



***Lee Hill Early Learning Center Mission Statement***

*Our mission, as a non-profit, family-friendly school, is to provide the children of Lee, and surrounding communities, with a quality early learning experience while offering flexibility for their families. We strive to create a safe, fun, nurturing and developmentally appropriate environment that fosters development for each individual's needs. By guiding learning through play in a comfortable setting, it is our aspiration that each child will develop a positive outlook towards school, and a better appreciation of the world around them.*

***Table of Contents***

Guiding Principles	3
Programs Offered	4
Curriculum	4
Guidance and Discipline	8
Family Involvement at Lee Hill Early Learning Center	8
Health and Safety at Lee Hill Early Learning Center	9
Registration, Withdrawal, and Tuition	11
Items from Home	13
Parent Acknowledgement Form	15

### ***Lee Hill Early Learning Center Guiding Principles***

Lee Hill Early Learning Center is a dynamic and engaging learning community which supports the development of all who enter whether those individuals are children, staff, families, or members of the community. Our goal is to inspire joy and wonder through explorations of the world around us and interactions with the people who share our daily experiences. In order to support this philosophy, LHELC operates under the following guiding principles.

1. Every individual is a unique combination of qualities, characteristics, and traits and deserves a safe and nurturing environment.
2. Every child is capable and competent.
3. Play is essential for learning. All are encouraged (and expected) to play freely, fully, and joyfully.
4. Children are active learners who develop best through hands-on experiences.
5. To support the development of the whole child, growth must occur across all domains (social, emotional, physical, and cognitive) as well as all content areas (literacy, math, science, social studies, and the arts).
6. Experiences in nature support environmental and aesthetic development and a sense of well-being.
7. Teachers, family and community members are essential participants in the learning that occurs each day. These adults learn alongside of and along with the children. We welcome the knowledge and expertise of the larger community.
8. Diversity among children, families, staff, and community members brings a richness of experience that encourages us to appreciate, respect, and understand different ways of being in the world.

At Lee Hill Early Learning Center we consider learning to be a great adventure. We hope you'll join us as we laugh, dance, sing, explore, discover, and celebrate who we are as individuals, as members of our school community, and citizens of the world.

### ***Programs Offered at Lee Hill Early Learning Center***

Lee Hill Early Learning Center offers educational programs for children ages 6 weeks through 12 years of age. Children may attend two, three, or five days a week for half or full days. We open our doors at 7:00 am each day and close at 5:30 pm. Half-day programs run from 8:30-12:30 with extended day options for morning care from 7:00-8:30am. Our programs include infants, toddlers, and preschool classrooms, as well as before and after school care for school age children.

### ***Statement of Non-Discrimination***

Lee Hill Early Learning Center is committed to offering equal opportunities. Our program does not discriminate against individuals on the basis of race, color, national origin, native language, religion, gender, marital status, age, disability, sexual orientation, or veteran status.

### ***Curriculum at Lee Hill Early Learning Center***

Our curriculum draws on the work of two sets of objectives and intentions to support children in developing the skills they need to succeed as individuals, as students, and as citizens of their local and global communities. Through the use of *The Creative Curriculum* by Teaching Strategies (2010), teachers foster development in nine different areas: social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition if applicable. Moving beyond the traditional goals of early childhood programs, we support children's aesthetic development and environmental awareness. This aspect of our curriculum is drawn from the work of the Schlitz Audubon Nature Preschool (2013).

The daily schedule reflects our commitment to academic achievement and environmental awareness within a developmentally appropriate early childhood setting. Each day presents opportunities for children to direct their own learning as well as experiencing the benefits of teacher-directed activities. Children direct their own learning during Indoor and Outdoor Learning Experiences and Explorations, while teachers take the lead during Gathering Times, Small Group Time, and Story Times. Children and teachers work together to create engaging music and movement activities. Each of these times is intentionally designed to promote learning. An example of the daily schedule is included in the next section along with descriptions of the different times of day.

