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OUR PHILOSOPHY AND STATEMENT OF PURPOSE
The Holway Child Study Center-The Barn serves as a laboratory school for the Early Childhood Education Program at Lasell College. Lasell students bring an enthusiasm and enrichment to our Center where they share their classroom experiences with young children.

We believe that young children learn through play experiences, intellectual challenges, and their social interaction with both peers and educators*. Young children need to explore at their own pace and in their own style while given ample and appropriate choices and experiences throughout the day.

We strongly believe that children have Multiple Intelligences (Gardner, 83). Children are naturally predisposition to learn in different styles and methods. Some children are very visual learners while others are very tactile. Some children are more musically inclined while others are very analytical and mathematical. We strive to present each child with the opportunity to find which intelligence best suites them while challenging them to explore others.

The curriculum, therefore, offers a balance between planned and educator initiated activities. Supervised free play allows children to explore areas that interest them and thus to contribute their ideas to the program. Children can best master and integrate information through direct personal experiences and free play, while using a vast variety of materials.

Children need to be nurtured by warm, responsible adults who are knowledgeable in child development. This allows children to develop as healthy, happy and competent individuals. Our role as a laboratory school requires a highly educated and experienced staff. In addition, we provide ongoing support for staff development as we encourage educators to continue professional growth through in-service programs, graduate work, workshops and conferences.

Along with these important basics, we add the following:

- Provision of appropriate developmental learning materials and activity areas, both indoors and outdoors
- Aesthetically pleasing and inviting rooms
- Impeccable health standards
- Parent communication and involvement
- Staff selection procedures that ensure educators who will nurture children’s self-esteem and enhance their social, emotional, physical and cognitive development while applying the theory of Multiple Intelligences
- A strong support system for educators

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Our program provides for all of the above, as it is our belief that all are necessary for quality early childhood education.

* DEEC now refers to all Teachers as Educators

**PROGRAMS AT LASELL**
The Holway Child Study Centers at Lasell College offer two types of programs for young children. Rockwell is the Nursery School on campus providing a morning program (extended day available) for children starting at 2 years 9 months through 6 years of age. The Barn is a full day Child Care program serving children 3 months through 5 years of age. Both Centers are laboratory schools, which mean that there is active participation by Lasell's Early Childhood Education students and staff, as well as, many other departments on campus (e.g. Psychology and Sociology). Both Rockwell and The Barn are located on the campus of Lasell College. Although these programs work cooperatively, and follow many of the same policies they are considered separate Centers on the Lasell College campus. This handbook deals specifically with The Barn and its policies and procedures. A seven day notification will be given to our families before any policy or procedure change is implemented

**What the Holway Child Study Center has to offer the child:**

- A warm, loving, and safe environment for children where they will be comfortable and happy while being away from their own home
- Opportunities for being with other children in a setting conducive to the development of wholesome social relationships
- Assistance to children in developing a feeling of self-confidence
- Appropriate play and learning experiences that contributes to the developmental needs of the individual children in the program

**What the Holway Child Study Center has to offer the parent:**

- Early childhood education and care for the child while the parents pursue their own work
- Opportunities to meet with other parents and educators who have as their common concern the interest and needs of the child
- Opportunities to grow in the understanding of child development through daily contacts with Barn staff and workshops offered by the Barn

**NONDISCRIMINATION POLICY**
The Holway Child Study Centers admit children without regard to race, religion, cultural heritage, political beliefs, marital status, sex, age, disability, national origin, or sexual orientation. This nondiscrimination policy applies to the hiring of staff for the Centers, as well.
CHILD STUDY CENTER ROUTINES AND POLICIES

Operational Hours
The Barn is open Monday through Friday 7:30-6.

Enrollment Procedures
Families must submit an application form with a $30 application fee, which is non-refundable. Once application and fee are received, families will receive a confirmation letter acknowledging their application to the Barn. The Barn holds an annual Open House every October for perspective parents, as well as, offers small group tours once a month. All parents are strongly encouraged to tour the Barn and obtain a copy of the Parent Handbook before enrolling.

Re-enrollment
Each Fall, families currently enrolled in the Barn will be given priority to re-enroll their child for the upcoming year according to their current contracted days. As far as changing ones contracted days to add or change days enrolled, priority is given to children of faculty/staff at Lasell College and to siblings of present/past Barn students. Decisions for admission are made by the Program Director.

Admission and Contracts
On acceptance, a family must sign a contract with a non-refundable deposit to hold the opening in the program. This deposit is applied to the first month’s tuition for that year.

If your child is withdrawn before the end of the contract period, responsibility for tuition continues until the Barn can fill the vacancy. The Barn will not attempt to fill slots that are vacated in July and August. The Barn will attempt to fill these slots for the start of the new contract year in September. Parents will remain responsible for the tuition for their child’s slot until it is filled.

Tuition and Billing Policy
Tuition is payable on the first of the month, payments are delinquent if not made by the fifth of the month. The Barn does not remit bills. Parents must schedule payments without reminders. If extra days are needed, and are available, an extra day fee is charged. Parents requesting extra day should make the request one week prior to the day needed. There is no reduction in fee, make-ups or switching of contracted days due to absences.

