



The Peter Toms Early Learning Centre

Parent Handbook 2025



The Australian Children's Education & Care Quality Authority has rated the Peter Toms Early Learning Centre as Exceeding the National Quality Standard in all 7 Quality Areas.

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Introduction

At Brighton Grammar School (BGS), we celebrate boys - their effort, independence, passion, and achievements. With a history of more than 140 years devoted to teaching boys, we are well equipped to meet the developmental needs of boys at every stage of their education. We particularly understand that boys learn differently from girls and require a carefully structured context to optimise the learning experience.

The Peter Toms Early Learning Centre (ELC)

In the ELC, we know that the early years are vital to a boy's development. Our integrated play-centred program provides each boy with time and opportunities to question, predict, explore, discover, and imagine. We aim to provide a program that supports and acknowledges the diverse cultural backgrounds and experiences of our families. We acknowledge the importance of enhancing the self-esteem, self-confidence, and self-worth of each boy.

Our excellent staff and facilities, combined with fun and exciting programs, provide a warm and nurturing learning environment and an excellent foundation, to ensure a smooth transition into primary schooling.

The ELC programs cater for boys between the ages of three and five. We offer full day programs, five days a week, for both three- and four-year-olds, and part-time programs of three days a week for three-year-olds. Our emphasis is on learning through play by facilitating learning experiences that allow hands-on exploration for the young learner.

Our ELC Vision and Philosophy

To provide a learning community that is passionate, inspiring, and supportive for boys in their early years.

Our boys

We believe that...

- all boys are individuals with their own interests and strengths
- all boys are guided by positive relationships
- boys are multi-sensory learners
- all boys are considered equal.

Our Families and Community

We believe that...

- families are the child's first educators
- educators work in partnership with our families to provide a safe, secure, and supportive environment
- open communication fosters positive partnerships between staff and families/caregivers
- families are an integral part of the Brighton Grammar Community
- the cultural diversity of each boy is acknowledged and respected.

Our Educators

We believe that...

- building positive relationships with each child is imperative
- educators are skilled early childhood professionals in the education and care of boys
- educators work as a team and are motivated, positive and supported
- educators facilitate and guide the boys' play with incidental and intentional teaching
- professional learning enables educators to deliver high quality education and best practice
- through continual feedback, reflection and evaluation, the highest practice is achieved.

Our Environment

We believe that our environment...

- provides structure, routine and predictability
- is safe, secure, inclusive and promotes positive masculinity
- encourages independence, resilience, positive social interactions, and develops each boy's capabilities
- supports boys' health, wellbeing and development
- respects and celebrates all cultural backgrounds
- acknowledges, respects and values Australia's Aboriginal and Torres Strait Islander cultures.



Our Program

We believe that the program...

- is child-centred, promotes respect and celebrates the voice of the child
- is enriched by the boys engaging in nature play and outdoor experiences
- is undertaken in accordance with the ACECQA Regulations and incorporates the Early Years Learning Framework for Australia
- takes appropriate child safety measures through the implementation of the National Principles for Child Safe Organisations
- is specifically designed for the needs of boys to engage, inspire, and extend across all developmental areas through a play-based curriculum
- embeds equity, inclusion, and diversity for all within the Centre and local community
- promotes an awareness of sustainability and how to care for the environment
- is enriched by providing opportunities for family, school, and community involvement
- is constantly reflected upon to ensure best practice
- supports positive transitions and focuses on the social and emotional development of each child.

Confidential Emergency Information

Information that is essential to the safety and effective care of the boys is collected by the ELC.

The following information is collected upon enrolment of your son:

- Emergency Information and Contacts
- Background information
- Student Personal Information form
- Immunisation records
- Medical Requirements and Action Plans
- Custodial/access information

It is the parent's responsibility to inform educators of any changes to this personal information for files to be updated.

Enrolment Requirement

ELC3 boys must turn three years old by 30 April of their year of enrolment. They may commence in the ELC on or after their third birthday. ELC4 boys must turn four years old by 30 April of their year of enrolment.

Priority of Offer

Siblings of children currently enrolled at BGS, sons of Old Boys and siblings of Firbank Grammar School students will be given preference on enrolment if possible.

