



Concord Children's Center Parent Handbook

2011 – 2012

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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, Joanne Saideh, Administrative Director, or Pat Nelson, the Executive Director, at (978) 369-3747.

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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 of Massachusetts, and is accredited by the National Academy of Early Childhood Programs. We are governed by a Board of Directors composed of parents, staff and community members..

Who We Are

Founded by local families in 1975, Concord Children's Center continues to provide the best early education and care to over 150 infants, toddlers, preschoolers, and after kindergartners at three sites in Concord, Massachusetts. We offer flexible full and part-time hours. The Children's Center is a non-profit organization, governed by a volunteer board of parents and staff. In 2006 we completed a successful capital campaign for our award winning new classroom building at 1300 Main Street.

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, including a collaboration with Tufts University.

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 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.

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. As the Lead Agency for the Concord Carlisle Community Partnership for Children we work in collaboration with area providers of early care and education to assure that all programs are of the highest quality and affordable for all families.

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 like Picnic in the Park, The West Concord Family Festival, Concord Council on Aging events, and The Concord Carlisle Community Chest Auction and Triathlon.

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 kindergarten

- 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 kindergarten:

- 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 kindergarten:

- 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' 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, problem-solving 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.

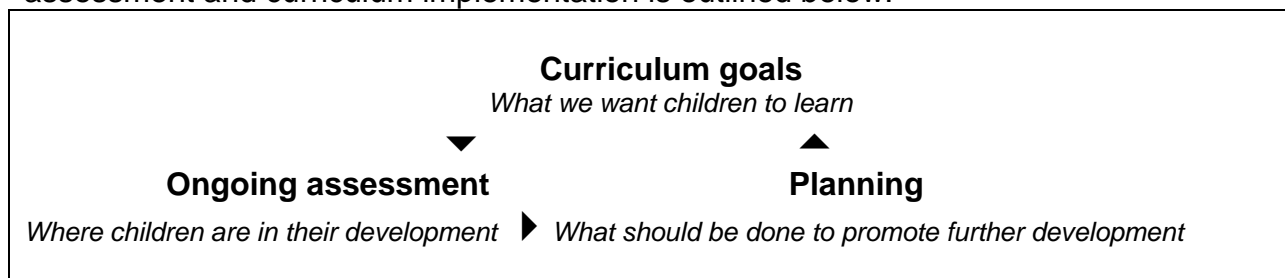
Parents and teachers communicate regularly, in formal and informal ways. Informal conversations take place at the beginning and end of each day, through telephone calls, and via written notes to parents. Parents and teachers meet at least two times per year (four times per year for parents of infants) 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:

1. recognizing each child's unique abilities, range of development, and learning style.
2. teaching and supporting children by building on each child's strengths.
3. supporting children by providing teachers with the supports that they need to ensure the success of all children.
4. 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). The minimum enrollment for children 2.9 through 4 years is three mornings, four mornings for 4 to 5 year olds who will be entering Kindergarten the following year. The minimum enrollment for the Emerson program is three mornings.

Emerson Program

Full and part time care is provided for infants, toddlers, and twos in a renovated ranch house across the street from Emerson Hospital. In addition to the four classrooms, we have a large indoor play space, outdoor decks, and an enclosed play yard behind the house.

Ripley Program

The Ripley Program is located at the Concord School Administration building near Concord Center. The program has one infant/toddler class, 2 preschool classes and an after-kindergarten/1st & 2nd grade class. At this location, we have the use of a gymnasium, a small theater, near-by fields and woods, a vegetable and flower garden, and a large playground.

West Concord Program

The West Concord Program is located at 1300 Main Street. The program consists of 5 preschool classes and 1 after-kindergarten/ 1st & 2nd Grade class. In addition, we have a naturalistic playground, vegetable and flower garden, and multi-purpose room.

After-kindergarten, First and Second Grade Program

The After-kindergarten Program is for those children who attend kindergarten, 1st or 2nd grade in the Concord Public Schools. Children are transported by Concord Public School buses from each elementary school to either the Ripley Program or the West Concord Program. We provide full-day programs on the public school professional days, vacation days and during the summer.

Summer Program

The summer program is offered in two 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 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. (For further information about governance, please request a copy of the By-laws of the Corporation from your Program Director).

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, Long-range Planning and Technology. 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. Minutes of the meeting are available at each location and agendas which include the time and place of the next meeting are posted. A list of current Board members is also posted at each site.

