

PLOWSHARES PARENT HANDBOOK

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PLOWSHARES EDUCATION DEVELOPMENT CENTER, INC. PROGRAM DESCRIPTION/GOALS AND OBJECTIVES

Agency Mission: To provide the highest quality child care possible to families who live and/or work in Newton and the surrounding communities; to support families in the education and care of their young children; to promote cooperation and exchange between existing child care programs; to publish professional child care literature; to provide technical assistance; to organize parent and staff workshops/training; and to encourage parental involvement.

Toward these ends, the Board of Trustees has set forth the following goals and objectives: To establish and evaluate governance systems and policies which will meet the above stated missions and objectives; to focus on prioritized needs and offer appropriate support to the agency and staff in carrying out these objectives; to establish in conjunction with administration, staff, parents and community members, short and long range plans and objectives; to evaluate the success of said goals; to raise funds commensurate with these purposeful goals.

Agency History and Experience: When Plowshares incorporated in 1976 as a tax-exempt, non-profit child care program, there were ten children enrolled. Today the agency operates three locations, housed within Newton public school buildings and provides services to more than 200 families. Programs available include: Toddler; preschool; nursery, school-age child care, summer camps and integrated classrooms. Plowshares is governed by a Board of Trustees that includes parents, thereby insuring parental participation in the policy and decision-making aspects of the organization. The Plowshares site at Newton North High School serves as the lab training facility for high school students majoring in early childhood education. Our other locations are at the Franklin Elementary School in West Newton and the Lincoln Eliot Elementary School in Newton Corner.

Administrative Goals and Objectives: To support and carry out the primary mission and objectives as defined collectively by the Board of Trustees, staff, parents and community members. We believe that the most essential element in ensuring quality child care is the support and development of a dedicated, diverse, educated and nurturing staff, trained in developmentally appropriate education. Staff development, training and advancement opportunities remain a high priority. Currently included as program development priorities are the following: on-going assessment of developmentally designed and culturally diverse curriculum which fosters social/emotional learning and ethical development. Other administrative priorities include continued parent engagement and membership on the Board of Trustees.. Grantsmanship and fundraising for a variety of purposes, including: Tuition assistance for low and moderate income families; facility improvement; curriculum design and development; parent workshops; technology updates; staff development and collaborative work with other social service agencies and support groups to foster professionalization of the early childhood education field.

Communication and Contact: To reach the main administrative office call (617) 527-3755 or to Fax (617) 244-0227. Our Website address is www.plowshareschildcare.org Not only is there information about the programs, staff and curriculum but also important updates and forms that can be downloaded.

As our logo states we want to be sure to be “Your Trusted Partners in Education and Care” of your children. As such, we count on your feedback to improve the quality of our programs. So please fill out the periodic and annual evaluations that we send out and/or use the suggestion boxes in the classrooms. Also speak with site Directors on more ways that you can be involved and have your voice heard.

PLOWSHARES' CHILD CARE AND EDUCATIONAL PHILOSOPHY

Plowshares believes that all children and families regardless of race, religion, cultural heritage, political beliefs, disability, sex, marital status, or sexual orientation have a right to quality care, nurture and instruction from competent, educated and loving staff. We believe in the importance of developmentally designed and age-appropriate education and care as endorsed by the National Association for the Education of Young Children (NAEYC). And we believe staff have a right to training and supervision which supports this professional development. We also believe that each child has the right to develop self-confidence and positive feelings of self-worth. Toward these ends, we stress the importance of socialization and enrichment opportunities. Our curriculum and daily schedules are geared toward providing experiences and activities, within both a group and individual context, that foster self-esteem. Plowshares' professional staff observe and evaluate, with input from parents and the child, each child's unique capabilities. Within the context of a nurturing, non-pressured and supportive classroom, teachers are able to design specific activities which encourage and stimulate children to stretch their capabilities and explore new opportunities. In this way, mastery of skills and self-initiated discovery are attainable, non-threatening and confidence building. Teachers also foster independence and self-sufficiency. Children are challenged to develop problem-solving strategies by thinking through solutions to various dilemmas: What would happen if...? How might you handle this problem differently the next time? What do you need to accomplish this task? Where can you find more support or information? In this fashion, staff not only serve as catalysts

to help empower children to become self-sufficient, but they also serve as resource persons providing both materials and information along with support.

SCHOOL-AGE CHILD CARE AND EDUCATION PHILOSOPHY

While Plowshares School-Age Care and Education Philosophy draws substantially from our Agency's Preschool Philosophy (based on Developmentally Appropriate Practice [DAP]), school-age programs and operations are adapted, modified and even newly developed to meet the new stages of growth and development school-age children undergo. School-age children have increasingly powerful desires to become more self-expressive and independent, to formulate and postulate their own ideas and theories, and to seek "proof" of such by "testing" and evaluating through observation, classification and experimentation. School-age children need increasing amounts of independence - along with increasing amounts of accountability. The need for school-age staff to offer direction on ways to obtain information, facts and organization of thoughts and ideas is fundamental in helping them develop into creative, inquisitive and discerning individuals.

Acquisition of problem solving and conflict resolutions skills is an important and primary component of our school-age programming. Children need help to think through ways of finding solutions, be it to homework, puzzles or personal problems. Children especially need guidance in ways of handling powerful emotions such as fear, anger, embarrassment etc. Learning how to express one's feelings honestly, yet appropriately, takes time, support and practice. Staff lends such support and guidance to youngsters as they learn to verbalize their feelings and seek ways of acceptance, cooperation and respectful coexistence. Staff also helps the children to reflect on their experiences of conflict and to build a perspective which expands the various options available for resolving future conflict in as non-threatening, non judgmental and non-demeaning a means as possible.

Curriculum and programming for older school-age children is designed to be enriching, socially stimulating, fun and educational. We draw from many theorists who study the growth and development of young children. One of the early theorist studying young children was Piaget. His studies suggest that cognitively school-age children are attaining a stage of reasoning known as "concrete operations" - a process that enables school-agers to "decenter" and think more objectively. Although most of the students are not yet able to fully reason in the abstract (Piaget's findings indicate that this transition does not generally occur until 12 or 13 years of age) the concrete operational stage does usher in a less egocentric form of reasoning and a newly acquired ability to simultaneously hold in mind and relate various characteristics of objects, persons or situations.

With the acquisition of concrete operations, children attain a stage known as "conservation" wherein they begin to realize that changes in appearances do not necessarily mean changes in substance. While there are many implications for programming purposes, one in particular corresponds fortuitously with a fundamental tenet of Plowshares' philosophy. From their concrete perspective of "logic" and "conservation" students of this age are able to explore fallacies inherent in stereotypes and prejudice and reason that the largess of heart, spirit or mind is neither lessened nor increased simply because the shape, color of skin, or any other attribute of the body is different than one's own.

By the time that children have reached school-age, they have begun to develop a rather extensive understanding of the social structure of their family, community and society at large. As such, discussions about civic responsibilities, social conduct and group friendship can be generated, with the older students in particular being able to carry this process and thinking over into pro-social behaviors - i.e., lending service and skills to benefit the neighbors and community. Raising funds for local charities and benefits is an undertaking many wholeheartedly desire to accomplish, as is the opportunity to offer community service and peer support.

PLOWSHARES SCHOOL-AGE CARE AND EDUCATION PHILOSOPHY (CONTINUED)

Another developmental psychologist, Erickson, offers a different perspective of occurrences and developments at this age. He refers to this psychosocial stage of development as the crisis of Industry vs. Inferiority, i.e. where children are busy trying to master skills and competencies valued in their culture, thereby developing views of themselves as either competent or incompetent, or in Erickson's terms, industrious and productive vs. inferior and inadequate.