Responsibility for tuition begins in September of the contract year. If a child entering the Barn is not developmentally or chronologically ready to begin in their classroom by September, parents are still responsible for the tuition since the space is being held for their child.

Scholarships
The Barn has a modest scholarship for those families that qualify. Parents are
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Scholarship applications are encouraged to apply each spring for the next contract year. Scholarship decisions are made by the Director.

Special Accommodations
If any specific accommodations or special equipment are required the parent must submit this request in writing to the Director at least 60 days prior to enrollment into the Barn. The Director will review the request for accommodations and will notify the parent(s) in writing within 30 days if the accommodation(s) can be met. Should the request be denied, the parents have the right to a review of the decision by the Department of Early Education and Care (DEEC). Should the Barn not be able to provide appropriate care for the child, the Barn will provide the parents with referrals to other services. If service is provided, the Barn will notify the local special education provider for assistance. The Lead Educator is responsible for scheduling a follow-up conference with the Special Education provider and the parent regarding the child’s progress.

The Lead Educator and co-educators within the child’s classroom may contact the agency or service provider, who is assigned to work with the child, for information and assistance with written parental consent. If no agency or service is involved the child’s progress will be reviewed within (3) months.

The Lead Educator will keep the Director informed of all children who may potentially be in need of a referral. A list of referral agencies is available to the parents and educators. This information is kept on file by the Director. No referral is to be made to a parent without first notifying the Director. Written parental consent must be given before any referral is made.

Referral Services Plan
All educators are responsible for monitoring the normal development of the children in their classroom. Concerns regarding a child should be brought to the attention of the Director.

In the event that the needs of a child are unable to be met within the Barn, be it social, emotional or physical, the Director will refer the family to an appropriate agency. A child may be referred at a parent's request or at the request of the Director after team meetings that would include the Director and the educators. Written documentation of the child’s behavior is the responsibility of the educators.

Parents will be notified of staff concerns at a conference requested by the Lead Educator. Documentation of this conference will remain in the child's folder with recommendations from staff, including action to be taken on behalf of the child. Follow-up conferences will be scheduled according to a plan outlined by staff, the referral agency and the parents.

Child Abuse or Neglect Policy
All staff members are required to report any suspected abuse to the Director, whether from home or from any members of the staff. This is our policy, as well as, Massachusetts State Law. Follow-up will be initiated immediately with the Department of Social Services.

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Transportation
If you arrange private school transportation for your child, it is the responsibility of the parent and/or the transportation company to accompany the child to and from the classroom. Educators or Lasell students are not responsible for installing car seats or leaving the classroom during working hours to escort a child to or from the transportation vehicle.

Effective August 31, 2013, Lasell College employees (which include Lasell students who work on campus), may not transport any child(ren) who are currently enrolled at The Barn to and/or from the Lasell College campus specifically The Barn. Additionally, college employees may not remain on the college premises after hours with currently enrolled children of the Barn unless the Barn late fee policy is in effect.

Arrival and Departure
The Barn is open daily from 7:30am-6pm. We request that all children arrive no later than 9:30am to begin their day. If your child will not be in on his/her scheduled day, please contact one of your classroom educators to notify them of the absence. If your child will be late due to a medical appointment please let his/her educators know ahead of time. If children are being dropped off after 9:30am, parents must call the educator to arrange an appropriate drop-off time. The Barn will make late drop-off exceptions when possible; however, all children must arrive no later than 12pm. Please refrain from scheduling mid-day medical appointments as the Barn does not permit children to be dropped off and picked numerous times during the course of a school day.

When picking up your child please remember to let us know that you’re leaving so that we can sign your child out. This is the time when the educators have the opportunity to relay any important information about your child’s day. Please remember that for safety reasons, we do not allow children to leave their classroom with older siblings and roam freely through the Barn while you are packing up items for the day. Also, when coming in or leaving the playground please be sure to close the gate tightly behind you. Children of any age should not be opening or closing gates or doors. Please allow yourself enough time to gather items and speak with all educators before the Barn closes. We strongly suggest that you arrive no later than 5:45pm in order to do so. All parents and children must depart by 6pm.

The classroom educators are not able to arrange pickups with other parents for you. If you know you are going to be late it is your responsibility to call the other parent (this parent must be listed on your child’s release form) and arrange for them to pickup your child. Once you have done that then you will need to call your child’s educator and notify them that another parent will be picking your child. We ask that you notify your child’s educator of this arrangement at least one half hour before your usual pickup time.
There is a late fee (to be paid to Lasell College):
We understand that some things are out of your control so each family will receive one five-minute grace period each contract year. However, after 6:05 you will be charged the regular late fee.

- $30.00 per child if you arrive after 6:00 p.m.
- After 6:15 p.m., the fine will be $10.00 for every 5-minute increment (rounding up to the next highest 5-minute increment).