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

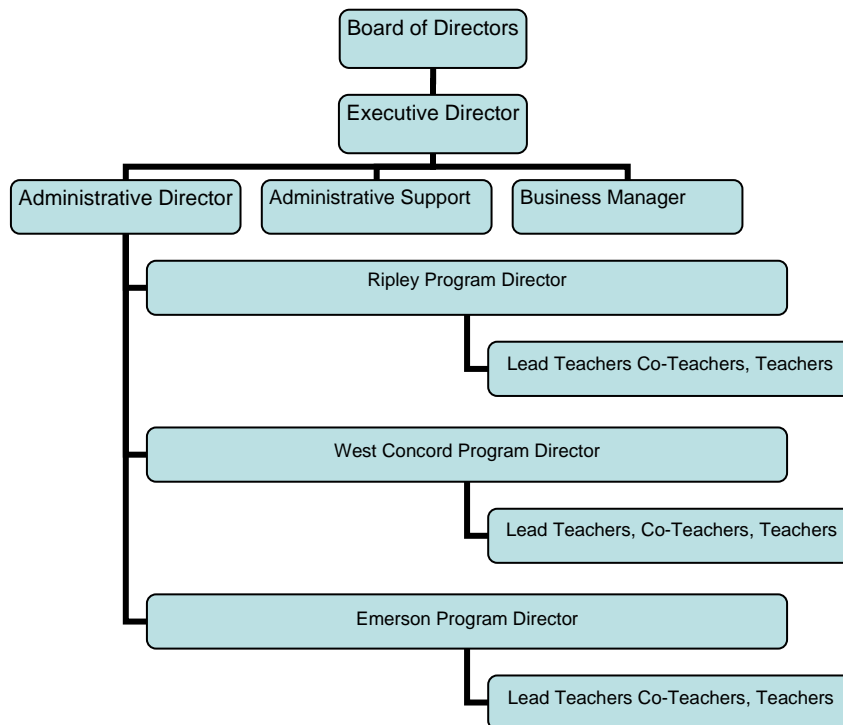
All members of the Concord Children's Center Community are encouraged to attend the Annual Meeting, held in June. At this meeting the Board of Directors is elected for the up-coming year and by-law changes are also voted on, when necessary. Departing board members as well as departing families who have 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.

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 .

ENROLLMENT

Enrollment

Concord Children's Center encourages interested families to visit the Center with their child to meet with the Program Director and see the facilities. Enrollment is based on the entire school year, September through June. Occasionally children are enrolled during the year as space is available. 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 current or former enrollees, 3) new applicants. There are a limited number of part time openings at the Emerson Program. Siblings of current families may be placed on the waiting list if part time openings are not available. Summer enrollment takes place in March.

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. Unless a schedule change request is received prior to July 1st, you will be responsible for your originally scheduled tuition, agreed upon in your signed enrollment agreement, for three months.

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.

There is no minimum requirement for After School schedules however we suggest enrolling your child for more than one day to provide for continuity of programming.

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 July 1st will go into effect at the beginning of the school year. Schedule reductions received between July 1st and August 31st will go into effect December 1st. Any schedule reductions received after

September 1st require a three month notice prior to being implemented and you will be responsible for paying three months of your 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.

Early Withdrawal:

Enrollment is based on the entire school year from September through June. Withdrawal from any point after you have signed your enrollment agreement will result in the loss of your enrollment deposit. Once the school year has begun, you will also be responsible for an additional month's tuition from the time of notification. Please contact the Executive Director, Pat Nelson, at 978 369-3747 if you have any questions.

Tuition and Fees

General Information

You will receive an invoice each month indicating the amount due for the following month's tuition (i.e. you will receive October's bill on September 10th). For a detailed explanation of how tuition is calculated please refer to the appendices of this handbook. Tuition payments may either be sent to 1300 Main Street or left in the tuition payment envelope 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 Suzie Kornblum, 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. 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 a 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 March 30th to hold the spot.

Prior to July 1st they can withdraw from the spot and CCC will return the \$400 fee.

July 1st thru August 30th if they withdraw from the spot CCC will return the \$400 fee if we are able to fill the opening prior to the beginning of the school year. If we are unable to fill the spot, the family will forfeit the enrollment fee.

Withdrawal after August 30th will result in the loss of the enrollment fee.

Vacation Weeks

The three public school vacation weeks in December, February and April are not included in the regular school year. 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. 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.

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 fund-raising. Any family who thinks they may qualify should contact, in person or by phone, Pat Nelson or their Program Director. Other local sources of tuition assistance include the Concord Area Preschool Association (978-371-1621) and the Department of Early Education and Care, voucher program (978-263-1827 or 617-547-1063).

Concord Public Schools Discount

Families that have one or more parent or guardian employed by the Concord 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.

Fees & Penalties

Enrollment Deposit Forfeit

After we receive your signed enrollment agreement, you will lose your \$400 deposit if you withdraw your child from the program before completing a full school year. You will additionally be responsible for 1 month of tuition from the time of notification if your child withdraws after September 1st.

