



Dear Families,

We appreciate your interest in Crayons Early Care & Education Center Inc. A subsidiary of the J. Arthur Trudeau Center, Crayons was established in 1993 to provide high quality early care and education experiences within a safe, nurturing environment. As one of only a few fully inclusive centers, our nationally accredited program serves as a leader in providing developmentally appropriate, family centered programming for young children and their families. Providing services to approximately 100 families annually, Crayons' programs include child care, preschool, Kindergarten and therapeutic services provided by a collaborative group of educators and clinicians.

Crayons enhances appropriate play experiences that contribute to the physical, social, emotional and cognitive development of each child. We provide a meaningful curriculum for all children which incorporates the individual needs and interests of children and encourages family involvement and input. Our environment, materials and activities support learning through play and create a strong foundation for each child's future academic pursuits.

Crayons' unique team of professional staff includes a diverse group of individuals consisting of early childhood and special educators, teacher assistants, therapists, behavioral specialists, clinicians, integration specialists and a fulltime registered nurse. Staff members have been carefully selected for their educational background, early childhood training, teaching experience and sensitivity to the individual needs of young children.

We invite you to contact us with any questions or to schedule a tour of our facility.

Sincerely,

Jacqueline Ferreira

Director

3445 Post Road
Warwick, RI 02886
(401)-738-7081



REGISTRATION APPLICATION

NAME OF CHILD: _____ DATE OF APPLICATION: _____

ADDRESS: _____ DATE OF BIRTH: _____

PARENT/GUARDIAN NAME: _____ TELEPHONE: _____

WORK ADDRESS: _____ TELEPHONE: _____

_____ EMAIL: _____

PARENT/GUARDIAN NAME: _____ TELEPHONE: _____

WORK ADDRESS: _____ TELEPHONE: _____

_____ EMAIL: _____

RECOMMENDED BY: _____

DAYS OF ATTENDANCE (PLEASE CIRCLE) M T W TH F

PLEASE INDICATE FULL OR HALF DAYS: (PLEASE CIRCLE) FULL HALF

I WILL BRING MY CHILD TO SCHOOL AT: _____ AM /PM

I WILL PICK MY CHILD UP AT ABOUT: _____ PM

PLACEMENT: _____

A REGISTRATION FEE AND TUITION CONTRACT MUST ACCOMPANY THIS APPLICATION. PAID: \$ _____

START DATE: _____

PARENT/GUARDIAN SIGNATURE:

_____ Date: _____

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(401)-738-7081



Code # _____

RELEASE AUTHORIZATION FORM

Crayons Early Care & Education Center, Inc. is authorized to release my child, _____ to the following individuals.

NAME: _____
 ADDRESS: _____ TELEPHONE: _____

NAME: _____
 ADDRESS: _____ TELEPHONE: _____

NAME: _____
 ADDRESS: _____ TELEPHONE: _____

NAME: _____
 ADDRESS: _____ TELEPHONE: _____

It is the responsibility of the parents to ensure that this list is kept updated.
 Identification will be required of any person not recognized by staff.
 We also ask that parents submit photos of all individuals above at time of registration.

 Parent Signature Date



PARENT AUTHORIZATION FOR EMERGENCY TREATMENT

In consideration of admittance, I, _____ hereby authorize Crayons Early Care & Education Center, Inc. to arrange for medical examination and/or treatment of my child, _____ should an emergency arise at the center or on a field trip. It is understood that a conscientious effort will be made by Crayons Early Care & Education Center, Inc. to contact me at the emergency numbers I have provided below before any medical action is taken.

Current Health Insurance _____

***** Choice of hospital may be determined by service of local rescue units*****

Parent/Guardian's Signature

Home Phone

Date

Business Phone

Parent/Guardian's Signature

Home Phone

Date

Business Phone

Relatives or other persons to contact in an emergency situation:

Name: _____

Phone: _____

Relationship to child: _____

Name: _____

Phone: _____

Relationship to child: _____

Name: _____

Phone: _____

Relationship to child: _____



Philosophy/Mission Statement

The cornerstone of the Crayons program is our inclusive model. We believe that children of all abilities including but not limited to those with developmental delays and disabilities, English language learners, mental health diagnoses and behavioral challenges, should have the opportunity to participate within a quality, community-based early care and education program regardless of their strengths, needs and/or challenges. As such, Crayons is dedicated to providing or accessing the appropriate services required to allow all children to be successful within the program.

Our unique team of professionals includes a diverse group of individuals consisting of early childhood and special educators, teacher assistants, therapists, clinicians, integration specialists, volunteers, mentors and registered nurses. Each member of our staff pursues ongoing professional development. Our model allows for built in consult services for any child that we feel may need them. Our staff is dedicated in assisting families in accessing appropriate services for their child as needed. These services may include mental health or behavioral supports, special education, speech, occupational or physical therapy or skilled nursing services. Additional clinical supports are also available for children who may require them. We worked collaboratively with outside agencies such as Early Intervention, SUCCESS, Early Childhood Special Education Programs, and KidsConnect to support children's success.

