GUIDEBOOK 2011-12
Orientation and other Organizational Information,
A Handbook of Policies and Procedures

MS#044, Lemberg Hall, Brandeis University
415 South Street, Waltham, MA 02454-9110

E-mail: lembreg@brandeis.edu  URL: http://www.brandeis.edu/lemberg

Important Phone Numbers:
Classroom: 781-736-2202 (classroom)

When Unable to Reach the Center in an Emergency:
Call Brandeis Public Safety 781-736-5000
Dear Community Member or Friend of the Center,

The Lemberg Center is ours to build and ensure its richness for children and students of early childhood education. Together we have the pleasures and frustrations that come with this responsibility. For over thirty years, we have built a wonderful day care center, helped many young children grow into adulthood, and witnessed many Brandeis students assume responsible careers and raise children of their own. This is a rich history. We constantly create and share many cooperative pleasures and opportunities for meaningful work together. Welcome to another year of this membership.

About this Guidebook

Our Guidebook is provided to help orient you, and to be a handy resource to our policies and procedures. It's a guide, not a set of rules. Our policies can be questioned and altered. When you have questions or suggestions, please speak with your Head Teacher, your supervisor, your classroom parent representative, members of our Board of Executive Directors, or with me.

Suggestion for Reading this Guidebook

Start with the Table of Contents. We recommend this because a lot of the information and its detail is required by the Massachusetts Department of Early Education and Care. Consequently the text jumps around and the table of contents is necessary to find the sections that you think will help you prepare for your first days in our program (e.g., how to prepare lunch, label clothing, or whom to ask for help.) If you have already been here for a while, this updated version will help you review policies that you may have questions about. Of course when you have questions, just call (781) 736-2200 [24 hour answering / Office] and leave a message for the person you would like to speak with to call you back. You may also e-mail me at <baker@brandeis.edu>.

Final Comments

1. For us, your involvement is essential. Our classroom program needs your sharing of information such as teaching us your home language (if not American English), or about your heritage, your work, and interests. Several parents and staff members have found it helpful to ask friends of colleagues to join them when providing enrichment opportunities here.

2. Please visit. Come for lunch, join us during activity times, browse and borrow materials and books in our second floor library and resource center (which we are slowly creating and frequently updating).

3. Remember us. Ask friends to donate toys, clothing, educational books and equipment, which they no longer use. The center is approved by the US Internal Revenue Service as a 501 (c) (3) charitable, tax deductible not-for-profit charity. Most gifts can be deducted on your income tax form.

Sincerely,

Howie

Howard Baker
Executive Director
# TABLE OF CONTENTS

**GUIDEBOOK 2010-11** ......................................................................................................................... 1

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief History, Principles, Values and Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Organization of the Lemberg Children's Center</td>
<td>6</td>
</tr>
<tr>
<td>Nondiscrimination Statement and State License</td>
<td>7</td>
</tr>
<tr>
<td>Facilities</td>
<td>7</td>
</tr>
</tbody>
</table>

**CLASSROOM ORGANIZATION** ........................................................................................................... 7

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year Program</td>
<td>7</td>
</tr>
<tr>
<td>Summer Program</td>
<td>7</td>
</tr>
<tr>
<td>Adult to Child Ratio</td>
<td>8</td>
</tr>
<tr>
<td>Arrivals                                     ........................................................................</td>
<td>8</td>
</tr>
<tr>
<td>Access to Classrooms and Security</td>
<td>9</td>
</tr>
<tr>
<td>Pick-Up from Childcare</td>
<td>9</td>
</tr>
<tr>
<td>Additional Child Care Arrangements</td>
<td>9</td>
</tr>
<tr>
<td>Calendar                                     ........................................................................</td>
<td>9</td>
</tr>
</tbody>
</table>

**DAILY ROUTINE AND SCHEDULE BY CLASSROOM** .................................................................................. 10

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thunderbird Daily Routine</td>
<td>10</td>
</tr>
<tr>
<td>Explorers Daily Routine</td>
<td>10</td>
</tr>
<tr>
<td>Summer A “Older” Groups Daily Routine</td>
<td>11</td>
</tr>
<tr>
<td>Summer B &amp; C “Younger” Group Daily Routine</td>
<td>11</td>
</tr>
</tbody>
</table>

**HOW OUR PROGRAM CONTRIBUTES TO EACH CHILD’S DEVELOPMENT** ......................................................... 12

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Development and Learning</td>
<td>12</td>
</tr>
<tr>
<td>Emotional Development</td>
<td>12</td>
</tr>
<tr>
<td>Linguistic, Mathematical and Creative Expression</td>
<td>12</td>
</tr>
<tr>
<td>Physical Development</td>
<td>12</td>
</tr>
<tr>
<td>Child Progress Reports and Assessments</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Initiative</td>
<td>13</td>
</tr>
<tr>
<td>2) Social Relations</td>
<td>13</td>
</tr>
<tr>
<td>3) Creative Representation</td>
<td>13</td>
</tr>
<tr>
<td>4) Movement and Music</td>
<td>13</td>
</tr>
<tr>
<td>5) Language and Literacy</td>
<td>13</td>
</tr>
<tr>
<td>6) Mathematics and Science</td>
<td>13</td>
</tr>
<tr>
<td>7) Social Studies</td>
<td>14</td>
</tr>
<tr>
<td>8) Fine Motor Skills</td>
<td>14</td>
</tr>
<tr>
<td>9) Health and Safety</td>
<td>14</td>
</tr>
</tbody>
</table>

**CLASSROOM MANAGEMENT STRATEGIES AND POLICIES** ........................................................................ 14

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lemberg Discipline Policy (CMR 606 EEC 7.05)</td>
<td>14</td>
</tr>
<tr>
<td>Common Sense Tips and Strategies</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Few Strategies to Get Started</td>
<td>15</td>
</tr>
<tr>
<td>“Good” or “Big” and Other Words of Praise</td>
<td>17</td>
</tr>
<tr>
<td>About “I’m Sorry”</td>
<td>17</td>
</tr>
<tr>
<td>Offering Alternative Choices as Children Learn to Solve Conflicts</td>
<td>17</td>
</tr>
<tr>
<td>Offering Choices Gives Direction</td>
<td>17</td>
</tr>
<tr>
<td>Helping Children Understand Personal Space</td>
<td>18</td>
</tr>
<tr>
<td>Helping Children Enter Play with Others</td>
<td>18</td>
</tr>
</tbody>
</table>

**COMMUNICATION WITH YOU** ............................................................................................................ 19

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Do Parents Find Out about Their Child’s Day?</td>
<td>19</td>
</tr>
</tbody>
</table>

**STAFF ORGANIZATION** .................................................................................................................... 19

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Cares for Each Child?</td>
<td>19</td>
</tr>
<tr>
<td>The Role of Teaching Assistants (TAs) and Trainees</td>
<td>20</td>
</tr>
</tbody>
</table>
SOME ADMINISTRATIVE PROCEDURES AND POLICIES ................................................................. 31

ADMISSIONS PROCEDURES ........................................................................................................... 31
TUITION CONTRACTS ......................................................................................................................... 31

Private Tuition Contracts ................................................................................................................... 31
State Tuition Contracts for Income-Eligible Families, Voucher Contracts and Scholarships from the Community Partnership Councils ......................................................................................................................... 31

SECURITY DEPOSIT .......................................................................................................................... 32

INVOICES & REIMBURSEMENTS ....................................................................................................... 32

CONFIDENTIAL RECORDS ................................................................................................................. 32

PROCEDURES FOR WHEN A CHILD BECOMES ILL DURING THE SCHOOL DAY ......................................................... 21
ILLNESS POLICY FOR FLU, OTHER INFECTIONS AND PANDEMIC CONTROL ................................................................. 21
PROCEDURES FOR NOTIFYING THE COMMUNITY -- HEALTH ALERTS ................................................................. 22
PLAN FOR MEETING THE NEEDS OF MILDLY ILL CHILDREN ......................... 22
POLICY FOR CHILDREN WHEN THE HOME LANGUAGE IS NOT ENGLISH (ENGLISH LANGUAGE LEARNERS - ELL .... 22

TOILET TRAINING REQUIREMENTS ......... 23

About Pull-ups ........................................................................................................................................ 23

DIAPERING POLICY .............................................................................................................................. 23

Procedure for Diaper Changing ........................................................................................................... 23
Procedure for Changing a Child in a Standing Position ........................................................................ 24
Parental Permission for Use of Non-Prescription and Physician Prescribed Powders and Creams ................................................................................................................................................................. 24
Procedure and Policy for Disposal of Soiled Diapers ........................................................................... 24
Policy Requiring Parents to Provide Extra Clothing ............................................................................... 24

TOILET PLEDGE ....................................................................................................................................... 24

Additional Procedures Required for Toilet-Training ........................................................................... 25
Procedure for Assisting Children in Toileting and Toilet-Training ......................................................... 25

POLICY REQUIRING PARENTS TO PROVIDE EXTRA CLOTHING ............................................................................. 25
MEALS AND SNACKS ............................................................................................................................. 25
BOTTLES .................................................................................................................................................... 26

SNACK FOODS, LUNCH, DIETARY RESTRICTIONS AND ACCOMMODATIONS FOR ALLERGIES .............................................. 26

POLICY FOR DENTAL CARE & TOOTHBRUSHING ....................................................................................... 26

SNOW CLOSING POLICY OR EMERGENCY CLOSING ...................................................................................... 27

BIRTHDAYS .............................................................................................................................................. 27

Use of the Center for Birthday Parties .................................................................................................. 27

CLOTHING INFORMATION .................................................................................................................. 27

Lost and Found ......................................................................................................................................... 28

Clothing for Toileting and Diapering Needs ............................................................................................ 28
Clothing for Winter .................................................................................................................................... 28
Clothing for the Summer Program ......................................................................................................... 28

REST AND NAP POLICY ........................................................................................................................ 28

Special Security Items (Loveys) .............................................................................................................. 28

POLICY ON TOYS BROUGHT FROM HOME .............................................................................................. 28

TRANSPORTATION, ARRIVAL AND PICKUP PROCEDURES ...................................................................................... 29

Parking Lot and Permits .......................................................................................................................... 29
Parking Procedures for Drop off and Pick up .......................................................................................... 29
Special Transportation Arrangements ..................................................................................................... 29
Arrival and Departure of Children ........................................................................................................ 29
Tardiness at Pickup Time ........................................................................................................................ 29
Use of Car Seats ....................................................................................................................................... 29

Availability of Public Transportation ................................................................................................... 30

MEDICAL FORMS AND PROCEDURES .................................................................................................... 30

MAINTENANCE OF HEALTH AND SAFETY .............................................................................................. 30

SECURITY FOR CHILDREN .................................................................................................................... 30

PLAN FOR EVACUATION OF THE CENTER IN EMERGENCIES .................................................................................. 30

EMERGENCY PROCEDURE FOR CAMPUS "LOCK DOWN ALERT" REQUIRING A SHELTER IN PLACE PROCEDURE .................. 31

USE OF CAR SEATS .................................................................................................................................... 29

These procedures should be followed at all times.
Brief History, Principles, Values and Philosophy

The Gersh and Sarah Lemberg Children's Center, Inc. (also known as Lemberg) was founded in 1970 by members of the Brandeis University community who needed high quality day care for their young children. Our pioneers wanted to provide the south side of Waltham and the western suburbs with a new model of childcare. Early childhood educators have come to call this model "developmentally appropriate early care and education."

Today, our model combines these features or goals:

- We welcome all children and treat them with attention, respect, and affection; and we encourage them to return this to others.
- We hire outgoing, friendly, family-centered professional caregivers and educators, who are encouraged to give hugs, be soft spoken, and be comfortable with each child.
- We design and implement a curriculum
  - that is sensitive to cultural, racial, cognitive and physical differences.
  - that is based on developmental and relational psychology theories and encourages adults to understand that play is an important way in which to learn.
  - that is flexible, open and creative.
  - that plans times when children can play in mixed age groupings.
  - that incorporates a project approach to open education, which encourages our teachers to observe the interests of each child, and to provide a choice of activities based on these observations.
  - that treats boys and girls equally and considers anti-bias perspectives.
  - that uses psycho-dynamic approaches to understanding the behaviors of children.
  - that encourages the resolution of conflicts peacefully, by using a model discipline plan that respects children.
- We expect parents to serve on our Board of Executive Directors or do other Lemberg community work.
- We are open all year during regular work hours.
- We scale our private tuition rates, and seek additional funding to support a diversity of household incomes.

Lemberg is committed to family/staff cooperation and community service. We continue our vital mission to provide young children with loving, educationally appropriate care. We encourage friendship building, community involvement and excitement for learning. We welcome children who speak different home languages, celebrate different traditions, and have diverse abilities.

Over the years, we have improved our facility, curriculum, and the ways we attend to the needs of each child and parent. We give high priority to staff stability in our program and achieve it by paying above market salaries and benefits. Our center has enhanced its supervision and in-service development program for teaching assistants and college students. We have good working relationships with other community and state agencies, and we participate actively in supporting the development of high quality childcare in Massachusetts. Lemberg has chosen to remain small in order to continue the personal, family-centered, cooperative effort that our model requires. These are achievements for which we are proud. Your support, and the continued participation of our alumni families, is essential for our school to work well and grow.

Organization of the Lemberg Children's Center

The Gersh and Sarah Lemberg Children's Center, known as Lemberg, was named in memory of Gersh and Sarah Lemberg, the parents of Samuel Lemberg. The late Samuel and Lucille Lemberg were among the founding benefactors of Brandeis University.

Our agency is a not-for-profit, charitable educational corporation. It is accredited by the National Academy of Early Childhood Programs and licensed by the Massachusetts Department of Early Education and Care (EEC). The present facility in Lemberg Hall provides full-time care, five days a week for 39 children ranging in age from two through six years. Parents contract and pay for full-time childcare. We do accept Child Care Vouchers from the Commonwealth as another form of tuition contract. We open at 8:00 A.M. and close at 5:45 P.M. Extended hours care can be arranged upon request.

Each family who has a child currently enrolled is considered an Active Member of the corporation. Associate Members can be chosen from our alumni and friends. Each family contributes to the functioning of the center. Members elect officers and a Board of Executive Directors. There are at least 6 board meetings during the year.

Your help is vital, as is the help of other members and friends. Fundraising is essential for a not-for-profit corporation. We always need additional funding to support and enhance the care we give to children and the work we do for each other. It is important to maintain our facility, support scholarships, develop resources for in-service teacher growth, and add educational equipment. Your participation in and leadership with fundraising events is the only way we can achieve our
goals. Every family is required to help us with our community tasks by volunteering at least 10 hours per year per parent. This can be achieved by joining our board, organizing and working on special events, participating in “work days,” fixing toys and sewing material, shopping for grocery and supplies, cleaning on weekends, helping out in the classrooms, setting up our computers, or leading workshops in areas where you have expertise.

The cooperative nature of the Center has been of fundamental importance in the development of an atmosphere of mutual help and trust between parents and staff. In addition, the children gain an added sense of security and pleasure when they see the bond between parents and teachers working together. We hope that you value this participation too.

**Nondiscrimination Statement and State License**

In accordance with the regulations of the Commonwealth of Massachusetts, the Center does not and will not discriminate on the basis of race, color, religion or creed, sexual orientation, gender, cultural heritage, ancestry or national origin, political belief, marital status, veteran status, or disability including the presence of a non job-related medical condition or physical handicap in admissions, scholarships, employment, membership or eligibility for holding office in the corporation. The childcare program is licensed by the Commonwealth's Department of Early Education and Care (EEC). Qualified applicants are considered without regard to sexual orientation, which shall not include persons whose sexual orientation involves minor children as the sex object, in the provision of or access to services, employment, membership and activities. This is in accordance with all applicable federal and state laws, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act, as amended, the Civil Liberties Act of 1964, as amended, PL 94 142, the Individuals with Disabilities Education Act, as amended, Article 114 of the Massachusetts Constitution, Chapters 151b and 272 Articles 92, 98, and 98A, of the Massachusetts General Laws and Executive Orders 227, 246, and 253.

**Facilities (no mention of kitchen, cots for naptime)**

Lemberg Hall is contemporary brick building designed specifically for young children in 1960 and renovated for us in 1975. We have two larger classrooms, "home" to the two main groups, and two smaller ones that are used by different groups at different times. Over the years we've made extensive changes, while keeping the classrooms homey, warm, and welcoming and organized attractively for activities. Each year, new equipment is added to replace worn out items and parents help paint and repair equipment the classrooms. We have lots of equipment including two lofts, musical instruments including a piano, sensory tables, a listen center, gymnastics equipment, magnifying glasses, playhouse furniture, and dress up clothing from around the world. We have science & nature materials, unit blocks, brio trains, hollow & large waffle blocks for building life size spaces, sand toys, a library for children and families to borrow books, and a large variety of art supplies. Children's Playgrounds Inc. of Toronto and Boston designed our playground’s wood structures with swings, tricycle riding area and tables for bringing inside activities out. We have a vegetable garden and a flower garden. In front of the center is a field that we use for sledding, parachute play, summer water play and ball games. We visit Brandeis University museums, theaters, offices, laboratories, athletic facilities and ponds. There is little need for off campus field trips.

**CLASSROOM ORGANIZATION**

**School Year Program**

The North Room and the South Room are our two main classrooms each with a maximum of 19 children. There are only 38 children enrolled. We have two small classrooms, Rainbow Room and Sunshine Room, as well as a lunchroom which frequently is used for activities too. Each class has two Head Teachers, a Lemberg Teaching Fellow and two to five teaching assistants. Since we are open ten hours a day, there are two shifts with hours overlapping during lunch, nap and meeting times. To ensure continuity and consistency each child and his parent(s) or guardian(s) are assigned a Head Teacher as their primary caregiver. Our afternoon program is as educational as our morning program. Our afternoon teachers have similar professional experience and schooling to those who teach in the morning.

