

FAMILY HANDBOOK





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Introduction

Welcome

We are glad you & your family have decided to join our Program. Oxford SACC Organization is the parent program for multiple sites including Webberbrook Early Learning Center, ClubRowe, OES Before & Afterschool Program, Otisfield Community School Before & After school Program & Paris Elementary Before & After School Program. This handbook is designed to include all of our programs. The name SACC appears often but refers to all sites unless indicated otherwise. This handbook provides guidance for families enrolled in any of our programs and some information may not apply to your child directly depending on the age and program in which your child is enrolled. Any questions should be directed to the Program Director. The following information and forms are provided to give you an overall picture of our program's policies to protect each child and to ensure the best possible program.

A Community Board oversees the operations of the program. We welcome those interested in learning more about our Board to contact the Board President. Please see the Board contact sheet posted at any of our locations.

Parents or Guardians are encouraged to visit our program at any time.

History

In 1996, a group of concerned parents and professionals had a vision to provide an opportunity for quality childcare during the hours that school is not in session for the children enrolled in the SAD 17 Oxford Elementary School, in Oxford. A task force was formed, and a needs assessment survey was distributed to parents of school age children. The surveys determined there was a need, so after working diligently the task force became a board with a non-profit status and opened the SACC doors in June 1997.

Mission Statement

It is the mission of this organization to provide quality inclusive childcare in a safe environment for families and children. Through activities, we will involve, challenge, intrigue and assist children in ways that enhance their character and develop their minds and bodies.

Program Philosophy

The Oxford School Age Child Care & Preschool Program operates with a philosophy of service to children, parents, and community.

For children, the program offers a safe, supportive environment that encourages creativity and positive self-esteem. This is accomplished through wholesome and fun activities, including age-appropriate educational activities, creative play, and nutritious snacks.

For parents, the program offers affordable childcare with dependable scheduling and flexible enrollment policies.

For the community, the program provides support for families of local businesses, social services, and school. The program receives direction from a diverse local community board.



Hours of Operation

The hours we are open are 6:00 AM – 6:00 PM; Monday – Friday. What started out as a before and after school program is now operating a full day childcare program. This program includes children as young as six weeks– age 12, with planned and supervised activities designed to meet the individual educational, social-emotional, and recreational needs of each child. We are open during school and summer vacations, teacher workshops, snow days, early release days, and some holidays.

Definition of Terms

SACC: The Oxford School Age Child Care & Preschool Program

The Board: The Board of Directors – Ultimately responsible for the operation of the facility, has authority over policies and activities of the facility.

Employee or Staff: Non-probationary employee, who has completed 3 months of employment and has exhibited their fitness for their position to the satisfaction of their supervisor and the Board.

Volunteers: Any individual who provides services to SACC without financial compensation. They are not considered employees of SACC.

Program Director: The individual designated to manage the program curriculum/activities, supervise all providers, and be the liaison between the parents, children and providers in regard to the program. Must be 25 years of age.

Office Manager: The individual designated to manage all financial aspects of the organization Must be 25 years of age.

Classroom Teacher: An individual having primary care giving responsibility for children 0–12-years-old attending any of our programs or locations.

Assistant Teacher: An individual covering the teacher having primary caregiving responsibility for children 0–12-years-old attending any of our programs or locations.

Substitute: An individual having primary care giving responsibility for children 0–12-years-old attending any of our programs or locations in the absence of the classroom teacher.

Child or Children: A child or children under the age of 14 yrs.

If you have questions about the policies and procedures described in this handbook, or suggestions for improvement, please speak to the Program Director.



Our Commitment to Quality

Rising Stars For ME

Oxford SACC participates in Rising Stars for ME Quality Rating System. A variety of requirements are developed and maintained to achieve the highest star level on the rating system. Families are encouraged to familiarize themselves with these requirements by visiting <https://www.maine.gov/dhhs/ocfs/support-for-families/child-care/qris>

Program Self-Assessment & CQI

Oxford SACC is committed to ongoing compliance and correction to ensure the health, safety and educational needs of children. As part of our Continuous Quality Improvement, Oxford SACC will conduct an annual self-assessment that uses program data including inclusive practice checklist, staff and family surveys to evaluate the program's progress towards meeting established goals to achieve and maintain high quality childcare. The results of the self-assessment will be shared with families, staff, administration and the Board of Directors. Annually, staff, administration and the board of directors will develop goals and desired outcomes based on results of the self-assessment. Staff meetings will be held quarterly with the specific purpose of discussing progress of the Continuous Quality Improvement plan. Part of the Continuous Quality Improvement is self-assessment of our inclusive practices. We utilize the Rising Stars for ME Inclusive Practices Checklist to evaluate our inclusiveness and partnership with families.

Child Care Licensing

Oxford SACC & Preschool is licensed by the Department of Health and Human Services and abide by the Rules of Licensing of Child Care Facilities (effective September 27, 2021). Rulebooks are available online at www.maine.gov/dhhs/occhs/cclicensing, and are also located in the office and are available upon request from any staff. If you observe any violations to the Rules for Licensing of Child Care Facilities, we ask that you inform the Program Director as soon as possible. If for any reason you are not comfortable speaking with the Program Director, you can contact any member of the Board. You can also call Child Care Licensing to report the violation at (207) 287-9300. All inspection reports are to be posted in a common area accessible to families and visitors.

Enrollment

Enrollment is available on a first come, first serve basis. A waiting list will be maintained for anticipated openings.

The following forms must be filled out and returned to the office prior to your child's start date.