Crayons enhances appropriate play experiences that contribute to the physical, social, emotional and cognitive development of each child. Crayons believes that every child belongs and every child can succeed in a program that can provide the necessary supports. We provide a meaningful curriculum aligned with Rhode Island Early Learning Developmental Standards (RIELDs) for all children which incorporates the individual needs and interests of children and encourages family involvement and input. Crayons has an open door policy that allows parents to come in to the program at any time to visit with their child. We have ongoing opportunities for families to be involved in our Family Advocacy Committee, participating bi-annual teacher conferences, are welcomed to participate in their child's classroom and all family events. Crayons is committed to quality improvement by using data gained from child assessment that informs teaching practices and learning. Our environment, materials and activities support learning through play (Piaget, Vygotsky) and create a strong foundation for each child's future academic pursuits.

Our Vision

To provide quality early childhood education care that is responsive to current best practice and principles, in partnership with families, and contributes significantly to positive outcomes for each child.

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Drop-Off Policy

When dropping off your child we ask that all parents/guardians follow the procedure below:

- Child must be signed in by the person dropping the child with the exact time the child is left in the care of Crayon's Staff.
- Person dropping off child must communicate with staff in

Family Involvement and Engagement

Child Assessment and Planning

Crayons uses NAEYC guiding principle to define child assessment as “the process of observing, recording and otherwise documenting the work children do and how they do it as a basis for a variety of educational decisions that affect the child.” As early childhood educators, Crayons believes that it is our responsibility to provide ongoing developmentally appropriate authentic assessment aligned with the RI Early Learning and Development Standards for all of our children on an individual basis. This systematic formative assessment is utilized in the child's learning environment and is sensitive to and informed by family culture, experiences, children's abilities and home language. Crayons staff believe that children should be provided with varied opportunities to acquire skills as well as demonstrate skills that they have learned. A comprehensive individual portfolio representation of each child's strengths, needs and interests is created through a variety of means, including

- Developmental Screening Tools such as Ages and Stages with Families
- Early childhood Screening Assessment (ECSA) of emotional and behavioral development from Specialists
- Classroom Observations
- Informal Screenings
- Work samples or photos of children's work
- Checklists aligned to the RIELDS
- Daily Activities incorporating targeted objectives aligned with Creative Curriculum, TSG and RIELDS
- Written anecdotal records and narratives
- Family input received through Pre-Admission history, Family Questionnaire and Family/Teacher conferences



- Crayons utilizes the valid and reliable electronic data system, Teaching Strategies Gold (TSG), to collect and compile individualized child data. Teachers enter documentation several times per week, assessing many objectives multiply times throughout the year.

There is an initial assessment upon enrollment or transition to a new classroom where families are asked to complete a preadmission history and an Ages and Stages questionnaire regarding their child. This information allows educators to gain an understanding of each child's interests, learning styles, temperament, development level and his/her social and cultural contexts. This data, along with the information listed above, is utilized throughout the year to monitor children's development and intentionally plan and create individual and classroom curriculum plans which support the individual development off each student. Data is also used to inform individualized instruction (see staff support below) and identify whether children may benefit from some type of additional classroom support.

Written copies of TSG progress reports are sent home and also shared with families at family/teacher conferences, which are offered at least twice annually (January and June). This allows the opportunity for teachers and families to engage in two-way communication to review the child's portfolio, discuss and give input on his/her individual goals and progress and share accomplishments, both at school and at home. It also allows teachers to initiate appropriate referrals/ access resources if necessary. Conferences may also be requested by the families or staff at any time. Families are given the opportunity to complete Ages & Stages questionnaires at home as well have the program's annual family survey.

Crayons provides families with verbal and/or written information and brochures regarding available developmental screenings for children ages birth to 3 and collaborates with Early Intervention if necessary to arrange an intake visit and schedule an assessment. Crayons collaborates with VOWS (Volunteers of Warwick Schools) each Fall to schedule and conduct on-site Child Outreach screenings at our facility. We assist VOWS by distributing and collecting parent consents and screening materials. Written information is given to families regarding a summary of the screening and its importance, as well as the date and time. For children not residing in Warwick, Crayons will assist families in setting up and completing an Outreach screening in their city. Families will be notified if their child requires a re-screen or referral and Crayons will assist families in understanding screening results and providing further educational support regarding next action steps. , which may include a referral to the child's school system. A copy of the Child Outreach results will either be mailed directly to Crayons from the screening site, or obtained from the family, and placed in the child's individual portfolio.

