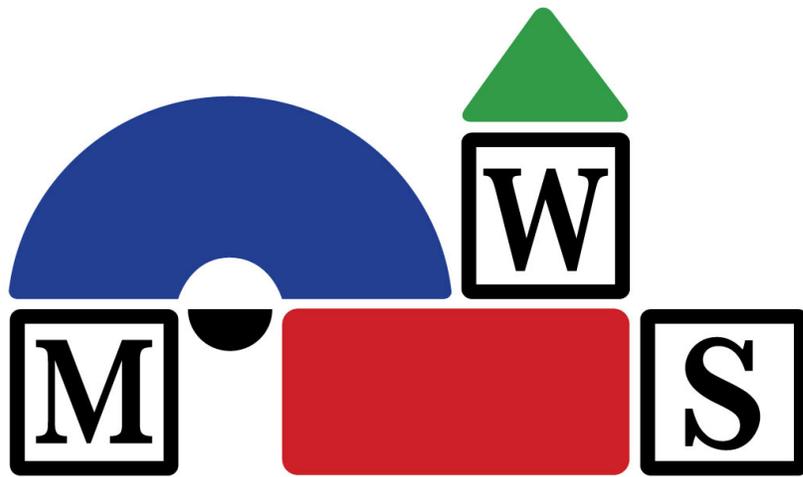


# MY WEEKDAY SCHOOL



## 2018 – 2019 PARENT HANDBOOK

[www.myweekdayschool.org](http://www.myweekdayschool.org)

email: [office@myweekdayschool.org](mailto:office@myweekdayschool.org)

781-862-8489

## **Statement of Purpose**

We strive to offer your child...

... a cheerful manageable place away from home ... a warm atmosphere of fun and discovery ... caring people who provide hands-on experiences and positive feedback to stimulate social, emotional, intellectual and physical development. The program values differences among children and endeavors to move a child past self-awareness toward a knowledge and concern for others and for the natural world in which we live. We offer challenge and fun as we support the child's creative exploring of our environment, at the same time helping him/her to establish self-limits, designed to make moving out into the world a pleasant experience. Above all, this school wants to develop a positive self-image in each child positive through a carefully planned program, tailored to both individual and group needs.

*MWS admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in administration of our educational policies, admissions policies, scholarships and other school-administered programs.*

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## WELCOME TO MY WEEKDAY SCHOOL

We hope this Parent Handbook helps you get better acquainted with us and answers your questions about our preschool. We are always available to talk with you and happy to help you at any time.

My Weekday School first opened its doors as Methodist Weekday School at this location in 1962 and, for almost 60 years, has been Lexington's premier—and most affordable--non-sectarian, non-profit morning preschool with optional afternoon programs. In July 2017, our school became incorporated in Massachusetts under the new name "My Weekday School, Inc." We are licensed by the Massachusetts Department of Early Education and Care.

Our facility includes six large bright classrooms, two indoor gross motor spaces, and a large well-equipped outdoor playground. Our teaching staff includes 5 lead teachers, approximately 15 teacher assistants, a music specialist, and a movement specialist. MWS is open for 37 weeks from mid-September to mid-June.

### CLASSES OFFERED

#### Morning Classes--Hours 9:00a.m. to Noon

##### For three year olds:

2-day, 3-day, or 5-day options are available.

These classes have a maximum of 15 students, staffed by one lead teacher & two teacher assistants every day.

##### For four year olds:

3, 4 & 5-day options are available.

Children in the 5-day Pre-K class must be 4 years old by August 31<sup>st</sup>.

These classes have from 13 to 15 students, staffed by a lead teacher and one teacher assistant every day with a second teacher assistant joining them one additional day per week.

### OPTIONAL PROGRAMS FOR ADDITIONAL FEES

We offer four optional programs that extend the school day beyond regular class hours: Early Drop Off, Extended Day, Lunch, and Enrichment. Early Drop Off, Lunch & Extended Day begin in September the week that full days (9:00-noon) begin. Enrichment begins in early October. The school administration reserves the right to limit enrollment in any optional program.

Early Drop-Off is an optional before-school care program from 8:00 - 9:00a.m, open to all MWS students, staffed by a fully certified teacher,. Parents bring their children to the Early Drop-Off room where they play with classroom toys until they are delivered to their own classrooms at 9:00a.m. FEE: \$12/day.

*How to sign up for Early Drop-off:* Parents can check with the office a day in advance to see if a slot is available (regular fee applies) or reserve a spot for a particular morning every week for 3 months at a time (significant discount applies to this sign-up).

Extended Day is an optional after-school care program from noon to 3:00 p.m., open to all *toilet-trained* MWS children, staffed by a fully certified teacher. The program includes a **nut-free** lunch brought from home, rest time, quiet activities, school-provided snack, story, and outdoor play--weather permitting. We offer this program every weekday that we have 2 or more children signed up in advance for that day. Please inquire in the office if you are interested. FEE: \$36/afternoon; discounts are available for prepaid permanent sign-up. No refunds for sick days, family vacations, or snow days.

*How to sign up for Extended Day:* Parents can prepay for a 3-month reserved spot in Extended Day or stop by the office to see if space is available on a drop-in basis for any given school day.

Lunch Program: 12 to 1 p.m. Open to *toilet trained* MWS children every school day, staffed by a fully certified teacher. Children bring their own food, drinks, and napkins from home. **All** lunches must be **nut-**

**free.** FEE: \$12.00 per lunch. For your convenience, books of lunch tickets are available in the office at a reduced price.

*How to sign up for Lunch Bunch:* Parents can guarantee a spot at Lunch on a particular day by prepaying for 3 months at a time for that day or they can sign up their child for one day at a time on the Lunch List bulletin board right outside the office. Discounts are available for prepaid lunch sign-up & lunch tickets.

Afternoon Enrichment Series: 12 to 2 p.m. Open to children in the pre-kindergarten 4-year-old classes, staffed by a fully certified teacher. One afternoon a week, Enrichment children meet for lunch and playtime in a classroom, after which a specialist works with the children for an hour. We offer several Enrichment series a year on topics like playground games, space, architecture, yoga for children, and favorite authors, STEM in the kitchen, STEM Science & Sensory. Each series runs for three to five weeks, depending on the topic. FEE: \$25 per day x the number of days in the session. There will be no refunds for days your child misses. If school is cancelled due to snow, we will do our best to provide a make-up session.

*How to sign up for Enrichment:* Eligible children will receive a flyer in their school bags. After you receive the flyer, sign-up is by advance enrollment & advance payment for each series.

**Every child who attends an afternoon program must have written instructions in the lunchbox naming the person authorized to drive the child home at the end of the day.**

Please note: All optional afternoon programs include time for lunch, brought from home. *MWS maintains a NUT-FREE environment, so please do not pack any peanuts or nut products in your child's lunch.* It is important to check the ingredients carefully to see if any pre-packaged item was manufactured on the same line as peanuts or nut products. If you are unsure about the contents, it is best to keep those items at home till later.

## APPLICATION PROCESS

New Students. Interested families may contact the school by phone, email or "*Contact Us*" via the website to make an appointment to tour the school. Parents take home an application at the end of this information session. MWS reserves a space in the school for each child whose parents return the application within a week, along with the non-refundable Registration Fee of \$200.

Continuing Students receive applications for the next school year in December and will receive preference in placement according to the order in which they return their application and \$200 non-refundable Registration Fee. If you are not sure about sending your child on to kindergarten the following year and would like to keep your options open to remain at MWS, we recommend you complete an application by the December deadline to reserve space for your child. We will refund your deposit if you decide by **May 1<sup>st</sup>** that you want your child to go to kindergarten.

Siblings of current students may get on the Wait List in May prior to the general call-in period. Siblings who are on the Wait List receive an application and short questionnaire in December. Both forms are due back in the school office within a week, along with the \$200 non-refundable Registration Fee, in order to hold a spot in our school for the following September. Enrollment will be considered complete when you make the first tuition payment and file the Enrollment Agreement June 1<sup>st</sup> prior to the September start of school.

**The non-refundable registration fee is \$200 for all new and continuing students, due with the application.**

## CLASS ASSIGNMENTS and ENROLLMENT PACKETS

Class assignments are finalized in the summer and sent to all families in late August, along with the September newsletter and the final set of forms needed for each child's school file.

Parents new to My Weekday School are invited to attend a Welcome Coffee & New Parent Orientation in mid-May, at which time they receive an enrollment packet and the forms needed to complete the registration of their children. Enrollment packets are available for continuing families at the Welcome Coffees. All forms should be returned to the school as soon as possible. We are mandated by our licensing agency (DEEC) to maintain the completed forms in your child's file in the office as long as they are enrolled and for five years beyond their graduation. Parents may review their child's school file at any time.

**PLEASE NOTE: The Enrollment Agreement and the first tuition payment are due by June 1st for all new and continuing students. Please read the agreement carefully before you sign it. The Enrollment Agreement is your binding agreement to pay a full year's tuition even if you move or withdraw your child from the school. It also obligates you to volunteer some of your time at major school events organized by the Parents' Committee and MWS, such as the Children's Fair in November, the Pancake Breakfast in the spring, and the All-School Family Picnic in June.**

**SAMPLE ENROLLMENT AGREEMENT**

LAST NAME \_\_\_\_\_

MY WEEKDAY SCHOOL, INC.  
2600 Massachusetts Avenue  
Lexington, Massachusetts 02421  
781-862-8489

**ENROLLMENT AGREEMENT**

When you sign this agreement and return it to My Weekday School, Inc., the school reserves a place for your child for the entire school year, subject only to the school's right to terminate enrollment if it is deemed inadvisable in the sole judgment of the school for the child to continue at My Weekday School.

*Both parents in a 2-parent family must sign and date Part 1 and Part 2 of this agreement and return it to the office by June 1st in order to complete your child's registration at My Weekday School, Inc..*

Part 1 \_\_\_\_\_

**Parents are committed to pay the total tuition for the entire year.**

The administration will consider refunding a portion of the full year's tuition if:

- A. the school's termination of a child's enrollment \* or
- B. the school finds a replacement of the parent-withdrawn child who is fully accepted for enrollment by the school. In this case, the school may refund that portion of tuition to the parents of the withdrawing child equal to the amount paid by the replacement minus a \$25 processing fee.

\* See termination policy in Parent Handbook

***I understand my commitment as outlined in Part 1 of the Enrollment Agreement.***

Mother's Signature	Father's Signature
Date	Date

Part 2

**Maintaining low tuition is one of our goals. Therefore, parents are expected to work on the fundraisers/School events listed in the "Parent Involvement" section of the Parent Handbook.**

***I understand my commitment as outlined in Part 2 of the Enrollment Agreement***

Mother's Signature	Father's Signature
Date	Date

## SCHOOL SCHEDULE

### SCHOOL YEAR & HOURS OF OPERATION

School is in session for 37 weeks beginning Labor Day week until the third week of June. Early Drop-off meets from 8:00 till 9:00AM; morning classes meet from 9:00 till Noon; lunch meets from noon till 1:00 p.m.; Extended Day program meets from noon till 3:00 p.m.; Enrichment sessions meet from noon till 2:00 p.m.

### VISITING DAYS IN SEPTEMBER

On Visiting Day in September, you and your child come to school for 45 minutes, with the teacher and four or five classmates. This provides an easier introduction than a full morning with the whole class and gives the teacher a chance to become acquainted with your child. Because parents stay with their children, you should arrange for siblings to be cared for elsewhere. New families, as well as any returning family who requests it, meet with a Director or her designee to discuss goals for their child and any significant information that will help the child make a good start at school. An exact date and time for your Visiting Day will be mailed to you in late August, along with a class list and a September newsletter.

### SEPTEMBER SCHEDULE

#### Week of September 3, 2018 (Labor Day week)

Office Hours	School office will be open from 8:00AM to Noon beginning Tuesday, Sept. 3 <sup>rd</sup> ; 8:00AM till 3:30PM beginning Sept. 13th
Visiting Days	Wednesday, Sept. 5th & Thursday, Sept. 6th. Your appointment will be mailed to you in late August.
All-Staff Orientation	Friday, Sept. 7th For Lead Teachers and ALL Teacher Assistants

#### Week of September 10, 2018

Classes Begin	Monday, Sept. 10 <sup>th</sup> , NO SCHOOL, LPS & MWS closed for Rosh Hashanah Tuesday, Sept. 11 <sup>th</sup> & Wednesday, Sept. 12 <sup>th</sup> --Classes meet for 2 hours both days (9:00-11:00a.m.)  Thursday, Sept. 13 <sup>th</sup> & Friday, Sept. 14 <sup>th</sup> --Regular schedule starts: morning classes meet from 9:00-Noon --Optional programs begin: Early Drop-Off: 8:00 till 9:00AM Lunch: Noon till 1:00PM Extended Day Noon till 3:00PM
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This schedule remains in effect until the last day of school in June.

Parents' Comm. Meeting	Wednesday, Sept. 26th Parents' Committee welcomes all parents to its 1 <sup>st</sup> meeting of the year, 7:30p.m., Room 12. At MWS, we believe all parents are members of the Parents' Committee and we welcome your ideas and advice. The Parents' Committee plans social events for children & families, as well as all fundraisers for MWS.
<u>Sept. School Closings</u>	Monday, Sept. 10, Rosh Hashanah Wednesday, Sept. 19, Yom Kippur

## ABSENCES

Parents must inform MWS when their child will not be in school. You may call the school office at any hour to tell us when & why your child will be out. ***There is no refunds, reimbursement, or credit if your child misses school for family vacations, sick days, or snow days as our expenses remain the same.***

## SCHOOL CLOSINGS

Holidays- We generally follow the Lexington Public School calendar with these exceptions. We will not be in session one day in November and one day in April for parent-teacher conferences. We close one week before the public in December, March 25<sup>th</sup> for an all-day town-wide teachers' conference, and close for the summer in mid-June. We do not make up snow days in June.

Weather- We close when Lexington public elementary schools close for inclement weather. If Lexington delays opening for one hour, MWS will delay opening one hour. If Lexington delays opening two hours, MWS will cancel morning classes, lunch, Extended Day, and Enrichment. Please check your favorite media and be guided by **Lexington** public school closings. If we receive reports that driving conditions are too hazardous, you may receive a telephone cancellation even if public schools do not close, as our decision is based on the safety of our children. Families outside Lexington will be called first. We will not make up any snow days.

Miscellaneous closings- We will close the school if unforeseen circumstances arise that prevent us from maintaining a safe environment for the children; for example, if we have no heat, power, or water. We will make every effort to contact you as soon as we know.

## SCHOOL CALENDAR 2018-2019

We will issue updates to our school calendar as needed. Our monthly newsletter also lists important dates for you to note as the year progresses. Please share all calendars and updates with everyone responsible for your child's care.

