



GUIDEBOOK 2019-2020

A HANDBOOK OF POLICIES AND PROCEDURES FOR PARENTS & GUARDIANS

ORIENTATION AND OTHER ORGANIZATIONAL INFORMATION

The Gersh and Sarah Lemberg Children's Center, Inc.

Brandeis University, MS#44

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IMPORTANT PHONE NUMBERS

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Classrooms :	
Butterflies & Hummingbirds	781-736-2383
Explorers & Globetrotters	781-736-2384
Navigators	781-736-2381
Voyagers	781-736-2386
Pathfinders	781-736 - 2206
If unable to reach us in an emergency:	
Brandeis Public Safety	781-736-5000

ABOUT THIS GUIDEBOOK

Dear Lemberg Parent and Community Member,

This *Guidebook* lists many of our policies and practices that we've developed over the years. While it is a resource to our policies and procedures, many practices change as we learn better ways and situations require. This guide to our policies can be questioned and altered. When you have questions or suggestions, please speak with your assigned classroom's Head Teacher, your classroom parent representative, our office staff, or to our Executive Director. Call (781) 736-2200 [24 hour answering / Office]. You may also e-mail <lemborg@brandeis.edu> or me baker@brandeis.edu.

SUGGESTION FOR READING THIS GUIDEBOOK

Start with the Table of Contents. The topics are organized to meet the requirements for this type of guide required by the Massachusetts Department of Early Education and Care (EEC), our state licensing agency. Some topics provide substantial detail in order to meet the specific procedures and protocols mandated by state licensing. When you start with the table of contents you should be able 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.

FINAL COMMENTS

1. For us, your involvement is essential. We want to learn about you and your child. Teach us about the holidays you celebrate, what your personal interests are, your home language (if not American English), or about your work, and aspirations. We look forward to discussions with you about children's development and sharing diverse strategies for helping us all grow as educators and coaches for children. Several parents come in to do activities with us and occasionally have asked friends to join in providing enrichment opportunities here.

2. Please visit. Come for lunch, join us during activity times, browse and borrow materials and books in our library and center. We have some books and cuddly animals in our lobby for your child to take home over-night. Many of us find that leaving at the end of the day is easier when we ask the child if they'd like to pick out a book from the library to take home over-night.
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) tax-deductible not-for-profit charity and educational institution.

Sincerely,

Howie

Howard Baker, Executive Director

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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 full-day high quality day care for their young children as well as a community dedicated to thinking about diversity and supporting children's learning that research revealed as most successful for their developmental stage. 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 education and care and emergent curriculum".

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, positive, and comfortable with each child.
- We expect parents to serve on our Board of Directors or do other Lemberg community work.
- We are open all year, 50 hours a week.
- 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 facilities, curriculum, and the ways we attend to the needs of each child and parent. In 2014, with the architectural guidance of D. W. Arthur Associate, Brandeis University Facilities and Psychology Department, we designed our current building for our program model with observation spaces for the learning of all. 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 value a good working relationships with other community and state agencies, and we participate actively in supporting the development of high quality childcare in the US and internationally. While doing global work, 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.

Our educational principles and curriculum are based on inclusive practices and an anti-bias approach to education. We include the following four goals of anti-bias education in all of our work with children and families:

1. Each child will demonstrate self-awareness, confidence, family pride and positive social identities.
2. Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
3. Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
4. Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

(From: Derman-Sparks, L. and Julie Olsen Edwards (2010) Anti-Bias Education for Young Children and Ourselves Washington DC: NAEYC, pp 4-5)

We design and implement a curriculum that

- prioritizes sensitivity to cultural, racial, cognitive and physical differences.
- is based on developmental and relational psychology theories and encourages adults to understand that play is an important way in which to learn.
- is flexible, open and creative.
- plans times when children can play in mixed age groupings.
- incorporates an emergent approach to education, which encourages our teachers to observe the interests of each child, and to provide a choice of activities based on these observations.

- encourages the resolution of conflicts peacefully, using models that respect children.

The families in our center have different cultural, ethnic, and religious backgrounds. Throughout the curriculum we discuss these, and other important aspects of our families as we learn about and discuss family traditions, family beliefs, and other facets of race, ethnicity, culture, and ability. We are non-sectarian and present information from the point of view of the child. We welcome families to work together with us to incorporate these ideas into the classroom.

Holidays are the focus of many family and cultural traditions. At Lemberg, we recognize and discuss holidays as a method of learning more about children and their families. We plan our curriculum on an emergent basis and reflect children's immediate needs and interest in our learning experiences. Our curriculum is also based on developmentally appropriate practices and tailored to meet the individual needs of the children in a particular group. Therefore, the amount of time spent and emphasis on holidays will vary by classroom.

ORGANIZATION OF THE LEMBERG CHILDREN'S CENTER

The Gersh and Sarah Lemberg Children's Center was named in memory of Samuel Lemberg. Samuel and Lucille Lemberg were among the founding benefactors of Brandeis University. Though our mission is aligned with Brandeis University, we are separate corporation approved by the US Treasury IRS as a not-for-profit 501 c 3 charity. This year we are in reaccreditation review by the National Academy of Early Childhood Programs (NAEYP) and licensed by the Massachusetts Department of Early Education and Care (EEC) and participating in the MA Quality Rating Information System (QRIS). The present facility is handicap parking (HP) accessible and provides full-time care, five days a week for 72 children ranging in age from one month through six years. Parents contract and pay for full-time childcare unless contracted to a split week with another family. We do accept Child Care Vouchers from the Commonwealth of Massachusetts as another form of tuition contract.

We open at 8:00 A.M. and close at 5:45 P.M.¹. 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 to the Board of Directors and are welcome to be active board members and come to all meetings. There are at least 6 board meetings during the year, usually one a month during the school year, usually held on Monday evenings from 5:45 pm to 7pm on the Brandeis Campus. The meeting dates and locations are posted in the parents' section of our website.

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 groceries and supplies,

¹ From August 23 - ?? hours of care are 8:30 am - 5:00 pm

cleaning on weekends, helping out in the classrooms, setting up our computers, or leading workshops in areas where you have expertise or personal interest.

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 as well.

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, caste, 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). 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

The Lemberg Children's Center at 457 Old South Street is a 6,200 square foot facility on about an acre, near the Brandeis athletic fields and the main entrance to campus. We opened here on June 10, 2014 and started infant care for the first time on August 22, 2014. Our staff worked closely on the building's design with D. W. Arthur Associates Architecture and Brandeis University and on the surrounding garden and playground with StudioMLA Architects. The Firefly Scientists' Community Garden and Playground had its grand opening celebration on October 22, 2016. The facility is continually growing and being enriched.



Our building has two floors. We have four classrooms for infants, toddlers and young preschooler downstairs, along with our offices. On the second floor there are two larger preschool classrooms, which are home to the Navigators and Voyagers. Additionally, the building has two smaller rooms, or “studios”, that are used by different groups at different times, as well as a large multipurpose room, a kitchen for making snacks, observation spaces, and direct access to the preschool playground and our gardens from the downstairs classrooms. Our furniture is designed specifically for each age mostly by Community Playthings and several rooms have lofts for children to alter the levels of view for children and spaces for cozy and child-centered activities. Each year the teachers make their own extensive changes to prepare the classrooms for the children they will have and during the year they alter the layout to meet the developing skills and needs of their children. Our goal is to keep the classrooms homey, welcoming, and organized attractively for

learning experiences. Each year, new equipment will be added to replace worn out items and parents are invited to help paint and repair equipment in the classrooms. We have lots of equipment including musical instruments, a piano, several 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. Our Firefly Scientists’ Environmental Education Program Manager and Our Firefly Garden Manager work together to lead our community and collaborate with the Brandeis University Environmental Studies Program, student groups, and other community agencies in the transformation of the gardens into a very special environmental education program. Across Old South Street is the Brandeis track and field complex, open spaces that we use for sledding, parachute play, and ball games. Additionally, we visit Brandeis University museums, theaters, offices, laboratories, athletic facilities, and ponds. Given all that is nearby, there is little need for off campus field trips.

CLASSROOM ORGANIZATION

SCHOOL YEAR PROGRAM



Upstairs in the preschool are the Voyager Classroom and the Navigator Classroom. We also have two small classrooms, designed as an Art Studio and Music/Movement Studio, as well as a multipurpose room that is frequently used for gross motor and dramatic play activities. Each preschool class has two Head Teachers, a Teaching Fellow and two to five teaching assistants or interns. 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 their 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 four classrooms on the first floor allow us to have great flexibility with our enrollment of children from as young as one month to 3 years of age. We

prefer to keep children and teachers together for the school year and can loop teachers with children to continue the strong relationship that frequently helps young children thrive in a trusting environment. The Explorer and the Adventurer Classrooms were designed for toddlers and young preschoolers. Each classroom has a maximum of nine children, ranging in age from 15 months to 3 years and must have two educators, though we frequently have 3-4 in each room. Each room has a Head Teacher and a Teaching Fellow assigned as primary caregivers and together they share a full-time teacher and several teaching assistants who are usually Brandeis University undergraduates. Head teachers usually have a master's degree and several years of experience, while our Teaching Fellows are usually recent graduates of a bachelor's degree program in early education or psychology. The Butterfly and Hummingbird classrooms provide a home base for our youngest children. The Butterflies range in age from 2 months to approximately 11 months (given the varied ages of infant accepted). We call our mixed age infant-toddler classroom the Hummingbirds. Each of these rooms is staffed with a Head Teacher, a returning Teaching Fellow, and a new Teaching Fellow, as well as teaching assistants to maintain 3-4 adults in the room. Each classroom has seven to nine children at a time.

We believe in family groupings. This means that Butterflies/Hummingbirds, Explorers/Adventurers, Navigators, and Voyagers may have time to play and work together in small groups. We have scheduled hours in the day for small groups of 4 or fewer children as well as having the children in supervised large groups (8 or more). Music and physical exercise are daily experiences and essential part of our routine and curriculum. We have a large indoor multipurpose space set up with mats as well as areas of classrooms for exercise. Fridays is Gymnastics in the morning. An

instructor from Rhythmic Gymnastics Boston leads groups of children with hoops, batons, and balls. Also, as we end the week Friday afternoon at 4:05 we have a music time called "Aloha Friday" when everyone is together singing. One of our head teachers Scott Kepnes, a well-regarded singer-songwriter, teams up with several of our teachers and college students for the event. We will rotate classrooms as one of the ways to make this a fun and not too big and overwhelming time.

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. 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 classrooms 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, Preschool and Toddler groups may become more involved in activities together. This happens most frequently on the playground. However, children also visit each other's classroom. 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 throughout the school year. A calendar of events is posted under the Current Parent's section at <http://www.brandeis.edu/lemborg/parents/> and in each classroom. Our website is password protected for security reasons. A username and password will be provided at the beginning of each program year. If you forget or lose the password, email us at lemborg@brandeis.edu and we will send it to you.