3445 Post Road
Warwick, RI 02886
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Staff Support: Data from child assessment is included in our annual program evaluation process to identify patterns and trends across the program, plan for classroom curriculum and programmatic goals (Quality Improvement Plan) and adjust curriculum practices as appropriate. Education Coordinator will support staff in making adjustments, which may include adding more materials, utilizing another teaching method, or adapting the learning environment. Education Coordinator will also provide staff with professional development training opportunities related to child assessment, as well as plan for program professional development trainings. Director and Education Coordinator maintain a resource library that includes information on TSG and other developmentally appropriate assessment methods for staff to review.

Individual child's portfolios are accessible only to classroom staff, director and education coordinator. The children's individual portfolios are kept in a secure online portal for TSG. All information regarding children and families is considered confidential and will not be shared with any other institution or agency without a signed release.

Communicating with Families

Crayons values the role of the family as an integral part of a child's education and development. Educators have the ability to enhance children's development and learning experiences by collaborating, understanding, respecting and communicating effectively with families. For this reason, Crayons endeavors to develop reciprocally supportive relationships which incorporate on-going two-way communication which is respectful, supportive and meaningful. Crayons collaboratively works with community resource and relevant specialists by communicating on an ongoing basis to integrate strategies into the curriculum for optimal child outcomes. We strive to accomplish this using the following means:

- Intake meetings and pre-admission paperwork (Family and Child information sheet) to elicit information about each family's socio-economic, linguistic, racial and cultural background. Families are asked to share special traditions, celebrations, songs and interests that are important to their family as well as their goals for their child's participation in the program. Paperwork is updated annually and/or whenever a child transitions from one classroom to another within the program
- Open Door policy for families
- Parent Handbook of policies and procedures handed out to all interested parties

3445 Post Road
Warwick, RI 02886
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- Individualized Classroom Welcome Packet given at initial enrollment or anytime a child transitions into a new classroom
- Opportunities for children and families to visit the classroom prior to initial enrollment and any transition from one classroom to another within the program; individualized transition plans are created in collaboration with the family and are adjusted according to each child's needs
- Daily written and/or verbal reports depicting the day's events
- Parent Advisory Committee meetings (4 times per year) to coordinate on-going events, review program evaluation results, discuss changes in center policies or practices, insure the physical environment is welcoming to families and contribute to program –level decision making and participate in annual strategic planning and long and short-term goal setting.
- On-going written memos, newsletters, etc. in the family's language of choice
- Classroom consultation
- KidsConnect meetings
- Special Education meetings
- Family Participation questionnaire which allows families to indicate how, when and in what capacity they would like to participate in their child's educational program.
- Annual Program Assessment and Evaluation
- Parent/teacher conferences are held at least twice annually and upon request of the teacher or family
- Child portfolio materials including the most recent developmental assessment are reviewed with families at least twice annually and are provided to the family and/or local school department when children are transitioned to another program
- Comprehensive system of staff training and supervision that supports teaching staff in developing competencies to serve as a role model for families and enhance families' involvement in the program and in their child's learning and development.
- Transition materials and guidance are provided to families to support their child's smooth transition from the Crayons program to another program

Family Engagement Activities

Families are welcome and valuable participants in their child's educational program. As such, Crayons makes every effort to provide a variety of meaningful opportunities for family participation. Our annual calendar includes several family events including our Annual Family Brunch, January Open House, Family Fun Day, Mother's Day Tea, Spring Walk-a-thon, Week of

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the Young Child celebrations and Preschool and Kindergarten Graduation ceremonies. In addition, individual classrooms plan several events and field trips throughout the year and encourage family members to participate if possible. Teaching staff plan these events with consideration to the interests of the children and families in their respective classrooms.

Crayons recognizes that many families do not have the ability to attend events planned during the day and attempt to provide activities that include all families. As a result, many of our family events are planned during the evening or during the weekend. In addition, classroom staff prepare many “take-home activities” for families to complete and return to school. Take-home activities allow families to represent their individual dynamics, interests, traditions and ideas. By displaying the finished products in the classroom, educators provide children with an on-going bridge between home and school. (Ex. Friends and family photo collages, book bag activities, etc)

Partnering with Families

Crayons is committed to partnering with families to provide curriculum planning and access appropriate services for their child(ren). This is accomplished through a variety of means:

- Providing on-going communication regarding their child’s development
- Parent/teacher conferences/individual meetings are offered by classroom staff and program administration to discuss children’s progress and create behavioral or curriculum plans as needed
- Staff provide families with resources and information to help support individual needs of families and student

Parent Communication and Problem Resolution

Crayon’s Child Care is committed to providing the best possible care to all children and families. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from Crayon’s supervisors and management.

Crayon’s Child Care strives to ensure fair and honest treatment of all employees, students and families. Employees and family members are expected to treat each other with mutual respect. Families are encouraged to offer positive and constructive criticism.



We encourage families to pursue resolution of any problems with their child's teacher/caregiver whenever a concern arises. Parents are also encouraged to bring any concerns or problems to the Director.

