



Concord Children's Center Parent Handbook

Updated Fall 2023

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INTRODUCTION

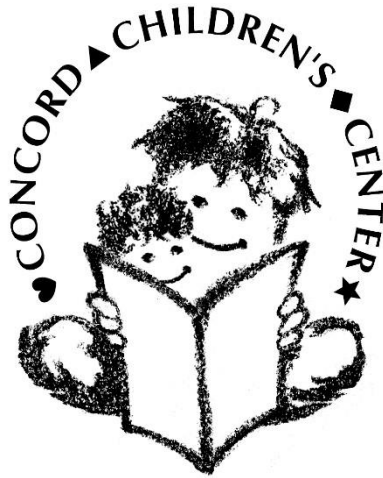
Welcome to Concord Children's Center. We are pleased you have chosen us to be a part of your child's education. This handbook is designed to acquaint you with our center. Its purpose is to provide you with information regarding our philosophy, our staff and our policies. Concord Children's Center will make every effort to provide translations of important information. Please contact your program director if you would like assistance with the translation of any portion of this handbook, or if you would like a paper copy of the Handbook. If you have any questions please do not hesitate to contact your Program Director, Penni Hensley Wagner, Director of Operations, or Suzie Kornblum, Executive Director, at (978) 369-6790..

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Concord Children's Center Mission Statement

The mission of Concord Children's Center is to cultivate an intimate, welcoming community where children develop respectful relationships and inquisitive minds, build confidence in their individual gifts, and are engaged, prepared and inspired to learn.



Concord Children's Center includes all members of the community and does not discriminate in hiring policies or admissions on the basis of race, sex, religion, cultural heritage, national origin, political beliefs, marital status, sexual orientation, or mental and physical disability. The Center is licensed by the Department of Early Education and Care of the Commonwealth

Who We Are

Founded by local families in 1975, Concord Children's Center continues to provide the best early education and care to over 200 infants, toddlers, and preschoolers at two sites in Concord, Massachusetts. We offer flexible full and part-time hours. The Children's Center is a nonprofit organization, governed by a volunteer board of parents and staff. In 2006 we completed a successful capital campaign for our award winning new schoolhouse at 1300 Main Street. In 2023, we opened our second new schoolhouse at 250 Old Bedford Rd.

Our Teachers

Our commitment to hiring and retaining the best teachers and our low teacher turnover provide a stable environment for children. In co-lead teams, teachers work closely to design curriculum units that facilitate hands-on learning, focusing on social and emotional growth as well as intellectual development. Well-trained teachers assure that all learning takes place at a level that is appropriate for each child's stage of development. Concord Children's Center provides significant opportunities and support for professional development.

Our Community Concord Children's Center creates a vibrant community for families. Social events and volunteer activities provide a framework for developing inter-family relationships. Families are encouraged to become involved in all aspects of the school and are always welcome to spend time in the classroom. Daily interactions between teachers and parents support our parent teacher conferences. A volunteer board of directors composed of parents and staff, governs the Children's Center and provides opportunities for leadership roles.

Our Leadership Role in the Community

Since it was founded in 1975, Concord Children's Center has been a local leader in early childhood education. We sponsor and host regional professional development events for teachers and participate in a variety of early childhood development forums. We maintain an ongoing relationship with the public schools, working collaboratively to assure the successful transition of our children from pre-school to kindergarten. We participate in the Concord Area Preschool Association and the Early Childhood Regional Council.

Concord Children's Center staff and families play an active role in our local community by volunteering or participating in a variety of town sponsored events.



Concord Children's Center Curriculum Philosophy

Concord Children's Center integrates knowledge and skill building into the purposeful play of children. Our curriculum is based on a child centered approach that seeks to help each child reach challenging and achievable goals, vital to ongoing learning and development. The foundations for children's confidence in themselves, curiosity about learning, and the formation of meaningful, social relationships are fostered in all aspects of a child's day. Low child to teacher ratios, well trained tenured teachers, and supportive learning environments result in a program tailored to individual learning styles and addresses each child at their own developmental stage. We use play based curriculum to foster a deep understanding of concepts while engaging children in the process of lifelong learning.

Teacher's Role

Concord Children's Center values teacher autonomy in curriculum planning. Believing a well balanced curriculum reflects both the children's and the teacher's interests and values, teachers develop curriculum that is developmentally appropriate and emergent. Following the child, capturing teachable moments and scaffolding curriculum to build on children's natural curiosity and desire to learn is a key component to our curriculum development. Recognizing there are infinite sources for activities and themes, teachers evaluate specific interests, styles and characteristics of their group of children. Developing the social and emotional lives of young children lies at the core of each teacher's curriculum decisions

Developmentally appropriate curriculum is rooted in the teachers understanding of developmental stages and knowledge of each child. Decisions teachers make in planning the curriculum and in reacting spontaneously to what happens each day are based on knowledge of normal child development and awareness of individual children's interests, needs, abilities, and background.

Educational Practice in the Classroom

Concord Children's Center classrooms and teaching strategies encourage children to explore, observe, discover and make meaning from the world around them. The curriculum provides the framework for

what happens in the environment where children interact with materials, their peers and adults. Our skilled teachers are able to both guide and follow children through this learning. Carefully selected materials and activities encourage inquiry, a critical skill that will carry children through future learning experiences. Strengthening the social and emotional competency of children creates learners able to take risks, work cooperatively and most of all enjoy the process of learning and growing. Carefully designed classrooms promote learning. Teachers craft the environment to provide the security and stability to free the young child to be curious, to become involved in play, and to discover.

Infant and Toddler classrooms

Young infants and toddlers who are learning that they can exercise some control over their social and physical world are afforded safe and nurturing spaces in which to grow. Our infants and toddlers acquire new skills and understanding about themselves through play, exploration and experiencing each new day. The routine activities that occupy large parts of the infant and toddlers day offer opportunities for teachers to focus on each child's needs, interests, and growth.

Pre-School Classrooms

In each classroom, engaging and interactive thematic units capture each child's curiosity and eagerness to learn. Children are provided experiences that build broad and balanced foundations for learning in all content areas; language arts, creative arts, math, science, and social studies. The activities are designed to appeal to all the senses-visual, auditory, and physical. Children are invited to be actively involved in their own learning by asking questions, reflecting upon what they are doing and connecting new knowledge with past experience. At the pre-school level there is a strong emphasis on social development. The children are given many opportunities to develop successful social skills. Teachers guide children as they learn how to share, take turns, lead, follow, and be a good friend.

Curriculum Planning

Teachers use a variety of resources to supplement curriculum planning. Preschool and After kindergarten teachers use the *Massachusetts Curriculum Frameworks: Guidelines for Preschool and Kindergarten Learning experiences* as an outline for planned learning experiences. The *Open Circle Curriculum*, implemented in the 4-5's and after kindergarten classrooms, enhances social competency and conflict resolution skills as well as builds classroom community. *The Creative Curriculum for Early Childhood* aligns with Concord Children's Center curriculum philosophy and is also a resource. Infant Toddler teachers use the *Creative Curriculum for Infants and Toddlers* to plan and guide activities. *Prime Times: A Handbook for Excellence in Infant and Toddler Programs* is also referred to during curriculum planning.

Much of the planning process is verbal, involving discussions and conversations amongst teaching team members during planning and meeting times. Teachers document classroom and curriculum adaptations, which are based on information gathered during assessment, in their planning books or with planning materials. Evidence of these modifications are seen in the classroom through activities introduced, modifications to the environment and changes in teaching and classroom management strategies.

Daily Schedule

Each day, children are offered a balance of individual, small group, and large group experiences. A variety of activities supports all areas of child's development: language, social, emotional, large and fine motor. The activities will be child-initiated and teacher-guided and will address a variety of learning styles: interpersonal, musical, linguistic, intrapersonal, logical or mathematical, spatial, kinesthetic, or naturalist. The open-ended materials encourage children to become a flexible thinkers and responsive playmates.

Physical Environment

The environment is designed to be welcoming to young children. The classroom is divided into interest areas that offer clear choices for children. They are designed to promote independence, interdependence, encourage active hands on learning and experimentation. Areas arranged for books, art, table activities provide opportunities for quiet play while areas arranged for dramatic play, block building, and large motor activities give children options for active play. The environment conveys to children they belong here: materials are arranged on low shelves accessible to children; children's art work is displayed in the room; children have places to store their belongings. Space is provided for children to be alone, interact in small groups and spend time together in larger groups. The outdoor environment is also designed to promote open-ended play experiences where children are encouraged to be creative, observe, explore and discover the world beyond the classroom.

Partnership with Parents

Concord Children's Center is committed to working in partnership with parents to provide the best early childhood experience for their children. Teachers engage family participation in curriculum design and implementation through the family information survey, ongoing relationships and twice yearly conferences. Families are a valuable resource to the classroom and teachers often solicit parent involvement in curriculum themes. Families are invited into the classroom to share special interests and talents, cultural traditions and celebrations, and personal experiences that relate to a curriculum topic.

Goals and objectives

Developmentally appropriate goals and objectives provide the framework for what children are expected to achieve and provide a way of assessing each child's growth during the year.

Socio-Emotional Development

Infants and Toddlers:

To feel valued and secure in their relationships

To learn about themselves and others

To learn about their feelings

To feel competent and proud about what they can do

To express independence

Preschool and After School

To develop a positive self image

To develop positive relationships with peers and adults

- To develop cooperative play skills
- To develop positive conflict resolution skills
- To develop a respect for human differences
- To be an active learner

Cognitive Development Infant and Toddler

- To explore, observe, discover and to begin to make meaning from the world around them
- To gain an understanding of basic concepts and relationships
- To apply knowledge to new situation
- To develop strategies for problem solving

Preschool and After School:

- To explore, observe, discover and to begin to make meaning from the world around them.
- To develop a love of learning
- To expand problem solving skills
- To expand logical thinking skills
- To expand skills in make-believe play
- To acquire a love for literature
- To acquire beginning reading, writing and mathematical skills.

Language and Communication Development

Infants and Toddlers:

- To communicate a broad range of emotions through gestures, sounds, and –over time- words
- To express feelings in appropriate ways

Preschool and After School:

- To expand verbal communication
- To develop the ability to verbally express thoughts, feelings, wants and needs
- To use language to convey ideas and to express abstract thoughts and ideas
- To engage in conversation
- To participate in group discussions
- To expand vocabulary

Physical Development

Infant and Toddler:

- To develop gross motor skills
- To develop fine motor skills
- To coordinate eye hand coordination

To develop age appropriate self help skills
To use all senses in learning
Preschool:
To enhance gross motor skills
To enhance and refine fine motor skills
To develop age appropriate self help skills
To use all senses in learning

Assessment

Curriculum goals and objectives are closely aligned with assessment practices. Assessment is used as a basis for a variety of educational decisions that affect curriculum development, implementation, and teaching approaches. Teachers use weekly planning meetings to discuss information, gathered through assessment, to determine activities to plan, instructional strategies to use and to adapt teaching practice or modify the environment. Concord Children's Center's *Assessment of Child Progress Plan* details the complete assessment process.

Concord Children's Center Assessment of Child Progress Plan

Concord Children's Center uses a child centered approach to learning that seeks to help each child reach challenging and achievable goals, vital to ongoing learning and development. Our classrooms and teaching strategies encourage children to explore, observe, discover and make meaning from the world around them. Teachers are able to both guide and follow children through this learning. Assessment, the ongoing process of gathering evidence of learning in order to make informed judgments regarding educational practice is a crucial part of our approach. Assessment supports children's learning, leads to meaningful curriculum, and helps guide planning and decision making.

Teachers develop plans to promote each child's socio-emotional, cognitive and physical development by building on individual strengths and interests. To do so a teacher must know where each child is with respect to the goals and objectives of the curriculum. Information gathered through the assessment process, about children's interests, needs and abilities determine activities that will be planned and instructional strategies to use.

The assessment process at CCC is an ongoing open-ended process that looks at the whole child, as both an individual and as a member of a group. It takes place within the context of the classroom and happens throughout the year. It is a strength-based approach designed to highlight children's knowledge, skills and interests

- are developmentally appropriate document
- a child's growth over time
- describe a child's progress toward learning goals as outlined by a developmental continuum and Concord Children's Center curriculum philosophy
- guide planning and decision making for curriculum planning
- be a resource to generate reports when necessary
- support screening and referral for further diagnostic assessment when indicated

Outside diagnostic screening, when requested by parents, is done by specially trained consultants such as Public school preschool teams and/or Early Intervention case workers. Results of these screenings are combined with CCC informal assessments such as observations, work samplings and checklists, and parent input in order to obtain a complete picture of the child.

