at The Children's Learning Center lies in our staff's unwavering commitment to meeting rigorous qualification standards set by NAEYC, the Connecticut Office of Early Childhood, and the New London School Readiness Council. Our dedicated team, equipped with bachelor's and master's level education, is not only highly qualified but also actively pursues continuous professional development. Each school year, our staff must accumulate at least 20 additional hours of professional development, ensuring they stay on top of the latest educational advancements.

This qualified and educated staff forms the cornerstone of our preschool environment, aligning seamlessly with the principles of the [Reggio Emilia learning approach](#). They play a pivotal role in fostering the holistic development of every child, embracing the Reggio Emilia approach with precision. By maintaining a team of highly educated and committed educators, we not only prepare children for academic success but also nurture their social, emotional, and creative growth. Our staff serves as the driving force behind our mission, empowering children to evolve into lifelong learners poised to make a positive impact on the world.

### **Quality Standards:**

At The Children's Learning Center, we take immense pride in our commitment to maintaining the highest quality standards in early childhood education. As a NAEYC (National Association of the Education of Young Children) accredited preschool, we adhere to rigorous benchmarks that reflect our dedication to excellence. This accreditation not only underscores our program's commitment to best practices but also signifies our unwavering commitment to the well-being and development of every child in our care. However, we view accreditation as just the beginning of our journey toward providing an exceptional learning environment. We are dedicated to a culture of continuous improvement, consistently seeking ways to enhance our curriculum, teaching methods, and facilities. By staying at the forefront of educational research and regularly engaging in self-assessment, reflection, and professional development, we ensure that our preschool remains a place where children receive the highest quality education and nurturing support on their educational journey.

### **Confidentiality Policy:**

A child's records are open to the Director, teachers, consulting staff, state inspectors, accreditation team and the child's parents or guardians. Children's files are secured in a locked cabinet in the office. Parents must sign a written authorization to release records to anyone other than those parties listed above. Staff are always held to the highest standards regarding confidentiality among families, students, and when out in public.

### **Non-Discrimination Policy:**

The Children's Learning Center is committed to providing a welcoming and inclusive environment for all children, families, employees, and community members. We do not discriminate based on race, color, ethnicity, national origin, religion, gender, gender identity, sexual orientation, disability, or any other legally protected status in any of our programs or activities. We passionately believe that diversity enriches our community and enhances the learning experience for all. We are dedicated to fostering a culture of respect, equity, and inclusion where everyone is treated with dignity and fairness. Our commitment to nondiscrimination is integral to our mission of promoting the well-being and development of every child, family, and individual we serve.

### **Attendance Policy**

**School Hours:** The Children's Learning Center is open from 8:00 a.m. to 4:00 p.m. (after care is available until 5 p.m. for an additional fee), Monday through Friday, year-round, except designated holidays and closures.

<https://mitchell.edu/childrens-learning-center/>) Our program operates for 50 weeks per year, providing consistent and reliable care for enrolled children. The school day begins at 9:00 a.m. and ends at 4:00 p.m. The CLC offers before and after care for families that need childcare before and after the school day. This service is an additional fee.

**Tuition Fees:** Tuition fees must be paid in full and on time, regardless of a child's attendance. This policy ensures the stability and sustainability of our program and the availability of resources and staff to meet the needs of all enrolled children.

**Arrival Time:** Children are expected to arrive at the center no later than 9:00 AM each morning, unless prior notification of a late arrival has been given to their respective classroom teacher. Late arrivals can disrupt the daily routines and activities of the classroom. Recurrent tardiness without notice will not be permitted. To notify teachers of a late arrival, please use the Brightwheel App. If you are having difficulty with Brightwheel, or the situation is urgent, please contact the CLC at 860-701-5348.

**Director Contact:** If you have any concerns or need to communicate outside of classroom hours, you may contact the center's director at (860) 701-5348. The director is available to address any questions, issues, or emergencies that may arise.

We appreciate your understanding and cooperation in adhering to our attendance policy. Consistent attendance and timely communication help create a smooth and effective learning environment for all children in our care.

**\*\*\*Please note that it is never appropriate to contact your child's teacher on their personal phone and these communications will result in disciplinary action for teachers\*\*\***

#### **Enrollment:**

- Registration is open-enrollment and availability to all children regardless of diverse racial, ethnic, and economic backgrounds.
- Our program serves preschool children ages 3 to 5 during the school year and summer camp.
- Children must be toilet trained.
- Enrollment priority is given to current students, their siblings, and alumni families.
- When registration takes place, applications are taken on a first-come, first-served basis.
- There is a supply fee for each child. All applicants, regardless of entry date, will be charged the full fee for supplies.

#### **PLEASE NOTE:**

At times, a program may not perfectly match the needs of a child or family. At The CLC, we are dedicated to working closely with families to address any challenges that may emerge. In certain situations, it might be necessary to access additional resources to better support a child's success within our school community. If, even after our best collaborative efforts, a challenge cannot be resolved, The CLC reserves the right to discuss alternative solutions for the child's well-being and happiness in the program.

#### **Required Forms for Enrollment: (These forms must be on file before a child attends.)**

1. Registration Documents
2. Medical forms with current immunizations. This includes an annual flu shot administered no later than December 31<sup>st</sup> of the current school year.
3. Emergency Contact(s)
4. Authorized Medical Services Form

5. CLC Parent Signature Page with Enrollment Agreement testifying that the family Handbook has been read
6. Child Questionnaire Intake form
7. Financial Aid Form
8. Medication Authorization Form (if applicable)

### **Arrival and Departure Procedures:**

- Please remember to sign your child in and out every day as you escort him or her to and from the Center. Signing in and out is required by the Connecticut State Department of Health for attendance, staffing, and safety.
- Each child must be accompanied in and out of the CLC by a parent or guardian.
- For the safety and health of the children under our care, never leave your car running (even in the colder months) in the parking lot while you drop off or pick up your child.
- Please do not leave other children in your car when either dropping off or picking up your child.

### **Beginning on a Positive Note:**

Upon your arrival at our school, we warmly encourage you to share with the teacher that your child has arrived. Creating a positive start to the day is key, filled with excitement and anticipation for the fun moments that lie ahead. We understand that each child is wonderfully unique; some may quickly embrace the day while others might need a bit more time to adjust. Tuning into your child's cues and feelings is important, as we embark on this delightful journey together. Establishing a routine for drop-off and pick-up adds a comforting rhythm to your child's day.