The South Room is the main classroom for the Explorers & for the beginning and end of the day, the Rainbow (Toddler) Group too. The Rainbow Group or Toddlers, who are under 2 years 9 months and for part of the day they use the Rainbow Room or the Classroom without the older Explorers. Children that are over 2 years 9 months, but not four by the December, are called the Explorers. Our Thunderbirds who use the North Classroom are four by December 31 and less than six years old. We believe in family groupings. This means that Explorers, Rainbow Group and Thunderbirds may have time to play and work together in small groups. We have hours in the day for small groups of 4 or less children as well as having the children in supervised large groups (8 or more). On most Monday mornings all the children in groups of 6-8 can attend a class in yoga, lead by Itsy Bitsy Yoga instructor, Dani Carrus. Every Friday afternoon at 4:15 we have an all school music time called “Aloha Friday” when everyone is together singing. This is lead by singer-songwriter Scott Kepnes who is one of our Head Teachers.
We believe in providing opportunities for each child to spend time with age mates and with those younger and older. Mixed-Age groups or family groupings are educational features to the Lemberg Program. At the risk of oversimplifying, here younger children learn how to do many things from the older ones, while the older children gain confidence in their abilities and learn to give to others. Mutual respect develops and often friendships bloom.

At the beginning of the school year in September, the Explorers and the Thunderbirds spend more time separately sharing information about themselves and their families among their classmates. This is a time to learn the program routines and to develop a group identity. After only a few weeks, Explorers and Thunderbirds may become more involved in activities together. This happens most frequently on the playground. However, children also visit each others classroom frequently. Children of mixed ages can be seen setting up the playhouse as a “doctor’s office,” reading books together, playing ball, or riding tricycles.

At the end of September (or beginning of October) the Head Teachers meet with parents to share their classroom and curricular plans for the school year. Of course parents share their ideas and expectations with us at this important meeting. We have many other events and times for parents and teachers to meet through out the school year. A calendar of events is posted under the Current Parent’s section at www.brandeis.edu/lemberg and in each classroom.

**Summer Program**

The summer program is a separate program. Parents sign a separate contract from the school year program. It is highly acclaimed by parents too but it has several important differences from our school year program. Most importantly, we have different teachers and a different curriculum. Though many of our school year teachers work in the summer program our Head Teachers are not required to work for those eight (8) weeks, so that they can have a time to renew and pursue professional development opportunities. This is a benefit which is common to public school teachers and the university faculty and it has helped us maintain great longevity and a low staff turnover. Another reason our summer program is organized differently is to allow for a child’s status in the school year program to not be jeopardized if a child does not attend in the summer. Parents who select to be in the summer program pay only for the weeks their child is scheduled to attend.

The program is acclaimed because many teachers from prior years return to lead the program and nearly all the summer teachers and assistants work 40 hours per week. Our class size can be a little as 10 or as many as16 and since it is summer we spend more time outdoors, go on more field trips on- and off-campus and we have wading pools for water play after nap. Otherwise our policies, procedures and expectations for parents, children and employees are the same as you will find throughout this Guidebook.

We have an excellent planned curriculum and caring, intelligent teachers. Planning for summer begins in February and in late May our Executive Executive Director and the Head Teachers begin preparing the staff for the summer. After Brandeis University graduation near the end of May we hire many teaching assistants 20 to 40 hours per week, this gives these teachers ample time to prepare daily activities, and plan weekly goals and themes for the summer program. Since most of these summer teachers have worked in the Children's Center before, the children know them too. Our summer Executive Director, Dr. Bruce Johnson-Beykont, a graduate of Harvard Education School, teaches early childhood education in Istanbul, Turkey at the highly regarded Boygazeci University. Bruce’s relationship with Lemberg goes back a long time. He was a Head Teacher for the Explorers in the 1980s, and he knows our program well. The summer program begins this year on June 20, 2011 and next year on June 19, 2012. It ends eight or nine weeks later.

**Adult to Child Ratio**

We maintain a 1:4 ratio in the Explorers groups and a 1:5 ratio in the Thunderbirds (older children) classroom. The state licensing requirements are 1:4.5 for toddlers and 1:10 for children over 2 years and 9 months. We prefer to have a 1:3 ratio in both groups and with the number of teaching assistants from the colleges we do so nearly everyday. Our Explorers Rainbow Group (children under 2 years 9 months) are always supervised by sight and sound as required by NAEYC accreditation standard 3.C.02. Preschoolers (over 2 years 9 months) Explorers Classroom Group and the Thunderbirds will on occasion have children be out of visual range by not out of hearing range for no more than three to five minutes – such as going to the toilet without an adult (NAEYC standard 3.C.04).

**Arrivals**

The Center opens at 8:00 am. If a parent needs childcare earlier, arrangements are made with our Executive Director. Please bring children in by 9:15 am. It is easier for them to start their day before snack and group time than to come once everyone is seated. Coming in after 9:20 is like entering a classroom with adults after the instructor has been speaking. We structure our morning so Head Teachers can speak with you and help each child say goodbye and find friends and activities. Snack time is at 9:30 and it is no longer easy for a parent to speak with a Head Teacher without interrupting the teacher’s plans with their class. Thirty-minute parking in the lot adjoining the center is permitted by Brandeis Public Safety, please display the Lemberg CC parking pass.
**Access to Classrooms and Security**

Brandeis University maintains a public safety department with experienced officers. Throughout the campus, security cameras monitor campus activities and space. At the Lemberg Children’s Center, each entrance has security cameras and the walkway to the building is monitored.

Classrooms at Lemberg Hall are locked. Access to the classroom space, as well as to the parking lot adjacent to Lemberg Hall, requires an ID card (see parking on p.25). Our staff is trained in appropriate methods for responding to unexpected intrusions. All staff members know how to get fast access to University Public Safety if needed.

Access IDs are given to qualified Lemberg parents who are not Brandeis community members and Brandeis IDs require authorization for those that are. Please be sure to keep the Lemberg Center Office Staff aware of lost or missing Access IDs. A lost card can access to the center and to parking area by unauthorized individuals. Please help us maintain an appropriate level of child safety.

**Pick-up from Childcare**

The Center closes at 5:45 pm. Our staff works only until 6PM, and before they leave they discuss the effectiveness of the day’s activities and clean up. Around 5:15 pm children engage in a free choice of activities; the Head Teachers are available to discuss your child’s day. After 5:30 it may be hard to speak with a Head Teacher as many parents come at once and the Head Teacher is often engaged with many tasks at this time. We feel it is important to let you know about your child’s day and activities he/she enjoyed. Some of this information is posted on the bulletin boards as you enter each classroom. For more detail please send us an email or call during the day at 781-736-2202. **If you believe you will arrive after 5:45 pm please call us at 781-736-2202 to alert the Head Teachers.**

It is very important that the teachers meet briefly and clean up the center before they leave at 6PM. Please LEAVE LEMBERG HALL BY 5:45PM. We can no longer have children and parents in the building after 5:45 without prior arrangement (SEE Additional Child Care Arrangements)

If your child(ren) and you are inside Lemberg Hall after 5:45, we must charge you a fee as we have to assign a TA to assist you or your child. If you arrive after 6:00 you will be charged a late care fine. **The unscheduled Late Pick-up Fee for care after 5:45 is $2.50, $8.50 for arrivals from 6:00 – 6:15, $15 for lateness after 6:15 or $6 for each extra 15 minutes.** The first time you are late, we will waive the fee if you arrive before 6:15pm, as everyone is late once during the year. We do provide after hours care that will be at a lower cost.

**Additional Child Care Arrangements**

Extended hours childcare may be arranged with the Executive Director, and the Head Teachers. We can provide TAs to arrive at 7:30 am and to stay until 6:30 pm, the cost for this is based on the $10 per hour wage we pay to TAs.

When you are unable to pick up your child and be out of the Center by 5:45, our Executive Director can arrange for a TA to help your child gather their coat, lunchbox and other items and then take your child to wait for you in one of our two small classrooms. The charge for this service will range from 50 cents to $2.50 depending on the frequency of need and whether arrangements for this care have been made at least 24 hours in advance.

In September and February we publish a list of TAs who like helping with childcare for Lemberg families. Phone numbers of off-campus services are available from the Executive Director to assist families needing additional childcare resources.

**Calendar**

We are open Monday through Friday, twelve months of the year, from 8:00 a.m. to 5:45 p.m. If you need care before 8:00 or after 5:45, arrangements can usually be made with a teaching assistant. We are closed on national holidays, the week between Christmas and New Years Day and one week in late August. There are holidays when childcare is provided free of charge, with sign ups held prior to the holidays. A calendar listing the specific dates will be provided each year. This is a general format of the calendar that will be provided to you:

- **Dates Closed:** August 17 – 21, Labor Day, Columbus Day, Thanksgiving and the day after, the week between Christmas Eve Day and New Year's Day, Martin Luther King Day, Presidents' Day, Patriots Day, and Memorial Day

- **Sign-up:** Rosh Hashanah & Yom Kippur (when they occur on weekdays), the afternoon before Thanksgiving, December 24, the afternoons before major public school or Brandeis breaks.

- **First Day:** Summer Program starts the Monday of the last week in June at 8:00 a.m. School Year Program starts Monday of the last week in August at 8:00 a.m.
### School Year Program

School Year Program ends the Friday before the summer program begins.

### Daily Routine and Schedule by Classroom

Check in/out and make sure your child's Head Teacher knows when you arrive or leave.

**Thunderbird Daily Routine**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Open for children</td>
</tr>
<tr>
<td>8:00</td>
<td>Free choice of activities –inside</td>
</tr>
<tr>
<td>9:20</td>
<td>Clean up for snack (includes toileting and washing up)</td>
</tr>
<tr>
<td>9:30</td>
<td>Snack</td>
</tr>
<tr>
<td>9:50</td>
<td>Large Group time</td>
</tr>
<tr>
<td>10:15</td>
<td>Small groups –Planned projects</td>
</tr>
<tr>
<td>11:00</td>
<td>Independent activities /walks/ movement</td>
</tr>
<tr>
<td>11:30</td>
<td>Outdoor Play</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch (includes toileting and washing up)</td>
</tr>
<tr>
<td>12:45</td>
<td>Book Time</td>
</tr>
<tr>
<td>1:00</td>
<td>Rest/ nap time/ story tapes</td>
</tr>
<tr>
<td>2:00</td>
<td>Outdoor play or free choice of activities</td>
</tr>
<tr>
<td>3:30</td>
<td>Snack</td>
</tr>
<tr>
<td>4:00</td>
<td>Large group time</td>
</tr>
<tr>
<td>3:45</td>
<td>Snack (includes toileting and washing up)</td>
</tr>
<tr>
<td>4:30</td>
<td>Small group activities –planned projects</td>
</tr>
<tr>
<td>5:00</td>
<td>Small groups / free choice of activities / clean up (includes toileting and wash up)</td>
</tr>
<tr>
<td>5:45</td>
<td>Closing</td>
</tr>
</tbody>
</table>

**Explorers Daily Routine**

**Groups Together**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Free play</td>
</tr>
<tr>
<td>9:05</td>
<td>Clean up, sit, wash hands for snack</td>
</tr>
<tr>
<td>9:10</td>
<td>Snack</td>
</tr>
</tbody>
</table>

**Rainbow Group**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Free play in Rainbow Room</td>
</tr>
<tr>
<td></td>
<td>Diapers</td>
</tr>
<tr>
<td>*9:40</td>
<td>Diapers</td>
</tr>
<tr>
<td>10:00</td>
<td>Music/Movement</td>
</tr>
<tr>
<td>10:20</td>
<td>Activities</td>
</tr>
<tr>
<td>10:50</td>
<td>Outside</td>
</tr>
<tr>
<td>11:20</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:50</td>
<td>Books/Diapers</td>
</tr>
<tr>
<td>12:25</td>
<td>Nap (both groups)</td>
</tr>
<tr>
<td>2/2:15</td>
<td>Begin Wake-up/Diapers</td>
</tr>
<tr>
<td>2:30</td>
<td>Free play in Rainbow Room</td>
</tr>
<tr>
<td>2:45</td>
<td>Snack</td>
</tr>
<tr>
<td>3/3:10</td>
<td>Outside</td>
</tr>
<tr>
<td>4:00</td>
<td>Movement/Music inside</td>
</tr>
<tr>
<td>4:20/4:30</td>
<td>Activities</td>
</tr>
<tr>
<td>4:55</td>
<td>Diaper changing</td>
</tr>
</tbody>
</table>

**Classroom Group**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Free play in classroom</td>
</tr>
<tr>
<td></td>
<td>Bathrooms during Free Play</td>
</tr>
<tr>
<td>10:00</td>
<td>Group Time</td>
</tr>
<tr>
<td>10:20</td>
<td>Activities</td>
</tr>
<tr>
<td>11:00</td>
<td>Outside</td>
</tr>
<tr>
<td>11:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00</td>
<td>Books/Bathroom</td>
</tr>
<tr>
<td>12:25</td>
<td>Nap</td>
</tr>
<tr>
<td>2:00</td>
<td>Start wake-up/Bathrooms</td>
</tr>
<tr>
<td>2:30</td>
<td>Begin Snack</td>
</tr>
<tr>
<td>2:45</td>
<td>Outside</td>
</tr>
<tr>
<td>3:45</td>
<td>Group Time</td>
</tr>
<tr>
<td>4:15/4:20</td>
<td>Activities inside</td>
</tr>
<tr>
<td>4:45</td>
<td>Bathroom</td>
</tr>
</tbody>
</table>

**Groups Together**
5:00              Free play in Classroom
5:30           Clean-up and book time
5:45           Center closes

**Summer A “Older” Groups Daily Routine**

8:00              Open for children, Free choice of activities - outside
9:50           Clean up for snack (includes toileting and washing up)
10:00            Snack
10:10        Large Group time
10:30      Small groups – Planned projects
11:00      Independent activities / walks / movement
11:30     Outdoor play
11:50       Clean up for Lunch (includes toileting and washing up)
12:00       Lunch
12:40    Book time / Story tapes (includes toileting and washing up)
1:00     Rest / Nap time
2:00       Quiet Activities (includes toileting, changing for swim and washing up)
2:15   Water Play and Outside Activities
3:25    Changing
3:45    Snack (includes toileting and washing up)
4:00    Group time
4:30    Small groups
5:00    Free play / clean up/ Pickup

**Summer B & C “Younger” Group Daily Routine**

8:00              Open for children, indoor free play
9:00               Outside Group time
9:45       Transition into classroom, wash hands
9:50          Snack
10:00        Group Time organized activities, toileting & diapering (sunscreen applied at this time)
10:45    Outdoor Activities, Stories and Singing
11:20  Transition inside, wash hands for lunch
11:30    Lunch
11:45   Diapers/toileting/quiet activities
12:00  Nap time story/song
12:30   Nap
2:00 – 3:00 Wake-up; diapers/toileting, Changing into bathing suits, prepare for water play
2:30   Water play and soft blocks
3:30      Clean up/ dry off/ change into street clothing and outdoor activities
4:10  Transition into classroom, wash hands for Snack
4:15    Snack
4:30       Group Time organized activities, toileting & diapering
5:15 – 5:45 Outside play time
HOW OUR PROGRAM CONTRIBUTES TO EACH CHILD'S DEVELOPMENT

Our program is broad and flexible enough to accommodate very young children, as well as 4, 5 and 6-year-olds. We encourage all aspects of each child's development - social, emotional, linguistic, mathematical, reasoning, creative and physical. We support complex social interactions, community building, creativity, and play.

Social Development and Learning

Children have different cultural, ethnic and religious backgrounds. Their families celebrate different holidays, or even the same ones, in different ways. Our curriculum is structured from the beginning of September through the end of June to include discussions of family, race, ethnic origin, family beliefs, seasonal changes and holidays. We are non-sectarian and anticipate presentations from the point of view of the child, on each family's country of origin, ethnic customs, regional traditions and life styles. We particularly encourage parental participation in these holiday celebrations and multicultural presentations.

The children help establish rules and codes of conduct. It is common to hear one child reminding another to keep the sand in the sandbox or to hear a child say, "Can I have a turn in five minutes?" The children help with the daily routine of preparing snack, cleaning of different areas of the classrooms, and taking care of their own personal items (such as: lunch box, coat and shoes). We value each child, and work to help each child respect others, broaden empathy, and build healthy relations with others. Children learn that their cooperation is important and necessary for our program to function smoothly. The staff use positive approaches when setting limits, and encourage children to speak to others positively too. We assist children in friendship-making skills and also the skills necessary for group participation (e.g., waiting for one’s turn, listening to others, sharing one's ideas).

Emotional Development

By being sensitive to the child's feelings, we help her/him express themselves in appropriate ways and develop empathy and their sense of self. Through individual discussions with teachers and in large or small groups, children share their beliefs about important issues in their lives (e.g., use of equipment at school, feelings about a friend, having only one parent, death, fears of monsters, what it means to be a brother or sister, etc.) These topics come up in stories that are read, films we might see, or in events that occur. It is very important that parents and Head Teachers speak regularly with each other about a child's emotional well-being. Our program strives to have each child feel important, attached, and positive about himself/herself in relationships.

Linguistic, Mathematical and Creative Expression

We believe that children enjoy learning when the concepts, challenges, and activities presented are developmentally appropriate and fun. Our educational program makes use of a wide range of materials to assist children in noticing patterns, and identifying symbols necessary in math and reading. Children dictate or write stories, act out plays, and learn to appreciate the organization of the natural world. Children enjoy working with paints, clay, water and building toys. We have many different kinds of blocks to help children play with geometry and to see patterns and spatial relations and discuss concepts of number and organization. Our teachers nurture children in observing, recording and analyzing as they support skill building for creative expression, sharing ideas, and explaining and ordering the world.

Physical Development

In our playground, children are able to run, jump, climb, ride tricycles, swing, play ball games, and dig in the sand. We have access to a large grassy area in front of our school, which we use for sledding, ball games, and larger group activities. When inside children dance, participate in varied movement activities, and many exercises to strengthen their bodies, and sense of balance. There is a large playhouse inside in the South Room. Children are provided opportunities to draw and to build with small blocks and Lego. We often have creative drama, lots of dramatic play, some yoga and we use gymnastics equipment. We dance and sing every day. Physical competency is essential for positive self-esteem, friendship-making and the effective communication of our work, ideas, and values. In addition, teachers plan activities that help the children strengthen their fine motor skills.

Child Progress Reports and Assessments

Assessing your child’s skills and learning is a family – school process. Learning about your child and your wishes for him begins when we meet you for your first tour and should grow with information sharing throughout your years with our program. We use many assessment tools and have several specialists helping us keep track of your child’s abilities,
interests and achievements. Discussions with you about your child is essential as we know you know your child very well and we can’t support him and you without knowing what you think and want. There are formal parent-teacher conferences three times during the school year in which we use a child development form to guide the meeting. Daily contact, email messages and additional meetings are very important and common parts of the process. We keep a portfolio of your child’s work samples and photos of him doing these things along with confidential educational records. When your child leaves the program it will be given as a gift to you.