A child's development is assessed in a variety of areas including:

(See specific goals as outlined in Concord Children's Center Curriculum Philosophy.)

Social/ emotional

Children's feelings about themselves and the ability to positively relate to others.

Cognitive

Children's thinking skills including the development of logical and symbolic thinking, problemsolving skills, and approach to learning. **Language**

Children's ability to communicate through word, both spoken and written; including listening and speaking, reading and writing skills (preschool and kindergarten).

Physical

Children's gross and fine motor skills and self help skills.

Team approach to assessment The assessment process is a team approach that is rooted in the teacher's power of observation. CCC teachers are trained to conduct age appropriate assessments for children within their classroom age group. Methods used to evaluate a child's abilities, interests and progress may include anecdotal notes, samples of drawings, artwork or constructions, records of conversations, talking with a child to learn more about their thinking, and developmental checklists. In order to provide developmentally appropriate assessment that benefits infants and toddlers, teachers observe and study infants and toddlers to learn how they accomplish certain important functions such as moving around their environment, forming relationships, manipulating objects, solving problems and communicating with others. Outside resources are available to assist teachers with the observation process. A teacher may ask an administrator, a colleague, or our consultant to observe a child or a group in order to offer another perspective and insight about a specific issue or question.

Parents play an important role in the assessment process and have frequent opportunities to participate. Understanding and appreciating the child's developmental progress within the context of his/ her family values and cultural background is crucial to meeting the needs of each child. Parents are asked to identify goals for their child on the *Family and Child Information Sheet* distributed in the beginning of each school year, or when a child enters the program. Intake meetings are scheduled with parents of infants and toddlers and with any other parent who requests one, prior to enrollment.

Information gathered from parents is used as a resource for teachers when assessing a child's strengths and needs as well as for setting individual goals within the classroom.

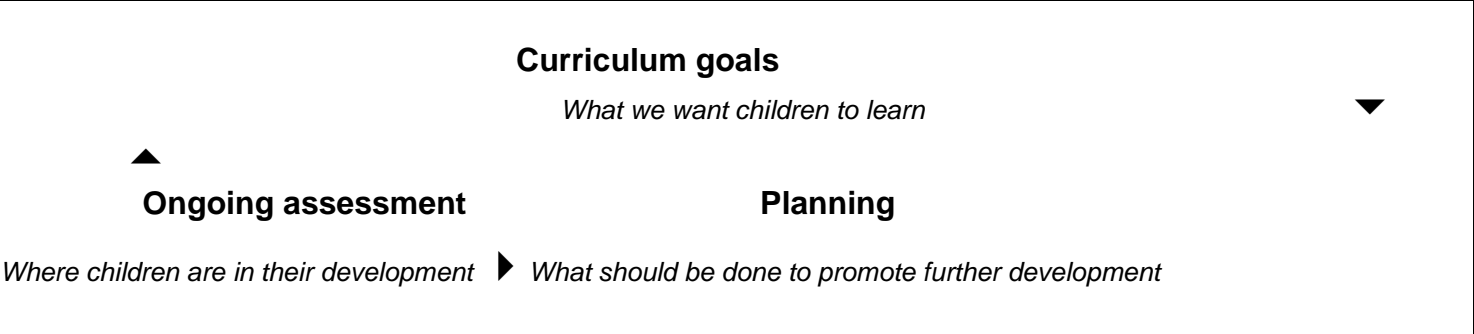
Parents and teachers communicate regularly, in formal and informal ways. Informal conversations take place at the beginning and end of each day, through telephone calls, and via written notes to parents. Parents and teachers meet at least two times per year (four times per year for parents of infants) for formal parent teacher conferences. A parent or teacher may request additional conferences at any time. These are times to discuss each child's development and learning as well as share observations from both school and home. Teachers document the results of their observations and assessments in a written conference report as well as share any screening tools used during the process. A master book with samples of forms used for assessment is kept in the Program Director's office. For families for

whom English is not their primary language, a translator will be used to interpret progress reports, if necessary.

Documentation of teacher observations and notes regarding each child’s assessment, as well as work samples, are kept with the curriculum planning material within each classroom. Formal written conference reports are given to each family and a copy is kept in the child’s file in the Program Director’s Office.

All child records are confidential and shared only with teachers and administrators who are directly responsible for the care of the child. Written parental consent is required prior to sharing any information concerning a child with an outside agency. Additional information regarding parental rights and access to children’s records can be found in the *Parent Information Sheet* in the addendum section of the Concord Children's Center Parent Handbook. Parents may also request a meeting with their Program Director to review the assessment plan including teacher training, specific instruments used, and the purpose and use of specific information gathered.

The purpose of assessment is twofold. In addition to assessment practices being used to obtain a representative picture of a child’s abilities and progress, it is also used as a basis for a variety of educational decisions that affect teaching approaches, curriculum development and implementation. Teachers use weekly planning meetings to discuss information, gathered through assessment, to determine activities to plan, instructional strategies to use and to adapt teaching practice or modify the environment. Assessment methods are closely aligned with curriculum goals. The cyclical process of assessment and curriculum implementation is outlined below:



Much of the planning process is verbal, involving discussions and conversations amongst teaching team members during planning and meeting times. Teachers are encouraged to document classroom and curriculum adaptations, which are based on information gathered during assessment, in their planning books or with planning materials. Evidence of these modifications are seen in the classroom through activities introduced, modifications to the environment and changes in teaching and classroom management strategies.

Inclusion Philosophy and Practice Statement

This statement is intended to describe Concord Children's Center's philosophy that guides our commitment to including all learners in our programs; and how we provide additional supports for children who require more focused, consistent attention in particular areas of development, how we will provide those supports within the context of the classroom, and how, when required, we will assist families to obtain additional support services.

Part 1 What we believe

Concord Children's Center is committed to educating every child and will endeavor to provide the necessary supports to assure that each child can be successful.

We believe in the importance of:

recognizing each child's unique abilities, range of development, and learning style.

teaching and supporting children by building on each child's strengths.

supporting children by providing teachers with the supports that they need to ensure the success of all children.

working collaboratively with families to assure children's success at CCC.

Part 2 What we do

Step 1 When a teacher identifies developmental areas requiring additional support for a child, the Program Director will arrange for an observation of the child in the classroom setting and work with the teachers to define what environmental supports may be necessary to help the child be successful. We will seek input from the family and the child's previous CCC teachers or other non CCC caregivers (with parental permission) to gather further information and additional perspective.

Step 2 In some instances Concord Children's Center will call upon developmental specialists from the Concord Public Schools Pre-School Team, the Minute Man Early Intervention Team or our Behavioral Consultant William Gresser, to assist the Program Director and teacher in identifying appropriate supports for the teacher and accommodations for the classroom environment to assure the success of all children. This team of specialists includes a behavioral therapist, a speech and language therapist, and an occupational therapist.

Step 3 The Program Director in collaboration with the teaching team will develop an action plan that incorporates information gathered from the family and from the classroom observations. The action plan will include long and short term goals designed to monitor progress.

Step 4 If a concern is identified that requires further evaluation the teacher and or the director will meet with the child's parents. Parents will be provided a written statement that outlines the reasons for recommending a referral, a brief summary of the observations and any accommodations that the Center may have made to help the child and a list of possible referrals.

The Program Director will offer guidance to the family in making the referral. A record of recommendations will be maintained in the child's file.

Step 5 If it is determined that a child is eligible for services, the teacher /director will follow up with the service provider, with parental permission, for consultation and assistance in meeting the child's needs at Concord Children's Center. A CCC representative will also be available to attend meetings at the request of the child's family, including Public School team and Early Intervention IFSP meetings. CCC will request that parents provide copies of written reports including public school Individual Education Plans and Early Intervention Individual Service Plans.

Step 6 If it is determined that the child is not in need of services/is ineligible to receive services, the teacher/director will review the child's progress every 3 months to determine if another referral is necessary.

CCC Intake Protocol for children receiving outside and/or additional services

When we are aware that a child is receiving services for a special need the Program Director of the program that is receiving the child will request a meeting with the child's family and the child's new teacher(s). This meeting should take place within one month of enrollment or the initiation of the IFSP/IEP.

The family will be asked to bring a copy of any IFSP or IEP or any other reports that the family believes will help us understand their child's needs.

The goals of this intake meeting include: obtain information from the family about their child's, strengths, challenges, and what helps the child to be successful
identify families goals for their child
emphasize our commitment to working in partnership with the family
articulate our expectations regarding, participation in IEP and IFSP meetings, and communication with service providers
request contact information for service providers complete intake form with family

PROGRAMS



Concord Children Center Programs

Our programs provide year-round early childhood education with childcare for children from 10 weeks through second grade. Children are enrolled from three mornings (8:30-12:30) up to 5 full days (7:00-6:00). The minimum enrollment for children through 4 years is three mornings, four mornings for 4 to 5 year olds who will be entering Kindergarten the following year.

East Program

CCC East Concord is in a historic farmhouse with a custom-built addition, located just outside Concord Center and abutting old agricultural fields. It includes three infant toddler classrooms, three preschool classrooms, two indoor multi-purpose spaces, an activity kitchen, a separate infant/toddler playground, and a larger playground for our older children.

West Concord Program

West Concord is located in the heart of West Concord village, across from the newly renovated Fowler branch of the Concord Public Library and adjacent to the Harvey Wheeler Community Center. It includes three infant-toddler classrooms and four preschool classes. CCC at West Concord also has a separate infant/toddler playground, a naturalistic playground for our older children, a vegetable and flower garden, and a multi-purpose room with a wall of windows overlooking the playground.

Summer Program

The summer program is offered in one week sessions from the end of the regular school year in June until the last week in August. This program is primarily for currently enrolled students, as well as new students enrolling for the coming year.

CCC COMMUNITY



CCC Auction 2019
CCC Community

Governing Body

Concord Children's Center is a non-profit corporation chartered by the Commonwealth of Massachusetts in 1975. The members of Concord Children's Center corporation are: all parents of children currently enrolled in the program, all staff members, and interested members of the community.

The corporation elects the Board of Directors from among its members. All parents are welcome to attend Board meetings and to participate on committees. The Annual Meeting is held each June and all members are encouraged to attend.

Board of Directors

CCC is governed by a Board of Directors that has as its primary responsibility to ensure financial success and establish general policies for the Center. The Board of Directors is comprised of between 10 and 16 voting members who are elected at the Annual Meeting of Concord Children's Center Corporation in June. Board members include parents, community volunteers and staff. The Executive Director is a non-voting member of the Board.

The Board has several committees which parents are encouraged to join, including Personnel, Finance, Development, Fundraising, and Long-range Planning. Parents are urged to participate in the policy making process so that the Center remains productively responsive to our families' needs.

The Board meets monthly (the second Wednesday of the month) at one of the program locations. Parents interested in serving on the Board are encouraged to talk to their Program Director or a Board parent about openings, and to attend a meeting. A Board handbook is available for more information.

The Annual Meeting

All members of the Concord Children's Center Community are encouraged to attend the Annual Meeting, held in June. At this meeting the Board of Directors is elected for the up-coming year and bylaw changes are also voted on, when necessary. Departing board members as well as departing families who have made significant volunteer contributions are recognized. Each year the Concord Carlisle High School student who has received the Concord Children's Center Scholarship is invited to address the Annual Meeting.

Contributions/Fundraising

We are a non-profit organization. Contributions of any kind including furniture, children's books and games are both tax-deductible and greatly appreciated. Please check with the program directors concerning any possible items. Cash donations may also be made for a specific purpose, such as purchasing some needed equipment or supplies. CCC has fundraising events that benefit the center. Parent involvement is essential through assistance with organization of events, donations, and participation.