SUMMER PROGRAM

The summer program is a separate program. Parents sign a separate contract from the school year program. The summer program is highly acclaimed by parents, too, but it has several important differences from our school year program. Most importantly, we have only some of our school year Head Teachers working, with our Teaching Fellows taking on more leadership of the classrooms. Our curriculum gains from being able to be outside for much more of the day, with wading pools for cooling off and lots of time for exploring in our gardens and wooded areas on campus. Though many of our school year teachers work in the summer program most of our Head Teachers have time to renew and pursue professional development opportunities. This is a benefit that 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 full time. Our class size can be a little as 5 or as many as 20 (for preschool) 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. Otherwise, our policies, procedures and expectations for parents, children and employees in the summer are the same as they are during the school year program.

We have an excellent planned curriculum and caring, intelligent teachers. Planning for summer begins in February, and by late May our Summer Program Director and the Head Teachers have begun preparing teachers and children 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 assistant teachers ample time to work with lead teachers and develop closer relationships with children, create 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 and grow even closer and more trusting.

FEBRUARY VACATION WEEK CAMP SIGN UP

During the four (4) days following President's Day in **February**, (for ex. Feb 18-21, 2020), area public schools are closed, Brandeis University does not hold classes, and Lemberg CC is closed for vacation as well. This is an excellent time for many of our educators and families to get a week's vacation and come back refreshed during the winter months of the school year. However, we recognize that some families need childcare that week and so we are offering a limited number of spaces Tuesday-Friday (Monday is President's Day and a national holiday, and Lemberg and Brandeis are closed). Those needing childcare may sign up for spaces by filling in the survey as explained below. This is an additional program and you will be charged a four day rate of 90% of your monthly tuition rate divided by 4. If you choose to come one or two days, the daily rate charges are based on your current monthly rate x .05. Three days is charged at 72%. **By signing up you are agreeing to pay the fees for the vacation camp days unless you have provided a written notice by January 20, that you no longer wish your child to attend camp.**

We can have 9 children in the mixed group of Butterflies/Hummingbirds, 9 children who are Explorers/Adventurers, and up to 20 in a mixed group of Navigators/Voyagers. February Vacation Week hours will be 8:00AM to 5:45PM. Sign-up for your child(ren) is on a first-come, first-served basis, or until this sign-up closes on November 20.

When adding your child to the sign up, please enter your child in their current classroom type, such as a Butterfly in the Butterfly/Hummingbird Group or an Adventurer in the Explorer/Adventurers so that your child will be with their current friends and teachers. If there are no spots/slots left in your child's classroom group, please write to the Director. There will be a wait list based on date and time of your email. Though we cannot guarantee everyone wanting care during vacation week will get a spot, we will work to make this possible.

ADULT TO CHILD RATIO

Having a lot of adults in the classrooms to help children is important in our model. We maintain a 1:3 ratio or better in the Butterfly and Hummingbird classrooms and 1:4.5 or better in our classrooms for toddlers and young preschoolers. You will often see 4 or more adults in our Navigator and Voyager classrooms. The state licensing requirements are 2:7 for infants, 2:9 for toddlers and 1:10 for children over 2 years and 9 months. Our infant and toddler children (children under 2 years 9 months) are always supervised by sight and sound as required by NAEYC accreditation standard 3.C.02. There are occasions when preschoolers (over 2 years 9 months) will be out of view but not out of hearing range – such as going to the toilet without an adult (NAEYC standard 3.C.04).

We have designed our facility with windows on doors and half walls in most bathrooms, so children and adults can be observed easily.

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.

The building is locked at all times. Access inside the main entrance requires an ID card (see Parking on p.25), or for office personnel inside to open it. 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 to get entry must be authorized by us and provided on photo IDs by the Brandeis Card Office and Public Safety. Lemberg community members who are not Brandeis employees or students are also issued non-employee ID Cards. Please be sure to keep the Lemberg Center Office Staff aware of lost or missing Access IDs. A lost card can provide access to the center by unauthorized individuals. Please help us maintain an appropriate level of security. For the safety of children and our community it is very important for parents and staff to have their ID Access Cards with them to enter the Children's Center. Lemberg educators participate in regular trainings for security and safety. This includes First Aid, CPR, and evacuation for several different kinds of emergencies as well as lockdown or sheltering in place.

The Center opens at 8:00 AM. If a parent needs childcare earlier, arrangements are made with our Executive Director or our Office Administrator. Please bring children in by about 9:15 am. Classroom teachers can speak with you about the easiest time for your child to transition into school. We often find for toddlers and preschoolers, that 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. After 9:15 it is no longer as easy for a parent to speak with a Head Teacher without interrupting the teacher's plans with their class.

PICK-UP FROM CHILDCARE

The Center closes at 5:45 pm. Our staff works only until 6PM, and before they leave, they wish to discuss the effectiveness of the day's activities with each other as well as finish cleaning 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. Much of this information is shared digitally throughout the day in the younger rooms, and at least weekly in the preschool rooms. This year all our classrooms are using a program for sharing classroom information and photos called Kaymbu. Apps are available free for cell phones, iPods and tablet computers. For more detail please send us an email or call during the day at 781-736-2200. **If you believe you will arrive after 5:45 pm, please call us at 781-736-2200 to alert the Head Teachers.**

Please leave classrooms by 5:45PM, so Head Teachers can meet with their staff about the program and days activities as well as clean up to go home. If you need childcare after 5:45pm, please make arrangement with the Director (see Additional Child Care Arrangements).

Fees for after-hours care at Lemberg are part of your contractual agreement with the center. See your contract for details.

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 \$15 per hour, but maybe higher depending on the staff doing the coverage. We are required to have two educators in the facility and at least one certified teacher for your child's age.

When you are unable to pick up your child and be out of the Center by 5:45 but will be here before 6:00 pm, our Executive Director or Director of Staffing can arrange for a teacher to help your child gather their coat, lunchbox and other items and then take your child to wait for you in our lobby, multipurpose room or studios.. The charge for this service will depend 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 weekend and after-hours childcare for Lemberg families. After hours and weekend childcare arrangements with a student employee is not part of the services provided by Lemberg. This is a private agreement between a family and a caregiver. Lemberg does not supervise or accept any responsibility for these private caregiving situations.

CALENDAR

We are open Monday through Friday, twelve months of the year, from 8:00 a.m. to 5:45 p.m. We are closed on most national holidays, the week between Christmas and New Year's Day, Presidents' Day week and one week in late August. There are many Brandeis and state holidays when Lemberg is open and we do not charge extra for having children here. Check our calendar for the specific dates. This is a general format of the calendar that will be provided to you:

- Dates Closed: next to last week of August, Labor Day, Indigenous Peoples Day (formerly Columbus Day), Thanksgiving and the day after, December 24, the week between Christmas Day and New Year's Day, Martin Luther King Day, Presidents' Day and the 4 days which follow (child care provided at extra charge), Patriots' Day, Memorial Day, June 23 and Independence Day.
- Sign-up: We will poll to ask if your child will be here on the following days: Rosh Hashanah & Yom Kippur (when they occur on weekdays), the afternoon before Thanksgiving, the afternoons before major public school or Brandeis breaks particularly for Passover, and Good Friday.
- 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.
- Last Day: School Year Program ends the Thursday before the summer program begins.

DAILY ROUTINE AND SCHEDULE BY CLASSROOM

PLEASE NOTE THESE SCHEDULES ARE SUBJECT TO CHANGE.

VOYAGERS DAILY ROUTINE

8:00	Center opens for children
8:00-9:20	Free Choice of Activities from Teacher Selected Materials – inside
9:20-9:30	Clean-up for snack (includes toileting and washing up)
9:30-9:50	Snack
9:50-10:15	Large Group Time
10:15-11:00	Small Group Activities – Planned projects
11:00-11:30	Independent activities /walks/ movement
11:30-12:00	Outdoor Play
12:00-12:45	Lunch (includes toileting and washing up)
12:45-1:00	Book Time
1:00-2:00	Rest / nap time / story tapes
2:00-3:30	Outdoor Play or Free Choice of Activities
3:30-4:00	Snack (includes toileting and washing up)
4:00-4:30	Large Group Time
4:30-5:00	Small Group Activities – Planned projects
5:00-5:45	Small Groups / Free Choice of Activities / Clean-up (includes toileting and wash up)
5:45	Closing

NAVIGATORS DAILY ROUTINE

8:00-9:05	Free Choice Play from Teacher Selected Materials
9:05-9:10	Clean up, sit, wash hands for snack
9:10-9:30	Snack
9:30-10:00	Free Choice Play from Teacher Selected Materials in classroom
*9:40	Bathroom Time during Free Choice Play from Teacher Selected Materials
10:00-10:20	Group Time
10:20/10:30	Activities
11:00-11:30	Outside Time
11:30-12:00	Lunch
12:00-12:25	Books / Bathroom Time
12:25-2:00	Nap Time
2:00-2:30	Start Wake-Up / Bathroom Time
2:30-2:45	Snack
2:45-3:45	Outside Time
3:45-4:15	Group Time
4:15/4:20-4:45	Activities inside
4:45-5:00	Bathroom
5:00-5:30	Free Choice Play from Teacher Selected Materials in classroom
5:30-5:45	Clean-up and Book Time
5:45	Center closes

EXPLORERS AND ADVENTURERS DAILY ROUTINE

8:00-9:30	Arrivals, Free Choice Play from Teacher Selected Materials
9:00-9:30	Snack available (children may help prepare by setting table, scooping yogurt, etc.)
9:30-9:40	Clean-up and Greeting Circle (5-10 minutes to say hello)
9:40-10:00	Diapering and toileting during Free Choice Play from Teacher Selected Materials
10:00-10:15	Large Group Experience (songs, movement, finger plays, story time, Peaceful Touch, hands-on thematic activity)
10:15-10:35	Small Group Activities – Planned projects (art, manipulative, sensory, science, etc.)
10:35-11:30	Outside Time (gross motor time if weather keeps us inside)
11:30-12:00	Handwashing and Lunch
12:00-12:30	Diapering, Toileting, Books and Stories (quiet time, laps)
12:30-2:30	Lights out, Nap Time
2:30-3:30	Gentle wakeups, Diapering/Toileting, Snack available
3:30-4:15	Outside Time
4:15-4:45	Large Group Experience and Planned Small Group Activities
4:45-5:00	Diapering and Toileting during Free Choice Play from Teacher Selected Materials
5:00-5:45	Free Choice Play from Teacher Selected Materials, Goodbyes
5:30-5:45	Clean-up Time

These times are subject to change based on individual and group needs.

Teachers adjust the schedule to balance time alone and together; active and quiet play; fresh air and cozy times.

BUTTERFLIES AND HUMMINGBIRDS SCHEDULE

INFANT SCHEDULES ARE INDIVIDUALIZED WITH THE PARENT ACCORDING TO THE CHILD'S NEEDS AND PREVIOUS EXPERIENCES.