## 2018-2019 Parent Calendar

September	5 & 6	<b>Visiting Days</b> (Wednesday & Thursday, 9:00am to noon)
	7	<b>All Staff Orientation</b> (Friday 8:45am to Noon) (For Lead Teachers and <u>all</u> TA's)
	10	<b>NO SCHOOL</b> (Monday, LPS & MWS closed for Rosh Hashanah)
	11 & 12	<b>Classes begin</b> (Tuesday & Wednesday 9:00-11:00am both days)
	13	<b>Full school days begin</b> (9:00-NOON); Early Drop-Off, Lunch & Extended Day Programs begin
	19	<b>NO SCHOOL</b> (Wednesday, LPS & MWS closed for Yom Kippur)
	26	Parents' Committee Kick-off Meeting (Wednesday 7:30pm)
October	8	<b>NO SCHOOL</b> (Columbus Day--Monday)
	17	Parents' Committee/Children's Fair Committee meeting (Wednesday 7:30pm)
	25	<b>Back to School Night</b> (Thursday 6:30-7:30pm)
	29	<b>Fall conference sign-up sheets posted</b> outside classrooms beginning Monday
November	6	<b>NO SCHOOL</b> (LPS & BPS closed for professional development)
	12	<b>NO SCHOOL</b> (Veterans' Day observed-Monday)
	13 & 14	Parent-Teacher Conferences (Tuesday & Wednesday)
	14	Parents' Committee/Children's Fair Committee meeting (Wednesday 7:30pm)
	16	Children's Fair set-up (Friday afternoon until setup is done)
	17	Children's Fair (Saturday 9:00 to Noon)
	21	<b>Thanksgiving Recess begins</b> (Wed. NOON) (No Lunch or Extended Day)
	26	School reopens (Monday)
December	11 & 12	<b>Holiday presents go home</b> (Tuesday & Wednesday)
	18	<b>December Vacation begins</b> (Tuesday- 3:00pm)
January	2, 2019	<b>School reopens</b> (Wednesday)
	16	Parents' Committee meeting (Wednesday 7:30pm)
	21	<b>NO SCHOOL</b> (Monday, Martin Luther King, Jr. Day)
	26	<b>Fathers' Workshop</b> (Saturday 9:00-11:30am)
February	6	All Staff Workshop (Wednesday 7:00-9:00pm) (All Leads & Teacher Assistants) (tentative date)
	13	Parents' Committee (Wednesday 7:30pm)
	15	<b>February Vacation</b> begins (Friday-3:00pm)
	25	<b>School reopens</b> (Monday)
March	4 & 5	<i>Original Works</i> order forms & artwork go home in school bags (Mon. & Tues.) (tentative dates)
	11 & 12	<b>School Pictures</b> (Monday & Tuesday)
	13	Parents' Committee meeting (Wednesday 7:30pm)
	13 & 14	<i>Original Works</i> orders due (Wednesday & Thursday)
	14	<b>Lexington Kindergarten Orientation</b> (Thursday)
	18	TA meetings one day this week (TBD at Sept. All-Staff Orientation)
	25	<b>NO SCHOOL</b> Monday (12th Annual PAL Conference for Early Childhood Educators)
	25	TA meetings one day this week (TBD at Sept. All-Staff Orientation)
	26	<b>Conference sign-ups posted outside</b> classrooms, beginning Tuesday
	30	Fourth Annual Pancake Breakfast & Class Basket Auction (Saturday 8:30am to 11:00am)
April	8 & 9	<b>Parent-Teacher Conferences</b> (Monday & Tuesday)
	12	<b>School Closes for April Vacation</b> (Friday-3:00pm)
	22	School reopens (Monday)
	24	<b>First Aid Training</b> for some Lead teachers & TA's, all TA's-in-training (Wednesday 12:30-3:00pm)
	24	Parents' Committee Meeting (Wednesday 7:30pm)
May	15	Parents' Committee Meeting (Wednesday 7:30pm)
	16 & 17	<b>Welcome Coffees &amp; Orientation</b> for New Parents (Thursday & Friday 9:00am)
	27	<b>NO SCHOOL</b> (Memorial Day - Monday)
June	7	<b>All-Staff Luncheon</b> (Friday 12:30 pm) (No Lunch or Extended Day)
	9	Family Picnic (Sunday 4:00-6:00PM)
	13 & 14	<b>Ice Cream Socials</b> (11:00am-Noon) (No Lunch or Extended Day on Friday)

*(Items in BOLD font are firm. All others are subject to change as Committees make decisions about school events & activities.)*

## PARENT INFORMATION

A key component of any educational program is the relationship between parents and school. We encourage you to learn about us as we learn about your child and your family. Healthy, open, two-way communication between us is vital to the success of your child. Your child's teacher is always willing to speak with you about any ideas or concerns you have. She will not be available during class time but is always willing to communicate by phone or email after school. We also invite you to stop by the office at any time to offer your ideas and express your concerns because we share the goal of giving your child the best preschool program possible.

As parents, you always have the right to review our regulatory compliance status with our licensing agency the Massachusetts Department of Early Education and Care, Region 3.

### VISITING YOUR CHILD'S CLASS

MWS has an open-door policy: parents are welcome and have the right to visit the class any time their child is present. Your visits may be planned in advance or unannounced; however, you must check in at the office on arrival so that we know who is in the building at all times. Please keep in mind that the whole class will be most comfortable if your visit takes place after those early separation crises are over.

### COMMUNICATION

Most written communication--including monthly billing--goes home in your child's schoolbag, so it is important to check the bag daily to stay informed. The office publishes a green newsletter at the beginning of each month that contains information about upcoming events and school policies. Your child's teacher also sends home class newsletters to let you know more specifically what is going on in your child's class. The school website also contains current information about school happenings, as well as special classroom news in a password-protected area.

On a day-to-day basis, teachers need to know if something might affect your child's behavior, such as a sleepless night, a parent away on a trip, or a favorite pair of socks still in the washer—Oh No!. Issues of greater concern should be discussed by phone. Teachers will be happy to talk with you, but feel strongly that they should not talk about a child "over his/her head" or at the classroom door where other parents are present.

We encourage parents to communicate freely and regularly with the school, either through the classroom teachers or the office staff. Your feedback and suggestions are important to keeping MWS healthy, vital, and responsive. We take suggestions seriously and implement those we can. Call us at 781-862-8489 or email us at [office@myweekdayschool.org](mailto:office@myweekdayschool.org). We encourage you to speak up and we welcome your input.

### REPORTS AND CONFERENCES

New families fill out a form called "Birth, Health, and Family History." In August, we mail a yellow form to returning families, to be completed and returned by parents on Visiting Day in September. The school uses the information on those forms to plan a program that will help each child be comfortable and happy at MWS. On Visiting Day in September, parents of children new to the school will have an informal conversation with a one of the Directors to discuss parents' expectations for the school year, to help us understand their child's personality and current needs, and to establish an ongoing link between school and home.

Parent-Teacher Conferences are scheduled for mid-November and mid-April. Written reports of both conferences are placed in the child's file. Teachers write a third progress report in January for children on Individual Education Plans. Regular classes are cancelled on conference day so the teacher can meet individually with parents. The November conference is an opportunity for parents to share information about their children that will help the teacher understand and individualize her program for each child. The April conference provides a more detailed assessment of the child's development in the school setting. Additional conferences may be scheduled by appointment at any time.

April & November Conferences take 20 minutes. In order to exchange the most information in this short amount of time, parents arrange childcare for their children and arrive on time. Parents who are separated or divorced are asked to attend the conference together, so the teacher can convey important information about the child to both parents at the same time. Although it may be difficult to coordinate

schedules, we have found this is the best way to ensure clear communication about the child's progress and behavior in school, especially for parents that share custody of their child.

## CHILDREN'S RECORDS

Your child's file must contain certain documents. It is your obligation to provide these documents to the school in order for us to comply with state regulations. These documents include: Application, current photo of your child, Enrollment Agreement, Developmental History & Background Information, Medical and Emergency information, Health Form and current annual Physical, Proof of Immunizations, Authorization to Administer Medicine, Permission Forms I & II, Individual Health Care Plan (for children with allergies or other chronic medical conditions) and copies of court orders, custodial agreements and/or restraining orders pertaining to the custody of your child. *Failure to provide us with this information within the specified timeframe may result in suspension of your child from school until all forms are received* (see "Termination & Suspension Policy" in the last section on Business).

Student Records are maintained for each child within the school and may be viewed by the parents within two days of their request to do so. Records are confidential and may not be disseminated to anyone outside the program without written parental consent. The school will notify parents if records are subpoenaed.

Inasmuch as the file is a permanent record of the child's experience in the School, parents may request amendment, deletion, or addition to the file's contents. Upon written request, the school will transfer the child's records to the parent or to another person identified by the parent when the child is no longer in the school's care. All records will be available at the school for the Dept. of Early Education and Care. The school is obligated to notify parents of the above regulation once a year.

## PARENT INVOLVEMENT

MWS has families from all over the world and all walks of life who share the common bond of our preschool. We know that preschool is fun for your children; we want you to enjoy it, too. The years you spend at our school will be more interesting for you when you become involved in one of the many ways listed here:

~Visit your child's class: arrange with your child's teacher in advance to read a book, share a family tradition, or share your job/talents/interests with your child's class.

~Become a Room Parent: Every class has one or more volunteer room parents. They help class parents get to know each other by arranging class social events like class coffees and playground dates. They also provide an important link between the Parents' Committee and class parents by distributing information about Parents' Committee social events and organizing class participation in fundraising.

~Get involved in Parents' Committee: All parents of MWS students are automatically members of the Parents' Committee. The Parents' Committee works throughout the year as a liaison between parents and school, helps meet parental needs, organizes major fund-raising, and plans social events for parents and families. All parents are encouraged to suggest agenda items for the Parents' Committee meeting. Parents' Committee meetings are held at the school approximately one evening each month and all parents are encouraged to attend as many meetings as their family schedule allows.

~Become a Teacher Assistant: our most professional type of parent participation in which a parent enters into a contractual agreement to work one day every week in a classroom. There is a substantial tuition credit given for this commitment. Teacher assistants must attend a 7-session training program the spring before the school year they begin work. The training program includes 2 instructional sessions, first aid training, 3 sessions working in a classroom, and a wrap-up session. As part of their professional development, TA's are required to take 5 specific, one-hour online courses from home and attend our February All-Staff evening workshop. They are also expected to participate in 3 teacher meetings per school year: the September All Staff Orientation and 2 lunchtime meetings with the lead teacher of her assigned class. On the afternoon of the lunchtime meeting, the TA's child can attend our lunch program at no charge. All teachers and teacher assistants are required to register **annually** with the Massachusetts Department of Early Education and Care (DEEC) and have a Background Record Check conducted by the school before they work in a classroom.

~Attend Social Gatherings: The school hosts several events annually at which parents can meet and greet each other: New Parents coffees in May, Visiting Day in September, the October Back-to-School Open House, Fathers' Workshop in the winter, Pancake Breakfast in early spring, the All-School Family Picnic in early June, and our "Last Day of School" Ice Cream Socials. The Parents' Committee also organizes social events and outings that provide opportunities to get together in small groups throughout the year.

~Help at Fundraisers: When parents sign the green Enrollment Agreement, they commit to working at family events and fundraisers run by the Parents' Committee. One of the low-key fundraisers, Scholastic Books, is offered to families throughout the school year and gives you an opportunity to buy wonderful, current books for your child at very reasonable prices.

In November, Parents' Committee organizes the annual Children's Fair and entertainment event. This Saturday morning event is geared to young children. In past years, we have had *George the Magicia*, who had delighted audiences with his magic tricks. In addition to an age-appropriate "show", classrooms are set up with exciting age-appropriate activities. Although this fall event is mainly a social event for our students, we have consistently brought in extra money from ticket sales, so we call this a fundraiser anyway.

In the winter, your students will create beautiful pieces of artwork that can be turned into lasting objects by the company called *Original Works*. Parents will have the opportunity to order from a large selection of pieces that will make you smile every time you use them in the future.

In the spring, the Parents' Committee organizes a "*Shop at Wilson Farm Day*" that gives MWS families and friends a chance to do their weekly shopping for healthy foods. Wilson Farm then returns 20% of our sales directly to MWS. This is a very generous program that Wilson Farm runs for only 20 schools in town each year; we are very lucky to be part of their program.

In 2016, Parents' Committee held a schoolwide Pancake Breakfast on a Saturday morning in early April. This family event featured the auction of the always popular "class baskets" and Teachers' Pizza Party. It was so successful that it has become a school tradition. Spring 2019, we'll hold the 4<sup>th</sup> Annual Pancake Breakfast.

**None of this could happen without the help of every family at MWS. Fundraisers are vital to keeping our tuition low and our equipment in good condition for the safety and enjoyment of the children. We count on every family to help by volunteering time.**

## HEALTH AND SAFETY

### HEALTH CARE POLICY

The school's *Health Care Policy* is reviewed and approved by our health care consultant. A copy is available for you to read in our office at any time.

### HEALTH FORMS & EMERGENCY CONTACTS

The law requires you to provide the school with a current health form *signed by the child's doctor*. If your child has a chronic medical condition such as asthma, diabetes, or food allergies, your child's doctor must fill out and sign our pink "Individual Health Care Plan".

We are also required to watch for sore throats, eye or skin conditions, and for contagious diseases or infections. We will call you to pick up your child if (s)he becomes ill during the morning. We must have two alternates to call if you cannot be reached. Please check with your emergency contacts to be sure their numbers are correct and they know how to reach you.

### MANDATED SCREENING & IMMUNIZATIONS

Before coming to preschool, your child must have the following immunizations: 4 DTap/DTP, 1 MMR, 3 HepB, 3 or more Hib, 3 polio, and 1 varicella (chicken pox). Your child must also be screened for Lead poisoning. Even if your child's doctor tells you that Lexington is not in a high-risk area, you must provide us with proof that your child has been screened for lead poisoning. Our regulations state that every child in our program must be screened for lead poisoning, regardless of where they live. There are no religious or medical exemptions from this screening.

To quote the regulations from the Department of Early Education and Care, your child's medical records must include *"a statement signed by a physician or an employee of a health care agency obtained within one month of admission stating that the child has been screened for lead poisoning. Pursuant to Department of Public Health requirements, all children, regardless of risk, must be screened for lead poisoning at least once between the ages of 9 & 12 months and annually thereafter at ages two and three. Children must also be screened at age four if they live in a community deemed at high risk for lead poisoning by the Department of Public Health. All providers must comply with the criteria for lead poisoning screening as set forth by 105 CMR 460.050."*

### HEALTH GUIDELINES

**Given evidence of illness, the school will call parents first and then the child's emergency numbers to come take the ill child home.**

*Procedure:* From our Health Care Policy's "Plan for managing infectious disease and infection control":

"The teacher recommends and the director makes the decision to exclude a child exhibiting symptoms of illness. Parents or the emergency contacts are notified and are asked to immediately collect the child, who is kept comfortable in the office, appropriately occupied and monitored by the director as long as necessary. The teacher checks the child back into the classroom following exclusion with special attention following skin, scalp or eye infections."

We make our decisions to send an ill child home based on the "Criteria for excluding an ill or infected child from an early childhood program" as published in the book Healthcare in Daycare Settings: A guide for daycare providers in Massachusetts. We have added a copy of the criteria to Appendix.

## ADMINISTRATION OF MEDICATION

We do not administer any medication, prescription or non-prescription, without a signed permission form from the parents and the child's doctor. Medications must be in their original container with prescription label and physician's instructions for administration (good for one year). Parents are responsible for administering any "first dose" so they can monitor for adverse reactions. The school may not administer any medication the child has never had before, with the exception of medication administered on an emergency basis to prevent anaphylaxis.