At the time of enrollment we ask you to fill in a Developmental History form and a Child Observation Record. These forms (as well as our discussions with you) are used to help us know how you view your child’s development and needs. After a few weeks of school, the Head Teachers will lead a curriculum meeting to share their plans for the class, adjusting the activities to what they have seen, and to what you tell us about your child. In this meeting you will receive information about our monthly goals and themes, our curricular scope and sequence. There will be examples of activities and materials used in the classroom and there will be some time for you to ask questions. Shortly after this meeting in October the Head Teacher assigned as your primary caregiver will meet with you to discuss your child, the curriculum and goals for the year with your child. We keep track of all this information by using High Scope COR, a research based child assessment instrument developed by the High Scope Educational Foundation. High Scope COR is designed to help us report to you on six areas of development. These are Initiative, Social Relations, Language and Literacy, Creative Representation, Movement and Music as well as Mathematics and Science. We have added three more categories which are: Social Studies, Fine Motor Skills and Health & Safety Awareness. What follows is an explanation of what we are looking at in each area. (Note: The letters (A-EE) are the way COR labels the items.)

1) Initiative
Children choose play areas both in the morning and the afternoon. Open-ended activities provide opportunities for children to make choices and plans (A), solve problems with materials (B), and initiate play with teachers and classmates (C). Throughout the day children take care of their personal needs (D) by cleaning up after their own activities. At snack time, each child cleans up his or her own plate and cup, and helps to wipe up any spills. Toileting is supervised, but children are encouraged and expected to do all of the steps by themselves.

2) Social Relations
Free play and playground time are key times of the day for children to develop their social skills. Adults help to facilitate constructive play among groups of children (E, F) and encourage children to use positive language when negotiating conflicts with their peers (G). Through books, stories, and personal interaction, children begin to understand both their own and others’ emotions (H)

3) Creative Representation
Blocks, play dough, and/or legos are made available daily for use in both building models (I) and dramatic play (K). In the art area, children can use crayons, markers, pencils, and paint in a variety of open-ended art activities (J). The children also engage in dramatic play (K) in the playhouse and with small toys such as plastic farm animals, food toys, and baby dolls.

4) Movement and Music
The children attend a weekly yoga session and dance frequently to live and recorded music (L, N, O). On the playground, balls, tricycles provide an opportunity to build gross motor skills, and inside activities at the manipulatives table (puzzles, stringing beads, Lego) help develop fine motor control (M). Music is ubiquitous in the daily schedule – in large- and small-groups, transitions, free play, and outside. Children are exposed to a variety of musical instruments, dance and build a large repertoire of songs for all occasions. (M, N, O, P)

5) Language and Literacy
Language skills are addressed constantly throughout the day. Children are encouraged to express themselves verbally (Q, R, S) at an age-appropriate level. Large-group time frequently features activities that provide opportunities for the children to hear and generate rhymes and alliterations (T). Children look at books independently and are read to in small groups (U) and the many signs, posters, and labels posted around the classroom further expose the children to symbols and writing (V, W). At the art table, writing implements such as markers, crayons, and colored pencils are made available daily (X.)

6) Mathematics and Science
At the manipulative table and on the rug area, children use small plastic toys such as bears, dinosaurs, farm animals, and colored blocks for sorting (Y), patterning (Z), and building (AA) and to increase special awareness (CC). Each area of the classroom is limited to a certain number of children at a time, and children count to check if activities are “full” or “not full”
Science activities such as freezing/heating cups of water provide opportunities for the children to make predictions and observe changes in properties of different materials (DD, EE). At the sensory table, children are also exposed to a variety of materials (EE) and time spent outside – on the playground and on walks around campus – children are able to interact with the natural world.

7) Social Studies
Cultural awareness is made personally relevant to each child through ongoing discussions of family traditions, personal differences, and home languages. These discussions not only focus on noticing differences, but also on identifying similarities between one another. Children learn to say “Hello” in a variety of languages, including Spanish, Chinese, and Sign Language. Topics such as “Community Helpers” and “Caring for our Environment” provide an awareness of the school as a diverse community in which people work together to get what they need.

8) Fine motor skills
At the manipulative table, children are given small toys (plastic animals, shaped blocks, etc.) in a variety of activities that require sorting or arranging groups of toys. At the art table, children draw with paint, crayons, markers, chalk, and colored pencils in open-ended activities aimed at building fine motor control. Some examples of frequent fine motor activities include tangrams, sewing toys, shaped magnets, and coloring.

9) Health and Safety
Through discussions of classroom rules, children learn about regulating their own bodies for safe play. Children help generate rules for specific play areas (e.g. “No pushing on the slide”) and help post these rules around the classroom. An ongoing “tasting group” encourages children to try a variety of healthy foods. The playhouse is often set up as a Doctor’s office or as a kitchen for children to engage in pretend play having to do with health and safety.

Once we have established goals and objectives, our teachers record observations of your child’s day into the High Scope Child Observation Record. The program is divided into nine categories. We get help from student teachers, our speech and communications specialist, and our sensory awareness specialist. They will do a screening of your child’s skills sometime during the year (only with your permission; this authorization form is included in the packet of forms that we ask you to return at the beginning of your child’s participation in our program.) If we feel it would be helpful for your child, other specialists may be called upon to help us devise the best educational plan for your child. Sometimes we will suggest the public school’s early childhood specialists in your town do a screening too.

In January or February a progress report generated by the COR and your child’s primary caregiver is given to you for review and discussion at the second formal parent-teacher conference. At the meeting, adjustments will be made based on how your child has responded to our program. In late May or June we will have our third formal parent conference to provide you with an end of the year progress report. There should be no surprises in this report if we have been maintaining communication with you. If your child participates in our summer program, the information gathered during the previous year will be used to better your child’s experience. This also applies to children who will return for the following year.

We are happy to give you a copy of all reports in your child’s personal folder, along with his portfolio upon graduation. You may need this for your child’s next schooling experience, but most importantly, they become memories of a treasured time.

CLASSROOM MANAGEMENT STRATEGIES and POLICIES

The Lemberg Discipline Policy (CMR 606 EEC 7.05)

It is the policy of the Lemberg Children’s Center that all children will be treated with respect and personal dignity. The adults are responsible for observing and maintaining the behavior of the children in their care. All adults guide children toward behaviors that foster cooperation, respect, understanding of others and each person’s right to personal safety and dignity.

Children will be told what is expected of their behavior in a positive way (e.g. we say: “We walk in the classroom and we can run outside”). We believe that children respond well to encouragement and poorly to punishment. It is for this reason that we acknowledge the correct things a child does, and remind them of these appropriate behaviors when their behavior is inappropriate.

Our teaching staff uses group time, small group time, and individual interactions to help children learn about resolving conflicts and practice appropriate behaviors. Our Head Teachers view age-appropriate self control and group social skills as lessons that children will learn and skills that they will develop with time, practice, and adult support. Under the guidance of Head Teachers, our teachers and TAs work to develop skills in children for sharing friends or things, and dealing with conflicts whether they are about race, gender bias, physical disabilities, turn-taking or hurt feelings. We expect children to have
difficulties while learning. Our job is to help children find appropriate ways to negotiate and resolve conflicts.

All staff is given in-service guidance on the management of difficult behaviors. The staff is required to read materials on the methods used by the program for encouraging positive social relationships. The Executive Director will ensure that each staff member is routinely evaluated for her/his methods in guiding children toward positive behaviors. Staff development funds are available to expand the skills of Head Teachers in implementing this policy. At least three workshops per year will be provided by the center for TAs and trainees. The staff psychologist will be available to any Head Teacher requesting support to maintain the program's discipline policy.

In accordance with 606 CMR: Department of Early Education and Care (EEC) 7.05 (8) and in accordance with standard early childhood practices outlined in the National Association for the Education of Young Children's "Center Accreditation Procedures" no child shall be subjected to cruel or severe punishment, humiliation, neglect, physical punishment, excessive time-out, confining children to a piece of equipment, or verbal abuse. No child shall be punished for soiling, wetting or not using the toilet. This is abusive behavior toward children and will be considered grounds for dismissal (as are all the forms of abuse or neglect cited in 7.05 (8).

It is imperative that adults never raise their voices with the children.

Common Sense Tips and Strategies

We have a few discipline and behavior management approaches we expect our teaching assistants to use when they start working with children. Several parents have asked us to add this section, to give a greater understanding of this work. The style is currently best described as the “Responsive Teacher” model. We find that many of our suggestions can work well with different teaching roles and parenting styles, and are also effective with different child personalities or behavioral styles.

A Few Strategies to Get Started

Forming a positive trusting and collaborative relationship with a child makes setting limits and teaching right from wrong much easier. Child development and brain development research repeatedly concludes that stress impedes learning and that severe prolonged stress can negatively alter brain architecture and functioning. We know that children learn more easily, do better in school and live healthier lives when learning is enjoyed in a supportive environment and in a community that works to keep stressors to a minimum. Additionally, there is consistent extensive research concluding that children do much better in school and life when they live with adults who give them time, attention and responsibility. Each child needs an adult to be there and help interpret their experiences. Having a toy ripped away, watching a violent TV show or witnessing an adult verbally belittling a friend is so much less stressful on a child’s emotional experience when a trusted adult is there to acknowledge the experience.

There are many successful strategies and styles for establishing a relationship where a child wants to be with you and learn from you. One effective suggestion for gaining trust and respect is for the adult to engage in the child’s play and encourage conversation. We find that bringing your body to the child’s level helps reduce the feeling for the child that he is talking to a giant. You might sit on a child-sized chair or get on the ground. Don’t sit back. Join in the play without taking over, don’t be an entitled in this situation, just do the activity with them. We want our teachers to watch the child and learn about what he likes and find what the child can do. Focusing on what a child can do is a positive approach. Looking for the positive things a child does helps you comment on the strengths the child has and continue to look for more strengths. It helps you avoid taking over and doing things for the child, as your work is to learn more about what she can do. For any person, feeling respected for our skills and the work we do is a positive motivator to do more. We want children to do as much for themselves as possible and to feel like trying to gain greater mastery, so doing things for them must be tempered with an awareness of the child’s developmental abilities and age-appropriate expectations. These skills come from the experience gained from observing, listening, and interacting.

Engaging in the child’s play and having a conversation with a child is not always easy. For some people it is a comfortable thing to do, but not for everyone. It takes learning some techniques which you can observe by watching our teachers. We have many articles and experiences to share about effectively communicating with toddlers and young children. A tip is to avoid asking lots of questions. Questions can feel like a challenge or a test, and children may walk away to avoid the pressure. Instead, start by sharing some information about yourself, let the child ask you questions and share more information before responding to their questions with a question.

Conversing with children builds more than trust and friendship. Teachers of reading and writing tell us that conversation is the best way to expand the child’s vocabulary, sentence structure and articulation. Conversations help a child grow in her ability to organize thoughts and ultimately to communicate in a richer way through language. Learning to read for the ideas and to write for communication of a point is more easily gained when the young child is encouraged to tell it in richer and richer language. Writing comes much easier when a child learns to tell a story with an introduction followed by an action packed middle that leads to a conclusion with a point. Your thinking about this when conversing and telling stories shows a child how to do it. Children who are interested in you will learn what you do. You undoubtedly have experienced
that children learn to be like you more through watching your behaviors than from listening to your words.

Another tip is to offer choices of appropriate things to be doing. Sometimes this can be done very playfully. Choices empower a child to feel in control and to take more responsibility for the choice made. By acknowledging the child’s attempt at one of the choices we support the development of new habits. Telling what to do gives much more direction than saying what not to do! Choices convey a message that something should be done, this way, that way or another way. By suggesting alternatives, we are telling a child not to continue with what she is doing. If you must tell a child she is doing something wrong remember the inappropriate behavior is a habit that needs to be corrected and at Lemberg we put the emphasis on the appropriate things to do. Offering choices helps a child choose her new pathway, one that she makes a commitment to try. A commitment to a different way is a better motivation for practicing something new. Our work is to support the more effective behaviors and to help a child practice them. Sometimes this is effectively done when we call attention to how friends are using these more effective behaviors. Reading a story or creating a puppet play is also very effective for children to see alternative ways to solve a problem or dispute. These methods give the child more sensory information and more visual cues than verbal ones.

We prefer teachers to minimize saying “DON’T” and “NO” by saying “You can do this (X) or that (Y)” or “We can do that later and now we are doing this.” Please remember, if you say you will do something later, follow through. Children have excellent memories. If you can’t follow through ask one of us to do so for you.

AT LEMBERG
WE DO SAY …

Sit down when you slide.
Dig in the sand.
Sit in the swing.
Use both hands when you climb.
Climb down the ladder.
Let’s put the stick in the trash.
Keep the puzzle on the table.
Turn the pages carefully.
Talk in a quiet voice.
Wipe your hands on the paper towel.
Be sure the ladder is safe.
Sit on your chair.
Move back on your rug.
Walk around the swing.
Wipe your brush on the jar.
Put an apron on.
Time to go inside.
Wash your hands.
Drink your milk.
Drink out of your own glass.
Ride your tricycle around the bench.
Throw your ball over here.
Leave the heavy blocks on the ground.
Give me the stick to hold while you climb.
Take a bite of your lunch now.
Turn off the water now & dry your hands.
Take little bites, and then it will all go in your mouth.

WE DO NOT SAY …

Don't stand up when you slide.
Don't throw the sand.
Don't stand on the swing.
You'll fall if you don't watch out.
Don't jump off the box.
Don't play with the stick. You might hurt someone.
Don't dump the puzzle pieces on the floor.
Don't tear the book.
Don't shout.
Don't put your hands on anything.
Be careful. You might fall.
Don't rock on your chair.
Don't lean forward so that the other children can't see
Be careful. The swing might hit you.
Don't drip paint on the floor.
Don't you want to put an apron on?
Shall we go inside?
Don't you want to wash your hands?
Don't you want to drink your milk?
Don't bother the other children.
Don't bump the bench.
Don't hit the window.
Don't put the heavy blocks on that high board.
Don't climb with that stick in your hand.
Don't play at the table.
Don't spend any more time washing.
Don't take such big bites and then you won't spill.

We find too that it is important to give children time to respond and time to try. Processing sensory input into understandable responses takes a little time; expect a delayed response to something that is new and challenging. When you speak with children remember to pause and leave time for children to think and to speak for themselves. Similarly, when a child is making something let her do it, take care not to take over so much that you find yourself doing the work with the child watching you. The goal is to help children in their learning. At Lemberg this is our most important job. In our lives with family, remember to make sure there is some of this time as frequently as you can for your child. The benefits are a happier child, a happier you, and a more successful relationship.
“Good” or “Big” and Other Words of Praise

Most guides about being positive and encouraging suggest praising the child. We’ve learned that there can be negative consequences to frequent praise or praise not earned. “You used the toilet like a big girl” has the potential when a child has an accident to mean you are not “big”. Saying “good job” after everything a child does quickly becomes hollow. It is easy to overuse “big” and “good” and not really acknowledge what the child has done or how a child thinks about what she has just done. When you say “I am pleased” and “I am not pleased” keep in mind that we want children motivated to do things because they enjoy it, just as much, if not more than because it will earn them stars from us.

When you praise children, be specific. Another way to express “Good job!” or “That’s great!” is to say: “You’re working so hard on that,” or “I really like the yellow in your painting” or “I see you made lines that went up and down and around in a circle.” Be as descriptive as possible. Taking the time to see what’s done and describing it more specifically really tells much more about what you find interesting. It makes room for the child to tell you more about what she was trying to accomplish. Just look at the following examples. Compare how you would feel to be on the receiving end of these comments:

“You’re a good girl.” OR “You just shared your blocks with John and it looks like he enjoys playing with you.”

“Wow! I’m so proud of you!” OR “You just put that together without any help. You must be very proud of yourself.”

About “I’m Sorry”

We don’t force children to say that they are sorry to another child. One reason is that all too often saying “I am sorry” doesn’t address what the child really feels. Saying sorry should be something the child actually means. It shouldn’t be a short cut to getting rid of the adult intervention or getting away with whatever was just done inappropriately. When an injury from an accident occurs, we ask the child to help care for their injured friend. When the injury occurs as a result of a genuine desire to protect oneself or harm another, we work with the child on finding ways to resolve disputes with words. It may also be appropriate to have the child who is not injured to help out. In some circumstances isolating the child who has hurt another is a more appropriate way to help the child manage her anger. Following up with her after she has calmed down can happen soon after, when she may be more open to hearing suggestions about how a situation she chose to resolve with violence can be handled differently. Dispute resolution is an important process. Using violence is an impulsive, responsive behavior that is often learned before a child learns more effective, appropriate approaches. The use of “I’m sorry” right after a child hits another rarely accomplishes our goals. Rarely does the establishment of the pattern of using these words teach empathy.

Instead, explain the consequences of the child’s actions—“When you hit Mary, it hurt her very much. Do you see how sad she looks?” Take the aggressor over to the victim and have him or her help you make sure the victim is okay (or apply ice, etc.). You can model appropriate behaviors by saying to the victim, “I’m sorry that happened to you, Mary. Are you okay?” Model empathy, but please don’t force the child to apologize, as it may only make the aggressor feel more resentful.

If a child does something to another child (or you) and says, “I’m sorry, I’m sorry, I’m sorry…” as a way out of getting reprimanded, you can say something like, “Here you can use your words to say: “Stop” or “Can I try it” or “When can I try it?” We teach children to trade and take some breaths when they feel angry. When a child does hurt another, we get the child involved in the caring and hope we teach empathy and to take responsibility for these actions.

Offering Alternative Choices as Children Learn to Solve Conflicts

It takes time and practice for children to learn to solve conflicts with their peers. We want to minimize focusing on errors, and instead we patiently teach and model appropriate problem solving strategies. We often offer alternative choices. Choices provide guidance by suggesting a variety of possible ways to proceed. We are guiding children in appropriate behaviors by presenting a range of safe and appropriate choices for them and then encouraging one of these be chosen. Here is an example. At the art table two children start arguing, with one child trying to pull a blue marker away from the other. The adult can intervene with responses such as:

Is there another blue marker?

There is another blue marker from the box.

