Greetings from the Child Care Project!

Here comes summer! The black flies tell me it is still spring, but the freshly mown lawn tells me that summer is very close.

Here are our summer wishes for you:

- water • sand • mud
- forts • secret hiding places • kids only clubs
- insects & worms • frogs & toads • wild animals, real or imagined
- sunny dry spots • cool shady spots • wet spots
- matchbox cars • plastic farm animals • baby dolls that can go outside
- garden tools • beach toys • balls of all sizes
- picnics • hikes • adventures
- cool water with ice & lemons • fresh fruits & vegetables • breakfast outside
- sidewalk chalk • big sheets of paper & broken crayons • rocks & washable paint

That’s a starter kit. Now go get spray bottles, head outside and mist each other.

Happy summer,

Child Care Project
CCP Training Opportunities

Spring 2016 paper registration form (including June offerings) is on pages 2-3 and at www.dartmouth.edu/~ccp. Register online at http://dartmouth.imodules.com/ccp.

Pre-registration with payment is required. Registration will be accepted 1) through the mail and 2) online on a rolling basis, until a training fills. A wait list is kept for fully enrolled training. Neither phone nor email registrations are accepted. When using the paper registration form, please register only for trainings on the spring 2016 registration form and use one form per person. We must receive your registration prior to training; walk-ins may not be accommodated.

Important reminder: The Child Care Project does not offer training during the summer. June 9 is our last scheduled workshop until fall, so please plan accordingly. Given the uncertainty of continued resource development funding from the State of VT after Dec. 31, 2016, we are presently only going to be able to schedule professional development opportunities for the first part of the upcoming academic year, Sept. to Dec. These trainings will be announced in our training calendar sent to you and posted to our website in late August.

*To celebrate your commitment to your ongoing professional development, the Child Care Project – with support from Vermont Birth to Five – is waiving the fee for this final training series!

7   Infant/Toddler Time, Part 1: Infant Insights
TU
Dartmouth-Hitchcock Medical Center- Aud. E., Lebanon, NH • 6:30 - 8:30 pm • $0*
It’s time to focus on infants and toddlers with Scott Noyes! The first part of this two-part training will examine infancy issues in the first year of life ranging from sleeping patterns to attachment concepts. The how and why of playing with babies and an introduction to brain development research will be explored in this deliberative session. Cosponsored by Vermont Birth to Five. Attendance on both dates, June 7 and 9 is strongly recommended though not required. Presenter: Scott Noyes, Empowering Programs

VT Core Knowledge Areas: 1, 3
NH Core Knowledge Areas: 3, 4
CDA Subject Areas: 1, 2, 3, 8

9   Infant/Toddler Time, Part 2: Toilet Learning and Other Toddler Themes
TH
Dartmouth-Hitchcock Medical Center- Aud. E., Lebanon, NH • 6:30 - 8:30 pm • $0*
From toilet learning to temper tantrums, part two of this two-part Scott Noyes training will examine why toddlers can be exciting and baffling. By looking at the complex child development issues that occur from nine months to three years, you will begin to understand the stress and wonderment this age group has around their "emergence of self." Cosponsored by Vermont Birth to Five. Attendance on both dates, June 7 and 9 is strongly recommended though not required. Presenter: Scott Noyes, Empowering Programs

VT Core Knowledge Areas: 1, 3
NH Core Knowledge Areas: 3, 4
CDA Subject Areas: 1, 2, 3, 8
Child Care Project
Spring 2016 Professional Development Registration Form

Name _____________________________________________ VT Quality Case ID _____________
Home Mailing Address ________________________________________________________________
Home Town, State & Zip __________________________________________________________________
Workplace Name ____________________________________ Workplace Town _______________
Email _______________________________________________________________________________
Phones: Home ___________________ Work ___________________ Cell ___________________

Registration Policies

**Registration:** Pre-registration with payment is required. Registration is accepted online at [http://dartmouth.imodules.com/ccp](http://dartmouth.imodules.com/ccp) or through the mail on a rolling basis, within the time frame below, until a training fills. A wait list will be kept for fully enrolled training. Neither phone nor email registrations are accepted. Seasonal registration forms are available prior to the first day of registration at www.dartmouth.edu/~ccp. Please register only for trainings printed on these forms; use one form per person. We must receive your registration prior to training and may not be able to accommodate walk-ins.

<table>
<thead>
<tr>
<th>Season</th>
<th>Registration Opens</th>
<th>Training Dates</th>
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<tbody>
<tr>
<td>Fall 2015</td>
<td>Aug. 24</td>
<td>Sept. – Nov.</td>
</tr>
<tr>
<td>Winter ’15/16</td>
<td>Nov. 23</td>
<td>Dec. – Feb.</td>
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**Payment:** Pay via credit card online or by check if mailing. Payment (or pre-approved scholarship) must accompany registration. Please make check payable to Child Care Project. Fees are as follows, unless otherwise noted in the training description.

<table>
<thead>
<tr>
<th>Training/Series Length</th>
<th>Fee</th>
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<tr>
<td>2-3 hours</td>
<td>$10</td>
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<tr>
<td>4-6 hours</td>
<td>$15</td>
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<td>7-9 hours</td>
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<td>10-12 hours</td>
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<td>13-15 hours</td>
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<td>16-18 hours</td>
<td>$35</td>
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<td>19-21 hours</td>
<td>$40</td>
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**Scholarships:** Limited scholarships are available to child care providers facing significant financial need. Individuals in our coverage area may request assistance of $10 per academic year by calling the Child Care Project at (603) 646-3233 prior to registration.

**Confirmation:** Upon receipt of registration and payment, confirmation will be sent via email (or by phone if an email address is not provided). Reminder phone calls will be made one to three days prior to training.

**Cancellation:** If a training is canceled and/or rescheduled by the Child Care Project, registrants will be notified by email or by phone. Cancellations will also be posted on our website. In the event of canceled training, credit will be issued toward a future training.

If you are unable to attend training for which you are registered, please call or email with as much advance notice as possible. If cancellation is received with at least 24 hours advance notice, credit will be issued toward future training. If you do not get into training for which you are wait listed, credit will be issued. Refunds are not available and credit is not given for “no shows.”

**Training Credit:** To redeem a training credit, registration must be made using the paper registration form sent via mail. Credits cannot be redeemed through the online registration site.