The office maintains a log of all medication administered, including date, time, dosage and name of medication, by whom given, and name of child. Meds are kept in original labeled containers and stored on a high shelf near the Directors' desk or in the refrigerator. Unused portions are returned to the family when the dosage is finished, at the expiration date, or at the end of the school year, whichever comes first.

To quote the Massachusetts DEEC Regulations, "the licensee shall not administer prescription medication to a child without the written order of a physician (which may include the label on the medication) which indicates that the medication is for the specific child. No medication, whether prescription or non-prescription, shall be administered to a child without written parental authorization. The school will maintain a record of the administration of medication and will attempt to notify the parent before administering any medication *unless doing so poses a serious health risk to the child.*"

## EMERGENCY TREATMENT

According to a filed permission slip, the school may administer first aid and is authorized to notify a doctor concerning a child's condition if urgent medical attention is required. Either the director or the child's teacher will accompany the child when a visit to the hospital emergency room is required. Doctors will be allowed to treat the child even if a parent cannot be reached. The school will notify parents of a medical emergency as soon as possible, but the school is still authorized to seek medical care at its own discretion even if the parents cannot be reached. Special instructions from parents differing from this policy must be made in writing.

## EMERGENCY EVACUATION

Transportation is by parent carpooling. All children are 2.9 to 6.0 years, and each has given us the names and numbers of two people (other than parents) who will come to the school in case of an emergency. Each September on Visiting Day, teachers will verify as current each child's emergency names and numbers. We will contact the parents or emergency contacts in the order the parents list on Permission Form II (Emergency Contact Information).

In the event of an emergency evacuation, lead teachers are responsible for: maintaining an accurate attendance list, accounting for all children and staff; and bringing "live attendance" emergency contacts and a cell phone. The Directors are responsible for bringing any medications/supplies kept in the school office. After the building is evacuated, the Directors will use their cell phones to notify Lexington Emergency Services of the evacuation, if Emergency Services are not already present.

**IN THE CASE OF A MISSING CHILD:** the staff member responsible for the child will immediately alert the administrators and follow the school's "Plan for Missing Child." Teachers and administrators will systematically search all rooms, bathrooms, and storage areas, as well as the property surrounding the building. Parents and 911 will be called if the child cannot be located within 5 minutes.

**IN CASE OF A SITUATION UNIQUE TO THE BUILDING, REQUIRING LENGTHY EVACUATION OF THE BUILDING:** we will follow exit routes as posted in each room and meet on the playground. If the emergency lasts longer than 30 minutes and/or threatens to last the remainder of our day in school, we have been given permission to seek shelter at Maria Hastings School gymnasium, and to use their telephones, as well as our own staff's individual cellular telephones, to notify families to collect their children. Parents will be told the best route to Hastings so they do not interfere with the work of emergency personnel. Teachers will document when and by whom each child is picked up.

IN CASE OF AN EVACUATION OF THE AREA (chemical spill on Rte. 128, neighborhood gas leak etc.), we will drive the children in staff cars to the Walgreen's parking lot in the corner of Worthen Road and Bedford St., Lexington, or to the Lincoln St. playing fields to call drivers on cell phones to meet us there. Staff members will be released to attend to their own families providing we can maintain the proper ratios with remaining staff. Teachers will document when and by whom each child is picked up

IN CASE OF A NATURAL DISASTER, Town Emergency Services will notify us by reverse 911 call and will assign us to a shelter based on the nature of the emergency. We will drive the children in staff cars, as above. When we arrive, we will notify the parents using available telephones or staff cellular phones. Teachers will document when and by whom each child is picked up. Staff members will be released to attend to their own families providing we can maintain the proper ratios with remaining staff.

IN CASE OF LOSS OF POWER OR HEAT we will remain in the building until all parents/drivers have been notified of an early closing and approved adults have picked up all children. Teachers will use the normal attendance sheets to document departure of the students and note the special circumstance of power or heat loss at the bottom.

IN CASE OF LOSS OF WATER: if this happens before 11:00 AM and was not temporary in nature, we would notify that day's drivers of early closing by telephone as soon as possible. After 11 AM, we would notify the drivers of those on the Lunch lists, the Enrichment lists and Extended Day of early closing and remain in the building until the last child has been picked up by an approved adult. We will use baby wipes for personal hygiene and Lysol Wipes for cleaning surfaces and toys. We will follow the directions of the building manager/custodian about flushing toilets.

IN CASE OF A NEED TO SHELTER IN PLACE OR LOCK-DOWN: the Directors will determine the nature of the emergency and issue instructions to staff. See Health Care Policy in the Appendix for details.

#### FOOD ALLERGIES

My Weekday School will maintain a NUT-free environment in school from Monday to Friday. If your child has food allergies, you must give us a detailed list of the problem foods and the reaction your child has. Your child's doctor must verify this information on the Health form and fill in the MWS (pink) *INDIVIDUAL HEALTH CARE PLAN* for dealing with your child's food allergies. We reserve the right to request the results of allergy testing--done by your child's doctor--so that we can take proper care of your child in school. It is important that you keep us up-to-date on this information, especially because we are mandated to post an all-school allergy list with specific individual treatment plans for children with allergies.

In September, each teacher carefully reviews children's applications, medical records, and "Birth, Health, and Family Histories" so that she can decide what modifications she needs to make to her snack and cooking plans.

United Methodist Church Corporation of Lexington, the general manager of our building, is very aware of our need to maintain a healthy nut-free environment for the children. However, please understand that there are many outside groups that use the building on nights and weekends and they do not exercise the same caution we do in regard to food allergies.

#### SUSPECTED CHILD ABUSE OR NEGLECT POLICY SUMMARY

All teachers and teacher assistants are considered to be mandated reporters about child abuse and neglect. As such, they are required to complete an online training about the indicators of child abuse and neglect and the procedures for reporting. In addition to that, the staff is annually reminded of the physical and behavioral indicators of child abuse and neglect, and the process for reporting suspected situations, according to information from the Health & Safety in Child Care, Mass. Dept. of Health, 1995.

Teachers are mandated reporters as follows: if a teacher suspects a situation of abuse or neglect, she is asked to make careful notes and to notify both Co-Directors of details. The Co-Directors both observe the evidence and report suspicions to the Dept. of Children and Families (DCF). The Co-Directors also notify the DEEC, which conducts its own investigation.

If a staff member is named in an alleged child abuse/neglect situation, she is immediately suspended without pay until the DCF and DEEC investigations are complete. If the staff member is exonerated of all charges, the staff member will be reinstated to her original position at the discretion of the Co-Directors and

will be paid for the working days she was suspended without pay. The Co-Directors will cooperate in all investigations of abuse/neglect.

All procedures identified in DEEC Regulation 7.11 (4) will be followed.

#### TRANSPORTATION POLICY SUMMARY

**The school does not transport children to or from the program.** Parents establish carpools among themselves, and we facilitate that process, if needed. Parents must submit a form in September telling the school who will drop off the child and pick up the child every school day. Occasional changes to this schedule (for playdates, car troubles, doctor appointments, etc.) may be made on an ad hoc basis. The teacher will release a child only to those authorized by the parents; any changes are made in writing and signed by the parent. A copy of this form (Permission Form 2) is kept in the child's file in the office. Authorized persons are listed on the child's "Live Attendance" card kept by the lead teacher.

Field trip transportation is provided by parents to and from the field trip site. Staff will meet families there.

The school will transport children in certain time-critical cases:

- In a medical emergency, when a parent cannot be reached, the school will call an ambulance to transport a child to the hospital emergency room for treatment. Either the child's teacher or a co-director will accompany the child and meet the parents there.
- In an emergency evacuation of the building, the staff may transport the children to a safe area according to our Emergency Evacuation Plan contained in the Parents' Handbook. In all cases, the staff will take emergency phone numbers for the children and telephone parents as soon as we reach our assigned destination.

## THE A-B-C's OF PRESCHOOL

This section contains an alphabetical listing of basic information about how we do things at MWS. Each classroom teacher will vary some of the details to suit the children she has, so please clarify any details with the teacher if you are unsure of something.

### ARRIVAL

The doors to the classroom corridor open at 9:00AM for regular morning classes. Arriving on time sends a positive message to your child that you value preschool as **real** school. Every year we see that children who arrive late on a regular basis take a longer time to adjust to school and form friendships.

If you arrive early, you may wait in the main hall, on the playground, or in the Big Room between 8:45 and 9:00AM. You must be with your children at all times and supervise them closely on all our equipment. We reserve the right to close the Big Room for this purpose if children are not kept safe and adequately supervised.

### ART EXPERIENCES AND PROJECTS

We place the highest value on process and discovery. We use a variety of sensory materials, bright colors, and interesting "junk" to expand skills and enhance creativity. What actually arrives home may not look like much to you but it certainly took mental effort and physical skill to create. And what your child acquired in the process was manual skills & creativity, as well as the self-esteem that derives from perseverance and accomplishment. Take pride in the creations but do not probe too deeply for an explanation.

Many of our best projects are group experiences that cannot be put into individual school bags. These are an important component of the program and help the children learn to work with others to accomplish a goal. Group projects stay in the classrooms for the children to enjoy.

### BIRTHDAYS

We celebrate each child's birthday, often on a cooking day close to the actual birthday. Summer birthdays may be celebrated together at the end of the school year. Each teacher will decide how her class will celebrate birthdays so that each child feels equally celebrated. Every child is made to feel special on his/her birthday. In some classes, the birthday child helps make a cake or has a special job, like napkin helper. In other classes, the birthday child has a birthday crown or special birthday nametag. Please do not send refreshments, plates, or napkins on your child's birthday; save them for another occasion.

Invitations to your child's birthday party should be delivered by phone or mail. Also, if you schedule your child's party for after school, please leave enough time for class friends to go home, change their clothes, and get the birthday gift. Wearing party clothes to school prevents full participation in activities and wrapped presents in school bags create distractions, as well as hurt feelings if the whole class is not invited to the party.

### CHILD GUIDANCE POLICY and DISCIPLINE SUMMARY

Many parents want to know how we handle discipline. The answer is gently, firmly, and respectfully. It is the nature of young children to be impulsive and unaware of the niceties of social interaction; they are not trying to be hurtful or rude. We feel it is an important part of our job to help them learn appropriate behavior. Over time, with patient & consistent guidance by their parents and teachers, they will acquire self-control, good manners, and compassion for others. For more information about how we handle typical childhood situations when they arise in school, please see our *Child Guidance Policy* in the Appendix.

## DRESSING FOR SCHOOL

Sturdy play clothes are best, so the child will not be inhibited about participating in any aspect of the program. Children may wear dresses as long as their legs are covered to stay warm outdoors. Velcro sneakers are the best footwear for preschool. Party shoes, "uggs", boots, flip-flops, clogs, flat-soled "fashion boots", and open-backed shoes prevent a child from using our equipment safely. "Crocs" are not permitted in school.

Clothes should be comfortable and washable!! Our supplies *claim* to be washable but we cannot promise that your child's clothes will stay picture perfect. (That special outfit Grandma bought? Save it for a non-school day.)

Our playground is very windy in all seasons: please send warm clothing, including hats, boots and mittens in winter--full snowsuit when there is snow on the ground, of course. And please, put your child's name in all clothing. In a class of 15 children, there are a lot of hats, mittens, snow pants and boots to sort out!

## EXTRA CLOTHES

Regulations require us to have a complete set of spare clothes for your child at school in the event we have to change your child during the morning. This set should include **long** sleeved shirt, **long** pants, socks, underpants and undershirt. We will return these clothes to you at the end of the school year.

## FRIENDS AT SCHOOL

Parents mention two goals most often: that their children learn to socialize with peers and make friends. At school, we work on social skills everyday. Children have a natural desire to connect with each other but they need to learn certain skills in order to be successful. We are very aware that each child has a unique way of getting into the social whirl. So, we honor these individual desires and timetables while also guiding them as they develop their social skills.

For preschoolers, the term "friend" is loosely applied to anyone who likes to do what the child is doing at the moment--plain and simple. Preschool friendships are fluid, changeable, experimental and usually temporary. Thus, you may hear that a 'best friend' one day overlooked your child the next. Or maybe you'll hear your child complain she has *no* friends when, in fact, she plays with everyone; she just hasn't singled out any *one* child to be a special friend.

Children often want to have a friend before they're truly able to manage a lasting friendship. At this stage, they are learning the basics like inviting others to play, taking turns, juggling their individual ideas, and making some personal compromises in order to make play more interesting and fun for everyone.

The best advice we can give is "go with the flow." When your child is ready to play with classmates after school, he/she will ask. Start out small: maybe a play date at a neutral site like the local park or playground for a short time. Remember, for children this age, it may be too hard to have a play date at home & share special personal toys with a classmate they don't know very well yet.

## HOLIDAYS & CULTURAL CELEBRATIONS

We love holidays at MWS and invite you to share your family traditions with us. Children this age are very open to learning about all cultures--and what better way to develop an appreciation for others than by sharing an interesting family or cultural celebration? We all have much in common. Our children will be emotionally richer and socially more tolerant if their early years include positive, joyful experiences with friends from many places and many backgrounds.

\*Please, if you choose to share a special food treat with your child's class to celebrate a holiday or family tradition, we ask that you consult with your child's teacher **in advance** so she can adjust her lesson plan to accommodate it and alert you to dietary or allergy issues within the class.

## ILLNESS

We need your cooperation to keep our whole school community healthy! For your child's comfort and the well-being of others, please keep your child home when illness strikes. A drippy nose, stuffy head, upset stomach, or clogged ears could ruin your child's morning! He/she may spread even a low-grade infection to classmates or teachers. And when your child stays home, please remember to call the school to tell us WHY your child is absent.

We also encourage you to carry on our "Healthy Habits" at home:

1. Wash hands before eating and/or after using the bathroom.
2. Use tissues or the crook of the elbow--not hands--to block sneezes and coughs.
3. Help your child learn to blow his nose (Don't just wipe--blow!).

## LUNCH

Lunch is an optional program for an additional fee operating each day your child is in school; it is open to all toilet-trained children. Sign-up procedures are explained in the section "Programs Offered".

Your child usually has lunch in a different classroom with a different teacher. New students may need a few months of general success at school before they are ready to stay for lunch. Take your cues from your child.

Please pack a nutritious lunch for your child in a sturdy container and include a leak proof drink, a napkin, and a spoon or fork if needed. We do not refrigerate lunches so please include an icepack for perishables. *Do not send gum, soda, or foods in those "cute" little cans that have sharp edges when opened.* As to quantity, many children this age are satisfied with a half sandwich, a drink, a piece of fruit, and a small dessert. If your child has trouble finishing what you send, we'll let you know.

Logistically, children stay in their own classrooms with their regular teachers till they go to the lunchrooms. Children eat together sitting at tables. We encourage eating at a reasonable pace in a calm atmosphere, sitting down until they're finished. We encourage eating the "main course" before dessert. When the children are finished eating, we encourage quiet play in the lunch classroom to aid digestion. At 12:55, the children clean up the room and get ready for 1:00PM pick-up.

Because lunch takes place in a different classroom and the lunch teachers are not familiar with your carpool, you must include a note in your child's lunchbox that specifies who will pick up your child.