If parents arrive late more than three times in one contract year, the fine will be doubled starting on the fourth occurrence. Fines are instituted to discourage late pick-ups, which are a hardship for both children and staff.

Failure to pay late fees or repeated late pick-ups may result in termination from the Barn.

Authorization to Pick Up a Child
No child will be released to any person not authorized by his/her parent to pick up the child. We must have written authorization by the parent in the case of any changes.

The classroom educators are not able to arrange pickups with other parents for you. If you know you are going to be late it is your responsibility to call the other parent (this parent must be listed on your child’s release form) and arrange for them to pick-up your child. Once you have done that then you will need to call your child’s educator and notify them that another parent will be picking your child. We ask that you notify your child’s educator of this arrangement at least one half hour before your usual pickup time.

Babysitting
It is not the purpose of the Barn to provide childcare for its families in any location other than at the Barn during regular operating hours. Any arrangement for childcare which does not take place at the Barn is strictly a private arrangement between the parents and the individual educator/Lasell student. No private arrangements may interfere with the operation of the Barn or the individual educator’s/Lasell student’s job performance. Parents, educators and Lasell students must understand that these arrangements are not within an educator’s/Lasell student’s job description and that they may either accept or decline such requests from parents.
Holiday Closings

The Barn will be closed for the following holidays:
New Year's Day
Martin Luther King Jr. Day
President's Day
Patriot's Day
Memorial Day
Staff Development Day-the third Friday in June
Independence Day *
Week before Labor Day**
Labor Day
Columbus Day
Veterans Day *
Half Day the day before Thanksgiving Day
Thanksgiving Day and the following Friday
Christmas Eve day
Christmas Day*
Week between Christmas Day and New Year's Day

*The Barn closes on the next closest weekday when the Holiday falls on the weekend.

** In a twelve month, full-time program, this week is an important time for staff development, for planning time, and for time to reorganize and work in the classrooms.

Snow Days
The Barn closes whenever Lasell College closes due to inclement weather. Delayed openings will also follow Lasell College’s schedule. The Barn may also close early due to weather emergencies at the Director’s discretion.

Suspension
The Barn reserves the right to suspend children who: require services or care beyond that which the Barn is capable of giving, whose parents fail to make appropriate tuition payments, whose parents fail to provide proper documentation to the Barn, whose
parents fail to follow Barn policies and procedures after being reminded of such, children who pose harm to other children and staff.

When suspension is initiated by the Barn, the Barn will give parents appropriate written notice as to actions being taken by the Barn prior to suspension, including but not limited to written documentation of reasons for suspension. The Barn will assist in preparing the child for suspension in a manner consistent with their ability to understand.

**Termination**

If it is necessary for a child to be terminated from the Barn for valid reasons, the staff will do everything possible to help the child with this transition. The Barn reserves the right to terminate children who: require services or care beyond that which the Barn is capable of giving, whose parents fail to make appropriate tuition payments, whose parents fail to provide proper documentation to the Barn, whose parents fail to follow Barn policies and procedures after being reminded of such, children who pose a harm to other children and staff, or children whose age exceeds that which the Barn is licensed to serve.

When termination is initiated by the Barn, the Barn will give parents appropriate written notice as to actions being taken by the Barn prior to termination, including but not limited to written documentation of reasons for termination. The Barn will assist the parent as much as possible to find alternative care through providing referral information to the parent. The Barn will assist in preparing the child for termination in a manner consistent with their ability to understand.

**Confidentiality of Records**

All children's records are carefully protected. No information will be released from our files without written parental consent. At the same time, a child's records are always available to parents.

**Curriculum**

Weekly lesson plans are posted in each classroom. Parents are encouraged to check these lesson plans and address any concerns or issues with their child's educators. A daily schedule is posted in each classroom for parents use. It is expected that each child will participate in the daily schedule as posted, this includes going outside.

**Communications**

Written daily sheets are used as the main form of communication between parents and educators in both Infant and Toddler rooms. Please take the time to read your daily sheet before leaving. This way any questions or concerns can be addressed right away. Preschool rooms use a white board system to communicate the day's events and to remind parents about important information. These classrooms also use a checklist system to notify parents about their child's nap etc. Lastly, important notices and information will be distributed in your parent's and/or child's mailbox. Please remember...
The educators are happy and willing to talk with parents at any time and conferences can be scheduled on an as-needed basis. It is important that we know your concerns and observations about your child and we encourage you to talk frequently with your child’s educators. It is the policy of the Barn to bring any issues to the classroom educators first. If you are not able to come to an agreeable resolution with your classroom educators then you should consult with the Director.

All children receive scheduled assessments at regular intervals. Infants and children with special needs receive a written assessment every (3) month, which must be signed and returned to the educators. Toddlers and preschoolers receive assessments every December and June (six months). Parent conferences are scheduled at assessment time to communicate verbally with parents regarding their child’s growth and development.

In addition to daily communications and assessments, the classrooms provide a monthly newsletter featuring the activities for the month, as well as, Barn information and intermittent articles pertaining to the development and care of children.