Should you ever seek reassurance after a tearful goodbye, please don't hesitate to call the CLC later in the morning. We're here to provide updates, ensuring your peace of mind as you learn that your child has adjusted and is joyfully engaged in play. Your child's well-being and comfort are our utmost priorities, and we're here to make this experience as delightful for you and your child as possible.

### **Communication:**

Open communication between parents and staff is essential. Feel free to speak briefly to your child's teachers when you drop-off or pick-up your child. Longer conversations can be arranged via private meetings and/or phone calls. If you have concerns, please discuss them with your child's teacher(s). If further input is needed, the Director will facilitate discussions and work with staff and parents to brainstorm solutions. In addition, we will keep you informed in the following ways:

1. You will receive daily updates that may include photographs, videos, observations, and a description of the day via the Brightwheel app, as well as weekly newsletters from the Director.
2. The Parent Information Board has news and topics of interest for families.
3. You will receive emails periodically about community events.
4. Family orientation conferences are scheduled in the fall to set goals for your child and in the spring; to discuss how the goals set are being met. Conferences are planned to discuss your child's development during the year. You will be offered an optional end of the year conference to address any concerns or observations you may have. Additional conferences may be scheduled at your request or at the request of the teacher or director.

5. Learning experience plans for each week are posted on the Parent Information Board and available via email and website. They describe the planned activities and on-going projects for the week.

Other options for communication include brief notes or emails to share with teachers, comments, or conversations your child is having at home regarding school. To respect everyone's privacy, please refrain from having in-depth conversations with the teachers during drop-offs or pick-ups. The teachers would be glad to schedule a time to meet or speak on the phone/zoom. We strive to support non-English speaking families by working with community members to provide translation services.

### **Conferences:**

Throughout the school year, your child's teacher will utilize the Early Learning and Development Standards ([CT ELDS](#)) created by the Connecticut Office of Early Childhood, as well as their Documentation & Observation for Teaching System (CT DOTS.)

During our preschool observation, assessment, and lesson planning processes, we place a strong emphasis on fostering comprehensive growth in your child. As we approach parent-teacher conferences, we want to share insights into the thoughtful strategies we employ to ensure your child's well-rounded development.

At our school, we maintain open communication with local public school districts every year. This collaboration allows us to align our efforts with the expectations of kindergarten teachers, ensuring a smooth transition for your child. We focus on developing skills that kindergarten teachers highly value, including independent self-help skills, social-emotional development, appropriate use of classroom materials, the ability to control impulses, following multi-step directions, and motor development.

While kindergarten marks a significant shift towards academic learning, our preschool program is uniquely designed for whole-child development. Our observation and assessment methods go beyond academics to capture the essence of your child's growth in various aspects. Parent-teacher conferences provide an opportunity to discuss these observations, celebrate achievements, and address any areas where additional support or focus may be beneficial.

We believe in nurturing not just academic readiness but also the social, emotional, and physical facets of each child. Our commitment to holistic development ensures that your child enters kindergarten not only academically prepared but also equipped with a strong foundation in essential life skills. Through collaborative efforts with parents, we strive to make this educational journey a harmonious and enriching experience for every child.

### **Changes in Contact Information:**

If the contact information you provided for the CLC changes, please notify the staff immediately. The teachers need this information to reach you in the event of an emergency. Teachers also use this information to communicate with you. Your cooperation in this important matter is greatly appreciated.

### **Late Pick Ups:**

Because child/staff ratios must be maintained during all hours of operation, please make every effort to pick up your child on time. In the event of an emergency, if you are unable to pick up your child, please contact the CLC as soon as possible and make other arrangements for your child to be picked up. A late fee of \$5.00 per minute will be charged for any additional time your child spends at the CLC. Late fees will be added to your tuition account. Late pick-ups upset some children and create additional responsibilities for teachers. Chronic late pick-up may result in your child's dismissal from the CLC or a \$20 per hour/per day fee added to your tuition account.

### **Half-day Pick-up by 12:00pm**

If your child is enrolled in the half-day program, picked-up time is 12:00pm.

### **Preschool Day Pick-up is 4:00 PM**

If your child attends the preschool day program, pick-up time is 4:00pm.

**The Children's Learning Center closes promptly at 4:00pm. If your child is enrolled in after care, pick up is 5:00 p.m.**

#### **Procedures for Late Pick-up:**

1. If a parent has not arrived at the CLC by 4:05 PM for the full-day session, or 12:05pm for the half- day session, and there has been no call informing the CLC of the emergency, a staff member will call the parent. If the parent cannot be reached, the emergency pick-up contact will be called.
2. Two staff members must stay on site with your child.
3. If parents and emergency contacts cannot be reached, and the child is at the CLC at 5:20pm, 12:25pm, the Director will be notified.
4. After contacting the Director, the New London Police Department will be called.
5. After the police have been contacted, the Connecticut Department of Child and Family Services will be called.
6. Notifying the CLC that you are going to be late does not excuse you from paying late charges.

#### **Authorized Person(s) Picking up Your Child:**

At any time, if a person the staff does not recognize enters the building to pick up a child, they will be asked for photo identification. When an authorized person from your registration form comes to pick up your child, they must provide the staff with photo identification, be at least 18 years of age, and have proper car seat restraint. At no time may an unauthorized person pick up your child; in cases of emergencies, families may email and follow-up with a phone call to confirm a new authorized person.

#### **Financial Information:**

Our tuition schedule has been established to provide your child with the best possible care at the most reasonable price. A nonrefundable fee of \$50 is due with your registration form. A two-week tuition deposit is due one month prior to your start date. A materials fee of \$40 must be paid annually within the first month of school. Your child will not be able to attend the program until the registration fee and two-week deposit is received. For children who enroll later in the year, the materials fee will be prorated. This materials fee covers some of the cost of art materials, classroom basics and enrichment activities throughout the year.

#### **Policies for Student Accounts:**

- Tuition is due the Thursday before the week the student is attending.
- Any payments received after that Thursday may be assessed a late fee of \$25.
- After two weeks of non-payment, the parents/guardians should meet to discuss the child's continuation in the program. When a family experiences hardship they should meet with the Director to plan a payment schedule to bring their account current. If a family does not keep to that payment schedule, they may be asked to leave the program.
- Failure to meet will result in withdrawal from the program.