Crayons makes every attempt to address parental concerns in a fair, timely manner. Resolutions to problems may be approached using the following strategies/ forums:

- Parent meetings: Crayons periodically holds meeting for the entire center in which families may communicate concerns, suggestions and ideas for program development and annual agency goals.
- Classroom Meetings: When a problem arises in a specific classroom, the Director may choose to hold a meeting for all families enrolled in the classroom. This allows for discussion of all concerns related to the particular classroom and the development of an action plan as deemed appropriate.
- Individual Meetings: Parents and/or Crayons staff may request a meeting to focus on individual concerns and/or issues within the center.
- Parent/Teacher Conferences: All teachers offer individual conferences to parents at least twice annually. Conferences are also held on an as needed basis.
- Annual program evaluations are distributed to parents annually.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and families work together to develop a nurturing, safe environment for children.

Celebrating Holidays

NAEYC believes that decisions about what holidays to celebrate are best made together by teachers, parents and the children. The goal is to involve family members in sharing their traditions and values to determine the activities related to holidays. Also, it is important to think about ways to respond to the interests and questions that children have. Our goal is to respond to their questions and build activities that acknowledge their own experiences and those of their families. We look to celebrate diversity while meeting the developmental needs of children during the holidays.

Children's Nutritional Well-Being

We would like to request the families' help staff ensure the safety of food brought from home. Please send in food and beverages for lunch that are labeled with your child's name. Also, please put a cold pack in the lunch bag to ensure that food requiring refrigeration stays cold. Another option is to freeze a juice box or water bottle: Any food that you send in for special

3445 Post Road
Warwick, RI 02886
(401)-738-7081



occasions MUST be either whole fruits or commercially prepared packaged foods in factory-sealed containers.

Open House

We have an open door policy to you as the parent and invite you to stop by and visit anytime. Also, we would encourage you to call anytime with questions or concerns.

Confidentiality Policy

All information on children and their families is considered confidential and will not be shared with any other institution or agency without a signed release. All staff has signed a confidentiality statement upon employment that they understand and will uphold the confidentiality policies and procedures.

Reporting of Child Abuse and Neglect

Early childhood caregivers have strong personal commitments to the well-being of the children and families that they know and serve. Our staff receive training on "Identifying and Reporting Child Abuse and Neglect" as part of their professional development and are considered mandated reporters by the State of Rhode Island. The mandated reporting law states that any person who has reasonable cause to know or suspect that any child has been abused or neglected as defined in General Statutes 40-11-2 is required to, within twenty-four (24) hours, report that information to the Department of Children, Youth and Families (DCYF). The number for the 24 hour hotline is 1-800-RICHILD.

Crayons Policy on Guiding Children's Behavior

When a child presents with challenging behavior, teaching staff shall:

- Observe the child, then identify events, activities, interactions and other factors that predict and may contribute to the challenging behavior.
- Focus on teaching the child social communication and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other intervention strategies to support the child's appropriate behavior rather than focusing only on eliminating the challenging behavior.
- Respond to the challenging behavior, including physical aggression, in a manner that: provides for the safety of the child and others in the classroom, is calm and respectful to the child, and provides the child with information about acceptable behavior.

3445 Post Road
Warwick, RI 02886
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- Meet with families for input and to help develop a behavior plan to support growth and success. A referral to community professionals may be included in the plan.

Teaching staff will never use punishment (including shaking or hitting) toward the children in their care nor will they engage in psychological abuse or coercion. Staff will never use threats or derogatory remarks in response to children's behavior. Food and outdoor play will not be used as a reward or a behavior consequence (unless specifically stated in an IEP).

Health Policies

1. A daily health assessment of each child will be made. A child who shows any evidence of suspicious symptoms will be excluded. Some of these symptoms are: thick, green nasal discharge, congested cough, fever of 101 and above, diarrhea, vomiting, rash and red, itchy eyes with discharge present. If your child is sent home with a rash and is seen by your pediatrician who determines it is not contagious, your child may return to Crayons WITH a doctor's note stating the rash is not contagious.
2. We request that you please keep sick children at home in order to avoid exposing the other children to possible illness and to allow your own child needed recuperation time.
3. If your child contracts a contagious illness, please notify us as soon as possible.
4. Children need to be symptom free for 24 hours before returning to school after vomiting, diarrhea or a fever, and must be on antibiotics or eye drops for a minimum of 24 hours after a diagnosis of a contagious illness has been made.
5. If your child has any type of ear drainage, they are to remain out of school until there is no longer any drainage actively leaking out.
6. If your child has strep throat they are to be out of school for 24 hours after starting treatment per the Department of Health.
7. If your child has a rash
8. If your child needs medication during the school hours, you must send in the medication in its labeled bottle along with a physician's order indicating dosage and dispensing instructions. Parents must fill out a medication authorization sheet EACH DAY a medication is to be given.
9. If a child becomes ill, a parent will be notified and asked to pick up their child PROMPTLY (within 30 minutes). In the event that a parent cannot be reached, we required the names and phone numbers of two other persons who may be contacted to pick up the child. This list must be kept current and accurate.
10. Children who are absent for more than five consecutive class days will not be readmitted without a physician's note to the nurse/director.

