



PARENT HANDBOOK

2020-2021

1844 Commonwealth Ave  
Newton, MA 02466

Table of Contents

Our Philosophy and Statement of Purpose  
Nondiscrimination Policy  
History  
Howard Gardner's Theory of Multiple Intelligences  
Programs at Lasell  
Center Routines and Policies  
Enrollment Procedures  
Re-enrollment  
Admission and Contracts  
Tuition and Billing Policy  
Scholarships  
Special Accommodations  
Child Abuse and Neglect Policy  
Arrival and Departure  
Authorization to Pick Up a Child  
Holiday Closings  
Snow Days  
Suspension  
Confidentiality of Records  
Curriculum  
Communications (Tadpoles)  
Enrichment  
Nut Policy  
Lunch at The Centers  
Infant Nutrition  
Bottles  
Tooth Brushing  
What to Wear to School  
Smocks  
Articles to Bring  
Lasell University Student Experiences  
Toilet Training Policy  
Field Trips  
Parent Input  
Fundraising  
Behavior Management Policy  
Biting  
Birthdays  
Center Conduct  
Health Requirements  
Classroom Schedules  
To Our Parents

Executive Director: Kellee Miller  
[klmiller@lasell.edu](mailto:klmiller@lasell.edu)  
617-243-2289

**The Barn**  
20 Berkeley Place  
Newton, MA 02466

**Rockwell**  
70 Studio Road  
Newton, MA 02466

Associate Director: Elisabeth Anderson  
[eanderson@lasell.edu](mailto:eanderson@lasell.edu)  
617-243-2287

Associate Director: Lindsey Flaherty  
[lflaherty@lasell.edu](mailto:lflaherty@lasell.edu)  
617-243-2355

**MAILING ADDRESS FOR BOTH SCHOOLS IS:  
1844 COMMONWEALTH AVENUE  
NEWTON, MA 02466**

## **OUR PHILOSOPHY AND STATEMENT OF PURPOSE**

The Holway Early Childhood Centers-The Barn and Rockwell, serve as a laboratory schools for the entire university community as a large component of our Connect Learning experience.

Lasell students bring an enthusiasm and enrichment to our Centers where they share their classroom experiences with the 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 have a natural predisposition to learn in different styles and methods. Some children are 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 suits them while challenging them to explore others as well.

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 laboratory schools 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

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

\* **Massachusetts Department of Early Education and Care now refers to all Teachers as Educators**

## **HISOTRY OF THE CENTERS**

The Holway Child Study Center at Lasell College was started in 1956 in response to a need for an on-campus laboratory school for the Early Childhood Education program and for a nursery school in the village of Auburndale. It was originally located at the Berkeley House, and in its first year there were nine four-year-olds and one teacher.

In 1964, the Center was moved to the Rockwell Estate and 70 Studio Road, hence the origin of “Rockwell.” At this time an afternoon class was added, and in 1967 a three-year-old class was added. Rockwell continued to grow with the later addition of the transition kindergarten program. Staff increased as the number of children grew to 50. In 1979 we were accredited by the city of Newton for our program for five-year-olds.

In 1989 “The Barn” was established as the second early childhood center on the Lasell campus when a need arose for a full day program. The school started as and still remains a program with five classrooms serving children from three months to five years. Similar to Rockwell, The Barn has also been utilized as a laboratory school for different departments of Lasell to support the philosophy of Connected Learning.

Connected learning is the Lasell educational philosophy describing the process of integrating ideas, concepts, and direct experience through action, combining projects, simulations, and real-world situations with direct, critical reflection. At Lasell, these components are included in every course allowing students further develop and apply the knowledge and skills learned in the classroom. When students graduate from Lasell, they have had extensive exposure to concepts, practices, and professionals in their career field.

In 2019, the Centers name changed to Holway Early Childhood Centers. Additionally, that year Lasell College became Lasell University.