The physical set-up of the indoor and outdoor learning environments is crucial in supporting growth. The indoor classroom is set-up in learning centers to support development across all areas. Learning centers include dramatic play, blocks, library/writing, science, sensory, art, and manipulatives/table toys. The outdoor environment includes areas that balance children's needs to be active and spirited in their play with their needs to be quiet and contemplative.

Children play regularly and for extended periods of time both indoors and outdoors. Both environments are intentionally designed to encourage children to actively engage in constructing their own understandings of the world. As they explore, experiment, and invent with the materials in these environments, children play with

numeracy, literacy, science, social studies, and the arts in a way that is meaningful for them. They consider what it means to work with others and how to navigate the conflicts that occur through these interactions. They discover who they are as individuals and as members of a community. They make friends and share in the sense of community that comes from working and playing together. Communication skills develop naturally as they move through the ebb and flow of their daily activities. We encourage you to visit each area to discover for yourself what children learn as they play.

### ***The Daily Schedule***

This is an example of the typical schedule. Teachers may choose to alter the schedule to meet the needs of the children as they play and investigate. Descriptions of the different events follow the schedule. The below schedule is more geared towards the preschool classroom. The infant schedule will fluctuate based off of their individual needs, and parent's desires as we follow your schedule from home. The toddlers will be transitional in their scheduling, as we work towards getting them on a more uniform schedule with naps, feedings, etc and work towards more structured schedules, such as what they will experience in preschool. By conducting scheduling in this manner, it allows for the infants to transition from the home setting into a daycare environment by keeping their individual schedule consistent. It allows for the toddlers to transition from their home/infant schedule into a more structured environment, which prepares them for their upcoming preschool experience.

<b><i>Time</i></b>	<b><i>Event</i></b>
7:00	Center Opens - Before School/Extended Day
8:30	School Starts for Individual Classrooms
9:00	Morning Mat Work Gross Motor Activity Snack
10:00	Class Gathering Circle Time Indoor Learning Experiences Setting of Intentions *Library Once Per Week (~Hour)
11:00	Clean-up Small Group Activities Story Time
11:30	Lunch Clean-up Story Time
12:30	Departures For Half Day Students Transition to Rest Time
1:00	Rest Time and Quiet Activities
3:00	Wake-up Story Time
3:15	Snack *Departure For Most Children (3:00-4:15pm)
3:30	School Day Ends – After School Program Begins
4:00	Classroom Exploration, Music and Movement, Gross Motor Play
4:30	Outdoor or Indoor Learning Experiences
5:30	Center Closes

Each day includes special times for the school community to come together. We call these times of day by several names: ***Greetings and Class Gatherings***. As we gather we greet each other, sing songs, share news from home or school, and set our intentions for the next segment of the day. These times of day encourage the children to build a sense of self as an individual and as a member of a community. Social skills, language development, and problem solving emerge naturally during class gatherings.

***Outdoor Learning Experiences*** refers to the times the children spend outside each day in the outdoor classroom. These important times of day support the full development of each child and provide opportunities for them to direct their own learning. As they engage with the many varied materials available in the outdoor classroom, children construct their own understandings of the natural world as well as their own capabilities.

***Indoor Learning Experiences*** refers to the times children spend exploring the indoor classroom. During this time the children engage in activities of their own choice in the learning centers. For many children, this time allows them an opportunity to expand on the work they did in the outdoor classroom. They might use the materials in the library/writing center to make signs to go with the fairy houses they built in the outdoor classroom. Others might examine how the building materials in the block area differ from the materials they used to build their fort outside. Teachers support children during this time of day in many ways including asking questions, linking old knowledge to the new knowledge children are constructing, and providing materials to foster deeper levels of learning.