3445 Post Road
Warwick, RI 02886
(401)-738-7081



11. Parent authorization for emergency treatment and release authorization forms must be updated yearly.
12. If your child is unable to attend the program, please call before 9:00am.

NAEYC Accreditation- A commitment to Excellence in Early Childhood Education

The National Association for the Education of Young Children-the world's largest organization of early childhood educators-established its accreditation system to raise the quality of early childhood education and help families and others identify high-quality child care centers, preschools, kindergartens and other early childhood programs. Details about NAEYC, and other helpful information for families, can be found on the web at www.naeyc.org

BrightStars Accreditation- 5 star rating

BrightStars is RI's tiered quality rating and improvement system, and is used to assess, improve, and communicate the level of quality in early care, education, and school-age settings. Through the star rating system (ranging from 1-5 stars), BrightStars helps early learning, education and school-age programs that care for children learn about best practices and apply them to the care children receive. To learn more about BrightStars, please visit www.brightstars.org



Infant/Toddler Curriculum

Sensory

- Explores hands orally and tactually
- Explores rattle with mouth
- Explores objects and surfaces by patting or rubbing
- Localizes the source of a sound toy
- Move body to music
- Matches textures
- Identifies three objects by touch only

Perception/ Fine Motor

- Tracks moving objects
- Looks at and reaches for objects
- Holds two objects at one time
- Grasps raisin or small food piece using thumb and forefinger
- Fills container with objects
- Throws and catches objects from a distance of three feet
- Matches similar sounds

Movement in Space

- Rolls from side to back
- Rolls from tummy to back
- Rolls independently
- Creeps or crawls forward five feet
- Rolls Independently
- Squats and picks up toy while maintaining balance
- Rolls ball to knock over targets
- Climbs up and slides down sliding board

Cognitive

- Visually inspects hands while moving them
- Searches briefly for object at point of disappearance
- Looks for an object that has disappeared from sight
- Plays with two objects that relate to each other
- Imitates new visible gestures
- Matches animal picture to animal sound

- Sorts objects by shape

Language

- Uses different cries to communicate different needs
- Vocalizes in response to person smiling and talking
- Imitates three sounds made by an adult
- Responds to named person, objects and events
- Uses "more" and "all gone" meaningfully
- Refers to self by name
- Follows request containing two actions
- Demonstrates understanding of "not"

Social

- Ceases crying when seeing a face, hearing a voice, or being held
- Smiles at approach of a family member
- Waves "bye-bye" when requested
- Ceases activity when told "no"
- Watches movement of self in mirror
- Plays next to other children
- Initiates play activities independently
- Takes turns with others



Pre-School Curriculum

Each classroom will have a written daily schedule posted that will provide a balance of activities and will include the following criteria:

- Indoor and Outdoor
- Quiet and Active
- Individual, Small, and Whole Group
- Large muscle and Small Muscle
- Child Initiated and Adult Initiated

Crayons teaching staff utilize the Rhode Island Early Learning & Development Standards (RIELDS) for the development of the curriculum. Learning through play is the basis guiding principle of this resource. They are divided into 9 domains: (UPDATED 2/2015)

- Physical Health and Motor Development
- Social and Emotional Development
- Language Development
- Literacy
- Cognitive Development
- Math
- Science
- Social Studies
- Creative Arts

For more information on the Rhode Island Early Learning & Development Standards, including resources for families, please visit rields.com or ripin.org



HEALTH HISTORY FORM FOR NEW STUDENTS

Please complete this form and return to the school nurse.

Student's Name: _____ **Date of Birth:** ___/___/___ **M:** ___ **F:** ___

HEALTH HISTORY (please check any that apply)