To register via mail, complete both sides of this form and mail with check to:
Child Care Project, 17 ½ Lebanon Street, Suite 2, Hanover, NH 03755
Workshop Selection: Check in the first column the training(s) you would like to attend.

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<tr>
<th>Select</th>
<th>Date(s)</th>
<th>Title</th>
<th>Hours</th>
<th>Fee</th>
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<tr>
<td></td>
<td>03/08, 03/10/16</td>
<td>Never Too Early, Parts 1 &amp; 2</td>
<td>4</td>
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<tr>
<td></td>
<td>03/17, 03/22, 03/24, 03/29, 03/31/16</td>
<td>Promoting Social &amp; Emotional Development: Building Relationships &amp; Creating Supportive Environments, Parts 1-5</td>
<td>15</td>
<td>$30</td>
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<td></td>
<td>04/05/16</td>
<td>Let’s Play</td>
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<td></td>
<td>04/14/16</td>
<td>Nurturing Healthy Sexual Development</td>
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<td></td>
<td>04/19/16</td>
<td>“Look at me when I'm talking to you!” &amp; Other Common Mistakes We Make Working with Young Children</td>
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<td>$10</td>
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<td></td>
<td>04/21/16</td>
<td>Water Safety Training</td>
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<td>04/30/16</td>
<td>Safety with Daring</td>
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<td>Observing and Recording Children’s Behavior, Parts 1 &amp; 2</td>
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<td></td>
<td>05/05/16</td>
<td>Farm to Preschool: Gardening with Children</td>
<td>2</td>
<td>$10</td>
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<td></td>
<td>05/14/16</td>
<td>Annual Early Childhood Mini-Conference: All Day on Play</td>
<td>6</td>
<td>$40</td>
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<td></td>
<td>05/19/16</td>
<td>Medication Administration in Early Care &amp; Education Settings, Part B (Part A must first be completed online)</td>
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<tr>
<td></td>
<td>05/26/16</td>
<td>The Impact of Trauma and Neglect on Young Children</td>
<td>2</td>
<td>$10</td>
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<tr>
<td></td>
<td>06/07/16</td>
<td>Infant/Toddler Time, Part 1: Infant Insights</td>
<td>2</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>06/09/16</td>
<td>Infant/Toddler Time, Part 2: Toilet Learning &amp; Other Toddler Themes</td>
<td>2</td>
<td>$0</td>
</tr>
</tbody>
</table>

Total Registration Fee $ 

Payment Information

☐ Check Enclosed
  Check Amount $ _________  Check # ____________________________  

☐ Scholarship Awarded
  Award Amount $ _________  Date of Award _______________  
  Awarded By ________________________________  

☐ Cancellation Credit Applied
  Credit Amount $ _________  Date of Credit _______________  

To register via mail, complete both sides of this form and mail with check to:  
Child Care Project, 17 ½ Lebanon Street, Suite 2, Hanover, NH 03755  

OR  

To register online with a credit card payment, go to  
Other Training Opportunities

CPR & First Aid Trainings
Most classes require pre-registration and pre-payment; many are space limited and could be canceled in the event of low enrollment. Contact the individual site for more information or to register.

**Dartmouth-Hitchcock Medical Center Women’s Health Resource Center**

Heartsaver Adult, Child and Infant CPR Certification: June 7 or July 5, 6:00-9:00 pm. $55.
Heartsaver First Aid Certification: July 20, 6:00-9:00 pm. $55. On the Mall (9 Hanover Street) in Lebanon, NH. American Heart Association classes. Scholarships available. (603) 650-2600 or www.dartmouth-hitchcock.org/womens_resource_ctr/all_whrc_classes.html.

**Upper Valley Aquatic Center**
Red Cross CPR and First Aid Certification: July 6, 4:00-8:00 pm. $110. 100 Arboretum Lane in White River Junction, VT. Red Cross classes. Registration form online: http://uvacswim.org/swimming/safety/ or (802) 296-2850 x206.

**New London Hospital**
Heartsaver CPR and First Aid Recertification: August 15, 6:00 pm. $25. Weber Room, 273 County Road in New London, NH. American Heart Association classes. Register online. www.newlondonhospital.org/events/courses_classes_schedule/# or (603) 526-5501.

**Valley Regional Healthcare**
Heartsaver Adult, Child and Infant CPR Certification: August 10, 5:00-8:30 pm. $20 adult, $15 child, $15 infant modules; $13.95 textbook.
Heartsaver First Aid Certification: August 17, 5:00-8:30 pm. $20. 243 Elm Street in Claremont, NH. American Heart Association classes. Private courses for groups of six or more scheduled upon request. (603) 542-1839 or jenn.ranney@vrh.org.

www.ProCPR.org

ProFirstAid Adult, Child & Infant CPR & First Aid Recertification: Online, $39.95. (888) 406-7487 or www.ProCPR.org. (Accepted in VT for recertification.)

Upper Valley Ambulance, Inc, in Fairlee, VT is an American Heart Association Training Center; for CPR and first aid training information, call (802) 333-4043 x0.

White River Valley Ambulance in Bethel, VT offers CPR and first aid training in Bethel or at your site; call (802) 234-6800 for details.

You may also find a class by phoning your local fire station - many times they have trained staff willing to teach CPR and/or first aid - or your community recreation department.

VT Essential Maintenance Practices for the Stabilization of Lead Paint
Owners of child care facilities – including family child care homes – built before 1978 are required to attend this training once before getting registered. The owner or a person who has successfully completed an approved training program must then perform lead paint stabilization procedures annually. To reserve a seat at the upcoming VT Department of Health-approved Essential Maintenance Practices training, call the number listed below. For more information, additional trainings and a list of people certified to conduct EMPs, visit LeadSafeVermont at www.leadsafe-vermont.org/html/landlords.html.

• June 22, 5:00 pm at City Hall in Burlington, VT. (802) 865-5323 - class offered by a private company; inquire about charge.
VT On-Line Mandated Reporter Training
Protecting Vermont’s Children: Reporting Abuse and Neglect is a free 2.5 hour online training created by KidSafe Collaborative Inc. and supported by the VT Children’s Justice Act funding and the VT Center for Prevention and Treatment of Sexual Abuse. This online training meets the VT requirement for training in mandated reporting. Upon successful completion of the final exam at the end of the training a certificate of completion will be sent to the email address you have provided. For more information and to access the training, go to http://dcf.vermont.gov/protection/reporting/mandated.