Our ***Setting of Intentions*** refers to goals set by the children or the teacher that will help shape the work and play of the day. The children might set their intentions based on their previous day's work or a new curiosity. The teacher might set the intentions based on a new material or an experience she feels will intrigue the children and promote their development. The setting of intentions reminds us daily to think about what matters in terms of interests and skill development.

Each day the teachers plan ***Small Group Activities***. These activities are designed by the teachers to meet the specific learning needs of the children. Depending on the needs of the children, the focus might be on emerging literacy, math, science, or social studies skills.

During the afternoon we engage in ***Explorations***. This time of day varies depending on the needs and interests of the individual children and the group. One day's exploration might lead the class to build fairy houses in the outdoor classroom. Another day's might have the children visiting the town library. Yet another exploration might involve investigating the woods and learning more about the bird calls we hear from the outdoor classroom. Regardless of the intent and the destination, these explorations support children in developing literacy, math, science, and social studies skills. Social, emotional, physical, and cognitive development is also integral. Beyond the skills and knowledge linked with academic success, Explorations play a crucial role in helping the children to carefully consider their world and their role in it.

***Rest Time*** occur daily in accord with the New Hampshire Child Care Program Licensing Rules. Children are provided with at least 1 hour of rest, relaxation, or sleep depending on their individual needs. Children who do not sleep will be given a quiet activity after 30 minutes of resting quietly. We provide the cots on which the children rest; children bring their own sheets, pillows, and rest items from home.

### ***Topics of Study and the Emergent Curriculum***

The content of our curriculum is learned through studying different developmentally appropriate topics. We begin each academic year with an idea as to what topics might be of interest to the children, but as we come to know the children and they come to know us, new topics will emerge based on their unique interests, skills, Parent Handbook

and talents. Through our curriculum, we remain responsive to the children and work with them to develop new topics of study.

Our topics of study follow the progression of the seasons and focus on what the children will be able to experience through their daily life in our geographic region.

### **Goals and Objectives for Learning and Development**

Lee Hill Early Learning Center utilizes the research-based goals and objectives of *The Creative Curriculum* (2010). In addition to being rooted in research on how children grow and learn, these objectives align with the Common Core Standards and span all domains and content areas. The chart below lists the goals and objectives.