- Intake Form
- Getting Acquainted Form (Webberbrook location)
- Developmental History and Background Information Form (Webberbrook Location)
- Contract Agreement
- Sunscreen & Bug Spray Consent Form
- Immunization Records are required to be kept on file (The records may be obtained from your physician's office and may be faxed to us 207-744-0405.)
- Adult & Child Food Program Form



It is the responsibility of the parent to keep enrollment records current as to home and business address, telephone numbers and persons authorized to pick up children. Changes should be made in the Brightwheel APP. **Please make sure that emergency phone numbers are always up to date.**

Program Fees

A current fee schedule can be found at the back of this handbook.

Registration Fee

A non-refundable registration fee of \$25.00 for one child households or \$45.00 for multiple child households is billed twice a year due in July and September of each year and will be billed with your weekly invoice.

The registration fees cover some of our special activities & special visitor costs, operation costs and project supplies.

Contracted days can be changed once every thirty (30) days, if needed. Modified contracts will become effective two weeks **after** the changes have been submitted. Childcare rates may change with a 60-day written notice.

Late Pick-Up Fees

If a child is picked up after the 6:00 PM closing time, a fee of \$5.00 for anytime 6:01-6:05 and \$1.00 for each additional minute thereafter is due and will be added to your next invoice. If late pick-ups become a continual problem (more than twice in a month), a child may be dismissed from the program.

There will be no credit offered for absences due to the program closings, quarantine or illness. If a child will not be attending the program for a complete week (Monday-Friday) due to family vacation, a fee of one half (1/2) of the contracted rate will be charged, only if a **notice** to the office is given two weeks prior to the vacation via Brightwheel Administration message or at info@oxfordsacc.org. A maximum of 4 vacation weeks per year is allowed.

Payment

Payment is due by the end of the **current** week, for the contracted amount. A late fee of \$10.00 will be assessed for any invoices not paid by 6:00 PM Friday of each week unless a biweekly payment or other arrangement has been approved by the office manager. Childcare services will be suspended for any account that becomes more than 2 weeks behind and terminated for any account 4 weeks behind.

Payment may be made to the program by cash, money order, debit/credit card or check made payable to Oxford SACC. A two-week written notice to the office is required in order to terminate services and discontinue billing. Automatic debit or credit card payments can be set up with the office manager at any time. Additionally, payments can be made online at <https://oxfordsaccprogra.securepayments.cardpointe.com/pay>

If you have any issues or concerns about your invoice, please contact either the Office Manager or Program Director at (207) 744-0400.

We strongly encourage all families to apply for childcare subsidy. The application and income guidelines can be found [here](#).



Drop Off and Pick Up Procedures

When dropping off your child, please sign them in using the Brightwheel App. We ask that you always bring your child all the way to their classroom and greet a staff member, so they know they are in the building.

When picking up your child, please sign them out using the Brightwheel APP. If someone different is picking up your child, please make sure to add them to the App, make sure they bring identification and let the office know.

Children will NOT be released to persons other than those indicated on the Brightwheel APP form. The child may be released to either parent, unless a signed and dated protection order is in our file stating otherwise. Child custody arrangements are a civil matter and should not affect either parent or guardian's ability to pick-up or drop off their child.

Positive photo identification must be produced upon request, of any persons wishing to pick up a child from the program. Children will not be released to any extracurricular program without supervision provided by the parent or **written** authorization from the parent or guardian.

If the authorized person (parent/guardian or emergency contact person) is suspected to be under the influence of alcohol, drugs or both, the staff has the obligation to call authorities and arrange alternate arrangements for pick up. As a mandated reporter, DHHS will be notified of the incident. Suspicion may include the following: smell of alcohol on the person, unsteady walk, slurred speech or verbal abuse to the child or a staff member.

The staff must be able to contact a parent/guardian while their child is at the program. Therefore, parents/guardians must keep contact information current. This information is essential in case of emergency or illness.

Adult Disruptive Behavior Policy

Disruptive Behavior of any kind towards staff members or any other individual on the premise by parents or guardians will not be tolerated. If an individual demonstrates disruptive behavior or is verbally abusive toward any staff member, child or any other individual while in the building or parking area childcare services will be suspended indefinitely.

Parents/guardians are encouraged to make themselves aware of the information about the Program and its operation by:

- Regularly checking the "PARENT BOARD" located in the entryway.
- Regularly checking e-mail and "Brightwheel" APP for important information and notices
- Checking and cleaning your "MAILBOXES" regularly. We put notices in them periodically.
- Regular communication with classroom teachers.



Health & Safety

Injury Prevention and Control of Illness

We make every effort to maintain a safe and healthy environment. We use a disinfectant solution when washing dishes and wiping tables, chairs, and toys. It is important to recognize the difference between cleaning, sanitizing and disinfecting. Cleaning, sanitizing and disinfecting are important steps to removing dirt and reducing the spread of germs in childcare settings. Routine **cleaning** with detergent soap and water removes dirt and grime from surfaces. Floors, carpets, walls and windows are cleaned. **Sanitizing** removes dirt or filth and small amounts of germs. Bedding, bathrooms, kitchen counters, dishes and eating utensils are clean (to remove dirt) then sanitized. But some childcare items and surfaces require the added step of **disinfecting** after cleaning to kill the germs on a surface. Diaper changing tables, hand washing sinks, tabletops, and some toys should be cleaned then disinfected. Still, when children gather in groups, germs are spread. Some of the practices we use to deter the spread of germs are as follows:

All classrooms will follow a posted cleaning and sanitation chart in regard to daily and weekly guidelines.