## LUNCH BOX SUGGESTIONS

**MWS is a totally nut-free school\*\* so please check labels on pre-packaged foods to make sure they were not made on a line with peanuts or nut-products.** Sometimes the print is very small on the ingredients list but it's worth checking so that we keep all our children safe and healthy. Soy & sunflower butters are acceptable if you include a note that says you used those instead of peanut butter.

\*These foods need to be kept cold to limit bacterial growth and prevent food poisoning.

<p><u>Vegetables &amp; Fruits</u>            Green Beans            Broccoli            Veggie sticks            Peas            Tomato slices            Cauliflower            Cut-up fruits</p> <p><b>**Prevent choking by cutting carrots, cherry &amp; grape tomatoes &amp; hot dogs lengthwise.</b></p>	<p><u>Other Edibles</u>            * Chicken wings or drumsticks            * Hard boiled eggs            * Yogurt            * Sushi            Cold cheese or veggie pizza            Cheese and crackers            * Dumplings            Tofu            Pasta, Mac &amp; Cheese            * Stew, chili or soup            California rolls            * Rolled up sliced turkey or ham</p>	<p><u>Sandwiches on bread or bagels</u>            * Chicken Salad            Cream Cheese (on fruit breads)            Cream cheese and jelly            * Fried egg or Egg Salad            * Ham            * Meat loaf            * Roast beef            * Tuna            * Turkey</p> <p><b>**No peanut butter or nut butter (like Nutella)</b>  <b>***No soda or gum</b></p>
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## MUSIC & DANCE

Music & movement are an important part of our program because they touch the heart and soul of children. We have a wonderful music teacher who meets with every class twice a month. Ms. Noriko Wada teaches the children the fundamentals of music by drawing on her background in classical music and opera. Her music classes are filled with clapping, rhythm, dancing, listening, and song. Mrs. Elizabeth Lyng, our Creative Movement teacher, also meets twice monthly with the classes and gets the children to move their young bodies in fun & challenging ways.

Every day in our regular program, we sing classic children's songs and "piggy-back" new words on familiar tunes. We play CD's for background music during the morning. And sometimes, we just turn on a CD and dance for the fun of it.

## NAPS

Even if your child has given up napping at home, you may find that preschool is sufficiently tiring that (s)he needs a nap after school. Once they build up their stamina for a very full morning of learning, children may be able to do without a nap at mid-day. As parents ourselves, we know that a nap after lunch may prevent a meltdown at dinnertime.

If children are in school more than 4 hours, we are mandated to offer a nap/rest period. This applies to children who stay for our pre-kindergarten Enrichment series or Extended Day. After lunch, we set out individual mats, dim the room lights, put on gentle music, and let the children rest with a blanket or cuddly object from home. Even if they don't sleep, they sit on mats looking at books till rest time is over.

## PARKING

First, never leave children unattended in the car while you "just pop in" to the building. And never drop your child off in the parking lot to walk into school alone; it's simply too dangerous. Please do not park your car in the Handicapped Parking spots or the Pastors' spots.

Very rarely and due to circumstances beyond our control--such as when there's a funeral at the church--you'll arrive at dismissal time to find the parking lot full. **In such cases, we'll deliver your child directly to your car.** Please stay in your car and follow the directions given to you by one of our staff members. When all drivers stay in line and proceed as directed, we're able to dismiss the whole school in less than 15 minutes. It takes patience but it really works!

## PICK-UP

Pick-up time is 12:00PM for morning classes, 1:00PM for lunch, and 2:00PM for Enrichment, and 3:00PM for Extended Day. Please be on time to pick-up your child; anxiety levels rise for the one little person left waiting...and waiting...and waiting long after other classmates have been picked up.

We need the name, in writing, of the person you authorize to pick up your child from class, lunch, Enrichment, or Extended Day. Your carpool list tells only the regular classroom teacher who's authorized to pick up. For lunch, Enrichment, and Extended Day, we need a note in the lunch box each day.

## READING

Some parents ask if we teach reading. The simple answer is no. Instead, we lay the foundation for reading by teaching age-appropriate listening, sound discrimination, and language skills. We all love books and constantly use them in our program for their wonderful stories, illustrations, and information. We strive to pass on our love of literature to your children. And we strongly encourage you to read at least two books to your child every day. Local public libraries have great collections of children's books and our own Scholastic Books program makes many of these available to you at very low cost if you want to purchase your child's favorite books. Please read, read, and read to your children every day. It's a cheap and easy way to strengthen the bond between you and it works wonders for their mental development.

## REFERRAL SERVICES

We want your child to prosper both here and in kindergarten. Sometimes a teacher sees a child having difficulty in class—over a period of time—in an area like communication or motor development. We consider young children to be “works in progress”, so we feel many of these difficulties just need time and experience to resolve. However, some problems may need special attention and expertise. For instance, a child may consistently have trouble following directions, using materials productively, or organizing work.

If we have questions about your child’s development, we’ll work with you to gather all the information we can to pinpoint the problem. After discussing the problem together, we may ask for outside guidance or evaluation from the Special Education Department of your local public schools. They provide excellent evaluation services--free of charge—to any town resident. If their evaluation determines your child needs extra help, the SPED department will provide therapeutic services for your child, also free of charge.

We’re very lucky to have the cooperation and assistance of local public schools. We strongly believe in getting to a problem early so that each child gets the most out of every year in school. Never hesitate to bring up your concerns to the teacher; we’ll work with you to get the best for your child. Our formal “Referral Policy” is in the back of this handbook.

## SCHOOL BAGS

Children should bring a bag to school every day. **Backpacks are a problem:** the shape & zipper make it very difficult to pack and wonderful projects get crushed in the process. The best bag is an open-topped double-handled shopping bag or 'boat bag'. If your child insists on having a backpack, use it as your "car bag" and still provide us with an open flat-bottomed 'boat bag' for school. In winter when we need snow clothes daily, a separate (large) waterproof bag for wet snowsuits and boots will become a necessity. These are readily available for less than \$2 at stores like Old Navy, Target, Whole Foods, etc. Please label both bags with your child’s name and *please check the bag daily for notes from school!!*

## SEPARATION

Separation problems are a part of life for preschoolers. We completely understand that because we’re all mothers who have “been there, done that.” Brand new students have a right to hesitate when they’re handed over to new people. Even experienced students have second thoughts about going to school now & then and can give their parents a really hard time at 9:00AM. Our goal is for your children to have a happy and productive time in school and to gain self-confidence as they make this big step toward independence.

If you find your child having separation problems, you should work out with your child’s teacher the best approach for your child: should it be a program of gradual separation or a “Good-bye and Cry” approach?

You and the teacher may decide it will ease your child’s adjustment if you stay for part of the first few sessions—the gradual separation approach. If so, please remain in the background--if your child lets you. We want your child to learn to rely on the teacher for support and to discover that he can venture forth into a new situation on his own. Bear in mind, your *prolonged presence* might inhibit your child from transferring some emotional dependence to his teacher--a very special and necessary first step to developing emotional independence.

If you choose the “Goodbye & Cry” approach, rest assured that all our teachers have a lot of hugs to offer and we put on extra staffing in the early days of school to make sure we have enough laps, too. Usually, a child who cries when a parent leaves settles down within a few minutes. If crying persists, we’ll call you on your cell or at home because we don’t want anyone to be truly miserable ☹

In all cases, it helps if you express calm confidence that your child can make it through the morning without you. We know you’ll miss him--but saying so with an anxious voice will make him wonder if he’s hurting *your feelings* when he has fun at school without you.

Our teachers have had lots of experience with children. Please work with them to make the opening of school, and every morning thereafter, successful for your child.

## SLEEP

Tired children have a hard time learning in school and socializing with peers. If you want your child to get the most from school, make sure he/she gets a good night's sleep!! Studies have found that preschoolers need 10 to 12 hours of sleep in a 24-hour period. Children who have a regular bedtime and waking time--that assures at least 10 hours of sleep--are better able to cope with preschool than children who are chronically tired or have random bedtimes that vary from day to day. (And when they awaken from a good night's sleep, give them a healthy breakfast to wake up their brains & energize their bodies.)

## SNACKS

The school provides a mid-morning snack every day. Snacks include a fruit or vegetable, something the children make on Cooking Day, and dry snacks like cereal, crackers, or popcorn. We serve water in individually labeled cups that are washed and sanitized daily. Special diets and allergies vary from class to class; we *usually* can accommodate them in our regular school program once the parent has informed the teacher about the nature and extent of the accommodation needed. It's critical to keep your child's teacher informed about allergies and special diet needs so we can keep your child safe.

If you want to provide a special treat for your child's class, please check first with the teacher to make sure there are no special restrictions.

## TALKING ABOUT SCHOOL WITH YOUR CHILD

Please limit your summer discussion of "going to school." Small children become quite anxious when situations are oversold and when they can't picture a place they've never seen. September is a long way off from June. Pleasant but infrequent references during the summer are usually enough. However, if you've arranged a carpool with new people, introductions ahead of time to the children and drivers will help ease your child into carpooling come September.

A class list will be included in the August mailing. Many families have found it helpful to get together in late August or early September. When children meet and play together at a neutral site like a local playground, they are happy to see familiar faces when school opens.

## TOILETING

When a child learns to use the toilet, it's an important developmental milestone and gives a big boost to the child's self-confidence and independence. We hope that all families make a consistent effort to toilet train their children before school starts. We are ready to support you in your efforts. Summer is a good time to work on this but please, *don't pressure your children by telling them they must be fully trained in order to go to school.* 'Pull-ups' are wonderful but children never feel wet or uncomfortable in them so using them might actually prolong the toilet-training period. Sometimes, it's better to use old-fashioned cotton training pants so they have some incentive to stay dry.

In school, we ask each child to visit the bathroom each morning. Even if they say they "don't have to go", we ask them to try. We rarely have a problem in school because this is a simple expectation, calmly stated, and because everyone in the class uses the bathroom.

You will help your child achieve this important milestone if you buy clothes your child can easily manipulate. Sweatpants or other elastic waist pants are the best until your child gains full bladder control and dressing skills. *Button, snaps, belts, blue jeans all work against the child who may be in a hurry!!* And, in school, children always wash hands after using the toilet.

## TOOTHBRUSHING

Children who are in school longer than four hours or consume a meal at school will be given the opportunity to brush their teeth. They will use disposable toothbrushes--without toothpaste--and will rinse with water. Parents may sign a form to exercise their right to "opt out" of tooth brushing.

## TOYS AND BOOKS FROM HOME

Books are always welcome from home. However, other items from home—like blankets, toys, dolls, stuffed animals, cars, trucks—are incompatible with class activities, so we put them away in the child's bag. No guns, weapons, capes, or other glorified accessories of destruction are allowed at MWS.

## TV, VIDEO AND COMPUTER GAMES

Unfortunately, aggressive themes--from children's cartoon shows, video games, and computer games--are making their way onto our playground and into our classrooms. The children who have social problems and play aggressively are often the ones who have a lot of "screen time" that features good guys-bad guys. Research consistently identifies several problems for preschoolers who view too much TV, especially with aggressive or violent themes:

1. *It robs them of time for adult-child interaction and their own playtime, two activities crucial to the development of intelligence and imagination.*
2. *It is potentially over-stimulating to still-developing neurological systems, and that may result in a short attention span and hyperactivity.*
3. *Children who view violent acts on screen are more likely to show aggressive behavior and also fear that the world is scary and that something bad will happen to them.*

Please limit the amount of "tube time" for your child, whether TV, smart phone, or computer games. And when he/she does watch, please carefully monitor the programs. We would much rather see a child use his/her free time playing with good toys, actively exploring the world around him, socializing with friends and neighbors, or just plain day dreaming. It will be healthier for them now & better for their development.

## TYPICAL DAY AT SCHOOL

Each teacher writes a lesson plan for the week and follows a schedule that helps us manage shared spaces, like the Big Room and playground. The 3's usually have larger blocks of time to work into tasks gently and they do all out-of-room activities together, as a whole class. The 4's make transitions more easily and appreciate lots of variety, so they usually have more activities in a morning and make changes from large group to small group activities more frequently.

Generally speaking, our daily class schedules run as follows:

9:00-10:00	Free play, cooking, art, meeting
10:00-11:00	Big Room, Circle Time, clean-up, snack
11:00-Noon	Playground, Story, Sharing, Closing Circle

Free play is a special time in which the children meet up and match up--in dramatic play, over a board game, building on the rug, side-by-side at the sand table or play dough. Rooms are set up with materials appropriate for the age group and the teachers quietly interact with individuals and small groups to make them comfortable or guide them to a new level of play and discovery.

Group times (Circle, meeting, story, sharing) challenge the children to listen to the teacher or to classmates, to wait and take turns, to apply their thoughts or ideas to the topic being discussed, to participate in science experiments, and to learn new material like songs and finger plays.

Snack is also a learning time at school. Children have an opportunity to talk to friends quietly, to use good manners appropriate to eating in public (sitting, waiting for all to be served, asking for seconds politely, eating with mouths closed), and to participate in cleaning up after a meal.

Gross motor opportunities are available in the Big Room and playground daily. At other times, teachers may lead their group in Creative Movement activities or hold spontaneous dance parties.

***Teachers adjust their programs, schedules, and routines periodically because class chemistry changes as the children grow. One thing remains uppermost in our minds and guides us as we teach: children have only one chance to be three, or four, or five—to be children. We want to make it rich and full, safe and special for them!***

## BUSINESS

### FEE SCHEDULE 2018-2019

REGISTRATION FEE: \$200.00 **non-refundable** fee is due with application; \$300 if enrolling 2 or more children in the same school year.

TUITION	ANNUAL TUITION & FEES	Monthly Payment
2 Day Class	\$3380.00 + \$100 CFF	\$435.00
3 Day Class	\$4788.00 + \$100 CFF	\$611.00
4 Day Class	\$6180.00 + \$100 CFF	\$785.00
5 Day Class	\$7460.00 + \$100 CFF	\$945.00

Capital Fund Fee (CFF) replaces the annual evening Auction Fundraiser; it is a **one-time** fee collected with the first tuition payment made in June.

Tuition payments are due: 6/1, 9/1, 10/1, 11/1, 12/1, 1/1, 2/1, & 3/1.

Tuition discounts are given to:

- ~siblings who attend MWS simultaneously (10% off total tuition for 2 children; 15% off total tuition for 3 children attending at the same time; 20% off total tuition for 4 children attending at the same time.)
- ~members of St. John's Korean Methodist Church.

Alternate tuition billing schedules can be arranged with the Business Manager.

Teacher Assistant Tuition Credit: \$1100 for first year TA's      \$1200 after the first year

#### OPTIONAL FEES:

Early Drop-Off	8:00-9:00	\$12.00/morning	
Lunch Program	Noon-1:00	\$12.00/lunch	(discounted for permanent sign-up)
Extended Day	Noon-3:00	\$36.00/day	(discounted for permanent sign-up)
Enrichment (Pre-K classes)	Noon-2:00	\$30/afternoon	(Enrichment sessions are 1 day/week for 3-5 weeks)

#### SCHOLARSHIPS

We are able to offer partial tuition scholarships to families who need them. Funds are limited but we make every effort to meet your needs. You may pick up an application from the school office any time after January for the following school year. All completed applications are due May 1st.