At least annually, the Barn will distribute a measurement tool such as a survey, to the parents and staff of the Barn in order to receive feedback and evaluate effectiveness of the Barn. This will most likely be done at the six-month mark of the school year.

**Assessment of Child Progress**
The classroom educators will continuously gather assessment information on each child upon their enrollment at the Barn. This information includes learning and interest in each of the 8 Multiple Intelligences, social skills and development, emotional development and skills, cultural information and development, physical-large and small motor development, learning styles, and physical health. This information is used in various ways: i.e.: modify the classroom environment or schedule, adjust teaching style, to teach others, extend learning, identify areas of strength or weakness, to set goals for children, educators, parents, classroom, and the college.

**Enrichment**
Throughout the year, the Barn will provide special workshops, activities, and events for the children and/or parents. Notices will be posted via email, on the parent board in your child’s classroom or distributed in your mailbox. All parents are encouraged to attend whenever possible.

Some enrichment activities carry and additional charge for parents (i.e. gymnastic, music class and field trips). Families who are unable to afford these activities due to financial hardship should speak with their classroom Lead Educator.

**Nut Policy**
The Barn is a Tree Nut and Peanut Free facility. We do not permit any lunch items or special snack items containing nuts into the Barn. We are also diligent in being sure that
any snack items we provide have not been produced in a factory that produces other items containing nuts.

**Lunch at the Barn**
Healthy, nutritious lunches are always encouraged. The Barn provides morning and afternoon snacks, and parents send lunch each day for their child. In the preschool room, children are encouraged to eat their main course first, and then to eat fruit and desserts. In the toddler room the staff puts out each child's lunch little by little, following the same order as in the preschool room.

Healthy Lunch suggestions:
- sandwiches; cream cheese and jelly, ham, bologna, turkey, tuna fish. etc.
- bagels and cream cheese
- lunchmeat or cheese roll-ups
- leftovers (pizza, meatloaf, casseroles, spaghetti, chicken, etc.)
- soup (kept in thermos)
- hard boiled eggs
- cottage cheese, cheese slices, cheese cubes, cheese sticks
- yogurt, pudding, apple sauce
- cut-up vegetables (for older children) or left-over cooked vegetables, w/salad dressing
- pasta, crackers, pita bread, english muffins, bread sticks
- fresh fruit, humus, fruit cocktail
- raisins, berries

Some NO NO’s: candy, fruit roll-ups, donuts, twinkies, potato chips, peanuts, popcorn, gum, soda or sugary fruit like drinks. If you decide to send in a special treat please send enough to share with the whole classroom. Please try to keep sugary treats to a minimum. Please keep in mind that the Barn is tree-nut and peanut free, as well as, some children have additional food allergies. Educators should be told the ingredients of any home made special snacks.

**PLEASE REMEMBER TO LABEL ALL LUNCH CONTAINERS!**
**Infant Nutrition**

Young infants will be fed according to their own schedule. As they grow and start eating solids foods, their eating needs will change and the eating times will be adjusted toward the group schedule. During lunch, infants not yet eating table food will be served cereals and jarred foods.

Breastfeeding mothers are welcome to do so within the Barn setting. The Barn supports breast-feeding mothers by making a comfortable, quiet corner for them to be with their babies while feeding and to help minimize interruptions.

As your infant grows and becomes more adept at eating, they will be using their fingers for eating "finger-foods" and working on using infant utensils. As infants gradually start to eat cereals, jarred foods, and table foods, parents will inform the educators in the classroom as to what their child can eat. It is recommended that infants try new foods at home first, then parents can add the new food to the classroom snack list.

If your infant (eating table food) or toddler should have any food allergies or food intolerance, please notify your child’s educators immediately and an Food Allergy Action Plan must be given to the Barn stating exactly what foods cannot be given to your child. *If a doctor’s note is not provided we will provide the child with all the food we are serving.* When a child has an allergy or an intolerance it is the parent’s responsibility to provide an appropriate food substitute.

**Bottles**

All babies will be held for bottle-feeding until the child is willing and able to hold their own bottle. Bottles will never be propped. The feeding schedule will be individualized for each infant and flexible enough to accommodate the child’s daily needs. Infants will be fed when hungry, not when the clock or schedule dictates. Parents of bottle-fed babies will need to provide the Barn with prepared labeled bottles with nipples, and lids each day.

If you are breastfeeding your child, all breast milk must be dated and have your child's name on it. Fresh breast milk can be stored for 24 hours in the refrigerator or up to 3 months in the freezer. Milk that exceeds this time frame will be discarded. Contents remaining in any bottle must be discarded within one hour.

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Only breast milk, formula, or water will be served in your child's bottle. No bottles will be served with cereal or any other food product in them (without a doctor’s written consent). Juice (if provided by you) can only be served from a sippy cup. Bottles are not heated in the microwave, as this will produce "hot spots" in the formula or breast milk, and are warmed by a bottle warmer. If your child is breast fed and a parent forgets to bring in breast milk or the frozen supply is depleted, the parent will be called immediately.