- We disinfect toys and furniture often.
- Tables are cleaned and disinfected before and after all snacks and meals.
- Staff and children practice frequent hand washing and correct hand washing procedures including but not limited to before and after meals and snacks, after each diaper change or toileting, before and after administering medications and before and after handling food.
- We immediately notify the child's parent or legal guardian of any illness, serious injury, or accident involving their child. An adult designated by the parent or legal guardian will be notified immediately should the parent or legal guardian be unavailable at the time of emergency.
- We document all accidents, injuries, illnesses and emergencies in the child's record on the day of the occurrence and make such reports available to the parent or legal guardian.
- Any toy that has been in the mouth of a child or that has come in contact with any other bodily fluid is cleaned and sanitized before another child can use it.
- All staff are trained in Pediatric CPR, First Aid, and Universal Precautions.
- All exits must be clear for evacuation at all times.
- Trash, recycling and compost containers are emptied when full or sooner if contents create an odor or health risk.
- All electric outlets have child safety covers

Building Security

All doors are to be locked from outside access during operating hours. Staff and families will use a code to enter any building. Codes should not be shared.

Fire Safety/Fire Drills

Each classroom conducts and record fire drills monthly. We will have unannounced center wide fire drills 2 times a year. Emergency procedures are posted in each classroom along with evacuation routes. Children shall be taught evacuation and safety procedures. Fire extinguishers are tagged and serviced annually.



Emergency Response

All classrooms/sites have a posted emergency response plan outlining protocol for a variety of emergency situations. Emergency Response Drills are conducted twice a year in January and June.

Plan for Mildly Ill Children

If a child becomes ill while at school, a parent or authorized person will be contacted to pick up the child. The child will be kept comfortable and secluded from the other children until such a person arrives to pick up the child. Any child sent home with a fever may not return to school until they have been fever free without the aid of medication for 24 hours. Please contact us if your child has been diagnosed with a contagious illness so we may notify other families.

Strict "Dose and Drop" Prohibited

Administering fever-reducing or symptom-masking medication to children at home before bringing them to daycare is strictly forbidden. Engaging in this practice to bypass the illness policy will result in immediate termination of childcare services for all children in care.

Injury Reports

If a child is injured at the center, the supervising staff member will administer first aid as needed, then complete a written injury report describing the injury following up with a parent notification and signature with a picture posted on Brightwheel.

Incident/Behavior Reports

If a child causes injury to another child at the center, or displays behavior that needs to be documented, the supervising staff member will complete a written behavior report describing the incident and post on Brightwheel.

Medication Authorization

In order for any medication to be administered to any child, parents must complete an "Authorization to Dispense Medication" form. Medication must be prescribed by a physician and be in the original container bearing the child's name and prescribed dosage. This policy also applies to "Over the Counter" medications. Staff members who are trained according to the 6 right practices of medication distribution will dispense medication.

These include:

1. Verifying the right child receives
2. The right medication
3. In the right dose
4. At the right time
5. By the right method
6. Using the right documentation

Medications must be labeled with the child's first and last name, the date that either the prescription was filled, or the recommendation was obtained from the child's licensed healthcare provider, the expiration date of the medication or the period of use of the medication, and either the manufacturer's instructions or the original prescription label. No medications may be left in children's cubby or backpack. Medications will be kept under lock and key. Only designated, trained personnel shall dispense medication and shall keep accurate daily logs of all medications administered to children. Medication shall be returned to families when authorized dates have passed.



Food Safety

- All refrigerators will be maintained at a temperature below 41 degrees and freezers will be maintained below 0 degrees F.
- All food stored in the refrigerator except fresh whole fruits and vegetables will be covered, wrapped or otherwise covered to prevent contamination. Foods that do not require refrigeration shall be kept at least 6 inches above the floor in clean dry areas.
- All opened packages and containers shall be labeled and dated.
- Any food that has been served and not consumed shall be discarded.
- All dishes and serving utensils used by children shall be cleaned using a dishwasher. Any dishes washed by hand shall be washed using the following procedure:
- A dish rack with drying board will be used for drying. A cloth that can be laundered rather than a sponge shall be used. If a sponge must be used, it must be cleaned and disinfected between uses by squeezing out in a bleach solution according to the instructions on the bleach container.

Snacks and Mealtimes

These are times for eating and socializing. Staff will encourage and engage children in conversation. Children will be provided with assistance when needed and taught to clean up any messes or spills. Children are encouraged but not required to finish any part of their meal.

Nutrition Policy

Food served to children will be prepared, served and stored in accordance with USDA guidelines.

- The classroom allergy list shall be referenced when serving children foods not sent from home.
- All staff and children shall wash their hands before preparing, handling or serving food.
- Tables shall be cleaned and sanitized before any snacks or meals.
- All staff members in each group are trained in choking hazards.
- Food preparations shall be completely separate from diaper changing surfaces.
- Perishable foods are kept cold to prevent spoilage.
- Thermometers are kept in the refrigerator and temperature may not exceed 41 degrees. The freezer must be kept at a temperature not to exceed zero degrees.
- Unused food provided by the program must be labeled, dated and stored appropriately.
- Un-refrigerated food is stored in clean, covered containers.
- All expired food shall be discarded. If a food is set to expire before consumption date, the food shall be offered to families for home use.
- All food shall be stored separately from non-food items such as cleaning supplies, art supplies and toys.

Our goal is to promote a healthy attitude toward food. We teach children about food, good food choices and healthy portion sizes. We balance our breakfast and snack menu using several food groups.

Any infant or child with special feeding or nutritional needs will be documented and plans will be carried out in accordance with the child's family and healthcare professional. Additionally, the menu will take into consideration diverse foods and nutritional components as determined by family culture and religion. These plans shall be updated monthly or more often as necessary.