According to Erickson's theories, there is a tremendous opportunity here, in keeping with Plowshares' overall program philosophy, for staff to develop and extend the self-esteem of our students. By helping children develop competencies (in sports, arts, drama, science, self-help skills, safety etc.) through projects that are important and meaningful to them in their lives, and by utilizing specialists, career/skill training and enrichment opportunities, attainment of important skills and competencies can be greatly facilitated.

Furthermore, by staffing with individuals who understand this developmental stage and inherent opportunity and therefore encourage each child to seek out the learning and mastery of such skills at a pace commensurate with his or her learning style, students are far more likely to succeed at attaining these important skills. Success is likewise furthered by creating a non-threatening, open style atmosphere where teachers shift the focus off competition and comparison and onto the celebration of diversity and cooperation. Finding a balance between the more non-competitive "New Games" and the traditional "team" sports is a major goal. Collectively, all these approaches hold great potential for fostering positive self-esteem and developing greater confidence and risk taking ability for future endeavors.

Another extremely important development that begins to occur is the acquisition of values that validate one's emerging sense of self in the larger world---often a view of oneself and one's values apart from those gained at home. The peer group plays an increasingly major role in this process. One's friends and peers serve as a bridge between the values of family and the wider range of values offered by the society at large. One of the benefits of a supervised school-age setting, is that these new ideas, roles, behaviors and responsibility can be explored within a relatively non-threatening sphere where they are monitored, acknowledged, encouraged or discouraged as the case may deserve.

Programs for older children can capitalize on the importance of the peer group function while still maintaining adult guidance and supervision, by designing a more "club-like" form of programming and operation. Clubs enable students to sharpen their social skills, develop opportunities for social cooperation, build important friendships, foster self-esteem and try on more adult and (semi) independent responsibilities.

In keeping with a club-like atmosphere, long range and more in-depth activities are very appropriate, as students at this age have greater attention spans and capabilities to explore and master skills, ideas and concepts. Students of this age group enjoy classification activities, such as stamp and coin collecting, bird and animal classification, and scientific experimentation and classification.

As Plowshares' staff members are dedicated to keeping abreast of new developments in the field of child growth and development, we will continue to draw from the current research and knowledge and strive to create age-appropriate curriculum which challenges, stimulates and engages our students. We also offer time for students to complete homework and receive additional support from our staff. Enrichment, fun, learning and opportunity will always be cornerstones to our school-age programming and activities.

EEC LICENSING AUTHORITY AND NAECP ACCREDITATION

Plowshares is a fully recognized early care and education agency, licensed and inspected by The Department of Early Education and Care of the Commonwealth of Massachusetts. In addition to complying with EEC licensing standards, Plowshares undergoes voluntary accreditation by the National Academy of Early Childhood Programs to assure that all our programs meet the professional standards of quality and excellence in the care and education of our young children and students. Parents can contact EEC, {1250 Hancock Street, Quincy, MA. 02169, (617)472-2881} for information regarding programs regulation compliance history.

Plowshares Welcoming and Transition Procedures

All children and families who initially enter any of the Plowshares programs are assisted by the protocol and standard practices of fair, non-discriminatory and welcoming procedures as noted in our Child Intake Policy. (See attached)

All families are invited to visit the programs to meet with staff, see the program and learn fully about our philosophies, practices and procedures for excellence in care and education.

This initial welcoming helps to form the beginning bonds of trust and exchange between parent, child and Plowshares staff - so important to our beliefs, practices and welcoming atmosphere at Plowshares. This is when directors and teachers have the opportunity to learn more about each child as an individual and what his or her specific needs may be in order for our staff to best help the child grow and learn while in our care and custody.

All necessary paper work (including contact, and health information) as required by EEC are either noted or obtained at such meetings. Plowshares standard information packets are reviewed and shared.

School-Age Procedures and Options for visiting and obtaining information may occur in any of the following ways:

At the annual Newton Public School parent orientation evening, Plowshares works in partnership with the principal to make a brief presentation about the after-school program. Interested parents sign the initial contact sheet and receive our program packet. In addition, directors remain available to talk with interested parents and share further information

Plowshares directors or staff then follow up with a telephone call to the parents to answer specific questions and when interested, set up an opportunity for a program visit with the child.

Both the Lincoln Eliot and Franklin public schools offer Step-up Day for their students and our staff design an Orientation Day filled with fun activities and opportunities to make connections with other children in the Plowshares classrooms.

In addition, our sites often host an Open House prior to September for additional opportunities to make the children and families feel welcome and comfortable at our sites and possibly meet other friends/families that will be attending.

If any child entering our programs has unique health, learning or other specific issues or needs, then we generally have the parent and/or specialist come in prior to entry to share, train, inform etc. the staff in the specific needs and procedures that will help the child in our settings.

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Parents are encouraged to call or visit if they are worried or concerned about how their child is transitioning into the Plowshares programs. Communication and exchange is a top priority to ensure a positive partnership and ongoing dialogue. As stated in our logo: Your Trusted Partners in the Education and Care of Your Child since 1976.

Staff share updates on each child's day with parents at pick-up as well. In addition, the director and teachers will call parents if the transition (or any day for that matter) is truly difficult and follow-up discussion, strategies and reassurance is established to help improve the situation.

On all children's first day, staff ensure that activities and opportunities are provided which make the child(ren) feel comfortable, welcomed and part of the program. Children are shown their cubbies, get to decorate them if desired, have a chance to sing the "Name Game" song, share something like "favorite thing to do" etc. In addition, staff watch for the shy or frightened child and give extra one-on-one attention and dialogue, reassuring and supporting the child.

Additional Transitions and Procedures

Children in our toddler/preschool, Kindergarten and K/1 programs have frequent and ample opportunities to mix with children in other age groups throughout the day and year, including on the playground and gym, or through activities, clubs, field trips, snack time, parties etc., thereby building friendships, making connections with other children and staff throughout the year

Staff from each grouping (Toddler, Preschool, K, K/1, older After School etc.) hold frequent joint staff meetings. They share and exchange information and updates on all children as appropriate. When any child or group is transitioning up, the specific staff members involved will go over the individual child(ren)'s progress reports, status, records, information, specific needs and procedures etc. to ensure a smooth, seamless and welcoming transition. In general, the transition day is designed with specific activities and events to make it easy and comfortable.

Transitioning out of the Plowshares program into another school/location/move

After School to Middle School: The Newton Public Schools host a Step-up Day for all students during the Spring which is the initiation of the transitioning process. Plowshares staff design activities and special events that recognize and honor each child in our program for who they are, what they have accomplished and how much they have been enjoyed at Plowshares. This serves as an informal rite of passage and is coordinated just prior to the end of the year. Progress reports and other records are available to pass on to the middle school if requested or as appropriate with parental consent.

Pre-school: Plowshares staff are fully integrated into the K transitional process established by Newton over 20 years ago to make the transition into Kindergarten successful and supportive. Our staff meet with Newton Public School K teachers during "Peek Week" and share information on children, philosophies, activities, progress reports, needs etc. as parental consent permits. There is an established protocol information sheet that our staff prepares and sends to each K teacher. In the past we have sometimes establish a letter writing exchange with our students and current K students.

Parents, during such transition periods, are offered information and support on the change by all staff. We provide name of schools and contact information as is known to us. We reassure both parents and children that the process, though sometimes scary, is generally a great opportunity and chance to progress forward. And we always let them know that we will be available whenever they need or want to talk with us.