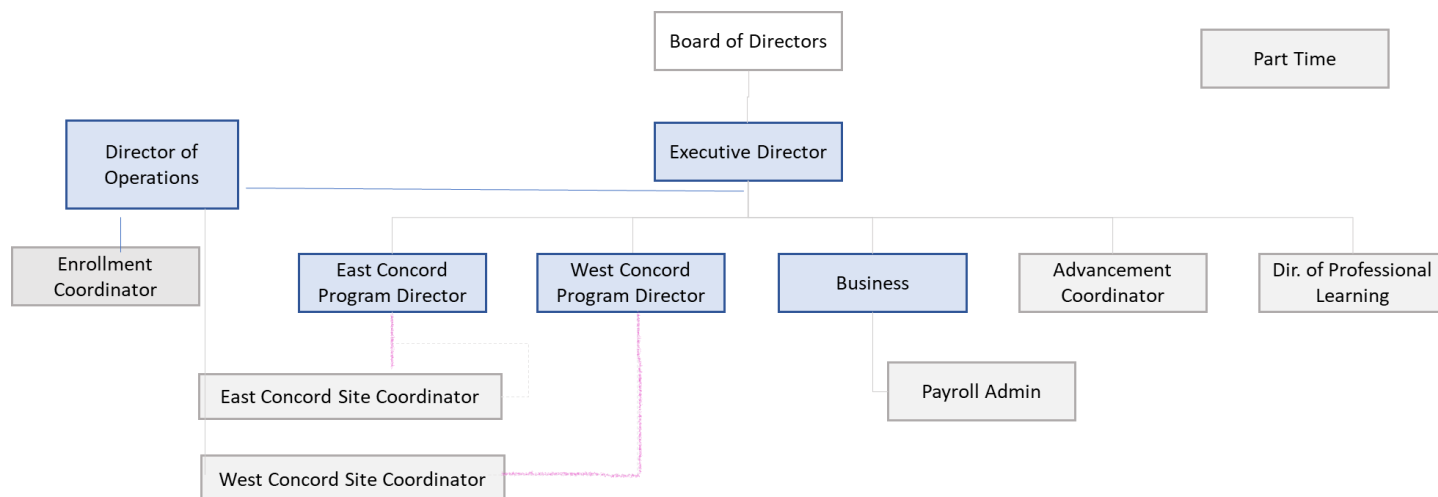
- **The Auction:** Our annual Auction raises close to \$25,000 to help support our on-going programs, our commitment to offering competitive teacher salaries and benefits, and other extras that make the CCC experience so wonderful for all of our families.
- **The Fund for CCC:** Our Annual Appeal along with the auction supports our excellent educational program, maintains our facilities, and allows us to provide competitive salaries and benefits to our teachers. Past Fund for CCC's have supported, capital improvements at the Emerson site, playground equipment at the Ripley site, professional education for our teachers, tuition assistance and a one year special music program and musical instruments. Our foremost goal is to preserve the thriving community for children, teachers, and families at Concord Children's Center.

Teachers Concord Children's Center creates a vibrant community for families. Social events and volunteer activities provide a framework for developing inter-family relationships. Families are encouraged to become involved in all aspects of the school and are always welcome to spend time in the classroom. Daily interactions between teachers and parents compliment our parent teacher

conferences. A volunteer board of directors composed of parents and staff, governs the Children's Center and provides opportunities for leadership roles.

Sometimes the Center staff is joined by Student Teachers from one of the area's colleges or universities. Lead Teachers and Program Directors as well as the sponsoring college supervise these students.

Organizational Chart



Parents

Parents are an integral part of our center. We act as an education resource for parents and as a source of emotional support for the everyday problems of child rearing. A quality child care program cannot exist without a partnership between the parents and the staff.

Parents have the opportunity to give input informally on a daily basis, in the context of annual program evaluations, parent-teacher conferences and board meetings. We believe in close partnerships among staff and parents, which provide the continuity and reinforcement between what the children learn at the Center and what they experience at home. Parents are welcome visitors to the classroom and are encouraged to share their special skill and interests with their child's class. Field trips and special activities provide additional opportunities for involvement.

Room Parent Information

Room parents help families feel comfortable at Concord Children's Center by inviting them to events, helping to coordinate classroom events, and assisting with board communication. Room Parents are another set of friendly eyes to greet and welcome families into the classroom and demonstrate to all our children important social skills for being in a group. Please contact your Program Director or child's teacher if you might be interested in becoming a Room Parent. Please see Room Parent FAQ information in the appendix for more information.



CCC Board at Ripley

ENROLLMENT



Enrollment

Enrollment is based on the entire school year, September through June. Applications for September enrollment are accepted after the Fall Enrollment Open House through the last week of January. Acceptances are mailed to all families at the end of February. Enrollment fees are due back to the Center in March. Priority for enrollment is given to 1) current enrollees, 2) siblings of non-staff current enrollees and staff children, 3) siblings of alumni children, 4) new applicants. There are a limited number of part time openings for our infant and toddler groups. Siblings of current families may be placed on the waiting list if part time openings are not available. Summer enrollment takes place in March. Occasionally children are enrolled during the year as space is available.

Concord Children's Center's admission policies do not discriminate on the basis of race, sex, religion, cultural heritage, national origin, political beliefs, marital status, sexual orientation or mental and physical disability in the administration of its admission policies, educational policies, tuition assistance programs, or its employment practices.

Individual Schedules Concord Children's Center offers a very flexible schedule to meet the variety of family needs.

Children's individual schedules are established upon acceptance to the program. Parents may choose a schedule, which varies between 3 to 5 days a week; however, hours must be the same week to week. Each family should work out their schedule with their Program Director. There is a special enrollment policy in the 4/5 classes of 4 mornings minimum.

All preschool children should be at school by 9:00 AM. Please call us if you will be late bringing in or picking up your child. We do not refund for absences or sickness. It is not possible to substitute one day for another in case of absences.

Schedule Changes

Our flexibility in changing schedules is limited. If a change of schedule is necessary, we will try to accommodate your request if possible. If you wish to increase your child's schedule, and space is available, we will do it immediately.

Schedule Reductions

If you wish to reduce your child's schedule in any way, please speak with your Program Director. Schedule reductions submitted prior to June 1st will go into effect at the beginning of the school year. Schedule reductions received between June 1st and the first day of school will go into as of Billing #4. Any schedule reductions received after the first day of school require a three billing periods notice prior to being implemented. In addition, families will be responsible for paying three billing periods of the originally agreed upon tuition prior to the change going in to effect. Please carefully consider the schedule you request at the time of your initial acceptance.

Tuition and Fees

General Information

The school year is 40 weeks long and excludes the Concord Public Schools vacation weeks in December, February, and April. Ten equal invoices (with the exception of extra hours/optional days/vacation weeks) are sent on the 5th of each month, August through May. Payments are due by the 20th of each month. Payments received after the 20th are charged a \$10 late fee. For a detailed

explanation of how tuition is calculated please refer to the Scheduling Options brochure. Tuition payments may either be sent to 1300 Main Street or left in the tuition payment lockbox at your site. Your cancelled check and bill will be your receipt for your tuition. If your company requires a particular form, please send it along with your tuition check for signature. Please contact Melissa Perdue Gallo, Business Manager, (at 1300 Main Street) 978-369-6790 or your Program Director with any questions.

Enrollment Deposit

Acceptance to the program is contingent on receiving your signed enrollment agreement as well as your \$400 deposit (\$200 for new after schoolers). This deposit is collected upon your child's acceptance to the program and is rolled over each school year. The deposit is refunded upon your child's completion of his or her entire final school year. Withdrawal from the program after we have received your signed enrollment agreement and before the end of a school year will result in the loss of your deposit.

Deferred Enrollment Concord Children's Center will, at its discretion, reserve a spot for up to two months. Upon acceptance, enrolling families will be asked to pay the enrollment deposit plus the first month's tuition in order to hold the spot. If for some reason the child does not enroll, the deposit and the first month's tuition will not be refunded.

Enrollment Policy for Families Waiting for Adoption

If an adopting family has applied for a spot at CCC and are waiting to confirm adoption of the child, they should pay the \$400 enrollment fee by the March "*enrollment fee due*" date to hold the spot.

Prior to July 1st CCC will accept withdrawal from the spot and will return the \$400 fee.

Vacation/Optional Weeks

The three public school vacation weeks in December, February and April are not included in the regular school year tuition. If you wish to have your child attend, you should sign up at your program site. Vacation sign up sheets will be posted 6 weeks in advance of the vacation week. There are no cancellations since classrooms are staffed according to the number of children signed up in advance for the vacation weeks. Families will be invoiced for the time they requested whether or not the child attends. Late additions may be accommodated on a space available basis. If you choose to take a vacation at another time during the school year, monthly tuition is due as usual. Please refer to the Scheduling Options brochure for information regarding specific rates for the vacation weeks.

Tuition Assistance

CCC is committed to helping families in our community obtain child care. We are able to offer some tuition assistance through a grant from the Concord-Carlisle Community Chest and our annual fundraising. Any family who thinks they may qualify should contact, in person or by phone, the Executive Director or their Program Director. Other local sources of tuition assistance include the Concord Area Preschool Association and the Department of Early Education and Care, voucher program. Please contact CCC's Executive Director for more information about these programs (978-369-3747) **Concord Public Schools and Town Employee Discount**

Families that have one or more parent or guardian employed by the Town of Concord or the Public Schools are eligible for a 5% tuition discount. Please contact Pat Nelson for more information.

Additional Hours

At times families need additional hours. Any requests for extra hours whether for early arrival or later pickup must be made in writing on the pink form in your child's classroom and approved by the Program Director at least one day in advance. The additional tuition will be added to your next tuition bill. If hours are added between 1 and 3 pm, you will be billed for the 3 pm pick up time. Otherwise, extra hours are billed in 1/2-hour increments. Please refer to the Scheduling Options brochure for specific rate information.

Penalties and Forfeitures

Early Withdrawal and Withdrawal After Submitting Signed Enrollment Agreement:

Enrollment is based on the entire 40 week school year. Withdrawal from the program at any point after you have signed your enrollment agreement will result in the loss of your enrollment deposit.

Families who choose to withdraw after July 1 will be responsible for an additional billing period's tuition from the time of notification of withdrawal. Please contact the Executive Director, Pat Nelson, at 978 369-3747 if you have any questions

Schedule Reductions Infant Toddler Preschool Programs

Schedule reductions submitted prior to June 1st will go into effect at the beginning of the school year. Schedule reductions received between June 1st and the first day of school will go into with billing #4. Any schedule reductions received after the first day of school require a three billing period notice prior to being implemented. Families will be responsible for paying three billing periods of the originally agreed upon tuition prior to the change going in to effect.

Late Pick Up Fee

We staff our classrooms according to the number of children scheduled and value our small child teacher ratios. Therefore, if you pick your child up after your scheduled time or drop your child off early, you will be charged a fee (please refer to the Scheduling Options brochure). This charge will be reflected on the following month's tuition bill.

If you pick your child up **after closing**, you will be responsible for paying a late fee of \$10 per 15 minutes or any part thereof. The late pick up fee will be reflected in your tuition bill. Parents will receive a warning upon their first lateness. A log will be kept to record and monitor lateness. It is vitally important to the children and the teachers that the closing hours be strictly observed. If you are continually late after closing time, you will be referred to the Executive Director.

Late Payment Policy

Tuition payments are due the 20th of the month **prior** to service

Payments received after the 20th of the month are charged a \$10 late fee. There is no grace period for late fees.

Families will receive the Late Payment Letter when they have more than one month of outstanding tuition due.

Families with more than two months of outstanding tuition will be contacted by the Executive Director to discuss payment plan and tuition assistance if applicable. We are not able to accept summer or following year applications when outstanding balances reach or exceed two months of tuition.

Families with three months of tuition due will be required to sign a payment plan and make regular monthly payments aiming to achieve a zero balance within a three month time frame.

Families who have three months of tuition due and do not sign a payment plan or do not make regular monthly payments are not meeting their financial obligation to the Center and will therefore be notified that their child is at risk for termination.

The Center will allow for a termination to take place over one month's time to allow for the best possible transition for the child and family.

Termination

Concord Children's Center reserves the right to terminate a child's enrollment if:

A) The family is not meeting their financial obligations to the Center. Concord Children's Center is committed to working with families to address tuition payment issues as soon as possible in order to avoid termination. If all efforts have been exhausted the Center will notify the child's program director and the family thirty days in advance of termination to assure a smooth transition for the child.

B) The further enrollment of the child is judged by the teachers and directors not to be in the best interests of the child or of the Center. This judgment is made in very rare circumstances only after the following procedures occur:

The teacher observes behavior and notifies the program director.