Commencement – Optional Transition Program

On commencement into both the ELC3 and ELC4 year groups, we can offer a staggered intake for the first two weeks. This will provide the boys with the opportunity to establish themselves within the new environment and become acquainted with their teachers and peers. For our 48 weeklong Day Care boys, we begin the year with a holiday program before the school year begins. This provides the boys with a more relaxed program to ease them into the ELC environment.

Operating Hours

The ELC offers Long Day Care for 48 weeks, and Long Day Care for 38 weeks, which the boys can access care from 7.30am – 6.00pm.

Our Program Only enrolment starts at 8.45am and finishes at 2.45pm and is based on the BGS term dates as follows for 2025:

- Term 1: 30 January – 4 April
- Term 2: 22 April – 27 June
- Term 3: 23 July – 19 September
- Term 4: 6 October – 9 December



E-mail

ELC classroom teachers may be contacted directly by parents via email. You may wish to contact the Director Amelia Barrow via email at: abarrow@brightongrammar.vic.edu.au

Delivery and Collection of Children

The ELC's doors open at 7.30am. Parents/Guardians must sign their boy in and out daily using the Xplor system. Xplor is the registered software used at the ELC to manage the boys' attendances and childcare rebates. Boys will only be allowed to leave the ELC with their parents. The ELC requires that prior written permission be given for another person to collect your son, which needs to be documented in their Confidential Emergency Information Form. In an emergency, a phone call from parents will be accepted, but written permission must be given immediately thereafter.

Programming

All early childhood educators are actively involved in the planning process. Plans are implemented each month and are reflected upon through the Monthly Reflective Journal. Planning is undertaken in accordance with the Department of Education and Early Childhood Development (DEECD) National Regulations and incorporates the Early Years Learning Framework for Australia.

Play-based Program

A play-based program does not mean that the boys just do what they like all day. In a play-based program, there will be times when the boys come together as a group, listen when others are talking, follow the rules of group living and begin to take responsibility for their actions and their environment. The boys are offered choices that reflect their developmental stage. The educators determine the choices and provide them within the limits of safety and the group setting.

In practical terms, a play-based program gives emphasis to encouraging the boys to express their own ideas in play, to represent their world to understand it better. In the process of representation, as they play with others, their language and social abilities are fostered. They are encouraged to think flexibly and creatively as they seek solutions to problems and conflicts; they share their understandings with others and explore and experience the content associated with all the learning areas.

Importance of Play

Play is how children learn. They learn most effectively when they are relaxed and having fun. Children's learning becomes meaningful when they are free to learn at their own rate and in their own way. It has previously been thought that teaching children earlier is better; that teacher-directed work is the most efficient way for children to learn and play has little value. Research shows us that a work-oriented, rigid approach to learning is not likely to help children develop a love of learning or provide the skills and attitude they need to be lifelong learners. Tension and anxiety can inhibit learning.

Benefits of Play

- Play enables children to develop all their skills, and as children develop so does their play
- Play provides opportunities to improve small and large muscle skills and maintain physical health
- Play helps to develop imagination and creativity, provides a context in which to practise social skills, acts as an outlet for emotional expression and provides opportunities to understand the value system
- Play ensures that the child has opportunities, resources, and time for play appropriate to each child's stage of development
- Long periods of uninterrupted play build children's concentration and the inner motivation to take responsibility for their own learning
- A positive sense of self is the most powerful tool for all learning.



Programming Procedures - Observations

Educators undertake observations of all boys in their care and document these in the provided format. Observations are objective and cover all areas of development to assess a child's developmental level.

Forms of observations include –

- Developmental checklists/learning stories
- Anecdotal records/running records
- Comments/feedback and conversations with parents
- Group observations/photos

Observations on children are kept strictly confidential and remain the property of the ELC.

Schoolbox

Schoolbox is a learning management system that contains information about your son's learning. Each week your son's classroom teacher posts information and photos onto Schoolbox celebrating your son's learning.

Individual Planning

Based on observations, classroom teachers devise long and short-term Learning Intentions and Success Criteria for each boy that assists in his overall development. These goals are shared with parents at termly Parent Teacher Meetings. Experiences are then chosen that enable the child to achieve the stated goals.