## **HOWARD GARDNERS THEORY OF MULTIPLE INTELLIGENCES**

Howard Gardner’s Theory of Multiple Intelligences provides the structure for our curriculum. This allows for educational themes that provide children with opportunities to explore and learn in all areas of intelligence: visual/spatial, logical/mathematical, musical, verbal/linguistic, bodily/kinesthetic, naturalistic, interpersonal, and intrapersonal.

Using this theory, we are able to provide children, who all have different learning styles, many ways to experience both child and teacher-initiated activities. We strive to support them in areas where they are comfortable as well as challenge them to explore other areas as well.

### 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 one's 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.

## **EARLY CHILDHOOD PROGRAMS AT LASELL**

The Holway Early Childhood Centers at Lasell University offer two types of programs for young children. Rockwell serves preschool age children on campus providing a traditional morning preschool program, transitional kindergarten, full day program and flexible extended day options for children starting at 2 years 9 months through 6 years of age. The Barn is a full day child care program serving children 8 weeks through 5 years of age. The Holway Early Childhood Centers are both laboratory schools, which means 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 University. Although there are two locations, the schools fall under one Executive Director, with an Associate Director at each location, and follow the same curriculum, policies and closings.

*\*A seven-day notification will be given to our families before any policy or procedure change is implemented.*

### *What the Holway Early Childhood Centers have 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 Early Childhood Centers have 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 and Rockwell staff and workshops offered by the both Centers.

### *Lasell University Student Experiences*

The Holway Early Childhood Centers serve students in two capacities, as a laboratory school for the entire university community and for Federal Work Study. Lasell students bring an enthusiasm and

enrichment to our Centers where they share their classroom experiences with young children. At no time are students left alone unsupervised with the children.

## CENTER ROUTINES AND POLICIES

### Nondiscrimination Policy

The Holway Early Childhood Centers enroll 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.

### Enrollment Procedures

Families must submit an application 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 Centers. An annual Open House is held every October for perspective parents, as well as, offers small group tours when vacancies are available. All parents are strongly encouraged to tour the Centers and obtain a copy of the Parent Handbook before enrolling.

### Re-enrollment

Each fall, families currently enrolled in the Centers 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 University and to siblings of present/past Centers students. Decisions for admission are made by the Executive Director and Associate Directors.

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

### Tuition and Billing Policy

Monthly Tuition for the full day program is payable on the first of the month, payments are delinquent if not made by the fifth of the month. **For the morning programs at Rockwell only**, the annual tuition is paid in 4 installments (July 1<sup>st</sup>, September 1<sup>st</sup>, November 1<sup>st</sup> and January 1<sup>st</sup>). These installments are delinquent if not paid by the fifth of the month. On the 15<sup>th</sup> of the month a \$50 late fee will be assessed to your account for unpaid tuition. **Please note: online payments have a delay in processing and take 3-5 business days to reach the university.** The Centers do not remit bills. Parents must schedule payments without reminders.

Rockwell offers a flexible afternoon program where the number of hours needed each day after the morning program ends can be decided one month prior. Monthly calendars are distributed to families to select hours needed and an hourly rate will apply. The full balance of the hourly rate is due by the 15<sup>th</sup> of the month prior with submission of calendar.

If extra days are needed, and are available, an extra day fee is charged. Families may not share or swap days. Parents requesting an extra day should make the request two weeks prior to the day needed. Families will only be granted two extra days per month. If more than two days per month are

needed a contract change will need to be made (if class roster allows). There is no reduction in fee, make-ups or switching of contracted days due to absences.

Responsibility for tuition begins in September of the contracted year (July for Rockwell morning program). If a child entering Holway ECC 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 Centers have a modest scholarship for those families that qualify. Parents are encouraged to apply each spring for the next contract year. Scholarship decisions are made by Lasell University.

### Special Accommodations

If any specific accommodations or special equipment is required, the parent must submit this request in writing to the Directors at least 60 days prior to enrollment. The Directors 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 an appeal of the decision with the Department of Early Education and Care (DEEC). Should the Centers not be able to provide appropriate care for the child, the Centers will provide the parents with referrals to other services. If service is provided, the Centers 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 parents 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 Directors informed of all children who may potentially need a referral. A list of referral agencies is available to the parents and educators. This information is kept on file with the Directors. No referral is to be made to a parent without first notifying the Directors. 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 Directors.