Schedule Reductions

Schedule reductions submitted prior to July 1st will go into effect at the beginning of the school year. Schedule reductions received between July 1st and August 31st will go into effect December 1st. Any schedule reductions received after September 1st require a three month notice prior to being implemented and you will be responsible for paying three months of your originally agreed upon tuition prior to the change going in to effect..

Late Payment Policy

- Tuition payments are due the 20th of the month prior to service (i.e. for September, due August 20th)
- Payments received after the 1st of the month of service are charged a \$10 late fee (i.e. for September, charged fee after September 1st).
- 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 with in 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.

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 late 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 directly to the teachers staying with your child (please refer to the Scheduling Options brochure). You will receive an envelope from your program director, in which you should place the payment. 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.

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:

1. The teacher observes behavior and notifies the program director.
2. The teacher and director meet with the parents and suggest possible referrals.
3. 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.
4. 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.

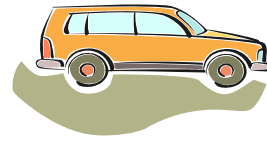
Reinstatement following a termination

A child previously terminated for a family's failure to meet their financial obligations to the Center may be reinstated once the financial obligation has been met and an acceptable payment schedule has been developed with the family that will assure timely tuition payments.

A child terminated for behavioral reasons may be reinstated if the family and any other involved service provider believes and can demonstrate to the programs satisfaction, that interventions have resulted in behavioral changes that would allow the child full access to CCC's educational program. An evaluation period may be established by the Program Director to assess the appropriateness of the reinstatement.

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.

The Concord Public Schools arranges for the transportation of the after-kindergarten, first and second grade children from their elementary school to the appropriate Center; CCC does not arrange this. Concord Public Schools takes responsibility for the children until they are dropped off at our program. CCC teachers will meet the bus. At the end of the day children are picked up by a parent or guardian. On days that the Public Schools are not in session parents will be responsible for bringing their child to the Center. If your child is not coming for any reason, please call the Center in the morning. This is vital for the After school children because the public schools do not notify us of your child's absence. If a child does not arrive on his/her bus, we must phone the schools, both parents, emergency numbers, etc., until we know where the child is. This can be a frightening, frustrating, and time-consuming process, so please let us know if your child is not coming to Concord Children's Center.

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.

Only the people whose names appear on the Authorization for Release Form will be allowed to pick up your child. 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.

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

Regular communication among parents and teachers can be 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. Please check our bulletin boards daily for any announcements. It is important that parents know what is happening at the Center. In addition to the bulletin boards, each family has a mailbox in the classroom where messages, notices and tuition bills will be placed. Please check these daily, also. Email will be used to notify parents of classroom and center wide events. Any additional information distributed to CCC parents must be approved in advance by your Program Director. Families for whom English is not the primary language may request that critical information be translated when possible. If Concord Children's Center is unable to provide a translation the classroom teacher or Program director will communicate directly with the family to assure that important information is noted.

Parent permission for class lists with addresses, phone numbers, and e-mail, is understood unless we hear from parents specifically. At the beginning of the school year we also publish a school directory. This directory will be distributed to current Concord Children's Center families and used for internal purposes only. Consent to include your family's information in the directory is given on the Enrollment Agreement which is returned to us with your enrollment fee.

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.

"The Children's Journal", developed and edited by parent volunteers. Included in each "Journal" is a letter from the Board Chairperson and the Executive Director, and articles written by staff and parents. We welcome parent participation as writers, editors, designers and, of course, readers. If you are interested in volunteering for some aspect of the newsletter, please contact Pat Nelson at 978-369-3747.

Both the newsletter and the Children's Journal are distributed to all families and may be accessed on our Website, www.concordchildrenscenter.org.

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 non-violent 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>	617-988-6600 51 Sleeper St, Boston, MA 02210
<i>Minuteman Early Intervention</i>	978-369-3524 1269 Main St, Concord, MA 01742
<i>Concord Public School-Special Education Preschool Team</i>	978-318-1510 X141 120 Meriam Road, Concord, MA 01742
<i>Department of Public Health Community & Family Health</i>	800-882-1435 250 Washington Street, Boston, MA 02108
<i>William Gresser, MA</i>	978 - 263-3211 162 Great Rd, Acton MA 01720
<i>Massachusetts Advocacy Center</i>	617-357-8431 100 Boylston St., Suite 200, Boston, MA 02116
<i>EEC Voucher Programs Tuition Assistance</i>	978-263-1827/ 617-547-1063
<i>LADDERS Assessment/Therapies</i>	781-449-6074 65 Walnut Street, Wellesley, MA 02492
<i>C.A.S.E. Collaborative</i>	978-318-1534 120 Meriam Road, Concord, MA 01742

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 twice a year 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 will ask mid year and at the end of the school year program.

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.

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.