- | | |
|--|--|
| <input type="checkbox"/> Allergies*
(see next section) | <input type="checkbox"/> Kidney Disease |
| <input type="checkbox"/> Anemia | <input type="checkbox"/> Kidney/Bladder problem |
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Lead poisoning |
| <input type="checkbox"/> Attention Deficit
Disorder | <input type="checkbox"/> Lyme disease |
| <input type="checkbox"/> Birth Defects | <input type="checkbox"/> Migraines/Headaches |
| <input type="checkbox"/> Bleeding Disorder | <input type="checkbox"/> Mono |
| <input type="checkbox"/> Bone, joint, muscle
problem | <input type="checkbox"/> Meningitis |
| <input type="checkbox"/> Bowel/Bladder
problem | <input type="checkbox"/> Pneumonia |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Poisoning/Overdose |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Psoriasis |
| <input type="checkbox"/> Eczema, psoriasis,
skin rashes | <input type="checkbox"/> Rheumatic Fever |
| <input type="checkbox"/> Fractures (broken bones) _____ | <input type="checkbox"/> Scarlet Fever |
| <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Seizure disorder (indicate kind)
_____ |
| <input type="checkbox"/> Heart murmur | <input type="checkbox"/> Sickle Cell disease |
| <input type="checkbox"/> Hepatitis | <input type="checkbox"/> Strep Throat |
| | <input type="checkbox"/> Surgeries: _____ |
| | <input type="checkbox"/> TB(tuberculosis) |
| | <input type="checkbox"/> Other: _____ |
-
- | | |
|---|--|
| <input type="checkbox"/> eye problems, poor vision, crossed
eyes | <input type="checkbox"/> clumsiness in walking |
| <input type="checkbox"/> frequent colds | <input type="checkbox"/> tubes in ears |
| <input type="checkbox"/> wears glasses/contacts | <input type="checkbox"/> clumsiness in running |
| <input type="checkbox"/> prosthesis (indicate type) _____ | <input type="checkbox"/> poor hearing |
| <input type="checkbox"/> frequent ear infections | <input type="checkbox"/> difficulty using pencil/crayons |
| | <input type="checkbox"/> wears hearing aid |



difficulty using scissors
 speech/language problems
 temper tantrums
 frequent headaches
 overweight/underweight
 frequent nosebleeds

problems sitting still/paying attention
 dental appliance (braces/palate expander)
 Other: _____

ADDITIONAL INFORMATION

Please indicate if any of the following are present:

- *Allergies:** Please indicate specific allergen along with reaction. Ex: Milk (rash), Peanuts (anaphylaxis)

IS AN EPI PEN REQUIRED FOR THIS STUDENT? Yes* No

(If yes, you and the prescribing physician will need to complete an anaphylaxis treatment form in order to use in school)

Medication: Please indicate name and reason for any daily/weekly/monthly medications. Ex: Albuterol (asthma)

Will medication(s) be necessary in school? Yes* No

(If Yes, a consent form completed and signed by physician is required for each medication)



Immunization Record: Please attach an updated record from your child's physician

Do you have any comments or concerns about your child's health, development, behavior, family, or home life that you think might have an effect on him/her in school? If yes, please explain:

ALLERGY POSTING PERMISSION

I give permission for Crayons Staff to post information about my child's allergies on their emergency cards, on kitchen allergy list, in the classroom and where ever necessary for the safety and well-being of my child.

Parents Name: _____

Parents Signature: _____

Date: _____

CONTACT INFORMATION

Just in case I need to reach you during the day, please provide the following.

Mother's Name: _____ Best number: _____

Father's Name: _____ Best number: _____

Thank you for taking the time to complete this form. Please return this form along with any registration materials to the school. If you have further questions or concerns, please don't hesitate to contact me. You can reach me at: 401-738-7081 ex. 262

Terri Sullivan R.N.



Preschool and School Immunization Requirements

In accordance with the Rhode Island Department of Health *Rules and Regulations Pertaining to Immunization and Testing for Communicable Diseases (R23-1-IMM)*, the minimum number of doses of required immunizations for children entering prekindergarten are:

Requirements for All Children Entering Pre-Kindergarten:

- Three (3) doses of hepatitis B vaccine
- Four (4) doses of DTaP (diphtheria, tetanus, pertussis) vaccine
- Three (3) doses of polio vaccine
- One (1) dose of MMR (measles, mumps, rubella) vaccine
- Four (4) doses of Pneumococcal Conjugate
- Four (3/4) doses of Hib or completed series
- One (1) dose of varicella (chickenpox) vaccine *or* a statement signed by your child's doctor stating that your child has a history of chickenpox disease.

New Requirements for All Children Entering Kindergarten:

- Three (3) doses of hepatitis B vaccine
- Five (5) doses of DTaP (diphtheria, tetanus, pertussis) vaccine
- Four (4) doses of polio vaccine
- Two (2) doses of MMR (measles, mumps, rubella) vaccine
- Two (2) doses of varicella (chickenpox) vaccine *or* a statement signed by your child's doctor stating that your child has a history of chickenpox disease.

New Requirements for All Children Entering 7th Grade:

- One (1) dose of Tdap (tetanus, diphtheria, pertussis) vaccine diphtheria-tetanus containing vaccine.
 - Four (4) doses of Polio vaccine
 - Two (2) doses of MMR vaccine (Measles, Mumps, Rubella)
 - Three (3) doses of hepatitis B vaccine.
 - Two (2) doses of varicella (chickenpox) vaccine age) *or* a statement signed by your child's doctor stating that your child has a history of chickenpox disease.
 - One (1) dose of Meningococcal conjugate (Meningitis) vaccine.