In addition, in all our programs, for whatever the transitional reason, we utilize personal discussion, specific books on transitional topics (i.e. moving to a new home, making new friends, forming a relationship with a new

sibling/step-parent etc.) to help introduce options, realities and possibilities - highlighting the positive while acknowledging the personal worries, fears or concerns as well and offering coping techniques if possible. And should we feel that the child/parent is having great difficulty with the upcoming transition, we facilitate further meetings with our staff and/or specific experts/counselors as appropriate and can share whatever resources we have about the new setting or community.

With permission, we also can make contact with teachers/directors of new programs and let them know what reports, information we have on the child and family to help them facilitate a successful transition.

PRIMARY CARETAKING

In keeping with our Program Philosophy of viewing each child as an individual and seeking to support each child's unique growth and development pattern, the staff at Plowshares offers primary caretaking. In this practice, each teaching member of a team is assigned not only to watch over the whole group but to carefully observe a smaller primary sub-group of children throughout the year. This staff person has the primary responsibility of assessing your child's growth and development. He or she will note your child's particular strengths, talents and skills as well as areas that need further assessment or evaluation. This primary staff person will be responsible for establishing the parent/teacher conferences for preschool families or any necessary conferences for school-age students. Teachers are willing to meet with parents at their request for feedback, support or any other need.

DIVERSITY: CELEBRATING OUR HERITAGE

Plowshares welcomes diversity in our enrollment and staff selection. We seek to encourage peoples of various backgrounds - social, cultural, racial, religious and economic- to join in our programs. As a staff, we seek training in special education and diverse cultural and anti-bias curriculum development. Plowshares is proud of our long history of supporting and including children with disabilities whenever possible. We welcome sharing by parents, staff, children and consultants on the many needs, customs, holidays, celebrations, history, rituals, foods, song and dance of all our families' heritage and background.

THE LAB SCHOOL AT NEWTON NORTH HIGH SCHOOL

The Plowshares program operating at Newton North High School was established in September of 1987 at the invitation of the School Committee and Technical Vocation Department of Newton North High School. It is a model program and example of a successful public/private partnership between Newton Public Schools and Plowshares Childcare Program, Inc. This location serves as a lab school for training high school students majoring in Early Childhood Education. Lab students are under the supervision of a high school teacher as well as Plowshares' staff. Lab students study child growth and development theories and learn practical

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methods of classroom implementation. Although the lab students are not included in our teacher: child ratio, their hands-on assistance often provides very specialized and valuable one-on-one attention for our children.

CHILD INTAKE

- * Our enrollment and personnel practices are non-discriminatory toward children and families with regards to race, religion, sex, cultural heritage, political beliefs, marital status, disability, sexual orientation and ethnic or national origin or toilet training status.
- * Plowshares is a multi-ethnic, socio-economic and culturally diverse program which supports non-discrimination in enrollment and personnel practices.
- * Plowshares accepts children 24 months through grade five, depending on site location and licensing permits.
- * Children with special needs are incorporated into our programs whenever possible and appropriate. We ask parents to share any pertinent information relative to a child's disability, including existing IEPs, in order to best serve the child. We adhere to ADA and EEC guidelines on inclusionary practices. We will make all reasonable accommodations on a case by case basis to welcome or continue to serve any child with a disability. If it is determined by Plowshares that a child requires the use of an aide in order to safely attend Plowshares, then we will work with the parents, early intervention, the school and school district as appropriate, utilizing EEC and ADA guidelines to reasonably accommodate the child. If the parents of a child believe that accommodations are necessary for their child, then we will request that the parents inform us of these needs and reasons in writing. We will then work with the parents and early intervention, schools and school districts, as appropriate, to collectively determine what reasonable accommodations can be made. If in Plowshares judgement, the accommodations to serve a child would cause undue burden to the program, then Plowshares will provide written notification to the parents within thirty days of receipt of the authorized and requested information.
- * Children who are learning English as a second language are welcome to enroll.
- * Parents shall be asked to visit the center and meet with the site director to discuss program operations, care and education philosophies, curriculum goals/objectives, scheduling needs, individual needs of the child and any other pertinent information or questions.
- * At some point prior to enrollment, the child shall visit the center for an informal observation and assessment in the classroom setting and shall be given an opportunity to play and explore and to meet the teachers, staff and children.
- * To be placed on the "Active" Wait List which determines your placement date for openings, parents must complete and return the one page Wait List application form and the **non-refundable application processing fee.**
- * Acceptance is generally based on the date the child is placed on the waiting list.

- * September enrollment determination begins January 15th of each year.
- * Siblings and city employees receive priority in enrollment through January of each year.
- * When notified of openings, parents will be permitted one (1) week to decide on enrollment and mail in the required **non-refundable deposit**, equivalent to 1/2 of the monthly tuition fee, before the position is offered to another on the active waiting list.
- * Enrollment packets, including parent handbook, holiday list, daily schedules etc. are distributed to parents. It is important that parents should familiarize themselves with information and policies contained therein
- * All forms, including the Billing Agreement, Health Form, Emergency Release and Field Trip Permission and Alternative Transportation Form must be completed BEFORE the child initially begins school & each September thereafter.
- * Fees are determined prior to enrollment and included on the Billing Agreement.
- * Financial Aid applications are available for qualifying families. Discuss options and sources with site directors or contact the main office for further information.

PLOWSHARES PRESCHOOL SCHEDULE

This is an example of a general schedule currently in use at the Newton North site. Sites will vary from this general schedule to accommodate specific needs, program hours or spontaneous events.

7:30 - 10:00	FREE TIME THEME PROJECTS SNACK
10:00 - 10:15	CLEAN-UP/BATHROOM
10:15 - 10:45	CIRCLE TIME
10:45 - 11:30	OUTSIDE/GROSS MOTOR
11:30 - 12:30	LUNCH TIME
12:30 - 1:00	CIRCLE
1:00 - 2:45	NAP TIME
2:45 - 3:15	BATHROOM/SNACK
3:15 - 4:00	OUTSIDE/GROSS MOTOR
4:30 - 5:45	QUIET ACTIVITIES/CLEAN-UP STORY TIME

SCHOOL-AGE PROGRAMMING

Components in After-School Schedules include Lunch (TUES/THUR), Free-Time, Outdoor Play, Theme Activities, Field Trips, Clubs, Snack Time, Group Meetings , Special Projects, (such as Community Service Projects, Class Plays,) Community School Options, Specialty Instruction Workshops (such as Computer Clubs, Gymnastics, Pottery etc.), Homework Options, Quiet Activity Period and Clean-Up

Kindergarten Scheduling may also include Lunch (daily), Rest Period and Special Projects.

HEALTH AND MEDICAL

(A complete copy of the Health and Medical Policies and Procedures are available upon request)

1. **EMERGENCY CONTACTS:** Parents should always give us the best option(s) on how to be reached in case of emergency. **Please inform program about any changes in contact information.**

2. **HEALTH FORMS:**

- (A) Each child must have a health form filled out and signed by a physician. These are required ANNUALLY. School Age children may have a written parental statement that the required information is on file with the child's public school.
- (B) Allergies and special health considerations should be noted on the application, health form & Action Plan. The teachers should also be verbally informed.
- (C) Immunizations must be up-to-date as required by Mass Dept of Public Health and EEC. State regulations require testing for lead paint poisoning as well.
- (D) If your child is not immunized for religious or health reasons, you must submit a waiver signed by your physician.
If a vaccine preventable disease to which children are susceptible occurs in the program, children without immunizations will be unable to attend until such time the child(ren) will no longer be at risk..