* Some nutritious lunch suggestions include:

- YOGURT/COTTAGE CHEESE
- PASTA
- CHICKEN LEGS
- SOUPS
- HARD COOKED EGGS
- PIZZA
- SALADS: TUNA, CHICKEN, FRUIT

- LEFT-OVER DINNER
- CELERY (stuffed with cream cheese or humus)
- CHEESE AND CRACKERS
- SANDWICHES - VARY THE BREAD: whole wheat, pita, oatmeal, rye, rolls
- FILLINGS: *cream cheese, honey, apples, raisins, jam, or pineapple; cheese, tuna or egg salad; meat, lettuce, tomatoes; humus.
- ALSO INCLUDE FRESH FRUIT AND VEGETABLES.

****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 peanut 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:
 - Hot dogs whole or sliced in to rounds
 - Whole grapes
 - Nuts
 - Popcorn
 - Raw peas
 - Hard pretzels
 - Spoonfuls of Peanut butter
 - 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:

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 Emerson 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.
- Children under 12 months are not fed cow's milk.
- 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. Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use. For children who require 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. For the sake of your child, 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

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 Labor Day, 2 days in March and 2 days in June. Please refer to the annual calendar for specific dates.

During the 2011-2012 school year CCC will be closed:

Monday	September 5	Labor Day
Monday	October 10	Columbus Day
Thursday	November 24	Thanksgiving break
Friday	November 25	Thanksgiving break
Monday	December 26	Christmas Holiday
Monday	January 2	New Years Holiday
Monday	January 16	Martin Luther King, Jr. Day
Monday	February 20	President's Day
Thursday	March 8	Professional Day
Friday	March 9	Professional Day
Monday	April 16	Patriot's Day
Monday	May 28	Memorial Day
Thursday	June 21	Closed for summer preparation
Friday	June 24	Closed for summer preparation
Wednesday	July 4	Independence Day
August 27 - 31		Work Week/Professional Training
Monday	September 3	Labor Day

Teacher Preparation Days

In addition to our monthly staff meetings, the teachers meet several times during the year for long range planning and curriculum development. Please see your calendar for specific dates. Teacher Preparation days are a time for staff members to visit other programs, attend professional conferences, etc. We are aware of the hardship that these days can cause parents; however, we feel that this time is important for professional development.

Inclement Weather Days

We are 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. We will also try to notify families by sending an email message through the CCC list serve. If the CPS delay opening, Concord Children's Center will also delay opening by the equivalent time. Our hours of operation are 7:30 AM to 6:00PM; therefore, if CPS delays opening one hour, Concord Children's Center will open at 8:30 AM. If CPS have different closings for the different schools, Concord Children's Center will follow the Elementary School Schedule. In the event Concord Children's Center needs to close earlier than 6PM, parents will be notified at drop off, if possible, or by telephone later in the day. We will also send notification via the CCC list serve. If CPS 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.

If CPS has a long delayed opening and subsequently cancels the morning Kindergarten classes, children enrolled in the After School program may come to CCC for the morning. Please call and let us know that you are planning on sending your child. You will be billed the extra After School AM rate. Please refer to the Tuition Section for information regarding this charge. 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.wbz.com

www.whdh.com

HEALTH

Health Policies

Children's Records

Department of Early Education and Care requires us to have a record of your child's annual physical exam, updated immunizations and lead screening prior to admission. Please find the Vaccination Guide at the end of this handbook for information. Children's records are confidential and kept at the center for five years after the child has left. At that time, they are destroyed.



Absences/Call In

Please keep your child at home when she/he is sick. Follow the Health Guidelines for specific illness. Please keep your child home until she/he is free of symptoms for 24 hours. Your child should not return to school until she/he is well enough to play outside and able to function normally within the group. Please notify us by phone on those days when your child absent. If your child has not arrived at CCC by 10 AM and we have not been notified, we will contact you to confirm your child's absence. We will also 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. For your part, we ask you as parents to 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 your sick child or to find a backup arrangement for child care for those days when you 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.

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. Also, in some instances our guidelines may differ from those given by your pediatrician. We will follow our guidelines, established in conjunction with our health consultant, for the sake of consistency. As always, your input concerning these guidelines is welcome.

COLDS: Children with colds may attend school as long as they are 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. Children with bronchitis or croup should stay home until they have been treated, are comfortable, have no more respiratory distress, have been fever free for 24 hours, and can follow daily routines.

CONJUNCTIVITIS: Children with a thick discharge from either or both eyes will be sent home immediately and must be on medication for 24 hours before returning.

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 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 if not too uncomfortable.

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. Parents will be notified of any abnormal temperature. A child must be excluded until temperature is normal for 24 hours without medication.

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 when they are nit free. Upon return a teacher or director must check a child 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.

VOMITING: A child who has vomited will be sent home ASAP and must stay home at least 24 hours. 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.

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, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs for Infants younger than twelve months.
- If a light blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant's chest.
- 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.