Group Planning

The group developmental program/plan incorporates the boy's individual planning as well as the developmental needs and interests of the group. The group plan also takes into consideration the following aspects:

- Emphasis on learning as an interactive process between materials, people, and the environment
- Provide a balance of experiences – indoor/outdoor, quiet/active, individual/small group, child-initiated/adult-initiated, spontaneous/planned
- Allow children to choose experiences in which to participate
- Allow flexibility within the program to extend children's interests and play
- Provide and facilitate the incorporation of children with additional needs
- Reflect and represent cultural/religious/linguistic diversity
- Include greater gender equity

Outdoor Program

The outdoor area is another equally important learning environment and experiences for this area are planned and implemented accordingly. Outdoor experiences are planned to allow:

- Development of all areas
- Learning about outdoor environments through the provision of experiences that stimulate curiosity and avenues for experimentation
- Freedom of movement that is not possible indoors
- Active and passive areas – which extend from the indoor environment and experiences
- Flexibility to accommodate changes in routines

During outdoor experiences, educators ensure that the boys are adequately sheltered from the weather and dressed appropriately. They also ensure that the boys are outside at the most appropriate times for climate and seasonal changes and in accordance with the ELC SunSmart policy.



Program Evaluation

Individual child evaluations take place in the allocated planning sessions. Group plans are evaluated by the classroom teachers on a daily/weekly basis and are displayed in the monthly reflection journal. As we are incorporating an emergent curriculum, modifications and extensions can be made at any time during the monthly plan. The effectiveness of the programs is continually evaluated on the following criteria:

- Achievement of goals – individual and group
- Suitability of resources
- Desired outcomes
- Review of goals
- Recording and evaluation of all experiences
- Children's responses to experiences
- Adults' responses to experiences
- Parent feedback

The planning process is a continual cycle and is a combined effort of educators, the boys, and parents.

Specialist Classes

As part of our learning experiences, we offer the boys specialist classes in Wellbeing, Creative Arts, Drama, Library/Literacy, Numeracy, Music, Cooking, and a Cross-Age Buddy activity time. These classes provide new and exciting experiences for the boys and an opportunity for lots of fun and adventures.

Behaviour and Guidance

The aim of the ELC is to maintain an environment that encourages children to be cooperative, foster self-esteem and develop a child's ability to interact with others. The ELC has Group Behaviour Guidelines for indoors and outdoors which provide age/developmentally appropriate limits. The guidelines are monitored and evaluated regularly to ensure they remain appropriate.

The establishment and observance of group behaviour will:

- Encourage cooperation
- Encourage a child to accept responsibility for their actions
- Assist the child to understand and appreciate the rights, feelings and needs of others
- Help to develop respect for others
- Help the child to learn the rules and limits of the group in which they live so they can enjoy interaction in their peer group
- Support the child in developing positive and secure relationships with adults

To meet these objectives, educators encourage appropriate behaviour by avoiding conflict (redirecting the boys) and encouraging the child to:

- Accept responsibility for, and the consequences of, their actions
- Understand and appreciate the rights, feelings and needs of others
- Develop respect for others
- Understand limits that are based on safety and concern for others
- Learn the rules and limits of the group in which they live to enjoy interaction in the peer group
- Develop positive secure relationships with adults

Should a child need behaviour management techniques specific to their needs, these guidelines are discussed and developed in conjunction with parents. If the behaviour continues to be unacceptable, this should be discussed with the Director and parents may be requested to seek additional help and support from another service.

Routines and Procedures

Routines are an integral part of daily programs and provide boys with a secure structure in which to learn. When formulating routines, consideration is given to the child's developmental age/stage, and the needs of the child.



Rest time

This is a required component in our daily program which provides each boy with the opportunity to learn relaxation techniques that transform stress into vitality. It is not essential that your son goes to sleep, and they can bring a soft cuddly toy for rest time. Please note that toys, trinkets, colouring books, electronic devices etc. are not allowed as they can be quite disruptive. If you do not wish for your son to rest, he can be picked up after lunch at 1.00pm.

Locker Allocation

Each boy is allocated his own locker outside his classroom for the year. It is to store your son's school bag, hat, morning tea and lunch box. Please note that artwork and parent information will be placed in the notices section of your son's locker. We ask that lockers be cleared every day.