The teacher and director meet with the parents and suggest possible referrals.

If the teacher and director determine that it is not in the best interests of the child to continue in the program, the director will provide the parents written documentation of the reasons for this decision.

The director will provide parents with information and referrals for other services.

The process of determining that a child would be better served in an alternate setting would involve a thorough evaluation and referral to the appropriate Special Education Department (please see special needs and referral section). The decision would be made after exhausting all possibilities of maintaining the child in our program. The parents, due to the nature of our referral plan, would be fully involved in this process and would therefore be a party to the decision. Written documentation of the entire process and the decision to terminate would be provided to the parents and included in the child's file. It is our goal that the termination would be a transfer from this program to the program determined by all to be a placement designed to meet the specific needs of the child. The child and parents will be fully supported during this transition and the teachers would be available as resources to the child's new teachers.

When any child leaves the Center, initiated by the Center or by the parents, the teacher will prepare the child for leaving in a manner consistent with his or her ability to understand.

PROGRAM PROCEDURES



Program Procedures



Arrivals/Departures

Arrival times are: 7:00 (depending on the number of requests), 7:30, 8:00, and 8:30am. Pick up times are 12:30, 1:00, 3:00, 4:00, 5:00, 5:30, and 6:00 pm (depending on the number of requests). Parents are responsible for bringing their children in the morning and for picking them up at the end of the day. For the safety of the children, it is very important that parents speak to the teachers directly when bringing their child to school and when picking them up.

Parents will pick their children up at day's end. While we realize there may be exceptions, we do not encourage carpools because we feel that it is very important that parents be part of their young child's classroom every day, if possible.

We ask you notify CCC if someone other than a parent/guardian will pick up your child. We will only release your child to individuals whose names appear on the Authorization for Release Form. If someone else will be coming, whether on a temporary or regular basis, we will need a signed note from you as well as a picture ID from the person picking up. In an emergency, phone calls are accepted. If you would like to change your authorizations during the year, please inform your Program Director.

It is the responsibility of every parent to pick up their child by the time they have scheduled as we have staffed according to individual schedules to maintain our teacher/child ratios. However, if you absolutely must be late, please call and let us know, so we can tell the teachers and your child. This additional time will be charged to your next bill. If it becomes apparent that a later departure time is needed, a change in your permanent schedule may be requested by the program director, providing space is available. It is also important that children do not arrive before their scheduled time in the morning.

Communication Home-School Communication

Integral to Concord Children's Center commitment to working in partnership with our families and fostering a strong community, is our approach to communication. First and foremost, we value face to face or telephone conversations between families, educators, and administrators. Regular communication among parents and teachers is of enormous benefit to each child. We want to know about events at home, which will affect a child's day with us and we will let parents know of their child's adjustment and progress, and of events at the center. Families are invited to drop by their child's classroom or phone teachers or program directors during the day with questions. Longer conversations may be scheduled for a mutually convenient time. Conferences are scheduled throughout the year.

CCC uses email, Facebook, and our Kaymbu App to communicate classroom happenings, CCC news, and notices of upcoming events.

- **CCC Email:** When families enroll at CCC we request preferred email addresses for our use. Emails are sent via Google Groups. We rely on parents to let us know if their email address changes. Changes can be sent to the business@concordchildrenscenter.org.
- **CCC Facebook Page.** Families can follow us at: www.facebook.com/concordchildrenscenter We post photos of CCC events as well as announcements of upcoming events and anticipated school closings.
- **CCC Webpage:** www.concordchildrenscenter.org
- **Kaymbu:** Throughout the year families will receive Kaymbu communication via email or through the Kaymbu App (<https://help.kaymbu.com/hc/en-us/articles/115004757893--Kaymbu-for-Parents-App><https://help.kaymbu.com/hc/en-us/articles/115004757893--Kaymbu-for-Parents-App-LaunchLaunch>) . Teachers use Kaymbu to share classroom curriculum and news.

- **Text Messages for emergencies or school closings.** We have the capacity to send text messages to families who have provided cell phone numbers. Texts will be limited to school closings or emergencies.



Communication, collaboration and cooperation are intentional at CCC. The program succeeds when we are connected and in relationship.

Keeping our connections alive and rich fosters the community that best supports children.

Below is an outline of what we communicate through these platforms **Notifications of School Closings:**

- Announcements of Concord Public School closings on local media websites
- CCC Website
- School wide email announcement
- Facebook post
- Message on CCC Phone system
- Text Messages

Notices of school wide events

- Newsletter (Monthly) email to families, posted on website and hard copies located at all sites.
- Email
- Website
- Facebook
- Postings on school and classroom doors
- Occasional paper flyers in mail pockets
- Verbal reminders from teachers

Notices of Classroom events

- Paper Classroom Newsletters
- Kaymbu Communications
- Posted daily notes
- Verbal from teachers
- Classroom Email

Notices from Administration/Business Office, Invoices, Due dates

- Email
- Newsletter

Administrative and program policies

- CCC Parent Handbook ○ Email copies sent to families and paper copies available at each site ○ Website
- CCC Scheduling Options Booklet ○ Paper copies available at all sites
 - Email copies sent to families during each summer
 -

A **Newsletter** is distributed to all families via e-mail. Families may request a paper copy from their program director. The Newsletter contains information about CCC curriculum and events. The Newsletter is also a good source of information about upcoming Center and town wide events for children and families.

Parent Teacher Conferences

Each parent is asked to participate in two parent-teacher conferences per year to exchange information and concerns. In addition, a parent or teacher may request to have a conference at any time during the year. Informal conversation about a child can, and does, take place at each end of the day, especially with parents of infants and toddlers. Children understand and listen to adult conversations so we ask that potentially sensitive topics not be discussed around a child of any age. Teachers are available by telephone any day - please call the program office during their working hours.

Behavior Management

We believe that discipline should come from the child; that one of our major tasks as professionals is to help children develop the inner controls that will allow them to work cooperatively, creatively, and contentedly. We encourage children to express conflict and unhappiness verbally, so other children can be aware; and we encourage children to listen to the emotions expressed by their peers. The toys and equipment at the Concord Children's Center are carefully selected to promote non-violent conflict resolution. In keeping with this philosophy we discourage toys from home which do not promote nonviolent conflict resolution.

Resolving School / Family Conflict.

If a family feels that the school's professional values and practices conflict with the families values and practices, parents should first approach their teacher with their concern. We welcome the opportunity to discuss these issues with families and will make every effort to communicate the goals and objectives of the classroom value or practice and seek to identify potential opportunities for compromise or adjustment. If, after discussing their concern with their child's teacher, the family continues to be concerned they should contact their Program Director.

Developmental progress

Concord Children's Center teachers are trained to observe and assess each child's developmental progress throughout the school year. Parents will be informed of their child's progress at the two teacher parent conferences and throughout the year in informal and formal ways as necessary. Parents are encouraged to meet with their Program Director to learn more about the purpose and procedures of observational assessments used by our teachers, as well as how the information will be used to

enhance the learning opportunities for their child. It is the intention of Concord Children's Center that parents and teachers will communicate about each child's developmental progress as observed in the classroom and at home. If a parent requests an assessment be made by an outside service provider, teachers and program directors will work closely with the family and the service provider to assure that all information is being communicated clearly and results in the best outcome for the child and the family. The parent must provide written authority in order for Concord Children's Center to release information to an outside service provider. For additional information, please see **CCC Assessment of Child Progress Plan** located on page 10 of this handbook.

Special Needs/Referral Service

Concord Children's Center promotes early detection and programming for children with special needs. We make every effort to include all children in our programs. (Please refer to the **Inclusion Philosophy and Practice Statement** found on page 12.) We enjoy a reciprocal relationship with many area family and child service agencies, such as Early Intervention, the Concord Public Schools and Concord Family Services. We will help parents identify special needs, and locate testing and supplemental services, if necessary. We realize that this can be a difficult and painful process, but we are convinced that early treatment is essential to the optimal development of each child. The determination of need is based on the teacher's observation of the child and a review of the child's record. The teacher/director then meet with the child's parents, discuss their concerns and provide a written statement including the reasons for recommending a referral, a brief summary of the observations and accommodations that the Center has made to help the child and a list of possible referrals. The teacher/director will offer assistance to the family in making the referral, or with written parental consent, make the referral. A record of recommendations is maintained in the child's file.

If a referral is made, the teacher /director will follow up with the service provider with parental permission, for consultation and assistance in meeting the child's needs at Concord Children's Center. If it is determined that the child is not in need of services/is ineligible to receive services, the teacher/director will review the child's progress every 3 months to determine if another referral is necessary.

To assist families who would benefit from services that are not offered by the Center, we maintain a current list of potential referral resources. Parents may generate a request for additional services; or, a teacher may determine that a recommendation to additional educational, medical, social or mental health services would be helpful. Please note that the **Department of Early Education and Care** is a resource for information and resources on child care providers, financial assistance options, grants, special education, family supports and regulations and policies. Parents may also contact EEC for licensing history.

Referral Sources:

<i>Department of Early Education And Care</i>	<i>617-988-6600 51 Sleeper St, Boston, MA 02210</i>
<i>Minuteman Early Intervention 1269 Main St, Concord, MA 01742</i>	<i>978-369-3524</i>
<i>Concord Public School-Special Education Preschool Team</i>	<i>978-318-1510 X141 120 Meriam Road, Concord, MA 01742</i>
<i>Department of Public Health</i>	<i>800-882-1435</i>

William Gresser, MA
162 Great Rd, Acton MA 01720
CCC Mental Health Consultant

978 - 263-3211

*Massachusetts Advocacy
Center*

617-357-8431
100 Boylston St., Suite 200, Boston, MA 02116

EEC Voucher Programs

978-263-1827/ 978-287-0221

C.A.S.E. Collaborative
01742

978-318-1534,

120 Meriam Road, Concord, MA

Confidentiality and Child Records

Concord Children's Center follows the Massachusetts General Laws regarding Children's Records that are found in the appendix of this handbook. Teachers responsible for your child's care, your Program Director, and CCC administrators will have access to your child's record in order to assure continuity and quality of care over the period of your child's enrollment. Parents will have access to their child's records at any time and may request in writing that records be shared with outside service providers. Records are kept in the Program Director's office.

Program Evaluation

Family input is essential to program development at CCC. We ask that at least yearly parents complete program evaluations to let us know how we are doing. Your input helps us understand how well CCC is meeting family's needs and what areas need further development. Please refer to the Program Evaluation Sheets located at the end of this handbook to preview questions that we ask.

Field Trips

When it is necessary to transport the children to a field trip destination, parents will be notified about by notices on the classroom bulletin boards or doors, and asked to sign a permission slip. Children will be transported by bus and will be back at the school for their scheduled pick-up time. For Concord Children's Center sponsored field trips contracted busses will be equipped with seat belts. Parents are also asked to sign a permission form, at the start of each year, allowing walking field trips away from the center including the library, local businesses and other local places. The trip may include visiting inside these places. (See Field Trip Policy in Appendix)

What to Bring Snacks and Lunch

Eating together is a pleasurable activity for all of us. We will provide a morning and afternoon snack for each child. Children should bring their own lunch; we suggest using cold packs or thermoses to maintain the desired temperature. Parents of infants will provide all food, formula, and bottles for their baby. We will be glad to provide snacks when parents agree that would be appropriate. We will provide milk to drink with lunch. We like to encourage good eating habits from the start; please do not send candy, gum, soft drinks or more than one dessert.

ACK! WHAT DO I PACK FOR LUNCH?

To help you in planning your child's lunch, we have put together this list of suggestions.

Sandwiches (You can also use things like ham and cheese to make "roll-ups"):

Turkey	Cheese sticks
Ham	Cereal and milk
Cheese	Fruit cups
Roast beef	Salad
Tuna	Cottage cheese
Grilled Cheese	Chicken / chicken fingers
Cream cheese and jelly	Turkey
Soybutter or sunflower seed butter and jelly	Pasta
Bagels and cream cheese	Macaroni and cheese
Rice	Fish sticks
Beans	Pizza
Hummus (the children love to dip things!)	Soups and stews
Fresh fruit and veggies (to your child's abilities)	Waffles and pancakes
Steamed or cooked veggies	Eggs ,Quiche
Yogurt	Rice cakes
Cheese and crackers	

Remember: we will provide whole milk with lunch. If you would prefer to send your child in with his/her own milk, feel free to talk with us about that.