- Our budget is established for tuition to be charged by the week and includes all days regardless of attendance, holidays, or weather closures.
- Accounts with payments returned for any reason, including credit card and debit card payments, will be assessed a \$30 charge per occurrence.
- Recurring returned card payments may require that payments be made by check.
- Tuition is not reduced for illness, vacations, holidays, center closings or other withdrawals unless arrangements are made per the guidelines.
- If a student is withdrawn, it is the parent's responsibility to submit a written notice 2 weeks prior to their child's withdrawal from the center.
- Without advanced notification parents will be expected to pay the contracted fees for their student.
- All families are asked to fill out our income data form; this form is only used for School Readiness consideration purposes.

### **Making Tuition Payment:**

As we approach your child's start date, you will receive an email from the Director with billing information. Billing takes place online through Brightwheel. Enrollment using Brightwheel autopay is mandatory; your credit card or bank account will automatically be charged weekly. As of the Thursday before your child's first day, your child will have an active student account accessed via the Brightwheel App, and tuition will be automatically billed weekly. If you have questions about a payment or tuition, the preschool staff may be able to help you; any questions or concerns that may arise should be directed to the Director.

*\*If you are experiencing temporary financial difficulties, please see the Director before tuition is due and we will attempt to work out a payment schedule. All financial matters are kept confidential.*

### **Subsidy Program:**

If your child care is paid in part by a government or community agency, please be advised that registration fees and late fees are not covered by tuition assistance payments. Families may apply to the Care4Kids program if they are income eligible and meet all the requirements determined by the Connecticut Department of Social Services. The CLC will help in filling out the necessary paperwork for eligible families. Families are responsible for making tuition payments, based on the income form data, until Care4Kids becomes active and approved. The CLC is also an approved New London School Readiness program; for 6 full day/full year preschool spaces and 1 school day/school year spaces. Tuition for these spaces is based on the current State Department of Education Child Day Care (CDC) and School Readiness sliding scale fee. After families fill out the financial forms, their family may be eligible to receive tuition at a discounted rate. Approved families are required to discuss any changes to their employment or eligibility with the Director within 2 weeks of the change.

Upon enrollment, and every six months, thereafter, all families are asked to update their financial aid form and, when necessary, provide supporting documentation (one month's worth of pay-stubs) to show continued eligibility for tuition assistance. Failure to return the necessary documentation may lead to the loss of assistance and/or enrollment. After the review of updated financial forms and needed documentation, the Program Director will calculate the fee and provide a Tuition Agreement that both the parent/guardian and the Program Director signs. The parent/guardian receives a copy and the original is attached to the determination/redetermination packet in the child's file. Fee calculation is reviewed with families. All families eligible for assistance will have money available at the time of their eligibility, based on funds availability. Should funds not be available, eligible families will be put on a waiting list and, once funds become available, receive assistance in the order in which they enrolled. Families will retain tuition assistance for as long as they remain eligible, based on the Department of Social Services Family contribution equations or rates and the School Readiness Sliding Fee Scale.

## **Tuition and Fees:**

Program	Days	Tuition
Full Day – 8am-4pm	Monday-Friday	\$300/week per child
Half Day – 8am-12pm	Monday-Friday	\$200/week per child
3 Days – 8am-4pm*	Monday, Wed, Friday	\$205/week per child
2 Days – 8am-4pm*	Tuesday, Thursday	\$140/week per child

- \*2 and 3 Day Programming has limited availability
- Before-and-After School Program
  - BEFORE 8:00am: \$20 per day
  - AFTER 4:00pm: \$20 per day
- Summer Camp Program: Same as school year program
- Families are responsible for payment processing fees via Brightwheel: Card Fee: 2.95%  
ACH Fee: 0.6%, \$0.25 min, \$2 max

## **Withdrawals:**

We require 2 weeks advance notice, in writing, of your child's withdrawal from the program. This provides an opportunity to notify another family of the opening. Our CLC reserves the right to dismiss a child from the program if tuition obligations are not met, or it is determined that the child is not adjusting to the program. We will make every effort to assist a child needing an alternative placement.

## **Tuition Charge Policy:**

Each family will be charged for the weeks/date they have decided to enroll.

## **Our Curriculum:**

The Children's Learning Center at Mitchell College embraces an innovative curriculum deeply rooted in its ecologically diverse surroundings. Grounded in principles that position children as active participants in the learning process, our curriculum is uniquely driven by each child's intrinsic curiosity.

Our educational approach is strongly influenced by the Reggio Emilia philosophy, originating in Italy, which places great emphasis on the classroom environment being shaped by children's interests, community engagement, and the value of hands-on learning. This approach is founded on several core principles:

**Recognizing Every Child's Potential and Curiosity:** We believe that every child possesses untapped potential and a natural curiosity that should be nurtured and celebrated.

**Valuing Relationships and Constructive Learning:** Children are inherently interested in building relationships and actively constructing their own knowledge. They thrive by negotiating and interacting with their environment.

**Empowering Children as Active Citizens:** Children are regarded as active citizens with rights, contributing members of their local community, and integral parts of their families.

Our pedagogical methods are intricately woven into these principles:

**Environmental Integration:** The Mitchell College Early Learning Center seamlessly incorporates the natural environment, including the nearby woods, pond, and beach, into the classroom experience.

**Child-Directed Learning:** Our educators and students jointly navigate their learning journey, integrating their inquisitiveness with the abundant resources offered by their surroundings.

**Socratic Teaching:** Teachers employ Socratic questioning techniques to uncover and explore the children's ideas, hypotheses, and theories, using their expertise in best classroom practices.

**Collaborative Partnership:** Families, children, and teachers forge a collaborative partnership, jointly engaged in the learning process.

Teachers will design a developmentally appropriate curriculum that aligns with the CTELDs, children's interests and the overarching principles outlined above. Our school adopts an emergent curriculum approach, which necessitates weekly team planning sessions to ensure optimal outcomes. Materials, equipment, and furnishings are meticulously chosen to align with curriculum and program objectives. While weekly lesson plans are required, they are encouraged to have a monthly focus or project that reflects the children's ongoing exploration and development.