Toilet Training and Spare Clothes

We encourage boys to be toilet trained upon entrance to the ELC. We understand they may have 'accidents' throughout the year, therefore we require a spare full set of your son's uniform in his school bag for accidents and experimental play. With our exciting program, sometimes it is impossible to stay clean and dry. If your son is not yet toilet trained, we ask for daily supplies of pull-ups to help support the transition.

Home Toys and Trinkets

Toys and trinkets brought to the ELC from home can be broken or lost, so these should be left at home. As mentioned previously, a special soft cuddly toy can be brought for rest time comfort. It should be noted that war toys such as guns are not allowed in the ELC. Interesting items such as flowers, books, shells, insects, and the like are welcome.

Food

Eating times are seen as relaxed and happy occasions and educators are encouraged to sit and eat with the boys. Boys are encouraged but never forced to eat any part of their meal, and uneaten food will be sent home so parents can see what was eaten. Parents/guardians are asked to identify any food allergies or religious requirements regarding our cooking program and celebratory occasions. Our Long Day Care boys are offered breakfast between 7.30am and 8.00am and afternoon tea between 3.30pm and 4.00pm.

The DEECD National Regulation 77 Health, Hygiene and Safe Food Practices requires that we store all food items such as dairy products, cold or processed meat and items at risk of food poisoning in the refrigerator. These items are in the 'danger zone' of food poisoning after four hours from being removed from the refrigerator at your home. This relates to your son's lunch transferred from home, not morning tea.

The following process has been implemented:

- Each day place any items that need to be refrigerated in the class cooler bag just outside your son's classroom. Please make sure that all items are clearly labelled with your son's name
- The cooler bags will be placed in the ELC refrigerator
- At lunchtime, the cooler bags are collected, and your son's lunch is distributed

Please note that if you do not place your son's lunch in the cooler bags, we cannot be responsible for food poisoning. The use of ice packs and cooling devices in your son's lunch boxes may be an alternative that you may wish to consider.

If your son has a hot lunch in a thermos, we cannot be responsible for the food being served at a safe temperature of 60 degrees and above.

For children with a known food allergy, the key to preventing a potentially serious reaction is avoiding exposure to the relevant allergen (the food that causes the allergy). The ELC has an allergy policy. Please do not send any nuts/nut products, shellfish or sesame seeds in your son's morning tea or lunch.



Birthdays

Birthdays are an exciting time for children, and our educators enjoy sharing these events with the boys. Due to our allergy policy, we require that cupcakes or other cakes **do not** contain nuts/traces of nuts or sesame seed products. If your son is allergic to nuts, dairy or any other food allergy, we suggest you might like to bring along a 'treat' to be given to your son if he cannot eat the food provided. We ask that invitations to private birthday parties not be distributed via the boys' lockers.

Parent/Guardian Involvement

The ELC recognises the time limits of parents/guardians, but we do encourage a partnership between you and the educators caring for your child. Your involvement in your child's life at the ELC creates wonderful benefits for you, your son and the ELC. Parents/guardians are most welcome to participate in parent activities, but please note a current Working with Children Check—volunteer basis is required. Please let your son's classroom teacher know if you are interested in participating in an activity.

Every year, the ELC hosts exciting events to which we invite you to join your son. These dates are given to you at the beginning of each term. Other opportunities for involvement include assisting with excursions, attending parent meetings and information evenings, and becoming involved in the Junior School Parent Group events. We also ask for continual feedback on your and your son's experience, in writing or verbally. Any policy updates, procedural changes, health alerts, DEECD parent information and Quality Improvement Plan progress are displayed on the Parent Information Boards or in the entry foyer of the ELC. Parent Feedback is always welcome.

Parent Information Sessions

The ELC hosts a parent information evening in November of the year prior to your son's commencement at the ELC where educators provide you with information regarding transition into the ELC. These sessions also discuss ways in which you can be involved in your son's learning and give you the opportunity to become acquainted with your son's classroom teacher and other educators.

The ELC also hosts a parent information evening in February following your son's commencement at the ELC where educators provide you with valuable, practical, up to date techniques, strategies, and tips to help build parenting skills.

Parent / Teacher Communication

We strongly encourage you to make an appointment with the classroom teacher, if there are any concerns or matters to discuss regarding your son. We are always happy to chat, but please understand that **drop off and pick up times do not provide you with a professional and confidential environment**, therefore a private appointment would better suit your needs. Parent/Teacher meetings will be scheduled for each term to discuss your son's development and set his learning goals across each developmental area.