Child Care Aware of NH Local Trainings
Child Care Aware of NH, a child care resource and referral program of Southern NH Services financed by the State of NH, provides professional development opportunities for early childhood educators in NH. For more information, visit http://nh.childcareaware.org/, email ccrrtraining@snhs.org or call (855) 393-1731 x32 To register, go to https://nhportal.naccrraware.net/nh/.

- **June 1: Planning Your Professional Development! Filling Your Toolkit for Success** with Krisha Dubreuil, 6:30-8:30 pm at New London Hospital in New London, NH

- **June 2: Period of PURPLE Crying Awareness Training** in collaboration with NH Children’s Trust with Maria Doyle, 6:30-8:00 pm at Lyme Elementary School in Lyme, NH

**Trauma Informed Early Childhood Services Training**
NH Preschool Technical Assistance Network, PTAN, is offering a free TIECS training on **June 1** from 6:00-8:30 pm at One 4-All Family Space in Claremont, NH. Understanding the impact of trauma on young children and families across developmental domains is critical to understanding how best to support them. Attending this training, based on the work of Doctors Yackley and Barnett from Dartmouth Trauma Interventions Research Center, will take the mystery out of the words *trauma, trauma exposed* and *toxic stress*, and help participants understand their role in working with young children who have experienced trauma. Pre-work will be assigned, after registration, to prepare participants for the training. For more information and to register, contact Linda Trapan at linda@seresc.net or (603) 206-6830.

**In Bloom Conference: Promising Practices in Nature-Based Early Childhood Education**
Cosponsored by Shelburne Farms and Four Winds Nature Institute, Antioch University New England’s In Bloom in VT conference is **June 23** at Shelburne Farms in Shelburne, VT. Come learn from cutting edge educators who are redefining what’s possible in nature-based early childhood education. For more information, visit http://www.antiochne.edu/academics/continuing-education/in-bloom-promising-practices-in-nature-based-early-childhood-education/ or contact Peg Smeltz at msmeltz@antioch.edu or (603) 283-2301.

**VT Early Learning Standards (VELS) Institute**
The VT Early Learning Standards (VELS) help guide educators in the development and selection of program-wide curriculum and educational strategies for children from birth through grade 3. Sponsored by the VT Department of Education, Building Bridges: Using the VELS to Support Each Child and Family is a two-day institute for early learning professionals to learn how to use this resource effectively. Choose to attend **June 20 and 21** or **June 23 and 24** (material will be the same both sets of dates) at Champlain College in Burlington, VT. Cost is $75; overnight accommodations available at Champlain College at discounted rates. For more information, contact Shirley Rawson at shirley.rawson@vermont.gov or (802) 479-1469.
Summer 2016 Institute at Sophia's Hearth

Sophia’s Hearth Family Center in Keene, NH offers weekly teacher education courses, June 27-July 15. Summer faculty bring a depth of experience and knowledge developed over many years of caring for young children and their families, and studying child development. Courses being offered include, Spiritual Embryology, Dancing Hands and Joyful Voices, Child Development I (2 weeks long), Advanced Studies in Child Development, Working with Parents, and Child Development II. Classes are held weekdays, 8:15 am-5:15 pm. Tuition for each five-day course is $645, and includes a healthy daily lunch served in community and all handwork materials, but not lodging. Graduate credit is available for some courses. For more information, visit www.sophiashearthteachers.org/#!summer-institute/ccjp.

Child Care Aware Training Academy

http://naccrra.smarthorizons.org/child-care-providers.html

The Child Care Aware Training Academy™ offers more than 300 online training courses for center-based and family child care providers. Courses were developed by subject matter experts for providers working towards their Child Development Associate (CDA) credential, CDA renewal or annual training requirements. Training Academy courses are approved for Continuing Education Units (CEUs) and are offered to providers at no additional cost. Courses are available 24 hours a day, 365 days a year.

VT Bright Futures Information System (BFIS) Course Calendar

www.brightfutures.dcf.state.vt.us

The Bright Futures Information System (BFIS) is a Vermont data management system designed and operated by the VT Child Development Division. Hundreds of statewide early care and education professional development opportunities (workshops, classes and conferences) are listed and updated regularly in the BFIS Course Calendar. Go to www.brightfutures.dcf.state.vt.us, click on Course Calendar under Resources for Early Childhood and Afterschool Professionals near the bottom of the page and start searching.

VT Approved Online Training and Coursework

http://northernlightscdc.org/training/online-training-and-coursework

VT’s Northern Lights Career Development Center reviews and approves sponsors of online training that is not for college credit. These are approved sponsors whose modules may count as training hours required for VT Child Development Division licensing/registration, STARS application/renewal, Child Development Associate (CDA) initial credential and/or VT Agency of Education educator licensure renewal, and more. The following are approved sponsors; visit the link above for more information and to connect to their online offerings.

• Better Kid Care
• Building Blocks for Literacy
• Care Courses
• Child Care Aware Training Academy
• Child Care Education Institute
• Early Sprouts
• Naptime Academy
• ProSolutions
• Quality Assist
• Smart Horizons
• Watch Me! Celebrating Milestones and Sharing Concerns
• Youth Development Institute Courses
Local Colleges with Evening & Online Early Childhood Education Classes

Granite State College
Lebanon Academic Campus
24 Airport Road, West Lebanon, NH
Claremont Regional Campus
27 Pleasant Street, Claremont, NH
(603) 542-3841 • www.granite.edu

Spring term in progress; ends June 24.
Summer term runs July 5-August 26; registration open now.
Fall term runs September 12-December 9; registration opens July 18.

Summer Online (4 credits):
• EDU-550: Foundations of Early Childhood Education
• EDU-555: Language & Literacy Development
• EDU-601: Observation & Assessment in Early Childhood Education
• EDU-602: Young Children with Exceptionalities, Birth to Age 8
• EDU-610A: Teaching Language Arts & Literacy in Early Childhood & Early Childhood Special Education
• EDU-624: Assessment of Young Children in Early Childhood & Early Childhood Special Education, Birth to Age 8
• EDU-710A: Teaching Language Arts & Literacy in Early Childhood & Early Childhood Special Education
• EDU-730: Foundations of Language & Literacy Development

River Valley Community College
Claremont Campus
1 College Place, Claremont, NH
(603) 542-7744
Lebanon Academic Center
15 Hanover Street, Lebanon, NH
(603) 443-4201 • www.rivervalley.edu

Summer semester in progress; ends August 15.
Fall semester runs September 6-December 9; registration open now.