To meet nutrition and exercise Early Learning and Development standards set by the Office of Early Childhood ([CTELDS](#)), the following policies are to be followed and reflected in your curriculum plans and lesson:

- Each classroom will prepare one snack and/or nutrition activity weekly.
- Children will have at least 60 minutes of physical activity daily for full-time children and 30 minutes for morning only children.
- Snack menus will be designed and posted monthly. Parent involvement is encouraged and suggestions are welcomed.

Staff are expected to record daily events for each child through an appropriate form of documentation. This could be photographs, journal reflections, teacher notes, and work samples. Observations and projects must be tied to the CTELDs. Teachers work to select standards as the first step in intentional teaching to plan your curriculum focus. Anecdotal charts and naturalistic observations are key to better understanding the children in the classroom. When indicated, teachers will work with the Director and families to make referrals for further evaluation work with specialists to implement Individualized Education Programs (IEPs).

When requested by families, teachers may attend a PPT to provide input and support families.

### **Walking Fieldtrips:**

On a regular weekly basis, the preschool will plan and execute walking fieldtrips to the Mitchell beach, Mitchell woods, fishpond or the Mitchell library. Teaching staff are required to bring a first aid kit, necessary medications, and the classroom cell phone. Staff must notify the Director (860-701-5348) or Education Department (860-701-5380) upon departure and arrival to and from the CLC. Children are encouraged to bring their reflective journals and collecting bags on walks.

### **Technology in the Classroom:**

The use of appropriate technology with the children is supported by the curriculum. An iPad and cameras are considered learning tools; teachers are encouraged to apply this type of technology to everyday experiences with the children. Children are seen as capable learners; cameras should be an everyday tool at their disposal.

Televisions or computer screens may be used for sharing stories, songs, showing examples of art and science relevant to the lesson plan, and gross motor activities like yoga, freeze dance, and other exercise.

**Toys from Home:**

Children can bring a comfort item that can keep them company during rest and will be returned to the rest bag once that is over.

**Clothing:**

The best clothes for your child's school day are easy fitting and assure independence. Play clothes should be comfortable, washable, and appropriate for the weather. Too many buttons, belts, or tightfitting pants take away from practicing their independence. Outdoor play in all weather is an integral part of the children's day. Please provide two sets of clothing labeled with your child's name in a bag. Please have a "wet bag" for us to send any soiled clothing home for laundering.

**Rest Time:**

The state of Connecticut mandates a quiet resting period of at least 45 minutes for all children 5 years of age and under who attend preschool for longer than five consecutive hours. During this time, children will never be forced to sleep. Children who do not typically nap will be given quiet activities, such as puzzles, books, coloring materials, or small blocks to play with on their cots during this quiet period.

**Special Services/Referral Process:**

If parents and/or teachers have developmental concerns, the screening and observation results may be shared with specialists for further evaluation and consultation to promote age-appropriate development. We may recommend that you contact your pediatrician or public school for a more thorough examination. At times we have found that children and families may benefit from additional services including physical therapy, speech therapy, social work referrals, neurological testing, or counseling. Referrals for these services will be made with parental consent. Whenever possible, when connecting families to services, the family's home language will be used, and cultural needs will be respected. Our program will make the referral and follow up to ensure that requested services take place. Confidentiality is protected at all times when requesting outside services.

## Our Discipline Policy

Effective classroom discipline in a preschool setting is vital for creating a safe and nurturing environment where children can learn and develop social skills. The approach should be age appropriate, emphasizing positive reinforcement and teaching children how to manage their emotions and behaviors constructively. Here is a comprehensive discipline plan tailored for preschool classrooms:

### **1. Clear Expectations:**

- Teachers will set clear, simple, and developmentally appropriate behavior expectations for the classroom. We will ensure that children understand these expectations through visual aids, age appropriate language, and repetition.
- Teachers will encourage children to be active participants in establishing classroom rules. This fosters a sense of ownership and responsibility.

### **2. Positive Reinforcement:**

- Teachers will praise and reward positive behavior immediately and specifically. They will use positive language to acknowledge and celebrate their efforts and achievements.
- Teachers will use a system of incentives, such as stickers, stamps, “fuzzies”, or a reward chart, to motivate good behavior and reinforce positive habits.

### **3. Consistency:**

- All teachers will apply rules consistently to create a sense of security and predictability for the children. We will ensure that all teachers and staff are on the same page regarding classroom expectations and consequences.
- Classroom will maintain a consistent daily schedule to help children anticipate transitions and activities. This schedule will be posted in the classroom with visuals that are easily understood by children, and will be reviewed regularly during group times.

### **4. Redirect and Teach:**

- When a child exhibits challenging behavior, teachers gently redirect their attention to a more appropriate activity or behavior. Teachers will take the opportunity to teach the child about expected behavior, empathy, and conflict resolution through age-appropriate discussions and stories.

### **5. Cool-Down in the Cozy Corner:**

- Instead of time-outs, we encourage children to use a designated "cozy corner" as a space to cool down and manage their emotions.
- The cozy corner can be a comfortable area with soft cushions, calming sensory items, and books where children can go voluntarily to regulate their emotions. A teacher may sit with the child to discuss their emotions and actions, or the child may choose to sit alone.

## **6. Encourage Self-Expression:**

- We foster an environment where children feel comfortable expressing their emotions. Teachers encourage them to use words to communicate feelings rather than resorting to physical or disruptive behavior. Teacher model the language children will use.
- Each classroom displays a "feelings corner" with emotion cards or pictures to help children identify and express their emotions.

## **7. Model Appropriate Behavior:**

- Teachers and staff should model the behavior they expect from the children, demonstrating patience, kindness, and respect in all interactions.
- We encourage peer-to-peer modeling by recognizing and praising children who exhibit positive behavior, and do not shame and humiliate children who may need redirection.

## **8. Communication with Parents:**

- We always maintain open lines of communication with parents to discuss any behavioral concerns and share strategies for consistency between home and school.
- We encourage parents to reinforce positive behavior at home and inform you of any significant changes or challenges in the child's life.

## **9. Individualized Approach:**

- Teachers recognize that each child is unique and may respond differently to discipline methods. We tailor our approach to meet the specific needs of each child.
- If a child exhibits consistent challenging behavior, we may consider involving a specialist or counselor for additional support.

## **10. Continuous Professional Development:**

- Teachers are provided with ongoing training and support to stay updated on best practices in preschool discipline and behavior management.