3. **ILLNESS:**

- (A) When a child becomes ill in school, we notify parents immediately so arrangements can be made to pick up the child ***as soon as possible***.
- (B) Please do NOT bring your child to school if he/she is ill, as it is unhealthy for the other children, their parents, the teachers and the child. Symptoms accompanied by a fever are exclusionary indicators.
- (C) A temperature of 100 degrees and above is considered a fever and a child must be picked up from school. A child must be fever free (non-medicated) for at least 24 hours before he/she is allowed back in school.
- (D) Any contagious illnesses or conditions that require treatment by a physician or nurse practitioner. Return to the classroom is dependent upon a non-contagious condition as indicated by physician or practitioner.
- (E) Always call the center when your child will be out. Also, please report any

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contagious illness as soon as possible.

4. **MEDICINE DISPENSATION:** (*When possible, parents are encouraged to come in and dispense medication themselves.*) **Plowshares adheres to the EEC guidelines as follows:**

(A) All medication administered to a child, including but not limited to oral and topical medications of any kind, either prescription or non-prescription, must be provided by the child's parent.

(B) All prescription medications must be in the containers in which they were originally dispensed and with their original labels affixed. Over-the-counter medications must be in the original manufacturer's packaging.

(C) Staff may not administer any medication contrary to the directions on the original container, unless so authorized in writing by the child's licensed health care practitioner. Any medication without clear instruction on the container must be administered in accordance with a written physician or pharmacist's descriptive order.

(D) Unless otherwise specified in a child's IHCP, the staff must store all medications out of reach of children and under proper conditions for sanitation, preservation, security and safety during the time the children are in care and during the transportation of children.

1. Those medications found in the United States Drug Enforcement Administration Schedules II-V must be kept in a secured and locked place at all times when not being accessed by an authorized individual.

2. Prescription medications requiring refrigeration shall be stored in a way that is inaccessible to children in a refrigerator maintained at temperatures between 38 & 42 degrees.

(E) Emergency medications such as epinephrine auto-injectors must be immediately available for use as needed.

(F) When possible, all unused, discontinued or outdated prescription medications shall be returned to the parent and such return shall be documented in the child's record. When return to the parent is not possible or practical, such prescription medications must be destroyed and the destruction recorded by a manager or supervisor in accordance with the Dept of Public Health, Drug Control Program.

(G) No staff member shall administer the first dose of any medication to a child except under extraordinary circumstances and with parental consent.

- (H) Each time a medication is administered, the staff must document in the child's record the name of the medication, the dosage, the time and the method of administration and who administered the medication.
- (I) Staff must inform the child's parent at the end of each day whenever a topical medication is applied to a diaper rash.

EEC REQUIRES ALL MEDICATIONS TO BE ADMINISTERED IN ACCORDANCE WITH THE CONSENT AND DOCUMENTATION REQUIREMENTS SPECIFIED IN THE CHART BELOW

7.11 Health and Safety

Regulation Number and Type of Medication	Written Parental Consent Required	Health Care Practitioner Authorization Required	Logging Required
7.11 (2) (l) 1 All Prescription	Yes	Yes. Must be in original container with original label containing the name of the child affixed.	Yes, including name of child, dosage, date, time & staff signature. Missed doses must also be noted along with the reason(s) why the dose was missed.
7.11 (2) (l) 2 Oral Non-Prescription	Yes, renewed weekly with dosage, times, days and purpose	No in FCC Yes in Large and Small Group Must be in original container with original label containing the name of the child affixed	Yes, including name of child, dosage, date, time & staff signature. Missed doses must also be noted along with the reason(s) why the dose was missed.
7.11 (2) (l) 3 Unanticipated Non-Prescription for Mild Symptoms (e.g., acetaminophen, ibuprofen, antihistamines)	Yes, renewed annually	No in FCC Yes in Large and Small Group Must be in original container with original label containing the name of the child affixed	Yes, including name of child, dosage, date, time & staff signature.
7.11 (2) (l) 4 Topical, Non-Prescription (when applied to open wounds or broken skin)	Yes, renewed annually	No in FCC Yes in Large and Small Group Must be in original container with original label containing the name of the child affixed	Yes, including name of child, dosage, date, time & staff signature.
7.11 (2) (l) 5 Topical, Non-Prescription (not applied to open wounds or broken skin)	Yes, renewed annually	No. Items not applied to open wounds or broken skin may be supplied by program with notification to parents of such, or parents may send in preferred brands of such items for their own child(ren)'s use.	No for items not applied to open wounds or broken skin.

SERIOUS ACCIDENT/ILLNESS: The following procedures are followed:

Life or Death --- Dial 911

(A) Explain the situation.

(B) Arrange for transportation via ambulance.

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- (C) Take emergency release folder and accompany child to Newton Wellesley Hospital or nearest hospital deemed by EMS.
- (D) Have the teacher/director contact the parent and explain the situation
- (E) In a non-life threatening situation the hospital, in general, will not treat the child until the parent(s) arrives.

6. ACCIDENT INSURANCE: Plowshares does not carry individual accident insurance for the children. Each family is strongly encouraged to carry their own insurance.

PARENT INVOLVEMENT

Plowshares maintains an OPEN DOOR policy whereby parents are welcome and encouraged to visit and observe the classroom at any time. We also encourage parents to volunteer when possible for special projects, field trips, fund-raising, sharing of hobbies and expertise etc. Your participation can and does make a difference in supporting a QUALITY program.

PARENT COMMUNICATION

Parent communication for all programs is facilitated through daily postings, monthly calendars, Teacher, Director and Exec. Director memos, Newsletters, parent suggestion boxes, phone calls, email exchanges and parent conferences upon request.

PARENT TEACHER CONFERENCES

Plowshares believes in parent/teacher partnership. We encourage daily communication and feedback. We schedule preschool conferences and encourage meetings throughout the year. A copy of progress reports is provided to parents. School-age progress reports are written annually for each child and a copy given to the parent. Parent conferences are scheduled at parent or program request as needed. Conferences with the Director and/or teachers will be arranged whenever requested. Children with identified special needs will have progress reports conducted every 3 months.

BOARD OF TRUSTEES

Plowshares is a non-profit organization overseen by a Board of Trustees composed of alumni parents, social service professionals and community members with skills, interest and expertise that supports and advances the mission of the Agency. If you are interested in participating, please speak with the site director or the Executive Director for further information.

CHILDREN'S RECORDS AND CONFIDENTIALITY/AMENDMENTS

Information contained in a child's record will be confidential and will not be released to anyone outside the Agency, except under mandated reporting laws, without the written consent of the parents. Access information will be logged. Parents will be notified if a child's records are subpoenaed. At the NNHS lab site, records are reviewed by lab students under teacher auspices and subject to confidentiality. Upon request, and at reasonable times, parents may have access to the records of their child. If a copy is requested, no charge will be made. The child's parent may add information to the child's record and may also request deletion or amendment thereof by scheduling a conference to make objections known. Plowshares will render a written statement within one week after the conference to the parents stating the reasons for the decision and, if appropriate, will take actions as determined.

Please be aware: Plowshares strives to protect the privacy and rights of all our children and families and will not release photos, media or private information without consent, unless so required by law or deemed to be in the best safety interest of the children in our care.

Also, Please Note: As we are in a collaborative partnership with the Newton Public Schools we do share, when appropriate, information in a professional and confidential manner with pertinent public school personnel.

CHILD GUIDANCE

Plowshares' child guidance practices reflect our belief that developmentally appropriate expectations and consistent and appropriate limit setting for children are essential to their safety and healthy development. All our child guidance and limit setting procedures are intended to ensure the well being and safety of each individual child and the group as a whole. Plowshare's overall program operations and curriculum are designed to foster creative, interesting and engaging activities, thereby minimizing the likelihood of disruptive and inappropriate behaviors. Teachers are trained to recognize early signs of distress and possible disruptive behavior and are skilled in trying to redirect the child's energy and attention to a more positive outlet. On occasion "breaks" or "time out" is deployed to diffuse a difficult situation. When a child's behavior is inappropriate, the teacher will first speak with the child to be certain that he/she understands why the action is unacceptable. If the behavior continues, the child will be asked to take a "break" and will return to the group when he or she feels able to do so. Through this process, we hope that the child will begin to gain internal control for his/her behavior.