SUMMER GROUPS DAILY ROUTINE

8:00-9:50	Arrivals, Free Choice Play from Teacher Selected Materials - outside
9:50-10:00	Clean-up for snack (includes toileting and washing up)
10:00-10:10	Snack
10:10-10:30	Large Group Time
10:30-11:00	Small Group Activities – Planned Projects
11:00-11:30	Independent activities / walks / movement
11:30-11:50	Outdoor Play
11:50-12:00	Clean-up for lunch (includes toileting and washing up)
12:00-12:40	Lunch
12:40-1:00	Book Time / Story Tapes (includes toileting and washing up)
1:00-2:00	Rest / Nap time
2:00-2:15	Quiet Time (includes toileting, changing for swim, and washing up)
2:15-3:25	Water Play and Outside Activities
3:25-3:45	Changing
3:45-4:00	Snack (includes toileting and washing up)
4:00-4:30	Large Group Time
4:30-5:00	Small Group Activities – Planned Projects
5:00-5:45	Free Choice Play from Teacher Selected Materials / Clean-up Time / Goodbyes

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. To also learn about how you can support your child at home, please visit the Massachusetts Executive Office of Education's website at: <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/parent-and-family-support/>

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 lifestyles. We particularly encourage parental participation in these holiday celebrations and multi-cultural 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 engaging. 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 literacy development, creative expression, sharing ideas, and explaining and ordering the world.

PHYSICAL DEVELOPMENT

On our playgrounds, children are able to run, jump, climb, ride tricycles, play ball games, and dig in the sand. We have access to the Brandeis campus and athletic fields, which we use for sledding, ball games, and larger group activities. When inside, children dance and participate in varied movement activities and many exercises to strengthen their bodies and sense of balance. In addition, teachers plan activities that help the children strengthen their fine motor skills. Children are provided opportunities to draw, use playdough, and to build with small blocks and Legos. We often have creative drama, lots of dramatic play, along with some yoga and 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.

CHILD PROGRESS REPORTS AND ASSESSMENTS

Assessing your child's skills and learning is a joint family – school process. Learning about your child and your wishes for her/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 are essential as you know your child very well and we cannot support him/her and you without knowing what you think and want. There are formal parent-teacher conferences three times during the school year. During two of these, teachers will present a summary of the child's development, but during all, your agenda and information are paramount. 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 an Ages and Stages Questionnaire. 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 *Ounce* for children 0-2 and *Work Sampling* for 3-5 year-olds, a research based child assessment instrument developed by [PearsonClinical.com](http://www.pearsonclinical.com) <http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html>.

Ounce and *Work Sampling* are designed to help us report to you on areas of development your child achieves throughout the year. *Ounce* tracks cognitive development, communication and language, physical development, and social and emotional development. *Work Sampling* tracks personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development, health, and safety. Below we have framed these categories in a slightly different way.

FOSTERING INITIATIVE, FOCUS, AND ATTENTION

An essential skill is to have the courage to reach out and touch something, to have the motivation to do something when you are not quite sure about what will happen or if you will succeed at doing well. Children are born with the urge to touch things, roll over and look around. If we make this a safe experience they will attend longer and trust that moving ahead will be worthwhile and is more often than not essential for growing and being successful. Children choose play areas both in the morning and the afternoon. Open-ended activities and experiences provide opportunities for children to make choices and plans. They also solve problems with materials (A) and initiate play with teachers and classmates (B). Throughout the day children take care of their personal needs by helping with clean-ups (C). At snack time, toddler and preschool children clean up their own plates and cups and help to wipe up any spills. Toileting is supervised for potty training children, but they are encouraged and expected to do all the steps by themselves (D).

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).

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.

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 and 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 as they dance and build a large repertoire of songs for all occasions (M, N, O, P).

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).

MATHEMATICAL AND SCIENTIFIC THINKING

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 spatial 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” (BB). 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 with time spent outside – on the playground and on walks around campus – children are able to interact with the natural world.

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.

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.

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 Ounce and Work Sampling. We get input 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 Ounce/Work Sampling 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

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 the health, safety, and well-being of the children in their care. All adults should 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 you 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 use group times, small group times, 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 help children develop skills in sharing friends and sharing things, and dealing with conflicts whether the issues involve 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 members are given in-service training and supervision 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 strategies 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, verbal abuse, neglect, physical punishment, excessive time-out, or confining children to a piece of equipment. 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)).

We emphasize to all our teachers and TAs that 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 that we expect our teaching assistants to use when they are working with children. The style is currently best described as the

“Responsive Teacher” model. We find that many of our suggestions can work well with varied 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. Children need 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 in which 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. Do not sit back. Join in the play without taking over; do not be an entertainer in this situation, just do the activity with them. We want our teachers to watch the child and learn about what he/she 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 leads you 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 s/he 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 have a desire 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 also have many articles to read and experiences to share about effectively communicating with toddlers and young children. One tip is to avoid asking lots of questions. Questions can feel like a challenge or a test, and children may act out or walk away to avoid the pressure. Instead, start by sharing some information about yourself, let the child ask you questions and maybe share more information about yourself 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 his/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 their choices we support the development of new habits. Talking about 'what to do' is a more useful guidance technique than just saying what not to do! Choices convey a message that something can be done this way, that way or another way. By suggesting possible alternatives, we are helping a child find appropriate replacements for inappropriate behaviors. If you must tell a child she is doing something wrong, remember that the inappropriate behavior is likely something that they have learned, a habit that needs to be corrected, and at Lemberg we believe that children can and will learn appropriate behaviors, and that we assist this learning by putting emphasis on the appropriate ways and things to do. Offering choices helps a child choose a new pathway, one that 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 disputes. 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 on that commitment. Children have excellent memories. If you cannot follow through, ask one of us to do so for you.

Additionally, Louise Marie Langford (1975) has developed a 'WE DO SAY' / 'WE DO NOT SAY' chart in her book *Guidance of The Young Child* that we use for orientation and professional development with our staff. Based on Langford's work, Lemberg staff have adapted the chart with some additions and alterations.

AT LEMBERG	
WE <u>DO</u> SAY...	WE <u>DO NOT</u> SAY...
Please...	
Sit down when you slide.	Don't stand up on the slide.
Dig in the sand.	Don't throw the sand.

Sit in the swing.	Don't stand on the swing.
Use both hands when you climb.	You'll fall if you don't watch out.
Climb down the ladder.	Don't jump off the climbing structure.
Let's put the stick in the trash.	Don't play with the stick. You might hurt someone.
Keep the puzzle on the table.	Don't dump the puzzle pieces on the floor.
Turn the pages carefully.	Don't tear the book.
Talk in a quiet voice.	Don't shout.
Wipe your hands on the paper towel.	Don't put your hands on anything.
Be sure the ladder is safe.	Be careful. You might fall.
Sit on your chair.	Don't rock on your chair.
Move back on your rug.	Don't lean forward; the other children can't see.
Walk safely around the swing.	Be careful. The swing might hit you.
Wipe your brush on the jar.	Don't drip paint on the floor.
Put an apron on.	Don't you want to put an apron on?
Time to go inside.	Shall we go inside?
Wash your hands.	Don't you want to wash your hands?
Drink your milk.	Don't you want to drink your milk?

Drink out of your own glass.	Don't bother the other children.
Ride your tricycle around the bench.	Don't bump the bench.
Throw your ball over here.	Don't hit the window.
Leave the heavy blocks on the ground.	Don't put the heavy blocks on that high board.
Give me the stick to hold while you climb.	Don't climb with that stick in your hand.
Take a bite of your lunch now.	Don't play at the table.
Turn off the water now & dry your hands.	Don't spend any more time washing.
Take little bites, and then it will all go in your mouth.	Don't take such big bites and then you won't spill.

Langford, L. M. (1975). *Guidance of The Young Child* (2nd ed.). Wiley.

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 support children in their learning. At Lemberg this is our most important job. In our lives and families, remember to make sure to give some of this “wait time” as frequently as you can. 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 have 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 s/he 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 is 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:

<i>“You’re a good girl.”</i>	OR	<i>“You just shared your blocks with John, and it looks like he enjoys playing with you.”</i>
<i>“Wow! I’m so proud of you!”</i>	OR	<i>“You just put that together without any help. You must be very proud of yourself.”</i>

ABOUT “I’M SORRY”

We do not force children to say that they are sorry to another child. One reason is that all too often saying “I am sorry” does not address what the child really feels. Saying sorry should be something the child actually means. It should not be a shortcut 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; if she is more calm, 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 do not 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 pause and take some breaths when they feel angry. When a child does hurt another, we often get the child involved in the caring and healing. We hope to model and to teach empathy and taking responsibility for our actions.

OFFERING ALTERNATIVE CHOICES AS CHILDREN LEARN TO NEGOTIATE 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 guide 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:

- *“I see. The problem is that you both want the blue marker. Let me help you solve this problem.”*
- *“Is there another blue marker?”*
- *“There is another blue marker in 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 word 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, try to 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 did not 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 or cannot 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 to develop, require practice, and often 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 have been working on, then you should expect them to resist your entry. 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 do not know or in places you have never been is more threatening. You do not know the rules or expectations. Most of us are cautious in these situations. Entering successfully into new situations requires 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 use this strategy; 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 EACH CHILD'S CLASSROOM (Butterflies/Hummingbirds 781-736-2383, Explorers/Adventurers 781-736-2384, Navigators 781-736-2381, and Voyagers 781-736-2386). Please call the Center and leave a message when your child is sick. You may also e-mail the center at lemborg@brandeis.edu.

We have a message pad near the entry door in each classroom, several informational bulletin boards, and mailboxes for parents and staff to leave notes and to read information about children and the program. Weekly there is a newsletter in most classrooms, a weekly reminder to visit the classrooms' Shutterfly.com website for information and we hold meetings to discuss the curriculum and classroom routines.

E-mail is the preferred means of communication.

HOW DO PARENTS FIND OUT ABOUT THEIR CHILD'S DAY?

In addition to speaking with a teacher at pickup or drop off, pictures are posted online at a secure website, Kaymbu.com. This site will also send out confidential messages and text messages to you. You can download an App for this, so that you can review the photos and daily activities without going to your email.

We may also give you a link to a secure area in Google Photos. There we have space reserved for parents of children in the particular classroom. The classroom head teacher will invite you to become a member of the site so that you may review all the photos of children at work. **These photos are not for public posting** without written permission from the parents of all the children that might appear in the photos, unless the photos are publicly shared by the children's center at another site for publicity of the center. Classrooms also send daily or weekly updates about the main events happening in each classroom.