Discipline in a preschool classroom should prioritize the development of social-emotional skills, self-regulation, and a positive attitude towards learning. It should be a process of guiding children to make better choices and grow as individuals in a loving and supportive environment.

**Biting:** Although biting can be a normal developmental behavior for young children, it may also present a risk. Therefore, in instances involving biting, the following will occur:

- The Director will be notified to determine whether a medical consultation is required.
- The parents of a child who bites will be notified.
- If the bite results in broken skin, the parent(s) will be advised that a subsequent bite where the skin is broken will result in the child's removal from the program until the biting behavior ceases.
- If the bite results in broken skin, the parents of the child who was bitten will be notified.

Consistently repeated behaviors in a preschool setting may require a structured approach to address and modify. Here are steps to address and manage consistently repeated behaviors:

**Observation and Documentation:**

Begin by observing the behavior in detail. Document when, where, and under what circumstances it occurs. Collecting data is essential for understanding the pattern and potential triggers.

**Identify Underlying Causes:**

Try to discern the underlying causes of the behavior. Is it a response to frustration, a need for attention, sensory sensitivity, or a specific trigger? Understanding the root cause is crucial for effective intervention.

**Consult with Colleagues and Specialists:**

Discuss the behavior with other teachers, staff members, and specialists if necessary. Collaborative input can provide additional insights and strategies for addressing behavior.

**Develop a Behavior Intervention Plan (BIP):**

Create a structured BIP that outlines the steps for addressing the behavior. The plan should include clear, specific, and achievable goals, along with strategies for intervention.

**Positive Reinforcement:**

Emphasize positive reinforcement for desired behaviors. Provide praise, rewards, or incentives when the child exhibits appropriate conduct. Be consistent and immediate with your reinforcement.

**Use Visual Supports:**

Visual supports, such as visual schedules, social stories, or emotion cards, can be helpful in reinforcing expected behaviors and providing cues for transitions or appropriate responses.

**Data Tracking and Evaluation:**

Continue to collect data on the behavior to assess progress and refine the intervention plan as needed. Regularly review the plan's effectiveness with colleagues and specialists.

**Celebrate Small Wins:**

Celebrate even small improvements in behavior. Recognizing progress can motivate both the child and the teaching team to continue working towards positive change. Maintain Patience and Empathy:

Keep in mind that behavior change takes time. Approach each situation with patience, empathy, and a belief in the child's capacity to improve. Addressing consistently repeated behaviors requires a collaborative effort, ongoing assessment, and a commitment to using positive reinforcement and teaching alternative skills. Every child is unique, so flexibility and individualized approaches are key to success.

## Health & Safety

### **Health Records:**

All children must have a current health assessment and emergency contact information on file before they begin our program. Annual physicals and up-to-date immunizations are required by the Connecticut Department of Health. When a child is overdue for any routine health services, parents, guardians, or both provide evidence of an appointment for those services.

### **Overall Health and Well-being:**

Please do not bring your child to the CLC if they cannot fully participate in the indoor and outdoor portions of our day. To prevent the spread of illness, children are reminded to wash their hands frequently, including upon arrival, after toileting, before and after eating and before and after participating in play dough and water/sand play indoors with peers. To support wellness, we discuss health concerns with our health and/or dental consultants.

The Director is available to assist families in securing medical insurance and finding a doctor.

### **Infectious Diseases:**

To reduce the spread of illness, please keep your child home if they exhibit the following symptoms:

- Vomiting and/or diarrhea—Your child may return to the CLC 24 hours after all symptoms have passed.
- Runny nose with green or yellow discharge or associated with fever or cough with mucous secretion. Any discharge, other than clear, is usually a sign of infection.
- Fever of 100° F or above—Children may return to the CLC after being free of fever for 24 hours without fever reducing medication.
- Conjunctivitis or pink eye—Children with red, itchy, draining, or crusty eyes may have conjunctivitis. Please consult your physician. Children may return to the CLC after 24 hours of successful antibiotic therapy.
- Rashes or skin conditions such as poison oak, impetigo, or contagious cold sores: A physician should examine unusual rashes. If the rash is communicable, written MD clearance is needed before the child may return to the Center. Children with non-communicable rashes may return to the CLC after sores are crusted over and dried.
- Chicken Pox—Children with chicken pox may exhibit the symptoms of low fever, rash, blisters, scabs, and malaise. Children may return to the CLC after sores are crusted over and dried. We are required to report cases of chicken pox to the Connecticut State Department of Health.
- Lice/Hair infestations—Children may return to the CLC after receiving a specified shampoo treatment and all signs of eggs are gone. Receipt of treatment product needed before child may return to the Center.
- Other—If the Director or the State Health Department determines that it is inappropriate for the child to be at the Center.

If your child becomes ill or injured while at the CLC, you will be notified immediately per state regulation. If you cannot be reached, we will call an emergency contact listed on your enrollment form. To prevent the spread of infectious disease, it is important that you pick up your child as soon as possible. State licensing mandates that we isolate ill or contagious children from group care. Sick children will be cared for in a quiet area at the CLC until they are picked up.

Please let us know if your child contracts a contagious disease; we will inform the families in your child's class.

## **Handwashing Policy and Procedures:**

Preschool staff follow universal precautions/standard precautions for hand washing, including the following:

- Before and after feeding a child
- Before and after administering medication
- After handling garbage
- After handling body fluids of any kind
- Before and after administering first aid
- After cleaning up spills or objects contaminated with body fluids
- After taking off disposable gloves

### Non-Latex Gloves Should be Worn

- During contact with blood or body fluids
- When individuals have cuts, scratches or rashes which cause breaks in the skin of their hands
- When handling food
- When first-aid is being administered

Environmental sanitizing will be done regularly and as needed. In the childcare setting this means cleaning toys, surfaces, and diapering areas with a bleach solution (1 tablespoon of bleach per quart of water made fresh daily).

Proper disposal of materials that have been contaminated with blood requires double bagging in plastic bags that are securely tied. These items will be sent home with the child. Items used for procedures on children with special medical needs (such as lancets for finger sticks, or syringes for injections given by parents) require a special container for safe disposal. Parents can provide what is called a “sharps container” which safely stores the lancets or needles until the parent can take them home for disposal.

## **Toilet Training and Diapering Policy:**

Children attending the CLC must be toilet trained. The CLC is not licensed for changing diapers or pull ups.