Goals and Objectives	
<p>Social-Emotional</p> <ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ol style="list-style-type: none"> <li>a) Manages feelings</li> <li>b) Follows limits and expectations</li> <li>c) Takes care of own needs appropriately</li> </ol> </li> <li>2. Establishes and sustains positive relationships               <ol style="list-style-type: none"> <li>a) Forms relationships with adults</li> <li>b) Responds to emotional cues</li> <li>c) Interacts with peers</li> <li>d) Makes friends</li> </ol> </li> <li>3. Participates cooperatively and constructively in group situations               <ol style="list-style-type: none"> <li>a) Balances needs and rights of self and others</li> <li>b) Solves social problems</li> </ol> </li> </ol> <p>Physical</p> <ol style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>5. Demonstrates balancing skills</li> <li>6. Demonstrates gross-motor manipulation skills</li> <li>7. Demonstrates fine-motor strength and coordination               <ol style="list-style-type: none"> <li>a) Uses fingers and hands</li> <li>b) Uses writing and drawing tools</li> </ol> </li> </ol> <p>Language</p> <ol style="list-style-type: none"> <li>8. Listens to and understands increasingly complex language               <ol style="list-style-type: none"> <li>a) Comprehends language</li> <li>b) Follows directions</li> </ol> </li> <li>9. Uses language to express thoughts and needs               <ol style="list-style-type: none"> <li>a) Uses an expanding expressive vocabulary</li> <li>b) Speaks clearly</li> <li>c) Uses conventional grammar</li> <li>d) Tells about another time or place</li> </ol> </li> <li>10. Uses appropriate conversational and other communication skills               <ol style="list-style-type: none"> <li>a) Engages in conversation</li> <li>b) Uses social rules of language</li> </ol> </li> </ol> <p>Cognitive</p>	<p>Literacy</p> <ol style="list-style-type: none"> <li>15. Demonstrates phonological awareness               <ol style="list-style-type: none"> <li>a) Notices and discriminates rhyme</li> <li>b) Notices and discriminates alliteration</li> <li>c) Notices and discriminates smaller and smaller units of sound</li> </ol> </li> <li>16. Demonstrates knowledge of the alphabet               <ol style="list-style-type: none"> <li>a) Identifies and names letters</li> <li>b) Uses letter-sound knowledge</li> </ol> </li> <li>17. Demonstrates knowledge of print and its uses               <ol style="list-style-type: none"> <li>a) Uses and appreciates books</li> <li>b) Uses print concepts</li> </ol> </li> <li>18. Comprehends and responds to books and other texts               <ol style="list-style-type: none"> <li>a) Interacts during read-alouds and book conversations</li> <li>b) Uses emergent reading skills</li> <li>c) Retells stories</li> </ol> </li> <li>19. Demonstrates emergent writing skills               <ol style="list-style-type: none"> <li>a) Writes name</li> <li>b) Writes to convey meaning</li> </ol> </li> </ol> <p>Mathematics</p> <ol style="list-style-type: none"> <li>20. Uses number concepts and operations               <ol style="list-style-type: none"> <li>a) Counts</li> <li>b) Quantifies</li> <li>c) Connects numerals with their quantities</li> </ol> </li> <li>21. Explores and describes spatial relationships and shapes               <ol style="list-style-type: none"> <li>a) Understands spatial relationships</li> <li>b) Understands shapes</li> </ol> </li> <li>22. Compares and measures</li> <li>23. Demonstrates knowledge of patterns</li> </ol> <p>Science and Technology</p>

<p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> <li>a) Attends and engages</li> <li>b) Persists</li> <li>c) Solves problems</li> <li>d) Shows curiosity and motivation</li> <li>e) Shows flexibility and inventiveness in thinking</li> </ul> <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> <li>a) Recognizes and recalls</li> <li>b) Makes connections</li> </ul> <p>13. Uses classification skills</p> <p>14. Uses symbols and images to represent something not there</p> <ul style="list-style-type: none"> <li>a) Thinks symbolically</li> <li>b) Engages in socio-dramatic play</li> </ul>	<p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth’s environment</p> <p>28. Uses tools and other technology to perform tasks</p> <p>Social Studies</p> <p>29. Demonstrates knowledge of self</p> <p>30. Shows basic understanding of people and how they live</p> <p>31. Explores change related to familiar people or places</p> <p>32. Demonstrates simple geographic knowledge</p> <p>The Arts</p> <p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p> <p>English Language Acquisition</p> <p>37. Demonstrates progress in listening and understanding English</p> <p>38. Demonstrates progress in speaking English</p>
--	---

### ***Guidance and Discipline***

The staff at Lee Hill Early Learning Center is committed to providing a safe and nurturing environment that promotes the well-being of each child in our care. We accomplish this by supervising and guiding children at all times. Additionally, we believe that children must be taught how to behave in our school environment. Appropriate behaviors are acknowledged and positively reinforced. When conflict occurs, we encourage the children to work together to find a solution or seek a teacher if they need assistance with problem-solving. We view discipline as an opportunity to learn.

### ***Family Involvement at Lee Hill Early Learning Center***

At Lee Hill Early Learning Center we believe that parents and family members are each child’s first and most important teachers. We hope to partner with you in helping your child develop in the ways that suit him/her best. We welcome and value your input. We have an open door policy, and encourage family members to visit when their schedules allow. LHELC has many other opportunities for family participation, as well.

The staff at Lee Hill Early Learning Center are committed to providing a safe and nurturing environment that promotes the well-being of each child in our care. We accomplish this by supervising and guiding children at all times.