You can use a different color marker now. We trade if we can, or ask a teacher to help.

Is there some other way to get what you need without grabbing?

Does anyone here at the table have a suggestion for how to take turns?

Offering Choices Gives Direction

Offering choices or making suggestions allows for participation in decision-making and empowers children to help solve problems. This is vital because we want children to learn to look at problems and think about possible solutions. When teachers calmly think about and offer choices, we model self-control and appropriate problem-solving strategies, we
teach socially acceptable behaviors, and we act on our beliefs that non-violent choices exist and people can solve problems peacefully. We show children that creative thinking often leads us to discovering there are several ways to approach or deal with a problematic situation.

Of course there are some times or situations when choices may be very limited, times when we must essentially do what needs to be done. However there are attitudes and frames of mind that can make a difference when we encounter such situations. When it’s time to wash up for lunch, we must wash up, but it may be possible to pretend to be a frog at the sink or to sing a song while washing; we could pretend to be a snake or horse on the way to the sink. When we must wait in line, why not play games with another person who is also waiting?

Thinking creatively about solutions and offering choices supports and broadens a child’s problem-solving and decision-making abilities. Even when choices are limited or we must transition, find ways to make these moments interesting and fun.

### Helping Children Understand Personal Space

Children need to be taught how to ask for something that another is using and they need to practice this skill a lot. We can practice the skill at a group time with all the children learning together. Using stories, felt board characters or puppets provide a framework for acting out situations and demonstrating several ways to approach turn taking and the consequences of failing to do so. We might have puppets say: “Can I use that in two minutes (or when you are done)?” Or the puppet who has a toy might say: “I’ll give it to you when I’m done”. Back on the playground children can use strategies that the puppets used, such as negotiating the number of minutes that each will ride the “best” tricycle. Adults can help children in such a situation by taking responsibility for letting the children know when the agreed upon time has passed.

We want to encourage children to practice the words, sentences, or signs that will communicate their message to another child without angering or frightening others. Grabbing is a personal space violation. We see this easily when a child grabs something from another. We are all sensitive to violations of personal space. If I walk up to you and grab your wrist to look at your watch, you are likely to pull your hand away. However, if I walk up to you and say: “What a nice watch. May I see it?” you are more likely to offer your wrist for me to see your watch. In both situations all I want to do is see your watch. However in the second scenario I chose a way to do it that didn’t violate your personal space. This is one of the skills we want to teach. Learning this skill makes a great deal of difference in the way children interact with each other. We teach children how to say “Stop” or “Don’t”. We want our children to gain the confidence to say what can not be done to them.

### Helping Children Enter Play with Others

We teach children how to enter play with others in appropriate ways. Learning to enter another’s play or to allow others to join your play are skills that take time, but need teaching. When a child wants to join another’s play, e.g. by asking “Can I play with you?” an adult may support the situation by giving the entering child a toy or something to share with the other child. A more socially developed child could be supported by an adult’s suggestion, such as “What toys do you want to bring …?” At Lemberg, adults think about and help to ensure that when a child joins play he will not be threatening the children already playing. If someone (either a child or an adult) thinks that you are going to take what they have or ruin what they’ve been working on then they should expect resistance. Sometimes, a child only wants to sit alongside and engage in similar play, rather than cooperatively ‘join’ another’s play. In these cases, an adult should hold aside additional materials for a new child to join in the activity.

We also know that entering play with people you don’t know or in places you’ve never been is more threatening. You don’t know the rules or expectations. Most of us are cautious in these situations. Entering in new situations takes lots of confidence and is a skill that takes a long time to develop for most of us. We encourage children to enter such situations with a companion (i.e., parent, friend, teacher, or peer). We find that when Brandeis students come to inquire about a job here they often still do this…they come with a friend or several friends. Similarly, for one of our young children to start to play in new situations it is helpful for the adult to facilitate the play with the other children at first and then step out of the play once the child is engaged.
COMMUNICATION WITH YOU

We like speaking daily with a child’s parent or guardian. We have organized our daily routine so that the Head Teachers and the Executive Director are available most days for brief chats with a parent before 9:15 and between 5:00 and 5:35. The staff can be telephoned (736-2200) at any time; however, teachers generally cannot speak while they are leading groups or helping children settle for nap. FOR IMPORTANT PHONE CALLS OR IN AN EMERGENCY YOU MAY CALL 736-2202 (THE CLASSROOM). Please call the center and leave a message when your child is sick. You may also E-mail the center at lemberg@brandeis.edu.

We have a message pad outside each classroom, several informational bulletin boards, and mailboxes for parents and staff to leave notes and to read information about children and the program. Periodically there is a newsletter, and we hold meetings to discuss the curriculum and classroom routines.

E-mail has become the preferred means of communication. Here are some addresses:

- Howie Baker  baker@brandeis.edu  Executive Executive Director
- Sylvia Pena  pena@brandeis.edu  Explorers/Thunderbirds AM
- Scott Kepnes  skepnes@brandeis.edu  Thunderbirds PM
- Kristina Irizarry  tinai@brandeis.edu  Thunderbirds AM
- Karen Gutterman  ciesluk@brandeis.edu  Explorers AM
- Katharine Braun-Levine  kblevine@brandeis.edu  Explorers PM
- Karen Eichenlaub  eichen@brandeis.edu  on-leave in 2008-10, and a frequent substitute HT

How Do Parents Find Out About Their Child's Day?

Daily activities are posted on a large bulletin board in each classroom. There is also a message board in each classroom where teachers can leave notes about the day’s activities and where parents can leave notes for the teachers. Head Teachers are available at the beginning and end of each day to speak with each parent. They keep records of things your child has done, what he ate, when he slept, and with whom he played. Important notices and messages are put in family mailboxes (located in the entry) or sent by e-mail. When there is an important question, parents call and speak with the Head Teacher assigned to the family. We want to build a positive relationship with you that will benefit your child and you daily. At the beginning of each school year, parents meet with the Head Teacher who is assigned as the primary caregiver for the family. Before February, a midyear conference is held, followed in May or June by an end of the year review. However if your child requires more meetings, we shall have them. We will ask for further conferences if the staff feels it necessary, and additional conferences can always be arranged by you. For more information about progress reporting and assessments see Child Progress Reports and Assessments page 17.

STAFF ORGANIZATION

Who Cares for Each Child?

We have seven professional staff members: a Executive Director, five Head Teachers and two Teaching Fellows. All at least BA/BS degrees, usually in Child Development or Early Childhood Education, and most of our Head Teachers have MEs, often in Early Childhood Education. All have at least several years experience working with young children and their families. The professional staff are certified by the American Red Cross or American Heart Association in CPR and Infant/Child First Aid and are certified by the EEC to teach in their respective roles. The teachers enjoy children, and understand how young children learn and grow. They respond with sensitivity to eachchild's individual needs, desires, and interests. In addition to the professional staff, we have a number of Brandeis students and interns who are required to participate in an apprenticeship program to support their work as teaching assistants (TAs). In addition to TAs we have student teachers working 35 hours per week; they are enrolled in a college early childhood teacher preparation program. The number of TAs and student teachers vary from year to year.

At Lemberg, we value our staff. Among the many ways we do this is by expecting our teachers to be role models for professional behavior and treat each other with attitudes they work to have the children learn. We encourage individual responsibility and team work. These policies have lead to longevity in our Head Teaching staff – Sylvia Pena started here in 1979, Karen Eichenlaub in 1983, Scott Kepnes in 1993 and Karen Gutterman in 1997 – and the benefit of many outstanding graduates returning to substitute teacher, lead in our summer program and assume the position of teaching fellow. Our community has supported benefits and salaries that are competitive with other university child development programs, and public school systems. We believe this is necessary to maintain high quality childcare, promote professional growth, and encourage loyalty.

Our system requires that the Center hires and retains Head Teachers who have extensive experience and skills in
early childhood education. They have advanced graduate work in early childhood education, and many years of teaching experience. In addition to their classroom duties, these teachers supervise Brandeis University student teachers and other students enrolled in child development and early education courses, and the many teaching assistants who work with them daily.

Our Executive Director Howard Baker started working at Lemberg in 1972. He taught Early Childhood Methods at Brandeis University for 16 years and is currently leading the program in Early Childhood Education for the Brandeis Education Program. He holds a master degree in the philosophy of education from Boston College, and did doctoral work at the Heller Graduate School, Brandeis University in Public Policy Analysis for people with disabilities. He is certified by EEC as a Executive Director II, and by the ESE as teacher K-12 and specialist in Speech, English and Social Sciences. More information about Howie and the Head Teachers can be found at our website. See http://www.brandeis.edu/lemberg/

Our Staff

The Role of Teaching Assistants (TAs) and Trainees

The professional staff in the Center is supplemented by teaching assistants (TAs). They are student teachers from Brandeis and surrounding colleges, Brandeis federally sponsored Work-Study students, and volunteers. Volunteers may be college students, high school students, or local residents. Before being selected to work with children, all teaching assistants are interviewed and screened by the professional staff. A criminal records background check is done by the EEC and DCF. While working TAs are directly supervised by our highly experienced Head Teachers and Teaching Fellows.

The TAs have important relationships with the children. They work between four and twenty hours per week with the children. We minimize confusion by assigning each TA to one Head Teacher and one group of children. The TAs have very diverse backgrounds, often reflecting the diversity of our children. Most speak second languages in addition to English. We actively recruit men and TAs who represent minority populations to maintain Lemberg’s diversity. Our TA staff has lived all over the world. They are often very bright, creative and talented people. Many are accomplished musicians and artists. All enjoy young children and provide positive experiences for them.

Usually prior to starting TAs are provided with a tour, orientation, and information about the center and its approaches for working with children. Once hired, TAs attend seminars, daily planning meetings, evening workshops, and receive on-the-job supervision. They are encouraged to question our methods, suggest ideas, and speak openly with the Executive Director and Head Teachers. Many TAs remain with our program for several years. Often this provides them with extensive experience with young children. The children frequently develop very important relationships with these assistant teachers.

TAs with extensive experience in our program and two courses in early childhood education may be given extra responsibility in our program. These assistant teachers help our Head Teachers by planning daily activities and leading groups of children. They may also assist the Teaching Fellows in covering for an absent Head Teacher.

Staff Development and Training

As mentioned earlier, the center provides all full-time employees with the opportunity to attend conferences and workshops. Everyone is required to continue their education and to keep informed of issues in childcare and family support.

In-service professional development opportunities are provided monthly to Head Teachers and TAs. The program brings at least four guest presenters annually for the community. These workshops meet the licensing requirements of the EEC and the needs of our families or staff.

All Lead Teachers, Administrators, and permanent staff are required to meet the guidelines specified in 606 CMR 7.09: “The licensee shall provide, directly or indirectly, training to increase skills and competence of classroom staff. The licensee shall document a minimum of 20 hours of training per calendar year. At least 25% of the required training each year shall be in the area of children with disabilities, including but not limited to such topics as: identifying children at risk, individualizing the learning environment, working with families of children at risk, developmentally appropriate curriculum for children from many cultures, and health and safety.”

The center maintains its commitment to these issues through its membership and active participation in the following organizations: ACT Adults and Children Together Against Violence, National Association for the Education of Young Children (NAEYC) and the Boston AEYC, National Association for Early Childhood Teacher Educator (NAECTE) and MAECTE, the Council for Child Development Laboratory Administrators (CCDLA), the Massachusetts Association for Day Care Agencies (MADCA), Massachusetts Council of Human Service Providers (MCHSP), The Children Music Network, and the Waltham Community Partnership Council. We receive information on conferences and workshops from all these organizations, several others and from our resource and referral agencies, Child Care Search and the Child Care Resource Center. The Center provides several conferences each year which are open to the public. These are listed at our website: www.brandeis.edu/lemberg. The Center encourages both student and permanent staff to develop a unique style of working with children. This is to ensure a positive and rewarding experience for all involved in childcare.
When teachers attend or lead conferences and workshops, this documentation is put into their files. First Aid and CPR training are included in hours. The center pays the fees for most workshops. When a staff person attends a conference, a presentation to the head teaching staff is customary.

The center subscribes to many educational journals and a portion of most staff meetings are devoted to discussing methodology and articles found in the journals.

CHILD INFORMATION AND POLICIES

Procedures for When A Child Becomes Ill During the School Day

When a child reports not feel well, or if a teacher observes unusual behavior or other signs of illness during the day, the teacher checks the child for signs of fever, difficulty breathing, swelling, rashes, an unusual loose bowel movement, or other signs of illness. When signs of illness and inability to cope with the daily routine are discovered, the teacher will contact the Executive Director, health care advisor, or acting Executive Director for advice and a second opinion. There is a form in the child's record indicating if the child has allergies and/or a history of a particular illness. In the case where first aid is required for reducing a very high fever, an asthmatic or allergic reaction, the staff will follow the procedures as appropriate to the condition in accordance with guidelines or instructions provided by CDC, DPH, child’s physician or parent.

Should a child become ill while at the center, we will contact the parent/guardian and explain the child's symptoms and suggest contact with the child's doctor. The parent will also be asked to pick up their child as soon as possible. The center has the child rest in a well-ventilated area away from the other children or outside (weather permitting and appropriate) while waiting for the parent to pick up. In this situation, a staff member who will stay with your child will meet the requirements of CMR7.02(21)(a) and (b).

The child may return to the Center when a physician determines that the child can return to day care. The Executive Director or a lead teacher may contact the Health Care Consultant to obtain information about an illness or the ways of exposure to an illness, and to discuss communication that maybe helpful to parents and staff.

Illness Policy for Flu, Other Infections and Pandemic Control

In order to contain the spread of illness and keep the center open when flu is present in our community, we will follow the following procedures daily:

1. Everyone is asked to report to the Lemberg Office exposure to a person with a known case of the flu or other serious communicable disease, or having traveled to an area cited by CDC as a critical case zone. lemberg@brandeis.edu 781-736-2200 (leave message)

2. When your child is ill, and there is a chance the illness is influenza, please keep your child home for seven (7) days from the first signs of the illness or 48 hours after last symptoms go away, which ever is longer. Consult a physician or your health care agency about confirming a diagnosis, and then report any findings to the center office. lemberg@brandeis.edu 781-736-2200 (leave message) Symptoms of the flu include sudden fever, cough, muscle aches, headache, chills and general weakness. Some people have also had diarrhea, and vomiting. These symptoms can range from mild to severe.

3. For all types of illness, when a child becomes ill at the center the child will be isolated in a well ventilated area to wait for the child's parent to pick him/her up. The child should stay home until the child is well enough to participate fully in all activities.

4. All adults will be reminded to get a flu shot when the vaccine is available (usually free at Brandeis Health Services). It is important for parents to have their children vaccinated too.

5. Full time Staff at Lemberg CC will:
   * Instruct adults to wash hands frequently and/or use the hand sanitizer when entering each classroom and after doing an activity.

   * Have children wash hands and faces before doing activities and have children use paper towel to turn off faucets. (We ask parents to do the same when helping their child use a restroom in public facility (restaurant or store).

   * Instruct children to cough into their elbow when coughing and have a child (or adult) who coughs into their hands wash or use hand sanitizer. (We ask parents to do the same at home.)
* Use bleach sanitizer (spray bottles) on all hard surfaces including tables, counters, toy shelves and toys after each use, on doors, door knobs, door frames, sinks after use for snack, lunch, nap, pm snack and at the end of the day. Cabinets and cubbies will be sprayed with disinfectant at the beginning of each day. A disinfectant made with bleach & water will be prepared daily. The solution is a mix of ¼ cup of bleach containing 5.25% hypochlorite and 1 gallon of water.

* Ensure that after use by an individual, all dress up clothing, outside clothing, soft toys, smocks and towels will be put into the laundry. (Laundry basket is found in the children’s bathroom.)

**Procedures for Notifying the Community -- Health Alerts**

A Health Alert Memo is distributed to all parents and posted at the entrance to the center and an email is sent to all parents and teachers so that anyone entering is aware of possible exposure. The Health Alert frequently is a copy of the suggested statements provided in the DPH "Health in Day Care Manual". They contain information on the date of exposure, incubation period, symptoms and duration of typical illness, and treatment suggestions.

**Plan for Meeting the Needs of Mildly Ill Children**

Mildly ill children are permitted to attend the program, if they are able to emotionally and physically participate in the daily routine. This includes going outside to play on the playground. A child with a virus (e.g. common cold) may be in the Center. A child under a physician’s care is permitted to attend the program when the physician authorizes it.

When an illness makes it difficult for a child to participate in the daily routine, the child may be taken to one of three small classroom spaces as a quarantine area. A child resting on a cot or playing quietly while waiting for transportation home may wait with a teaching assistant. Should a guardian request that a child not go outside, because of an illness, the accommodation may be made if there is appropriate staff available. Frequently extra staff is not available, and we believe that fresh air is healthy and appropriate for a child that is mildly ill.

**Policy for Children When the Home Language is Not English (English Language Learners - ELL)**

There are many children who start our program not speaking English. Surprisingly for 40% - 55% of our children English is not the primary language spoken at home. We find that within a month or two most children have a good command of English and after a year English Language Learners (ELL) are speaking very well. Here is a list of some things we do to accommodate for these needs and for making learning English at Lemberg CC a minimal handicap for quickly enjoying our program. Most of these things are needed by all children, not just those new to speaking English.

1. We use drawings, pictures, picture charts or wheels to help a child connect a sequence of the daily routines with the English words (e.g. pictures to indicate “snack time, group time, outside play, lunch, or nap”). We also use them to prepare a child about a transition about to occur.
2. We use pictures of the child or drawings which the child or teacher can pick up and use as needed to express feelings, personal needs or classroom activities.
3. Many members of our teaching staff speak languages in addition to English. We have teachers and assistants who speak, Spanish, French, German, Russian, Mandarin, Italian, Cantonese, Korean, Turkish, Arabic, Japanese and Hebrew. We can usually get assistance from Brandeis University students who speak many other languages including: Romanian, Bengali, Hindi, Haitian Creole, Serbian, Portuguese, Farsi, and many more.
4. We have conversations with children. A great way to learn English or to increase a child’s vocabulary is for our teachers to sit with children and talk. Every child needs this.
5. We find that children who speak in the new child's home language will also help us communicate. It is wonderful when children speak other languages and a wonderful role model for all children and teachers.
6. Many things in the classroom are labeled in other languages as well as English. Though most children can’t read, we find that child can associate the writing in their primary language with other languages including English.
7. We read books in languages other than English and sing songs in languages other than English.
8. It is very helpful when the child’s parents provide a list of words the child uses for communicating his personal needs.
9. We suggest that parents continue to speak their home language and leave English to the school. Research and experience tell us that Children have an easier time associating a language with the person. It helps a child stay with one language and not mix them.
10. A few of our policy guides and orientation materials are translated into Chinese, French, Hebrew and Russian. When helpful or requested we can have translators for parents too.
**Toilet Training Requirements**

Children are NOT REQUIRED to be toilet trained for any group. We understand that the time it takes for a child to become toilet trained will vary. We want to foster a sense of encouragement for the children, and wait until they become confident in handling the responsibility of toilet training.