## **Medication Administration:**

The Children’s Learning Center will store and administer prescribed inhalers and Epi-pens, non-prescription topical medications, and EMERGENCY oral medications (i.e., Benadryl) with parent’s consent. An authorization form, which must be signed by doctor and parent, is available at the Center. The form includes information such as:

- Child’s name, address, and birthdate
- Name of drug
- Prescribed dosage
- Method of administration
- Time to be administered
- Possible side effects
- Prescriber’s name and address

All medications must be in their original container and clearly labeled with the child’s name and directions for use. Except for non-prescription medications and pre-filled injectables, (i.e., EpiPens) all medications will be stored in a locked container and, if directed by a manufacturer, refrigerated. Controlled medications will be

double locked. Non-prescription topical medications and pre-filled commercially prepared injectable medications will be stored away from food and inaccessible to children.

The Center will keep accurate documentation of all medications administered. Included in the documentation are:

- Date the medication was administered
- Time it was administered
- Dose administered
- Signature of the staff person administering
- Comments

Staff are trained in the administration of medication by our nurse consultant. This training is renewed every three years. Training for injectable medication is repeated once per year. At all times, at least one staff person will be in the building who holds a current medication administration certificate.

### **Allergy Management:**

An allergy management plan will be followed for children who have allergies that affect their health. A physician's order must be on record to provide the necessary care. Allergy management forms are available in the office and must be completed before your child attends school.

### **Outdoor Activities and Rain Play:**

Children will have a minimum of 60 minutes of physical activity (raising the heart rate) daily for full-time children and 30 minutes for morning only children. Outside play will take place unless temperatures fall below a "real feel" of 20 degrees or above 90 degrees. To protect against the cold during winter months, we request that each child come to school with snow pants, boots, mittens/gloves, winter coat and hat.

Children often take walking fieldtrips around the Mitchell College campus. Our staff carries a well-supplied first aid kit, cell phone in case of emergencies, and Campus Safety is notified. When smog or air pollution levels are reported to be unhealthy, or humidity is too high, outside time will be limited. Alternate movement activities will be planned. Within our curriculum rain play is expected; each child should have a pair of rain boots stored in their cubby. Rain pants are strongly recommended.

### **Footwear and Extra Clothing:**

Rubber-soled slippers are requested so children may change out of their outdoor shoes; this helps keep our classroom clean and your child's feet dry in the winter months. Rain boots are expected; a pair may be purchased and stored in your child's cubby. All children must have at least 2 spare outfits stored in their extra clothes bin. Staff will request items as needed with use and weather changes.

### **Sunscreen and Bug Repellent:**

Our natural environment provides ample shaded play areas. Regardless, on hot sunny days we recommend that children wear sun-protective clothing and that parents apply sunscreen and/or bug repellent each morning. The National Association for the Education of Young Children (NAEYC) recommends either sunscreen or sun block with UVB and UVA protection of SPF 30 or higher. We will reapply sunscreen and insect repellent as directed.

### **Environmental Hazards:**

To ensure your child's health and well-being, our CLC follows State of CT Dept. of Health guidelines, including testing for environmental hazards.

### **Nutrition:**

Due to the increasing number of children with severe peanut allergies, the Children's Learning Center is a "peanut and tree nut free" facility.

We follow the guidelines recommended by Eat Smart Grow Healthy Program:

- Food is not used as a reward or punishment.
- Unless there are extenuating circumstances, food is offered at routinely scheduled times to promote good eating habits.
- Staff model appropriate eating habits and behaviors.
- Water is the primary drink offered with a snack and lunch.
- Classrooms will prepare one snack and/or nutrition activity weekly.
- To prevent choking, children under the age of three will not be served hot dogs, whole grapes, popcorn, chunks of carrots or hard pretzels.

The CLC provides two healthy snacks daily, one in the morning and one in the afternoon. The snack menu is posted in the kitchen and parent's information board at the front entrance. Upon request, we will email you a copy of the snack menu.

### **Lunches:**

Lunches are provided by parents or guardians. Please put your child's name on their lunch; any storage container should also have their name on it for clear identification. Children typically will bring a sandwich, a piece of fruit, yogurt, roll-ups, pasta, or any combination of the above. Ideally lunches should contain 3 to 4 food groups. All lunches MUST have an icepack in the lunchbox; we are unable to store lunchboxes in our refrigerator. During meal times, children will be encouraged to open their own containers and packages in preparation for their kindergarten years. Teachers will not make rules about what or how much children will eat during lunch, and instead, they will encourage children to listen to their bodies and regulate their own eating habits. Teachers will create classroom lessons about nutrition and what each food group does for the human body. Teachers will inform parents of their child's eating habits when necessary.

**\*\*\* Please do not send in a lunch that requires teachers to use the microwave oven to heat up a child's lunch. \*\*\***

### **Outside Food:**

The Children's Learning Center is a peanut-free facility. All outside food must be labeled and provide a list of ingredients. Our philosophy strongly encourages family involvement and good nutrition, but we also think it's important to teach children that "fun" foods are okay too. We welcome store-bought treat options with specific ingredient lists attached.

### **Candy/Sugary Sweets Policy:**

To be respectful of different family values, cultures, and children's sensitivities, if candy comes to school for a holiday or special occasion, it will not be eaten during the school day. Instead, candy will be distributed to be sent home, where parents can make the best choice for their child. During times when children may want to share something with their peers, we also welcome items such as crafts, handmade gifts, stickers, etc. as alternatives.

### **Accident Reports:**

Although many precautions are taken to ensure a safe environment, occasionally accidents do occur. If an injury does occur, first aid is administered as needed, and you will be informed either by telephone or at pick-up time.

The staff completes an incident report which we keep on file at the CLC. Parents are asked to sign the accident report to assure that you are notified. Periodically, both our Director and our nurse consultant review our accident reports to identify any persistent safety challenges.

**Severe Weather Closure Procedure:**

We will make every effort to remain open on severe weather days. However, if the CLC needs to close for the safety of the children, their families, and our staff, it will be announced posted on our social media pages. There may also be a notification on local radio stations; we will follow New London Public School closings, delays, and early dismissals.