****Please check with your child's classroom teacher for any food or nut allergies. Classrooms or individual programs may have a no nut or no nut butter policy.***

Food Safety Policies and Procedures

Food served to children for snacks and occasional meals are prepared, served and stored in accordance to USDA Child and Adult Care Food Program guidelines. Staff members work with families to ensure brought from home meet these guidelines.

All food brought from home must be labeled with the child's name and date, except for food that is sent to school in a labeled lunch box or bag and eaten by the child on the same day.

Food requiring refrigeration should stay cold until it is served. In the infant room space is provided in the classroom refrigerator for each child's food sent from home. Since, refrigeration space is limited in the other classrooms, we ask parents to provide cold packs and insulated lunch bags to ensure the food remains at a proper temperature. A child's food may be stored in the school refrigerator if necessary. CCC provides a supply of nutritious food to supplement food brought from home as needed.

Water is primarily served at snack time. Milk and water are offered to children at lunch time. Juice is served on a very limited basis.

Staff should check expiration dates of all food served. Food with expired dates should be discarded.

Liquids and foods hotter than 110 degrees are kept out of children's reach.

Whole milk is served to children 12 months to 24 months

Staff **do not** offer children younger than 4 years old the following foods:

1. Hot dogs whole or sliced in to rounds
2. Whole grapes
3. Nuts
4. Popcorn
5. Raw peas
6. Hard pretzels
7. Spoonfuls of Peanut butter
8. Chunks of raw carrot or meat larger than can be swallowed whole

Staff cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddler/twos according to each child's chewing and swallowing capacity. **For infants/breastfeeding:**

Concord Children's Center staff work with families of infants to ensure that the food served is based on the infant's individual nutritional needs and developmental stage. Concord Children's Center encourages and supports breastfeeding. Our Infant program has designated places set aside for breastfeeding mothers who want to come during work to breastfeed. We will work with the family to coordinate feedings with the infant's mother whenever possible.

Expressed milk should be stored in ready-to-feed sanitary containers labeled with the infant's name and date. Breast milk will be stored in the refrigerator no longer than 48 hours, or no more than 24 hours if the milk was previously frozen. It can be stored in the freezer at 0 degrees Fahrenheit or below for no longer than three months. Staff will gently mix, not shake, the milk before feeding to preserve special infection fighting and nutritional components in human milk. Bottle feedings may not contain solid foods unless the child's health care provider supplies written instructions and a medical reason for the practice. Teaching staff do not offer solid foods and fruit juices to infants younger than six months unless the practice is recommended by the child's health care provider and approved by the child's family. Sweetened beverages are avoided. If juice (only 100% fruit juice is recommended) is served, the amount is limited to no more than four ounces per child daily. Staff will discard after one hour any formula or human milk that is served but not completely consumed or is not refrigerated. If staff warm formula or human milk, the milk is warmed in water at no more than 120 degrees Fahrenheit for no more than 5 minutes. Milk or food served to infants are not warmed in a microwave oven. Staff cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddlers/twos according to each child's chewing and swallowing capability.

Diapers

Parents provide diapers, wipes and any necessary ointments/creams for their own child. We will follow your lead in toilet training to maintain consistency, and do not require children to be trained by any specific age. For children who use cloth diapers, the diaper should have an absorbent inner lining completely contained within an outer covering made of waterproof material.

Clothing

Please dress your child in washable, comfortable clothing, suitable for active play and do not send them to school in clothing that restricts movement (i.e. flip-flop sandals, long dresses, etc.) or inhibits activity (clothes that mustn't be soiled). Remember, children's play is messy. In winter, each child needs boots, mittens, snow pants, and a hat or hood, since we go outside every day. Please label each item and make sure that it fits your child (especially boots!) We encourage children to dress themselves when they are able to do so - please keep this in mind when choosing their clothing. We also ask parents to provide a complete change of clothes in case of accidents. These clothes should be labeled, put in a bag with your child's name on it, and left in their cubby. In addition, those children who stay for nap need a small blanket and a fitted crib sheet, which should be washed by the parents on a weekly basis. Feel free to send a pacifier, special blanket or any other "security" object as well.



CALENDAR SPECIAL EVENTS



Calendar

Concord Children's Center is open year-round, five days a week from 7:00 AM to 6:00 PM, the summer hours at each site may vary. We are closed for 11 legal holidays and 9 teacher preparation days: the week before Concord Public School begins, 1 day in November, 1 day in March and 2 days in June.

Holidays at CCC

Holiday celebrations are wonderful opportunities for children to learn about the traditions and values that are significant parts of people's lives. At Concord Children's Center it is important our curriculum reflects and respects the cultures represented by all of our families. Holidays are one way for our community to work together to create developmentally and culturally appropriate learning experiences. Following the lead of our children and their families, CCC will include a variety of holidays in the curriculum and invite our families to share special traditions. At the start of each year we ask our families to let us know the holidays and traditions they celebrate and if they would like to join us in the classroom to share an aspect of their celebration. By completing and returning the Child & Family Information Form, families help us plan celebrations to integrate into the classroom curriculum. Our CCC community of families celebrate over two dozen different holidays throughout the year. In any given year your child's classroom might celebrate by dressing in costumes, sharing a special food, story, song or ritual that is part of a holiday tradition. We focus on the secular aspects of holidays, often focusing on commonalities of the various traditions.



Birthdays

As you know, birthdays are an especially exciting time for children. Parents usually bring in a special snack for the class on their child's birthday. Please check with your child's teachers regarding any allergies in the group, so all children may be included in the celebration. In place of party favors, hats, and fancy paper ware, we suggest that the birthday child give his/her class a book or cd that can be enjoyed by all throughout the year. The teachers will be glad to make suggestions.

We recognize, regardless of which holidays are celebrated, they often come with an abundance of anticipation and excitement. We are all affected, no matter what our traditions may be. At the Children's Center, we remain committed to providing developmentally appropriate experiences, paying careful attention to children's emotional and physical wellbeing. We provide a calm and predictable place for children, offer healthy snacks during sugar heavy times, and guide conversations toward opportunities of giving vs. getting.

Schoolwide Event Descriptions

All Site Open Classrooms: Visit your classroom and meet the teachers. Times TBD and will be communicated by program directors.

Fall Social: A very festive adult event is held at the home of one of our families.

Concord Bookshop Fundraiser: The Concord Bookshop donates a percentage of the day's profit to our Fund for CCC. Families may purchase gift certificates on the date of the fundraiser to be used anytime. Parent volunteers host the CCC table which displays teacher's favorite picks and "wish list" books. This is a great way to volunteer and get some early holiday shopping done at the same time.

Board Meetings 3rd Wednesday September, November, January, March, June 7:00 PM. Check for location and date changes

Concord Children's Center 2023-24 Calendar

CCC School Year runs for 42 weeks. All families are invoiced for 39 weeks in ten equal invoices, August through May. The three **Optional Weeks** are invoiced separately. Summer bills are paid in two payments. Tuition is due on the 20th day of each month.

September 2023

8/31 All Site Open Classrooms

S	M	T	W	T	F	S
	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
4 CCC Closed - Holiday						
5 First Day of 2023-24 School Year						
6 Ripley Meet with the ED Coffee						
7 Emerson Meet with ED Coffee						
8 West Concord Meet with ED Coffee						
12 West Concord Picnic						
13 East Concord Picnic (at Ripley Playscape)						
20 Invoice # 2 due						
22 Fall Social						
27 & 28 East Concord Back to School (located at Ripley and Emerson)						

March 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
4 April Optional Days Requests Due						
6 2024-25 Enrollment Agreements & Summer Applications Due						
14 & 15 CCC Closed Professional Day						
20 Invoice #8 due						

October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
5 West Concord Back to School						
9 CCC Closed - Holiday						
20 Invoice #3 due						

April 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
15 CCC Closed - Holiday						
16-19 Optional Days not included in regular billing						
20 Invoice #9 due						

November 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
1 2024-25 Applications Available						
4 Enrollment Open House						
13 Dec. Optional Days Requests Due						
18 Bookshop Fundraiser						
20 Invoice #4 due						
23 & 24 CCC Closed - Holiday						

May 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
1 Summer Schedule Changes Due						
10 Special Friends Day						
20 Invoice #10 due						
22 East Concord Art Show/Picnic						
27 CCC Closed - Holiday						
30 West Concord Picnic						

December 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
TBD Board Holiday Event						
15 2024-25 Continuing Family Applications Distributed						
20 Invoice #5 due						
25 CCC Closed - Holiday						
26-29 Optional Days not included in regular billing						

June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
1 24-25 Schedule Changes Due						
6 Field Day						
12 CCC Annual Corporation Meeting						
18 Last day of School Year Program						
19 CCC Closed- Holiday						
20-21 CCC Closed Professional Days						
20 Summer Invoice #1 due						
24 First Day of 2024 summer program						

January 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
1 CCC Closed - Holiday						
8 2024-25 Applications Due						
8 Feb. Optional Days Requests Due						
15 CCC Closed - Holiday						
20 Invoice #6 due						

July 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
4 CCC Closed - Holiday						
17 All School Summer Picnic						
20 Summer Invoice #2 due						

February 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
7 Acceptances mailed with summer application						
19 CCC Closed - Holiday						
20 Invoice # 7 due						
20-23 CCC Optional Days not included in regular billing						

August 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
16 Last day of summer program						
20 Invoice # 1 due						
19-23 CCC Closed Professional Days						
26 First Day of 2024-25 School Year						

Inclement Weather Days



CCC is closed on Concord Public School Snow Days. These are announced on the major Boston area radio and television stations as well as posted on their websites. CCC will post school closings on our website, facebook page and email/text families. .

If Concord Public Schools delay opening, Concord Children's Center will also delay opening by the equivalent time. Our hours of operation are 7:00 AM to 6:00PM; therefore, if CPS delays opening one hour, Concord Children's Center will open at 8:00 AM.

In the event the Concord Public Schools close early due to inclement weather, Concord Children's Center will not necessarily close early. If CCC administration determines it is necessary to close early, parents will be notified at drop off, if possible, or by telephone, text, and/or email later in the day. We will give parents as much lead time as possible. We recommend parents always have a backup plan for your child's pick up in the event you cannot make it to your child's program on time.

Inclement weather closings during *CPS school vacations weeks*

During Public School vacation weeks and other days Concord Public Schools is closed and CCC is open, CCC administration will decide before 7AM to either close or delay our opening because of severe weather. We will contact families either by email or by telephone and leave a message on the phones at all sites.

Concord Public Schools non – weather related closings

If Concord Public Schools is closed for non-weather related problems (i.e. bus or building failures) the Center will be open at the normal times. No refunds, exchanges, or credits are given for emergency or weather related closings, whether the programs close for all or part of the day. In the event of a storm on a day CPS is not scheduled to be open, the Executive Director or designated administrator will be responsible for deciding if CCC will delay its opening or will be closed. Information will be left on the phone machine at each site.

Emergency School Closings

The Concord Children's Center has developed evacuation plans in conjunction with the Town of Concord. The Town of Concord will assist with transportation during an emergency evacuation. Please refer to the Evacuation Plans for each site located at the end of this handbook. In the case of a community disaster or outbreak of illness that necessitates the closing of the school, Concord Children's Center will follow the closing procedures established by the Concord Public Schools. We will work closely with the Concord Department of Public Health to assess any potential public health risks that could necessitate the closing of the school.

For Information on weather related or other school closings:

Television stations:

WBZ - channel 4

WCVB – channel 5

WHDH - channel 7

AM Radio stations: WRKO - 630 AM

WEEI – 850 AM

WBZ

–

1030

AM Websites:

www.bostonchannel.com

www.wbzt.com

www.whdh.com

HEALTH



HEALTH POLICIES

All children must have a medical form filled out and signed by their pediatrician at the beginning of each school year. Parents are expected to keep their child at home when they are sick until they are free of symptoms for 24 hours. Children should not return to school until well enough to play outside and able to function normally within the group. Parents are directed to follow the Health Guidelines (below) for specific illness.

Parents are asked to notify us by phone on those days when their child is absent. We, in turn, will notify you by phone if your child becomes ill during school hours so you can come pick her/him up. It is important that we all follow these guidelines to keep any sickness to a minimum.