Plowshares' staff are trained and supervised in adhering to EEC guidelines on positive and consistent ways of understanding individual needs and development of children by:

- *Encouraging self-control and using positive child guidance techniques such as recognizing and reinforcing children's appropriate behaviors, having reasonable and positive expectations, setting clear and consistent limits and redirecting;
- *Helping children learn social, communication and emotional regulation skills they can use in place of challenging behaviors;
- *Using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to encourage appropriate behavior and prevent challenging behaviors;
- *Intervening quickly when children are physically aggressive with one another and helping them develop more positive strategies for resolving conflict;
- *Explaining rules and procedures and the reasons for them to children, and where appropriate and feasible allowing children to participate in the establishment of classroom rules;
- *Discussing behavior management techniques among staff to promote consistency.

In the rare instance when a child's behavior poses a threat to his/her self, the other children or staff, then and only then may a teacher or senior staff member utilize the least necessary supportive hold to prevent the child from harming his/her self or anyone else. The goal remains the same: to prevent harm and to help the child regain self-control. The child may likely need to be removed and taken to a safer, more appropriate location.

Supportive holding of children should be considered only in the following situations:

- The child's safety is at risk
- The safety of other children or adults is at risk.

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- The child must be moved in order to be safely supervised.
- The child demonstrates a sustained behavior that is highly disruptive and/or upsetting to the other children necessitating moving the child.

Whenever a child's behavior is cause for concern, then the child's parents shall be contacted and consulted, and if necessary, appropriate resources and assistance will be sought. Refer to the Social Services/Referral Guide.

Plowshares adheres to the EEC guidelines prohibiting the following practices:

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

REFERRAL SERVICES

The following outlines Plowshares referral services policy. We maintain a referral and human services list to assist families in locating appropriate services for educational, social, emotional and medical needs. In addition, Plowshares utilizes referral services and consultants to help assess children's development and to design appropriate education and care plans.

Plowshares also adheres to the EEC guidelines to help avoid suspension or termination of a child from our programs.

SOCIAL SERVICES REFERRAL PLAN AND PROCEDURES

It is the responsibility of the site directors and head teachers to ensure that procedures relative to social service referrals are carried out in each program and that all staff are trained and informed in said procedures.

Whenever any staff member observes behaviors in children that raise concerns, then that staff person should share his/her concerns or observations with the head teacher and/or site director. The issue should then be shared with other teaching members of the classroom team for further assessment, input and discussion.

If the initial issue or behavior observed is of serious concern, then the site director or head teacher shall inform the parents as soon as possible. Otherwise, all members of the team, including the site director, shall continue to observe the child for further occurrence or indications of the behavior or concern. If the site director feels further assessment of the situation is required, then the site director and/or head teacher shall notify the parents and schedule a meeting to discuss the situation. With parental input at such conferences, the teachers, directors and support staff will collectively work to design an appropriate educational and social strategy plan to help the child. The primary goal will be to aid the child in developing behavior and skills to enable his/her continued participation in the program. Philosophically such goals are developed with the intention of building self-esteem and fostering appropriate social skills. Parents are encouraged and supported in developing strategies to supplement the work and

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support efforts designed at Plowshares. Consistency in behavioral intervention practices, both at home and at Plowshares, is a priority in order to help modify children's challenging behaviors.

If the observed behaviors or conditions warrant assessment by other specialists, then the parents shall sign a consent form and be informed of the person observing, the date and time of the observation/consultation and have access to information regarding such assessments. This is generally done in a separate conference with the parents, director and consultant/specialist.

Whenever appropriate, parents will be informed of services offered under Chapter 766 with referrals to Early Intervention for children under three years of age (781-449-1884); the Director of the Early Childhood Program for children over three (617-559-6053); the Coordinator of Elementary Special Education for N.P.S. and Pupil Personnel Services (617-559-6025). Other social service referral listings and contacts as well as our Social Service Referral Guide, with two pages of social service listings, and our brochure "Early Childhood Transition: A Parent Guide" will be shared also.

Should a child's condition or behavior warrant development of a special individual education plan, then the parents, staff and Special Ed personnel will work together to develop and implement such plans for supporting the continuation of the child in the classroom setting as required under Chapter 766 and EEC. Plowshares supports the "inclusion" model of integration of children with special needs in the classroom whenever possible and appropriate. Plowshares staff work closely with the Newton Public Schools and special needs personnel in designing such plans.

Alternative Placement and Termination: If after a reasonable period of time implementing the intervention practices, the staff and directors believe the social behavioral emotional or psychological needs of the child are greater than can be appropriately met by the staff, then the program will assist the family in finding the appropriate social services and/or relocating the child to a more suitable environment. This should be conducted within a reasonable time frame, not to exceed 3 weeks. Although Plowshares does assist in the process of locating referral services or relocation, the ultimate responsibility rests with the parents or guardians.

If the procedures, as stated above, have been carried out with little or no success and the child's behavior continues to seriously disrupt classroom proceedings or jeopardizes his/her own safety or the safety of the other children and staff, then Plowshares reserves the right upon notification of the parent, to suspend or terminate the child. Referral services, assistance and counseling will continue to be made available to the family and child as needed.

All children shall be appropriately informed of the pending suspension or termination as is suitable for their developmental status, abilities and/or age and shall be given adequate information and support to prepare for the separation, including, but not limited to, a farewell gathering or party with the children and support and encouragement from the teaching staff.

All reports, meetings and evaluations shall be documented and maintained in the child's file. Parents will be provided with a written statement which includes the reasons for recommending a referral, a brief summary of the relevant observations made by staff and all efforts made to accommodate the child. It is the responsibility of the site director to ensure that appropriate files and records are maintained.

PLOWSHARES POLICY ON TERMINATION and SUSPENSION

Plowshares Childcare Program, Inc. reserves the right to terminate services to children and families for the following reasons:

1. NON-PAYMENT OF TUITION/LATE PICK-UP: Whenever tuition falls in arrears more than 2 weeks. (See Billing Agreement); Frequent tardiness at pick-up & end of day.

2. CHILD'S NEED FOR SPECIAL SERVICES BEYOND PLOWSHARES

CAPABILITIES: Whenever the service and program needs of a child exceed the expertise, professional capabilities or physical capabilities of staff members; or whenever a child's condition or behavior cannot be managed effectively by Plowshares staff or detracts from the daily operation of the center; or whenever a child's condition or behavior poses a potential threat to the safety and well-being of his/her self, the other children or staff, then referral arrangements for more appropriate services and placement will begin as indicated in the Social Service Referral Manual. Please note that if a child's behavior poses a serious threat to the safety and well-being of the child or the other members of the class, or is so inappropriate as to be disruptive of program operations, then Plowshares reserves the right, upon notification to the parent, to terminate continued services for the child.

3. HARASSMENT/MISCONDUCT: If a parent, family member or child displays inappropriate behavior, either physically, verbally or sexually, toward any staff member, child or parent, then termination/referral procedures shall be initiated.