WFSB Channel 3	Q105 105.5 FM	WTYD 100.9 FM
WTNH Channel 8	WBMW 106.5 FM	WNLC 98.7 FM
WVIT Channel 30	WKDC 107.7 FM	WCTY 97.7 FM

In severe weather, which begins in the middle of the day, the CLC will close when Mitchell College closes and follow the closures and delays of New London Public Schools. In this instance, parents will be notified by phone. If a parent cannot be reached, an emergency contact will be called.

**Smoking and Firearms:**

Smoking and/or firearms are prohibited on the Mitchell College campus.

**Family Involvement:** Family involvement in preschool is a crucial aspect of a child's overall development and educational success. It emphasizes the importance of a partnership between families, caregivers, and early childhood educators to create a supportive and consistent learning environment for children, extending beyond the classroom and into the home. This involvement encompasses various forms of engagement, including regular and open communication between parents and teachers, active participation in school events and activities, support for learning at home through play and structured activities, and shared decision-making regarding a child's learning goals and well-being. Research consistently highlights the positive impact of this family-school collaboration on children's academic outcomes, social-emotional development, behavior, and overall enthusiasm for learning.

If interested, parents may actively take part in serving the CLC in the following ways:

- Planning family fun events
- Arranging teacher appreciation activities
- Organizing fundraising activities
- Planning enrichment activities for our children

**Participating in the Classroom:**

We have an open-door policy stating that parents are always welcome in our Center. Family involvement is an integral and valued part of our program. Please join us at lunchtime, for cultural activities, literacy events and family education programs. If you would like to volunteer your time and/or talents, please let either the classroom teacher or the Director know.

**Birthdays:**

Birthdays are special for children. If you wish to celebrate your child’s birthday in the classroom, please arrange it with their teacher. There are many ways to celebrate your child’s birthday. You can:

- donate a book to the CLC in your child's name
- share a sweet treat
- bring in a photo board of your child when s/he was born
- tell a special story about your child

If you plan to spend time in your child's classroom, please speak to your child's teacher one week prior to their birth date. Birthdays are a special day. You are welcome to bring along a treat or activity for the class in honor of your child's birthday.

### **Holidays:**

The CLC will be closed in recognition of various holidays throughout the year. Please refer to the school [calendar](#). At the Children's Learning Center, we are mindful of celebrating holidays such as Halloween, Thanksgiving, Valentine's Day, and religious events. Instead, families are encouraged to share their family traditions with teachers and children in the classroom. Please speak with your child's teacher to schedule a time to share your traditions with your child's class or discuss the option of celebrating holidays.

### **Fostering Learning at Home:**

At The Children's Learning Center, we recognize the pivotal role parents play as their child's first teacher. While many families already engage in activities at home that complement their child's experiences and learning in our program, it is beneficial to emphasize the significance of these simple actions that nourish a lifelong love for learning. We encourage you to:

- **Read with Your Child Daily:** Reading is a powerful tool for nurturing a child's imagination and language development.
- **Provide Art Supplies:** Make crayons available for drawing and offer child-safe scissors for cutting, fostering creativity and fine motor skills.
- **Engage in Playful Math Activities:** Explore numbers together by counting, identifying numbers before and after a quantity, and discussing quantities when there is one more or one less—a playful way to build early math skills.
- **Offer Manipulative Materials:** Provide markers, Legos, and other small manipulatives to enhance your child's fine motor skills and hand-eye coordination.
- **Encourage Decision-Making:** Give your child opportunities to make choices and decisions, which fosters independence and critical thinking.
- **Establish Consistent Bedtimes and Nutritious Meals:** Early bedtimes and balanced meals are essential for your child's well-being and overall readiness to learn.
- These small yet meaningful actions not only reinforce the foundations of learning but also strengthen the parent-child bond. By actively participating in your child's education and creating a nurturing learning environment at home, you are enriching their journey toward becoming lifelong learners.

### **Reaching Out:**

We are here to help support our families. We will remind of kindergarten orientations and open house dates in our area. Families can support kindergarten transition activities with your child. You can

- Attend an open house in the fall (many schools have these)
- Attend orientation in the spring
- Visit the school and meet the kindergarten teacher
- Shop for school supplies (teachers typically provide a list)

### **Communication Between Teachers:**

Beyond our commitment to children and families, fostering collaborative networks among our preschool and neighboring kindergarten educators is a valuable endeavor. Certain regions have established kindergarten discussion groups, where preschool, kindergarten, and first-grade teachers convene to address shared challenges and opportunities. This interprofessional networking underscores our collective dedication to facilitating holistic learning experiences that align with early education standards. This constructive collaboration provides families with the confidence that children prepared for kindergarten will seamlessly continue their educational journey, consistently meeting and exceeding kindergarten standards throughout the academic year.

### **Services for Families:**

Supporting the whole family is an important part of supporting the child. Please speak with the program director if you are interested in adult education programs, job training, public library services, and accessing services such as WIC/EBT, the New London Food Pantry, and Emergency Energy Assistance.

### **Protocol for Emergency Situations:**

#### 1. Emergency Phone Numbers:

- Children Learning Center: 860-701-5348
- Ambulance, Fire, Police: 911
- George Potts: Security Director: 860-701-5182
- Mitchell College Security: 860-701-5119 – on campus; if answering machine comes on, call right back Security 860-941-9316 – off campus phone

#### 2. Fire Drill Procedure:

- Remain calm and in control.
- Staff need to get the children out of the building as soon as possible and call the New London Fire Department 911.
- Call Campus Security: 860-701-5119. They will assist in keeping children and staff away from the danger zone.
- Teachers will gather the children together at the closest outside exit.
- Teachers will take their field backpacks and daily attendance log. A head count will be taken to determine if all the children are present. During very cold weather, staff may grab coats to be distributed to the children once they are outside the building.
- Teachers will lead the children inside the baseball field and have children line up against the fence. A second head count will be taken.
- The Director will close all windows and doors, and check the building for any children not present at the initial head count.
- The Director will join the children and staff at the baseball field. All will wait and keep the children calm until the building is reported safe for occupancy.