Additionally, the center will be using the app program "Kaymbu" to post pictures, curriculum, and message with parents in addition to email communication. Kaymbu is available to all iPhone and Android products. The Butterflies and Hummingbird classrooms will use the app program "Daily Connect" to log daily activities such as diapering, feedings, and naps, so parents may have immediate access to this info through a phone application available to all iPhone and Android products. Teachers are available at the beginning and end of each day to speak with each parent. Email is the most common way for personal messages to be sent. Teachers keep records of things your child has done, what s/he ate, when s/he slept, and with whom s/he played. Important notices and messages are put in family mailboxes (located in the entry or outside children's classrooms) or sent by email. When there is an important question, parents are encouraged to call and speak with the Head Teacher or any administrator. 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(s) of your respective classroom. By November, an initial parent-teacher conference will be held to discuss your child's progress thus far as well as create goals for the school year. In February, a midyear conference is held, followed in May or June for an end of the year review. However, if you or your child requires more meetings, we are happy to 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 27.

STAFF ORGANIZATION

WHO CARES FOR EACH CHILD?

We have 19 professional staff members: an Executive Director, an Associate Director/Educational Coordinator, 8 Head Teachers, a Float Teacher, and 8 Teaching Fellows. All have at least BA/BS degrees, usually in Child Development or Early Childhood Education, and most of our Head Teachers have MEds, 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 serve in their respective roles. Head Teachers and Teaching Fellows are certified in first aid every two years, and annually refresh their CPR certification. Many of our teaching assistants are also certified annually. The training curriculum for First Aid also includes what to do in case of head injury as required. For staff in the vacation and summer camps who need to review this information there is an online course at <https://www.cdc.gov/headsup/youthsports/training/index.html>

The teachers enjoy children and understand how young children learn and grow. They respond with sensitivity to each child'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 teamwork. These policies have led to longevity in our Head Teaching staff – Karen Eichenlaub started here in 1983, and Scott Kepnes in 1993– and the benefit of many outstanding graduates returning to substitute teach, lead in our summer program, or 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 education curriculum models and methods at Brandeis University for 16 years and still works with the Brandeis University Education Program coordinating early education and care courses and pre-teacher service programs. He holds a Master's 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 and worked as a doctoral research fellow for the National

Institutes for Health. He is certified by EEC as Director II, and by the ESE as teacher K-12 and specialist in Speech, English and Social Sciences. In 2012, the National Coalition for Campus Children's Centers honored Howie as "Director of the Year". More information about Howie and the Head Teachers, as well as the Teaching Fellows and office staff can be found at our website at <https://www.brandeis.edu/lemborg/about/members.html>.

THE ROLE OF TEACHING ASSISTANTS (TAs) AND TRAINEES

The professional staff in the Center is supplemented by teaching assistants (TAs) and interns (TRs). They are student teachers from Brandeis and surrounding colleges, Brandeis federally sponsored Work-Study students, college students and other adults wishing to work with young children. Before being selected to work with children, all teaching assistants and interns are interviewed and screened by the professional staff. They are required to go through an orientation to our program as well as a webinar orientation to our field given by EEC. Those we select to be TAs go through a criminal records background check done by the EEC and DCF, and after this initial screening, their fingerprints are checked with the FBI. TAs and TRs are never alone with children unless they are EEC certified teachers. Our highly experienced Head Teachers and Teaching Fellows directly supervise and evaluate all the TAs and interns.

TAs help the teachers do many tasks in the classrooms and they have important relationships with the children. They work an average of 8 hours a week and during school breaks many work 25 to 35 hours a week with us. 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 a second language in addition to English and many speak a third. We actively recruit men and TAs who represent minority populations. There are always a few whose family has lived or is currently living outside the US. Our TAs are often planning on careers as scientists, physicians, lawyers, executives, social scientists as well as teachers. Many are accomplished musicians, craftsmen, 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 to help with planning activities. These TAs, once certified by EEC as 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 differing abilities, 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. 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

ORIENTATION PROCEDURES

ORIENTATION OF INFANTS AND TODDLERS

Transitions from one routine to another are complicated times for young children and their families, and while every child and family has different issues and expectations, we want to help make your family's orientation to the Lemberg Children's Center comfortable. Here is a list of procedures we suggest:

1. The week before school starts, you will receive an email with your child's teachers' names and photos. For infants and toddlers, this is the right time to begin talking about their transition to Lemberg. Also, during this week, you can expect a phone call from your child's teacher to discuss your child's transition. S/he will share any special ideas they have for the first few days.
2. Ask Questions. Our director, Howie, our head teachers, and our current parents are available. In any case, feel free to call at any time you have questions.
 - a. If you do not know any other Lemberg families and would like to make contact with someone before you start, please let us know and we will find a current family to pair you with.
 - b. Please make sure we have your email address in our membership listserv.
 - c. We will invite you to Lemberg Center events and meetings prior to your child starting. You can join our board, come to graduation, and join family outings.
3. We do not recommend orienting your infant or toddler to Lemberg before the first week of school. Your child's teachers will not be available, and the classrooms will be set up for the prior year's age group. In addition, infants and toddlers are not able to process a change in advance. Too many "preparations" can cause unnecessary stress in both children and adults.
4. Children's transition to school will vary based on their age, development, temperament, and prior experiences. The teachers at Lemberg have extensive training and practice in helping all kinds of children and families to transition in the first week of school. We do suggest that the first few days are shorter to help your child acclimate to their new environment. We are also open to having parents stay with their children in the classroom. A teacher will call you the week before school to discuss a transition plan for your family.
5. A gentle reminder that you are saying goodbye to your child when you are ready to leave is critical for maintaining trust between you and your child; and for building trust between your

child and his/her teachers. (For example, *"Mommy has to go to work now. You will have fun with [teacher's name]. I'll pick you up in the afternoon."*)

6. Every family finds a different answer to the questions of what, when, and how much to say. Starting a new school is an ongoing process; it takes many weeks to say goodbye to the place you leave and many weeks to say hello to the new place. You do not need to discuss everything at once. The amount of language that your child understands will affect how you implement the following suggestions.
 - a. Accentuate the positive things about the new program (i.e., the kids, the equipment, the activities, etc.).
 - b. Say goodbye to the old childcare place. A few weeks-months after the move, a brief visit to the former place could help your child feel less of a loss.
 - c. Explain what you will be doing while your child is at Lemberg. (*"While I am doing my work, you will be at Lemberg playing."* or *"While you are at Lemberg I will be at my office/lab/shop/etc. At the end of the day I will pick you up."*)
 - d. Discuss things that your child finds intriguing about the center. (*"Do you remember the playhouse? I'll bet that is a fun place to play."*)
7. The start of the program is different for everyone. It is not possible for the staff to know what you are thinking. Please talk to your head teachers about any concerns you have, call with questions, or just to see how your child is doing.

The staff is very pleased that you will be joining our program and we are ready to make this a special year for your child and your family.

ORIENTATION OF PRESCHOOL CHILDREN

Transitions from one routine to another are complicated times for young children and their families, and while every child and family has different issues and expectations, we want to help make your family's orientation to the Lemberg Children's Center comfortable. Here is a list of procedures we suggest:

1. Talk to your child about starting at the Lemberg Center. Every family finds a different answer to the questions of what, when, and how much to say. Starting a new school is an ongoing process; it takes many weeks to say goodbye to the place you leave and many weeks to say hello to the new place. You do not need to discuss everything at once. The amount of language that your child understands will affect how you implement the following suggestions.
 - a. Accentuate the positive things about the new program (i.e., the kids, the equipment, the activities, etc.).

- b. Keep your answers brief. If your child wants to talk, then s/he will ask questions.
 - c. Say goodbye to the old childcare place. If possible, make a return visit a few weeks after the move (it will help your child feel less of a loss).
 - d. Talk about the move as a milestone, the leaving of a program as a form of graduation.
 - e. Explain what you will be doing while your child is at Lemberg. (*"While I am doing my work, you will be at Lemberg doing your work" or "While you are at Lemberg I will be at my office/lab/shop/etc. At the end of the day I will pick you up."*)
2. Bring your child to visit before the first day. Visit regularly to accustom your child to the facility. Stay for 30 minutes, an hour, or two and meet some of the people you will come to know well. Learn about your child's classroom, the playground, the lunchroom, etc. This will help you and your child feel more comfortable with the school in general. We suggest at least one visit be in the week or two before your child's first day, so that things are fresh in his/her mind. While you are always welcome, it is much easier for the teachers if they can schedule visitors so there is only one family visiting at a time – please call ahead. The best times to visit are 8:30 - 11:30 and 2:30 - 5:00. Midday is lunch and naptime, and during morning arrival and afternoon pick-up times the teachers may not have as much time for your family as they would like.
3. Discuss things that the child found intriguing about the center. (*"Do you remember the playhouse? I'll bet that will be a fun place to play."*)
4. Ask Questions. Our director, Howie, our head teachers, and our current parents are available to answer your questions. A head teacher will normally call you in the week before starting to discuss any questions you have. S/he will share any special ideas they have for the first few days. In any case, feel free to call at any time you have questions.
5. If you do not know any other Lemberg families and would like to make contact with someone before you start, please let us know and we will find a current family to pair you with. We will invite you to Lemberg Center events and meetings prior to your child starting. You can join our board, come to graduation, and join family outings. Please make sure we have your email address.
6. Do something special to "get ready" for the first day (e.g., get a new lunchbox or decorate the old one, make a "project" of washing a favorite piece of clothing to wear. If your child has a transitional stuffed animal, then have your child tell the *lovey* about us and their Lemberg.)
7. Many families for the first few days, find that shorter days work best. Others find that a parent staying a longer time the first day or two helps. Other children are perfectly happy without this kind of extra support. In any case, on the first day of school, be sure to let your child know your plans. Say, *"I can stay at Lemberg with you for _x_ minutes, and then I must go to work."*

Your teacher will help you until I come to pick you up at _x_ or after lunch, nap, outside time or when Jill goes home.”

8. Let your head teacher know how your child is adjusting to the idea of starting at Lemberg. He/she may be able to suggest books to read or other ways to help.
9. The start of the program is different for everyone. It is not possible for the staff to know what you are thinking. Please talk to your head teachers about any concerns you have, call with questions or just to see how your child is doing.

The staff is very pleased that you will be joining our program and we are ready to make this a special year for your child and your family.

BASIC TRANSITION PLAN FOR CHILDREN CHANGING ROOMS WITHIN LEMBERG CC

(E.G. FROM SCHOOL YEAR TO SUMMER OR NEXT SCHOOL YEAR)

ACADEMIC YEAR CLASSROOM/TEACHING TEAM ASSIGNMENT TIMELINE

CLASSROOM PLACEMENT

- Age and licensing for classroom
- Affiliation and Date of Application
- Number of rooms that permit the age of the child
- Gender if appropriate consideration
- Match of child with teacher, children, or support services available

In January, parents are asked to tell us if they plan to return and attend in the summer. They have the option to say: Don't know.