### ***Orientation Visit, Open Houses, and Family Events***

Each family participates in an orientation visit during which the director takes the family on a tour of the facility, provides an overview of our programming, and introduces the child to his/her teacher(s). Parents will receive a copy of the Family Handbook at that time as well as contact information for the director. We encourage parents to contact the director with any questions or concerns that arise after the orientation visit.

Open Houses occur twice yearly. During Open Houses, family members are invited to visit their child's classroom to learn more about what their child is learning. Other topics that teachers might address include policies and procedures, new initiatives being undertaken by LHELC, research on child development, etc.

### ***Family Surveys***

We ask that parents/family members complete a Family Survey twice yearly. The survey addresses our programming in relation to your needs as a family. Your feedback allows us to reflect on and assess many different aspects of our work. We greatly appreciate your willingness to complete the surveys and share your ideas with us.

### ***Communication with Families***

We believe that communication with families is essential for the well-being of the children and their families. Teachers communicate first and foremost by chatting with families at drop-off and pick-up times. This face-to-face communication allows us to share the small joys of each child's day. We ask that parents/family members refrain from the use of cell phones during drop-off and pick-up to allow for these brief, but meaningful, conversations. Beyond drop-off and pick-up, teachers share with families the happenings of the classroom through newsletters, as well as daily sheets for the younger children that document diapering, feeding, naps, etc. Additional information will be posted to LHELC's webpage. We also encourage contact through email for quick communications or notifications throughout the day. Feel free to call or email just to see how your child's day is going!

## ***Health and Safety at Lee Hill Early Learning Center***

### ***Arrival and Departure***

Parking for LHELC is in the rear lot of the Lee Church Congregational. The semi-circular drive is closed to vehicular traffic during the school's operating hours. Cars may not be left idling in the parking lot during drop-off or pick-up.

Upon arrival all children must be walked into their classrooms by an adult. The adult must sign the child in and ensure that a teacher has taken responsibility for the child. If the teacher and other children are in the outdoor classroom, the adult must sign the child in, stow his/her gear, and walk the child outside to meet his/her teacher. Upon pick-up, an adult must sign the child out and notify a teacher that the child is leaving. Children may only be picked up by an adult who is listed on the child's registration form. If the teachers do not recognize the adult who is picking up, the teachers will ask for a photo ID that matches one of the names on the registration form.

Children must be picked up by 5:30. A \$1 per minute fee will be charged for each minute after closing that a family is late in picking up a child. Of course we understand that an event may lead to a late pick up that is out of your control, but it is not something we can tolerate as a regular occurrence. We have a limit of 3 late

pickups in one year, before we require you to send another authorized pick up person if you think you may be late.

### ***Sick Child Policy***

Our goal is promote the health and safety of all who pass through our doors. In order to do that, we have a carefully designed sick child policy. This policy follows the state licensing regulations. Your child should be in attendance only if he/she can participate fully in all of our daily activities. If your child has a temperature of 101, has vomited, has diarrhea, an unexplained rash, uncontrolled coughing, and/or extreme/unusual fatigue, we ask that you keep your child home until he/she has been symptom-free for 24 hours. If your child is sent home due to illness, he/she must remain home the next day **and** be symptom-free for 24 hours before returning to school. In the event that a child has been diagnosed with a contagious disease, a notice will be posted outside the classroom door.

If your child becomes sick, parents will be notified, and we expect your child to be picked up within 1 hour of notification. If we are unable to reach parents after ½ hour, we will contact individuals listed on the child's emergency form. Your child will be isolated from the other children and made to feel comfortable while he/she waits to be picked up.

### ***Medication***

Medication will be administered upon request. A physician's authorization form must be completed by the doctor before any medication can be administered. All medications must be in their original containers and clearly labeled with the child's name, the medication name, strength, the prescribed dose and method of administration, the frequency of administration, and the indications for usage of all medications. Please ask your child's teacher for a medication form and complete it before leaving your child.