IMPORTANT REMINDER ABOUT FLU VACCINATION

Seasonal Flu Vaccine

The Health Department strongly suggests all children receive the seasonal influenza (flu) vaccine this year. The flu is a contagious respiratory illness that can cause mild to severe sickness, and at times lead to hospitalization and even death. The best way to prevent the flu is to get a vaccination each year.

www.health.ri.gov/immunization/schools.php

February, 2011



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TUITION FEES

Effective Date: 9/1/15

INFANTS/TODDLERS (6 WKS – 36 MONTHS):

Full Time	\$ 242.00
Full Day	56.00
Half Day	47.00

PRESCHOOLERS (3 YRS – 6 YRS):

Full Time:	\$ 205.00
Full Day:	47.00
Half Day:	37.00

AM Session: 7:30am – 12:30pm

PM Session: 12:30 pm – 5:30 pm

Registration Fee: \$ 50.00 Individual
75.00 Family

Employee Discount: 5%

Sibling Discount: 10% off older child
(Employee/Non-Employee)



Crayons is excited to announce that we will be adding a new preschool classroom to our existing programs in September 2010! In response to the changing needs of our community, Crayons will be offering a new, more traditional half-day schedule to our families. Families can enroll their child within one of the following half-day programs for one low monthly cost.

Schedule and fees are as follows:

Tu, Th mornings 9:00am- 12:00pm	\$221.00/month
M/W,Fri mornings 9:00am- 12:00pm	\$286.00/month
M-Fri mornings 9:00am-12:00pm	\$352.00/month

(Please note that the half-day option is offered in addition to our current programming and our full day and fulltime options will remain available to families.)



Tuition Agreement

Tuition charges are on a weekly basis. Payments are due the first day of the week that your child attends. Payments may be made by cash, check, credit card or money order. Make checks payable to Crayons Early Care & Education Center, Inc. All payments are non-refundable. Checks returned for insufficient funds will result in a \$20.00 fee.

CREDIT WILL NOT BE GIVEN FOR ABSENCE DUE TO ILLNESS, HOLIDAYS OR SNOW DAYS.

A charge of \$5.00 per week will be assessed on all late fees. Unless otherwise worked out with the Director, all payments more than two weeks late will result in termination of services.

Families are entitled to a one week non-payment vacation time per year. You will be entitled to a one week non-payment vacation time per year. You will be entitled to this vacation time after your child(ren) have attended Crayons for four months. Vacation time is calculated on a September to September basis. All vacation requests require at least two weeks notification in writing or tuition will be requested



This agreement is entered into this ____ day of _____ 2015 by and between

**Crayons Early Care & Education Center, Inc.
 3445 Post Road
 Warwick, RI 02886
 And
 The Family**

Name: _____

Address: _____

Phone: _____

Child: _____ Child: _____ Child: _____ Child: _____

GENERAL AGREEMENTS

1. Days: Monday – Friday as indicated on school calendar
2. Hours: Full Day: 7:30 am – 5:30 pm
 Half Day: Morning dismissal by 12:30pm
 Afternoon dismissal by 5:30pm
3. The above mentioned child/children will be attending the child care center the following hours:

Monday	Tuesday	Wednesday	Thursday	Friday
_____ am	_____ am	_____ am	_____ am	_____ am
to	to	to	to	to
_____ pm	_____ pm	_____ pm	_____ pm	_____ pm

4. A late charge of \$ 5.00 per 5 minutes will be charged for any time the child remains past the contracted program.

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 401-738-7081



FEE STRUCTURE

For the above listed hours of care, we agree to pay \$_____ per week.

1. Payment is due no later than Monday of the current week or you will accrue a late charge of \$5.00 per week will be assessed on all late payments.
2. A fee of \$ 20.00 will be charged for any check returned for insufficient funds.
3. Child care fees are based on a five-day week including absences, holidays and center closings.
4. Payment is made to secure and maintain the position on the day care provider's roster.
5. Please notify the center no later than 9:00am if your child/children will not be attending for the day.
6. Two weeks advance notice is required if the child is to be removed from Crayons. Two weeks pay will be accepted in lieu of notice.
7. Provider will give two weeks notice for cessation of care for most reasons. However, provider reserves the right to cancel services at any time if payments for services have not been made on schedule.
8. Anything balance pass due 30 days you will not be able to return.

CONTRACT CHANGES AND RENEWAL

Two weeks notice will be given by provider to any significant changes in this contract. This contractual agreement will be reviewed at the beginning of each school year. If you have any questions, please contact the Director. Please keep a copy of this contract so that you may refer to it at any time.

I have read and received a copy of this agreement. By signing this agreement, I agree to comply with all the terms herein.

Parent/Guardian Signature

Date

Provider Signature

Date

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Child's Name: _____ Date of Birth: _____ M F
 Address: _____ City: _____
 State: _____ Zip: _____ Phone: _____
 Email: _____ Cell Phone: _____

Name(s) of Parent/Guardian:	Occupation:	Work Phone:
_____	_____	_____
_____	_____	_____

Other people living in the home and their relationship to the child:

_____	_____
_____	_____
_____	_____

Is there any other language besides English spoken in the home? Y N
 If so, what? _____ What language would you prefer that
 written materials be provided to you in? _____

Are there any special traditions, celebrations or songs that are important to
 your family and your child?