There are three levels of enrollment: infant, toddler, and preschool. Communication of the general level for enrollment will be conveyed prior to enrollment period. Current families have priority over new families to pre-enroll. Please be aware that we may have a closing date for each level, and this will be publicized to all families.

Parents can be told about program type, but not classroom and teachers as we may not know about final classroom placement until August because:

- We don't know if every teacher is coming back.
- We don't know who will drop out of the program at the last minute and we may need to reorganize classrooms.

For Preschool: Early in the new year, parents/guardians of children who will be preschoolers are invited to visit the preschool upstairs before fall enrollment so they can meet the preschool teams and get a feel for the preschool program at Lemberg.

EARLY AUGUST: CLASSROOM ASSIGNMENTS FINALIZED

Specific classroom and teaching team assignments will be communicated in late July or early August and no later than two weeks prior to the start of the academic year. This is because enrollment and staffing may change before this time.

The following strategies will be employed whenever possible:

- Keeping children with at least some of their peers from the previous year
- Keeping teaching teams consistent for children
- Developmental readiness of individual children
- Balancing special needs, gender, and personalities
- Parent requests that will be taken into consideration among other strategies

CONFIDENTIALITY

All information about children and families is considered confidential. We follow ethical standards to respect the privacy of both families and staff. Staff may share information with other staff as it pertains to the proper care of your child. We require a written release to share any information with agencies or individuals outside of Lemberg.

Teachers and program directors may discuss the placement of children before final classroom grouping determination is made. This information is to remain confidential among staff until the final determinations are communicated with families (no later than 2 weeks prior to the start of the academic year). This is to support and maintain the development of trust with and our reputation of reliability among our families, and so that the most optimal classroom assignments can be made with the most up-to-date staffing and enrollment information.

****While you will notice that the plan begins two months out, we do not discuss the transition with the children until a day to a week ahead of time, due to their age, development and limited ability to understand time, and our desire to avoid unnecessary anxiety. (Children who will transition in the fall but are not here for the summer will simply see their transition plan stop at the few months' stage and then pick up a week in advance during Teacher Work Week.)**

1. A few months before the transition:

- The new teachers casually visit the children in their current classrooms and interact with them.
- Children casually visit the new classroom for short periods of time with their teachers and classmates.
- Teachers help to connect children with their future classmates and teachers, when possible.

2. A month before the transition:

- Everything above PLUS...
- Children begin visiting for longer stretches of time with their teachers and classmates.
- The teachers step back, allowing the new teachers to step in more.

3. Two weeks before the transition:

- Everything above PLUS...
- Children begin spending up to half a day in the new room once or twice per week.
- Teachers step back further and begin leaving the children in the care of their new teachers for periods of time.

4. One to seven days before the transition (shorter for younger children, longer for older children, and depending upon children's temperaments):

- Everything above PLUS...
- Teachers explain to the children that they are now old enough and have learned enough to move into a new classroom. Teachers emphasize who is still going to be with them (friends, new friends, some new and some old teachers).
- Children's new teachers reach out to families to get to know them and introduce themselves, as well as to make a more personalized transition plan if needed.
- This is a good time for parents to talk at home and start acting really excited about their child's transition.

INFANT CARE AND SAFE SLEEP – SIDS/SUID

In accordance with the American Academy of Pediatrics and the Department of Early Education and Care, we diligently follow safe sleep practices for infants in our Butterflies and Hummingbirds classrooms. Infants are always put to sleep lying on their backs. They are monitored closely while sleeping to ensure that they are breathing freely and that there are no toys, blankets, or other obstructions in their cribs with them. Our infant classroom does not have any walls to prevent quick access to cribs and mats where children sleep.

In accordance with state regulations [606 CMR 7.08 (6) (j)] we refer the reader to Reducing the Risk of SIDS/SUID Sudden Unexpected Infant Death in Child Care (training) at <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/licensing/licensing-resources-for-family-child-care-providers/professional-development-and-online-trainings.html> and to Healthy Children.Org - <http://www.healthychildren.org/English/ages-stages/baby/sleep/pages/A-Parents-Guide-to-Safe-Sleep.aspx>

PROCEDURES FOR WHEN A CHILD BECOMES ILL DURING THE SCHOOL DAY

Lemberg Children's Center policy on child illness is based on the Model Health Care Policies developed by the American Academy of Pediatrics. We understand that it is difficult for a parent/guardian to leave or miss work. We therefore suggest that alternative arrangements be made for occasions when children should remain at home or need to be picked up due to illness. Exclusion from the Center is sometimes necessary to reduce the transmission of illness or because the Center is not able to adequately meet the needs of the child. Mild illness is common among children. Because with many conditions, children spread infectious agents before showing any symptoms, exclusion serves no purpose as long as we can keep a child comfortable throughout the day. These children do not represent any harm to other children.

When a child reports not feeling 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 apparent, the teacher will inform the Assistant Director or Director and discuss options for the child.

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. Depending on the illness, the parent may 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. The child may join their class 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 daycare or after s/he has been symptom free for 24-hours. The Executive Director or a Head 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 may be helpful to parents and staff.

GUIDELINES ON CHILD'S EXCLUSION DUE TO ILLNESS

Children should be excluded from the childcare setting for the reasons outlined below.

Note: The following list covers most common illnesses but is not inclusive of all reasons for exclusion.

- Illness that prevents the child from participating comfortably in program activities
- Illness that results in a greater need for care than faculty can provide without compromising the health and safety of other children
- **Fever** (100° axillary [armpit], 101° orally, 102° aural [ear]) accompanied by other symptoms such as lethargy, irritability, frequent crying, difficulty breathing, diarrhea, vomiting

Note: An infant less than four months of age will be excluded if he or she has a fever of 100° axillary (armpit) or 100.4° aural (ear) and should receive medical attention ASAP. If above, we call you and EMTs.

- **Diarrhea**- 3 consecutive stools with blood or mucous, and/or uncontrolled, unformed stools that cannot be contained in a diaper/underwear or toilet. Child must be symptom free for 24 hours before returning to school.
- **Vomiting**- Child must be symptom free for 24 hours before returning to school
- **Mouth sores** associated with drooling
- **Rash with fever or behavioral changes** (unless a physician has determined it is not a communicable disease)- A physician must clear the child to return to school or confirm it is not a communicable disease.
- **Purulent conjunctivitis**- (defined as pink or red conjunctiva with white or yellow eye discharge) Child must be seen by a medical physician and may return per doctor's orders or having been on antibiotics for 24 hours.
- **Impetigo**- Child may return to school 24 hours after treatment has begun.
- **Strep throat**- Child may return to school 24 hours after treatment has begun.
- **Head lice**- Child may return to school after a thorough conditioner and comb-out and must continue scheduled comb-outs and conditioning on a routine basis.
- **Scabies**- Child may return to school 24 hours after treatment has begun.
- **Chicken pox**- Child may not return to school until all lesions have dried and crusted (usually six days).
- **Pertussis**- (whooping cough)- Child may return to school after five days of treatment with appropriate antibiotics and confirmation by a physician that it is no longer a communicable disease.
- **Hepatitis A virus**- Child may return to school one week after onset of illness and after immune globulin has been administered.
- **Hand Foot Mouth Disease**- The child is free of open, oozing skin conditions and drooling (not related to teething) unless otherwise stated. All sores must be scabbed over.

- **Teeth Brushing-** State regulations require childcare centers to brush children's teeth once a day. We issue each child a toothbrush and keep them from touching those of other children with a sanitary cover.

For children's comfort and to reduce the risk of contagion, children should be picked up within 1.5 hours of notification. Children should remain home for 24 hours without symptoms before returning to the Center, i.e., the child needs to remain out of the center for the remainder of the day he/she is sent home and the following day (if a child is sent home on Friday, he/she may return on Monday), unless the center receives a note from the child's physician stating that the child is not contagious and may return to the center the following day. In the case of a (suspected) contagious illness or continuing symptoms, a doctor's note may be required before returning.

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. Please either email lemborg@brandeis.edu or call 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, whichever is longer. Consult a physician or your health care agency about confirming a diagnosis, and then report any findings to the center office (lemborg@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/guardian 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 sanitizer (Oxivir or PureGreen24) on all hard surfaces including tables, counters, toy shelves and toys after each use, on doors, doorknobs, 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.

* 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 downstairs and the adult bathroom upstairs.)

PROCEDURES FOR NOTIFYING THE COMMUNITY -- HEALTH ALERTS

When appropriate, 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". Alerts 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 will rest in an area of the classroom away from the other children. A child resting on a cot or playing quietly while waiting for transportation home is always under the supervision of an EEC certified staff member. 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 (DUAL LANGUAGE LEARNERS - DLL)

There are many children who start our program not speaking English. 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, Dual Language Learners (DLL) have a firm grasp on the language. Here is a list of some things we do to accommodate for these needs and for making learning English at Lemberg CC a minimal barrier 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. In the past we have had teachers and assistants who spoke 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. The director could inform you about the variety of languages currently spoken by staff.
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 cannot read, we find that children 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.

DIAPERING POLICY

Diaper changing time is important and should be a special time for a child and the adult changing him/her. It is 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, for example, 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 any time 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 child's 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, (V_) 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 consent form must be posted in the diaper changing area and applications entered on the diaper changing chart. Parent permission is required for topical medications not applied to an open wound or broken skin. The staff may also apply prescription medication or antiseptic using the appropriate Medication Consent Form signed by the parent and in accordance with the directions supplied in the prescription by the child's pediatrician. This information must also be posted in the diaper changing area and on the diaper chart. Please see Procedures for Medication Administration in this guidebook if there is a medication for your child.

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 parking lot of Lemberg. 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.

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-LEARNING

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.

TOILET LEARNING PROTOCOL

Toilet Learning is a natural part of early childhood development. Our staff believes that children will toilet-learn when they are ready. The ability to control urination and bowel movements is largely connected to a child's self-esteem and the need to control their environment. We work with TAs and families to approach toilet-learning with positive language and encouragement. Staff will never shame children for accidents or use negative language surrounding toilet-learning. Children are ready for toilet-learning in group care when they:

- Can pull up and down their pants independently and place themselves on the potty. This means they should no longer wear onesies.
- Can keep their diapers dry for two hours at a time. Much less time than this puts undue pressure on the child to interrupt their play time for toileting and is likely to backfire into the child's refusal to go/sit on the potty.
- Can communicate in some way when they need to have a bowel movement or urinate.
- Know what it feels like to have a bowel movement and urinate and dislike feeling wet or soiled.
- Are not distressed by sitting on the toilet. Ideally, the child will show active interest in using the potty like the child's parents or older siblings, and feels proud of their accomplishments.

Please have a moderately successful weekend at home in underwear before wearing underwear to school.