We have potty-chairs, child-sized toilets, and low sinks for hand washing. In addition, we have discussions with the children about their toileting to help them become responsible for training themselves. [Note: Parents of children who are not trained share in the cost of disposable diapers, gloves and wipes used at the Center and are billed for this separately from their tuition.]

The start of the program is often not a good time to encourage toilet training. We have found that most children, in the first few months of their being with us, do not feel comfortable enough at the Center to take on the responsibility for training themselves to use the toilet. Adjusting to the new daily routines, making new friends, feeling trust with teachers and TAs is enough to deal with. Consequently, for many toddlers and three-year-olds, toilet training does not happen until winter.

When a parent or guardian feels ready to assist a child in toilet training, it is important that the parent speak with the assigned Head Teacher. She/he will have many suggestions and will help coordinate the center staff in assisting in the toilet training experience.

Additionally it is important to remember that for many children, toilet training may take months. Daily it is important to ensure that there are at least three sets of extra clothing to change into during this period of time. Commonly toilet training requires all to have a lot of patience. Accidents can be frequent and often serve as an important reminder of the need for the child to be responsible. It is important for parents to share your decision about toilet training with our Head Teachers. They are available to share their experience with you.

**About Pull-ups**

We find that for many children, it is important that they notice or feel the wetness of cloth underwear to help remind them of the need to take responsibility in toilet training. It is for this reason that during toilet training, we do not recommend the use of disposable briefs (except for night use).

**Diapering Policy**

Diaper changing time is important and should be a special time for a child and the adult changing him/her. It's a good time to talk about the child's activities and interests and to play lovingly. Staff is required to follow the Department of Public Health "The Stop Disease Method of Changing Diapers" which is posted at the diaper-changing table. Basic care requires following sanitary and other health and safety procedures, which minimizes one's exposure to illness and child discomfort from irritation, while maximizing everyone's well being.

The Center uses disposable diapers, wipes, or paper towels with soap and water to wash a child. Children are changed every two hours or as needed throughout the day. Routine checking of disposable diapers occurs at around 10:00, 12:00, 2:30, and 4:30.

IT IS REQUIRED THAT ADULTS WEAR GLOVES AND WASH HANDS AFTER EACH DIAPER CHANGE.

When changing soiled diapers, especially those with a bowel movement, the teacher is expected to CLEAN THE CHILD THOROUGHLY AND VERIFY THIS BY LOOKING IN FOLDS OF THE CHILD'S SKIN. The soiled diaper, wipes, gloves and changing table paper are put into a plastic bag and sealed before disposal in the closed diaper pail. The teacher checks off the diaper chart in accordance with procedures.

**Procedures for Diaper Changing**

1. Diaper changing is done in public view by certified teachers, by an aide who is under the direct supervision of a licensed teacher, or by the child's parent.
2. Adults must be aware that a child may need a diaper change at anytime and are instructed to change the diaper whenever wet or soiled.
3. Four times are designated for checking each child in the classroom. The times are before snack (9:15-10:00), before or after lunch (11:30-12:30), after nap/rest time (2:00-3:30) and before children leave (4:30-5:15).
4. Before changing a child, the adult checks the diaper changing chart for each child's specific information. The Lead Teacher for the Toddler Program regularly updates this chart.
5. Staff are expected to follow the methods posted DPH “The Stop Disease Method of Changing Diapers.”
6. Soiled or wet clothing is removed, then put into a plastic bag and sealed. After completion of the changing process, the bag containing the soiled clothing is placed in the child's cubby for washing at home.
7. When discarding the soiled diaper, gloves, wipes, and toweling (first put into a plastic bag and sealed) the adult will use the covered diaper pail next to the diaper-changing table.

8. The child's hands are washed with liquid soap and wiped with paper toweling.

9. Dry clothing is put on the child.

10. The changing table is sprayed with disinfectant, wiped with paper towels and fresh paper is spread out for the next child.

11. The adult washes her/his hands.

12. The adult enters the required data on the diaper-changing chart. The adult is required to fill in this chart even if a child was dry when checked. We use codes to indicate what we found when checking the diaper and when changing it. Our codes are: a (BM) means bowel movement, a (U) indicates urination only, (_) means the child was dry when checked and not changed. We use (A) to indicate that the child is not in attendance at the time and an empty space ( ) indicates that the child was not checked or changed.

Procedures for Changing a Child in a Standing Position

When a child is in transition to using the toilet or being encouraged to do so, a parent may permit the staff to change a child - whose diaper is wet - off the changing table in a standing position. We have found that this method is not as effective for thorough cleaning; however other considerations, such as a child's confidence building, may be a greater priority. Urine and feces may remain on the skin unless extra care is taken. Consequently the adult may ask the child to bend over and allow for careful wiping. When changing children in the standing position, adults should ensure that the disposable diaper is properly positioned and carefully fastened. The adult is authorized to check carefully the location of a child's penis and check that the tape used to secure the diaper is on the diaper, not sticking to a child's skin.

Parental Permission for Use of Non-Prescription and Physician Prescribed Powders and Creams

If the child's parent desires staff to apply baby powder, Vaseline or non-prescription medication to the rectum, scrotum or vaginal area, a signed non-prescription medication release form must be posted in the diaper changing area and entered on the diaper changing chart. The staff may apply prescription medication or antiseptic in accordance with the directions supplied by the child's pediatrician. This information must also be posted in the diaper changing area and on the diaper chart.

Procedure and Policy for Disposal of Soiled Diapers

Soiled diapers are placed in our diaper pail, a large-covered trash container lined with a plastic bag. At the end of the day, or when the bag is 3/4 full, the bag is sealed and placed in the waste disposal container in the lobby to Lemberg Hall. NO soiled diapers remain in the classroom overnight. The custodian removes the soiled diaper bags from the building along with kitchen and other waste disposal.

Policy Requiring Parents to Provide Extra Clothing

We request the parent to have at least two changes of clothing at the Center in their child's cubby. If a child doesn't have what is needed to replace soiled clothing, the center has an extra clothing area located near the diaper changing area. Clean clothing is placed in labeled plastic containers and on open shelves labeled for size and type. When the teachers find that a child does not have a sufficient supply of clothing, they are instructed to send a note home requesting the items needed and for the parent to please return the center’s clothing washed.

Toileting Policy

It is the policy of the center (and its teachers) to encourage each child to be responsible for their appropriate use of the toilet. If a child is not ready to use a toilet, the staff changes disposable diapers. Should a child need special assistance to use the toilet (e.g., assistance getting onto the toilet, reminders to go, or other help) the teachers will provide it, as appropriate and in accordance with professional standards and preparation. Toileting is not an appropriate place for power struggles between adults and children.

The toilet area is cleaned at least four times during the day or as necessary. The area is monitored for safety when in use. At least four times during the day, children are reminded to use the toilet and to wash thoroughly before and after use. Hand washing and proper care of the toilet area requires following sanitary and other health and safety procedures. We use disposable paper toweling and liquid soap for hand washing. Disinfectant is used to sanitize toilets, sinks, faucets, trash containers, door handles and walls. These sanitary procedures help lessen exposure to many diseases, while making sure that the toilets and sinks are desirable to use. Routine use of the toilet and sink area occurs at around 10:00, 12:00, 2:30, and 4:30. These times coincide with the periods before morning snack, before and after lunch, after waking from nap, and before afternoon
snack.

Additional Procedures Required for Toilet -Training

When a child's parent requests help with toilet training, or the Head Teacher believes a child is ready for training, the parent and teacher discuss the most appropriate strategies for preparing the child, supporting the child's success at the center and methods for communicating progress.

Procedure for Assisting Children in Toileting and Toilet -Training

ADULTS MUST WEAR GLOVES WHEN CLEANING SINKS AND TOILET AREAS.

DISINFECTANT SPRAY AND PAPER TOWELS ARE USED TO CLEAN THE AREA.

1. Teachers remind children to use the toilet and wash their hands before morning snack, lunch, rest time, afternoon snack and going home.

2. Teachers maintain sanitary toilets and sinks. Disinfectant (we make a mix of water and bleach daily) is sprayed on the toilets, sinks, faucets, doorknobs, and trash containers and then washed and wiped with paper toweling. This is done at least before AM snack, lunch, naptime, PM snack, and at closing. Professional custodians sanitize the bathrooms before the center is opened each morning. The teachers ensure that whenever the toilets and sinks are soiled, they are disinfected and wiped dry with disposable paper toweling.

3. When a child needs a change of clothing, first, the teacher encourages the child to remove the clothing him/herself. In most situations, the teacher assists the child. The teachers wear disposable gloves. Wet or soiled clothing is placed in plastic bags and sealed. Since SOILED CLOTHING MAY CONTAIN DISEASE, we require teachers to WASH THEIR HANDS and HAVE THE CHILD WASH HIS/HER HANDS.

4. Clean dry clothing is kept in the child's cubby.

5. Wet or soiled clothing is placed in a plastic bag, tied closed and sent home for laundering. When using the center's clothing, we ask the teacher to put a note in the parent's mailbox requesting that the center's clothing be returned, washed. The Head Teacher checks the child's cubby regularly to ensure that a sufficient supply of appropriate clothing is kept at school.

CHILDREN AND STAFF MUST WASH HANDS THOROUGHLY BEFORE AND AFTER TOILETING OR CHANGING.

6. A staff person is assigned to the children's toilet area several times during the day. The person will assist children by:
   a) Helping them take turns toileting.
   b) Cleaning up, flushing toilets after each child.
   c) Sanitizing toilets, sinks, trash barrel and doors with disinfectant. The areas are dried with paper towels.

7. The adults assisting children are asked to inform the Head Teacher of any accidents, unusual toileting behaviors or signs of child illness. It is the Head Teacher's responsibility to report to the child's parent on the progress of toilet training and possible signs of illness.

Policy Requiring Parents to Provide Extra Clothing

We need parents to have at least two changes of clothing at the Center in their child's cubby. If a child doesn't have what is needed to replace soiled clothing, the center has an extra clothing area located near the diaper changing area. Clean clothing is placed in labeled plastic containers and on open shelves labeled for size and type. When the teachers find that a child does not have a sufficient supply of clothing, they are instructed to send a note home requesting the items needed and the return of the center's clothing, washed.

Meals and Snacks

Lemberg provides two nutritionally balanced snacks each day - in the morning and in the afternoon. The staff usually serves whole milk and water (bottled and purified), fruit, vegetables, crackers, bread or pasta. Menus of the snacks are posted with the daily activities. Should a child need breakfast in the morning, accommodations can be made.

Parents provide lunches. Children bring their lunches in a clearly labeled (in large indelible letters) lunch box or bag and thermos. Many children bring sandwiches such as cold cuts, soy butter and jelly, or tuna fish. Other families have sent dumplings, stuffed rice balls, yogurt, chicken pieces, salad, or leftovers from another meal, most bring fruit and a cold drink too. Please no peanut butter, nuts, eggs or sesame seeds (found often on multigrain breads). We prefer items needing to be heated (e.g., spaghetti, soup or stew) come warmed in hot thermos containers. Items preheated will eliminate your child’s wait.
or greatly shorten it. We have two microwaves in the lunchroom and will transfer foods to glass or paper prior to microwaving.

We attempt to be conscientious about providing nutritious foods for all the children. When a parent sends less nutritious snack foods for lunch such as potato chips or cookies, it is difficult to prevent their being eaten instead of the rest of lunch, or their being shared with a child whose parent does not want their child to eat these things. Therefore, parents are asked to provide proteins, carbohydrates and whole foods rather than treats. Fruits (already peeled or sliced if the child is accustomed to this) and yogurt are recommended as desserts. We prefer fruit juices and water to soda.

**CAUTION**…many children are allergic to eggs, sesame seeds, nuts and peanuts. Consequently, We BAN from the school Tree Nuts, Peanuts or Peanut Butter, Sesame Seeds, and Hard Boiled Eggs for Snack or Lunch. Many children find soy butter with jelly or honey an unnoticed alternative to the desired peanut butter and jelly sandwich. Our children do not share food or snack. This is an important health policy for all children as it lessens the chances of spreading food-borne diseases.

Thank you for supporting these policies.

In an emergency when a parent is unable to provide a lunch, the staff can prepare one -- please ask your child's Head Teacher to make a lunch for your child by 10:30 AM.

**Bottles**

If a child needs a bottle at lunchtime or before naptime, a parent is asked to inform the Head Teacher. Bottles must be LABELED and are kept in the refrigerator.

**Snack Foods, Lunch, Dietary Restrictions and Accommodations for Allergies**

We prepare snacks and parents provide lunches for their children. **Our snacks meet USDA requirements for schools and we need parents to provide lunches that meet these guidelines.** We do not serve sweet snacks and ask that you do not send soda, candy, or sweet desserts (unless prescribed by a physician). We do not share food as there are several children with severe allergic reactions to some foods and others with family preferences (e.g. no sugar, no salt) or religious requirements (e.g. kosher or Halal). We do not cook meat or use meat fats, and we can support Kashrut and Halal diets. **We do not permit children or staff to bring into the classrooms PEANUTS, TREE NUTS, EGGS and SESAME SEEDS.** It is essential that parents inform the staff of dietary restrictions and allergies. **Children that have a MILK allergy may sit at a milk free table.**

In order to minimize allergic reactions to foods and to support parental preferences, our Head Teachers and Executive Director need to work closely with a parent. Parents should provide written directions to meet their child's needs and protect children from allergic reactions to foods as well as animal hair, bees, and medications. Parents may need to provide supplemental foods. Our Head Teachers educate all our teaching assistants to observe each child's restrictions. We frequently post signs in the kitchen, lunch room and classroom to remind all staff members about each child’s allergies and dietary restrictions (This list is also found in our first aid travel bags). Parental permission is necessary to have a child’s name public posted with the restriction as required by the HIPPA Laws – health information privacy restrictions. If a child’s diet must be modified for health reasons or there are other allergies a physician’s written notification is required; usually this is part of the child’s medical exam and immunization report required for enrollment. If a child’s diet is modified for cultural or religious reasons, the parent submit the request in writing.

**Policy for Dental Care & Toothbrushing**

Research has found that tooth decay is a problem in young children which can lead to serious health consequences, consequently childcare programs in Massachusetts are required to help children brush their teeth after the lunchtime meal. We issue toothbrushes to every child for their own use and keep them from touching those of other children with a cover on each brush and in a special toothbrush holder designed for this purpose. In small groups daily we have the children brush in teeth in small groups and rinse with water.
SNOW Closing Policy or Emergency Closing

1. We follow Brandeis' emergency closing policy. For the latest information call the Brandeis Emergency Hotline/Announcements: 781-736-2625.

2. For Public Announcement of Brandeis University's CLOSING check the following TV, Radio, or Internet options:

   WWW.WBUR.ORG  WWW.WGBH.ORG

   WBZ-TV, channel 4  WRKO-AM (680)  WBUR-FM (90.9)
   WCVB-TV, channel 5  WBZ-AM (1030)  WGBH-FM (89.7)
   WHDH-TV, channel 7  WBRS-FM (100)

3. FROM DECEMBER 19 - JANUARY 12 WHEN THERE ARE NO CLASSES AT BRANDEIS. WE MAY CHOOSE TO CLOSE EVEN IF BRANDEIS DOES NOT CHOOSE TO MAKE THIS ANNOUNCEMENT. SHOULD NEWTON, WALTHAM, NEEDHAM, PUBLIC SCHOOLS CLOSE... CALL US. 781-736-2200 or 781-736-2201.

   Messages indicating a delayed opening or a closing will be on our message machines at 7:00 AM CALL 781-736-2200, if busy, try our Executive Director’s Office line 781-736-2201.

4. Should the University close during the day, staff will stay to properly supervise the children until a parent or parent designee picks up each child. Call the office 781-736-2200 or classroom 781-736-2202 with your schedule and plans. Of course you can email too: lemberg@brandeis.edu, baker@brandeis.edu

Birthdays

We like to celebrate each child's birthday on the day nearest the actual date. It is a special day and we want to acknowledge this. Our celebrations are low-key, and vary little for each child. We request ONLY ONE TREAT per child and NO BAKED GOODS, NO DECORATIONS, NO BALLOONS, NO PARTY FAVORS, NO GUEST ENTERTAINMENT. We provide a list of children and their birthdays early in the school year. This is to help parents coordinate birthdays at the center with other families and the staff. Birthday acknowledgements are at snack time or during lunch. Parents are welcome and may bring to school for all (38) children or for the children in their child's group (19) ONE of the following:

   100% fruit juice Popsicles (Dole, Tropicana, Hood)
   fruit or flavored yogurt cups (no nuts or chocolate)
   frozen yogurt (no nuts or chocolate)

If you are planning to bring in ONE of our choices for your child's birthday, please notify the Head Teachers at least 24 hours in advance.

Use of the Center for Birthday Parties

Parents can rent out the center for social functions on weekends. See our Executive Director for further information and reservations.

Clothing Information

Children are expected to come comfortably dressed in play clothes. They should be prepared to go outside each day EVEN IN RAIN OR SNOW. The Center is designed for active play. We want to encourage each child to use paints, clay, and mud. Additionally, in order for him/her to learn how to pour milk or water and to help out washing things, s/he will sometimes get wet and dirty. Parents are asked to send their child in clothing that will not interfere with the important learning that occurs here.

When parents prefer their child to wear clothing that is expensive or special, we encourage the child to change into work clothes before going outside or using clay and paints. Smocks are worn over all clothing for water play and painting, but some children (especially toddlers) refuse to wear smocks when they start the program. This is a conflict that we will not address until we have established a good relationship with the child.