We are proud to be a part of 5-2-1-0 "Goes to Childcare. 5-2-1-0 is a community engagement initiative working with communities to create environments that support healthy choices. Evidence-based strategies are used to



promote policy, systems, and environmental changes that facilitate healthy eating and active living (HEAL) in early care and education programs, schools, out-of-school programs and health care practices in Maine. Oxford SACC is a Gold recipient which is the highest level of recognition, reserved for sites that have written all five priority strategies into policy. We focus on the following Priority Strategies in all of our programs.

Priority Strategies

1. Limit unhealthy choices for snacks and celebrations; provide healthy choices.
Snacks, cooking projects and birthday celebrations must consist of at least two components of the CACFP approved food items.
2. Limit or eliminate sugary drinks; provide water.
100% juice will be served no more than once per week. Any other sugary beverages are not allowed. Water is available and offered to children throughout the day.
3. Prohibit the use of food as a reward.
Food will not be used as a reward for a preferred behavior.
4. Provide opportunities to get physical activity every day.
All children will go outside for at least 30 minutes in the morning and 30 minutes in the afternoon. There is a balance of structured and unstructured activities provided. If weather does not permit outdoor play, alternative gross motor activities will be offered inside.
5. Limit recreational screen time.
Screen time is not allowed in any of our Early childhood classrooms. Screen time for School-Age children shall be educational in nature or theme related and limited to 1 hour, once a week

Oxford SACC participates in an Annual Self-Assessment survey to review and set goals to ensure all priority strategies are maintained.

Allergies

Children with food allergies shall be protected from identified foods. A food allergy list is posted in all food preparation areas in a way that does not violate a child's privacy unless a parent has requested otherwise. In addition, staff will follow recommendations made by health care professionals for any children with environmental allergies, including allergies to dust mites or other materials and supplies. Children with allergies will have a red asterisk next to their name on Brightwheel. Children with documented allergies must have an allergy action plan on file.

Outdoor Temperature/Air Quality Policy

In addition to scheduled indoor play, outdoor play is an important part of a child's day. Children will typically go outside at least twice a day. Children will be required to stay in if the "feels like" temperature falls below 15°F. The outdoor temperature will be monitored using Weather.com and will take into consideration the "wind chill factor". All children will need appropriate outdoor gear to be comfortable in cold temperatures. Air quality will be monitored daily for high levels of air pollution or poor air quality through the State of Maine Bureau of Air Quality. When outdoor play is not permissible, large motor activities will be available indoors.

Outdoor Play Policy

Children in attendance of more than 4 hours and over the age of 12 months will have a minimum of 60 minutes of active outdoor play daily. Infants will go outside at least once daily.

The playground area will be visually inspected daily for any hazards before children have access.



Fall zone areas will be maintained by raking wood chips as necessary.

Sandboxes will be maintained in a safe and sanitary condition.

Staff shall be positioned at least 15 feet apart from each other in high traffic areas of the playground with one staff member positioned near the playground entrance/exit.

Adverse Weather

The Program Director will make the decision on closing SACC due to adverse weather. These closings will be announced on Brightwheel. There will not be any refunds or credits due to program closures.

Sun and Insect Protection

Families will be expected to apply sunscreen, SPF 15 or greater, to their children at home before they arrive. Staff members will apply sunscreen midday (30 minutes prior to playing outdoors) for children enrolled in full day programming for children older than 6 months. Infants younger than 6 months must stay out of direct sunlight. Staff members will encourage children to wear sun-protective clothing, sunglasses and hats when playing outdoors and will strongly encourage children to play in shaded outdoor areas, especially when a child is not wearing other forms of sun protection. Staff members will also incorporate sun safety and skin protection into activities or a lesson plan and serve as role models for children by personally practicing sun protection.

When recommended by the public health authorities, staff will apply insect repellent w/ DEET to all children older than 6 months. Parental permission is required, and insect repellent shall only be applied once daily.

Head Lice

Unfortunately, head lice are a common occurrence among young children. Head lice is contagious and thus children with head lice and/or nits should be kept at home. Children may return after being treated and are **free from lice and nits**. While children may not be excluded from SAD 17 schools for head lice, our policy is strictly enforced.

Tobacco-Free Environment

The Oxford SACC Program maintains an environment free of drugs, alcohol, and tobacco. For everyone's health and well-being, please do not smoke on or near Oxford SACC facilities.

Weapons

Possession of firearms, hunting knives, bows and arrows, weapons or other substances or material designed to cause bodily harm is prohibited.

Reporting Abuse or Neglect

Under Maine Law, any Child Care person who has reason to suspect that a child has been sexually, physically or psychologically abused or neglected is required to report to Child Protective Services the suspected abuse or neglect.

Diapering and Toileting

All children wearing diapers will be checked and changed at a minimum of every 2 hours or when soiled.

A complete change of clothing must be kept on hand for each child provided by the parent or guardian.

Toilet training will happen with the collaboration with the child's parent or guardian to maintain continuity that will result in a high success rate. When learning to use the toilet it is expected that accidents will occur, and children should keep several complete changes of clothing on hand.



Rest time and Sleeping

Infants will nap on their own schedule. Staff will place infants to sleep on their backs only. Any material other than the child and a pacifier may be placed in the crib with the infant. The use of sleep sacks are allowed. Cribs must be placed at least 2 feet apart or have a solid barrier between cribs. Sleeping in swings or bouncy seats is not allowed. Infants will remain in a crib until they are 18 months old. Cribs need to be labeled with the child's name and/or picture. Infants may not share the same crib unless the bedding is changed out and the crib is sanitized.

All children's bedding will be washed weekly or before another child uses it. Mats will also be laid out with a minimum 2 feet distance from each other.

If children's shoes are removed for rest, they will be placed in a container placed by the exit door to be accessible in an emergency.