Fall Face-to-Face (3 credits):
• ECE-101R: Foundations of Early Childhood Education, Claremont (and Lebanon via teleconference), Wednesdays, 5:30-8:20 pm
• ECE-102R: Growth & Development of the Young Child, Claremont, Tuesdays, 6:00-8:50 pm

Fall Online (3 credits):
• ECE-203R: Early Language & Literacy Development
• HSV-215R: Issues of Children & Families

Community College of Vermont
Upper Valley Campus
145 Billings Farm Road, Wilder, VT
(802) 295-8822 • www.ccv.edu

Fall Face-to-Face (3 credits):
• EDU-2045: Curriculum Development for Early Childhood Education, Mondays, 6:00-8:45 pm
Fall Online (3 credits, unless noted otherwise):
• EDU-1030: Intro to Early Childhood Education
• EDU-1225: Focused Portfolio Development - credit for professional experience, training or independent study (1 credit)
• EDU-1250: Fostering Creative Learning for Children
• EDU-1270: Intro to Early Intervention
• EDU-1320: Intro to Afterschool Education
• EDU-2042: Early Childhood Education & Afterschool Program Management
• EDU-2045: Curriculum Development for Early Childhood Education
• EDU-2075: Literature for Children
• PSY-1020: Child Abuse & Neglect
• PSY-2010: Child Development
• PSY-2020: Infant & Toddler Development
• PSY-2050: Child Development of the Young Child: Ages 3-8
Local ECE Professional Support Networks

Upper Valley Child Care Association
For: All Upper Valley child care center directors, administrators, family child care providers and early childhood professionals from both NH and VT
Meets: 2nd Tuesday of each month, 1:00-3:00 pm at Franklin Pierce University in West Lebanon, NH

Focus of upcoming meeting: July 12: Lori Harris, Executive Director of Children's Center of the Upper Valley will join us for a conversation about staff issues: recruiting, retaining and scheduling.

For more information, contact: Jeff Robbins at (603) 646-6610 or jeff.robbins@dartmouth.edu

Connections
For: All Orange County, VT child care and other professionals working with young children
Meets: 1st Wednesday of each month, 6:30-8:30 pm at Valley Cooperative Preschool in Bradford, VT

Focus of upcoming meetings: Pizza is served at all meetings, unless otherwise noted.

• June 1: Playground Safety training with certified playgournd instructor, Gary Collins at Maple Leaf Child Care Center in Thetford, VT; pre-registration required.

• July 6: No July meeting.

• August 3: Hands-on, process-focused presentation by Melanie French on the arts; no professional development hours.

For more information or to RSVP, contact: Meri Saladino at (802) 222-4236, petermerisal@gmail.com

Early Childhood Professionals Network
For: All home- and center-based providers from northern Windsor and southern Orange Counties in VT
Meets: 2nd Monday of each month, 6:30-8:30 pm at Dartmouth-Hitchcock Medical Center, Auditoriums C & D in Lebanon, NH (unless otherwise noted)

Focus of upcoming meetings: All meetings begin with a pot-luck dinner and informal conversation, and conclude with distribution of curriculum materials to those in attendance, unless otherwise noted.

• June 13: Sensory activities - We'll be getting our hands messy with some fun sensory activities made of out household items that providers can remake in their programs.

• July 11 (6:30-8:00 pm): Family BBQ Pot Luck at North Hartland Dam - Significant others and children are invited to join us as we show them our appreciation for supporting us on our child care adventures. Significant others will receive a $10 gift card, so please RSVP by July 1.

• August 8: Menu planning activity - Ever feel like you’re in a snack rut? Please bring menus you use in your child care and we will break into groups to share and get new ideas. Bring children-friendly cookbooks to share too.

• August 29: Child Care and the Prevention of Sexual Abuse training with Scott Noyes. Counts toward Advanced Specialized Child Care hours.

For more information, contact: Rachel Hunter at (802) 886-1070 or Michelle Scott at (802) 356-2755, or email earlychildhoodprofessionalntwk@yahoo.com

Summer 2016
Update on Newly Approved VT Child Care Regulations

On May 12 the VT Legislative Committee on Administrative Rules (LCAR) voted to approve the proposed VT Child Care Licensing Regulations for Registered and Licensed Family Child Care Homes and the VT Child Care Licensing Regulations for Center Based Child Care and Preschool Programs. These new regulations will be effective September 1, 2016. Currently regulated programs must refer to Section 1 of their respective regulations for a list of effective dates on specific rules in order to meet compliance within the expected timeframe.

The Child Development Division (CDD) recognizes that this change in regulations has an impact on programs and they are prepared to partner with child care programs on the implementation of the new regulations. CDD licensing staff are working diligently on training internal staff and to develop training opportunities for programs that provide a variety of options to accommodate learning style, schedule and content needs. CDD will be announcing specifics soon, so please watch for emails with that information.

The next and last step in the regulation revision process is to submit the approved regulations to the VT Secretary of State for adoption by June 1. Once adopted, CDD will be printing hard copies of the regulations and mailing one copy to every currently regulated program. They anticipate this mailing to be in the middle of June. Additional copies will be made available by the end of the June in every community child care support agency (i.e., Child Care Project in Orange and northern Windsor Counties). The regulations will also be available to view on the VT Department for Children and Families website, http://dcf.vermont.gov/cdd/.

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Dartmouth Reunion Child Care Providers Needed

Babies to Boomers, a private nanny agency in VT, is seeking experienced child care providers (18 years of age and older) for the upcoming Dartmouth Reunion Weekend. Care is needed on the evenings of Friday, June 17 and Saturday, June 18. Care will take place in private homes, hotels or Dartmouth College dorms. Pay is $16 per hour (4 hour minimum) and a travel bonus may apply depending on where you are traveling from. For more details, contact Cori at (802) 540-0433 or info@babiestoboomersvt.com.
Summer Food Service Programs in VT

Just as learning does not end when school lets out, neither does the need for good nutrition. Summer food programs are administered nationally by the US Department of Agriculture’s Food and Nutrition Service, and within VT by the Agency of Education’s Child Nutrition Programs.