We gratefully accept donations to our three scholarship funds honoring long-time supporter of My Weekday School Tillie Khiralla, MWS founding director Midge Williams, and former director of MWS Barbara Moore. All donations are tax deductible.

We also accept LexFUN scholarships that are awarded to children who live in and attend preschools in Lexington. LexFUN scholarship applications are available on their website or in our school office.

#### TERMINATION & SUSPENSION POLICY

We make every effort to help a child succeed at My Weekday School. In the rare event that we must consider suspension or termination of a child's enrollment, the Directors will meet with parents to discuss options that would help avoid termination or suspension. During the meeting, Directors will work with the parents to develop a plan that might include additional services or support staff, a plan for behavioral intervention at home and/or referrals for further evaluation, diagnosis, and therapy.

A child's enrollment in the My Weekday School will be suspended for the following two reasons:

- after 2 written notifications, failure to comply with the school's request for information and/or action required by the Department of Early Education and Care to maintain compliance with state licensing standards.
- failure to pay tuition installments or to make arrangements for a payment schedule with the school's business manager.

The child will be reinstated and may return to school when the parents comply with the above.

When efforts to negotiate have failed, a child's enrollment in the My Weekday School will be terminated, with two weeks written and verbal advance notice, for any one of the following reasons:

- A child will be terminated if he/she has been suspended for one (1) month for either of the two above reasons and parents are still in non-compliance.
- after a meeting with the Directors, failure to act on referrals made by the school's staff, which would be necessary to provide an appropriate educational environment and curriculum for the child.
- the use of cruel or abusive language or action by a parent toward a staff member of the My Weekday School.
- when the safety of this child, other children, or staff is at stake.

In most cases, the family will be given the 2 weeks notice. My Weekday School reserves the right to shorten the 2-week notice if staff feels the safety of the child, other children, or staff is at stake.

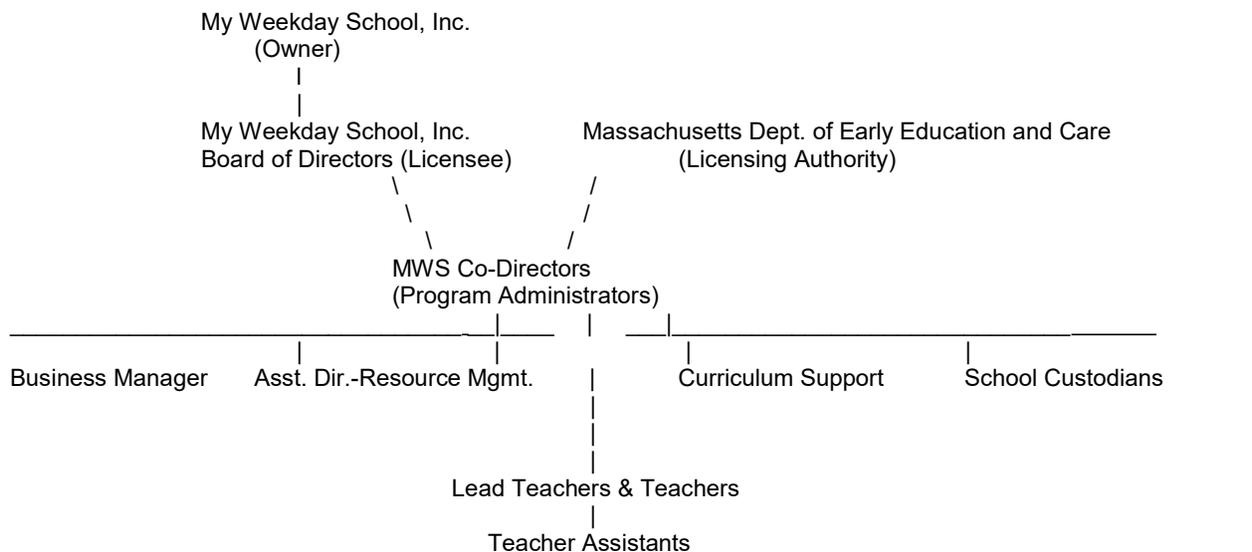
The parents will be given information regarding other placements and school administrators will make every effort to assist them in finding a second placement. In all cases, the child will be appropriately prepared for the termination.

#### LICENSING & ADMINISTRATIVE ORGANIZATION

My Weekday School, Inc. is regulated and licensed by the Massachusetts Department of Early Education and Care. Our school is inspected annually and re-licensed biannually. Parents have the right to contact the DEEC at any time for information regarding our regulatory compliance history. The director of our regional office of the DEEC may be reached by phone at 978-681-9684 X309 or by mail at: Department of Early Education and Care, Region 3 Office, 360 Merrimack St., Bldg. 9, 3<sup>rd</sup> Floor, Lawrence, MA 01846.

#### Administrative Organization

My Weekday School  
2600 Massachusetts Ave.  
Lexington, MA 02421  
781-862-8489



# ATTACHMENTS

THIS SECTION CONTAINS THE FOLLOWING ATTACHMENTS FOR INFORMATION AND REFERENCE:

1. MWS Policy on Child Guidance
2. MWS Class Placement Policy
3. MWS Referral Policy
4. Massachusetts Child Passenger Restraint Law, approved April 11, 2008
5. Health Care Policy, including MWS Health Guidelines, Child Guidance Policy, Transportation Policy, and “The Flu: A Guide for Parents”, from the MA Department of Public Health

MY WEEKDAY SCHOOL, INC.  
***Policy on Child Guidance***

Our first step in positive behavior management is to check out the rules: are there too many; are they reasonable; do they include student and teacher needs; have they been made clear to all? We want children to be aware but not anxious about our expectations of them. Safety, social development, and the best use of space and materials are among our goals. Our guiding principles are “maximizing the growth and development of all children and protecting the group and individuals within it.” [7.05 (7)]

The best method of discipline provides a child with both information and practice in how to handle a difficult situation the next time it arises. Therefore, we verbalize expectations, feelings and steps toward acceptable behavior: we “talk it through” with the child, urging him to use language as a tool in problem solving. Remember that talking it through often involves a good bit of listening on the adult's part and shouldn't ever be an adult soapbox.

The children themselves are involved in establishing rules when it's appropriate and feasible to invite their input as an exercise in problem solving. Many teachers have introduced "Feelings: How We Treat Each Other" and "Community" units to increase social interaction and safety awareness. Spontaneous discussion about rules is encouraged and likely to occur during a general circle time.

Teacher intervention is often simple reminding or even wordless intervention - a touch on the shoulder, etc. The "divide and divert" method is often used with children who find cooperative play difficult. If a child is removed from an activity for any reason, he is provided with an alternative activity and will be told exactly why it happened. As for saying, “Sorry”, a young child cannot be expected to put himself in another's shoes, nor can he be expected to feel sorry enough to say so right away. When a social mishap occurs—whether accidental or intentional--both parties need to understand what happened and deserve a chance to recover with dignity.

When it is necessary to remove a child from his audience (and a tantrum can fall into this category), a teacher or teacher assistant will go into the hall with the child, ready to talk about it when things calm down, to perhaps offer physical comfort, and to wait for the child to be ready to reenter the class on new terms. A child is never left alone anywhere outside the classroom. We don't use “time out” per se: we help the child stop, think, and regroup both emotionally and physically before resuming play.

The following guidelines are from the Department of Early Education and Cared Rules and Regulations governing the licensing of our schools:

“7.05 (7 & 8)

Educators must direct child guidance to the goal of maximizing the growth and development of the children and protecting the group and individuals within it.

The following practices are strictly prohibited:

- a. spanking or other corporal punishment of children;
- b. subjecting children to cruel or severe punishment such as humiliation, verbal or physical abuse, neglect, or abusive treatment including any type of physical hitting inflicted in any manner upon the body, shaking, threats, or derogatory remarks;
- c. depriving children of outdoor time, meals or snacks; force feeding children or otherwise making them eat against their will, or in any way using food as a consequence;

- d. disciplining a child for soiling, wetting, or not using the toilet; forcing a child to remain in soiled clothing or to remain on the toilet, or using any other unusual or excessive practices for toileting;
- e. confining a child to a swing, high chair, crib, playpen or any other piece of equipment for an extended period of time in lieu of supervision; and
- f. excessive time-out. Time-out may not exceed one minute for each year of the child's age and must take place within an educator's view.

MY WEEKDAY SCHOOL, INC.  
***Policy on Class Placement***

When we build our classes, we consider both the child as an individual and the balance of the class as a whole. Regarding the individual child, we think about:

- a child's need for *particular* stimulation
- a child's best all-around learning environment
- a particular social context: should Child A and Child B be together a second year

When we consider the class as a whole, we try to establish a good balance that includes:

- a broad range of birthdays for the class
- a fair distribution of boys and girls
- not too many individual needs of a given kind such as speech or behavior
- a balance of physical /cerebral children, verbal/non-verbal children, etc.

Children in the pre-K classes have many opportunities to play together in school, even if they aren't in the same class. Our 4's share the Big Room, the playground, and many curriculum experiences. Good friends who are placed in different classes have the best of all worlds: they can play together in shared spaces and they can make new friends in their own class. In our experience, long-time buddies (or even twins) often have a better chance to blossom if they enroll in different classes after their first year.

By the time we finalize class placements in mid-summer, we will have spent many hours working with and observing the children. We will have a good idea of their learning styles, strengths and learning needs. Preschool is not only fun; it's also serious education. Therefore, we'll place each child in the class we feel will provide a healthy challenge to developing skills and will optimize his/her learning in the coming year.

**We always welcome parental input about their children, but we retain the right and responsibility to make final decisions on the class-placement of the children.**

MY WEEKDAY SCHOOL, INC.  
***Policy on Referrals***

Whenever any staff member is concerned about a child's development or behavior, and feels that further evaluation should be done, it should be reported to the child's classroom teacher, who will review the concerns with the Directors. The teacher will complete an observation report and review the child's record prior to discussing her concerns with the parents.

With the approval of the Directors, the child's teacher will schedule a meeting with parents to notify them of the school's concerns. At the meeting, the parents will be given a written statement, including the reason for recommending a referral, a brief summary of the school's observations related to the referral, and indications of any efforts the school may have made to accommodate the child's needs.

The Directors will maintain a current list of referral resources in the community for children in need of medical, educational, social or mental health services. This list shall include the contact person for Chapter 766 and Early Intervention Program referrals.

Parents will be encouraged to call for the suggested evaluation. The Directors or their designee will offer assistance to the child's parents in initiating the referral. However, with written parental consent, the center may contact the referral agency.

The Directors or their designee will inform the child's parents of the availability of public services and their rights under Chapter 766 if a child is at least 2 1/2 years old. If a child is under the age of three, the Directors will inform the child's parents of the availability of services provided by Early Intervention Programs.

Where appropriate, the Directors or their designee will participate in devising an individual education plan for the child. They will assign the child's teacher to be the liaison to the service providers and will consult with and assist special education personnel in meeting the child's needs. The parents of children receiving special services will review the child's progress with his/her teacher every three months and a written report will be entered into the child's file. If a child is not found in need of services, the school will review the child's progress every three months to determine if another referral is necessary.

If parents refuse to make the referrals for assessment or refuse to sign the Individual Education Plan, the Directors will assess the ability of the school to serve the child adequately without this support. If they conclude that it would place an undue burden on the school to continue serving the child *without* special testing or program support, they will prepare a letter of termination, including written documentation of the undue burden to the school in continuing to serve the child. The school will follow its procedures for termination, as outlined in the Termination and Suspension Policy and will assist the parents and child in transitioning to an appropriate and acceptable program.

COMMONWEALTH OF MASSACHUSETTS  
Chapter 79 of the Acts of 2008  
**AN ACT RELATIVE TO CHILD PASSENGER SAFETY**

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:*

**SECTION 1.** Section 1 of chapter 90 of the General Laws, as appearing in the 2006 Official Edition, is hereby amended by striking out the definition of "Child passenger restraint" and inserting in place thereof the following definition:-

"Child Passenger restraint", a specifically designed seating system which meets the United States Department of Transportation Federal Motor Vehicle Safety Standards, as established in 49 C.F.R. 571.213, which is either permanently affixed to a motor vehicle or is affixed to such vehicle by a safety belt or a universal attachment system.

**SECTION 2.** Section 7AA of said chapter 90, as so appearing, is hereby amended by striking out the first 2 paragraphs and inserting in place thereof the following 2 paragraphs:-

A passenger in a motor vehicle on any way who is under the age of 8 shall be fastened and secured by a child passenger restraint, unless such passenger measures more than 57 inches in height. The child passenger restraint shall be properly fastened and secured according to the manufacturer's instructions.

Unless required to be properly fastened and secured by a child passenger restraint under the preceding paragraph, a passenger in a motor vehicle on any way that is under the age of 13 shall wear a safety belt which is properly adjusted and fastened according to the manufacturer's instructions.

*Approved April 11, 2008*

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**MWS Health Care Policy**

In accordance with Massachusetts Department of Early Education and Care Regulations for Group Day Care Licensing 606 CMR 7.11, this document includes the following sections:

1. Emergency phone numbers
2. Procedures to follow in case of illness or emergency
3. Procedures for using and maintaining first aid supplies
4. Plan for evacuation
5. Plan for care of mildly ill children and individual children with special health needs
6. Plan for administering medicine
7. Procedure for identifying and reporting suspected child abuse or neglect
8. Plan for injury prevention
9. Plan for managing infectious diseases
10. Plan for infection control
11. Attachments

Section 1. EMERGENCY PHONE NUMBERS

<p><b>Police 911</b>  <b>Fire 911</b>  <b>Ambulance 911</b></p> <p>Dept. Early Education &amp; Care (DEEC)          Region 3 Office          360 Merrimack St., Bldg. 9,          3<sup>rd</sup> Floor          Lawrence, MA 01843          978-681-9684</p>	<p>MA. Dept. of Children &amp; Families          (Area Office—Arlington)          30 Mystic Street          Arlington, MA 02474          (781) 641-8500          1-800-769-4615          Fax: (781) 646-5172</p> <p>MA. Dept. of Public Health          Northeast Regional Office          781-851-7261</p> <p>Poison Control Center          1-800-222-1222</p>	<p><b>Hospitals to use:</b></p> <p>Lahey Clinic          Emergency Room          Mall Road, Burlington, MA 01803          781-273-8100</p> <p>Emerson Hospital          Emergency Room          Route 2, Concord          1-978-369-1400</p>
<p><b><u>MWS Directors' home &amp; cell phones:</u></b></p> <p>Ruth Carlson          781-862-6974          781-820-6974 (cell)</p> <p>Pat McClure          781-861-9621 (cell)          1-508-432-7271 (cell 2)</p>		<p><b>Health Care Consultant</b></p> <p>Dr. Gretchen Kind          617-413-2388</p>
<p><b>Utilities</b>  <u>Gas:</u> National Grid (Emergency) 1-800-231-5325  <u>Electricity:</u> Eversource (Emergency) 1-800-592-2000  <u>Water:</u> Lexington Public Works-Service Dept. 781-861-2757</p>		
<p>Information you need to give when calling 911:</p> <ol style="list-style-type: none"> <li>1. Your name</li> <li>2. Name &amp; address of the school: My Weekday School              2600 Mass Ave.              Lexington, MA 02421 781-862-8489</li> <li>3. School Entrance: Use right hand door off rear parking lot</li> <li>4. Where the emergency is located (what classroom, Big Room, playground or other?)</li> </ol>		

## Section 2. PROCEDURES FOR EMERGENCIES AND ILLNESS

All teachers and teacher assistants must be first aid certified. All lead teachers must be CPR certified. At least one CPR certified staff member will be present when school is in session.