Curriculum & Assessment

Curriculum Philosophy

Oxford SACC believes that the goal for all children is the development of a positive self-concept. When children find success in early childhood, their confidence grows, and they begin to gain tools to encourage lifelong learning. We view early childhood as a time of discovering, experiencing, and exploring.

Our philosophy is based on the premise that families and professionals share a partnership in the education of young children. Families and professionals work collaboratively to ensure that each child's program is designed to be individualized and developmentally appropriate, and to include the family's home values, beliefs, experiences and language. In some instances, family values and practices may differ from the professional values and practices of ours. We are committed to working with families to embrace those differences. Our desire is to collaborate with families to develop programming that ensures that all children will be able to participate successfully in our programs.

Curriculum emerges from children's observed interests, individual strengths and needs, and with consideration and understanding of Developmentally Appropriate Practice and Maine's Early Learning Standards which include:

- ❖ Social Emotional Learning
- ❖ Cognitive Learning
- ❖ Physical Learning (gross & fine motor, self-help skills)
- ❖ Language & Communication Skills
- ❖ Approaches to Learning

Staff members observe each child individually on a regular basis and record these observations on Brightwheel and Teaching Strategies Gold®. Evidence and observations are summarized quarterly and used to then used to develop individual objectives for each child. Families are then offered a conference to review the goals and objectives for their child as well and ensure the outcomes for their child align with the family's values,

The curriculum allows for adaptations and modifications to ensure access for all children. It is anti-bias and provides multi-cultural experiences. The curriculum provides children with opportunities for language acquisition that considers family and community perspectives and aligns with our program philosophy. Our curriculum consists of various methods of teaching and planning, which are adapted and modified based on each child's interests, skills and abilities. Some strategies and methods used to support each child's growth and development include: a consistent and predictable schedule providing time for child-centered play both indoors and outdoors and is responsive to the developmental needs and interest of the children. The schedule will allow for small group, large group and individual



instruction. Occasionally, field trips are planned in conjunction with lesson plans to enhance the curriculum and to allow children the opportunity to experience our local culture. The field trip policy is attached and the back of this handbook.

Environment

Each of our welcoming classrooms provides a secure stimulating atmosphere for all children. Classrooms are designed to encourage safe exploration and investigation. Each classroom space is adapted to accommodate children by their age and stage of development, providing developmentally appropriate activities and learning materials. Through this environment, our program responds to the natural curiosity of young children, reaffirms a sense of self, promotes positive dispositions toward learning, and helps to build increasingly complex skills in the use of language, problem solving, and cooperation. Our outdoor environment allows for a wide range of activities to promote large motor skills and cooperative play with peers. Staff members select materials, equipment, and furnishings to meet program goals, support curriculum and foster interests, skill level and achievement of desired outcomes for children.

Daily Schedule

An essential component of our learning environment is a predictable daily schedule. Copies of the daily schedule are posted within each classroom. The daily schedule consists of a balance of:

- Large group, small group, and individual activities
- Indoor and outdoor learning
- Active and quiet activities
- Child-centered and teacher-directed activities

State Of Maine Infant/Toddler and Early Childhood Learning and Development Standards (MELDS)

All teachers must have training and experience with the Maine Early Learning and Development Standards or Infant/Toddler Maine Early Learning and Development Standards

Lesson Plans

Classroom teachers are provided 2 hours weekly outside of the classroom for curriculum planning and preparation. Activities are planned in accordance with the program philosophy and follow the curriculum guidelines of developmentally appropriate practice. The Maine Early Learning Standards and the Infant/Toddler Maine Early Learning Standards shall be used to guide lesson planning and includes activities to encourage social/emotional as well as academic growth including children's individual interests, skills, and abilities.

Infant and toddler teachers ensure that lessons and activities planned are individualized to each child's routine and rhythm.

Child & Youth Assessment

Oxford SACC uses a variety of methods for assessment and documentation for our students.

Families at Webberbrook are asked to complete Ages & Stages Questionnaires periodically depending on the child's age. It is important to recognize that the ASQ is not a diagnostic tool and is only used in our environment to help identify possible developmental delays and to assist teachers to make lesson planning more purposeful and intentional. We use ASQ information to help plan what types of materials or activities we should make available for children.



Classroom observations and documented learning through Brightwheel are essential for evidence-based assessment. Photos used to display documented learning will have a brief description of the desired outcome or activity. Children are assessed a minimum of 3 times per year in the following areas of development:

- ✓ Social Emotional
- ✓ Cognitive
- ✓ Physical
- ✓ Communication

For all children, staff will utilize Teaching Strategies GOLD® as an authentic, ongoing observational system for assessing children. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do including their strengths, needs and interests. With this information, teachers can guide children's learning by planning engaging experiences that are responsive to individual and group needs.

The primary purposes of the Teaching Strategies GOLD™ assessment system are to help teachers:

- observe and document children's development and learning over time
- support, guide and inform planning and instruction
- identify children who might benefit from special help, screening or further evaluation
- report and communicate with family members and others

The secondary purposes are to help teachers:

- collect and gather child outcome information as one part of a larger accountability system
- provide reports to administrators to guide program planning and professional development opportunities

Additionally, when necessary for children ages 3–5 we utilize the Brigance Assessment System. The purposes of these assessments are to identify any potential areas of development that a child may be excelling in or struggling with. We use these results in combination with classroom observations and family ASQ results to individualize our curriculum, classroom planning and to help identify any possible delays in development. These assessments are just a snapshot of a child's development, and we are not trained to make any diagnosis of children. If any concerns arise about a child's development, we will reach out to families to set up a conference to discuss how to help each child reach their highest potential. This may include a referral for a more diagnostic evaluation. Classroom teachers will help guide families through any evaluation process and participate in any Individual Family Support Plans (IFSP) or Individual Education Plans (IEP) when invited.