Summer Food Service Program (SFSP) - Public or private non-profit schools; local, municipal, county, tribal or state government; private non-profits; public or private non-profit camps; and private or non-profit universities or colleges can serve as Summer Food Service Program sponsors. Sponsors must be able to provide a capable staff, managerial skills and food service capabilities. A sponsor may provide its own meals, purchase meals through an agreement with an area school or contract for meals with a food vendor. Any meal site open to the public is eligible if it is in a school attendance area where 50% or more children qualify for free and reduced-priced school meals. If it is not open to the public (i.e., a summer camp), 50% or more of the enrolled students must qualify for free and reduced-priced school meals. For more information, go to http://education.vermont.gov/nutrition/summer-food-programs or call (802) 479-1360.

VT Licensed Early Childhood Educators Available to Consult

The following licensed early childhood educators are interested in connecting with VT programs prequalified—hoping to become prequalified—to provide publicly funded prekindergarten education in partnership with school district(s) through Act 166 in the upcoming academic year. If your child care center, preschool or registered family child care home is in search of a licensed teacher to serve as your mentor, contact:

• **Jo Brambles**, VT teaching license with early childhood endorsement, at joannabrambles@gmail.com
• **Kathleen Foltz**, VT teaching license and early essential education endorsements, at knfoltz@gmail.com

Biweekly Wednesday Words

Just a reminder that Weekly Wednesday Words becomes Biweekly Wednesday Words in the summer. During June, July and August, this email from the Child Care Project containing notes and tidbits of interest will come once every two weeks. If you or a colleague would like to be added to our email distribution list or if you have information to share, please let us know: (603) 646-3233 or child.care.project@dartmouth.edu.

Free VINS Pass Offer

Interested in taking a field trip or even a weekend outing with your own family? Thanks to continued funding provided by VT Starting Points, the Child Care Project has a free pass to the Vermont Institute of Natural Science’s (VINS) Nature Center located near the Quechee Gorge at 6565 Woodstock Road (Route 4) in Quechee, VT. The pass is for child care providers and allows entrance to one adult and up to five children over age 2 (children under age 2 are welcome, but are always free and not included in the count) for a day. Contact us with a specific date request and we will email you a pass for that day. For more information on VINS, including year-round hours and driving directions, visit www.vinsweb.org or call (802) 359-5000.
**Help Wanted**

- **FitKids Childcare** in Lebanon, NH is opening a new child care center and seeking fun, flexible, caring and knowledgeable individuals to join their growing team. They are hiring for all levels of infant/toddler teachers and a preschool/pre-Kinder- garten supervisory position. Minimum of nine ECE credits preferred for all entry level positions. Competitive salary and benefit package offered. To learn more or to apply, call (603) 643-7720 x135 or email fitkidsofficeassistant@gmail.com.

- **The Thetford After School Program** in Thetford, VT is looking for an after school teacher to work 2:30-5:30 pm during the 2016-2017 school year. TASP offers competitive wages and a fun work environment. If interested, contact Brittany Bemis at thefordafter- schoolprogram@gmail.com.

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**VT Bonuses & Grants**

The VT Child Development Division (CDD) provides bonuses and grants to regulated child care providers and programs in VT based on specific criteria. These include:

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<td>Financial bonus for staff of VT regulated afterschool programs who have achieved VT professional development certificates, credentials or degrees. View the bonus chart at <a href="http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Afterschool_Bonus_Chart.pdf">http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Afterschool_Bonus_Chart.pdf</a>. Contact CDD at (800) 649-2642 for an application.</td>
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**River Valley Community College**

**ECE Open House Events**

River Valley Community College will be hosting open house events during the month of June at all three of their locations: June 21 at their new Lebanon, NH Academic Center; June 22 on their main campus in Claremont, NH; and June 28 at their Keene, NH Academic Center. All events will start at 6:00 pm and will include a short presentation from 6:30-7:30 pm. Kerry Belknap Morris, Early Childhood Education Program Director and staff members from their Student Services team will be present. This is a great opportunity for early childhood teachers to get general RVCC and program-specific information and explore fall classes. In addition, applications for the ECE Tuition Assistance will be available. The evening will include refreshments and door prizes. For more information, contact Kerry Belknap Morris at kmorris@ccsnh.edu or (603) 542-7744 x5411.

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**CDA Renewal Bonus**

Financial bonus for staff of VT regulated early childhood and afterschool programs who have achieved the national Child Development Associate (CDA) or for first time renewal. http://dcf.vermont.gov/cdd/providers/grants/bonus
VT Bonuses & Grants Continued

**CDA Assessment Fee Grant**
Grant to assist with the cost of initial Child Development Associate Credential (CDA) credential fees and/or the second setting credential fee (up to $425). [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/CDA_Assessment_Fee_Grant.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/CDA_Assessment_Fee_Grant.pdf)

**College Tuition-Individual**
Grant to assist with the cost of college courses that are related to working with children and families. Maximum grant amount is $1000 per student per semester; maximum funds available to staff at one licensed program is $2000 per program. [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/College_Tuition_Grant_Application.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/College_Tuition_Grant_Application.pdf)

**Peer Review Assessment Fee**
Grant to assist with the peer review assessment fee (up to $500) for VT Department of Education early childhood licensure. Fee pays for the cost of the portfolio review and interview to determine recommendation for licensure. [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/Peer_Review_Assessment_Fee_Grant.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/Peer_Review_Assessment_Fee_Grant.pdf)

**Program Accreditation and Re-Accreditation Bonus**
Financial bonus (up to $1000) for VT regulated early childhood and afterschool programs that have achieved national accreditation. [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/Program_Accreditatton_Bonus.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/Program_Accreditatton_Bonus.pdf) (note misspelling)

**Quality Recognition Seeking Grant for COA Accreditation Fees, Registration or Certification Fees**
Grant to assist VT regulated afterschool programs with the fees associated with the Council On Accreditation (COA) Accreditation, Registration or Certification. [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/COA_Afterschool_Accreditation_Fees_Grant.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/COA_Afterschool_Accreditation_Fees_Grant.pdf) or [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/COA_Registration_or_Certification_Fees_Grant.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/COA_Registration_or_Certification_Fees_Grant.pdf)