PARENTS: PLEASE Keep extra clothing in your child's cubby at the center! (LABEL WITH YOUR CHILD'S NAME). We suggest a complete change of clothing including underwear, pants, shirts, and socks. If your child often needs changes of a
specific item of clothing, please have more than one available. The center maintains a small supply of clean extra clothing for
emergencies when children do not have their own available. If your child makes use of Lemberg clothing, we ask that it be
washed and returned, as soon as possible.

Lost and Found

Lost unlabeled items are given upstairs to the office. The office will send out emails to parents when lost items are
given upstairs. When a parent loses an item, they can email lemberg@brandeis.edu alerting us that they have lost the item. The
office will send out an email to all parents and staff, asking to keep an eye out for the item, and then a staff member will look in
the classroom for the item. Group lost and found boxes are located in the North and South classrooms as well.

Clothing for Toileting and Diapering Needs

For children who are not toilet-trained, we require several complete changes of clothing. We use disposable diapers,
which the program buys. Parents are charged at cost for the diapers, wipes and disposable gloves that the staff uses when
changing each child. Adjustments in this policy can be made with the Head Teacher assigned to the family and with the
Executive Director.

Clothing for Winter

We play outside in all but the very worst weather. Snow play provides some of the most memorable Lemberg
moments. Please be sure your child has the appropriate winter clothing as soon as the weather turns cold. Jackets, hats and
mittens are essential even in the mid to late fall. Boots and snowsuits or winter jackets with snow pants are necessary as soon as
it snows.

Clothing for the Summer Program

In the summer we engage in a substantial amount of water play. Dry swim suits and towels should be available every
day. Sandals, thongs, or other beach appropriate footwear is also necessary. We encourage an extra pair of shorts and
underwear for those who are too "shy" to participate fully but can't quite stay away.

Rest and Nap Policy

Children nap at the Center on the same cot and in the same place each day. A blanket or sleeping bag and a pillow are
brought from home. Children who are not toilet-trained or who still have accidents while sleeping also should bring a rubberized
sheet. Cots are provided by the Center. Parents are invited to bring their child's favorite security item for naptime. These items
are sent home weekly for cleaning.

The center provides a nap time or rest time daily. For many children it is the only quiet "alone" time during the day.
Each child's cot is treated as personal space; it is private. Caregivers ask each child if he/she would like a to hear a story and
have a back rub in order to relax the child for resting. However, children are comfortable in different ways, thus we try to
respect individual needs.

Special Security Items (Loveys)

Most children have loveys or a special security blanket, doll or stuffed animal. We welcome them here. Unlike other
toys brought from home, we do not request that children share these very special items.

Policy on Toys Brought from Home

Restrictions have been placed on the amount and the type of toy, game or book that a child may bring from home. This
is in consideration of fair mindedness, each child’s safety, our ability to assist in finding the toys, and to help prevent damage to
items brought from home. Our policy is very simple.

1. Only ONE TOY PER DAY may be brought from home.
2. The child's name is clearly LABELED on the toy to avoid misunderstandings between children.
3. Toys encouraging violence, such as guns and action figures or those with war-parts are not brought to the center.
4. Capes may be worn outdoors only (unless part of a theatrical production).
5. Toys are to be shared with anyone who wishes to play with them. If it is not possible to share a particular toy, then
   turns will be taken. If a child does not wish to allow a toy to be used communally, the child may return it to her/his
cubby.
6. The teachers cannot take responsibility for damage to a toy, unless the staff person particularly requests that a child
   bring in a particular toy book or game.
Transportation, Arrival and Pickup Procedures

Parents are responsible for their child's transportation. Car pool arrangements are supported. A list of parent addresses and telephone numbers is provided so that car-pooling can be arranged. The child's teacher must be informed of car pool arrangements, and a release form allowing for a particular person other than a parent or guardian to bring or take away a child must be on file.

Parking Lot and Permits

Brandeis University requires all cars on campus to have a parking permit. We issue these passes to parents for the University. The pass must be displayed in the front window of your car. Please submit the Parking Request Form to our Office. Parking in lot adjacent to LCC and in the spaces near the castle is permitted with these passes for up to 30 minutes.

Parking Procedures for Drop off and Pick up

Your cards to the Lemberg Children's Center classroom area are keyed to the parking lot adjoining Lemberg Hall. Access to the parking lot is controlled by Brandeis Public Safety. Public Safety will not open the gate for people who forget their card, as they are trying to ensure sufficient parking for us and maintain security in the area for us. Please don't use the call box to public safety to lift the gate unless you have one of the following exceptions: you have an infant in the car, if you have several large packages or groceries, or if there is an emergency.

1. To park in the lot you must use your ID card. The gate has a control box and slot to slide your card similar to the one on the Classroom Area Entry.

2. If you don't have a card or you lost your ID card, you must tell Howie, so he can report the lost card, deactivate that card and issue a new one. Don't be embarrassed if you have lost your eighth card, you are not alone with this problem. Email: lemberrg@brandeis.edu. However, due to high rate of loss, parents will now be charged a replacement fee of $10 for each card that they loose. At the end of the year, if you do not return your card, you will be charged $10.

Special Transportation Arrangements

The Center cannot assume responsibility for the transportation of children to or from home. When a family has an occasional or emergency need for help with transportation, the Executive Director can often be of help in finding families for car-pooling or a student with a car who could drive for a fee. Also, the center has car seats which can be lent out if a family needs one.

Arrival and Departure of Children

All children are dropped off and picked up inside the daycare center. A HEAD TEACHER MUST KNOW WHEN A CHILD ARRIVES OR DEPARTS. Parents are required to telephone the Center and inform the staff if their child is going to be absent or arrive later than 9:15 a.m.

Tardiness at Pickup Time

In the event I (we) fail to pick up my/our child(ren) at the Center's closing time 5:45 pm without at least 24 hours prior notification which permits arranging for alternative child care, I (we) agree to pay the late pick-up fee of $8.50 for pick ups after 6:00 and $14.50 for pick ups after 6:15. Child(ren) picked up after 6:30 (the rate is $6.00 per quarter hour) requires the Executive Director to alert the Treasurer/ Board of Executive Directors to consider alternative actions. Since there is usually one time during the year that a family may arrive after 6:00, the fee is waived the first time. The regular need for extended hours, before 8:00 or after 5:45, may be arranged at extra cost. Please discuss these needs with the Head Teacher and the Executive Director.

Use of Car Seats

Auto accidents can’t always be avoided. Children, unrestrained in a car and under 4’11”, are a serious distraction as well as in great danger when drivers must stop suddenly. State law requires car seats for children at all times. The center has information on car seats and methods of encouraging children to use one. If a family would like to borrow a car seat or to get suggestions in helping their child buckle up, ask a Head Teacher or the Executive Director.
Availability of Public Transportation

It is possible to get to the center by taking the "T" bus route #53 (the "Roberts Station" bus) from Newton Corner, Newtonville, West Newton, Moody Street and Waltham Center.

From Boston's North Station, Cambridge, Waltham, Weston, Concord, Acton, and Fitchburg, the Commuter Rail is direct to the Brandeis/Roberts stop.

Medical Forms and Procedures

The center maintains all records and procedures in accordance with the guidelines of the EEC and the Department of Public Health. If a child needs medication to be taken while at the center, it is important that a medication release form be filled in. These forms are available in the kitchen. If the medication is a prescription drug, then it must come in the container with the prescribing physician's name indicated. If it is a non-prescription drug, then your signature releasing the staff from responsibility for administering this medication is essential. Additionally, it is very helpful for parents to phone the center to remind the teachers to give the medication. Our routine is to check the medication schedule at lunchtime each day. Should your child need medication at a time other than lunchtime, the phone call will serve as an important reminder.

Please make sure that the staff knows about any allergies that a child may have. The staff will post this information in the kitchen, and will carry this information on walks. We have experience helping children with asthma, allergies to food, fur, latex, dust, medications and insects.

Maintenance of Health and Safety

A physician, nurse, and the staff for health and safety inspect the center. Quarterly we are inspected by the Waltham Fire Department, and annually the university's safety officer inspects the center. At least monthly, the playground and equipment is inspected by the chair of the environment committee or the Executive Director. The center consults regularly with our Health Care Consultant, Sarabeth Broder-Fingert, MD (Mass General Hospital Pediatrics) about diseases and illnesses found at the center.

Frequent hand washing and the use of a disinfectant on counters and tabletops are very important ways in which we try to minimize the spread of disease. The staff is instructed and reminded to wash before and after preparing food and when changing wet or soiled diapers, and to use disinfectant when cleaning surfaces. We wear disposable gloves for changing diapers and cleaning up blood.

There are extensive written emergency and fire procedures that comply with state regulations. A copy of the "Health and Safety Policies" is posted at the Center First Aid Box in the kitchen and copies are available upon request. All Head Teachers, teachers and the Executive Director are certified in First Aid and CPR. Many of the teaching assistants are certified as well. The campus EMT Service is available in medical emergencies. We are located less than one mile from Newton-Wellesley Emergency care at Sterling Medical Building.

Security for children

The Center is located in the middle of the Brandeis University campus at some distance from major commuter routes. We have a bell at the door, which alerts the staff and children as people enter and leave the center. Our playground has only one entrance in open view of the main entrance and its latch is above a child's reach. A gate to the parking area near our facility was installed to limit traffic to authorized vehicles. The center works closely with the Public Safety Office at Brandeis University to ensure that children are safe and secure. The Board annually reviews the procedures that are in place to ensure safety and security for children.

Plan for Evacuation of the Center in Emergencies

The staff and children are instructed in emergency evacuation procedures. Drills are conducted every other month. Drills occur more frequently in September, January, June and July. These are the beginning dates of the school year and summer programs, when changes in staffing or children occur. The Executive Director, acting Executive Director, and the Head Teachers ensure that the group has a fire drill at least once every other month.

Posted in each classroom (near the doorway and near each telephone) are the procedures for evacuating the center, labeled "Fire Procedure". These procedures instruct the staff to remain calm and to exit with the children in their care out the nearest exit. Maps, posted by the classroom entrances, identify emergency exit routes, group meeting places, and the location of fire extinguishers and first aid kits. Our orientation and drills ensure that all staff knows how to take the children outside the building and gather on the playground. The Explorers meet on the steps of the playhouse and the Thunderbirds gather at the multilevel play structure.

Once attendance is checked against the daily attendance record, the Head Teachers and aides lead the children into Brown Hall, lower level. This area is used for protection in storms and air raids. If there is a fire or a bomb threat, the class continues on to the Lower Lobby of the Usdan Student Center. Activities for the children will continue until we are
permitted to return to our building or alternative classrooms are provided.

**Emergency Procedure for Campus “Lock Down Alert” requiring a SHELTER IN PLACE Procedure**

In case of an emergency regarding an armed subject or major criminal occurrence on campus, the Center will be “locked down”. Notification of this will come to us by a loud horn sounding on campus and messages to our phones and email. Lock down means that all children and adults will come inside and no one will be allowed to enter or leave the facility until the lock down is lifted by Brandeis University. All window shades & curtains will be closed and doors are check to ensure that they are locked and everyone will be instructed to stay away from windows. The Lemberg admin staff will send out email messages and try to reach parents by phone to give the parents a report on their child’s well-being and procedures for pickup. A parent can not pick up a child during lock down as the campus will be secured by Brandeis University Public Safety or Waltham Police. If a parent is at the Center during the lock down, s/he can not be allowed to leave until the lock down has been lifted. Throughout the lock down, staff will provide the planned curricular activities with the children and parents who are there will be asked to participate. Our staff will provide children with the information that satisfies the children’s concerns. When a lock down is lifted (horn & messages from Public Safety) the center will resume the daily routine.

**SOME ADMINISTRATIVE PROCEDURES AND POLICIES**

**Admissions Procedures**

Applicants are selected on the basis of the number of open spaces available in two classrooms with a maximum enrollment of 18 children who are 2 & 3 years old and 18 children who are 4 - 6 years old. We select children by following this procedure:

1. The age of applicant as s/he corresponds with the number of openings in his/her age group.
2. The amount of assistance we have available to support sliding scale tuition for household incomes below $50,000.
3. Applicant's affiliation to the Lemberg Children's Center, Brandeis University, or the applicant's eligibility for a vacant state contract.
4. The date which we receive a completed application form and fee ($40 is required at the time of a 1 hour tour from each applicant whose household income exceeds $40,000 annually). Applications are ordered by date of receipt within age groupings. The earliest dated application is selected first.

**Tuition Contracts**

**Private Tuition Contracts**

The year is divided in two sections, a School Year Program (10 months) and a Summer Program (8 weeks). Separate contracts are issued for each section of the year. The service period may vary if you are receiving tuition assistance from a state contract or voucher. About 3/4ths of our families pay private contract fees directly to the center. The contracts allow for diverse rates based on projected annualized gross household income (i.e., before taxes and other deductions are made). We **DO NOT** charge different rates for toddlers, preschoolers and kindergartners. The tuition is for full time use even if a family chooses not to attend daily. The terms of agreement require a deposit, and monthly payments are due at the beginning of the month. In the summer you may select only the weeks needed and not pay for ones you don't use. Please review the contract for the "fine print."

**State Tuition Contracts for Income-Eligible Families, Voucher Contracts and Scholarships from the Community Partnership Councils.**

The Department of Early Education and Care (EEC) is the contracting agency for state tuition contracts. The child care resource and referral agencies (CCRA) administer vouchers for the Department of Transitional Assistance and the

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1 The Center may increase the enrollment up to the maximum of 39 licensed by the Massachusetts EEC when the Board and staff agree to do so.
Department of Early Education & Care. The Community Partnership Councils (CPC) provide scholarships to children as well. These are administered through grants funded by the Department of Early Education and Care (EEC).

The Waltham CPC is the place to call for information about scholarship assistance. Currently Georgette Chaisson is the CPC Coordinator; her phone number is 781-647-6195. Our office has application forms as well. To qualify your household income generally must be below $56,000 for a family of four. Priority is given to Waltham residents. However, most municipalities in the Commonwealth have these scholarship funds. [Remember to lobby your State Senator and Representative for these funds.] For Newton residents call 617-522-7709; if you live in Watertown, call 617-926-7765.

The Center has three EEC contracts for income eligible families. In this arrangement, it is required that the family be low income -- earning less than 75% of the state median income. In these contracts the family pays a sliding fee based on a scale provided by EEC to the Center. Usually these contracts go to children who are currently enrolled and have another form of state financial assistance that will soon run out. If you would like information about this program please see our Executive Director.

The Center accepts state vouchers. Vouchers are given to families that receive or recently have received state assistance from the Department of Transitional Assistance. The CCRA provides information about these vouchers. You may contact CCRC in Cambridge at 617-547-9861 <www.ccrcinc.org>, Child Care Search at 978-897-6400.

**Security Deposit**

A security deposit is required for enrollment. The deposit is equal to one month’s tuition. The deposit can be applied to the last month of enrollment for your child usually June 1 or August 1 invoice. We will not apply the security deposit without instructions from you, as it represents financial security for the center. These instructions are requested in at the time of your May and June Invoices.

**Invoices & Reimbursements**

Our policy is to send out invoices about a week before payment is due. Statements summarizing accounts are given out when accounts are overdue or when requested. If you have purchased items that require reimbursement, it is essential for you to submit a receipt attached to a reimbursement form. There are forms available in the office.

**Confidential Records**

The Head Teachers and the administrative staff maintain each child's confidential folder and portfolio of work samples. These records are kept in the office and are observed only by the Executive Director, administrator, office assistants, Head Teachers, teaching fellows and the child’s parent(s). In the office in a locked cabinet the child's confidential record which includes child progress reports, observation sheets, medical records, emergency information and personal reports. Parental written permission is necessary for the release of any of these records. Parents may review this file at any time, and request copies of reports found in this folder. There is no charge for photocopies (unless more than 30 pages).

**Accounting Procedures**

All financial accounting records are in accord with generally accepted accounting principles. Our auditor, RJ Gold & Co. of Needham annually reviews our procedures and records for the corporation, the IRS and the Commonwealth of Massachusetts. Records of tuition payments, vendor invoices and other records are kept for seven years. All accounts are entered into our software accounting program. Should you need additional copies of invoices, statements, or records of payments, please ask the Executive Director or administrator for assistance.

The center contracts with Paychecks for payroll accounting and the filing of payroll withholdings and taxes. During the School Year, most teaching assistants are on work-study or volunteer. Work-study students receive their paychecks from Brandeis University Office of Financial Aid. The substitute teachers who are not on work-study receive their pay directly from the Center.

**Staff Schedules**

The schedule of people working is posted in each classroom. All staff schedules are entered in a database designed for our recording needs. Employee files are kept in this system as well as in personnel folders. A record of every employee and volunteer is held on file.
**Attendance – Procedures for Taking Attendance and Use of Attendance Records**

**Taking Daily Attendance**

Each classroom has a clipboard with a form for recording the daily attendance, either weekly or monthly. When a child arrives in the younger classroom, Explorers, the parent is instructed to bring the child to the respective lead teacher of their designated classroom, who records the child’s daily attendance on this form. The clipboard is accessible and located with the schedule of staff and notes for parents.

When children leave the room the Head Teacher records the names of the children leaving and the name of the supervising teacher. The master attendance record stays with the Head Teacher.

When a child leaves at the end of the day, parents first meet with the Lead Teacher who checks off the attendance record. In the classroom for older children, Thunderbirds, parents are instructed to sign their child in with time on an attendance clipboard posted near the room entrance and parent bulletin board. Additionally there is a child sign-in/picture board for the child to place their photo and name in the “here today” slot. When the child leaves for the day, the child and the parent sign out.

The Thunderbird Head Teacher checks the attendance throughout the morning and is responsible for insuring the accuracy of the attendance record and the physical location of each child. When a child leaves the room the Head Teacher records the child’s name and supervising teacher accompanying the child.

**Uses of Attendance Records**

In addition to knowing the whereabouts of a child at all times, the Head Teacher is responsible for keeping the attendance clipboard with her/him including evacuation of the center. The Head Teacher also keeps a special field trip attendance form which is required whenever children leave the site of the center. This form includes the time of departure, expected time of return, names of supervising, teacher and additional accompanying adults, and a cell phone number for contacting the field trip group leader. The attendance record is used for monthly billing of families and EEC for tuition and ESE for milk. The daily attendance records are kept for 7 years.

**Alumni Database**

A mailing list of our alumni, staff and friends is maintained. Parents of current and past students help us update this database regularly. This list is used to advertise events and to request help and donations.