In a medical emergency, the lead teacher or her designee will immediately administer first aid and notify the school office. She will bring the ill or injured child to the school office if possible and will assign one of her staff to conduct the class until she is finished dealing with the medical emergency. The Directors will be in charge of the situation and will determine the nature and severity of the situation. Directors or their designee will notify the parents or the child's emergency contacts by phone if the parents cannot be reached. Parents/emergency contacts will be asked to come collect the child, unless severity warrants meeting them at the hospital. Directors will assist them in any way needed.

If time is a factor, the director or lead teacher will accompany the child in the ambulance to the hospital--without *first* contacting the parents--and will carry a copy of the child's file, including permission forms and pertinent medical insurance information. If the medical situation is not critical, the child will rest in the school office near the director who will monitor the situation, keeping the child comfortable and appropriately occupied until someone arrives.

The lead teacher will notify parents and Directors of all illnesses, accidents, and first aid administered, and will suggest that the child be checked by a doctor, if necessary. An injury report will be sent home within 24 hours to be signed by the parents, returned to the school, logged in, placed in the child's file, and a copy given to parents. The lead teacher or directors will call parents the day of the injury/illness to follow up on the child's condition. The Directors will notify the DEEC of any injury, illness, or death that occurs during hours the child is enrolled in our care that requires hospitalization or emergency medical treatment.

For a field trip, the lead teacher will tell the office where she is traveling and the route, if the class is walking. She will take the portable first aid kit, emergency contact cards, and a cell phone. Before leaving the school, she will review field trip safety procedures with her staff and the children. If an emergency occurs, she will determine how serious the injury is and immediately administer first aid. She will have one of her assistants call 911, if necessary, and then call the school office. Her assistants will be responsible for keeping the other children gathered together on the scene, if it is safe, until the office staff can reach them to help. The Director or her designee will call parents or emergency contacts immediately. Notification of DEEC and filing an injury report will be the same as an emergency at school.

## Section 3. PROCEDURES FOR USING AND MAINTAINING FIRST AID EQUIPMENT

The main first aid kit is in the school office on clearly labeled shelves behind the directors' desk. The office also houses the "traveling" first aid kits to be taken by the lead teacher when the class takes a walk or goes on a field trip. In addition, each classroom, the Big Room, and the shed on the playground contain compact first aid kits with band-aids, cold packs, disposable gloves, and tissues. Except for washing superficial scrapes and applying band-aids in these locations, the child is brought to the office by a staff member for evaluation and first aid.

Directors are responsible for keeping the kits adequately supplied, the manuals in place, and for monitoring the use of the kits and the practice of first aid by the staff. The Directors are responsible for all medications, ensuring they are still current, and that there is proper signed authorization to administer them. As required, the main first aid kit contains band-aids, gauze pads, adhesive tape, tweezers, bandage compress, scissors, disposable non-latex gloves, gauze roller bandage, instant cold packs, and thermometer. We have added a triangular bandage and elastic bandage, and there are splints located near the kit. Small bags of ice cubes are in the church freezer to use on the face in place of chemical ice packs. The "traveling" first aid kit contains basic 1<sup>st</sup> Aid supplies as well as permission forms and/or emergency contact information and school ID bracelets for the children to wear. Teachers are required to carry a cell phone when they leave the premises on a walk or a field trip.

#### Section 4. PLAN FOR EMERGENCY EVACUATION

The school has no infants, toddlers, or cribs to consider. Evacuation routes are posted at the exits to all rooms used by the School. All staff are trained in evacuation procedures at September All-Staff Orientation. Attendance is taken early in the day and active attendance cards are carried by teachers for each child that leaves the classroom. In an evacuation, the lead teacher takes attendance before she leads them out of the building and again when they gather inside the gates of the playground. The Director and office staff will check all spaces (including closets and bathrooms) at all levels before closing classroom doors and leaving the building themselves. The Directors or Fire Dept. will tell the classes when they may return to the building. Evacuation drills are conducted monthly at various times in the school day. Directors document and sign a Fired Drill Log in the main office for each evacuation including date, time, exit routes used, number of children evacuated, weather conditions, and effectiveness.

##### Contingency plan for emergency evacuation:

Transportation is by parent carpooling. All children are 2.9 to 6.0 years, and parents give us the names and numbers of two people (other than parents) who will come to the school in case of an emergency. Each September on Visiting Day, teachers will verify each child's emergency names and numbers; changes made to this information by parents will be included in the child's file and updated on the teacher's Live Attendance cards. We will contact the parents or emergency contacts in the order of preference parents list on Permission Form II (Emergency Contact Information).

IN THE CASE OF A MISSING CHILD: the staff member responsible for the child will immediately alert the administrators and follow the school's Plan for Missing Child. Teachers and administrators will systematically search all rooms, bathrooms, and storage areas, as well as the property surrounding the building. Parents and 911 will be called if the child cannot be located within 5 minutes.

IN THE CASE OF AN EMERGENCY EVACUATION OF THE BUILDING. Directors or their designees will call 911 by cell phone after all children are safely out of the building. They will call DEEC as soon as the children are settled and properly accounted for in their designated meeting area. In all cases of emergency building evacuation, we will release children to their parents that same day and we will not have issues of heat, food, fire/smoke alarms, lighting, or food storage.

IN THE CASE OF AN EMERGENCY EVACUATION OF THE BUILDING OR A PRACTICE EVACUATION, the teacher is responsible for taking emergency contact information, attendance information, and leading the children out of the building and across to the playground, where they will congregate until given the All Clear to return to the building. Teachers will count the children on arrival in the safe area and do a visual comparison of the children against the attendance sheet. The Directors and the Business Manager will complete a visual inspection of every classroom, bathroom, and program space to ensure no one has been left behind. Practice evacuations will be conducted monthly by the Directors and quarterly by the Fire Department using various escape routes, under varying weather conditions, and at various times of day. Drills will be documented in the Fire Drill Log attached to the school calendar and will include date, time, conditions, number of evacuees, time it took to evacuate, and problems that arose. The results will be reviewed immediately by the Directors and quarterly by the Fire Department.

ESCAPE ROUTES. Escape route from the lower floor (Big Room level) will be up the stairs of the Grand Corridor and out the glass entry doors to the parking lot and on to the playground; the alternate route from the lower floor will be up the front stairs to the sanctuary and out the front doors of the church. Escape route from the classroom floor will be out the classroom doors to the main corridor, then out the glass doors for Rooms 11, 12, and 13. For rooms 14, 15, and 16, escape route is through the corridor to the glass doors closest to Crosby Road. From the upper floor Music Room/Creative Movement room, the escape route is down the stairs and out the glass entry doors.

DESIGNATED MEETING AREA FOLLOWING AN EVACUATION is the playground or the parking spaces closest to the playground. Children and teachers will gather in a circle as the teacher verifies the presence of each child. They will remain in this area until given the "all clear" to return to the building.

IN CASE OF A SITUATION UNIQUE TO THE BUILDING, REQUIRING LENGTHY EVACUATION OF THE BUILDING: we have been given permission to walk the children across the street to the Maria Hastings School gymnasium, and to use their telephones, as well as our own staff's individual cellular telephones, to call parents to collect their children. Parents will be told the best route to Hastings so they do not interfere with the work of emergency personnel. Directors will carry medications and the consent forms for children who have authorized prescriptions. Teachers will document when and by whom the children are picked up. Hastings School will provide bathroom facilities, water and food, if necessary.

IN CASE OF AN EVACUATION OF THE AREA (chemical spill on Rte. 128, neighborhood gas leak etc.), we will drive the children in staff cars to the Walgreen's parking lot in the corner of Worthen Road and Bedford St., Lexington, or to the Lincoln St. playing fields. We will use cell phones to call parents to meet us there. Teachers will document when and by whom children are picked up. Staff members will be released to attend to their own families only if we can maintain the proper ratios with remaining staff.

IN CASE OF A NATURAL DISASTER, the Fire Department will assign us to a shelter based on the nature of the emergency. We will drive the children in staff cars as above. When we arrive, we will notify the parents using available telephones or staff cellular phones. Teachers will document when and by whom children are picked up. Staff members will be released to attend to their own families only if we can maintain the proper ratios with remaining staff.

IN CASE OF LOSS OF POWER OR HEAT we would still have water and telephone service, so could remain in the building, with outdoor clothing on for warmth, for as long as it would take us to phone parents to notify them of an early closing. Teachers will use the normal attendance sheets to document departure of the students and note the special circumstance of power or heat loss at the bottom. We would maintain appropriate staffing until the last child has been picked up.

IN CASE OF LOSS OF WATER: if this happened before 11:00 AM and was not temporary in nature, we would notify that day's drivers by telephone of early closing for all children, as soon as possible. After 11:00 AM, we would notify by phone the drivers of those on the Lunch lists, the Enrichment lists, and Extended Day of early closing. We would hold the rest of the children for scheduled pick-up at NOON. We will use bottled water and paper cups for drinking. We will use baby wipes for personal hygiene and Lysol Wipes for cleaning surfaces and toys. We will follow the directions of the building manager/custodian about flushing toilets.

SHELTERING IN PLACE--SHORT TERM: if the emergency is short term such as the loss of electricity, water, or heat, Directors will decide whether and when we will close the school, based on the information given to them by utility workers and/or the building maintenance manager. If a decision is made to close, Directors and teachers will call parents to collect their children. We will continue our daily activities until all children have been picked up by authorized drivers and logged out on the attendance sheet. As our program is conducted only during daylight hours, there will be no need for emergency lighting. We will consume snack foods and water from the supply on hand. If the situation requires, we will enlist the aid of the building manager and church personnel to shut off electricity, gas, and/or water.

SHELTERING IN PLACE—LOCK-DOWN: If the school comes under threat from an intruder, the Directors will declare an emergency immediately. The Directors will designate one of the office personnel to call 911. The Directors will notify classroom personnel by voice and/or by cell phone when they are to take shelter and when the emergency is over.

Once the emergency is declared, teachers will immediately count their children to make sure all are present. In the classroom: teachers will lock their classroom doors and turn out the lights. They will gather children under the classroom lofts and within adjoining bathroom areas. They will designate a teacher assistant to close the shades. In the Big Room: teachers will lead children into the MWS storage room next to the kitchen and the Bomb Shelter and lock the doors. In the Music/Creative Movement Room (choir room upstairs), teachers will close and lock the door to the room; they will close the blinds and discontinue Music/Creative Movement activities; and they will keep the children seated and quiet.

In all cases, teachers will bring their Live Attendance cards into the shelter areas. Teachers will count the children as they enter the shelter areas and again when they are seated to make sure all are present in shelter. Teachers and Teacher Assistants will work together to keep the children calm and quiet for the

duration of the Lock-Down. They will call parents when the police or other emergency officials tell them it is safe to do so.

Access to food, water, medications, or first aid while in shelter will be extremely limited. If the emergency extends to more than a few minutes, teachers will encourage the children to be patient and they will use whatever food/water supplies are proximate to their sheltered area, unless doing so will endanger staff or children.

#### Section 5. PLAN FOR MEETING THE NEEDS OF MILDLY ILL CHILDREN AND/OR HEALTH NEEDS OF INDIVIDUAL CHILDREN

We use the “Criteria for Excluding Children from Child Care” adapted from Health and Safety in Child Care: Guide for Providers in Massachusetts, MDPH, 1995. Parents annually sign “Health Guidelines” agreeing to keep their child home if they exhibit signs of illness. They must also call the office if their child is diagnosed with strep throat, conjunctivitis, chicken pox, or head lice. If a child becomes mildly ill during the school session, we ask parents to come pick up the child. We do not provide separate space and staffing for mildly ill children, other than a comfortable place in the office, supervised by a Director, for a child awaiting transportation home. Blankets used for this purpose will be taken home by the Director or the teacher and washed in hot, soapy water; books or toys will be disinfected with the proper bleach solution.

For children with chronic non-contagious conditions, we accommodate their requirements for specific medication, food schedules (diabetes, etc.) or program adjustments (staying inside or away from gross motor areas, periodic rest, etc.) based on a written Individual Health Care Plan (IHCP) for the child. Parents are responsible for providing the School with a copy of the child’s IHCP, signed by a doctor, outlining the specific needs of the chronically ill child. With written permission of the child’s doctor, parents may train MWS staff in proper procedures for implementing the IHCP. In the case of food allergies, the School reserves the right to ask for the results of allergy testing done by a physician. The Individual Education Plan (IEP) of a special needs child will be followed providing it does not put an undue financial burden on the School.

We are a peanut and tree-nut free school. Other allergies are accommodated within each class according to the specific needs of the child and their Individual Health Care Plan. An “All School Allergy List” is conspicuously posted, but covered to maintain privacy, in each classroom and all staff are informed about allergic children and the necessary accommodations. We monitor a child’s food intake to avoid the offensive element. Reaction to chemicals is treated similarly. All staff are trained on an Epi-pen trainer in their First Aid class, CPR course, and at our September staff orientation.

Parents must inform us in writing of any known allergies: on the application, the health form, Birth & Health History and on the annual Fresh Input form. Before the first day of class, teachers are expected to become fully informed about a child’s allergies by reading these forms and by asking the parents about specific reactions to watch for. If a child suffers an allergic reaction, the teacher will follow the procedures for emergencies and illnesses. We work with families to help identify suspected sensitivities by logging time, activity, and reaction. We help the child avoid exposure, without making the child feel inadequate or isolated because of his/her difficulty.

## Section 6. PLAN FOR ADMINISTERING MEDICINE

Directors and Lead Teachers will be trained by a licensed health care practitioner and will demonstrate, at the time of their annual CPR renewal, their competence in the administration of medication, including but not limited to the use of Epi-pens. Every child who has a chronic condition that requires medication or treatment on an ongoing basis must have an Individual Health Care Plan (IHCP) that specifies, among other things, the symptoms and conditions under which the medication will be given.

We ask both the parents and the child's doctor to sign the "Authorization to Administer Medication" (valid for one year) in order for us to administer any prescription or non-prescription medication. Parents will directly hand us the medication in its original container that lists the child's name, medication name, dosage, number of times per day, and number of days to be administered. Medications will be stored in the school office on a high shelf behind the directors' desk or in the refrigerator, if necessary. Directors will check the medication box monthly to ensure they are all present and current.

In the event a teacher has to keep medication wherever the child goes, the lead teacher will carry the medication in a "belt-pack" along with a copy of the instructions and written authorization from parents & doctor. A Director will supervise any administration of medication to ensure the Five Rights (right child, right medication, right dose, right time, and right route) and will document the episode on the Medication Administration Form kept in the child's file. The Directors are responsible for notifying parents when medication is administered and when medications expire. In the event of a medication error, the parents will be notified immediately by the Director and will be asked to take the child to the doctor or a medical facility to be checked for adverse reactions. The parents are responsible for providing fresh medications, appropriately labeled. All medications will be returned to the parents when the dosage is finished, at the expiration date, or at the end of the school year, whichever comes first.