We expect children who are toilet-learning to have accidents, sometimes. However, if accidents occur regularly each day and more than once per day, the child is indicating that s/he is not fully ready to toilet train. **Lemberg does not recommend the use of pull-ups as we believe children benefit from the feel of wetness during the toilet learning process.**

We ask that you keep 5 pair of extra underwear and pants with your child during the toilet training process as Lemberg Children's Center does not have a large "extra clothes" selection. Please let your teacher know what to do with clothes soiled with Bowel Movements. Some parents choose to throw those pair away and some choose to have them bagged and sent home to be washed.

PROCEDURE FOR ASSISTING CHILDREN IN TOILETING AND TOILET-LEARNING

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 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 does not 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.

Clothing that is soiled by bowel movements will be bagged and placed into a separate container for parents to take home and launder or if left for more than one day, then the clothing will be discarded with our soiled disposable diapers. A note indicating that a child has soiled clothing for pick up will be placed on the child's cubby.

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 (filtered and MDC tap water) fruit, vegetables, and grains. Menus of the snacks are posted with the daily activities. Should a child need breakfast in the morning, you may send this along or ask your child's teacher to help with this. We do not share food. In many cultures it is common for people to eat from the same plate, often eating with their hands. We cannot do this here. Additionally, we do not take leftovers from one child and give them to another. We follow the health safety practices required by the Massachusetts Department of Public Health, which prohibits sharing food in order to reduce the risk of allergic reactions and the spread of food-borne diseases.

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, too. **Please, no peanut butter, or nuts. In some classrooms, hard-boiled eggs, or sesame seeds (found often on multigrain breads) may not be permitted in when a child has a life-threatening allergy.** State regulations do not allow us to use microwaves to reheat children's foods, consequently if a food should be above room temperature to eat, please use a hot thermos container.

We attempt to be conscientious about providing nutritious foods for all the children. We do not police what a child chooses to eat first or last. When you send less nutritious snack foods for lunch such as potato chips, sweetened canned fruit, or cookies, it is difficult to prevent your child from eating this first and perhaps not eating the more nutritious lunch foods. Therefore, we suggest you send the foods containing the proteins, carbohydrates, and whole foods rather than treats. Fruits, (already peeled or sliced if the child is accustomed to this), vegetables, salads and yogurt are recommended. We serve water and whole milk, so you do not need to send a drink. If you wish to send a drink, we prefer it be fruit juices and water to soda.

CAUTION... many children are allergic to tree nuts and peanuts. For alternatives to peanut butter, many children find soy butter with jelly or honey an acceptable alternative to the desired peanut butter and jelly sandwich. 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.

FOOD SAFETY FOR 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 Kosher and Halal diets. ***We do not permit children or staff to bring into the classrooms PEANUTS or TREE NUTS. 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. Please label any foods that resemble an allergen. Food(s) that resemble an allergen and are not labeled may not be served to children for the safety of all children and staff. Our Head Teachers educate all our teaching assistants to observe each child's restrictions. We frequently post signs in the kitchen, lunchroom 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 submits the request in writing.

SAFE FOOD CUTTING PROTOCOL FOR FOODS SENT WITH CHILDREN (CHOKING PREVENTION)

Since food can be a choking hazard, childcare centers have requirements pertaining to the kind of foods and how foods must be served. This is especially true in infant and toddler classrooms. You will need to provide a lunch for your child, the center will provide morning and afternoon snacks. The center also provides organic whole milk. The following are guidelines to follow when preparing your child's lunch and snacks:

- **Round and hard food items** can easily become choking hazards so please cut these into slivers rather than sliced round disks.
- **Vegetables** - best served cooked, lightly steamed, or cut into long, thin slices if raw (not circles)

- **Fresh Blueberries** – cut in half (even the small ones)
- **Grapes** – cut in slivered quarters not halves or round disks (even the little ones)
- **Fresh fruits** – please cut small or into long thin slices
- **Melon** – cut into small pieces or thin slices
- **Oranges, etc.** – peeled, pulled apart and cut, (thin slices attached to peel is acceptable)
- **Bananas** – whole bananas are acceptable, and we will peel & slice
- **Beans** – must be cooked so they are soft and easily smashed
- **Hot dogs & meat links** – if cut into disks they must be halved or quartered; long slivered slices are acceptable
- **Other Meats** – removed from the bone and cut into small pieces
- **Spaghetti noodles and large pasta** – cut into small pieces that can be eaten with utensils

POLICY FOR DENTAL CARE & TOOTH BRUSHING

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 once a day. We issue toothbrushes to every child for their own use and keep them from touching those of other children in a special toothbrush holder designed for this purpose. The rack has an overall cover. We have the children brush teeth daily 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

WBZ-TV, channel 4

WCVB-TV, channel 5

WHDH-TV, channel 7

WWW.WGBH.ORG

WRKO-AM (680)

WBZ-AM (1030)

WBRS-FM (100)

3. From December 19 - January 16 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, or Needham public schools close...

CALL US. 781-736-2200 or 781-736-2201. We will also send out an email and use Kaymbu MSG system.

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 with your schedule and plans. Of course you can email too: lemborg@brandeis.edu, baker@brandeis.edu

HOLIDAYS AND BIRTHDAYS

As quoted in other areas of this Guidebook, holidays are the focus of many family and cultural traditions. At Lemberg, we recognize and discuss holidays as a method of learning more about children and their families. We plan our curriculum on an emergent basis and reflect children's immediate needs and interests in our learning experiences. Our curriculum is also based on developmentally appropriate practices and tailored to meet the individual needs of the children in a particular group. Therefore, the amount of time spent and emphasis on holidays will vary by classroom.

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 lifestyles. We particularly encourage parental participation in these holiday celebrations and multi-cultural presentations.

Our openness to presentations by parents, guests, students and our staff as well as how we celebrate events must consider the diversity of individuals here to ensure our inclusive program and not-for-profit anti-discrimination corporate status as a secular program. We have limitations on food available, materials used, and have procedures to ensure the safety and health of all here. Head Teachers consult with Management Team and/or Director to ensure compliance with these limitations.

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 children in their child's group ONE of the following:

100% fruit juice Popsicles (Outshine, 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.

Teachers have sometimes decided to do something as a classroom for each child's birthday. Here is one such plan:

"We have many birthdays coming up soon! This school year we will be celebrating birthdays in a different way. Instead of having popsicles, the Adventurers will work together to make fruit salad. A few days before each child's birthday, we will talk about his or her favorite fruit (what are its properties? where does it come from?). The day of your child's birthday, please bring in his or her favorite fruit. Lemberg will provide the additional fruit for the salad (i.e., apples, bananas). Together we will wash, cut, and mix the fruit, and then sing "Happy Birthday". As your child's birthday approaches, we will be in contact with you in order to coordinate and solidify a plan. We look forward to our new, healthier way of celebrating birthdays this year!"

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. Please look for clothing without drawstrings especially neck strings; these are dangerous on our playground. Velcro closures are readily available.

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 to the office. The office will send out emails to parents when lost items are given to the office. When a parent loses an item, they can email lemborg@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:

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. Butterflies and Hummingbirds provide their own diapers. 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 swimsuits and towels should be available every day. Sandals 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 cannot quite stay away.

REST AND NAP POLICY

Children nap at the Center on the same cot or nap mat (or crib) and in the same place each day. A sheet, blanket or sleeping bag are brought from home. Children who are not toilet-trained or who still have accidents while sleeping also should bring a rubberized sheet. Cots/mats/cribs 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 to hear a story and have a back rub in order to relax the child for resting. However, children find comfort in different ways, thus we try to respect individual needs.

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.

We ask that toys from home do not come into the classroom. We find it is hard for children to keep these items in their cubbies, and often things will break and get lost. We know that transitional objects can be very helpful sometimes to get your child to transition in the morning, so let us know and we can help you with that. Children are welcome to bring in a game, music/story CD, or book to share and teachers will have a time during the day when children can enjoy it together. We will have times throughout the year to bring in special objects. If you have any ideas of something special from your family that you might like your child to bring in to share, please feel free to let us know.

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.

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.

TRANSPORTATION, ARRIVAL AND PICKUP PROCEDURES

Parents are responsible for their child's transportation. Carpool arrangements are supported and many use public transportation (see Availability of Public Transportation). A list of parent addresses and telephone numbers is provided so that carpooling can be arranged. The child's teacher must be informed of carpool 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 PROCEDURES FOR DROP OFF AND PICK UP

We are on a public street and the City of Waltham has provided us with only six 15-minute parking spaces. There is also parking in our driveway for HP and for parents with infants or several children. If you plan to be here longer than drop off or pick up, park in one of the many other available spaces on the east side of Old South Street (please not the side the building is on) or in Epstein Lot (where the T-Commuter Rail parking is as well). If you wish to have a pass for this lot, we can help you get this from Public Safety.

ACCESS CARDS NEEDED FOR ENTRY

When you first enroll you will be given information about getting an access card from the Campus Card Office in Kutz Hall on campus. If you don't have a card or you lost your ID card, please tell Howie or Anna, so they can report the lost card, deactivate it and issue a new one. Do not be embarrassed if you have lost yours more than once. You are not alone with this problem and the cards break easily. The safety of our children requires that all doors be locked and that we work with Brandeis Public Safety to monitor everyone who is in the building. When entering without a child or a known member of our community, if you are not recognized by the office staff, expect to be asked for some identification card and the name of the child that you are here to pick up. Guests and visitors sign into a logbook at the main desk.

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 and booster seats which can be lent out if a family needs one on the condition that the center is not responsible for car or booster seats and their installation in any vehicle.

ARRIVAL AND DEPARTURE OF CHILDREN

All children are dropped off and picked up inside the childcare classroom where parent or authorized adult doing the drop-off or pick up signs the child's attendance record. **Please speak with the Head Teacher or Teaching Fellow** to assure we know when a child arrives or departs. Please telephone the Center and inform the staff if your child is going to be absent or arrive later than 9:15 a.m. 9:30? We are required by EEC to know if a child is out due to an illness and to notify other parents of communicable illnesses at the center.

COMING AFTER 5:45 PM, OUR PICKUP TIME

Contracts for childcare include this paragraph: 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 \$8.50 for pickups after 6:00 and \$14.50 for pickups 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 cannot 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 or booster 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 and #557 (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 T Commuter Rail is direct to the Brandeis/Roberts stop.

POLICIES REGARDING ADMINISTRATION OF MEDICATION

WHEN BRINGING MEDICATION INTO THE CENTER

All medications must be authorized through the Lemberg Children's Center office before they can be dispensed to a child. There are different forms for different medications and situations. Below is information about these types of forms and their use. If there is no one in the office who is trained in the procedures for accepting medications, the parent should bring the medication to their child's classroom head or lead teacher. In this case, the lead teacher is responsible for requesting the forms applicable and submitting a copy of the forms to the office and ensuring that the medications manager in the office (or director) reviews the forms and approvals as well as logs in the medication for monitoring expiration dates.