**Quality Recognition Seeking Grant for NAEYC Fees**
Grant to assist VT regulated early childhood and afterschool programs with the fees associated with the Education of Young Children (NAEYC) accreditation. [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/NAEYC_Fees_Grant.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/NAEYC_Fees_Grant.pdf)

**Quality Recognition Seeking Grant for NAFCC Fees**
Grant to assist VT regulated home child care programs with the fees associated with the National Association of Family Child Care (NAFCC) accreditation. [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/NAFCC_Fees_Grant.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/NAFCC_Fees_Grant.pdf)

**Quality Recognition Seeking Grant for NECPA Fees**
Grant to assist VT regulated early childhood and afterschool programs with the fees associated with the National Early Childhood Program (NECPA) Accreditation. [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/NECPA_Fees_Grant.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/NECPA_Fees_Grant.pdf)

**Extraordinary Financial Relief for Child Care Centers**
Financial assistance for child care centers that are at imminent risk of closure in areas of VT with high poverty rates. For details, grant guidelines and application, visit [http://dcf.vermont.gov/cdd/providers/grants](http://dcf.vermont.gov/cdd/providers/grants) or contact Judy Spittle at (802) 769-6421 or judy.spittle@vermont.gov.

**Special Accommodations Grant**
Grant to support accommodations for children with special needs in a VT high quality, safe and inclusive regulated child care settings in order to contribute to the overall well-being of children with special needs and their families. [http://dcf.vermont.gov/cdd/providers/grants](http://dcf.vermont.gov/cdd/providers/grants)
I suspect that if you asked for a definition of a good teacher most families would describe a cross between a chameleon and Wonderwoman—someone who is part developmental scholar, pediatrician, artist and therapist, with a little bit of toy designer, janitor and athlete mixed in. But based on my years as a teacher and a director, I have come to believe that there are at least some roles that teachers can’t and shouldn’t fill. Two roles that I have seen cause tension and hard feelings come immediately to mind: the role of family therapist and the role of parent expert.

Parents need and want other adults in each of these roles. Since teachers and parents share an intimate ongoing relationship centered on children they both care about, it is tempting for all sides to move from educational and developmental issues to personal, and even therapeutic, ones. A big challenge for teachers is to help parents find the help they need, without adopting those helping roles themselves.

Sharing Children’s Development
Parents and teachers really do share children. Together they are involved in seeing one, and sometimes several, children through some of the largest developmental events of the early years: the transition from the home to school or a center, the process of making friends, the joys and struggles of learning to talk or even to begin reading. Because of daily involvement with a child, a teacher is often the first outsider to know the in’s and out’s of a family’s workings: whether they ignore or attend to a child’s illness; when they have had periods of disorganization; how they handle the stresses of being late, bathroom accidents or a missing favorite book or toy. A teacher also learns a great deal of very revealing information about individual children: how late or early a baby sits up, walks, says a first word; how shy or aggressive a three-year-old is; how challenging or cooperative a four-year-old may be. Unlike friends or neighbors, who may have similar insights, teachers are in a position to evaluate—they can compare a family or a child to many others they know.

A Charged Situation
Since parents are often deeply invested in how their children are developing, their discussions with teachers are often charged with emotion. Some parents resent or distrust teachers, particularly in cases where teachers and family members see the child or the purposes of early education differently.

For example, imagine what happens when a father sees a boy as active and a teacher sees that child as aggressive or when a mother wants her three-year-old to practice number facts and a teacher insists blocks and beads provide the right kinds of early mathematical experiences.

Other parents react to a teacher’s knowledge by thinking: “Here is someone who already knows and cares about us. At last, here is someone I can really talk to.”

Then, when a teacher asks a question in a conference related to a child’s life at home, the parent may see it as an invitation to go far beyond issues of the child’s behavior or schooling. Suddenly, the teacher is catapulted into the role of a therapist or expert.

Spotting Difficult Situations
Sometimes teachers can anticipate that parents may desire additional advice, especially when a child’s behavior has undergone a dramatic change. Discussing that change with parents is an important part of a teacher’s responsibility, but such discussions can sometimes lead to areas beyond the scope and expertise of the teacher.
Imagine that during a conference a teacher says: “I have been wondering about Michael. The last two weeks he hasn’t been playing with friends. He seems listless and tired. Has he been sleeping well?” The parent comes back with: “You’re right. I’m glad you mentioned it. Things have been tough... there have been a lot of fights at night. We’re thinking of separating; I’m worried about Michael. What shall I do?” Without meaning to, the teacher touched a nerve. The parent responded with a flood of intimate information and a request for help. Within a few moments, a teacher has become a parent’s counselor.

A different type of difficult situation sometimes occurs when parents come to a conference with different points of view. Before the teacher can say much, it is clear that they see their child quite differently. One insists: “Shelley is a cry-baby.” The other interrupts: “She is not. She is just more sensitive than other children.” Both turn to the teacher for confirmation. Suddenly, the teacher is playing the part of an arbitrator in a family dispute.

It is early Wednesday morning. Lucia, rubbing her eyes, comes into the classroom dragging behind her father. A teacher greets her and then comments to Lucia’s father that she looks a bit tired. Sighing, he replies: “She’s so difficult at home. We can’t get her to eat her dinner or go to sleep at a reasonable hour. And she’s always starting fights with her brother. We’re exhausted. What can we do?” All at once, the teacher has gone from making an observation to being the dispenser of advice.

Each of these is a delicate situation—parents are genuinely seeking help. But they are also asking their children’s teachers to go beyond what teachers can reasonably do. The requests are tempting—they complement teachers’ knowledge, and often they seem like only a small extension of teachers’ concern for children’s development.

**Backing Away Helpfully**

Far from being trapped, teachers can take steps to help parents understand the difference between the roles of teachers, therapists and experts—steps that clarify without abandoning or ignoring the distress or confusion that parents may feel.

1. **Acknowledge what has been said.** When parents open up their private lives, they make themselves vulnerable. If a teacher tries to change the topic or gloss over the issues raised, the parent may be hurt or angry. Teachers must recognize what’s been revealed: “That helps me to understand why Michael has been tired. It sounds difficult for all of you.”