The school may not administer any medication the child has never had before; parents are responsible for administering any "first dose" so they can monitor for adverse reactions, with the exception of Epi-pens and Benadryl for the prevention of anaphylaxis. Medications will be administered by Directors or lead teachers only, following the instructions on the label or other instructions given in writing by the child's physician. Parents should ask their child's doctor to review and approve in writing any changes due to the child's age, weight, or condition.

Non-prescription medications (such as Benadryl) will be given only with the written consent of the child's physician and the parents. Non-prescription topical ointments--such as chap stick, sunscreen, or bug spray—should be applied by parents to their own child before school. In very rare cases, lead teachers will apply parent-provided OTC topical ointments if a parent gives written permission, including the specific name of the ointment and the exact directions. We will require a physician's written order in addition to parents' written permission (both valid for one year), to apply topical medication to open wounds, rashes, or broken skin.

We will attempt to notify parents before administering any medication unless doing so would jeopardize the health of the child. In all cases, we will maintain a log in the office of all medications administered.

## Section 7. PROCEDURE FOR IDENTIFYING AND REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

Annually, the staff is reminded of the physical and behavioral indicators of child abuse and neglect, and the process for reporting suspected situations, according to information from the Health & Safety in Child Care, Mass. Dept. of Health, 1995.

Teachers are mandated reporters according to Massachusetts General Law C119, Section 51A. If a teacher suspects a situation, she will document her observations and discuss the information with both Directors. The Directors will observe the evidence and talk with the child to determine the nature of the child's responses to inquiry. The Directors will verbally report the suspicion, if valid, to DCF and DEEC and follow-up within 48 hours with a written 51A report. Teachers will directly report suspicions of abuse and neglect to DCF only if they reported valid observations to the Directors in writing, if they continue to believe there is a reportable condition, and the directors did not file a report. The Directors will communicate to the parents concerns

about abuse or neglect that have been suspected and reported to DCF, unless doing so would endanger the child.

If a staff member is named in an alleged child abuse/neglect situation, the directors will meet with the teacher to inform her of the filed report. She will be suspended without pay immediately and the Directors will notify both DCF and the DEEC. The named staff member will not work directly with children nor will he/she perform any administrative duties if an allegation exists, until the DCF and DEEC investigations are complete. If the staff member is exonerated of all charges, the staff member will be reinstated to her original position or a comparable position at the discretion of the Directors and will be paid for the working days she was suspended during the contract period in which the allegation arose. If the allegations of abuse or neglect are substantiated by the DCF and the DEEC, the staff member will be terminated based on a decision of the My Weekday School committee and the Directors. The Directors will cooperate in all investigations of abuse/neglect.

All procedures identified in 606 CMR 7.11 will be followed. The School will cooperate fully with all investigations.

#### Section 8. INJURY PREVENTION PLAN

Teachers are responsible for monitoring the classrooms, the Big Room, and the playground for hazardous conditions and for removing or repairing them when that is manageable. They will notify the Directors about items that need repair or maintenance. The Directors will make periodic checks and be responsible for preventive maintenance of school equipment and will report to the building's custodian the need for repairs/replacement of any capital equipment.

Toxic substances and hazardous materials like matches or sharp objects will be stored in the rooms on high shelves or in high cabinets, in locked closets, or on high shelves of the storage room and office. Medications will be kept in the office on a high shelf. Hot liquids, foods, and appliances will be kept out of reach of children.

First Aid kits are located in classrooms, Big Room, playground shed and in the office. Teachers fill out in the central Injury Log and Injury reports on the day injuries occur. The injury report--signed by the parents within 24 hours of the injury--is placed in the child's file. Directors will periodically review the Injury Log for patterns of injury and will make modifications to the program or equipment to prevent similar injuries.

All teachers and teacher assistants are certified in DEEC approved First Aid; all lead teachers are certified in DEEC-approved CPR. There are disposable gloves in each classroom, in the office, in the large activity room (the Big Room) and in the playground shed.

Smoking and drinking alcohol are not permitted.

#### Section 9. PLAN FOR MANAGING INFECTIOUS DISEASE

Parents are required each year upon enrollment to read, understand and sign the Health Guidelines, one copy of which they keep for reference. Parents are required to notify the school office if their child develops a case of strep throat, conjunctivitis, head lice, or chicken pox. They also receive notice of the first case of an outbreak of an infectious disease in their child's class (see attached sample letter), which spells out incubation, how to handle the disease, and when the child may return to school. We follow the guidelines in the "Health in Day Care" manual for exclusion of children when they have specific illnesses.

If a teacher suspects a child has become ill during the school day, she reports to the directors her observations of the child's appearance and behavior. Directors make the decision to exclude a child exhibiting symptoms of illness. Parents or the designated emergency contacts are notified and are asked to immediately collect the child, who is kept comfortable in the office, appropriately occupied and monitored by the director until the parent or emergency contact arrives. The teacher and/or Directors check the child back into the classroom following exclusion with special attention following skin, scalp or eye infections. The Directors maintain a daily log of absentees. They will review the log weekly to check for patterns of illness and to take appropriate measures to control the spread of infectious disease within groups.

A parent may provide a written statement that immunization conflicts with their religious beliefs, or a physician may write that a particular immunization is medically contraindicated for the child. However, that child will be excluded from the program when a vaccine-preventable disease is introduced into the program. The child will be admitted back into the class when the illness is no longer present in our population.

The school will maintain a pediatric health care consultant and will contact him/her for advice when medical questions arise.

#### Section 10. PLAN FOR INFECTION CONTROL

Teachers, teacher assistants, and children wash hands frequently during the day, including but not limited to: before and after water play, eating, cooking, and administering medication. Children are instructed in proper hand washing techniques. They will wash hands after toileting & diapering, using the bathroom, contacting bodily discharges, handling trash or cleaning products and after cleaning. Soap is in pump dispensers; used paper towels are immediately disposed of in the trashcan, which is emptied daily. Gloves are worn to handle bodily discharges and soiled or infectious materials will be double-bagged for disposal.

Children who stay longer than 4 hours or consume a meal while in care brush teeth using water, paper cups, and disposable toothbrushes and discard them after one use. Drinking mugs (individually labeled), utensils, and pitchers are washed and sanitized daily in a sanitizing dishwasher with a bleach solution (1/4 t./1 quart of water). Custodians disinfect basins and toilets (including seats and faucets) with an appropriate solution daily. Teaching staff is expected to do spot cleaning and disinfecting as needed during the morning. We follow the attached DEEC disinfecting policy.

We make our own play dough, making fresh batches more frequently if a communicable disease occurs in the classroom. Play dough toys & tools are washed and disinfected after each use. Other classroom toys are disinfected when they come in contact with nasal/oral discharge. Indoor sand is occasionally sprayed with the disinfectant bleach solution used for mugs. Children with colds are not invited to cook on any given day, and cooking utensils are washed in hot soapy water in the kitchen. At a minimum, tabletops are sanitized and disinfected before school, before snack, and at the end of the morning. All classroom furniture, toys and materials are washed and disinfected annually, if not more frequently. All items washed & sanitized are air-dried.

The following are washed and disinfected after each use:

- ✓ Toys mouthed by children;
- ✓ Play dough tools & toys;
- ✓ Classroom tables;
- ✓ Cooking pans, utensils & equipment;
- ✓ Cups & pitchers;
- ✓ Resting mats for Extended Day.

The following are washed and disinfected daily:

- ✓ Toilets, toilet seats, sinks & faucets;
- ✓ Water table & water play equipment;
- ✓ Vinyl tile classroom floors;
- ✓ Mops used to wash classroom floors.

Teachers will monitor teacher assistants daily and the Directors will make spot checks weekly to monitor all infection control procedures. If procedures are not being followed, the Director will immediately inform the staff member of the proper procedure and generally remind all staff of the correct procedures.

The school does not provide meals. Bag lunches are packed by parents and brought from home; parents are advised about items that require the use of cold packs (see attached Lunch Suggestions).

When a staff member comes in contact with body fluids or blood, she will wear non-latex disposable gloves. If she changes a child's soiled clothing, she will double-bag the clothing and send it home with a note explaining why she changed the child. She will dispose of body fluids/solids in a double bag along with any

disposable towels used in the process of cleaning the area. She will clean and disinfect the area according to DEEC guidelines and dispose of the gloves when done.

## Section 11. ATTACHMENTS TO HEALTH CARE POLICY

This section contains the following information to supplement the MWS Health Care Policy

1. Injury Report Form
2. Transportation Policy
3. Medication Consent Form
4. "What are Child Abuse and Child Neglect?"
5. Child Guidance Policy
6. Health Guidelines
7. Criteria for excluding an ill or infected child from school
8. DEEC Sanitizing and Disinfecting Policy # P-G/S-97-03
9. Lunch Box Suggestions
10. The Flu—A Guide for Parents

Attachment 1: INJURY REPORT FORM, page 1

Although we are constantly vigilant about children's health and safety, we know that active children can have accidents. You may find the latest injury report form at this website:

<http://www.mass.gov/edu/docs/eec/licensing/forms/group-school-age/injury-report-form.pdf>

Attachment 1: INJURY REPORT FORM, page 2

Instructions for reporting injuries to EEC

The following guidelines are intended to clarify the process regarding injuries that occur at the program and require hospitalization or emergency medical treatment. A "review" rather than an "investigation" will occur and a visit may not be necessary.

- 1.) Any injury that occurs at the center and requires overnight hospitalization must be **immediately** reported to EEC by telephone.
- 2.) Any injury that occurs at the center and requires medical treatment must be reported to EEC by submitting the required documentation to the program's EEC licensor **within three business days**. You may use the sample form, Injury Report Form, or a form you develop. All items in the EEC sample form must be included in your program's form. It is important that the program wait until the form is fully completed, including the program's facility number and is checked for accuracy before it is submitted to the Department (i.e. the diagnosis and treatment are documented). This will assist in determining what follow-up action will be taken.
- 3.) An injury where medical attention is sought as a precaution and requires no treatment **does not** need to be reported to EEC. Tests used to establish a diagnosis (such as x-rays) are not considered treatment.
- 4.) Medical treatment related to ongoing management of special conditions in young children, such as asthma or seizures, **does not** need to be reported to EEC. Likewise, symptoms related to the onset of childhood illnesses, such as conjunctivitis, ear infections or the flu, which occur while a child is at the center **do not** need to be reported to EEC. Bee stings **do not** need to be reported to EEC.
- 5.) A record of all unusual or serious incidents including but not limited to emergencies, accidents, behavioral incidents and property destruction must be maintained at the program. This record must be reviewed by the licensee or Program Administrator on a monthly basis. Licensing staff will review this information during site visits.

EEC will conduct a review of the reports that are required to be submitted. If more information or clarification is needed, the licensor may contact the program by telephone or conduct a site visit to ask questions, review files, conduct interviews or inspect equipment. Once the review is completed a report documenting the review and identifying any non-compliances will be sent to the center.

On occasion the licensing staff may determine that a report submitted did not constitute emergency medical treatment and therefore did not require EEC notification. Unless non-compliances are evident that report will be maintained as a contact note in the center file and the program will be notified of this action.

## Attachment 2: TRANSPORTATION POLICY

### **The school does not transport children to or from the program.**

Parents are responsible for parking safely in designated spots in the parking lot and escorting their children directly to and from a teacher waiting at the classroom door. They may not leave other children waiting in the car as they escort the student to and from the classroom. Parents sign an "Authorization to Release" (Permission Form II) that tells the school who will drop off and pick up their child every day the child attends school. Changes to this list may be made on an ad hoc basis for things like doctor appointments, play dates, car troubles, traffic problems, etc. The teacher will release a child only to those authorized by the parents. Parents may personally introduce authorized drivers to the teachers and/or directors. The first time an authorized person picks up a child, the teacher will ask to see a photo ID to check the name against the authorized list.

Parents may also establish carpools among themselves, and we facilitate that process if needed. Parents submit a carpool schedule to the teacher at the beginning of the year; any long-term changes or substitutions must be made in writing and signed by the parent. Emergency substitutions may be made verbally by the parent; the substitute driver will be asked for photo ID by the teacher if that person is not already know to us.

Field trip transportation is provided by parents to and from the field trip site. Staff will meet families there. There will be at least one (1) adult for every four (4) children on a field trip.

The school will transport children in the following cases:

- medical emergency
- emergency evacuation of the building
- if all the children in a class meet the criteria of the Massachusetts Child Passenger Safety Law (see attached addendum).

In a medical emergency, when a parent cannot be reached, the school will call an ambulance to transport a child to the hospital emergency room for treatment. Either the child's teacher or a co-director will accompany the child and meet the parents there.

In an emergency evacuation of the building, the staff may transport the children to a safe area according to our **Emergency Evacuation Plan** contained in the Parents' Handbook. In all cases, the staff will take emergency information and phone numbers for the children and will attempt to contact the parents as soon as we reach our assigned destination.

**Attachment 3: MEDICATION CONSENT FORM 606 CMR 7.11(2)(b)**

Name of child: \_\_\_\_\_

Name of medication: \_\_\_\_\_

Please  one of the following: Prescription: \_\_\_\_\_ Oral/Non-Prescription: \_\_\_\_\_  
Unanticipated Non-Prescription for mild symptoms \_\_\_\_\_  
Topical Non-Prescription (**applied to open wound/ broken skin**) \_\_\_\_\_

My child has previously taken this medication \_\_\_\_\_  
My child has **not** previously taken this medication, but this is an emergency medication and I give permission for staff to give this medication to my child in accordance with his/her Individual Health Care Plan

Dosage: \_\_\_\_\_

Date(s) medication to be given: \_\_\_\_\_

Times medication to be given: \_\_\_\_\_

Reasons for medication: \_\_\_\_\_

Possible side effects: \_\_\_\_\_

Directions for storage: \_\_\_\_\_

Name and phone number of the prescribing health care practitioner:  
\_\_\_\_\_

**Child's Health Care Practitioner Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

I, \_\_\_\_\_, (parent or guardian) gives permission to authorize educator(s) to administer medication to my child as indicated above.

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
For topical, non-prescription **NOT** applied to open wound / broken skin (**parent signature only**)

## Attachment 4: Recognizing Child Abuse and Neglect: Signs and Symptoms

The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. The presence of a single sign does not prove child abuse is occurring in a family, but a closer look at the situation may be warranted when these signs appear repeatedly or in combination.

If you do suspect a child is being harmed, reporting your suspicions may protect the child and get help for the family. Any concerned person can report suspicions of child abuse and neglect. Some people (typically certain types of professionals) are required by law to make a report of child maltreatment under specific circumstances—these are called mandatory reporters. For more information, see the Child Welfare Information Gateway publication, *Mandatory Reporters of Child Abuse and Neglect*.

For more information about where and how to file a report, contact your local child protective services agency or police department. An additional resource for information and referral is the Childhelp® National Child Abuse Hotline (800.4.A.CHILD).

Recognizing Child Abuse

The following signs may signal the presence of child abuse or neglect.