Health Guidelines

We all recognize that sickness is an inevitable part of life, especially for young children who are often entering a group setting for the first time. However, we also recognize that illness can be kept to a minimum by following certain guidelines of cleanliness and exclusion. With a partnership of effort between parents and staff, we will try to minimize illness in our children.

For our part, we at Concord Children's Center will follow strict hand washing and cleanliness/sanitation procedures, and we will do our best to notify you as soon as possible if your child becomes ill here at school. A notice about the presence of contagious illness (other than colds) will be posted in each classroom where children have been potentially exposed. We ask that parents follow the guidelines included here, to communicate any health-related information to us and to be prepared to miss some time at work to be with their sick child or to find a backup arrangement for child care for those days when they must be at work.

The decision to call a parent mid-day and ask that they pick up a child, is made by the Program Director based on information and recommendations made by the child's teacher. Generally, suspicion of a contagious condition or a combination of physical and behavioral symptoms are our reasons for calling after taking into consideration the special needs of your child and the needs of the whole group of children. While waiting for a parent to pick him/her up, a mildly ill child will rest on a mat in a separate area of the classroom

Please notice that in some instances the guidelines differ with the age of the child - this reflects developmental differences as well as the different needs of children and staff-child ratios.

COVID 19

CCC will continue to monitor our protocols relating to COVID 19. As protocols change, we will inform our parents. We appreciate each family's efforts to follow all our health policies to limit the spread of illness in the school.

COVID-19 symptoms are also symptoms of other illnesses and include:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills,
- difficulty breathing or shortness of breath, •new loss of taste or smell, •muscle aches or body aches,,
- cough (not due to other known cause).

When in combination with other symptoms: •sore throat, •nausea, vomiting, • headache, •fatigue, •nasal congestion/runny nose (not due to other known causes, such as allergies)

- A child who is presenting COVID symptoms at school will be tested for COVID. If they test negative, they will also be assessed as to whether they are well enough to participate in our program and stay at school, per the CCC health policies. Staff will actively observe and monitor children throughout the day for signs of illness.
- A child or staff member who develops symptoms while at CCC may remain at school if they are fever free, have mild symptoms AND receive a negative result to a rapid test administered immediately onsite. CCC will notify parents before testing their children. If the symptomatic person can mask they should also wear a mask until symptoms are resolved. If the initial test is negative, a second test should be administered at home within 48 hours.
- If the symptomatic individual cannot be tested immediately, they will be sent home. They may return to CCC if:
 - o their symptoms remain mild and they test negative, or
 - o they have been fever-free for 24 hours without the use of fever reducing medication and their symptoms are resolving, or
 - o a medical professional makes an alternative diagnosis.

Isolating and Illness

- A child, teacher or staff member who tests positive for COVID must isolate for at least five days (with day zero being the earlier of the positive test date or date symptoms started). If they are asymptomatic OR their symptoms are resolving AND they have been fever-free without the use of fever-reducing medicine for 24 hours, they may return to CCC after day five.
- If the individual can mask, they must do so through day 10, **unless** they receive a negative test on day five or later, in which case they do not need to mask.
- If the individual is not able to mask, they must receive a negative test before returning to CCC.
- Day 11 is the latest return date for teachers and children.

Close Contacts

- CCC teachers, staff and children who are close contacts to a COVID case, regardless of vaccination status or where the exposure occurred, may continue to attend CCC provided they remain **asymptomatic**. The individual should:
 - o test on day 6 of exposure; and
 - o wear a mask until day 10 of exposure (for children over the age of two, teachers and staff).
- CCC teachers, staff and children who are a close contact to a COVID case, regardless of vaccination status or where the exposure occurred, and who **develop symptoms** may remain at CCC provided:
 - o they receive a negative result to a COVID test administered as soon as symptoms develop.
 - o they receive a negative result to a second COVID test administered at home within 48 hours after the initial test.
 - o their symptoms are mild; and
 - o they wear a mask (if possible) until symptoms are fully resolved.

Non-COVID Health Guidelines

COLDS: Children with colds may attend school as long as they are fever free without medication for 24 hours and able to follow normal daily routines including being outdoors. Children should be kept at home or will be sent home if they exhibit general irritability or heavy congestion (nasal discharge, coughing) that interferes with eating or sleeping (especially infants); if there is an extreme need for sleep; or a general inability to function in a group of active children.

COUGHS: Children with a cough that does not interfere with normal routines or cause distress to the child can be at school and staff will inform parents about their child's condition at day's end. When fever or other symptoms accompany a cough, the parent will be called mid-day.

Bronchitis or Croup: Children with bronchitis or Croup should stay home until they have been treated, , can follow daily routines, have no more respiratory distress,(including nasal secretions or a productive cough) and have been fever free for 24 hours without medication..

CONJUNCTIVITIS: Children with a thick discharge from either or both eyes will be sent home. Children may return to school once they have been treated.

CHICKEN POX: A child with a suspicious rash will be separated from the group as much as possible and parents will be asked to pick up the child within one hour of our call. They can return after all pox have scabbed over and no new ones appear. Generally this takes seven days.

Children, who are not appropriately immunized for chicken pox or are without laboratory evidence of immunity or a reliable history of chickenpox, must be excluded from school from the 10th through the 21st days after their last exposure to a person with a confirmed case of Chicken Pox. (DPH regulation 105CMR 300.00)

DIARRHEA: Diarrhea will be defined as loose/watery stools occurring more frequently than is normal for the child. The child will be sent home following the third such bowel movement or sooner if accompanied by other symptoms. When requested, pick-up will be made within an hour of the call for infants and toddlers; the time frame for preschoolers will depend on the presence/absence of other symptoms. In all cases the child must stay home until free of diarrhea for 24 hours. Those returning will be sent home should a single recurrence take place.

For parents of **infants:** Some children may have a teething pattern that can include some diarrhea. Although this may be the cause of your child's diarrhea, she/he may need to be at home anyway due to general irritability or discomfort or staffing limitations here at the Concord Children's Center. The same holds true for diarrhea as a side effect of certain medications.

DIAPER RASH: Parents will be called if a rash should become aggravated or irritating to the child. The child may remain at school if not too uncomfortable. If a rash persists parents should consider seeking medical attention. Any cream for diaper rash applied to broken skin requires authorization and instructions from the child's doctor.

EAR INFECTIONS: Parents will be phoned immediately once a complaint of ear pain is verbalized or demonstrated consistently. Speed of parental response requested will depend on the presence of other symptoms and the general behavior of the child, especially their comfort level. A child, once treated, can return as soon as they are able to keep up with daily routines.

FEVER: Parents will be called and asked to pick their child up within 2 hours when a child's temperature is over 101 degrees for a child two years and older; or over 100 degrees for a child under two years. A child must be excluded until temperature is normal for 24 hours without medication. When a child returns to school after an illness, parents will be notified of any temperature above 100 and asked to pick the child up from school.

HEAD LICE: Very contagious - parents will be called as soon as lice or nits are identified and must pick up their child within an hour. The child will be isolated as much as possible until picked up. Children may return after treatment and live lice free. Upon return a child must be checked by a teacher or director before being dropped off.

IMPETIGO: Suspicious sores (red, oozing, honey-colored scabs) will be reported to parents at the end of the day with a request to have a doctor's diagnosis made. The child may return in 24 hours once treated, with the sores covered (if possible).

RASHES: Common especially among infants, rashes will be monitored as to where, how much, type and sudden changes over time. Parents will also be called if a rash appears suddenly, spreads quickly or is accompanied by other symptoms. It is VERY IMPORTANT for parents to tell teachers about any existing rash and also if the child is taking any kind of medicine or has eaten any kind of new food.

STREP: Parents will be called if fever and sore throat exist together and will be asked to make an appointment for a throat culture that day. Children will not be able to attend school until the test results come back negative or the child has been on antibiotics for 24 hours. A child with a persistent sore throat (over a period of days) should be cultured. Please notify your child's teacher about any positive strep cultures, so we can notify other parents to be aware that their child has been exposed. Our Health Consultant suggests once your child is diagnosed with Strep, you change your child's toothbrush.

VOMITING: A child who has vomited will be sent home ASAP and must stay home at least 24 hours symptom free and until she/he can tolerate some food. Any incident of projectile vomiting in an infant will be reported immediately to a parent; any unusual "spitting up" will be communicated at day's end.

Plan for Infection Control

All staff will be trained in and use Universal Health Precautions.

Staff and children will wash their hands with liquid soap and running water and use paper towels for drying. Staff will assist children when necessary. Hand washing shall occur before eating or handling food, before and after toileting or diapering, after coming into contact with body fluids and discharges, after handling animals or their equipment and after using cleaning products. The following equipment, items and surfaces shall be cleaned with soap and water and disinfectant. Please refer to the CCC cleaning and sanitation guide in the *Program and Procedures Guideline* manual

AFTER EACH USE: toys mouthed by children, bibs, thermometers, toilet training chairs and the surfaces involved in diapering.

DAILY: sinks and faucets, drinking fountains, water table and water play toys, play tables, floors, mops and cloth washcloths and towels; toilets and toilet seats, diaper containers and their lids.

OTHER: monthly the mats and cribs shall be maintained by the staff; weekly parents take home their child's bedding to clean.

Safe Sleep Policy

Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission. (This indicator is required of all programs with infants.)

- Pillows, quilts, blankets, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs for Infants younger than twelve months.

- The infant's head remains uncovered during sleep. After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.
- Infants will sleep only in a crib. If a baby arrives at Concord Children's Center asleep they will be taken out of the car seat/carrier and placed in their crib.
- Teaching staff supervise infants and toddler twos by sight and sound at all times. All infants and toddlers should be within the sight and sound of at least one member of the teaching staff.

Medications

We will give medication (prescription and non-prescription) if we have a doctor's order and written instructions from parents on the CCC blue medication form. All medication is kept in the refrigerator or locked cabinet. Staff is to carefully check the labels on medications to be sure that it is being administered to the correct child; in the correct dosage and that the prescription is current. Medicine must be in the prescription bottle labeled with the prescription for that child. Families have found it helpful to ask the pharmacist to fill the prescription in two containers, one for home and one for school. Non-prescription medicine can only be given if we have that medication listed on the non-prescription release form signed by you and your child's pediatrician. Parents of infants and toddlers should plan to update dosage information as necessary. We cannot administer medication to a child if we do not have written instructions, signed and dated. We also can not administer the first dose of any medication unless under extraordinary circumstances.

Staff are required to complete a training on medication administration including:

The 5 Right Practices of Medication Administration

1. verifying the **right** child receives
2. the **right** medication
3. in the **right** dose
4. at the **right** time
5. by the **right** method with documentation of each time the medication is given.

The online medication administration training can be found on the Massachusetts Strong Start Professional Development System web site. (<https://strongstart.eoe.mass.gov/>).

Staff are responsible for completing the training annually and submitting the certification of completion to their Program Director. All staff will also be aware of common side effects and adverse interactions among various medications and potential side effects of specific medications being administered in the program.

Topical medications will be administered only with parental permission. Unused medications will be returned to the parent. Record of administered medication will be kept on the blue medication permission form and placed in the child's folder when completed.

SUNSCREEN & INSECT REPELLENT

On sunny, warm days parents should apply sunscreen to their child before he or she comes to school.

We will apply sunscreen in the afternoon, after swimming or at other times which we feel the children need extra protection. Parents may bring in a bottle of sunscreen for their child; however, if they do not have one, we will apply Coppertone Water Babies (SPF 30 or above).

Under normal circumstances we will not apply insect repellent unless specifically requested by a parent or guardian, and they supply the brand they want for their child. In the event Public Health Authorities recommend the use of insect repellent to due a high risk of insect borne disease, insect repellent should be applied before your child comes to school. Children should be sent to school with the appropriate clothing. In the afternoon, before going outside, we will reapply insect repellent to children older than 1 year old. When the children come inside from the playground we will wipe off exposed skin areas with soap and water. Parents should provide a preferred insect repellent, labeled with your child's name. Staff will apply repellent only one time per day. We must also have a signed topical medical release authorization form on file for any child in order to apply any sunscreen or insect repellent..

Allergies

Children's allergies will be dealt with on a case by case basis. Parents will inform CCC of any allergy a child might have. In order to keep children healthy we try to minimize the risk of exposure to allergens at school and put in place specific response plans with families of children with allergies.