**Center Evaluation**

Annually the members of the corporation are given an evaluation form to assess the childcare program. These evaluations are taken very seriously by the Board of Executive Directors and help the BOD know what's working and what needs repair. From this list, priorities are developed. Parents (all are members of the corporation) are welcome to attend Board Meetings and participate in reviewing the evaluation and determining corrective actions needed.

**Liability Insurance**

The Lemberg Center maintains insurance to cover its professional, board and other liabilities, fire, theft and staff employment contingencies. Aronson Insurance is our broker. Our Executive Director meets annually with an Aronson Insurance broker to review our needs and policies.

**Guidelines for Termination or Suspension of Childcare**

Private Tuition paying families contract for the school year (or the remaining part of it) and/or for the summer program (by weeks needed). The Membership & Enrollment Contracts, signed by all private fee paying families, includes the following statement (*Families supported with State Contracts are subject to the same conditions*):

The Center reserves the right to terminate this contract if the following occur:

1. The Center ends or suspends its operation.
2. It is determined in accordance with the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), The Commonwealth of Massachusetts Chapter 766 or other federal, state, and local laws, that a child covered by this contract has special needs which are beyond the Center’s ability to provide an “appropriate educational program” or a “readily-achievable accommodation.”

The Center may suspend or terminate a child from attending without refund of tuition or deposit when:
1 The family's financial accounts are unpaid.
2 The child has a contagious disease, which requires that the child be quarantined, as determined by the Massachusetts Department of Public Health. A physician's note may be required for readmission.

**Referral to Social, Medical, Mental Health and Educational Services**

Lemberg Children’s Center has a former Head Teacher (Karen Gutterman) with a master degree in early intervention, who will be observing children, and the Executive Executive Director (Howard Baker) has extensive training in special education. He was a fellow of the National Institutes of Health for inclusion and special educational needs public policy from 1988 - 1991. All Head Teachers have taken courses or have had professional development in screening and adapting the curriculum for Early Intervention and Special Education and Inclusion. They are available to help any parent or guardian with a concern.

When a parent, guardian, teacher or Head Teacher suspects that a child is having difficulty with our program, it is brought to the attention of our Executive Director and cooperating Head Teacher. The teachers will review the child's record, their observation logs and present the information summary verbally or in writing to the Executive Director. Records of all meetings, and the decisions are kept in the child’s personal folder and are confidential. After discussion with the Executive Director and/or teachers, several choices may be made:

1. Executive Director observation
2. Use of screening instruments to assess the child's needs
3. Meeting with the parent to get opinion and observations
4. The Executive Director investigates the program routines, curricula and staff behaviors that may be contributing to the problem presented.

After meeting with the child’s parent, the primary Head Teacher and/or the Executive Director may:

1. Give the parent a list of resources from the EEC, Department of Education, Department of Public Health, Local School Department, resource and referral agencies or parent organizations which may help with advice, support and advocacy services.
2. Request meeting with the parent to approve additional focused observation or evaluation by non-staff consultants.
3. Convene a consultation team to gather more information. This may include staff recorded observations, and services from consulting professionals. Consultants may include psychologist, family therapist, health consultant, early childhood special educator, speech pathologist, physical or occupational therapist or other professional. The consultation team will always include the parent and any additional support members requested by the parent. Other members of our team may include our Executive Director, Head Teachers, family therapist, psychologist, health care advisor, ADA advisory, DCF case worker, Early Intervention Specialist, Special Education Teacher or other professionals as requested or required for appropriately addressing the need.

**Government Services Available:** the state and federal government have laws (see: Individuals with Disabilities Education Act 2004, [http://www.ed.gov/about/offices/list/osers/osep/index.html](http://www.ed.gov/about/offices/list/osers/osep/index.html) and Massachusetts Chapter 766 [http://urbanpride.org/?page_id=54](http://urbanpride.org/?page_id=54) also the Federation for Children with Special Needs [www.fcsn.org](http://www.fcsn.org) is a national organization for supporting parents and it is located in Boston) mandate evaluation and services to childrenL

- Age 0 month – 3 years administered by the MA DPH Early Intervention Services: for Waltham Area: see Thom Charles River Area Early Intervention [http://www.thomchild.org/index.html](http://www.thomchild.org/index.html). They do the screening and when services are provided it is done with an IFSP (Individualized Family Service Program).
- Age 3 years – 21 years The lead agency is MA Department of Elementary & Secondary Education (ESE) screenings and services when appropriate are administered through your local public school system. When a service plan is created it is called an IEP (Individualized Education Plan)

In our office we have detailed guide to special needs services and the laws. You are welcome to review these at anytime.

The staff of the Lemberg Children’s Center work with the early intervention program or the local public school to adapt the program for the inclusion of the child and services as required by the IFSP or IEP. Should any of these steps or private services lead to requiring adaptations in the program for the child, the Head Teacher assigned as primary caregiver will work with the parent(s), Executive Director, and others involved in providing the required supports and services (i.e., given that they are “readily achievable”). The staff of the center will work collaboratively and cooperate with the consultation team, with early intervention services or local school system special education teams. Documentation is kept in the child’s personal record as confidential information.

If it is determined that a child's special needs cannot be accommodated appropriately by the center personnel, then the center will assist in finding an appropriate program and will work to prepare the child for the transition to the new program. The center staff will cooperate by providing any information that the parent allows us to release to the new program. Additionally we
Some Referral Sources:

(Birth to Age 3) Contact your local Early Intervention Program, for Waltham, Thom Charles River Early Intervention 781-894-6564
(Special Education Ages 3-6) contact your local school system or Federation for Children with Special Needs 800-331-0688 http://www.fcsn.org

(Children's Librarian) Waltham Public Library, 781-341-3425 http://www.waltham.lib.ma.us
(Department of Early Education & Care) 617-988-6600 http://www.eec.state.mass.gov
(Waltham Community Partnership for Children and Families/Waltham Creative Startm Sylvia Dandrada, 781-647-0542 x24
(Department of Children and Families) 617-748-2000 http://www.mass.gov

Parent Assistance
Federation for Children with Special Needs 617 236-7210 http://www.fcsn.org
Warmlines, Inc. 617-244-INFO http://www.warmlines.org
Child Care Resource Center 617-547-1063 http://www.ccrinc.org
Child Care Search 800-455-8326 http://www.comteam.org
Department of Early Education & Care 617-988-6600 http://www.eec.state.ma.us
(Vision Screening) http://www.seecearllysolutions.com/main/
(Hearing Screening) Boston University Sargent Center 617-353-3188, Emerson College Robbins Center 617-824-8323
(Psychological Services) see your physician or Massachusetts General Hospital for Children Psychological Assessment Center 617-726-3647

The Center also maintains in the office a list of Psychologists, Occupational, Physical or Speech Therapists and other consultants.

Procedures for Identifying and Reporting Suspected Child Abuse or Neglect

The Department of Children and Families (DCF) is the Massachusetts state agency charged with the responsibility of protecting children from child abuse and neglect. To report abuse or neglect, call the Child-at-Risk Hotline anytime of the day or night at 1-800-792-5200. In our school, a Head Teacher is a mandated reporter. When any TA or teaching fellow has reasonable cause to believe that a child is suffering from physical or emotional injury resulting from abuse or neglect, she shall report to the Executive Director or the Head Teacher. The NAEYC pamphlet “Building Circles Breaking Cycles is given to staff with these orientation documents.

To understand the process of reporting a staff member will find in the office copies of the DCF guide "Reporting Child Abuse", all Head Teachers are required to read this document. The center follows the procedures and time frames outlined in this guide.

Grievance Procedures for EO/AA/Programmatic Access

If an employee, member or applicant believes that he/she is being discriminated against on the basis of race, color, gender, religious creed, national origin, ancestry, age or handicap, the person may:

1. Meet with the Executive Director of the center and/or ombudsperson, or President of the Board of Directors
2. File in writing a grievance with the Clerk/President of the Board of Directors.

Any person who feels there is reason to file a charge of discrimination may use the form entitled "Charge of Alleged Discrimination," and file it with the Clerk or the President of the Board. Each complaint will be investigated and reported upon within thirty days from the date of filing. Efforts to resolve the complaints will follow procedures required by Federal Equal Opportunity/ Affirmative Action Standards. The Clerk's report on findings and proposed accommodations must be implemented as soon as possible (i.e., for most complaints, within thirty days of the findings). If an employee or applicant feels that the Center has failed to make reasonable accommodations and/or is out of compliance with Federal standards, the employee may file with the Attorney General of the Commonwealth.

Under all circumstances the Center prohibits any employee or officer of the corporation from subjecting another employee or applicant to coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under this program.

Injury Prevention Plan

Procedures for Daily Monitoring of the Environment and Air Quality

The classrooms and the playground are checked daily for hazards and hazardous equipment. Items in need of repair
are removed to the second floor office area or to the locked shed outside the main entrance. A Head Teacher is assigned the responsibility of coordinating the repairs with the parent chair of the environmental committee. A form for repair or purchase of replacements is posted in each classroom and used to inform the Head Teacher and the parent committee chair. Equipment that cannot be repaired is discarded or recycled. The building’s air quality is monitored and we change our filters 4 times a year in all heating & air conditioning outlets.

The playground is inspected annually by a certified playground inspector to assure compliance with playground safety codes. Our playground walkway is swept weekly or as needed. Snow removal from the walkway, particularly near all entrances, is done when the center is open. On the playground the cushioning material under swings and play structures is checked daily and it meets the requirements for children’s playgrounds. Holes made by the children at play are filled in at the end of the day to minimize tripping while walking in the sandbox or under the swings and slides.

Year round, we receive a daily report on the air quality and its safety for children from the Department of Environmental Protection. When a code red is issued children stay inside.

Plan for Inspecting the Center for Health, Safety and Fire Prevention

The Center is inspected daily for cleanliness by the AM Head Teacher after the floors are washed, the rugs are vacuumed, and the sinks and toilets are sanitized by the Brandeis University custodians. In the event that the cleaning was inadequate the Executive Director calls the building supervisor. When toilets or sinks are clogged the Head Teachers or administrative staff calls the campus facilities management staff dispatcher to make immediate repairs.

Twice a year the University Safety Officer inspects the center for hazardous materials. Fire extinguishers are checked quarterly and replaced when indicated, and the Waltham Fire Department inspects the center four times a year.

Procedure for Maintaining and Monitoring a Central Injury Log

When an accident occurs, the staff witness and the assigned Head Teacher fill out an Injury Report Form within 24 hours. The report is given to the parent for information and signature and to the Executive Director to include in the Injury Log, the accident report folder, and in the child's record folder. When an injury occurs, the parent is called and told about the incident by the Head Teacher or Executive Director. We do this so the parent is not surprised when arriving to pick up their child, and to ensure that the parent is comfortable with the steps taken. If an injury requires emergency treatment or that the child sees a physician, the emergency procedures are followed.

Plan for Safe Storage of Toxic Substances/ Hazardous Materials

All toxic substances are stored in the locked custodian's closet located near the kitchen sink, locked under the kitchen sink, in the locked First Aid Cabinet, or in the locked supplies cabinet next to the entry to the kitchen, or in other locked cabinets. The closets for storage of art supplies or games and educational equipment have latches placed on the doors so children cannot enter the closet without an adult present. On the playground, equipment is stored in locked sheds.

Disinfectant used to clean tables and the toilets are kept on shelves well above the reach of a child standing on a chair.

Plan for Managing Infectious Diseases

Sanitizing Food Preparation, Eating Areas and Toilets

Food preparation areas are cleaned with disinfectant after preparing snacks and at the end of the day. The dishwasher heats the water to sanitize all plates, cups, utensils, and washable toys after each use. The tabletops, door handles, diaper changing areas, sinks, faucets, water fountains, garbage containers are sprayed after each use and at the end of the day. Trashcans are washed weekly. Plastic trash bags are removed and replaced daily. The kitchen used for snack making is cleaned daily and inspected weekly.

Plan for Infection Control

Posted by all sinks is a copy of the DPH "Stop Disease Method for Hand Washing" along with a sign to remind everyone to wash hands thoroughly. The staff washes their hands before preparing food, after changing wet or soiled diapers, and when using disinfectant for cleaning. The children are instructed in the proper ways of washing their hands and face, and are directed to wash before and after toileting, after using toys and art materials, before and after snacks and lunch, and at the end of the day before going home. Staff assists children in washing up. [See Toileting and Diapering Procedures and Policies for details.]
Procedure for Dealing with Communicable Diseases and Infections

If a child has, or has been exposed to, a communicable disease or highly contagious infection parents/guardian are asked to inform the Executive Director, so that he can notify the staff and other parents. In accordance with the guidelines from the Massachusetts Department of Public Health, a child with a communicable disease is not permitted to attend the center until a physician determines that it is appropriate for the child to return to the center.

When children say they don't feel well, or if a teacher observes unusual behavior or other signs of illness during the day, the teacher checks the child for signs of fever, difficulty breathing, swelling, rashes, an unusual loose bowel movement, or other signs of illness. When signs of illness and inability to cope with the daily routine are discovered, the teacher will contact the Executive Director, health care advisor, or acting Executive Director for advice and a second opinion. There is a form in the child's record indicating if the child has allergies and/or a history of a particular illness. In the case where first aid is required for reducing a very high fever or an asthmatic or allergic reaction, the staff will follow the procedures for administering parent or physician authorized medication or antidote.

Should a child become ill while at the center, we will contact the parent/guardian and explain the child's symptoms and suggest contact with the child's doctor. The parent will also be asked to pick up their child as soon as possible. The center has the child rest in a quiet room or in a curtained off area away from the other children while waiting for the parent to arrive. In this situation, a staff member will meet the requirements of CMR7.02(21) (a) and (b).

The child may return to the Center when a physician determines that the child can return to day care. The Executive Director or a lead teacher may contact the Health Care Consultant to obtain information about an illness or the methods of exposure to an illness, and to discuss communication that may be helpful to parents and staff.

Procedures for Notifying the Community -- Health Alerts

A Health Alert Memo is distributed to all parents and posted at the entrance to the center so that anyone entering is aware of possible exposure. The Health Alert frequently is a copy of the suggested statements provided in the DPH "Health in Day Care Manual". It contains information on the date of exposure, incubation period, symptoms and duration of typical illness, and treatment suggestions.

Health Requirements

Medical History and Examination: This form must be on file, before a child starts in our program. Every six months the Executive Director is responsible for maintaining up-to-date records of children's immunizations, health, and record of allergies. Parents are asked to have their child's physician return a record of immunizations and physical form after each annual check up.

Emergency Information Sheet: In each child's record there is an emergency information sheet. These forms designate some relative or friend who can assist the child when a parent/guardian is unable to be reached in case of an emergency. Parents are asked to tell us temporary emergency numbers (daily, if necessary), whenever they are not available at their usual emergency telephone number. Additionally, the forms have information about the parent's choice of hospital. The form also asks for information about allergies.

First Aid Release Form: All parents fill in a form, which indicates if the child can be given first aid and Tylenol. We also ask if we can use sunscreen, insect repellant and an anti-itch medication when appropriate.

Medication Schedule and Permission Slip: The Commonwealth regulations require that we have a signed permission slip authorizing us to give children medication prescribed by a physician. We also must have a signed permission slip in order to issue non-prescription drugs to children.

When a parent desires us to administer a required medication to a child, the parent fills in a permission slip and medication schedule. These forms are kept in the kitchen and posted in a log. The Head Teacher reviews this log each day. Only the Head Teacher gives medication. The following instructions are given to the parents:

Please write on the message board that your child has medication today. Then TO ASSURE CORRECT, PROMPT DOSAGE, PLEASE TELEPHONE A REMINDER TO THE STAFF AT THE PROPER TIME. When people are busy, it is not uncommon to be late. We do not want this to happen here, so please call and remind us. WHEN YOU HAVE MEDICATION FOR YOUR CHILD, PLEASE PUT IT IN OR ON TOP OF THE REFRIGERATOR OR IN THE LOCKED MEDICINE/FIRST-AID CABINET.

When the medication is used up or no longer needed, the permission slip will be put into the child's record and held as part of the child's permanent file.

Administration of Medication

All medication is labeled in its original container, with the child’s name, the name of the drug and the directions for its administration and storage. This does not apply to topical non-prescription medication, which are not applied to open wounds, rashes, or broken skin. The written record, the medication schedule and permission slip, is kept on file as part of the child's permanent record.
For non-prescription medications, written parental authorization with signature is required. Authorization is valid for up to one year only. Staff will try to contact a parent (guardian) prior to administering a non-prescription medication. Non-prescription medication is administered without parental confirmation when delay interrupts appropriate child care. Tropical medications such as petroleum jelly, diaper rash ointments and anti-bacterial ointments which are applied to wounds, rashes or broken skin must be stored in original container with the child’s name clearly labeled and used only for that child. Topical medications such as sunscreen, bug spray, calamine lotion, and .05 hydrocortisone ointment are administered with parental permission may be from a communally used container.

Location of Medication

Parents/guardians are asked to put the medication in the refrigerator, in a bin located on top of the refrigerator, or inside the locked first aid cabinet. The staff is told where to find the medication. All medication is kept out of a child’s reach and under proper conditions for sanitation, preservation, security, and safety. All unused medication is returned to the parent or discarded in biomedical waste.

Location of Allergy Information and Treatment Information

When a child has a known allergy or is allergic to food, bees or other known or unknown substances, this information is included in a large sign posted on the refrigerator and/or at the first aid box. The Head Teachers are instructed in treatment procedures. Medication that is necessary for treatment of the allergy is kept in the locked first aid cabinet or carried with the first aid pack when the child goes on a field trip.

PROCEDURES FOR HEALTH CARE EMERGENCIES AND ILLNESS

Introduction

Teachers are certified in first aid every year, and many also have annual CPR certifications. The center is located within approximately four miles to Newton-Wellesley Hospital. On campus, there is an Emergency Medical Support Service and rescue vehicles. The Brandeis University Health Services Center provides medical advice and a health newsletter for the Brandeis University community. When open, the center is staffed with at least one person certified in CPR and all teachers have training in First Aid. Should an emergency situation occur, the person(s) injured will be attended to first, in accordance with the National Safety Council / American Red Cross procedures. When an adult is available to call for help, a list of phone numbers for emergency services is located next to all telephones, and in each First Aid Pack. Parent(s) are contacted as soon as feasible and a written report is filled out. When a child is ill, the center has procedures for contacting the parent(s) and for providing a quiet separate space for resting the child. The staff routinely checks first aid supplies and emergency parental contact information. When off site, the person leading the group carries the emergency telephone numbers, first aid pack and is responsible for knowing the location of the nearest hospital.