Screen Time

We restrict screen time by adhering to the following guidelines:

- ✓ We allow a maximum of 1 hour per week of educational, age-appropriate screen time.
- ✓ We allow zero screen time for children under the age of two.
- ✓ We do not allow television or movies to be left on as background noise.
- ✓ We do not have television or movies playing during mealtimes.
- ✓ We do not offer screen time as a reward.
- ✓ Children are not permitted to use employee's cell phones or digital devices.



Screen time includes the use of television, videos, computers, and video games during care.

TV and other screen time can get in the way of playtime, physical activity, and interactions with others, which all contribute to learning and healthy physical/social development. The key is to pay attention to the quality of digital media exposure, as well as the quantity. Appropriate use of technology in early childhood classrooms will focus on enriching content that teaches vital skills and concepts, rather than mindless entertainment that displaces offline activities and social interaction. There may be times during specific holidays or events that allow for the use of movie watching. These instances must be part of a lesson plan with desired outcomes and must be approved by the Program Director

Child Guidance & Discipline

Child Guidance

Our program is geared toward giving children awareness of their own feelings and of their right to express those feelings. Staff will help children understand age-appropriate rules for behavior in the classroom. Positive reinforcement, rather than criticism, will be used to help children learn cooperative, considerate behavior. There are many tools that we use to encourage this. Lesson plans support positive social emotional development using strategies that include redirection, reflection, problem solving and setting clear rules and expectations. Some of those are listed and explained for you below.

Constructive Methods of Guidance

- Acknowledge Positive Behaviors
- Conflict Resolution
- Positive Wording
- Encourage Children's Use of Language
- Providing Choices
- Acknowledge Children's Feelings
- Help Children to Negotiate/Solve Problems
- Staff Model Polite, Respectful Manner
- Redirection to a More Appropriate Behavior
- Redirection to a New Activity
- Provide Choices
- Allowing Supervised Breaks
- Reminder of Expectations
- Recognize Individual Strengths
- Close Proximity
- Gentle Physical Assistance

Consistent and Predictable Rules

- Rules are simple, clear, and appropriate, and are related to health and safety of self, others, and property.
- Rules are consistent from day to day and among staff, and the rules are related to a child's developmental abilities.
- Staff remain calm and rational when problems arise among children.
- Staff use voice to convey meaning (can sound *firm*, but not harsh or shrill)



Consistent and Predictable Routines

- Daily Routine is basically the same from day to day. It is posted in each classroom.
- Children are informed when changes to the routine are going to happen. Older children may be included in decision-making about some changes in the routine.
- Routines and transitions are handled in a relaxed manner. Children are greeted warmly and individually upon arrival. Procedures and expectations for daily transitions, such as the transition to snack time, are well known to children and require a minimum of adult directives.

Discipline Strategies

Discipline strategies applied by staff shall include the following:

- Maintain realistic expectations of children
- Provide clear and simple limits.
- Plan an environment that facilitates a caring atmosphere
- Model appropriate behaviors
- Redirect inappropriate behaviors toward desired outcomes.
- Give children choices between two appropriate alternatives.
- Provide logical and natural consequences for children's actions.

Positive Behavior Support Plans

Even when all of the above methods of Positive Guidance are used, there are times when children are unsafe and can be at risk of hurting themselves or others. If this occurs, the incident will be documented. Documentation will include the date, time and location of the incident, what led up to the incident, a description of the behavior that occurred, a description of staff's response to the behavior and any changes in behavior that follow the staff person's response. This documentation and observation will be utilized to assess the function of the child's behavior.

If there are repeated incidents of unsafe behavior a meeting will be scheduled with parents. The goal of this meeting will be to devise a Positive Behavior Support Plan to help the child be safer and more successful. A request will be placed with Maine Roads to Quality for technical assistance in the form of a Virtual and/or On-site consultation. Trained consultants will offer a fresh perspective and provide opportunities to share ideas, learn more about a topic, and practice new strategies to ensure we as a program are supporting children with any social, emotional and/or behavioral health needs. All staff involved with providing services to the child will be educated and supported to ensure that there is consistency in the use of whichever approaches are decided upon by the above-formed team. Once a plan is implemented, the child's behavior will be recorded to determine the success of the plan. The plan will be reviewed regularly and may need to be adjusted over time.

In the event that the Positive Behavior Support Plan does not result in improved safety for the child and others, the team may need to reconvene to discuss whether this program is the most appropriate setting for the child.

A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications. If it is determined that all avenues and strategies have been explored, the program director will meet with the families to discuss and assist in acquiring more appropriate programming.



A Note About Biting in Early Childhood

Every so often we are faced with incidents of biting in our classrooms. Biting is a typical behavior often seen in infants, toddlers, and 2-year-olds. As children mature, gain self-control, and develop problem-solving skills, they usually outgrow this behavior. Though not socially acceptable, biting is a normal behavior among children under 3 years old.

Children generally bite because they are lacking the skills to cope with frustrating situations.

When a child bites in the program, a teacher will remove them from the situation. While one teacher comforts the child that was bitten, another child will work with the child who did the biting. The teacher may say things such as, "Biting really hurts. You made your friend very sad." "We bite food, not people," etc. Depending on the situation, the teacher may provide the child with appropriate items for biting such as wet cloths, chewys or teething rings.

When a child is bitten the teacher will always wash the area and apply ice if needed and give lots of TLC! Families of both children will be notified.