In the event that the needs of a child are unable to be met within the Centers, be it social, emotional or physical, the Directors will refer the family to an appropriate agency. A child may be referred at a parent's request or at the request of the Directors after team meetings that would include the Directors 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 file 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 mandated reporters and required to report any suspected abuse and/or neglect to the Directors, 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 Children and Families (DCF).

### 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. Children who are transported by Newton Public Schools must establish a transportation plan with the Directors prior to the start of the program. All appropriate transportation waivers must be signed by both parents before transportation can take place.

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

### Arrival and Departure

The Barn: open daily from 7:30am-6pm. All children must arrive no later than 9:30am to begin their day.

Rockwell: offers a three- and four-hour preschool program for children ages two years nine months to five-years-old. Our hours are 9am to 12pm for our Younger and Older Preschool, and 9am to 1pm for our Transitional Kindergarten. Flexible hours are offered as extended days starting with early drop-off at 8am and extended afternoons until 6pm. A full-day, full year program is also available.

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, this can be done via email, phone call or Tadpoles. 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 (due to medical appointment), parents must call the educator to arrange an appropriate drop-off time. The Centers 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 Centers do 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 check in with one of the classroom educators to let them know you are leaving so that they can sign your child out for the day. 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 Center while you are packing up items for the day. Also, when coming in or leaving the playground please be sure to close the gates 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 Center 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 pick-ups 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, 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 pick-up time.

**There is a late fee** (to be paid to Lasell University):

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 five-minutes you will be charged the regular late fee.

- \$ 30.00 per child if you arrive after your scheduled pick-up time.
- After fifteen minutes, 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 Holway ECC.

#### 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 Holway Early Childhood Centers to provide childcare for its families in any location other than at The Barn or Rockwell during regular operating hours. Any arrangement for childcare which does not take place at Holway ECC is strictly a private arrangement between the parents and the individual educator/Lasell student. No private arrangements may interfere with the operation of Holway ECC 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.

Educators may not provide childcare outside of the center to any family who has a child enrolled in that educator's classroom, this also includes siblings. Any family who elects to arrange childcare with an educator allowed within the policy, must complete the Lasell University Personal Child Care Arrangement Acknowledgment, Waiver and Release. This form can be obtained through Administration.

#### Important Closures and Dates

## Holway ECC Calendar for the 2020-2021 School Year:

<b>September</b>	<b>7</b>	<b>Monday</b>	<b>Labor Day</b>
<b>October</b>	<b>12</b>	<b>Monday</b>	<b>Indigenous Peoples' Day</b>
<b>November</b>	<b>11</b>	<b>Wednesday</b>	<b>Veterans Day</b>
	<b>25</b>	<b>Wednesday</b>	<b>Thanksgiving (University Closes 12pm)</b>
	<b>26</b>	<b>Thursday</b>	<b>Thanksgiving</b>
	<b>27</b>	<b>Friday</b>	<b>Thanksgiving</b>
<b>December</b>	<b>4</b>	<b>Friday</b>	<b>Professional Development Day (PTC*)</b>
	<b>24</b>	<b>Thursday</b>	<b>Winter Break</b>
	<b>25</b>	<b>Friday</b>	<b>Winter Break</b>
	<b>28</b>	<b>Monday</b>	<b>Winter Break</b>
	<b>29</b>	<b>Tuesday</b>	<b>Winter Break</b>
	<b>30</b>	<b>Wednesday</b>	<b>Winter Break</b>
	<b>31</b>	<b>Thursday</b>	<b>Winter Break</b>
<b>January</b>	<b>1</b>	<b>Friday</b>	<b>Winter Break</b>
	<b>18</b>	<b>Monday</b>	<b>MLK Day</b>
<b>February</b>	<b>15</b>	<b>Monday</b>	<b>President's Day</b>
<b>March</b>	<b>19</b>	<b>Friday</b>	<b>Professional Development Day</b>
<b>April</b>	<b>19</b>	<b>Monday</b>	<b>Patriot's Day</b>
<b>May</b>	<b>28</b>	<b>Friday</b>	<b>Memorial Day (University Closes 12pm)</b>
	<b>31</b>	<b>Monday</b>	<b>Memorial Day</b>
<b>June</b>	<b>11</b>	<b>Friday</b>	<b>Rockwell Morning Program Ends</b>
	<b>14</b>	<b>Monday</b>	<b>Rockwell Summer Program Begins</b>
	<b>18</b>	<b>Friday</b>	<b>Professional Development Day (PTC*)</b>
	<b>30</b>	<b>Wednesday</b>	<b>Holway ECC 10 Month Program Ends</b>
<b>July</b>	<b>5</b>	<b>Monday</b>	<b>Summer Break</b>
	<b>6</b>	<b>Tuesday</b>	<b>Summer Break</b>
<b>August</b>	<b>30</b>	<b>Monday</b>	<b>Work Week</b>
	<b>31</b>	<b>Tuesday</b>	<b>Work Week</b>
<b>September</b>	<b>1</b>	<b>Wednesday</b>	<b>Work Week</b>
	<b>2</b>	<b>Thursday</b>	<b>Work Week</b>
	<b>3</b>	<b>Friday</b>	<b>Work Week</b>
	<b>6</b>	<b>Monday</b>	<b>Labor Day</b>