4. PROGRAM PHILOSOPHY DIFFERENCES: Whenever program operations and philosophical beliefs are in conflict with any parent's or child's philosophy or beliefs, then the Agency administration will establish a meeting to listen to the perspective of the parent/child. If accommodation of requests, changes or actions can be incorporated into the program without disruption of the schedule or program philosophy, then reasonable attempt to do so will be made. If however, the requests for change or actions are contrary to the Agency's published philosophy and educational and care giving goals, or is disruptive of daily schedules and operations, then the parent/child will be so informed and, if needed, referral and termination practices will be initiated. The termination process shall not exceed two (2) weeks. The Executive Director will be the final arbitrator of any dispute regarding program or operational practices or issues; the Board of Trustees for any legal/policy issues.

5. POOR COMMUNICATIONS/LACK OF TRUST: If relations between the parent(s) and school should for any reason deteriorate to the point that communications are strained and counter productive and trust is lost or broken, then Plowshares reserves the right to terminate services.

6. OTHER CAUSES: All such other causes as would prove detrimental, illegal or harmful to the children, staff or families at Plowshares.

7. SUSPENSION: Plowshares adheres to the EEC guidelines to help avoid suspension or termination of a child. Suspension is rare, to be used only in extreme situations where safety or behavioral concerns for the well being of the child, the other children or the staff is critical or when recommended as part of an IEP. (See Social Service Referral Plan for more information).

PUBLIC SCHOOL SAFETY/PARKING

Plowshares rents space from the Newton Public School Department. Each parent must become familiar with the rules for safety required by the School in which your Plowshares center is located, especially those rules that apply when dropping off and picking up your child. Please be aware of designated parking areas and rules regarding the crosswalks.

TRANSPORTATION

Parents/Guardians are solely responsible for the daily transportation of their child(ren) to and from Plowshares Childcare Program.

CHILD'S ARRIVAL/DEPARTURE

- (1) Preschool children **MUST** be accompanied by an adult into the classroom, and picked up by an authorized adult from the classroom. Children remain under the Parent(s)/Guardian(s) purview until they are checked in or out by Plowshares teachers both for morning drop off and afternoon pickup.
- (2) Kindergarten children are picked up at their classrooms by a staff member and taken to Plowshares at the time of dismissal.
- (3) First through fifth graders walk downstairs to Plowshares by themselves at dismissal time. They remain under the Newton Public School purview until they arrive and are signed in on attendance at Plowshares where they are then under the auspices and liability of our agency. ***At no time should they exit the school building.***
- (4) No preschool child should be brought into the classroom prior to opening hours: 7:30 AM at Newton North High School site.
- (5) Please call before 9:30 AM or prior to noon for after-school children if your child will be late or absent. If necessary, also notify the transportation service.
- (6) If your child will be picked up by an adult other than listed on the Authorized Release listing it is necessary that Plowshares be notified beforehand--preferably in writing.
- (7) When leaving with your child, please notify the teacher. Some sites also require a sign-out as well.
- (8) All preschool children **MUST** be picked up by the end of the scheduled program, generally, 4:00 (Ext. Day), 5:45 (Full day).
- (9) Afterschool programs at Lincoln Eliot and Franklin end at 5:45. Tardiness will result in a late fee.
- (10) Summer Camp ends at 5:30 PM.

If a child has not been picked up by 6:00 PM, the staff will first call the parents. If they cannot be reached then staff will call the emergency contacts. If no contacts or arrangements have been made by 6:45 PM, then we must, per order of EEC, contact EEC/DCF and/or the Police. However, no child(ren) will ever be left unattended by a staff member until appropriate authorities assume custody.

LATE FEE POLICY

Every parent should observe the end of program hours. Parents are expected to be in the classroom to pick up their child by the scheduled end of each program, including Extended Day, Extended Day Plus, Kindergarten, Elementary and Full Day Preschool. A \$5.00 charge will be applied to billing accounts for each portion of 15 minutes that a child is picked up after his/her

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regular schedule. That charge will increase to \$10.00 for the second time in a month and \$15.00 for the third time. Should tardiness continue beyond 3 times in a month, then the fee will increase to \$5.00 per minute. Teachers will hand tardy parents a copy of the late slip to be filled out at that time indicating the time of arrival, acknowledgment and signature of the parent. These late slips will then be forwarded to the main office for inclusion in the monthly billing.

Our staff members work long and hard. Many have families and other obligations. This policy will be strictly enforced. We understand that occasional Emergencies do occur.

Consistent tardiness however, is grounds for dismissal.

FIELD TRIPS

Plowshares takes field trips to various educational and recreational points of interest, some which may require additional fees. These will be noted on the field trip permission forms.* Use of seat belts on buses and/or other forms of public transportation are dependent upon availability of such. Field trips may be either small groupings or with the entire class. Parents are notified beforehand. A general release is signed at enrollment and often specific releases. Staff will make every effort to arrange field trips on varying weekdays throughout the year to accommodate children on varying schedules. Staff may also choose to limit the size of the group for various reasons.

Parents may sometimes be able to attend field trip events when their children are not regularly scheduled on those days if space and arrangements are possible. In these instances, parents will generally need to arrange transportation and ticket purchase on their own. Parents are asked to assume full responsibility for their children's well-being and must enforce the same rules, conduct standards and limit setting principles that the teachers are enforcing for the rest of the group. If parents are uncertain about any such rules or requirements they should feel free to ask the teachers. Likewise, if parents have any questions or concerns about field trips, they should contact teachers or directors.

If a child is not going to participate on a field trip, it is the parent's responsibility to make alternative arrangements. Sometimes Plowshares can assist.

Once field trip permission slips are signed, you are responsible for the charges regardless of whether your child participates.

** Should field trip fees cause a financial hardship for any family, please contact the site director for possible waiver or reduction of the fees.*

TOILET LEARNING

No child in either pre or after-school shall be refused admittance based on toileting needs or capabilities.

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All Toddlers and Preschool age children should have a complete change of clothes in their cubby.

Newton North Toddler/Preschool site: Plowshares staff are trained in Toilet Learning procedures. Philosophically, we do not believe in pressuring children to start toilet self-help skills until they give indications that they are interested and ready. It is our policy to include parents in the toileting procedures to insure that consistency in practice is evidenced both at home and in school. An initial meeting is established to discuss and share ideas on methods and practice. Praise and support are primary components of our practice. Likewise, opportunity to model older children's independent toileting behaviors is supported. In general, once toilet learning procedures have begun, children should not be put back into diapers as it interrupts and prolongs the process. Similarly, we have found that pull-ups are not helpful in the process and are therefore discouraged. Please share any thoughts and ideas or discuss any questions or concerns with site teachers and director. Progress updates should be shared regularly between home and school.

Kindergarten and School-Age: If there are toileting issues, please inform the director at intake and provide a complete change of clothing. An appropriate plan to aid in self-toileting will be developed with the staff and parents if needed.

REST/QUIET TIME

Preschool rest time/quiet, required by EEC regulations, is provided daily after each busy and challenging morning. Each child is supplied with an individual mat, which is charged to parent billings. The quiet atmosphere, often with soft music, is conducive to a relaxed period during which most of the children fall asleep; others benefit by the rest and quiet. (Please note: If a child does fall asleep during rest/quiet time we do not awaken a child until rest period is over.)

Please leave a small blanket in the cubby and have it laundered weekly. If helpful for your child during rest time, a special stuffed animal or such is welcome.

Note: Rest time space and a mat will be provided for Kindergarten children as needed.

RESEARCH AND EXPERIMENTATION AND UNAUTHORIZED ACTIVITIES

Plowshares is in compliance with EEC regulation #7.04(12)(13) regarding research, experimentation and unauthorized activities. None are conducted without parent's consent.