3. Medical Emergency Procedure:

- a. Have one person assess the situation and administer first aid.
- b. The staff member that witnessed the accident will call 911 and Campus Security at 860-7015119. If the child must be taken to the hospital by ambulance, his/her emergency contact information must be taken to the hospital by the staff member accompanying them.
- c. Emergency services will be provided at:  
Lawrence and Memorial Hospital, 365 Montauk Ave., New  
London 442-0711
- d. A staff member will call the child's parent and describe the incident and the plan of action.
- e. If the parent cannot be reached, call the emergency person listed on the child's emergency form.
- f. If a staff member is to accompany the child in the ambulance, another staff member will call for a substitute to take their place to maintain the required supervision. A substitute list is available near the phone.
- g. An accident report must be filled out as soon as possible by the staff member who witnessed the accident. This form must be signed by the parent. A separate log of accident reports is kept in the office.

Note: Call Campus Safety (860-701-5119) if assistance is needed.

4. Evacuation Procedure:

- a. In the event of an emergency where the children cannot return to the building for a period of time, they will be taken to the auditorium at the Clark Center across the street on the Mitchell College campus. Teachers will lead the children to the Clarke Center. Walk along the exit driveway to avoid potential incoming cars. Follow the sidewalk to the crosswalk area and cross Montauk Avenue to the Clarke Center.
- b. The Director and/or staff will notify all parents. The CLC cell phones should be brought to the Clark Center by staff.
- c. Follow the same procedures as those listed for a fire drill.
- d. Note: If evacuation is indicated by a state run incident at Millstone or other occurrence, staff will be notified of the precautionary transfer of students. Follow state evacuation procedures. Since our program is located in New London, staff will transport children in their personal vehicles to Windham High School following Route 32. Staff must keep their gas tanks at least half full in case of such an occurrence. Additional staff on campus may support this evacuation if deemed necessary. Parents may transport their child if they arrive at the CLC before our evacuation to Windham High School begins.

5. K-I Administration Plan:

In the event of a nuclear disaster, K-I pills are kept in a locked medicine cabinet in the downstairs handicapped accessible bathroom. The Director will use class rosters to administer medication. Classroom teachers will verify the name and identity of each student. Parent permission slips have been signed and are kept with the emergency binder. If any parent has indicated that a child should not receive the K-I pill, none will be given to the child. The Director or other designated individual will post the evacuation site on the door of the Center. Campus safety will be informed.

6. Bomb Threat Procedure:

- a. Evacuate the building and proceed to Clarke Center.
- b. Call Campus Safety 860-701-5119.

- c. Do not enter the building until it is cleared by Campus Safety or local law enforcement.

## 7. Lock-In Procedure

- a. In the event of a possible dangerous and/or hostile situation in our surrounding environment, the police will contact the Mitchell College Campus Safety department.
- b. Campus Safety (ext. 0459) will alert the CLC staff.
- c. All children must be brought inside the building immediately.
- d. Lock all doors.
- e. We will meet and proceed upstairs, lock the doors, and wait with the lights off. Stay clear of all windows and doors. 1. If staff are out on the grounds with children, a plan will be determined with Campus Safety and the Director.

## 8. Securing the Building:

- a. Front doors are locked at all times.
- b. Family members may ring the bell for entrance.

## **Child Abuse and Domestic Violence Policies:**

### Child Abuse Policy:

Child safety is paramount. Therefore, policies and State of Connecticut statutes exist to ensure that childcare staff understand child abuse and are prepared to assist in protecting children from abuse or neglect.

- Children's Learning CLC staff is mandated by law to report within 12 hours reasonable suspicions of abuse or neglect to the Connecticut Department of Children and Families (CDF). A written report must be submitted to DCF within 48 hours of making an oral report.
- Staff have received training on identifying and reporting cases of abuse and neglect.
- Confidentiality will be maintained to the extent allowable under Connecticut state law.

### Domestic Violence Policy:

The staff will try to support families who are exposed to domestic violence in a variety of ways.

- Referral information is available in the office.
- We will attempt to enforce existing restraining or protective orders. However, we will need a copy of the order for our files to assist with a protection order.
- Descriptions, photographs, and car descriptions of those ordered to stay away from the CLC or its clients will be helpful in enforcing a protection order.
- While confidentiality is a priority, staff and campus security will be advised of court orders and/or concerns about domestic violence to provide protection to the children and parents of our Center.
- Occasionally two court orders are issued which conflict, granting each party a restraining order against the other. If this situation arises, Mitchell College Campus Security will contact the New London Police Department to assist us in determining how best to accommodate the conflicting court orders.
- In some instances, exposure to domestic violence creates such a risk for a child that staff will be mandated to report the situation to the Connecticut Department of Children and Families.

**Closing Statement:**

We trust that you will feel the cozy embrace of a home away from home we have crafted for your little ones here at our center. Your feedback, whether you are a cherished visitor or a member of our extended family, is always welcomed with open arms. If you are curious to learn more about any aspect of our program, we are more than happy to provide detailed insights. And for those eager to witness the magic of our quality child-centric programming firsthand, we eagerly arrange personalized tours for small groups – just let us know, and we'll be thrilled to host you!

**Children's Learning Center at Mitchell College  
Family Handbook Acknowledgement**

I, the undersigned, acknowledge that I have received a copy of the Parent Handbook for the Children's Learning Center at Mitchell College. While I understand that the Family Handbook is neither a contract nor a legal document, I recognize that it is my responsibility to read and understand the policies, provisions, and procedures contained in the Family Handbook.

In addition, I understand that the contents of the Family Handbook are subject to change. I acknowledge that the Family Handbook will be revised in accordance with the rules or regulations of state, federal, and accrediting entities, best practices for childcare service providers, or at the discretion of the Administration of Mitchell College. I recognize that any such revisions will supersede, modify, or eliminate the current contents of the Family Handbook.

I understand the techniques used to manage child behaviors in the facility and these ideas have been discussed with me prior to enrollment. A review of these policies is available to me as needed during the child's enrollment period.

I acknowledge that it is my responsibility to stay informed of policy and procedure revisions to the Family Handbook, which will be posted on the Children's Learning Center website at [www.mitchell.edu/clc](http://www.mitchell.edu/clc). In the event I do not have internet access, I understand that I can obtain a hard copy of the updated Family Handbook upon request to the Children's Learning Center.

Moreover, I recognize that it is my responsibility to contact the Director for any questions I might have about the contents of the Family Handbook now and in the future.

Parent/Guardian Name (Print) \_\_\_\_\_

Child (children) Attending the CLC: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Hard copy/Electronic copy of Parent Handbook Provided by:

Children's Learning Center Staff Member \_\_\_\_\_