2. **Categorize the kind of problem.** Once a parent has talked about a problem, a teacher must decide: Is this a classroom problem, a mild developmental issue, or an acute issue in children’s or parents’ lives deserving professional help? Deciding is not always easy, but here are some examples which may help:

   - **Classroom problems:** Learning to concentrate on a task; being able to take turns or share with other children; conflicts between parents and teachers over how early to start toilet training; a child’s reluctance to come to school in the morning.

   - **Mild family issues:** A child being unwilling to play at other children’s homes; a child being afraid of monsters and refusing to go to sleep at night; parent-child conflicts over eating habits, thumb sucking, getting dressed in the morning.

   - **Acute problems:** Marked delay in the child’s development; extreme aggression, fears or apathy in children; marital conflict; family abuse; severe mental or physical illness or death in the family.

   It is important to categorize because teachers have the skills and information to work on classroom issues. Venturing into family issues or acute problems saddles teachers with responsibilities and demands too great to handle.

3. **Make a plan for classroom issues.** It is vital that parents know teachers are willing and able to work on problems of learning, behavior and development in the classroom. Go right to work: find out what is bothering the parent, describe your view of the issue, work out joint strategies and arrange a time to talk over progress in the near future.
4. For other kinds of problems, inform parents of other resources. If a parent brings up something other than a classroom issue, she should not be left alone with her problem neglected. Teachers can help responsibly by alerting parents to other, more appropriate resources:

- **Resources for mild developmental issues:** I have seen two kinds of center-based parent resources work very well. At Eliot-Pearson, we have a parents’ group led by a social worker (trained in child development), not a teacher. The group meets at the school, with no teachers or director attending.

  Since the group mixes parents of children of different ages and from different classrooms, the discussion doesn’t turn to teachers or curriculum. Also, because of that mix, parents of younger children can learn from the mothers and fathers of older children. Parents of older children can look back and appreciate all the distance they have come.

  At the Brookline Early Education Project, there were specific call-in hours each week—just as some pediatricians have. Trained social workers and child development specialists took calls from parents concerned about issues such as sleep difficulties, sibling relationships or changes in behavior.

- **Resources for acute issues:** Always have a list of community resources on hand: When parents announce their needs, they are feeling them acutely. That is not the time to say: “Hmmmm, I once had a friend who used a good family counselor. Let me see if I can find out who that was.” Instead, it is the time to offer a well thought out list of resources. The list should include a variety of services in a range of areas: developmental screening clinics, therapists who work with children, family therapists, marriage counselors. The list should contain services in a number of different locations and at varying levels of expense. Every resource listed must have been carefully checked.

5. Agree to collaborate. By limiting their roles, teachers aren’t signing off. They can agree to work with families and outside resources to solve issues. They can work closely with parents to help children develop better eating habits or self-control. They can share information about what works in the classroom or offer observations when parents come to pick up children. They can offer to talk to a professional who will be testing the child, make it possible for that person to observe in the classroom, and meet with parents to go over any final reports.

**Conclusion**

The way in which teachers are pulled into acting as therapists or experts is part of a much larger situation. Families often have nowhere else to turn. Many, maybe even most, parents live apart from their own families of origin. Few pediatricians or nurses are trained to discuss and solve developmental issues.

For over a century, parents have been trained to turn to outside experts—like Gesell or Spock—for answers. For many people, it is a large, bewildering and expensive step to start hunting for professional help. Not surprisingly, it is teachers who inherit the flock of questions, concerns and worries parents have.

The other side of the coin is that teachers are trained to notice and respond to the needs of other human beings. For many of them, saying “No” to a request for help feels wrong, like shutting off some very basic perception. But I am not suggesting that teachers turn a cold shoulder on families’ needs. Instead, teachers should think about where they can be most helpful and where being helpful lies in pointing the way to more appropriate resources.

**Source:** Exchange, May 1994; article was reprinted from “Being Teachers,” Beginnings, Spring 1986. Interview was conducted by Dennie Palmer Wolf. Penny Hauser-Cram was director of the Eliot-Pearson Children’s School of Tufts University in Medford, MA at the time of the interview.
Local Resources for Families

Sites to search for a plethora of information and referrals for families:

- VT Department for Children & Families <http://dcf.vermont.gov>
- VT 2-1-1 <www.vermont211.org>
- NH 2-1-1 <www.211nh.org>
- NH Children’s Behavioral Health Collaborative <www.nh4youth.org>
- NH Department of Health & Human Services <www.dhhs.nh.gov>
- CHaD Family Center <www.chadkids.org/family_ctr/family_center_info_resources.html>

Some local resources to share with families and start your own resource list:

- **Child and Family Services-Upper Valley**, West Lebanon, NH • array of social services to advance the well-being of children & families • (603) 518-4006 • www.cfsnh.org

- **Child Development Program at CHaD**, Lebanon, NH • diagnostic evaluations for young children with developmental & behavioral concerns • (603) 653-6060 • www.chadkids.org/pc/health_care_services/list_of_services/child_dev.html

- **Clara Martin Center**, Bradford, Randolph & Wilder, VT • community mental health services in VT’s Orange County & the greater Upper Valley • (800) 639-6360 • www.claramartin.org

- **DHMC Women’s Health Resource Center**, Lebanon, NH • education & support for women around their health & the health of their loved ones, including childbirth preparation, postpartum care & breastfeeding issues • (603) 650-2600 • www.dartmouth-hitchcock.org/womens_resource_ctr.html

- **Dartmouth-Hitchcock Psychiatric Associates**, Lebanon, NH • mental health & addiction services to adults, children & their families • (802) 556-6249 • http://geiselmed.dartmouth.edu/psych/care/dhmc_services

- **Deer Creek Psychological Associates**, East Thetford, VT • psychological services for children, adults & families • (802) 785-2903 • www.deercreekpsych.com

- **Family Place Parent Child Center**, Norwich, VT • comprehensive support, resources & information for parents of children ages birth to six in the Upper Valley • (802) 649-3268 • www.familyplacevt.org

- **F.A.S.T.E.R.**, Canaan & Claremont, NH • Family support groups for substance use issues • (603) 668-4859 • www.nh4youth.org/families-youth/family-support-groups-substance-use-issues

- **Good Beginnings of the Upper Valley**, West Lebanon, NH • free home visiting program during family’s first months with a new baby • (802) 298-9524 • www.gbuv.org

- **Health Care & Rehabilitation Service (HCRS)**, Hartford, VT • mental health services to Vermonter in Windsor & Windham counties • (802) 295-0820 • www.hcrs.org