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 programs 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 your 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 with Special Medical Requirements

Families will be asked to provide an Individual Health Care 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 can not 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

Medications

We will give your child medication following an illness if absolutely necessary. Please speak to your child's teacher if your child requires any medication. In addition, you must put the specific directions in writing on our blue medication form. 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.

If you wish us to administer prescription medicine, that 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. Topical medications will be administered with written permission from the parent. All staff members who dispense medicine to children will be trained annually in:

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.

Sunscreen & Insect Repellent

On sunny, warm days sunscreen should be applied before your child comes to school. We will apply sunscreen in the afternoon, after swimming or at other times which we feel the children need extra protection. You may bring in a bottle of sunscreen for your child; however, if they do not have one, we will apply Sunscreen (SPF 30 or above).

Under normal circumstances we will not apply insect repellent unless specifically requested by a parent or guardian, and you supply the brand you want for your 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 comes to school. Children should be sent to school with the appropriate clothing. In the afternoon, before going outside, we will reapply insect repellent containing DEET (between 7% and 10%) 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 may provide a preferred insect repellent, labeled with your child's name, or Concord Children's Center will supply one. Staff will apply repellent only one time per day We must also have a signed topical medical release authorization form on file for your child in order to apply any sunscreen or insect repellent.

Toothbrushing

All children attending Concord Children's Center will have the opportunity to brush their teeth after meals

Infants and Toddlers – We will supply an infant/toddler safety toothbrush or a toddler sized toothbrush for your child. The toothbrush will be labeled for each child and will be stored at the Center in an individual case. The toothbrush will be covered after air drying until the next use. Infants who do not have teeth yet will have their gums wiped after feedings. Infants and toddlers will brush their teeth with a wet toothbrush. We will not use toothpaste. Teachers will assist children in brushing their teeth for up to a two minute interval.

Preschoolers and Afterschoolers –We will supply a toothbrush. The toothbrush will be labeled for each child and will be stored at the Center in an individual case. The toothbrush will be covered after air drying until the next use. Teachers will apply a pea size amount of non-fluoride toothpaste to the toothbrush for the child and will monitor tooth brushing. To prevent cross contamination of the toothpaste tube the toothpaste will be dispensed onto something other than the toothbrush first [wax paper, paper cup, or onto the child's cup]. *We will not dispense toothpaste to the tooth brush* Children will be encouraged to brush their teeth for up to a two minute interval.

Emergency

In case of emergency, you will be contacted immediately. In case of extreme emergency, we will call 911, then you and your child's pediatrician will be contacted. It is vital that we be able to contact at least one parent at all times. Emergency numbers should be kept current. If you will not be available at your usual phone number, please let us know how to reach you.

Child Abuse and Neglect

If parent suspects that a child has been abused or neglected while in the care of Concord Children's Center, they should report it to the Executive Director and file a 51A report with the Department of Social Services. 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 DSS, the Executive Director, with input from the Administrative Director, the Program Director and the DSS and DEEC investigators, will make the decision whether or not to terminate employment of the teacher/teachers named.

The Department of Social Services phone number is 1-800-792-5200.

As professional childcare providers, Concord Children's Center staff are mandated reporters. If a staff member suspects that a child has been abused or neglected, they will immediately contact the Program Director and submit a written report. The Program Director notifies the Executive Director and a decision is made to determine if the situation warrants a 51A filing. Whenever possible, it is the CCC policy to notify the parents of the child or children involved that a 51A is being filed.

SPECIAL EVENTS

Special Friends Day

Each year we invite your child's grandparents, special Aunt, Uncle or other important adult in their life to visit Concord Children's Center for a morning of music and breakfast treats. This is an opportunity for your child to share his or her school experience with someone special.



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 tape that can be enjoyed by all throughout the year. The teachers will be glad to make suggestions.

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

Each year in late February or early March, CCC holds an Auction that raises close to \$30,000 to help support our on-going programs, our commitment to offering competitive teacher salaries and benefits, other extras that make the CCC experience so wonderful for all of our families. More than one third of our staff and parent community volunteer in some way to make the auction happen.

The Annual Appeal

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 Annual Appeal funds 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.

Research

Occasionally, we have accepted Doctoral 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.

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 Pat Nelson, the Executive Director.



DIRECTORY

ADMINISTRATION

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Executive Director

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Joanne Saideh
Administrative Director

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Program Director

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CENTER FAX #
WEB SITE

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APPENDICES

- Authorization for medication form
- When Do Children and Teens Need Vaccinations?
- Parent Information (taken from Department of Early Education and Care Guidelines)
- Concord Children's Center Mid-Year Evaluation
- Concord Children's Center Year-End Evaluation
- Room Parent FAQ
- Evacuation Plans:
 - West Concord Program
 - Ripley Program
 - Emerson Program (with map)
- Tuition and policies

Authorization for Medication

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

child's 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.