### ***Emergency Procedures***

Emergency procedures in case of fire or other evacuation are posted in each classroom. Fire drills are scheduled regularly throughout the year, and each classroom is equipped with a first aid kit. Emergency phone numbers are posted next to the classroom phone. Teachers are First Aid and Infant and Child CPR certified.

### ***Injured Child***

In the event that a child is hurt while he/she is at LHELC, a parent will be notified and an injury report will be completed. The parent will be supplied with a copy of the injury report at pick up and asked to sign the form. If the injury is a minor one (cuts or scrapes), a teacher will treat and comfort your child. If the injury requires medical treatment, LHELC has your permission per the registration/emergency contact information sheet to seek medical attention for your child. The parent agrees to pay all expenses incurred due to emergency treatment. LHELC is fully insured; teachers are trained in First Aid and CPR.

### ***Field Trips***

The children and teachers of LHELC will frequently take walks to explore their local community. Parents are asked to sign a permission slip upon registration that allows their child to participate in these walks. Teachers will always carry a first aid kit, emergency contact information, and a cell phone while on these field trips. When field trips beyond the neighborhood are scheduled, parents will be asked to sign a field trip permission slip that indicates the specific details of the trip.

**Child Abuse/Neglect**

The state lists teachers and child care providers as mandatory reporters of suspected abuse and/or neglect. LHELC follows the state regulations and will fill a report with the Division of Children, Youth, and Families if abuse or neglect is suspected.

**Registration, Withdrawal, Tuition, and Holidays****Registration Procedures**

To begin the registration process, each family should schedule a time to meet with the director and tour the facility. All of the necessary paperwork may be completed at this time. The office has copies of all of the forms; they are also available for downloading on our website. The required paperwork includes:

1. Registration Form
2. Emergency Contact Form
3. Annual Health Form (physical) with immunization records
4. Parent Acknowledgement of the Parent Handbook
5. Media Form
6. Field Trip Permission Form
7. Registration Fee
8. Deposit

The registration process is complete once all of the forms have been submitted and the registration fee and deposit have been paid. The registration fee is \$50, and the tuition deposit amounts will vary based on the program in which you choose to enroll. This fee recurs annually. The deposit fee The deposit for enrollment is equal to three weeks' tuition. One week will be credited to your child's first week of attendance, and the following two weeks of tuition will be credited to the last two weeks in June of the school year. At this time each June, the re-enrollment process is completed in order to reserve your child's enrollment spot for the upcoming school year. Deposits are credited to your child's account and may be used to pay for your child's tuition during his/her last weeks at LHELC, either of the school year in June, or at a different time frame, should you choose to withdraw from Lee Hill (although three weeks' notice must be provided in writing in order to use the 2 week deposit credit).

*Note: Registration fees and deposits are non-refundable.*

**Withdrawal**

We ask that you provide us with three weeks' notice that your child is being withdrawn from our school. Upon notice, we will apply your deposit to your account for your child's final weeks. Tuition is non-refundable, so by allowing us proper notice, we are able to credit your account for the remaining weeks of attendance, in the event you have prepaid monthly, etc.

**Tuition**

Tuition is due each Friday for the following week. A late fee of \$10.00 will be charged for any tuition that is not paid by Friday of the week due, and for each week after until paid in full. A service charge of \$25.00 will be charged for any returned checks as well as any other fees incurred due to a returned check. If we receive three returned checks, the account must be paid by cash or money order. No credit will be extended. If the account cannot be brought up-to-date within 10 working days, then we must drop the child/children from the

program. If this unfortunately were to occur, you are still responsible for the balance due, and it will continue to accrue the above mentioned late fees until paid. By signing the acknowledgement form that you have read and agree to these terms, you will be held accountable for any and all balances due.

Please understand that even when your child is absent due to illness or vacation, you are paying to hold your child's spot at LHELIC. No credit will be given for absences.