The Transition Learning and Development Statement

A child's Transition Learning and Development Statement for our ELC4 boys summarises their strengths, identifies their individual approaches to learning alongside their interests and indicates how they can be supported to continue their learning journey. This document has been developed by the DEECD for children entering Prep. The information in the Statement helps future teachers get to know the children entering their classes and plan appropriate learning and teaching programs. It provides an opportunity for children, their families and all the professionals who work with them to support a child's transition to Prep. These Statements are written at the beginning of Term 4 and will be discussed in Parent/Teacher meetings before being handed to your son's teacher for the next year.

BGS App

The BGS app is the School's primary parent communication tool for day-to-day operational matters, so it is essential that all parents [download the app](#). With the BGS app, you can access Schoolbox, the latest eNews, school notices, parent portal, calendars, music and sport information relevant to your son(s), on your mobile phone or tablet, using a single sign-on.

The [BGS website](#) also contains important information, dates and events and policy and procedures documents.



Diversity and Inclusion Policy

We aim to have an ELC where children can realise their full potential regardless of race, colour, or religion. To achieve this, the ELC endeavours to ensure that:

- The boys recognise and appreciate the diversity of cultures within Australia by providing access to information about these cultures
- We plan programs that actively attempt to counter misinformation that can lead to racism and sexism
- We provide experiences that develop an awareness of Aboriginal and Torres Strait Islander heritage
- We encourage all persons to communicate respectfully with each other
- We ensure equality and a sense of belonging amongst all persons at the ELC
- We develop guidelines
- We recognise the values and differences of all persons

Multicultural Policy

Multicultural education is introduced, where possible, through books, music and song, cooking, arts and crafts, clothing and play equipment. Parents from non-English speaking backgrounds are encouraged to contribute knowledge of their culture to enhance the program. No activities at the ELC contain negative or discriminating images of other cultures. We:

- Ensure that educators understand bilingual and multicultural issues
- Enlist the active support and participation of the BGS's English as a Second Language Department
- Encourage parent participation in the areas of language development and cultural awareness
- Encourage the maintenance and development of the primary language spoken at home
- Provide appropriate resources for staff, parents, and children
- Advocate on behalf of bilingual families
- Encourage parents to contribute knowledge of their own culture, either through discussions, resources, or materials
- Provide a variety of cultural choices of books, pictures, puzzles, stories, music, dancing, cooking experiences, singing, play equipment, and posters
- Celebrate festivals within the ELC
- Encourage informal discussions with children about valuing and respecting differences in others

Anti-bias and Non-sexist Policy

Programs are developed by educators that allow for positive experiences for all children and are not based on sexual stereotypes. The promotion of the equality of both men and women in traditional and non-traditional roles will take place. Children are encouraged to express emotions and display affection.

At the ELC we:

- Ensure that all the boys have equal opportunities to participate in all aspects of the program
- Encourage the boys to actively participate in a wide range of learning experiences and activities that are physically challenging and that encourage nurturing and caring roles
- Provide resources and materials (songs, books, posters, tapes, puzzles, etc.) that portray women, men, girls, and boys in diverse roles.
- Provide resources for the boys to feel comfortable exploring their own interests whether it is to play in the home corner, dress up, construct with blocks, or play with trains
- Ensure that activities and tasks are not gender bias
- Ensure that the language used does not reinforce sexist stereotypes
- Challenge sexist ideas and comments when expressed

Individual Needs

The ELC believes that all children have the right to develop to their full potential. Children and their families who attend the ELC are encouraged to accept differences, appreciate each other, and adopt a positive attitude toward people with different abilities. Educators ensure that resources: i.e., books/posters/puzzles on display reflect people with different abilities.



Illness

Where educators have a reasonable suspicion that a child is suffering from an illness or disease, the ELC reserves the right to require certification from a medical practitioner that a child is safe to attend the ELC. In the case where a child has a condition or common infectious disease, as per the exclusion list from the DEECD, the child shall not be permitted to attend the ELC.