**Tooth Brushing**
The Massachusetts DEEC requires that Educators must assist children in brushing their teeth whenever they are in care for more than four hours or whenever they consume a meal while in care. Children must use individual, labeled toothbrushes which must be stored in a safe and sanitary manner, open to the air without touching each other. All children (once the first tooth pops-up) will brush their teeth after lunch time. This regulation is optional; please speak with your child’s Lead Educator if you do not wish for your child to participate.

**What to Wear to School**
- Think of your child's comfort, and provide simple clothing free of complicated fastenings
- Consider your child’s physical ability to dress and undress when choosing an outfit for them to wear
- Think of the messy art activities, and provide clothing that is washable.
- Think of our playground, and provide clothing that is sturdy, and shoes that are not slippery
- Think of the changing New England weather, and that we do go outside every day, and provide extra sweaters or jackets, boots, mittens, etc.
- Think of all the clothing in our school cubbies, and provide labels in boots, mittens, etc.
- Think of our water play, puddles, or toileting accidents, and leave a complete set of extra clothing at school for your child (in a shoebox labeled with his/her name) socks, underpants, jerseys and long pants

**Smocks**
It is not necessary to bring a painting smock to school, as we have many smocks available for children to use.

**Articles to Bring**
The following articles are the responsibility of the parent to provide for their child:
- Breast milk/formula for infants
- Prepared bottles, capped and labeled with child's name
- Cow’s milk/Soy milk for toddlers (if used)
- Lunch (preschoolers should bring a drink as water and juice are provided at snack)
- Complete set of clothes, labeled with child's name (pants, shirt, underwear, socks, sweater/sweatshirt, mittens, hat boots, shoes…)
- Diapers, wipes (if appropriate) and creams or ointments you use in this process
- Articles for sleeping for toddlers and preschoolers such as a sheet, a blanket and a pillow, etc. (The Barn provides a nap bag, which is sent home weekly for parents to launder their child’s nap items.)

*Children are provided with cubbies to store their possessions. Parents need to*
Check their child’s cubby daily for items. The educators try their best to keep each child’s possessions in their cubby. It is important that you label everything so that things will not get lost.

Lasell College Student Experiences
As part of Lasell College, The Barn in partnership with the Education Department participates in the education of college students through student observations, field experience, practicum experience and student teaching. At no time are uncertified (non CORI) students left alone unsupervised with the children.

Toilet Training Policy
The Barn strongly encourages all children in the Younger and Older Preschool rooms to be fully toilet trained by the time of entrance unless there is a medical reason. We do understand that some children take a little longer than others to get the hang of it and we will work with them and support the occasional accident. However, we expect new families to have worked on the toilet training process before the first day of school.

Toilet training is a very important part of our Older Toddler program. Time is allowed for this learning experience, and we have ample educator coverage and the proper equipment to guarantee that each child gets full attention and help in this very important stage of his/her development.

Field Trips
Parents must sign a permission slip for field trips before children can attend. These permission slips will be kept on file in the office. For any trips requiring transportation, parents are always notified in advance.

As part of our daily program, children use the Lasell Library, Gymnasium and other Campus Buildings and property. We also take walking trips to local businesses and other areas of interest.

Parent Input
Parents are always encouraged to spend time in the classrooms, keep in close communication with our staff and to provide any helpful suggestions to improve our Program. We ask our parents to be a part of the Parent Advisory Committee and to help us in our fundraising programs.

Fundraising
We ask our parents to help in supporting fundraising projects each year. All fundraisers assist in the development of extra enrichment programs, such as, animal exhibits, theatre experiences, our scholarship program and special classroom purchases.

Participation in our fundraising events is not mandatory, but it is our hope that parents will be both understanding of our goals and enthusiastic about joining in the activities that will allow us to reach our goals.
Behavior Management Policy
Our program is designed with the hope of instilling inner guidance in each child by creating a warm, nurturing atmosphere in which children can grow to be self-sufficient. We strive to help the children express their anger verbally rather than physically. Our goal is to help them behave in acceptable ways by preventing disciplinary situations when possible and by increasing a child's feeling of self-worth.

We strive to prevent disciplinary situations whenever possible. Listed below are the guidelines that the Barn follows:

- Verbally reward behavior that is acceptable
- Analyze the situation, if the undesirable behavior persists try to redirect the behavior
- Emphasize the positive rather than the negative
- Give choices whenever possible
- Prepare children ahead of time when transitions are necessary
- Avoid unnecessary situations that reduce children's feelings of satisfaction
- Have specific classroom rules and be sure all children are aware of them.
- Plan ahead and anticipate situations
- Keep children engaged to avoid situations that lead to misbehavior

When disciplinary measures are necessary, we take the following steps:

- Discuss the behavior and then redirect the child to another activity
- Calmly and confidently remove the child if the behavior persists
- Wait for the child's to decide they are able to return to the activity
- Support the child's return to the activity to encourage success

We are committed to providing a warm and respectful learning environment where we nourish emotional growth. We acknowledge that any redirecting of a child must be carried through clearly and with respect.