Infant & Toddler Tuition Rates (6 weeks through 2 years, 11 months)

<b>Half-Day Tuition 8:30-12:30</b>	
2 day (Tuesday, Thursday)	\$84.00 (\$42/day)
3 day (Monday, Wednesday, Friday)	\$121.00 (\$40/day)
5 day	\$190.00 (\$38/day)
Extended care/Before School Care (7:00-8:30am)	\$20.00/week additional if enrolled in another program. \$30/week if only enrolled in Ext. Day/Before School.
<b>Full-Day Tuition 8:30-3:30</b>	
2 day (Tuesday, Thursday)	\$129.00 (\$64.50/day)
3 day (Monday, Wednesday, Friday)	\$194.00 (\$64.50/day)
5 day	\$295.00 (\$59/day)

Preschool Tuition Rates (3 years through 6 years)

<b>Half-Day Tuition 8:30-12:30</b>	
2 day (Tuesday, Thursday)	\$64.00 (\$32/day)
3 day (Monday, Wednesday, Friday)	\$96.00 (\$32/day)
5 day	\$145.00 (\$29/day)
Extended care/Before School Care (7:00-8:30am)	\$20.00/week additional if enrolled in another program. \$30/week if only enrolled in Ext. Day/Before School.
<b>Full-Day Tuition 8:30-3:30</b>	
2 day (Tuesday, Thursday)	\$104.00 (\$52/day)
3 day (Monday, Wednesday, Friday)	\$156.00 (\$52/day)
5 day	\$235.00 (\$47/day)

After School Tuition Rates (3:15-5:30)

<b>*Parent is responsible for making bus arrangements to and from Mast Way &amp; LHELIC</b>	
2 day (Tuesday, Thursday)	\$44.00 (\$22/day)
3 day (Monday, Wednesday, Friday)	\$66.00 (\$22/day)
5 day	\$95.00 (\$19/day)

*\*Lee Hill Early Learning Center offers a 10% sibling discount off of oldest child's rate*

*\*ALL children entering preschool must be fully potty trained prior to being enrolled*

### ***Early Drop off & Late Pick-Up Fees***

Children must be dropped off no earlier than 7:00am and picked up no later than 5:30pm. A \$1 per minute fee will be charged *per child* for each minute before opening and/or after closing that a family is early (before opening) or late (after closing) in dropping off or picking up a child. It is to be paid that day, in cash to the opening/closing teacher.

### ***Scheduled Closings for Holiday and Vacations***

Lee Hill Early Learning Center will be closed for following listed below, and families are expected to pay tuition for each day:

- Martin Luther King Jr. Day (January)
- Presidents' Day (February)
- Memorial Day (May)
- Labor Day (September)
- Columbus Day (October)
- Veteran's Day (November)
- Thanksgiving & Day after Thanksgiving (November)

Lee Hill will also be closed during the week of July 4<sup>th</sup> and the week between Christmas and New Year's. Families do not pay tuition during these weeks.

Often times, enrollment will be drastically lower on days before or after a holiday (for instance, the day(s) before Thanksgiving or Christmas, when families are often traveling). In these situations, we will ask parents to let us know when their children will be attending in the days prior to a closing holiday, and we may choose to operate on a skeleton crew with reduced staff, and possibly reduced hours of operation or closures (in addition to the above-mentioned dates), if there is not a need for the care.

### ***Inclement Weather Closings***

Lee Hill Early Learning Center will follow the public school closings and cancellations. If the Lee public schools are closed due to inclement weather, LHELC will also be closed. If the schools do a delayed opening, Lee Hill will also open 2 hours later than usual, provided the roads are safe to travel on at that point – we will absolutely keep families informed if there is a time change. We will also follow this if there are to be any early closings. Please refer to WMUR and look for the listing of "Oyster River Co-Op" for closing information. This policy protects our teachers, children, and families. In the event that multiple surrounding towns have decided to close due to inclement weather but Oyster River has not announced their closing, LHELC may choose to close if they do not feel as though it is safe enough on the roads. In this case, parents will be notified by email.