Parent's Name: _____

**Concord Children's Center
Mid-Year Evaluation**

We want to know how we are doing! Please take a few minutes to reflect on your experience thus far at CCC and respond to the following questions. Please return the evaluation to your program director by February 9th.

What have you liked about your experience at CCC this school year?

Is there some way CCC can improve on your experience?

Location: 1300 Main Ripley Emerson **Classroom:** _____ **Child's**

Age: _____

Parent's Name: _____

June 2008

Concord Children's Center

Year-End Evaluation

Please rate your experience in the areas listed below. Add any additional comments & attach comments as needed. **Return the evaluation in the envelope provided by June 20th** . This evaluation will be used by your CCC teachers, Program Director and the Executive Director to understand how well CCC is meeting family’s needs and what areas need further enhancement. Thank you!

1. **Teachers**

	Very Satisfied	Satisfied	Not Satisfied
a. Social & emotional care of your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Knowledge of your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Physical care of your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Welcoming parents in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Overall professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Additional Comments:			
<hr/>			
<hr/>			
<hr/>			
<hr/>			

Curriculum

a. Physical experience/development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Emotional experience/development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Intellectual experience/development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Social experience/development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Variety of teaching methods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Additional Comments:			
<hr/>			
<hr/>			
<hr/>			

Classroom/Playground

	Very Satisfied	Satisfied	Not Satisfied
a. Cleanliness/Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Safety/Order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Physical Environment (indoor & outdoor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Additional Comments:			

2. Administration

a. Billing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Overall Communication (schedules, vacation days, events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Helpfulness of Parent Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Program Director [Anne, Jennine or Penni] (i.e. Are they accessible, knowledgeable, helpful, responsive?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Executive Director [Pat Nelson]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Additional comments on administration:			

General

a. Meeting your child care needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing support to parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Providing parents with opportunities to meet and socialize.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Communication (newsletter, CCC website)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Additional comments:			



CCC Room Parents

We're looking for Room Parents for the 2011-12 year. It's a great way to get involved with the classroom and meet other families. Are you available to help?

What do Room Parents do?

Room parents help to build community in their classroom and facilitate communications between the CCC staff and parents. Here are some examples of how Room Parents can help:

- Work with the classroom teachers to organize a welcome event (e.g. classroom breakfast) in September;
- Organize optional classroom socials/play-dates at local playgrounds;
- Contact parents via e-mail/phone about upcoming events and any need for volunteers;
- Coordinate an optional holiday and end-of-the-year teacher appreciation gift from the class.

Why does CCC have a Room Parent organization? We find that the Room Parent concept works well to create community in the classroom and launch new families into CCC. Room Parents are another set of friendly eyes to greet and welcome families to the classroom and to communicate the activities of CCC to families.

How much time is required to be a Room Parent? It's up to you. Traditionally, Room Parents organize the fall coffee, coordinate the optional classroom gifts, and contact parents via e-mail/phone about upcoming events. However, if you have the time, you can get more involved by coordinating classroom socials.

How do I volunteer? Please fill out the form below and return it to your Program Director.

Yes,
I am available to be a Room Parent.
Name: _____
Classroom _____
Phone Number _____
Email: _____

Evacuation Plans
West Concord Program
Contingency Plans for Emergency Situations

IN THE CASE OF A FIRE, NATURAL DISASTER, and OR EMERGENCY SITUATION (chemical spills, bomb threats) NECESSITATING EVACUATION OF THE BUILDING:

If an evacuation of the center is necessary, 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 that is needed for a child out the emergency exit of the classroom. All the groups will meet inside the Sand Area located on the playground. The Director will check the classrooms and bathrooms for stragglers, take the master emergency book from the 1300 Main 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 or Administrator in charge and the teachers, will bring the children into the Harvey Wheeler Community Building. The key for the side entrance of the Harvey Wheeler Building is in the master emergency book.

If the entire area requires evacuation, the Town of Concord will evacuate us to the town's emergency shelter.

The Director will notify the Executive Director of the situation so she/he may put the notification of parents in motion.

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 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.

Evacuation Plans

Ripley Program Contingency Plans for Emergency Situations

IN THE CASE OF A FIRE, NATURAL DISASTER, and OR EMERGENCY SITUATION (chemical spills, bomb threats) NECESSITATING EVACUATION OF THE BUILDING:

If an evacuation of the center is necessary, the teachers of each group will take their children, attendance book with the copies of emergency forms, prescription medications stored in the classroom [EPI pen, inhaler, nebulizer], and any adaptive equipment that is needed for a child out the emergency exit of the classroom. All the groups will meet at the assigned spot – the pipe on the playground. The Director will check the classrooms and bathrooms for stragglers, take the master emergency book and all medications stored in the refrigerator and then join the groups outside. Evacuations procedures will start and end with counting children and matching names to the attendance list.