- A. Allergy medications or medications for chronic conditions such as asthma, must have an Individual Health Care Plan (IHCP) filled out by parent and physician, and a current medication in the original box with prescription label. This will include the appropriate materials needed to administer care, such as an epi- pen twin pack, nebulizer, or other applicable delivery system. If training is required to properly administer the IHCP this will be arranged prior to implementation. This will require the use of our Medication Administration Record if/when medication is given.
- B. For short term prescription medications for example, Amoxicillin, we require a use of our Medication Consent Form and Medication Administration Record. Since the doctor's prescription is on the medication, only a parent signature is needed on the form and provided to the office. The medication must be current and in the original container with prescription label. This must include an appropriate dispenser or measuring cup. First dose must be given at home and put on the log form.
- C. Short term oral OTC (over the counter) and OTC medications applied to open wound or broken skin to be given PRN (as needed) need a Medication Consent Form signed by parent and doctor with the instructions for dosage, time intervals and appropriate route for dispensing the current medication. We will also need a Medication Administration Record. First dose must be given at home and entered on the log form.
- D. OTC Topical medication not applied to open wound or broken skin such as sunscreen, or diaper cream, requires a Medication Consent Form signed by parent with the instructions for use and allergic reactions information. We will also need to keep a Medication Administration Record. First dose must be given at home and entered on the log form.

PROCEDURE FOR MEDICATION ADMINISTRATION

EEC certified staff with a current record of having completed the DPH/EEC "The Five Rights" for medication administration may administer prescription medication with the signed Medication Consent

form and the current prescription and medication delivery system. The staff may also give a child over-the-counter medications when the child's record documents the need for this and parent or legal guardian and the physician have given the program written permission through filling out the Medication Consent form (see above).

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 are inspected by the chair of the environment committee or the Executive Director. The center consults regularly with a Healthcare Consultant who is a licensed physician or nurse, 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 located on the office administrator's desk and electronically at <\\files.brandeis.edu\lemborg\healthandsafety\HealthCarePolicy>. 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 Children's Hospital Waltham Newton-Wellesley Emergency care at Sterling Medical Building.

SECURITY FOR CHILDREN

The Center is located just outside Brandeis University main campus at some distance from major commuter routes. We have a bell at the door, which alerts the staff as people enter and leave the center, and the doors can only be opened with secure access cards. The center is located on a one-way street that does not get busy. 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 month as required by EEC and we keep a log of these available for you to review. Teachers consult with specialists and other programs to ensure that our practices and protocols reflect appropriate safety precautions. New staff are provided an orientation and given documentation that provides the protocols we use for different types of emergencies.

Posted in each classroom (near the doorway and near each telephone) are the procedures for evacuating the center, labeled "Fire Procedure" as well as the procedures for Lockdown. Our evacuation 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 know how to take the children outside the building and gather for checking attendance and planning the safest route to our alternative site. Once attendance is checked against the daily attendance record, the Head Teachers and aides lead the children into Gosman Athletic Center, lower level. This area is used for protection in storms and air raids. If there is a fire or a bomb threat, the class remains in Gosman Athletic Center. As soon as we are able, parents are notified of our evacuation and the location of their children. We will give whatever directions we can from Public Safety and Waltham Police on how best to reach this location as well as any concerns we have for any child. Once at the temporary site, we will provide activities for the children and will continue until we are permitted to return to our building or parents have picked up their child. Lemberg head teachers and directors will protect and ensure the safety of every child in their care as best we can until they are relieved of this responsibility by a parent/guardian or in very rare circumstances licensed emergency care personnel.

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 lockdown is lifted by Brandeis University. All window shades & curtains will be closed, and doors are checked to ensure that they are locked, and everyone will be instructed to stay away from windows. The Lemberg administrative staff will send out email messages, and alerts through Kaymbu and try to reach parents by phone to give the parents a report on their child's well-being and procedures for pickup. We have been told that **a parent cannot pick up a child during lockdown as the campus will be secured by Brandeis University Public Safety or Waltham Police.** If a parent is at the Center during the lockdown, s/he cannot be allowed to leave until the lock down has been lifted. Throughout the lockdown, 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 lockdown is lifted (horn & messages from Public Safety) the center will resume the daily routine.

CHILD ABUSE AND NEGLECT AND MANDATORY REPORTING

Our job is to provide a safe and healthy environment for your child to thrive in and we have a wonderful record for having done this for a very long time. As with all early childhood programs licensed by EEC, our staff is required to have training in child abuse prevention and to know the signs of suspected child abuse and neglect.

Our educators are required to implement state regulations properly, which require us to report any suspicion of child abuse or neglect to the Department of Children and Families and EEC. Our staff

cannot investigate the truth of any allegation of abuse or neglect, but to report it to those who work full-time in this field and have the responsibility to children and those that care for them to determine this. We must file if there are physical or behavioral signs consistent with abuse or neglect and when there are allegations of it. Our failing to report a serious allegation is a criminal offense subject to prosecution.

SOME ADMINISTRATIVE PROCEDURES AND POLICIES

ADMISSIONS PROCEDURES

Applicants are selected on the basis of the number of open spaces available in six classrooms with a maximum enrollment of 70 full time children. 38 preschool children (ages 2.9-6), 18 toddlers (ages approximately 16 months- 2.8) and 14 infants (ages approximately 2 months- 15 months)¹ 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 (\$50 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.
5. Next steps in the process:
 - a. Once a family decides to join the Lemberg community and enroll, a contract will be generated and a non- refundable deposit of one month's tuition will be due to hold your child's place in the fall class. The deposit monies are non-refundable and forfeit if you decide not to begin your enrollment at Lemberg. Once you fulfill your child's term at Lemberg, your deposit will be refunded minus any fees or adjustments. It is essential for you to submit a receipt attached to a reimbursement form for any items that require reimbursement.
 - b. Please share with Lemberg any information regarding your child's health or any possible accommodations we may need to provide. We will want to be sure we are able to provide an enriching environment that meets your child's needs. Please process Individual Health Care Plans (IHCP) for any allergies or prescription medications. Please plan for the time you will need to process any pertinent health information through your pediatrician's office so we can have the forms before the first day of school. It is not uncommon for there to be a wait period of up to 2 weeks for Health Care Plans from your doctor.
 - c. Your child's annual Physical Exam form should be dated less than a year prior to a child's first day attending Lemberg, and state that your child is able to participate in school or camp activities. It should also include all immunizations, lead test and documentation of any allergies or conditions. All children under 4 need to have a lead test with the date of the test on the PE form.

There is an enrollment forms packet that must be processed and returned prior to your child's first day at Lemberg. Please date all signatures for the first

day your child will attend school. Children may not start school or camp without a completed forms packet.

¹The Center may increase the enrollment up to the maximum of 74 licensed by the Massachusetts EEC when the Board and staff agree to do so.

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 and are due back as soon as possible after you receive them. The service period may vary if you are receiving tuition assistance from a state voucher. Our school year tuition covers 43 weeks of care and includes two vacation weeks and holidays which are discussed in detail in the contract and correspond to our calendar. Our rates and scholarships for those whose household income is below \$150,000 per year are available online and from our office administrator. The tuition is for full day care, and in addition to choosing 5 days a week, some children can attend 2 or 3 days a week. The terms of agreement require a security deposit equal to monthly tuition, and monthly payments due on the first of the month. In the summer, you may select only the weeks needed and not pay for ones you have not signed up to use. Tuition is based on a weekly rate which is the monthly rate divided by four. When we increase our tuition for the new school year, we customarily start this with the summer program.

STATE TUITION VOUCHERS FOR INCOME-ELIGIBLE FAMILIES AND CHILDREN WITH SPECIAL NEEDS

The Department of Early Education and Care (EEC) is the contracting agency for state tuition vouchers. Community Care for Kids in Quincy, MA administers vouchers for children who attend our program. Contact the [Community Care for Kids](#) or call (617) 657-5305.

To qualify your household income generally must be below 75% of the median State income for a family of four and usually require that all adults be employed or be in school. Vouchers are given to parent receiving state assistance from the Department of Transitional Assistance as well as for those whose income qualifies for this assistance. Graduate students may qualify for state assistance if the student is doing work or volunteering 20 hours or more per week even if this is an unpaid internship or experiential learning requirement.

SECURITY DEPOSIT

A security deposit is required with your contract for enrollment and is carried over from contract to contract for the duration of enrollment. The deposit is equal to one month's tuition. The deposit is not applied to your last month's tuition but returned after all fees are paid.

ACCOUNTING INFORMATION – RECORDKEEPING

We use QuickBooks Online by Intuit for financial record keeping. Our invoices, reports, statements of account, and receipts are sent to you by email. If you wish to have a hard copy printed and put in a mailbox near your child's classroom please write to our office administrator, Lemberg@brandeis.edu. Our Federal Tax ID is found on our invoices and statements. You will need this when claiming childcare expenses for Federal and State Tax collections and for Flex Benefits, Section 129, or dependent care accounts that many employers offer.

COMMON FORMS – INVOICES, RECEIPTS AND STATEMENTS OF ACCOUNT

1. Invoices. These forms, sometimes called pledges in the accounting system, document individual charges for tuition, diapers, extended care fees, parent hours and donations. The invoice is not a full accounting of the balance in your account, it is just the charge for the particular service provided. You will receive an invoice each month in your Lemberg mailbox for tuition about a week before it is due.
2. Receipts. Within a few days of Lemberg's depositing your payment you should receive a receipt for your payment. These receipts list the invoice number and charges and the payment made toward the charges.
3. Statements. Statements are summaries of your account. These forms list invoices, credits and payments to the account. It may show a balance due that is a positive or negative number. If a negative number, our records show that you have a credit balance that will be applied to an expense that has not yet been invoiced. You can request return of these funds to you.

HOW TO PAY US

Payments to Lemberg are usually paid by check or ACH (Automated Clearing House transactions). We also take cash or money orders and for smaller charges, credit cards. Payments to Lemberg Children's Center on credit card usually cost the center 3% or more depending on card used. Our board has decided to not accept credit card payments for tuition as this would require an increase in tuition to cover the bank and credit card service fees. We prefer you set up direct deposit ACH payments or have you pay by personal check. Another option is to have your bank send us a payment (Bill Pay) made out to Lemberg Children's Center with your child's name in the memo.

WHEN TO PAY

Tuition payments are due on the first of the month before we provide our early education program for your child. If you need an extension or to break payments into two installments each month, please email Howie baker@brandeis.edu to work out an arrangement.

The tuition payment for the school year is due September 1 and the invoice will be in your mailbox approximately five days before that. The tuition for the summer session will be due in June on a date to be specified, and the invoice will be in your mailbox approximately five days before that. If you have given me ACH withdrawals information, the charges will be taken on the due date (see important note about Security Deposit update charges below).

WHAT DO YOU NEED FROM US FOR YOUR DEPENDENT CARE ACCOUNT?