If a particular child is known to be going through a developmental biting stage, the staff will try to prevent bites from occurring by staying in close proximity to the child and try to track specific times biting may occur. A plan will be put in place to identify any triggers and attempt to limit those triggers. Please be aware, however, that no matter how hard we try or how attentive we are, not every incident of biting can be prevented.

Families & Community

Relationships with Families

Once children are enrolled, children and families will begin their relationship with staff to ensure the smoothest possible adjustment for each child. Staff will review children's files and seek information from families in order to become familiar with important history, medical information, any special feeding needs, educational plans, the strengths, needs and interests of the child, and pertinent family information.

We are committed to involving families in every way possible in their child's early education program. Understanding and communication between home and school will increase children's growth and learning, will make the transitions between home and school easier, and will benefit all those involved in the care, development and education of the child.

It is important for communication with families to continue throughout the child's enrollment in our programs, as we strive to learn about the child's interests and approaches to learning and become familiar with each family's goals and concerns for their child. It is also important to keep abreast of any changes in the child's life, become acquainted with the structure and culture of the family, including preferred child-rearing practices, and to seek understanding of each family's values.

To foster our partnership with each family, we will:

- Welcome all families to visit, observe, and ask questions.
- Answer questions about our goals and expectations for the classroom and children, as well as ask about the family's goals and expectations for their child.



- Notify all families when we have concerns about their child's health, attendance, behavior, or development.
- Use a variety of methods to promote communication with families, including:
 - Family-Teacher Conferences are offered quarterly.
 - Brightwheel as a means of communication.
 - Use of interpreters, as needed, including interpretation of written materials such as program policies and operating procedures.
 - Use of communication journals, when appropriate.
- Ask for families' feedback through annual written program survey and welcome their input anytime throughout the year.
- Invite all families to share talents and interests to enhance the curriculum.
- Invite all families to participate in volunteer opportunities.
- Offer resources such as Help Me Grow, Maine, and assist families in advocating for their child(ren)

Cultural and Linguistic Diversity

Oxford SACC values diversity in its children, families, employees, and the greater community. In addition to being an equal opportunity employer, we provide services to all children and families without regard to their race, age, national origin, gender, religion, ethnicity, family composition, socioeconomic background. We are committed to treating all family situations equally and without bias. Our facilities are in compliance with the Americans with Disabilities Act (ADA).

We use a variety of methods to foster an anti-bias education and culture in our center, including but not limited to, the following:

- Use of classroom materials (books, visual aids, props) that depict people with diverse characteristics and abilities; review of materials to ensure they do not depict blatant or subtle biases and that they include diversity of race, age, national origin, gender, religion, ethnicity, family composition, socioeconomic background, ability, and ability.
- Adaptation of program environments, curriculum, and teaching methods to take into consideration the diversity of children and families currently participating in programs and services.
- Seeking communication resources when needed, such as language interpreters or sign language interpreters, ensuring that written material is made available in a language and literacy level that families can understand.
- Use of center and classroom rules that encourage cooperation and discourage bullying
- Seeking information from families about their beliefs, child-rearing practices, family structure and family backgrounds. This happens through questions on enrollment forms, conversations with families, and parent teacher conferences. Care is taken to respect that there may be information families do not wish to share.
- Encouraging staff to participate in community cultural events (concerts, art, music, puppetry, storytelling, etc.) designed for children and families, to further their understanding of local culture.
- Informing families of community cultural events and hosting events (separately or in collaboration with other local agencies) for the local community.
- Including all families in all aspects of our programs, including volunteer opportunities.



Inclusion

We work with families to provide an inclusive childcare environment for all children including children with special health, developmental, behavioral or mental health needs or abilities. Diversity extends to the family structure as well, and we are committed to treating all child and family situations equally and without bias. We design curriculum and environments based on the individual needs and abilities of the children in our care. We work in partnership with family members and other professionals to determine the most appropriate setting for each child.

The Program Director reserves the right to determine the appropriateness of our setting for each child based on our ability to serve and/or meet the needs of all children in our care and may determine that an alternate setting is necessary for an individual child.

Privacy and Confidentiality

Staff may never discuss children, families, or staff outside of the center. Observation made in the classroom or information shared at staff meetings is to be kept in strict confidence.

Information contained in a child file shall be privileged and confidential. Unauthorized removal or divulgence of confidential information is strictly prohibited.

Parents have the right to personally examine the child's records. They have the right to receive an explanation of any item they do not understand. They have the right to see their child's records as often as they want and to obtain copies for themselves.

If the parent believes information contained in the child's record is inaccurate or misleading, or that it is not related to the provision of appropriate educational services, or that it invades their child's or family's privacy, they have the right to make their own addition to the record.

Policy on Releasing Children

Only an authorized parent, or other person(s) identified by the parent, are allowed to remove a child from the center. Exceptions to this include written or phone authorization from parent/guardian. Each child has a list of approved pick up individuals on their Brightwheel. Under no circumstances can a child be released to anyone not authorized. Staff are required to ask for identification if you have not met the person previously. If ever in doubt, a call to the parent or guardian should be made.

Child Custody Disputes

From time to time, there are families enrolled who are engaged in child custody disputes. These conflicts within families can cause tremendous stress for both children and parents. The staff at Oxford SACC recognize that we are in a unique position. We must offer support and understanding to parents, as well as security and consistency to children, while all the time remaining strictly neutral on all issues regarding the custody dispute. Because this line we walk is often quite fine, we have developed the following guidelines for staff and for parents:

If you are involved in a child custody dispute, you can expect Oxford SACC staff to:

1. Focus on the needs of the child (ren) enrolled in the center. It is especially important that the child has a place that is safe, consistent, and impartial.
2. Remain strictly neutral in all matters regarding the custody dispute. Families should resolve the conflict independent of the center and staff.