The Director will notify the Executive Director of the situation so she/he may put the notification of parents in motion. 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.

The children will be taken to the West Concord Program (1300 Main Street), Concord, MA. Phone: (978) 369-6790 or (978) 369-3747. All children and teachers will be transported by a Concord Public Schools Transportation school bus.

If the entire area requires evacuation, the Town of Concord will evacuate us to the Town's emergency evacuation procedures.

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.

Evacuation Plans

Emerson Program Contingency Plans for Emergency Situations

IN THE CASE OF A FIRE, NATURAL DISASTER, and OR EMERGENCY SITUATION (chemical spills, bomb threats) NECESSITATING EVACUATION OF THE BUILDING:

If an evacuation of the Emerson site is necessary, teachers will congregate and coordinate groups and meet at the dumpster. The teachers of each group will take their children, attendance book with copies of emergency forms, prescription medication stored in the classroom [EPI pen, inhalers, nebulizers], and any adaptive equipment that is needed for a child with them. The Director will check the classrooms and bathrooms for stragglers, take the master emergency book and all medications out of the refrigerator and join the groups outdoors. All evacuation procedures will start and end with counting children and matching names to attendance.

If the conditions outside are inclement, the Director or Administrator in charge and the teachers, will walk and/or stroll children to classrooms on the Emerson Hospital Campus- Phone: (978) 369-3529. See attached map. Infants and non-walkers will be transported in strollers. Toddlers and Twos will walk in groups with their teachers.

The Director/designee will notify the Executive Director of the situation so she/he may put the notification of parents in motion. 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.

If the entire area requires evacuation, the Town of Concord will evacuate us to the Town's emergency evacuation procedures.

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.

As tenants of Emerson Hospital we will notify the engineering department to arrange for an immediate assessment of the heat loss.

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. As tenants of Emerson Hospital we will notify the engineering department to arrange for an immediate assessment of the water loss. 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.

2011 - 2012 Tuition

2011-2012 Rates

The monthly tuition is based on the 39 weeks the Center is open during the school year, divided evenly over a 10 month period from September to June. Tuition is determined by adding the morning block rate to the number of extra hours your child will attend each week multiplied by the appropriate hourly rate.

Infants, Toddlers, & Twos

Mornings 8:30 a.m.-12:30 p.m.			<i>Add</i>
3 mornings	\$ 195.25	per week	
4 mornings	\$ 241.15	per week	
5 mornings	\$ 271.92	per week	\$ _____
Additional Hours			
1-10	\$12.30	per hour	
11-20	\$11.75	per hour	
21-plus	\$11.00	per hour	
() X ()			= + \$ _____
# additional	cost per		
hours per week	hour/week	weekly	\$ _____
Weekly rate x (39 weeks ÷ 10) = monthly \$ _____			

Sample Infant/Toddler/Twos schedules with rates:

Any 3 days 8:30 a.m.-12:30 p.m. Weekly tuition: \$195.25
Monthly tuition: \$761.47

Any 3 days 8:30 a.m. to 4 p.m. Weekly tuition: \$324.40
Monthly tuition: \$1265.16

2 days 8:30 a.m.-12:30 p.m. Weekly tuition: \$364.15
Plus 2 days 8 a.m. -5 p.m. Monthly tuition: \$1420.18

M-F 8:30 a.m. to 4 p.m. Weekly tuition: \$477.54
Monthly tuition: \$1862.40

M-F 8 a.m. to 5 p.m. Weekly tuition: \$546.92
Monthly tuition: \$2132.98

Preschool

Mornings 8:30 a.m.-12:30 p.m.	<i>Add</i>
3 mornings \$ 166.15 per week	
4 mornings \$ 209.61 per week	
5 mornings \$ 239.74 per week	\$ _____
Additional Hours	
1-10 \$11.00 per hour	
11-20 \$9.00 per hour	
21-plus \$8.35 per hour	
() X () =	+\$ _____
# additional cost per	
hours per week hour/week	weekly \$ _____
Weekly rate x (39 weeks ÷ 10) = <i>monthly</i> \$ _____	

Sample Preschool schedules with rates:

Any 3 days 8:30 a.m.-12:30 p.m.	Weekly tuition: \$166.15 Monthly tuition: \$647.98
Any 4 days 8:30 a.m. -12:30 p.m.	Weekly tuition: \$209.61 Monthly tuition: \$817.47
Any 3 days 8:30 a.m. to 4 p.m.	Weekly tuition \$281.65 Monthly tuition: \$1098.43
2 days 8:30 a.m. -12:30 p.m. Plus 2 days 8 .am. -5 p.m.	Weekly tuition: \$319.61 Monthly tuition: \$1246.47
M-F 8:30 a.m. to 4 p.m.	Weekly tuition: \$397.24 Monthly tuition: \$1549.23
M-F 8 a.m. to 5 p.m.	Weekly tuition: \$448.49 Monthly tuition: \$1749.11

Scheduling and Policies

Concord Children's Center offers a very flexible schedule to meet the variety of family needs. The Center is open from 7 a.m. to 6 p.m. Our days are filled with exploration, purposeful play and outdoor activity. Throughout the day, children are provided experiences that build broad foundations for learning in all content areas: language arts, creative arts, math, science, and social studies. Your child will be encouraged to pursue particular interests, make friends, and explore new topics.