### **The Child:**

- Shows sudden changes in behavior or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive, or withdrawn
- Comes to school or other activities early, stays late, and does not want to go home

### **The Parent:**

- Shows little concern for the child
- Denies the existence of—or blames the child for—the child's problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs

### **The Parent and Child:**

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

### **Types of Abuse**

The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

### **Signs of Physical Abuse**

Consider the possibility of physical abuse when the **child**:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

Consider the possibility of physical abuse when the **parent or other adult caregiver**:

- Offers conflicting, unconvincing, or no explanation for the child's injury

Describes the child as "evil," or in some other very negative way  
Uses harsh physical discipline with the child  
Has a history of abuse as a child

### **Signs of Neglect**

Consider the possibility of neglect when the **child**:  
Is frequently absent from school  
Begs or steals food or money  
Lacks needed medical or dental care, immunizations, or glasses  
Is consistently dirty and has severe body odor  
Lacks sufficient clothing for the weather  
Abuses alcohol or other drugs  
States that there is no one at home to provide care  
Consider the possibility of neglect when the **parent or other adult caregiver**:  
Appears to be indifferent to the child  
Seems apathetic or depressed  
Behaves irrationally or in a bizarre manner  
Is abusing alcohol or other drugs

### **Signs of Sexual Abuse**

Consider the possibility of sexual abuse when the **child**:  
Has difficulty walking or sitting  
Suddenly refuses to change for gym or to participate in physical activities  
Reports nightmares or bedwetting  
Experiences a sudden change in appetite  
Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior  
Becomes pregnant or contracts a venereal disease, particularly if under age 14  
Runs away  
Reports sexual abuse by a parent or another adult caregiver  
Consider the possibility of sexual abuse when the **parent or other adult caregiver**:  
Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex  
Is secretive and isolated  
Is jealous or controlling with family members

### **Signs of Emotional Maltreatment**

Consider the possibility of emotional maltreatment when the **child**:  
Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression  
Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)  
Is delayed in physical or emotional development  
Has attempted suicide  
Reports a lack of attachment to the parent  
Consider the possibility of emotional maltreatment when the **parent or other adult caregiver**:  
Constantly blames, belittles, or berates the child  
Is unconcerned about the child and refuses to consider offers of help for the child's problems  
Overtly rejects the child

Resources on the Child Welfare Information Gateway Website

#### **Child Abuse and Neglect**

[www.childwelfare.gov/can/](http://www.childwelfare.gov/can/)

#### **Defining Child Abuse and Neglect**

[www.childwelfare.gov/can/defining/](http://www.childwelfare.gov/can/defining/)

#### **Preventing Child Abuse and Neglect**

[www.childwelfare.gov/preventing/](http://www.childwelfare.gov/preventing/)

#### **Reporting Child Abuse and Neglect**

[www.childwelfare.gov/responding/reporting.cfm](http://www.childwelfare.gov/responding/reporting.cfm)  
([Back to Top](#))

This fact sheet was adapted, with permission, from *Recognizing Child Abuse: What Parents Should Know*.  
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Updated on April 30, 2010

## Attachment 5: CHILD GUIDANCE POLICY

Our first step in positive behavior management is to check out the rules: are there too many; are they reasonable; do they include student and teacher needs; have they been made clear to all? We want children to be aware but not anxious about our expectations of them. Safety, social development, and the best use of space and materials are among our goals.

The best method of discipline provides a child with both information and practice in how to handle a difficult situation the next time it arises. Therefore, we verbalize expectations, feelings and steps toward acceptable behavior: we "talk it through" with the child, urging him to use language as a tool in problem solving. Remember that talking it through often involves a good bit of listening on the adult's part and should not ever be an adult soapbox.

The children themselves are involved in establishing rules when it is appropriate and feasible to invite their input as an exercise in problem solving. Many teachers have introduced "Feelings: How We Treat Each Other" and "Community" units to increase social interaction and safety awareness. Spontaneous discussion about rules is also likely to occur during a general circle time.

Teacher intervention is often simple reminding or even wordless intervention - a touch on the shoulder, etc. The "divide and divert" method is often used with children who find cooperative play difficult. If a child is removed from an activity for any reason, he is provided with an alternative activity and will be told exactly why it happened. As for saying, "Sorry", a young child cannot be expected to put himself in another's shoes, nor can he be expected to feel sorry enough to say so right away. When a social mishap occurs—whether accidental or intentional—both parties need to understand what happened and deserve a chance to recover with dignity.

When it is necessary to remove a child from his audience (and a tantrum can fall into this category), a teacher or aide will go into the hall with the child, ready to talk about it when things calm down, to perhaps offer physical comfort, and to wait for the child to be ready to reenter the class on new terms. A child is never left alone anywhere outside the classroom. We do not use "time out" per se: we help the child stop, think, and regroup both emotionally and physically before resuming play.

The following guidelines are from the Department of Early Education and Care Rules and Regulations governing the licensing of our schools:

"7.05 (7 & 8) Educators must direct child guidance to the goal of maximizing the growth and development of the children and protecting the group and individuals within it. The following practices are strictly prohibited:

- spanking or other corporal punishment of children;
- subjecting children to cruel or severe punishment such as humiliation, verbal or physical abuse, neglect, or abusive treatment including any type of physical hitting inflicted in any manner upon the body, shaking, threats, or derogatory remarks;
- depriving children of outdoor time, meals or snacks; force feeding children or otherwise making them eat against their will, or in any way using food as a consequence;
- disciplining a child for soiling, wetting, or not using the toilet; forcing a child to remain in soiled clothing or to remain on the toilet, or using any other unusual or excessive practices for toileting;
- confining a child to a swing, high chair, crib, playpen or any other piece of equipment for an extended period of time in lieu of supervision; and
- excessive time-out. Time-out may not exceed one minute for each year of the child's age and must take place within an educator's view.

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**HEALTH GUIDELINES**

In order to maintain a healthy environment for children and staff, it is necessary that all MWS families understand and follow these guidelines:

I understand that the school decides to send an ill child home based on the "Criteria for excluding an ill or infected child from an early childhood program" as published in the book Healthcare in Daycare Settings: A guide for daycare providers in Massachusetts; a copy of these criteria is found in the MWS Parents Handbook.

I agree to use the same criteria as the school in judging whether my child should attend school.

I agree to notify the school if my child contracts strep throat, head lice, conjunctivitis, or chicken pox so the school may alert other families to the presence of these contagious conditions.

I understand that the school reserves the right to send my child home if he/she exhibits symptoms of illness.

I agree to keep my child home if (s)he demonstrates any of the following:

- a constantly running nose, especially if the mucus is yellow or green
- a persistent cough
- extreme lethargy, relative to medication or the onset of illness
- a fever of 101 degrees or more any time during the 18 hour period before school
- any vomiting or diarrhea in the 18 hour period before school

**GIVEN EVIDENCE OF ANY OF THE ABOVE SYMPTOMS, THE SCHOOL WILL CALL A PARENT FIRST AND THEN THE EMERGENCY CONTACTS TO COME TAKE THE ILL CHILD HOME.**

I have read the above as well as the "Criteria for excluding an ill or infected child from an early childhood program" and will abide by these health guidelines.

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

**Attachment 7: How Sick is Too Sick? Criteria for Excluding Children from School**

This chart can be used as a reference for a school, but is not meant as a tool for diagnosis.

<b>Condition</b>	<b>Exclusion</b>	<b>Prevention</b>
Chicken Pox (Varicella)	exclude until all lesions have dried and crusted over.	Vaccine
Conjunctivitis (Pink Eye)	May return to program with doctor's permission verifying non-contagion or eyes are no longer red.	make sure hands are clean before treating child's eye and promote good hygiene; wash hands after contact with child's eye or with discharge.
Diarrhea	exclude when the stool is watery or decreased in form and cannot be contained by diapers or controlled by toilet use, or if stool contains blood or mucus, or if accompanied by a fever.	good hygiene; wash hands after any contact with stool.
Head Lice (Pediculosis)	exclude until condition is cleared.	early detection is best and avoid physical contact with infected person and their belongings; always keep belongings of children separated; wash and dry all items that come in contact with infected person
Hepatitis A	exclude case for one week after the onset of illness and exclude exposed children and staff in program until immune globulin has been administered (within two weeks of exposure) as directed by the health department.	vaccine, good hygiene
Measles	exclude for 4 days after rash appears	Vaccine
Mouth Sores	exclude only in children who cannot control their saliva or who refuse to drink	
Rash	exclude until treatment has been in effect for at least 48 hours	
Ringworm	exclude until after treatment begins	keep environment clean, dry, and cool
Scabies	exclude until treatment is complete	Wash and dry all washable items that come in contact with the infected skin; always keep belongings of children separate.
Strep Throat	Exclude for 24 hours after treatment begins and the child has had a normal temperature for 24 hours	Good hygiene, air out room daily, clean surfaces and utensils
Tuberculosis (TB)	Exclude until the child's physician or local health department authority states the child is non-infectious	
Vomiting	Exclude if the child has vomited 2 or more times in the previous 24 hours, unless the vomiting is determined to be due to a non-communicable condition and the child is not in danger of dehydration	Good hygiene

*Adapted from Health and Safety in Child Care: A Guide for Providers in Massachusetts, MDPH, 1995.*

Attachment 8: Sanitizing and Disinfecting  
Group and School Age Child Care Licensing Policy Statement  
Number: P-GCC/SA-13

Child care licensing regulations require that the licensee wash and disinfect specified equipment, items or surfaces as needed to maintain a sanitary environment, using guidelines prepared by the Department. See 102 CMR 7.05(6)(b).

Frequency The following items, equipment and surfaces must be washed and disinfected after each use:

- toilet training chairs which have first been emptied into a toilet;
- sinks and faucets used for hand washing after the sink is used for rinsing a toilet training chair;
- diapering surfaces;
- toys mouthed by infants and toddlers;
- mops used for cleaning body fluids;
- bibs (unless use is limited to one child, in which case good judgment must be used to determine when it must be washed); and
- thermometers.

The following items must be washed and disinfected **at least** daily:

- toilets and toilet seats;
- containers, including lids, used to hold soiled diapers;
- sinks and sink faucets;
- drinking fountains;
- water tables and water play equipment;
- play tables;
- floors<sup>1</sup>;
- mops used for cleaning; and
- cloth washcloths and towels.

The following items must be washed and disinfected **at least monthly**, and **before use by another child**:

- cribs, cots, mats or other approved sleeping equipment;
- sheets, blankets and other coverings; and
- machine washable fabric toys.

#### Disinfectant Solution

Programs using a self-made bleach solution must follow the guidelines of the Department of Public Health (DPH) in determining the appropriate concentration of bleach for each use. DPH recommendations are as follows:

- for dishes, baby toys, thermometers, tables, countertops and sleep mats – use 1 tbsp of bleach in 1 gallon of cool water
- for sinks, toilets, diapering tables and pails – use 4 tbsp (1/4 cup) of bleach in 1 gallon of cool water
- for blood and vomit spills – use 1-part bleach in 10 parts warm water

If household bleach is used to prepare the disinfecting solution, it must contain 5.25% available chlorine as hypochlorite. The solution must be labeled and stored in either a spray bottle or a bottle that is sealed with a cap, and the solution must be prepared or tested daily, in accordance with the Department of Public Health's guidelines. (Note: Programs may find it helpful to attach a measuring spoon to the bleach bottle to facilitate accurate measuring.)

All disinfectants must be stored in a secure place out of the reach of children.

<sup>1</sup>However, programs operating four or fewer hours per day may wash floors on a weekly basis provided that there are no infants or toddlers in the program; children generally utilize carpeted areas; and all spills or accidents are cleaned up immediately.

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Information provided by the [Department of Early Education and Care](#). Created: March 1, 2006; Last reviewed: January 10, 2008.

Attachment 9--LUNCH BOX SUGGESTIONS

**MWS is a totally nut-free school\*\* so please check labels on pre-packaged foods to make sure they were not made on a line with peanuts or nut-products.**

Sometimes the print is very small on the ingredients list but it is worth checking so that we keep all our children safe and healthy. Soy butter is acceptable but we ask you to include a note that says you used soy butter instead of peanut butter.

\*These foods need to be kept cold to limit bacterial growth and prevent food poisoning.

<p><u>Vegetables &amp; Fruits</u>                  Green Beans                  Broccoli                  Veggie sticks                  Peas                  Tomato slices                  Cauliflower                  Cut-up fruits</p> <p><b>**Prevent choking by cutting carrots, cherry &amp; grape tomatoes &amp; hot dogs lengthwise.</b></p>	<p><u>Other Edibles</u>                  * Chicken wings or drumsticks                  * Hard boiled eggs                  * Yogurt                  * Sushi                  Cold cheese or veggie pizza                  Cheese and crackers                  * Dumplings                  Tofu                  Pasta, Mac &amp; Cheese                  * Stew, chili or soup                  California rolls                  * Rolled up sliced turkey or ham</p>	<p><u>Sandwiches on bread or bagels</u>                  * Chicken Salad                  Cream Cheese (on fruit breads)                  Cream cheese and jelly                  * Fried egg or Egg Salad                  * Ham                  * Meat loaf                  * Roast beef                  * Tuna                  * Turkey</p> <p><b>**No peanut butter or nut butter (like Nutella)</b>  <b>***No soda or gum</b></p>
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## **Attachment 10: The Flu: A Guide for Parents**

### **What is the flu?**

Influenza (the flu) is an infection of the nose, throat and lungs caused by influenza viruses that are constantly changing. Flu causes illness, hospital stays and deaths in the United States each year. Flu can be very dangerous for children. Each year about 20,000 children younger than 5 years old are hospitalized from flu complications, like pneumonia

### **How serious is the flu?**

Flu illness can vary from mild to severe. Flu can be especially dangerous for young children and children of any age who have certain long-term health conditions, including asthma (even mild or controlled), neurological conditions, chronic lung disease, heart disease, blood disorders, endocrine disorders (such as diabetes), and weakened immune systems due to disease or medication. Children with these conditions, and those receiving long-term aspirin therapy, can have more severe illness from the flu.

### **How does the flu spread?**

Most experts believe that flu viruses spread mainly by droplets made when people with the flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might get the flu by touching something that has flu virus on it and then touching their own mouth, eyes or nose.

### **What are the symptoms of flu?**

Symptoms of flu can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, fatigue and sometimes vomiting and diarrhea. Some people with flu will not have a fever.

### **How long can a sick person spread the flu?**

People with the flu may infect others from 1 day before getting sick to 5-7 days after. Children and people with weakened immune systems can shed virus for longer, and might still be contagious past 7 days, especially if they still have symptoms.

### **Can my child go to school, daycare or camp if he or she is sick?**

No. Your child should stay home to rest and to avoid giving the flu to other children or to caregivers.

### **When can my child go back to school after having the flu?**

Keep your child home until at least 24 hours after their fever is gone, without using fever reducing medications, like acetaminophen (Tylenol) or ibuprofen (Motrin or Advil). A fever is defined as 100.4°F (38°C) or higher.

### **How can I protect my child against flu?**

The first and most important thing to do is to get flu vaccine for your child, yourself, and everyone else in your household **every year**. Get the vaccine as soon as it is available.

- Vaccination is recommended for everyone 6 months and older.
- It is especially important that young children and children with certain health conditions get vaccinated.
- It is very important for parents, grandparents, teachers and caregivers to get vaccinated.
- Everyone caring for infants under 6 months (who are too young to be vaccinated) should be vaccinated if possible. Vaccinating pregnant women can offer some protection to the baby during pregnancy and after birth.