3. Request a copy of any court orders related to custody of child (ren).
4. Strictly follow the custody arrangements as they are written in the court documents. If there are no court documents regarding custody or restraint of access to a child, we cannot, according to law, restrict the access to either properly identified parent.
5. Regularly communicate with both parents about any problems regarding the effects of the custody dispute on the child (ren).
6. Offer assistance to both parents in finding outside resources that might be helpful to them or their children.

Visitors

We have an "OPEN DOOR" policy and welcome parents and other visitors to our center. All visitors must sign in and out at the front office in order to maintain a safe facility.

Fundraising & Community Partnerships

We strive to build and maintain relationships within our community. There will be opportunities throughout the year to volunteer your time at community events to represent our center. Your participation in these events is valued and appreciated.

Oxford SACC & Preschool makes every effort to provide the best care and education for all of the children who enter our doors. In order to do this, we must continually update supplies and equipment. To support that effort, we conduct a variety of successful fundraising activities each year. Your support and participation is greatly valued and appreciated.

Oxford SACC encourages and supports parent involvement in the program. We are always looking for volunteers to help with a variety of activities and projects, including advisory members, helping with projects as well as volunteer recruitment. Please contact Jen Szantyr, Program Director with any questions that you may have about the program or wish list items.

Resources for Families

<https://www.mpf.org/>

<https://www.maine.gov/dhhs/mecdc/population-health/wic/>

<https://www.aap.org/>

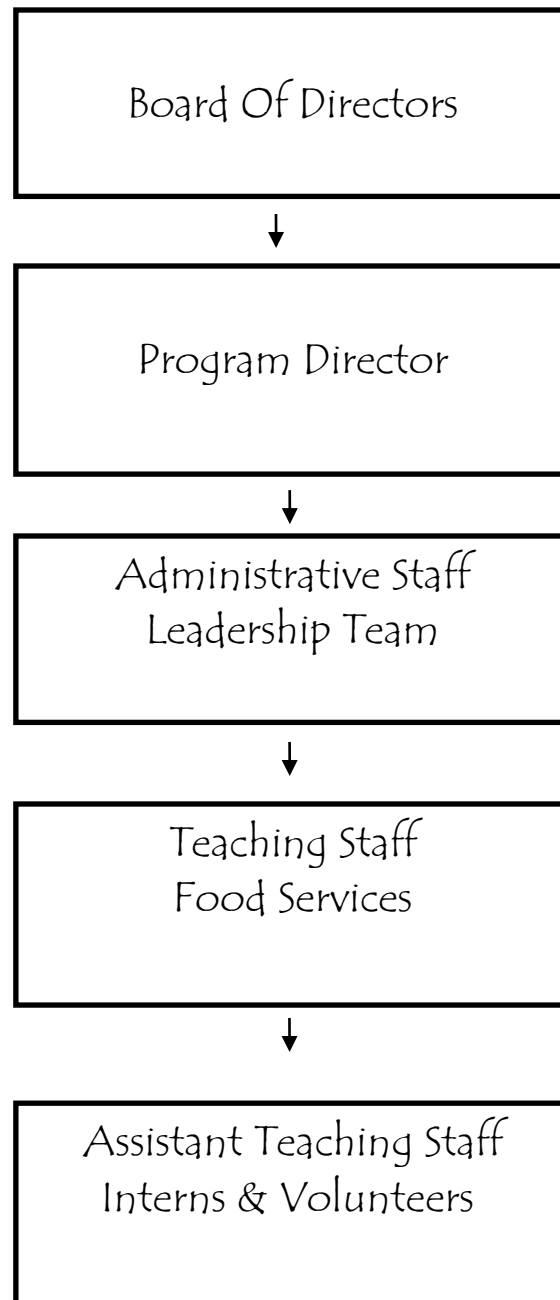
<https://safetosleep.nichd.nih.gov/>

<https://www.cpsc.gov/>

<https://www.mainehealth.org/lets-go/>



Oxford SACC Organizational Chart





Oxford SACC 2025 Childcare Rates

Infants

Full Time \$240.00 per week

Toddlers

Full Time \$222.00 Per Week

Junior Preschool

Full Time \$222.00 Per Week

Preschool

Full Time (4-5 Days) \$210.00 Per Week

3 Set Days \$168.00 Per Week

2 Set Days \$114.00 Per Week

Pre-K

Full Time (4-5 Days) \$202.00 Per Week

3 Set Days \$162.00 Per Week

2 Set Days \$110.00 Per Week

School Age

School Year Contracted

Full Time (AM & PM Monday-Friday) \$105.00 Per Week

Full Time (AM only Monday-Friday) \$45.00 Per Week

Full Time (PM only Monday-Friday) \$65.00 Per Week

Part Time (Set Mornings) \$10.00 Per Morning

Part Time (Set Afternoons) \$15.00 Per Afternoon

Part-Time (Wednesdays Only) \$20.00 Per Afternoon

School Age Drop In

Mornings \$10.00 Per Child

Afternoons \$20.00 Per Child

Planned or Unplanned Days Off During the School Year

Full Day \$45.00 Per Child Less Contracted Rate For That Day

Early Release Day \$30.00 Per Child Less Contracted Rate For That Day

School Vacation & Summer Day Camp

Contracted

5 Days \$160.00 Per Week

4 Set Days \$132.00 Per Week

3 Set Days \$103.00 Per Week

2 Set Days \$73.00 Per Week

1 Set Day \$45.00 Per Week

Fall & Summer Registration Fee (Billed in July and September)

One Child \$25.00

2 or more Children \$45.00