As stated by the Department of Early Education and Care, we understand that physical punishment or isolation of a child is not acceptable treatment. It is also understood that no child shall be punished or in any way humiliated for soiling or wetting his or her clothing and that the denial of food or water is in no way acceptable. Additionally, no child will be forced to eat or use the toilet.
Biting
Biting is a natural, developmental behavior in which many young children engage, especially during their first and second years of life. We recognize that biting is a distressing activity for parents, educators, and the child who has been bitten. Although biting is a distressing behavior and all involved would like to see it end quickly, unfortunately there is no “quick fix”. However, biting does require immediate action by educators to comfort the child who has been bitten, express disapproval to the biter, and to find the cause of the biting. Children bite for a variety of reasons, so it’s important for adults to get to the root of the action. Frequently, the reasons for biting are not related to behavioral problems, and the biting does not make the biter a “bad child”. Since biting is developmentally related, it is more common for toddlers to bite than for preschool age children.

How Staff Respond:

Staff members respond to biting as they would other aggressive behavior by:

• calmly, yet firmly telling the biter that biting hurts and is not allowed
• by comforting the victim immediately and providing first aid if needed
• wash the bite with soap and water
• apply ice to reduce swelling
• by documenting the biting in an incident report

When a particular child bites on a regular basis, the educators attempt to find the cause of the biting and take action to prevent future incidents.

The staff look at:

• the causing factors such as time of day, area of the classroom, the activity, other children involved, etc.
• changes in the child’s life such as health problems, teething, the absence of a family member, the birth of a sibling, transitions, etc.

The staff then develops strategies to help prevent further biting. These might include:

• Ensuring that there are enough materials, including duplicates, for the children to use
• Ensuring that there is enough space in the classroom and that there are quiet times in the schedule
• Shadowing a biter in situations and times when the child has bitten before
• Providing teething toys for children who are getting new teeth
• Showing disapproval of biting
• Working collaboratively with parents to reduce or eliminate biting

How Parents Are Informed:

Lasell College
The parents of a bitten child are notified of the incident the day the incident occurred. Confidentiality prohibits the educators from sharing the name of the biter. The parents of the biter are informed personally and privately the same day.

**Biting (continued)**

*How Biting is Documented:*

All biting incidents are documented by the educator(s) in an incident report which is reviewed and approved by the Director. A copy of the incident report is given to the parents. The other copy is kept in the Barn’s incident report file.

**Birthdays**

We celebrate birthdays at school in the same low-keyed manner we observe all holidays or special events. Taking into consideration the ages of the children involved and their ability to participate comfortably, we ask that you do not bring in outside entertainment. If you wish to celebrate your child's birthday at school, please let his/her educators know. The party will be limited to cupcakes or special cookies and drinks that parents may bring in for snack. A variety of other options exist for party snacks that could include fruit, homemade breads, (banana, zucchini, etc.) or goodie bags filled with raisins, granola, etc. Of course, parents are welcome to come in to celebrate too. We all will sing Happy Birthday if the child is comfortable with this attention. Anything more elaborate must be reserved for your home celebration. Please make sure you speak with your child’s educators to make arrangements for your child’s birthday. Please contact parents directly to invite children to attend home parties. Party invitations should not come to school for distribution unless all children in the class are included.

**Holidays**

At The Barn, we are firmly dedicated to a policy of enrichment and growth for all our children. As part of this philosophy, it is our intention to acknowledge all holidays we share, including those special holidays which have meaning within the ethnic or religious backgrounds of our students. In this way, we hope to ensure each child’s knowledge of his/her own culture while learning to understand and respect others. As part of this learning experience, we encourage both children and our Lasell student educators to share with us their holiday experiences.

The Barn welcomes any parent who wishes to participate in this program. While our educators are informed about cultures other than their own, we are pleased to share our classrooms with those parents for whom the holiday has special meaning. In this way, we can all -- parents; staff, student educators and children -- learn and grow together.

**Toys from Home**

Except for toys that are needed at the beginning of the school year to ease a child's transition, we ask that toys be left at home. It is very hard on your child when they bring a toy to school and then cannot find it at school's closing. Also, the question of sharing a special toy can sometimes cause unhappiness. Please consider these possibilities before you let your child leave home with a toy. Guns, knives, or weapons of any kind are not allowed at school.
**Barn Conduct**
We ask that all parents be mindful of their conduct while in the Barn and at Barn functions. Parents are expected to follow the Barn and College policies. Profanity, smoking and alcohol are not acceptable at the Barn.

**Health Requirements**
The State of Massachusetts requires each child in the Barn to have a current immunization record and physical report on file by their first day of attendance each school year. In addition, a consent form for authorization of Medical treatment must be signed and on file with the Barn.