Notwithstanding the above, children will not be allowed to attend the ELC if, due to illness, they:

- are unable to cope in a group situation or the childcare environment
- require an unmanageable level of staff time
- are, in the opinion of the First Aid Coordinator or Director, too unwell to attend the program

Illness Management

To ensure the best possible management in case of illness and to minimise the risk of cross-infection, parents are asked to advise educators if their child is unwell. If parents notice any of the following, they should take their child to a medical practitioner, to be advised whether there is any risk of infecting others. If any of the following symptoms are noticed, educators will contact parents or nominated contacts to collect the child:

- Inflammation or sticky eyes i.e., conjunctivitis
- Persistent green /yellow nasal discharge
- Severe diarrhea or vomiting
- Unusual skin rashes
- Fever at 37.5 degrees Celsius or above
- Persistent pain

If a child has suffered from vomiting, diarrhea, or fever at home, he must not attend the ELC until the symptoms have ceased for 48 hours and normal eating habits have resumed.

Accidents

In the case of an accident, educators complete the Incident/Injury form which a parent/guardian needs to read and sign. In the case of an accident, where the parent/guardian cannot be contacted and medical attention is required, then an ambulance will be called at the parent's/guardian's expense. Parents/guardians are notified as soon as possible and informed of all actions taken.

Medication

There is a Medication Register for children in each room. This is a legal document, and parents/guardians and educators must ensure all information is accurate and signed. The Medication Register is used to record the medication needs of the child. The information, which must be recorded by the parent/guardian, must include:

- The name of the medication when it should be administered and the amount to be administered
- The dosage and the time the medication was last administered
- The authorisation of the parent/guardian must also be recorded

Infectious Diseases

In the case of your son contracting an infectious disease, parents must inform the ELC as soon as possible. The ELC will then inform all facility users that this disease is present, and parents can then check their own child for symptoms. A child with an infectious disease may not attend until fully recovered and with medical clearance. A schedule of the recommended minimum periods of exclusion from the ELC for cases and contact with infectious diseases as determined by the National Health and Medical Research Council is displayed in the foyer area of the ELC.

Immunisation

The ELC must have current records of a child's immunisation details, which is a requirement for enrolment. Please ensure that updated records are provided to your classroom teacher soon after your son's 4-year-old immunisations.



SunSmart practice

From September through to the end of April, SPF50+, broad spectrum, water-resistant sunscreen is available at the entry to each of the classrooms. Sunscreen needs to be applied by the parent/guardian on arrival. If sunscreen has not been applied, the parent/guardian must inform educators. Educators will reapply the boy's sunscreen after rest time. Children are encouraged to use available areas of shade for outdoor play activities.

Child Protection

BGS is a child safe organisation which welcomes all children, young people, and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives.

Child abuse is an act that endangers a child's physical or emotional health or development. The abuse may occur as physical injury, sexual abuse, emotional abuse, or neglect. We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students and their peers. Should educators have reason to suspect abuse of a child, they will work with the Director and the parent/guardian (if appropriate) to determine the validity of the concern. If a review of the situation identifies abuse is taking place, then the Director will refer the situation to the appropriate authorities. At all times, the situation will be treated confidentially.

Excursions

An excursion is defined as any activity in which children are taken out of the premises. Children learn from these experiences; therefore, excursions are a valuable part of the program. Careful planning is needed to ensure the success of an excursion.

Child Records

In accordance with the requirements of DEECD, the following records are maintained confidentially for each child enrolled in the ELC:

- Completed Enrolment Forms
- Details of the period during which the child is in care at the ELC
- Developmental records with up-to-date information on the child
- Individual programs with specific objectives set for the child
- Daily Attendance records
- Details of any consent given to take the child on an excursion
- Details of any court orders affecting the custody of the child of which the Director is aware
- Medication forms and medical clearances
- Letters of referral, assessments, or reports sent to the ELC
- Where required, Special Needs permission forms
- Incident/Injury forms

All the above records are kept in the child's individual files. Individual files, including Incident/Injury and Medication forms, are retained at the ELC in accordance with the DEECD National Regulations.

Policy and Procedures

The ELC has a policy and procedures manual relating to the National Quality Standard areas of:

- Educational program and practice
- Children's Health and Safety
- Physical Environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

These policies have been developed by the ELC staff, families and boys, and copies of the policies are kept in the Director's office and the foyer area of the ELC. We encourage you to read these and comment on them or any other aspect of the ELC.



We look forward to a long and happy association with your son and your family.