Our weekly schedule offers the following options:

- Arrivals: 7:00, 7:30, 8:00, and 8:30 AM.
- Pick ups: 12:30, 1:00, 3:00, 4:00, 5:00, 5:30, and 6:00.

Parents may choose a schedule which varies between 3 and 5 days a week; however the hours must be the same week to week. Four year olds are required to attend a minimum of 4 days per week during the year prior to entering kindergarten.

Occasionally parents find that their schedule has changed for the week and they need their child to stay for an extra few hours with us on an as needed basis. Because we understand the needs of families and that "life happens," we will always try to accommodate these requests when our staffing allows. Please see the Tuition Policies section for more information on requesting extra time and billing for these extra as-needed hours.

TUITION POLICIES:

We staff according to our enrollment, to ensure the excellent teacher to student ratio that we believe best nurtures children. Once you sign your enrollment agreement indicating the weekly schedule you have chosen for your child, **you are committed to that schedule for the year**. Withdrawal after we have received your signed enrollment agreement will result in the loss of your enrollment deposit. Withdrawal after the school year has begun requires an additional month's tuition from the time of notification.

Payment is due on the 20th of the month prior to service (i.e., October's tuition is due on September 20th). There is a **Late Payment Fee** of \$10.00 for tuition not paid by the last day of the month in which it is due. There is a **Returned Check Fee** of \$20.00.

Enrollment Deposit: A \$400 deposit is collected upon your child entering 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.

Schedule Additions: We try to be flexible and attentive to families' needs to alter their child's schedules. If you wish to change your child's schedule in any way, **please speak with your program director**. If you wish to increase your child's hours, and space is available, we will do so immediately.

Schedule Reductions: Due to the impact on staffing, schedule reductions require substantial advance notice, and follow the timeline below:

Requested by:

July 1, 2011

August 31, 2011

After Sept. 1, 2011

Schedule reductions will not be accepted after March 1, 2012

Goes into effect:

Beginning of school year

December 1, 2011

three months after request

Extra Hours: Requests for extra hours should be made **in writing** on the pink “extra hours form” and approved by your Program Director and teachers. The additional tuition will be added to the following month's bill. Extra hours are billed in 1/2 hour increments at the following rates:

Infants, Toddlers & Twos: **\$11.00 per hour**
Preschoolers: **\$ 9.00 per hour**

Late pick-up or Early drop-off: Late pick-ups or non-approved early drop-offs during regular school hours will be billed at the extra hour rate in half-hour increments. For late-pickups after the center's official closing time, there will be a charge of \$10.00 per 15 minutes or any part thereof. Parents should pay this fee directly to the teacher who stayed with his or her child.

Emergency Closings: No refund, exchanges or credits are given for emergency or weather related closings, whether the programs close for all or part of the day.

Sibling Rate: 5 % off youngest child's tuition

Application Fee: \$50.00 per child per year, non-refundable, not applicable to tuition

Re-enrollment Fee: \$25.00 per child per year, non-refundable, not applicable to tuition

Vacation Weeks

Concord Children's Center follows the Concord Public School (CPS) calendar for vacations. Therefore, our 39 week school year DOES NOT include the CPS school vacation weeks in December, February, and April.

Concord Children's Center is happy to be able to offer **optional** care during those vacation weeks. During those weeks, your child can come to the Center either on their regular schedule or a modified schedule just for that week. We staff according to enrollment, and plan new and different activities for the children so that the week is special for them. Occasionally we combine children from multiple classrooms and even multiple sites; we believe this provides children with new opportunities for social growth.

These vacation weeks are billed separately from your regular monthly tuition. If you know you need care during one or more of these weeks, you may choose sign up with us at the beginning of the school year. Your monthly tuition bill will then include the cost of these weeks, as opposed to your being billed separately (and in addition to your regular monthly bill) if you sign up later. This is an option to help you in your planning and budgeting for the year; it is not required that you sign up for vacation weeks before the school year starts.

If you would like to take advantage of this option to sign up early and spread your payments out over the school year, please contact Suzie Kornblum, Business Manager, at 978-369-6790.

If you choose to take vacation at another time during the school year, **monthly tuition is due as usual.**