**Medications**
Educators are only allowed to administer prescribed medication to children if the parent fills out a medication form stating the dosage, the time at which the medication is to be given, and what type of medication it is. All prescribed drugs must be stored in the original pharmacy packaging. Medication forms are available upon request. If it is a non-prescription over the counter medication, we need a signed doctor's note stating we can administer this specific drug to the child. Doctor authorization must be renewed annually.
Flexible Infant Schedule
Class size of 7 children

* Please keep in mind that this schedule varies as infants grow and accomplish developmental milestones.

7:30  Center Opens
Classroom is ready for children.

7:30-9:15  Drop-off and Free Play
Information is exchanged between Parents and Educators. Parents are encouraged to say good-bye to their children before they start their day.

9:15-9:30  Diapering and Clean-up
(Diapering also occurs as needed)

9:30-10:00  Bottles/Morning Snack (when applicable)
Bottles/Snack is served in accordance with the needs of each child. Snack is not served after 10 A.M.

10:00-10:45  Morning Naps/Walks
Infants are given the opportunity to sleep in their crib or in a stroller on a walk.

10:45-11:30  Group Activity/Play
Infants who are awake will participate in activities, which help develop skills within the Multiple Intelligence Theory by Howard Gardner.

Examples:

**Bodily/Kinesthetic Activities:** (include both large and small motor activities)
Holding head upright, rolling over, sitting, crawling, walking, batting at objects, grasping objects, pincher grip, clapping, and manipulating objects.

**Visual/Spatial Activities:**
Visually following a moving object, watching images, imitating movements, searching for and finding objects, and crawling or walking around or over objects.

**Logical/Mathematical Activities:**
Using senses, cause and effect, following directions, and making predictions.

**Verbal/Linguistic Activities:**
Using sounds to express needs, producing vowel and consonant sounds, pointing to familiar objects, producing animal sounds, pre-linguistic chatter, producing words, phrases, and sentences.
**Musical/Rhythmic Activities:**
Shaking a rattle rhythmically, repeating different tonal patterns, using instruments, showing musical preferences.

**Naturalistic Activities:**
Being alert on a walk, participating in water play, associating animals with their sounds, identifying objects in nature, observing natural objects within the classroom.

**Interpersonal Activities:**
Participating in group activities, communicating with peers and others, expressing emotions, participating in dramatic play with others.

**Intrapersonal Activities:**
Reacting to self image, aware of personal space, becoming involved in parallel play, experimenting with dramatic play, daily sleeping schedules, and daily eating schedules.

11:30- 11:45  Diapering

11:30-12:30  Bottles/Lunch (when applicable)
Lunch is served in accordance with the needs of each child. Cereals and jarred food are served at this time, along with table food choices sent in by Parents.

12:30-1:00  Clean-up/Bottles
Lunch is cleaned up. Infants who had solid foods are offered bottles.

1:00-1:30  Diapering

1:30-3:30  Nap Time
Infants are offered an afternoon nap. Infants who do not take long naps are offered activities, such as those listed above.

3:30-4:00  Diapering

3:30-4:00  Bottles/Afternoon Snack (when applicable)
Infants are offered an afternoon snack based on individual needs. Bottles are also offered at this time.

4:00-6:00  Activities/Free Play
A variety of activities are offered. Infants begin to be picked-up at this time. This time may also be used for outdoor play.

5:00-6:00  Clean-up/Pick-up
Parents are greeted and told about their child’s day. The Infant Room is cleaned-up and prepared for the next morning.

6:00  Center Closed
**Younger Toddlers Daily Schedule**

Class size of 8 children

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-9:15</td>
<td><strong>GOOD MORNING</strong> - greetings, communication with parents, activity areas set up and morning projects, structured free play. Classrooms are open between younger and older Toddlers.</td>
</tr>
<tr>
<td>9:15-9:45</td>
<td>Classrooms separate and finish playing in their own classroom.</td>
</tr>
<tr>
<td>9:30</td>
<td><strong>DIAPER CHANGING</strong> and start of classroom clean-up.</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td><strong>SNACK TIME</strong></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td><strong>CIRCLE TIME</strong> – Monthly or weekly theme discussion, finger plays, stories, teaching concepts, sharing time…</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td><strong>PROJECT TIME</strong> – art projects, cooking projects, science projects, music class, theme activities outdoors play…</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td><strong>DIAPER CHANGING TIME</strong> and handwashing</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td><strong>LUNCH TIME</strong> (preparation for nap)</td>
</tr>
<tr>
<td>12:45-3:30</td>
<td><strong>NAP TIME</strong></td>
</tr>
<tr>
<td>3:30-4:00</td>
<td><strong>DIAPER CHANGING TIME</strong> and handwashing</td>
</tr>
<tr>
<td>4:00-4:30</td>
<td><strong>SNACK TIME</strong></td>
</tr>
<tr>
<td>4:30-6:00</td>
<td><strong>PROJECT TIME</strong> – art projects, structured free play, outdoors play, and pick-up</td>
</tr>
</tbody>
</table>

Lasell College
Older Toddlers Daily Schedule
Size of classroom 9 children

7:30-9:15  GOOD MORNING - greetings, communication with parents, activity areas set up and morning projects, structured free play. Classrooms are open between younger and older Toddlers.