SPECIAL THEMES

From time to time, Plowshares' staff and administration will determine special themes, goals and objectives relative to the care and education of the children and families we serve. These themes may reflect on the classroom curriculum, such as multi-cultural celebrations, or in our

administration, such as fund-raising to support low and moderate income families with tuition payments. Inclusion of these themes and goals is one further way that we are working to insure that our Plowshares programs are of the highest possible quality we can offer. Parents are welcome to suggest ideas and options for such themes and goals. (See also Suggestion Boxes/Annual Evaluations)

PERSONAL SAFETY: BODY AWARENESS/ABUSE PREVENTION/EMPATHY CURRICULUM

This curriculum emphasizes body awareness, empathy, tolerance and personal safety. It is designed to give your child the ability and language to feel empowered and safe. All curricula is presented in a gentle and age appropriate manner.

ABUSE AND NEGLECT REPORTING PROCEDURES

All staff members at Plowshares are mandated by law, EEC, and Department of Children and Families to report, based on our best professional assessment and experience, any suspicions or disclosures of child abuse or neglect of the children in our care. Documentation of concerns and/or incidents is maintained. Teachers report such concerns to supervisory personnel, including site and agency directors. When appropriate, information and concerns are shared with parents. A copy of the full procedures is available on request.

MAILBOXES/COMMUNICATIONS

All Plowshares' sites have parent mailboxes and bulletin boards, email address and our website. Please check them daily as they often contain important communications from staff and administration.

POSITIVE SUGGESTIONS/FEEDBACK/ANNUAL PROGRAM EVALUATIONS

As we seek to continually improve the quality of the services we offer, please be sure to utilize all means of communication whenever a pertinent thought or ideas occurs. Likewise, we encourage on-going communication with administration, directors, lead teachers and classroom teachers on issues and concerns of importance to you. We also welcome supportive feedback as well. All parents are requested to fill out our year end evaluation forms as well as sharing feedback on an ongoing basis and during exit interviews.

CONFLICT RESOLUTION

Plowshares is committed to parent participation and feedback. We seek to keep differences of opinion and potential conflict to a minimum by seeking feedback on a daily basis. We encourage parents to share concerns or worries as soon as they arise. Please feel free to share these worries daily upon arrival at school. If your concerns require more time for discussion, then the teacher or director will set up a conference meeting at a mutually convenient time. Whenever appropriate, we suggest that parents first talk over a concern or worry with the staff person most directly related to the issue. If this is not practical, then talk with that person's

supervisor: i.e. coordinator, lead teacher, site director or executive director. If your concern is related to program issues, schedules, philosophies etc., speak with site directors or administration. If your issues are related to policies and procedures, speak with directors or the executive director. Policy and legal issues may need to be decided by the Board of Trustees. If this is the case, the Executive Director will request that you state your issue in writing and petition the Board to review your request. The Board, in turn, will decide whether such a request requires a special hearing, at which time you would be requested to attend a meeting to discuss the concerns raised in your petition. Final resolution of personnel and program operations conflicts generally resides with the Executive Director. Resolution of legal and policy issues generally falls to the Board of Trustees.

EXTRA CLOTHES/DRESS

- (1) Each child should have a complete set of extra clothes (appropriate to the season). Please check regularly.
- (2) All clothes should be labeled.
- (3) Proper dress is required for your child according to the season. We go out almost every day.
- (4) Please send your child to Plowshares in PLAY clothes. Thanks!
- (5) Extra clothes should be kept in a labeled hanging bag on each child's cubby hook.

TOYS FROM HOME

Check with your child's teachers about current classroom policy concerning toys from school. We appreciate your cooperation!

BIRTHDAYS

Plowshares likes to celebrate birthdays at school. Please notify us a few days beforehand of the date. We appreciate parents sending in cupcakes or cake for the occasion. If it is a financial burden for anyone, we will gladly provide it. Please let us know. **** SEE TEACHERS FOR CLASSROOM FOOD RESTRICTIONS DUE TO ALLERGIES.**

SNACKS/LUNCH

Preschool parents are requested to send a morning snack and a lunch with a drink for their children. Plowshares will provide the juice/water for morning snack. Staff encourage children to eat the meals sent by parents. Children are encouraged to eat at least a few bites, although they are never forced to eat. However, we do not allow them to eat desserts only. If there seems to be

serious issues regarding eating, we will discuss possible solutions and strategies with the parents.

****BE SURE TO NOTIFY TEACHERS FOR MANAGING CLASSROOM FOOD RESTRICTIONS DUE TO ALLERGIES**

Kindergarten children: Please send a lunch or buy it through the public schools.

Afterschool: Afternoon snacks are provided by Plowshares.

FOOD SUGGESTIONS

In compliance with EEC regulations, the following are offered as suggestion for nutritious foods, drawn from the USDA Food Guide, which may be included in lunches or snacks.

To ensure good nutrition in your child and that they grow up healthy, they will need to eat a large variety of foods. The amount of foods that they eat is much less important. Remember that your child's appetite may decrease and become pickier over the next few years as his growth rate slows. As long as they are gaining weight and have a normal activity level, then you have little to worry about. You can still offer them a variety of foods, but can decrease the serving sizes if they don't eat a lot.

MY PLATE

Grain group servings include 1 slice of bread, 1/2 cup of cooked rice or pasta, 1/2 cup of cooked cereal, and 1 ounce of ready to eat cereal. Your child should eat 6 servings from this group.

Vegetable group servings include 1/2 cup of chopped or raw vegetables, or 1 cup of raw leafy vegetables. Your child should eat 3 servings from this group.

Fruit group servings include 1 piece of fruit or melon wedge, 3/4 cup of 100% fruit juice, 1/2 cup of canned fruit, or 1/4 cup of dried fruit. Your child should eat 2 servings from this group.

Milk group servings include 1 cup of milk or yogurt or 2 ounces of cheese. Your child should eat 2 servings from this group.

Meat group servings include 2 to 3 ounces of cooked lean meat, poultry or fish, 1/2 cup of cooked dry beans. You can substitute 2 tablespoons of peanut butter or 1 egg for 1 ounce of meat. Your child should eat 2 servings from this group.

For school age only please note: Opportunities for school lunches can be arranged directly through the NPS for early release days.

ALCOHOL, DRUGS, SUBSTANCE ABUSE

If a teacher observes a parent who appears unfit to drive safely due to intoxication from any source or for any other apparent reason, then that teacher will inform the parent that his/her condition prohibits release of the child for the reasons of safety and well being of the child and parent and for reasons of law and liability. Plowshares reserves the right to:

- * Call a taxi
- * Call the emergency number of a family member or friend
- * Call the Department of Children and Families or EEC
- * Call the police if the parent insists on taking the child.

COMMONWEALTH OF MASSACHUSETTS AGENCY ACKNOWLEDGEMENT

Plowshares gratefully acknowledges the role of the Commonwealth of Massachusetts in assisting child care agencies throughout the state, including Plowshares by funding the Department of Children and Families, Department of Elementary and Secondary Education, and the Department of Early Education and Care. These are all agencies from which Plowshares receives funding for tuition assistance, staff training and general support.

PLOWSHARES SCHOOL CLOSINGS

In general, Plowshares is closed for all the single day holidays observed by the Newton Public Schools. Plowshares closes for approximately one week in December (Winter Break) and usually one week at the end of summer camp in August. Plowshares is closed for one or two days prior to the start of summer programs as well. Check Plowshares calendar and website for specific dates and times.

Closure due to inclement weather is dependent on a decision by the Superintendent of the Newton Public Schools. See the accompanying message for Radio Station Announcements of School Closings.

Plowshares customarily remains open during the February and April Vacation weeks. During these times, School Closing Announcements will be made via the following:

www.plowshareschildcare.org

WRKO ON THE 680 AM DIAL

Channel 7 News

Occasionally, when the weather worsens during the day, Plowshares will need to close early. This decision will be made by the Newton Public Schools and/or Plowshares. For updated

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information please refer to the above radio/TV stations or check on our website www.plowshareschildcare.org for closing announcements. Please remember to allow extra travel time in bad weather and try to arrive early to allow the staff extra driving time as well.