Would you be interested in sharing something about your culture with the
 program? Y N

Would you be interested in volunteer opportunities in the
 classroom/program? Y N

Is there anything else that you would like us to know about your family?



Are there any food preferences that you have for your child?

Child Information

Has your child had any previous childcare experience? Y N

Does he/she get along well with other children? Y N

Is your child toilet trained? Y N Describe any assistance needed.

Does your child take a nap? Y N

What time does your child usually go to bed at night? _____

Does your child have any special fears? Y N

If so, please explain _____

What are your child's favorite activities?

Do you have any concerns about any aspect of your child's development? Y N

If so, please explain _____

Developmental Milestones:	Early	On time	Late
Crawled on hands and knees	_____	_____	_____
Sat alone	_____	_____	_____
Walked	_____	_____	_____
Named Objects	_____	_____	_____
Spoke in complete sentences	_____	_____	_____



What behavior management techniques work best with your child?

What would you like to see included in your child's childcare program?



GREAT NEWS!! Crayons was able to purchase a new child assessment tool with the Quality Improvement Grant. The new assessment tool we have received is Teaching Strategies Gold. Currently, teachers gather information on children's development in a paper form. This new assessment tool will allow teachers to do this electronically. We will continue to gather informational data in paper form as well. All of the lead teachers, including Miss Jackie and Miss Karyl, have participated in a training on how to effectively utilize this tool. With the grant, we have also purchased an iPad for each classroom. The main purpose of the iPad is for staff to gather and record assessment data and improve our child assessment system. This tool is very costly and we are extremely fortunate to be able to have purchased it. We do have an agreement with the state of RI to receive it at a discounted price, and they will need to review our documentation to ensure that we are effectively implementing TSG. With that, we are asking to have permission from you for them to review your child's data. If you have any questions, please feel free to contact me.

Thank you,

Jacqueline Ferreira

_____ I do not wish to have my child's information released.

_____ I am ok with having my child's information released.

Child's Name: _____

Parent's Signature: _____

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CONSENT FOR RELEASE OF PHOTOGRAPHIC REPRESENTATIONS

This document authorizes the Kent County Chapter RIARC/J. Arthur Trudeau Memorial Center and Crayons Early Care & Education Center, Inc. to release photographic representation (still prints and/or video tape) of

(Print Full Name)

For the purposes of: (please check acceptable uses)

- _____ Publications
- _____ Education & Training
- _____ Public Awareness
- _____ Promotions
- _____ Web Site
- _____ Social Media (Crayons & Trudeau Facebook page)
- _____ Other: _____

I understand and agree that the photographic material may be used by any or all of the following media: newspaper, newsletters, television, magazines, radio, professional journals, brochures, website, professional development, staff trainings or discussion groups.

This statement must be signed and dated to be valid. If the above mentioned individual has a legal guardian, then that guardian must sign this document. This statement may be revoked at any time except to the extent that action has been taken prior to revocation. I hereby declare my understanding and consent to the disclosure of the photographic representation for the purpose(s) and extent stated above.

Signature of individual/guardian

Date

Witness

Date

CRAYONS FAMILY PARTICIPATION SURVEY

3445 Post Road
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Parent/Guardian: _____

Child's Name: _____

In what ways would you like to participate in your child's program?

Please check all that apply

_____ PAC (Parent Advisory Committee) which meets 4 times per year

_____ Volunteer in your child's classroom

_____ Chaperone field trips

_____ Guest Reader/Make a book on tape to use in the classroom (if your work schedule does not allow for you to participate during classroom hours)

_____ Take home or Book Bag activities

_____ Planning/Prepping for Special Events and Activities

_____ Annual Family Brunch

_____ Open House

_____ Family Events

_____ Book Fairs

_____ Box Top Fundraiser

_____ Family Trainings

Please note topics of interest: _____

_____ Other: _____

Please list days and times that you would be available for the above activities

Thank You for your input!

2016 Holidays

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January 1	FRIDAY	NEW YEAR'S DAY
January 18	MONDAY	MARTIN LUTHER KING JR. DAY
February 15	MONDAY	PRESIDENTS' DAY
MAY 30	MONDAY	MEMORIAL DAY
JULY 4	MONDAY	INDEPENDENCE DAY
SEPTEMBER 5	MONDAY	LABOR DAY
OCTOBER 10	MONDAY	COLUMBUS DAY
NOVEMBER 11	FRIDAY	VETERANS DAY
NOVEMBER 24	THURSDAY	THANKSGIVING DAY
NOVEMBER 25	FRIDAY	DAY AFTER THANKSGIVING
DECEMBER 26	MONDAY	IN OBSERVANCE OF CHRISTMAS DAY
JANUARY 2	MONDAY	IN OBSERVANCE OF NEW YEAR'S DAY