### Summer Break

Holway ECC closes for a short summer break during the week of Independence Day. The closure days are determined each year before contracts are signed. This determination is made based on where the holiday falls within the week for the upcoming school year. Please refer to Holway ECC Calendar above for dates.

\*Rockwell is a 10-month program. We do however offer a summer program for July and August.

### Snow Days

The Centers close whenever Lasell University closes due to inclement weather. Delayed openings will also follow Lasell University's schedule. The Centers may also close early due to weather emergencies at the discretion of the University and executive director.

### Suspension

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

When suspension is initiated by The Holway Early Childhood Centers, The Barn or Rockwell will give parents appropriate written notice as to actions being taken by The Center prior to suspension, including but not limited to written documentation of reasons for suspension. The Center 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 Holway Early Childhood Centers for valid reasons, the staff will do everything possible to help the child with this transition. The Centers reserve the right to terminate children who: require services or care beyond that which The Center is capable of giving, whose parents fail to make appropriate tuition payments, whose parents fail to provide proper documentation to the, whose parents fail to follow Center 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 Centers are licensed to serve.

When termination is initiated by, the Holway Early Childhood Centers, The Barn or Rockwell will give parents appropriate written notice as to actions being taken by The Center prior to suspension, including but not limited to written documentation of reasons for suspension. The Center will assist in preparing the child for suspension 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 weekly 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

Tadpoles is the main source of communication between parents and classroom educators. We ask that parents complete their child's profile each morning prior to drop off. This provides the educators with important information such as their temperament, pick-up time and if there is anything important the educators need to know.

Through the use of Tadpoles, you will also be able to see pictures and activities that took place during the day as well as sleeping and eating habits. The classroom calendar and newsletters are uploaded each month, allowing parents to have access to this information from the memories tab in the application.

Please take the time to read about your child's day. This way any questions or concerns can be addressed right away. Lastly, important notices and information will be distributed in your parent's and/or child's mailbox. Please remember your child's mailbox should be checked on a daily basis.

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

Centers 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 Directors.

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

### Assessment of Child Progress

Bi-annual assessments:

The classroom educators will continuously gather assessment information on each child upon their enrollment at The Holway Early Childhood Centers. This information includes learning and interest in each of the Eight 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 University. 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.

Ages and Stages Questionnaire:

As you know, the first 5 years of life are very important to your child(ren) because this time sets the stage for success in school and later life. During infancy and early childhood, many experiences should be gained and many skills learned. You share these milestones with your child's educators during informal conferences (drop-off and pick-up times) and formal Parent/Educator conferences which are conducted semi-annually.