### ***Social Media***

Teachers may not interact with children and their families through social media outlets. Some of the most popular social media include Facebook, Twitter, My Space, Linked In and Digg. This policy ensures full confidentiality for families as well as promoting high levels of professionalism for staff members.

## ***Items from Home***

### ***Clothing***

The children and teachers are very active and engaged each day, so please send you child to school in comfortable clothing in which they can run, jump, and get messy. We go outside to play daily, so your child should come dressed for the weather outside. Daily clothing needs include:

- Comfortable shoes that allow for walking and running (please avoid flip flops),

- Comfortable pants/shorts/skirts that allow for climbing as well as sitting,
- A jacket or outer layer appropriate for outdoor temperatures,
- Raincoat and/or rain hat (no umbrellas please), and
- Snow pants, hats, gloves/mittens, and snow boots in winter months.

Please send a clearly labeled change of clothing and pair of shoes, including an extra pair of socks and underwear. For infants and toddlers, we request that you send multiple changes of clothing, which we can store with their diapers and wipes.

### ***Snack and Lunch***

Your child should bring two to four nutritious snacks and a lunch (please refer to the “What to Bring” list, included in your enrollment packet. We believe it is essential for children to make healthy food choices, and we ask your assistance in this. Please pack meals that feature whole grains, fruits, and vegetables and avoids sugary snacks or candies. Lunch boxes should include ice packs. We can heat food in the microwave, but we do ask that you have all food ready to serve in regards to cutting and prepping, as it can be difficult to do meal preps when caring for multiple children. Each child should bring with him/her a refillable water bottle. We believe that everyone is responsible for taking small steps to protect our environment. Using refillable water bottles is something everyone who attends LHELC is capable of doing.

### ***Additional Items***

Your child will need to bring a labeled blanket for rest time. If you would like, they may also bring a pillow and sheet for their mat (a crib size sheet will fit the mat for toddlers and preschool. For infants in a pack n play, please bring a pack n play size sheet). Your child will bring this home on Fridays for washing and return it each Monday. If your child wishes to bring a small stuffed animal to rest with, please make sure the item is labeled and stored in your child’s cubby. Please send these items in a bag large enough to hold all the items, which can hang in their cubby. Please ensure this bag is easily accessible to get items in and out of, as children are encouraged to set up and put away their nap items themselves.

For Infants and Toddlers, please bring diapers and wipes (enough for a month or so at a time is fine), any diaper creams or lotions, as well as multiple changes of clothes – please check sizing often, as they grow so quickly! We are happy to store feeding supplies including bottles, formula, finger snacks such as puffs or teething crackers, etc. We are breastfeeding friendly, and happy to properly store pumped breastmilk in our refrigerator or freezer for the day’s consumption. We have a bottle warmer as well as bottle sterilizers. We hand wash and then sterilize bottles daily, and we are capable of storing two bottles per child so that you don’t need to bring these items back and forth with you each day.

We will have special days when children are able to bring items from home for show and tell. We are very excited to see these during these times, but we ask that you refrain from bringing toys from home otherwise, as we wouldn’t want them to be lost, broken, or confused with classroom toys. If your child really would like to bring a toy from home, please help them understand that this should stay in their cubby throughout the day in order to keep it safe.

If you have any questions, concerns, or thoughts on how to improve your child’s experience at Lee Hill Early Learning Center, we welcome you to share them with us!

Thank you very much for your cooperation, and we look forward to welcoming you and your family to Lee Hill Early Learning Center! ☺

## **Parent Acknowledgement Form**

By signing below, I acknowledge that I have read and agree to the terms and conditions listed within Lee Hill Early Learning Center's Parent Handbook.

Child's Name \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_