- **La Leche League-Upper Valley**, West Lebanon, NH • breastfeeding support, encouragement, information & education • (603) 340-0682 • www.lllofmenh.org/upper-valley.html

- **Orange County Parent Child Center**, Tunbridge, VT • comprehensive support, resources & information for parents of children ages birth to six in VT’s Orange County • (802) 685-2264 • www.orangecountypcc.org

- **PathWays of the River Valley**, Lebanon & Claremont, NH • support services for people with developmental disabilities & brain injuries & their families in NH’s Sullivan & Lower Grafton Counties • (603) 448-2077, (603) 542-8706 • www.pathwaysnh.org

- **Second Growth**, White River Junction, VT • training, individual counseling, group support & prevention education for young people to reduce substance abuse & violence • (802) 295-9800 www.secondgrowth.org

- **Special Needs Support Center of the Upper Valley**, Lebanon, NH • programs, support and resources for children with special needs & their families • (603) 448-6311 • www.snscc-uv.org

- **TLC Family Resource Center**, Claremont, NH • support & information for NH families regarding pregnancy & raising a healthy child • (603) 542-1848 • www.tlcfamilyrc.org

- **Upper Valley Haven**, White River Junction, VT • support, food, shelter, education, clothing & educational programming for people struggling with poverty • (802) 295-6500 • http://uppervalleyhaven.org

- **West Central Behavioral Health**, Lebanon, NH • mental health services for individuals & families in NH’s lower Grafton and Sullivan Counties • (603) 448-5610 • www.wcbh.org

- **Windsor County Partners**, Windsor, VT • mentoring partnerships between caring adults & local youth in VT’s Windsor County • (802) 674-5101 • www.wcppartners.org

- **WISE**, Lebanon, NH • survivor-centered advocacy, prevention, education & support to end gender-based violence • (866) 348-9473 • www.wiseuv.org

Summer 2016
Facts About the Sun

• We all need some sunlight to stay healthy. Sun exposure helps our skin produce vitamin D, which helps us absorb calcium for healthy bones. Vitamin D can also be obtained from multivitamins, milk, or fortified foods (like orange juice).

• The amount of sun exposure needed to produce enough Vitamin D is only 10 to 15 minutes per day a few times a week, depending on skin tone.

• Too much sun exposure can cause sunburn or lead to skin cancer.

• One in five Americans develops skin cancer in their lifetime, according to the Skin Cancer Foundation.

• Ninety percent of all skin cancers are caused by sun exposure.

• Children of all skin tones need protection from dangerous ultraviolet (UV) rays.

• Sunlight is made up of two types of harmful rays: UVA and UVB. UVA rays are “aging” rays and UVB rays are “burning” rays.

Policies that Reinforce Sun Safety

You don’t have to stay indoors to practice sun safety. Just follow a few simple guidelines to keep everyone safe.

Outdoor time

• Schedule outdoor time early in the day or in the late afternoon to avoid the sun’s peak hours, which generally are between 10 a.m. and 4 p.m. Seek shade if your shadow is shorter than you.
• Create shade using wide umbrellas, awnings, pop-up tents and shade structures. These can also be used to divide the playground into outdoor learning centers.
• Give children materials to use while playing in the shade.

Sunscreen

• Develop a policy about whether sunscreen is supplied by program staff or by families.
• Provide a release form to families that explains how your program uses sunscreen, requests information about potential allergies to it and gets written permission to apply sunscreen to their child.
• Select broad-spectrum sunscreen with a factor of SPF 30 or ask families to provide it.
• Apply sunscreen to all exposed areas of skin.
• Apply sunscreen 15 to 30 minutes before children go out, even on cloudy days. Reapply sunscreen every two hours. Remember to reapply after swimming or running through a sprinkler.

Clothing

• Encourage families to dress children in lightweight clothing that covers their bodies as much as possible. This offers additional protection against the sun’s rays.
• Request that families send in hats with a brim, labeled with their child’s name.
• Advise families to send in sunglasses with labels stating that they provide 100 percent UV protection. The best way to protect eyes is to wear sunglasses, but not all sunglasses are the same.

Medication

• Read medication labels carefully. Some medications increase the skin’s sensitivity to UV rays, making skin more vulnerable to sunburn.

Training for teachers and families

• Ask a dermatologist, nurse or other expert to come to the program to talk with teachers and families about sun safety and the dangers of overexposure and present a short program for the children.
Sun Safety Activities

Teachers should be aware of the seriousness of sun safety and find developmentally appropriate ways to teach children safety habits. Here are some ideas to help children learn about sun safety.

Make a collage.
Find magazine pictures of fun summer activities. Include pictures of people wearing hats and sunglasses. Talk with children about the importance of being sun safe. After small groups make collages, post them in the classroom.

Decorate hats.
Have children and teachers decorate their own hat or visor. Store the hats in the classroom for daily wear.

Play the shade game.
Play this game in an outdoor space with several shady areas. Announce, “Put your toes in the shade” and have children run to find a shady spot. Announce, “Put your knee [pinkie, top of head or other body part] in the shade.” Children find a new shady spot each time. Variations: Let the children take turns deciding which body part to use or bring music outdoors and play the game like musical chairs.

Play shadow casters and finders.
If your playground lacks shade, half the children can be the “shadow casters” and the other half, the “shadow finders.” Give the “shadow casters” a wrist band to help identify them. Put on music and invite everyone to dance in the sun. When the music stops, ask each shadow finder to find a shadow caster and stand in his or her shadow.

Play Simon Says: Sunscreen!
Pretend to lather all the spots on your body that will need to be covered with sunscreen. “Simon says put sunscreen on your neck [arms, legs, behind your ears, on your nose and so on].”

Play What’s missing?
Gather sun safety items—sunscreen, a hat with a brim, sunglasses, an umbrella and a water bottle. Talk with the children about each item, then place them all under a small blanket. Have children close their eyes. With each turn, the teacher takes away one or more sun safety items. Children then take turns guessing what’s missing when the blanket is lifted.

Create a class book.
Take photographs of adults and children doing sun safety activities. Ask children to dictate the words for a class book, print out the photos, and bind the pages together.

Sun Fun Children’s Books

Read aloud these stories with sun-related and sun safety themes.


Child Care Project Newsletter
Summer 2016

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