Responsibilities of the Health Care Consultant

Our health care consultant is a physician whose specialty is pediatric medicine. Our Executive Director or his designee will consult with our Health Care Consultant (currently Dr. Sarabeth Broder-Fingert). The consultant approves these policies and approves the courses used for staff in first aid and cardiopulmonary resuscitation (CPR). The health care consultant makes quarterly visits to the center to inspect the facility, to train and certify teachers in the proper way to give medication. It is the Executive Director's responsibility to implement this Health Care Policy along with those required by the Massachusetts Department of Public Health (DPH) and the Department of Early Education & Care (EEC).

Transportation in Emergencies

On-site

When there is an injury or other emergency that requires immediate transportation, the center's staff will contact the EMT/Campus Police and Rescue. Once done, the staff will try to contact the child's parent or another adult on the child's emergency information sheet. [In the case of an injured adult, who is unable to communicate his/her wishes, the center will contact an adult designated in the file of the injured staff member.] We will wait for a legal guardian to arrive at the center when the injury is not life threatening or when a physician or EMT determines that the nature of the injury does not require immediate departure for the emergency facility. When time is critical, a staff member will accompany the child. We use an ambulance to take injured people (i.e. the child and his parent or someone with whom s/he is comfortable to the hospital).

On-Campus
When there is an injury or other emergency, which requires immediate transportation, the center's staff will contact the EMT/Campus Police and Rescue at the numbers listed above. Once done, the staff will contact the center so that a designated staff member can try to contact someone on the child's emergency information sheet. When the injured person can be brought back safely to the center, this will be done. At the center, the on-site procedures will be followed.

**Off-Campus**

When there is an injury or other emergency, which requires immediate transportation, the center's staff calls the local Police and Rescue. Once done, the staff will contact the center, so that the staff can contact someone on the child's emergency information sheet. The parent/guardian is told about the injury and where to go to be with the child. An ambulance is the preferred means of transportation for a person requiring immediate emergency care. When an ambulance is used, a familiar adult will accompany the child to the hospital.

**Notification of Parents**

A record of work, home and emergency phone numbers for parents/guardians is kept in each child's record. A telephone Executive Directory is maintained with these numbers in the office and at each telephone. The Executive Director is responsible for maintaining this record and Executive Directory. When an emergency or illness occurs, the staff will contact the parent/guardian as soon as feasible.

**Procedures when Parents Can Not Be Reached**

Each parent is required to have on file an enrollment form which cites the names, addresses, and phone numbers of at least two adults who are authorized to care for their child when the parent is not reachable. When the child's parent(s) are not reached, a teacher who is known to the child will stay with the child until one of the authorized adults comes to be with the child. Should the assigned teacher need assistance, he/she will contact the Executive Director. The Executive Director will ensure that a member of the staff stays with the child until a parent or guardian arrives.

**Emergency Procedures for Field Trips**

When leaving the center for walks on campus or travel off-site, an emergency first aid pack is carried along. The pack contains the first aid items required, including emergency phone numbers. When first aid is required, the staff will administer first aid in accordance with National Safety Council / American Red Cross procedures. As soon as it is possible for an adult to use the telephone, the staff will contact the center, and call rescue for emergency assistance [note: The location of the nearest hospital along the route is part of the responsibility of the teacher planning trips off-site.] At the center, the staff is responsible for contacting a parent or someone on the child's emergency information sheet. The parent/guardian will be given information about the child's injury and instructed as to the best location to meet their child.

**Response Plan for Severe Food Allergy Reactions or Other Allergen Anaphylaxis**

Our policy requires the following:

- At the time of enrollment [or when discovered] the parent(s)/guardian(s) must identify that a child has a known food allergy or other precipitators of a severe allergic reaction (e.g., bee stings). This is reported on our Health Form, Developmental History Form, and First Aid and Medical Release Form.

- A parent or guardian must provide us with a history of the child’s reaction(s) to these foods or other allergen. To the best of a parent’s knowledge we would like to know:
  - How long has the severe allergy been evident?
  - What symptoms occurred?
  - How did the reaction progress (slowly, quickly, abate, then quicken)?
  - How were the reactions treated?
  - How the parent handles special events, such as birthday parties, eating at friends or in restaurants?
  - How responsible the child is in avoiding such foods?

- If the child is deemed by their doctor to be at-risk for possible anaphylaxis, the parent/guardian must fill out our Medication Schedule and Permission Slip. This will indicate to the staff what procedures and medications to administer.
When Epinephrine, adrenalin, (usually by EpiPen) is to be administered, one pen is required. However a backup EpiPen is requested for walks and other trips away from the center.

A conference is held with parents, teachers, and other appropriate individuals (i.e., Executive Director, health care consultant) to discuss the child’s individual situation and to set up a plan of action to meet the child’s needs in the school setting. Each year the situation is reviewed and adjustments made as needed.

When a child with a known food allergy is at-risk of a severe reaction (i.e., anaphylactic shock) the center will ban or quarantine the use of the food allergen.

Parent/Guardian of a child with a food allergy will provide substitute snacks or treats for birthday parties or special events (such as school pot-luck meals) where knowledge of ingredients is not possible.

The center will ensure that adults responsible for the direct care of the child know how to recognize and administer treatment for anaphylaxis. Staff is given a copy of our paper, Anaphylaxis, with their orientation and are told which children are at-risk.

Posting of foods to which the child is allergic, and symptoms associated, is done in the kitchen and lunchroom and other health information sites.

In some situations, it is helpful to educate the child’s classmates as to the nature of the allergic reactions and food allergens.


Walks and Transportation of Children Away from the Center

Since our program started in 1971, the staff and parents have enjoyed taking the children on discovery walks around the campus and on off-campus outings. We feel that it is beneficial for the children to see parents working, and to visit laboratories, museums, theaters, libraries, gyms, athletic fields, our computer center and similar educational facilities. Additionally we have transported the children off campus to museums, gardens, farms and orchards, firehouses, for hikes in the woods, to city hall, and to factories, where the focus has been to provide important educational information.

Walks on and off campus

Before the children leave the center, the teacher in charge of the group will fill out a “Walks Form.” The Head Teacher must help plan the walk that the children are to take. The Head Teachers must take responsibility for the group on the walk.

1. Two or more adults will accompany children.

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<td>19</td>
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<tr>
<td>Certified Teacher + 4 TAs</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td>19</td>
</tr>
</tbody>
</table>

2. Only Head Teachers can take up to three children on walks without an accompanying adult.

3. If the Head Teacher and the Executive Director believe that a child needs regular walks for special attention or other educational reasons, a TA may be assigned to this work. If a TA is assigned, the child's parents must agree to the assignment and to the educational need.

4. A first aid kit must be carried on the walk.
Discipline Policy on School Trips

Our strategy is to provide books, music and story tapes, and activities to occupy the time and attention of the children. When a child's behavior endangers the safety of others or him/her self, as would be the case when a child refuses to wear a seat belt, the vehicle must be stopped at the nearest safe place. The child may be asked to leave the vehicle with the driver or aide for a moment. When the adult believes that the child seems ready to follow the safety requirements, the child may return to the vehicle. Should a child refuse to leave the vehicle when asked, the driver may evacuate the entire vehicle, requiring all the children to hold hands with each other or an adult. When the driver returns to the center, the driver is to report the transportation difficulties to the Head Teacher or the Executive Director.

Use of Private or Rented Vehicles

Parent permission is essential before a child can be transported in a vehicle. When parents are driving it will be the policy:
1. That each child must be secured in a seat belt or car seat before the vehicle is in motion.
2. To have an assistant in the car for every three children.
3. To carry a first aid kit in each vehicle that transports children.
4. Insurance on the vehicle must be $50,000-$100,000 or higher, and a photocopy of this must be on file with the driver’s license in the office.

When the center rents a vehicle and driver:
1. The vehicle must conform to Commonwealth of Massachusetts Child Passenger Safety Rules, Codes and Regulations.
2. Vehicles carrying more than seven children must have a school bus-certified driver.
3. There must be at least one adult on the bus or vehicle for each four children.
4. Each child must be secured in a seat belt or a car seat before the vehicle is in motion.
5. A first aid kit must be carried in the vehicle.

When the Center uses a Brandeis University vehicle or rents a vehicle and supplies its own driver:
1. There must be at least one attendant in addition to the driver.
2. Each child must be secured in a seat belt or a car seat before the vehicle is in motion.
3. A first aid kit must be carried in the vehicle.
4. The vehicle can carry no more than seven children at a time.
5. If the driver has a school bus driver's license, then more children can be transported, up to the number of seat belts or car seats in the vehicle.
6. There must be at least one adult on the bus or vehicle for each four children.

Policy on Institutional Child Abuse and Neglect

In the event of suspected institutional abuse or neglect, the Executive Director or the Clerk would meet with the suspected individual. [In the case where the Executive Director is suspected of abuse or sexual harassment, the President of the Board of Directors (or his/her designate) will meet with the Executive Director.] When abuse or neglect is suspected, the incident of alleged abuse or neglect will be reported to the Department of Children and Families, which is charged with the responsibility to investigate the allegation. During this period of DCF investigation, the individual is suspended with pay. The EEC and the Voucher Management Agencies will also be informed of the action taken. Staff members who are the subjects of substantiated reports must be terminated from employment.

Policy on Photography, Film or Video Taken of Children and the Use of Children's Art

This policy defines the use of photography, film, videotape and electronic reproduction at the Lemberg Children's Center. The policy approved by the Board of Executive Directors on each is considered in four contextual purposes: educational, research, fundraising, and publicity.

Educational Purposes

We define “educational purposes” to mean
- The use of photography displays in the classroom (e.g., on a child’s cubby or bulletin boards).
- The use of photos and video of children and staff to reshow to the children, parents and staff (e.g., of a play being performed, of children engaged in activities, of a center party) and to keep for the Center’s archives.
- The use of photo or video to be reviewed by teachers and trainees for examining their work with children.

Effective until rescinded, the Center’s policy encourages photos to be taken for educational purposes. A guardian may request in writing that a child not appear in video or photos taken for these purposes; however, the center (and its agents)
cannot assure compliance. A guardian who does not wish photos or video to be taken for educational purposes is advised to consider another program, since the staff is encouraged to use photography and video for educational purposes.

Research Purposes
The Center defines “research purposes” to mean

- The use of photos, film or video as a part of an approved research project. (A “Human Subjects Committee” of an accredited university or hospital must approve the research. The expressed purpose of the photography or video must be clearly stated in the study and approved by the Center.)
- Photo or video taken while observing children for a course of study at an accredited university or high school.

Photos, film or video intended for the use of a research project or study are not permitted until written permission from a guardian has been provided to the Executive Director (or Head Teacher). Prior to making a request for parental approval, the research investigator(s) is/are required to have approval of the research project in accordance with the Center’s Guidelines for Research. Completed guardian approval forms are kept in the child’s permanent record.

Photography or video intended for private use of an observer (who at the time of the observation is involved in a course of study at an accredited educational institution) requires parental or guardian permission.

Fundraising Purposes
The Center defines “fundraising purposes” to mean

- The taking of photographs, making of films or video, the use of a child’s art for sale.

Photographs, video or children’s art may be used for sale to families, friends and the public (e.g., school photos, class pictures, and children’s art for Valentine’s Day sale.) Guardian permission is included in the publicity use approval form.

Publicity Purposes
The Center defines “publicity purposes” to mean

- The use of photography, film or video for advertising, public relations and fund-raising for the classrooms, other Lemberg Children's Center corporate activities or Brandeis University.
- The use of photography, film, video, or child art in program literature, advertisements, in print, electronic media or other public display.
- The use of photography, film, video, or child art for use by journalists in print or electronic media related to the Center and its operations.

Photographs, video, film or children’s art is released only with approval of the child’s guardian. At the time of admission to the program, a form requesting guardian approval is provided. The completed form is kept in the child’s permanent record. Once guardian approval has been granted, objects in the public domain may continue to be used by the Lemberg Center for the purposes approved. Changes to this original release document are the guardian’s responsibility. Once a disapproval of publicity or fundraising uses is on file, no photos, video or electronic transcriptions will be made for this type of use.

DEPARTMENT OF EARLY EDUCATION AND CARE RULES AND REGULATIONS

The Department of Early Education and Care (EEC) is the state agency responsible for licensing and monitoring group childcare programs. The following regulations are included in this handbook in accordance of state regulations (606 CMR 7.0). Questions about childcare and concerns that are not addressed by the Center's staff or Board of Executive Directors may be brought to EEC. Our regional EEC office can be reached at 1250 Hancock Street, Suite 120-S, Quincy, MA 02169; Phone (617)472-2881 Fax (617)472-2722.

606 Commonwealth of Massachusetts Regulations (CMR) 7.

A copy of the licensing standards for child care programs is available in the Office for you to review at any time. You may also download a copy of them at: www.eec.state.ma.us

Early Education and Care > Regulations & Policies > 2010 Regulations for Family, Group and School Age Child Care
On the next page a few regulations are summarized.
Center Administration and Designation of Administrator

The licensee shall designate in writing at least one person who meets the administrator requirement of 606 CMR 7.04 (2) and who is duly authorized to act as an agent for the licensee and who shall be responsible for the center administration as set forth in the administrative plan.

(b) The licensee shall establish, in writing, an administrative plan for the operation of the center including: business management and record keeping as required by 606 CMR 7.01-7.14; development and maintenance of the early childhood education of the program of the center, including, children with disabilities and if applicable, infants and/or toddlers; staff development, supervision and training; parent involvement and social services.

Family Involvement

Parent Visits. The licensee shall permit unannounced visits by parents to the center and their child's room while their child is present.

Parent Input. The licensee shall have a procedure for allowing parental input in the developmental of center policy and programs. The licensee shall provide an explanation to the parent(s) when a parent(s) makes a suggestion as to the program or policy of a center and the suggestions are not adopted by the licensee. If the parent requests a written response, the licensee shall respond in writing to the parent.

Reports to Parents. The licensee shall, periodically but at least every six months, prepare a written progress report of the participation of each child in the center's program. This report shall be maintained in the child's records. The licensee shall provide a copy of each report to the parent(s) or meet with them at least every six months to discuss their child's activities and participation in the center. In addition:

- (a) for infants and children with disabilities, the licensee shall complete a written progress report of the child's development every three months, and provide it to the parent(s).
- (b) the licensee shall bring special problems or significant developments, particularly as they regard infants, to the parent's attention as soon as they arise.

Parent Conferences. The licensee shall make the staff available for individual conferences with parents at parental request.

Records and Confidentiality

Children's Records. The licensee shall maintain a written record for each child, which includes:

- (a) A face sheet or sheets, which identifies the child by the following information, where available:
  1. the name, date of admission, date of birth, place of birth, and primary language of the child and parent(s), if other than English.
  2. the parent's name, address, and phone number (home and business);
  3. name, address and phone number of a person to contact in case of emergency when the parent is unavailable;
  4. sex, race, height, weight, color of hair, color of eyes, and any identifying marks;
- (b) Copies of periodic progress reports and conferences with the child's teacher are required at least twice in the year.
- (c) Medical records indicating the child's health while enrolled, including admissions and physical examinations, as required in Health Care Policies and a record of any prescribed medications administered to the child.
- (d) Individual program plans, and periodic review of such plans, for any special needs child, as required
- (e) All necessary authorizations and consents and information are required
- (f) All pertinent correspondence concerning the child, including referrals for social services, as required in 606 CMR 7.01-.14

Maintenance of Records. The licensee shall maintain records which shall be legible, dated and signed by the individual making the entry. The licensee shall continually update all information in the child's record. The licensee shall retain records for a period of at least five years after a child has left the center unless the record has been transferred to the parent, as provided for in 606 CMR 7.01-.14

Confidentiality and Distribution of Records. Information contained in a child's record shall be privileged and confidential. The licensee shall not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without the written consent of the child's parent(s). The licensee shall notify the parent(s) if a child's record is
subpoenaed. The child's parent(s) shall, upon request, have access to his child's record at reasonable times. In no event shall such access be delayed more than two business days after the initial request without the consent of the child's parent(s). Upon such request for access the child's entire record, regardless of the physical location of its parts, shall be made available. The licensee shall establish procedures governing access to, duplication of, and dissemination of such information, and shall maintain a permanent, written log in each child's record indicating any persons to whom information contained in a child's record has been released. Each person disseminating or releasing information contained in child's record, in whole or in part, shall, upon each instance of dissemination or release, enter into the log the following: his name, signature, position, the date, the portions of the record which were disseminated or released, purpose of such dissemination or release, and the signature of the person to whom the information is disseminated or released. Such log shall be available only to the child's parent(s) and center personnel responsible for record maintenance.

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

Amending the Child’s Record.

(a) A child's parent(s) shall have the right to add information, comments, data or any other relevant materials to the child's record.
(b) A child's parent(s) shall have the right to request deletion or amendment of any information contained in the child's record. Such request shall be made in accordance with the procedures described below.
   1. if such parent(s) is of the opinion that adding information is not sufficient to explain, clarify, or correct objectionable material in the child's record, he shall have the right to have a conference with the licensee to make his objections known;
   2. the licensee shall, within one week after the conference, render to such parent(s) a decision in writing stating the reason or reasons for the decision. If his decision is in favor of the parent(s), he shall immediately take steps as may be necessary to put the decision into effect.

Transfer of Records. Upon written request of the parent(s), the licensee shall transfer the child's record to the parent(s), or any other person the parent(s) identifies, when the child is no longer in care.

Notification to Parents. The licensee shall notify the parent(s), in writing, of the provisions of 606 CMR 7.01-7.14 at the time of the child's admission to the center and thereafter, in writing, at least once a year.

Information Required by the Department of Early Education & Care

Availability of Information to the Department: notwithstanding 606 CMR 7.01-7.14 upon request of an employee, authorized by the Commissioner and involved in the regulatory process, the licensee shall make available to the Department any information required to be kept and maintained under these regulations and any other information reasonably related to the requirements of these regulations. Authorized employees of the Office shall not remove identifying case material from the center's premises and shall maintain the confidentiality of individual records.