Site specific policies for minimizing exposure

- In an effort to minimize the risk of exposure to some of the more common but severe allergens each program has instituted specific policies regarding allowable snacks and lunch items that may be brought to school from home. These policies may change from year to year depending on the needs of the enrolled children. Please make sure you are familiar with your program's guidelines.

Center wide policies for minimizing exposure

- We are asking that all children and staff wash their hands upon entering the building. We ask that parents make this step part of their daily drop off routine.

If a child has an allergy

Parents are expected to alert their program director of any allergies their child might have. The program director and the child's teachers will meet with parents to discuss the allergy and develop a strategy for minimizing exposure and responding to a reaction should one take place. Information regarding the child's allergy will be posted in the child's classroom. ***Prior to the child attending the program the Program Director will be responsible for collecting the following:***

- ***Allergy Action Plan [signed by both the health care provider and parent]***
- ***All medications prescribed by the health care provider including antihistamines***
- ***Documentation of expiration date of medications***
- ***List of adverse reactions and/or side effects***

Allergy Action Plans

All children with allergies must have an up to date Allergy Action Plan that is completed by their physician and signed by a parent. Allergy Action Plans should be updated annually or whenever there is a change in the child's diagnosis or protocol.

Children who are prescribed an EPI-PEN cannot come to school unless they have an Allergy Action Plan signed by their physician that clearly indicates the criteria for using the EPI-PEN. We understand that sometimes a diagnosis is made and an EPI-PEN is prescribed under circumstances that do not allow for the completion of an Allergy Action Plan prior to the next school day. A newly diagnosed and prescribed child may remain in school with an EPI PEN and written instructions from the child's parents, with the understanding that the parent will request that an Allergy Action Plan be faxed to the school during that same day.

All CCC staff are trained to respond to severe allergic reactions, following the instructions described in the Allergy Action Plan. We ask that parents inform their child's physician that the allergy plan should take into account that Concord Children's Center does not employ a nurse.

If a child has had an allergic event that requires the use of an EPI-PEN we require that the child remain out of school for a minimum of 12 hours after the event.

The Program director will be responsible for ensuring that all medication listed on the allergy action plans are stored in the child's "allergy kit" before the child starts the program. Parents should provide the Program Director with information regarding potential side effects of the medications and all expiration dates.

Children's allergies will be dealt with on a case by case basis. Each site may develop individual allergy policies and procedures depending upon the allergies of the children enrolled each year. Parents will inform CCC of any allergy their child might have. The child's health care provider will provide CCC with an individualized care plan to address the specific allergy. With parental permission CCC will post information about children's allergies in the classroom and in the kitchen. (CCC Allergy Management Plan)

It is the responsibility of the teacher to ensure the safety of the children in his/her care. Teachers must be aware of all allergies and take appropriate measures to minimize health risks including becoming familiar with the child's individualized care plan and establishing a safe classroom environment. For children with food allergies, staff members should monitor all food the child is given. Snacks provided by CCC that are given to the child must be allergen free. Staff members must read ingredients lists on food containers to determine safety. Teachers should establish a plan with the child's family for special snacks which may be brought into school by another child. This may include having "safe" snacks on hand for special occasions and celebrations. Classrooms may also establish an allergen free table for the allergic child/ children to eat lunch at. Staff should monitor the lunches of other children who occupy the table to ensure their lunch items are free from food which contain the allergen and make sure the table is not contaminated during cleaning.

As part of our First Aid training all staff will be trained to use an EPI Pen. Staff are responsible for making certain the EPI Pen is easily reached in case of emergency. Staff should carry the child's EPI Pen in the traveling first aid kit whenever the class leaves the building or the CCC premises.

Children with Special Medical Requirements

Families will be asked to provide an Individual Emergency Plan, provided by their physician for any child with special medical requirements. Staff and Program Directors are responsible for reviewing this plan and assuring that the plan can be followed in the case of an emergency. Staff members may administer routine, scheduled medication or treatment to a child with a chronic medical condition in accordance with written parental consent and licensed health care practitioner authorization. The staff member must successfully complete training given by the child's health care practitioner or with his/her written consent, given by the child's parent or Concord Children's Center's health care consultant, that specifically addresses the child's medical condition, medication and other treatment needs. In the event of an episode that requires any unanticipated administration of medication or unanticipated treatment for a non-life threatening condition, the staff member will make a reasonable attempt to contact the child's parent(s) prior to administering medication or beginning treatment. If the parent cannot be reached in advance, the staff member will follow the protocol established by the child's physician and will contact the parent as soon as possible after the medication or treatment is given. All medication or treatment administration, regularly scheduled or unanticipated, will be documented in the child's medication log. Written parental consent and the licensed health care practitioner authorization will be valid for one year. This authorization must be renewed annually for administration of medication and/or treatment to continue.

Returning to School after a Medical Procedure

Whether or not a child can return to school on the day following a medical procedure is largely dependent on the type of procedure and how the child has tolerated the effects of that procedure. In each circumstance, the Program Director and teachers will work with parents in determining whether or not it is safe for their child to return to school based on the child's individual needs and the routines of the group as a whole. The following are some guidelines outlined by our Health Care Consultant to help with determining when it is safe for a child to return to a group setting.

- There should be minimal risk of damage to the surgical site. The location of any stitches and/or their dressings, and the level of activity that occurs in a childcare setting should be taken into consideration.
- The child should be free of any elevated temperature.
- The child should have had tolerated a meal at home.
- The child should be generally back to their baseline in terms of temperament and routines.

Child Abuse, Sexual Abuse or Neglect Guidelines

If a staff member notices bruises, cuts, burns, etc. which are more than those usually seen on an active, young child, the staff member should immediately contact the director of her/his program **and** write up a description of the injuries and any information that the child can easily give regarding the injuries.

If a child comes to school repeatedly in dirty clothes, has not been properly bathed, shows signs of malnutrition, etc., the classroom teacher is to notify the program director **and** submit a written report.

If a teacher suspects that a child has been sexually abused, they should notify their Program Director and submit a written report. The director (in consultation with other staff) will decide whether the

situation warrants further action. If it is appropriate, the director and/or teacher will contact the parent(s) guardian of the child in question to gain further information as to the cause of the neglect and /or abuse noticed by the staff. Subsequently, if the situation appears to warrant filing a 51-A, the director will contact the Executive Director. The final decision as to further action will be made in collaboration with the director and the Executive Director.

If a 51A Report is filed alleging abuse or neglect of a child while in the care of the Children's Center, or during a program related activity, the Executive Director will notify the Department of Early Education and Care immediately. If a staff member is alleged to be abusive or neglectful, she/he will not work directly with children until EEC and Executive Director authorizes the teacher to return to the classroom or until the investigation is completed. Concord Children's Center will also do an internal investigation. If the allegation against the staff member is supported by DCF, the Executive Director, with input from the Administrative Director, the Program Director and the DCF and DEEC investigators, will make the decision whether or not to terminate employment of the teacher/teachers named. If the Executive Director decides to terminate the staff member the procedures outlined in the Staff Handbook for employee termination will be followed. **DCF phone 1-800-792-5200.**



**Department of Early Education and
Care Licensed**

Concord Children's Center is Accredited by the National Association for the Education of Young Children and licensed by the Department of Early Education and Care. Every two years we receive a site visit from the Department of Early Education and Care and reapply for our license. The Department of Early Education and Care's mission is to support the healthy growth and development of all children by providing high quality programs and resources for families and communities.

In 1985 Concord Children's Center was one of the first 19 programs in the nation to be accredited by the National Association for the Education of Young Children (NAEYC). This is a national, voluntary accreditation system that measures the quality of all types of preschools, kindergartens, and child care centers. NAEYC accreditation provides a powerful tool through which early childhood professionals, families, and others concerned about the quality of early childhood education can evaluate programs and compare them with professional standards. Classroom Portfolios, used to document our completion of accreditation requirements, are housed on a secure internet site. This site is updated with photos of classroom activities. Children's names are not included and access is limited to CCC staff and the NAEYC accreditation specialist. If you have questions about this process please contact Pat Nelson.

Research

Occasionally, we have accepted students from colleges and universities to conduct some of their research here. Each project is reviewed by the directors and the teachers for approval. In addition, parental approval is also required for any child to participate in any project.

CCC Building Security and Emergency Preparedness

Building Security

Primary entrances at each CCC location will require a keypad access code. to allow entry into the building. All other entrances to the building are kept locked except when children are on the playground. Parents and staff will be informed of the keypad code and access process. Only those persons who regularly pick up or drop off children be given the access information. All others such as visitors, vendors, delivery or repair people or those picking up children on an occasional basis will need to ring the outside buzzer and check in with staff.

Emergency Planning

In the event of emergency situations CCC has an emergency plan, developed with input from the Concord Fire and Police departments, using resources provided by the Fire Chief and School Safety Officer. CCC Staff review the Emergency Plan annually. The Plan is also reviewed annually by the Concord Emergency Management team located within the Concord Fire Department.

Our buildings are alarmed and equipped with smoke and heat detectors. All alarms are wired to the Concord Fire Department. We practice emergency evacuations monthly so children and staff know what they are to do to get out of the building quickly. Escape routes are posted in each room of the facility. All practice drills are handled in a matter of fact manner so children can feel confident we all know how to keep ourselves safe. All staff are trained in procedures for counting children before and after leaving the building as well as what emergency kits should be carried out.

The administrator in charge checks with each group to ensure that all children and adults are accounted for once the evacuation has been completed.

It is essential that parents leave accurate contact information with the staff whenever their child is in attendance. If parents are on the premises during a practice drill we ask that you participate with us.

CCC Evacuation Plans IN THE CASE OF A FIRE, OR EMERGENCY SITUATION NECESSITATING EVACUATION OF THE BUILDING

The teachers of each group will take their children, attendance book with the copies of emergency forms, prescription medication stored in classroom [EPI pen, inhaler, nebulizer], and any adaptive equipment needed out the emergency exit of the classroom. The Program Director or administrator

will check the classrooms and bathrooms for stragglers, take the master emergency book from the office, take all medications out of refrigerator and join the groups outdoors. All evacuation procedures will start and end with counting children and matching names to attendance lists.

If the conditions outside are inclement, the Director and the teachers, will bring the children the designated nearby (walking distance) shelter. (see designated “nearby locations”)

In the event that it is not possible to return to the CCC classrooms and children need to be relocated from the nearby shelter, the Executive Director or Administrator in charge will contact Concord Emergency Management to request bus transportation to one of the CCC sites unaffected by evacuation, and will notify families of evacuation and provide host facility information via email or phone.

In the case of an area wide emergency requiring the evacuation of the entire neighborhood or district

The Town of Concord Emergency Management staff will alert CCC to evacuate or to shelter in place, through their Code Red and reverse 911 process. If an evacuation is required, Emergency Management will direct CCC to an incident specific shelter and will provide transportation using Concord School Busses. Teachers from each group will take their children, attendance book with the copies of emergency forms, prescription medication stored in classroom [EPI pen, inhaler, nebulizer], and any adaptive equipment needed out the emergency exit of the classroom and meet at the designated site emergency location (see site specific locations). The Program Director, or administrator, will check the classrooms and bathrooms for stragglers, take the master emergency book from the office, take all medications out of refrigerator and join the groups outdoors. All evacuation procedures will start and end with counting children and matching names to attendance lists. The entire school will leave together from this point and proceed to the shelter as directed by the Concord Town Emergency Management staff.

Parents will be notified via email and a phone call

Site Emergency locations for evacuation of only the building or classrooms:

West Concord:

- Playground Sand Area
- Harvey Wheeler Building (key for the side entrance of HWB is located in the Master Emergency Book. – in inclement weather)

Alternative nearby Locations for West Concord site evacuation:

- The Concord Youth Theatre
- The West Concord Union Church
- Minuteman Arc Carter Center

East Concord

- The Infant-Toddler Playground

Alternative Nearby Locations for East Concord Site evacuation:

- The Ripley School Administration Building 120 Meriam Rd, Concord, MA

Town Shelters in the event of a situation requiring a neighborhood or district evacuation:

- The Town of Concord designates shelters to be used in an emergency. Shelters include the Harvey Wheeler Building and the High School. The Emergency Management Staff will instruct CCC regarding shelter to be used based on the nature of any given incident.