We will also send an email notification. *(You can also sign up for updates and cancellations via text messaging and email from Channel 7 News Boston - <http://whdhstore.hipcricket.com> (Register-new member, then click - School Closings, Middlesex, Day Care, Plowshares.)*

Be sure to notify the center if a friend or relative needs to pick up your child.

Emergency Evacuation Plans for Plowshares' Centers

Purpose: To assist personnel in safe and effective evacuation procedures in case of unexpected emergencies not covered under fire evacuation procedures.

General: All personnel must be cognizant of the following emergency evacuation plans.

- (1) Follow standard evacuation procedures, including head counts against attendance book, carrying 1st Aid kit and children's emergency records, portable phone if available, etc. and proceed calmly, reassuring the children as much as possible.
- (2) Attend to any emergency medical situations as best as possible, following 1st aid training/CPR procedures.
- (3) Once at emergency evacuation location, call necessary medical personnel, agency administrators and parents to notify of situation and status of children. As appropriate, offer suggested next steps and procedures. If the situation is not resolved within 45 minutes, parents must pick up their children.
- (4) Directors shall update and inform all staff of emergency evacuation plans at least bi-annually and during orientation of new personnel.
- (5) Evacuation plans shall be clearly posted at each site.
- (6) Evacuation Plans will be reviewed annually at Agency Director meetings.

Site Specific Evacuation Plans

Newton North High School: Newton North High School: Children should evacuate via designated fire doors, take right and proceed along sidewalk to stairs, walk up stairs to Hull Street, turn right and proceed along sidewalks to Lowell Avenue. Turn right on Lowell and proceed toward Washington Street/Mass Pike and walk to the first set of crossing lights at the intersection of Otis Street and Lowell. Crossover to **St. John's Episcopal Church** on the corner and enter basement classrooms for **Bowen Nursery School**. Tel @ Bowen Nursery School (617) 332-3923; Plowshares NNHS: (617) 527-3755. **For Shelter in Place and Lockdown:** Students and teachers are generally advised to stay in classrooms. If it is a Shelter in Place, the main entrance on Tiger Drive off of Walnut Street and/or the Athletic entrance will be open and students and faculty outside will be directed to the SOA

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(simulated outdoor gym) take a left and proceed down hallway to gym. For a lockdown, no doors would be open to the building. In both cases, the children and teachers of Plowshares will likely be in our classrooms. However, should we be advised to exit room with windows then we would likely move into Michelle Ramsdell's room, the middle classroom (Room 107C). If we happen to be elsewhere in the building, such as in the gym or dance room, we will likely remain in those spaces. If we happen to be outside during a lockdown, then we would go our Plowshares alternative emergency site -St. John's Episcopal Church at the corner of Lowell and Otis Street. And finally, should that space be inappropriate, then we would walk with the school to one of the official NNHS alternative sites: **Newton City Hall and/or Main Library**, 1000 Commonwealth Ave. (617) 796-1360; Cross Comm. Ave. to City Hall/Library.

Franklin: (In an Emergency, all staff take a Walkie-Talkie and their cell phone.) During Elementary School hours, Franklin Students will evacuate to the Burr School, 171 Pine St., Auburndale, Ma. 02466, (PH: 617-559-9360). After School Hours, Plowshares will evacuate to the GYM at Burr School (PH: 617-965-1518) via designated Fire Routes using the Hallway stairs to Door #3. If in the Library, Cafeteria, Gym, Music Room, Art Room, Game Room (Rm 428 – next to the Gym) use the closest exit that is most appropriate. After each child and Plowshares Teacher is accounted for by name, all children should be escorted along the sidewalks and use the crosswalk at Traffic Light at the intersection of Derby St. and Cherry St. Cross Derby St. and walk south on Cherry St., using the right side of the Street, to River St. (opposite Pizza Market). Turn right onto River St., and follow to Pine St. Turn left and cross River St. at the crosswalk and follow Pine St., walking on the right side of the street, to the Burr School. The After School entrance is on the corner of the far (left) side of the school. Go in the door and go down the stairs. Go through the Music Room to the Gym.

Secondary Site: Fesseden School 250 Waltham St. West Newton 02465 (PH: 617-964-5350) Cross the street at the traffic light, at the corner of Derby St. and Cherry St., staying on the school side of Derby St., turn left on Cherry St. and follow 1 block to Pleasant St. Turn right on Pleasant St. and follow to the end. Cross Waltham St., and proceed to the new Gym at the Fesseden School. It's in the building after the outdoor pool.

For Shelter in Place and Lockdown: Children and Teachers will generally stay in the classrooms. If the Library needs to be evacuated, go to the OT/PT Room, down the narrow corridor at the back left of the Library, may be used also. If the Gym needs to be evacuated Room #428 around the corner from the Gym. If the Cafeteria needs to be evacuated, use Room #8 next to the Cafeteria, the Cafeteria Kitchen, or the small side room on right side of the Stage. If we are outside during a lockdown notification and the threat is outside the school, then bring the children immediately inside the school, using a Staff Entrance, and go to the closest Plowshares Room and lock it. If unable to enter the school or if the threat is inside the school, and the group is outside, go to the far end of the large Playground to the Derby St. Gate, connect with all other Plowshares Staff by Walkie-Talkie, and proceed to our alternative emergency site at the Gym at the Burr School, using Derby St, Left on Sheridan St. Left on River St., and Right on Pine St.

Lincoln Eliot: Lincoln Eliot: Evacuate via fire routes. Children will gather with the teachers on the far sidewalk on Jackson Road rather than line up on field. Teachers will check that all students are accounted for before heading down Jackson Road toward of Our Lady Help of Christians Church @ 573 Washington Street: 617-527-7560. Children will be escorted down Jackson Road taking a right in Wiltshire to Adams Street. Straight across Adams Street to the parking lot of Our Lady's entering through the back green door on the side of the church.

Secondary Site: Cabot School, Kindergarten Wing 229 Cabot St. Newtonville: (617) 964-2749 South on Jackson Rd. Cross Washington St., go over bridge, turn right on Newtonville Ave., then walk diagonally across Cabot Park to School. If parents need to pick up their children they will be notified by email / cell phone. **For Shelter in Place or Lockdown:** If children and teachers are in rooms that can be locked they will remain in the room. Dependent upon the situation, Music Room occupants will go to either the Library or Art Room. Cafeteria occupants go to room 158. If outside during a lockdown, children and teachers will walk to the evacuation location

EMERGENCY UPDATES AND NOTIFICATION

We will notify parents/guardians when an emergency and/or an evacuation occurs by one or more of the following: **web posting, email, text, telephone chain, and each site's telephone answering message.** Should an emergency happen early in the morning prior to the major drop off of students, and the children present have been moved to the emergency shelter, then parents shall not be permitted to drop off children at the emergency shelter. All families should wait for further instructions and updates.

Any appropriate information will be disseminated to everyone via the above means as soon as possible.

Main office (617)527-3755

www.plowshareschildcare.org

PARENT RESOURCES

Plowshares Website www.plowshareschildcare.org

City of Newton: <http://www.newtonma.gov/>

***Public Schools:** <http://www.newton.k12.ma.us/>

***Health Department:** <http://www.newtonma.gov/gov/health/default.asp>

***Parks and Recreation:** <http://www.newtonma.gov/gov/parks/default.asp>

Department of Early Education and Care: <https://www.eec.state.ma.us/>

NAEYC: www.naeyc.org <http://families.naeyc.org>