Usually our receipts are sufficient for your employer's accounting. If you need more detail than provided on our receipts or a new receipt, please email me, Howie <baker@brandeis.edu>.

HOW DO YOU GET REIMBURSED WHEN YOU PURCHASE GROCERIES AND SUPPLIES FOR PARENT WORK HOURS?

When you purchase groceries or supplies for us, you are reimbursed. Please leave the itemized receipt with your family name on it with Anna or in the tuition box. We will reimburse you within 30 days. We usually put these checks into your Lemberg mailbox. Please let Howie know if you have not been reimbursed. If you lose your receipt, please provide a substitute statement listing the items purchased and the credit card line item. If you wish to donate what you purchased, we can provide you with a donation letter. We do not apply the reimbursement owed to you as a credit on your account, as our auditor prefers we keep these accounts separated.

WHO IS RESPONSIBLE FOR THE FINANCIAL RECORDKEEPING AT LEMBERG CC?

The financial records are managed by Howie and the treasurer of our Board of Directors, Stephen Sandler. We have an Annual CPA Certified Audit by the accounting firm of R.J. Gold & Company, PC, 1 Wall St, Burlington, MA 01803. Annually R.J. Gold files the Form PC with the Commonwealth of Massachusetts and IRS 990 and as required of not-for-profit 501 c 3 agencies. These are public records.

The Lemberg Board of Directors discusses the budget and expenses at most monthly meetings and approves the budget that guides expenditures. Additionally, each month at Board Meetings we share a summary Income Statement and a Balance Sheet for the prior month. Each quarter, the Board reviews the details by line item.

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. In some rooms, teachers request parents sign in their children at arrival on the attendance clipboard. This clipboard is accessible and located with the schedule of staff and notes for parents. Please help us ensure that the Head Teacher or Teacher Fellow in the room is aware of your child's joining the classroom or leaving for the day to ensure the responsibility of supervision to pass from parent to caregiver and back again.

Teachers are responsible for your child when your child arrives in the classroom until you pick up your child. Consequently, it is vital that you ensure that the teacher knows when you leave your child and when you pick up your child. Please say "hello" and "goodbye" to a head teacher or teaching fellow. We like to check in with you about your child and share information about your child and ensure that your child has a good start to the day with us and you have some information about your child from the day's experiences.

Throughout the day we are recording where your child is and under whose supervision. 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. Another applicable list goes with the group to the playground or other place outside the classroom.

For absences or late arrivals: Please call 781-736-2200 or your child's classroom when your child will not be in when expected. If your child will be out due to an illness, ensure that we know of the symptoms (or diagnosis) so that we can share this information with others and record your child's absence as well as if your child has seen or will see a physician.

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 them including during 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 by the office. 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, currently the NAEYC parent survey, to assess the childcare program. The survey results are processed and shared with parents and staff at BOD meetings and staff meetings. These evaluations are taken very seriously by the Executive Director and Board of 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 if needed.

LIABILITY INSURANCE

The 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 several licensed consultants who will be observing children, and the 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. Additionally, the Department of Early Education and Care has contracted with several agencies to support our work with young children and their families. 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

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](#) and [Massachusetts Chapter 766](#); also, the [Federation for Children with](#)

[Special Needs](#) is a national organization for supporting parents and it is located in Boston) and mandate evaluation and services to children:

- **Age 0 month – 3 years:** administered by the [MA DPH Early Intervention Services](#) (for Waltham Area: see [Thom Charles River Early Intervention](#). 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 any time.

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 will prepare the child for termination consistent with the child's ability to understand.

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 the [Federation for Children with Special Needs](#) 800-331-0688

(Children's Librarian) [Waltham Public Library](#) 781-341-3425

([Department of Early Education & Care](#)) 617-988-6600

(Parent Assistance) [Department Children and Families](#) 617-748-2000

(Vision Screening) <http://www.seeclearlysolutions.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, all licensed teachers are mandated reporters. When any TA 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 their orientation documents.

To understand the responsibilities and process of reporting, a staff member is required to complete the online DCF professional development training as part of their orientation to working at the Center. The Center has office copies of the DCF guide "Reporting Child Abuse". 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. 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.

PROHIBITED ITEMS

There is no smoking on Lemberg campus. No alcoholic beverages are allowed when children are present. No weapons of any kind may be brought to the Children's Center and surrounding grounds with the exception for Police and Fire Personnel.

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 (COMPLETE REPEAT)

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 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 a Health Log is 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, Examination, and Immunizations: This form must be on file before a child starts in our program. Every month the Executive Director is responsible for assigning the maintaining of up-to-date records of children's immunizations, health, and record of allergies. **Parents are asked to bring in a copy of their child's annual physical and updated record of immunizations after each annual checkup.**

Emergency Information Sheet: In each child's record there is an emergency information sheet. This form designates 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 forms also ask for information about allergies.

First Aid Release Form: All parents fill in a form, which allows trained educators to give a child first aid. We also have the medication consent form to use sunscreen, insect repellent and an anti-itch medication when appropriate.

Medication Consent Form and Medication Administration Record: The Commonwealth regulations require that we have a signed permission form authorizing us to give children medication prescribed by a physician. We also must have a medication consent form signed by the parent and physician in order to administer non-prescription drugs to children. When a parent desires us to administer a required medication to a child, the parent processes the Consent form and medication schedule with the office. These forms are also available in each classroom in case the office staff are

not available, the forms are then posted in a log binder. The Head Teacher reviews this log each day. Only Teachers trained in the 5 Rights of Medication Administration give medication. The office and the teachers share information whenever a medication arrives at school.

When the medication is used up or no longer needed, the Medication Administration Record noting this effect, will be put into the child's file, and held as part of the child's permanent file. Leftover medication is returned to the parent

LOCATION OF 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 in the child's classroom, in the food preparation area, and in the first aid bag for that child's classroom. The Head Teachers are instructed in treatment procedures. Medication that is necessary for treatment of the allergy is carried with the first aid pack wherever the child goes.

PEST MANAGEMENT & INTEGRATED PEST MANAGEMENT PLANS (IPM)

IPM – INDOOR AND OUTDOOR PLANS

All employees check their workspaces for signs of ants, rodents, and other pest infestations daily. They report sightings to the office manager or the Director, who contacts members of the committee for pest management assigned by Brandeis University and when appropriate to the licensed pest management provider contracted (currently Ultrafast Pest, Inc.) in accordance with state regulations and our approved Integrated Pest Management Plan. The Center maintains a log of all reported sightings of pests in the facility and on our grounds. We update at least annually these plans and reports in accordance with state laws. Whenever any insecticide or treatment is done parents and employees are notified and signs are posted. The plans can be found at the Massachusetts Department of Agricultural Resources website. Our plans can be found at <https://massnrc.org/ipm/schools-daycare/ipm-tools-resources/ipm-plan-maker/make-your-ipm-online/locate-school-plan.asp> Search for: Lemberg Children's Center

The pest sighting logs are located on a clipboard hanging in the public area of the office along with several other logs, such as the Injuries Log and the Emergency Evacuation Drills Log. Copies of our IPM Plans are in the A-Z files and stored electronically in: //Lemberg/health & safety/IPM

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 of 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 the child to rest. 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 Rebecca Tharaud, MD). 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 their 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 in the ambulance.

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: Knowing 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 inform the Center 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 Forms*.
- ❑ 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 *Individual Health Care Plan (IHCP)* and have their

pediatrician sign. Then provide the appropriate medication, prescription for this medication, and the appropriate delivery system. This will indicate to the staff what procedures and medications to administer. We would also request an updated physical exam form with this new allergy and information listed.

- ❑ When **Epinephrine, adrenalin**, (usually by EpiPen) is prescribed, two EpiPen Jr[®]s, are required and must stay together. They should be brought to Lemberg in the original box with prescription label along with the IHCP form signed by the doctor. If Epinephrine is administered, the child is transported to an emergency room. An educator will accompany the child and the parent will be instructed where to meet them.
- ❑ 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 a new IHCP is filled out and signed 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 food preparation areas, the child's classroom, 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.

The school maintains a library with information on food allergies and other allergens. These include information on the use of the EpiPen, and the Manual: *Food Allergy Network (2000) "The School Food Allergy Program: Special Edition"*

This document is prepared with the assistance of the Food Allergy Network (2000) "The School Food Allergy Program: Special Edition," the American Academy of Pediatrics, AAP News "Managing food anaphylaxis at school requires an emergency plan", the [Calgary Allergy Network](#) and the [US Food and Drug Administration](#).

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 Brandeis educational facilities. Additionally, we have

transported the children off campus to museums, gardens, farms and orchards, firehouses, for hikes in the woods, to Waltham 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. There will always be at least one certified educator (Head Teacher or Teaching Fellow on a walk away from the facility).

Group sizes:

Certified Teacher + two TAs	= up to 9 children
Certified Teacher + one TA	= up to 7 children (more adults for infants)
Certified Teacher + 3 TAs	= up to 20 children (preschool only)

Infant and toddler walks with strollers will maintain at least the EEC mandated ratio of 2:7 infants and 2:9 toddlers. Without strollers, ratios will be higher given the needs of the children in the group, but generally 1:2 or 1:3.

2. Only Head Teachers and Teaching Fellows 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 Teaching Fellow or other certified teacher may be assigned to this work.
4. A first aid kit must be carried on all walks.

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/herself, 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 motor vehicle. When staff or parents use their personal car to transport children on field trips, our policy requires:

1. That each child must be secured in a car seat or booster 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 in the office along with a photocopy of the driver's license.**

When the center rents a motor 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 in addition to the driver, at least one adult known by the children and employed by Lemberg CC on the vehicle.
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 motor vehicle.

When the Center uses a Brandeis University vehicle, or rents a vehicle and has a driver connected who is a Lemberg CC employee:

1. There must be at least one attendant in addition to the driver, one of whom must be a certified educator, and for more than eight children additional adults to ensure compliance with EEC licensing ratio for the age group.
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. 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.

POLICY ON INSTITUTIONAL CHILD ABUSE AND NEGLECT

In the event of suspected institutional abuse or neglect, the Executive Director or Ombudsperson assigned by the Board 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 reshoot 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 parent/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 bake 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 childcare programs is available in the Office for you to review at any time. You may also download a copy of them at: mass.gov

On the next page a few regulations are summarized.

CENTER ADMINISTRATION AND DESIGNATION OF ADMINISTRATOR

- (a) 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.

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 accessed only by the Executive Director, administrator, office assistants, Head Teachers, Teaching Fellows, and the child's parent(s). Kept in the office in a locked cabinet, is 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).

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 child with special needs, 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 children'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 7.01-7.14

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. Lemberg LLC is licensed by the State of Massachusetts Dept of Early Education and Care, located at 1250 Hancock St., Quincy, MA

A copy of the regulations governing Large Group Child Care is available online at:

<https://www.mass.gov/lists/licensing-policies-for-group-and-school-age-child-care-programs>