IN THE CASE OF A POWER OUTAGE:

We will stay open if possible for the duration of the day. Our decision to close would be based on the outside temperature according to DEEC regulation 7.25(10) and the length of the daylight. This is because we would continue to have phone service; our fire detection alarms are hard wired to the fire department, we have town water, and no cooking is required for the preparation of meals. In the event it is necessary to close, parents will be notified of the situation by a Concord Children's Center staff member and requested to pick up their child as soon as possible.

IN THE CASE OF A LOSS OF HEAT:

Our decision to close will be based on the outside temperature and the extent of heat loss. If the heat is off in the entire building and is anticipated to remain off, we will close according to DEEC regulation 7.25(10). Room temperature in the rooms occupied by the children shall be maintained at no less than 65F at 0F outside. In the event it is necessary to close, parents will be notified of the situation by a Concord Children's Center staff member and requested to pick up their child as soon as possible.

IN THE CASE OF A LOSS OF WATER:

If the water is off and will remain off for more than two hours we will close the center.

In the event it is necessary to close, parents will be notified of the situation by a Concord Children's Center staff member and requested to pick up their child as soon as possible.

We hope this handbook covers all the questions you have regarding Concord Children's center policies, but we realize there are always new questions. Please do not hesitate to call either your program director or Suzie Kornblum, the Executive Director.



Suzie Kornblum
Executive Director

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Penni Hensley Wagner
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Enrollment and Administrative Coordinator
enrollment@concordchildrenscenter.org
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Jennine Giaquinto Lesser
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Program Director

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CENTER FAX #
WEB SITE

978-369-0179
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APPENDICES

1. Field Trip Policy
2. Authorization for medication form
3. Parent Information (taken from Department of Early Education and Care Guidelines)
4. Confidentiality of Family Information (EEC)
5. Room Parent FAQ

Field Trip Policy

Transportation

Concord Children's Center uses contracted bus services with seat belts to transport children. Teachers are responsible for assuring that children are properly secured. Teachers do not transport children to school sponsored field trips.

Supervision

Teachers will follow the following supervision policy when taking field trips:

1. Prior to leaving the school for a field trip, upon arrival at the bus, and the field trip destination, the classroom teachers will take attendance of the entire class. The same process will take place upon leaving the Field Trip destination and arriving back at school.
2. Each teacher will each be responsible for no more than 10 children from their class while on the field trip.
3. Each teacher assigned to a group of 6 or more children, must be assisted by a minimum of one chaperone who will remain with the group at all times.
4. Teachers will directly supervise their groups of no more than 10 children and will conduct a name to face accounting of their group of children every 5 minutes while on the field trip.
5. One teacher from each classroom will carry the Fanny Pack with first aid kit, the classroom attendance book, and emergency forms. Epi pens will be carried by the teacher directly responsible for any child who requires an epi pen.
6. At least one teacher from each classroom will carry a cell phone



Authorization for Medication

I hereby authorize Concord Children's Center to administer the following medication to:

childs full name _____

Circle one: Prescription/Non-Prescription

Please provide your Program Director with the pharmacy information regarding potential side effects of the medication..

Medication: _____

Dosage: _____

To be administered on the following dates: _____

To be administered at the following times: _____

Parents Signature: _____

Doctors Signature: _____

For non-prescription only

Date: _____

<u>Date</u>	<u>Dosage Given</u>	<u>Time Administered</u>	<u>Signature of Staff Person Administering Medication (Full name)</u>

This form must be filed in the child's record after the course of medication has been completed.

PARENT INFORMATION

The General Laws of the Commonwealth of Massachusetts mandates to the Department of Early Education and Care the legal responsibility of promulgating and enforcing rules and regulations governing the operation of child care centers (including nursery schools), and school age child care programs.

These regulations, 102 CMR 7.00, establish minimum standards for operation of group child care and school age child care programs in the Commonwealth. The regulations require certain things of licensees (child care program owner) in regard to their work with parents. A summary of the required parent information, rights, and responsibilities follows.

Parental Input. The licensee must appropriately involve parents of children in care in visiting the program, meeting with the staff and receiving reports of their children's progress. The program must have a procedure for allowing you to give input and make suggestions, but it is up to the program to decide whether or not they will be implemented.

Meeting with parents. In group child care programs, the licensee shall assure that the administrator or his designee meets with the parent(s) prior to admitting a child to the program. The parents shall have an opportunity to visit the program's classrooms at the time of the meeting or prior to the enrollment of the child. In school age programs, the licensee shall provide an opportunity for the parent(s) and child to visit the program and meet the staff before the child's enrollment.

Parent Information. The licensee must provide to the parents upon admission of their child the program's written statement of purpose, including the program philosophy, goals and objectives, and the characteristics of children served; information on the administrative organization of the program, including lines of authority and supervision; the program's behavior management policy; the program's plan for referring parents to appropriate social, mental health, education and medical services for children; the termination and suspension policy; a list of nutritious foods to be sent for snacks or meals; the program's policy and procedures for identifying and reporting suspected child abuse or neglect; the procedures for emergency health care and the illness exclusion policy; the program's transportation plan; the procedure for administration of medication, and, upon request, a copy of the complete health care policy; a copy of the fee schedule, and in school age child care, the procedures for on-going parent communication. All of this information may be contained in a "Parent Handbook".

Parent Conferences. The licensee must make staff available for individual conferences with parents at your request.

Progress Reports. At least every six (6) months the licensee should meet with you to discuss your child's activities and participation in the program. The licensee will prepare a written progress report for your child, will provide a copy to you, and will maintain a copy of the report in your child's file. If your child is an infant or a child with disabilities, you should receive a written progress report at least every three (3) months. Program staff must bring special problems or significant developments, particularly if they regard infants, to your attention as soon as they arise.

Parent Visits. You have the right to visit the center and your child's room at any time while your child is present.

Children's Records. Information contained in a child's record is privileged and confidential. Program staff may not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without your written consent. You must be notified if your child's record is subpoenaed.

Access to your child's record. You are entitled to have access to your child's record at reasonable times on request. You must have access to the record within two (2) business days of your request unless you consent to a

longer time period. You must be allowed to view your child's entire record, even if it is maintained in more than one location. The center must have procedures governing access to, duplication of, and dissemination of children's record, and must maintain a permanent, written log in each child's record which identifies anyone who has had access to the record or who has received any information from the record. This log is available only to you and the people responsible for maintaining the center's records.

Amending your child's record. You have the right to add information, comments, data, or any other relevant materials to the child's record. You also have the right request deletion or amendment of any information contained in your child's record. If you believe that adding information is not sufficient to explain, clarify or correct objectionable material in your child's record, you have the right to a conference with the licensee to make your objections known. If you have a conference with the licensee, the licensee must inform you in writing within one week of his decision regarding your objections. If the licensee decides in your favor, he must immediately take the steps necessary to put the decision into effect.

Transfer of Records. When your child is no longer in care, the licensee can give your child's record to you, or any other person you identify, upon your written request.

Charge for Copies. The licensee shall not charge an unreasonable fee for copies of any information contained in your child's record.

PROGRAM RESPONSIBILITIES

Providing Information to the Department

The program must make available any information requested by the Department to determine compliance with any Department regulations governing the program, by providing access to its facilities, records, staff and references.

Reporting abuse or neglect

All center staff are mandated reporters. They are required by law to report suspected abuse and neglect to either the Department of Social Services or to the licensee's program administrator. The licensee must have written policies and procedures for reporting and must provide the written policy to you upon enrollment.

Notification of injury

The licensee must notify you immediately of any injury which requires emergency care. The licensee must also notify you, in writing, within 24 hours, if any first aid is administered to your child.

Availability of EEC Regulations

The program must maintain a copy of the regulations, *102 CMR 7.00: Standards for the Licensure or Approval of Group Day Care and School Age Child Care Programs*, on the premises of the center and must make them available to any person upon request. If you have a question about any of the regulations, ask the center to show them to you.

EEC Licensing

POLICY STATEMENT: Confidentiality of Family Information

102 CMR 3.10(4)(b)1 Information contained in a resident's record is privileged and confidential.

102 CMR 5.13(1)(e) Information contained in children's, birth parent's, foster and adoptive parent's records shall be privileged and confidential.

606 CMR 7.04(12) Information pertaining to children and their families is privileged and confidential. No licensee or educator may distribute or release information about a child or his/her family to any unauthorized person, or discuss with any unauthorized person information about a child or his/her family without the written consent of the child's parent.

All EEC child care and placement licensing regulations contain provisions that protect the information contained in children's records from unauthorized use and from disclosure to anyone not directly involved in implementing the child's program without written consent of the child's parents. The intent of these regulations is to protect the privacy of children and families.

Therefore, early education and care and child placement programs and their staff may not distribute, share or discuss information (including photographs or other images) about children and families in their care by any means, whether written or verbal, using any medium, including but not limited to telephone, e-mail or electronic text, without the expressed written permission of the child's parents or pursuant to a court order. Images of children, whether or not they are identified by name, as well as personal information related to children and their families, may not be posted on the publicly accessible portions of "Face Book", "My Space", or any other similar online directory, social utility or networking website under any circumstances. However, images of children and personal information related to children and families may be shared on the restricted, private portions of such websites only with the express written permission of the child's parents.

Early education and care and child placement program staff may not discuss children and families in their care with anyone not directly involved in implementing the child's program, including but not limited to other parents in the program, and may not distribute copies of information in a child's record without the expressed written permission of the parents or pursuant to a court order.

Parent's Name: _____



Concord Children's Center Needs You!

We welcome you and your child to our CCC community. As a non-profit organization, we rely on you to assist in fundraising and other activities that support CCC's mission. Please volunteer!

CCC Room Parent (See Reverse for Room Parent FAQ)

I would like to be a Room Parent for _____
Classroom/Site

CCC Committees:

Finance Committee

- ☐ I would like to help with budgeting, accounting, or investing.

Events/Fundraising/Development

- ☐ I would like to help with the CCC Annual Auction
☐ I would like to help with The Concord Bookshop Fundraiser.
☐ I would like to help with the Winter Event.
☐ I would like to assist with development planning.
☐ I would like to be involved with PR for Concord Children's Center.
☐ I can recommend foundations that might be interested in donating to CCC.

Personnel Committee

- ☐ I would like to participate on the Personnel Committee

Long Range Planning Committee

- ☐ I would like to be involved in strategic planning for the future of CCC.

Advisory Groups:

Communications

- ☐ I would like to help with the website
☐ I would like to help with developing outreach activities
☐ I would like to help with improving internal communications

The Technology Support Group

- ☐ I would like to help with CCC technology

Miscellaneous

Maintenance/ Odd Jobs/ Facilities Handy Person

☐ I would be happy to be called to help the program director with a minor repair or maintenance problem

Name: _____

Telephone: _____

Email: _____

Please return this form to your child's teacher or to administration

Questions? Call Jennifer Saxe 978-369-6790 or Pat Nelson at 978-369-3747 /executive@concordchildrenscenter.org



Room Parent FAQ

What is a room parent? Room parents are a liaison between the school and home, helping to ensure home/school communication and help parents feel more connected to the school.

How do I become a Room Parent? Volunteer! Please contact Jennifer Saxe: Development@concordchildrenscenter.org. Let us know what classroom you are volunteering for, and we will get you started.

What do Room Parents do?

Room parents help parents and CCC staff communicate with each other. They also help parents make connections and build lasting relationships.

Here are some suggestions of the areas Room Parents can help with:

- Organize an event for classroom parents to meet each other and discuss interest in setting up future activities.
- Contact parents about upcoming events and any need for volunteers.
- Meet with classroom teachers to understand the teachers' preferences and needs for Room Parent involvement.
- Explore parents' interest in volunteering in the classroom
- Coordinate holiday and end-of-the year teacher appreciation gifts from the class.

Why does CCC have a Room Parent organization? We find that the Room Parent concept works especially well to help create a feeling of community and increase parent connection to and involvement with CCC.

How much time is required to be a Room Parent? Room parents volunteer as much time as they are able to give, striving to help the parents in the classroom feel more connected to each other and the school.

How do I let parents know I am the Room Parent for their class? Room parents email parents and introduce themselves at the beginning of the year. Room parents can also introduce themselves at the fall classroom events for parents, such as the fall picnic or Back to School night.

What do I do when parents ask me questions or want to know more about CCC business? Room Parents are always advised to direct parents to the site director for concerns. However, every effort is made to communicate the regular activities of the Center to the Room Parents knowing that they will be talking with other parents and can help get the messages out for all to hear about.