9:15-9:45  Classrooms separate and finish playing in their own classroom.

9:30  TOILETING TIME start of classroom clean-up.

10:00-10:20  SNACK TIME

10:30-11:00  CIRCLE TIME – Monthly or weekly theme discussion, finger plays, stories, experiments, teaching concepts, sharing time…

11:00-11:45  PROJECT TIME – art projects, cooking projects, science projects, music class, theme activities outdoors play…

11:45-12:00  TOILETING TIME and handwashing

12:00-12:45  LUNCH TIME (preparation for nap)

12:45-3:30  NAP TIME

3:30-4:00  TOILETING TIME and handwashing

4:00-4:30  SNACK TIME

4:30-6:00  PROJECT TIME – art projects, structured free play, outdoors play, and pick-up
Younger Preschool Daily Schedule
Classroom size 14 children

7:30-9:30  GOOD MORNING – greetings, communication with parents, activity areas set up and morning projects, structured free play. Classrooms are open between younger and older preschool.

9:30-10:00  CLEAN-UP and CIRCLETIME (choose “star of the day”) monthly or weekly theme discussion, finger plays, stories, experiments, teaching concepts, sharing time…

10:00-10:30  SNACK TIME – wash hands, eat snack, quiet book and puzzle time following snack

10:30-11:30  OUTSIDE PLAY – gym time, field play and walks

11:30-12:00  STORY (bathroom and handwashing)

12:00-12:45  LUNCH TIME

1:00-3:00  NAP TIME- two tape stories while resting on mats, quiet time, rest music and naps

3:00-3:30  WAKE UP- bathroom time, writing Barn and tabletop manipulatives

3:30-4:00  AFTERNOON SNACK

4:00-4:45  AFTERNOON CIRCLE- story and “All About Today” calendar

4:45-5:45  OUTSIDE and FREE PLAY (afternoon tabletop activities or projects)

5:45-6:00  Clean up time and quiet stories
Older Preschool Daily Schedule
Classroom size of 16 children

7:30-9:30  GOOD MORNING - greetings, communication with parents, activity areas set up and morning projects, structured free play. Classrooms are open between younger and older preschool.

9:45-10:00  CLEAN-UP

10:00-10:20  GROUP SNACK TIME

10:20-10:30  BOOKTIME and QUIET

10:30-11:15  OUTSIDE PLAY

11:30-12:00  PROJECT TIME – art projects, cooking projects, science projects, music class, theme activities outdoors play...

12:00-12:15  TOILETING TIME and hand washing

12:15-1:00  LUNCH TIME (preparation for nap)

1:00-2:30  STORIES and REST TIME

2:30-3:30  BOOKS and QUIET TABLE ACTIVITIES

3:30-4:00  OUTSIDE PLAY

4:00-4:20  SNACK TIME

4:20-4:45  STORY TIME

4:45-5:30  OUTSIDE PLAY

5:30-6:00  INDOORS TABLE ACTIVITIES
VERBAL/LINGUISTIC

The capacity to use words effectively, whether orally (e.g., as a storyteller, orator or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation using language to inform, and metalanguage (using language to talk about itself).

LOGICAL/ MATHEMATICAL

The capacity to use numbers effectively (e.g., as a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer, or logician). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kind of processes used in the service of logical-mathematical intelligence include: categorization, classification, inference, generalization, calculation, and hypothesis testing.

VISUAL/SPATIAL

The ability to perceive the visual- spatial world accurately (e.g., as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artist, or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.

BODILY/ KINESTHETIC

Expertise in using one's whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using one's hands to produce or transform things (e.g., as a craftsperson, sculptor, mechanic, or surgeon). This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile and haptic capacities.
**MUSICAL/RHYTHMIC**

The capacity to perceive (e.g., as a music aficionado), discriminate (e.g., as a music critic), transform (e.g., as a composer), and express (e.g., as a performer) musical forms. This intelligence includes sensitivity to rhythm, pitch, or melody and timbre or tone color of musical pieces. One can have a figural or “top-down” understanding of music (global, intuitive), a formal or “bottom-up” understanding (analytic, technical), or both.

**INTERPERSONAL**

The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures: the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action).

**INTRAPERSONAL**

Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem.

**NATURALISTIC**

The ability to observe, understand and organize patterns in nature. This intelligence includes the ability to recognize and classify plants and animal, awareness of ones surroundings including changes and differences in their surroundings, weather, textures, animal life, natural shapes or patterns. Appreciates being outside and doing things like camping, hiking or climbing, or just sitting and observing nature.
To Our Parents

You have just completed the policies, procedures and philosophy of the Holway Child Study-The Barn at Lasell College. Our goal is for you to know, understand and discuss with us our school and program. We want you to contribute to our busy, happy, creative classrooms and to see your child at play. It is important for each family to realize the validity of the play and the importance of what your child is learning. We thank you for allowing us to join with you in providing care, love, nurture and education for your developing child. We look forward sharing the year ahead with your family.