Since it is so important to ensure that each child's development is proceeding in a healthy, progressive way, we implemented a more collaborative way to gather information from parents. This process is call "ASQ"- Ages and Stages Questionnaires. By utilizing these questionnaires, we can strengthen our partnership in tracking and supporting your child's overall growth and development. The ASQ will be provided to you via Tadpoles at specific time intervals and frequency that best capture developmental milestones. Please complete the ASQ and return the questionnaire to your child's educator in a timely manner.

### Enrichment

Throughout the year, The Centers 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 an additional charge for parents (i.e. gymnastic, soccer, music class and field trips). Families who are unable to afford these activities due to financial hardship should speak with administration.

### Nut Policy

The Holway Early Childhood Centers are Tree Nut and Peanut Free facilities. We do not permit any lunch items or special snack items that contain or may nuts (this includes disclaimers stating "processed/made in a facility with nuts") into either center. 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. Holway ECC adheres to the guidelines put in place by Food Allergy Research and Education (FARE). Please view the links below for foods no allowed to be in our schools.

Peanuts: <https://www.foodallergy.org/living-food-allergies/food-allergy-essentials/common-allergens/peanut>

Tree Nuts: <https://www.foodallergy.org/living-food-allergies/food-allergy-essentials/common-allergens/tree-nut>

### Lunch

Healthy, nutritious lunches are always encouraged. The Centers provide morning and afternoon snacks, and parents send lunch each day for their child.

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, 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)
- Left-over cooked vegetables, w/salad dressing
- pasta, crackers, pita bread, English muffins, bread sticks
- fresh fruit, humus, fruit cocktail
- raisins, berries

Holway ECC will not serve children candy, peanuts, tree nuts, popcorn (toddlers only), gum, soda or sugary fruit like drinks even if sent from home. 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 Holway ECC is tree-nut and peanut free, as well as, some children have additional food allergies.

**\*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 at Holway ECC. The Centers 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 skillful 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 a Food Allergy Action Plan must be given to Holway

ECC 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 Holway ECC 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.

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 running warm water. 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 for infants
- Cow's milk/Soy milk for toddlers (if used)
- Lunch (preschoolers should bring a drink as water is 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 Centers provide 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.***

### Toilet Training Policy

Holway ECC strongly encourages all children in the 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, Athletic Center and other Campus Buildings and property. We also take walking trips to local businesses and other areas of interest. During the summer months, if enrollment is low, some field trips are taken on the train.

### Parent Input

The Holway Early Childhood Centers have an open-door policy. Parents are always encouraged to spend time in the classrooms, keep in close communication with our staff and to provide any helpful suggestions or critical feedback to improve our Program.

### 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 Centers follow:

- 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 children 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 act 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:*

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.

*How Biting is Documented:*

All biting incidents are documented by the educator(s) in an incident report which is reviewed and approved by the Directors. A copy of the incident report is given to the parents. The other copy is kept in The Center’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, balloons or party favors exceeding plates and napkins. If you wish to celebrate your child's birthday at school, please let his/her educators know. The low-key party will be limited to a store-bought special snack following or

Nut Policy (pg. 13) and drinks that parents may bring in. 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 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 Holway Early Childhood Centers, 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, staff, parents and our Lasell student educators to share with us their holiday experiences.

Holway ECC 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. Toy guns, knives, or weapons of any kind are not allowed at school.

### Center Conduct

We ask that all parents be mindful of their conduct while at either Holway ECC location and at Holway ECC functions. Parents are expected to follow Holway ECC and University policies. Profanity, smoking and alcohol are not acceptable at either center.

### Health Requirements

The State of Massachusetts requires each child enrolled in the Holway Early Childhood Centers 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 Center.

### Medications

Educators are only allowed to administer prescribed medication to children if the parent completes 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.

### To Our Parents

You have just completed reviewing the policies, procedures and philosophy of the Holway Early Childhood Centers at Lasell University. Our goal is for you to know, understand and discuss with us our school and program. Please sign and date the next page confirming you have reviewed the

handbook. 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.



I have read, understand, and agree to all the policies and procedures in the Holway Early Childhood Centers 2020-2021 Parent Handbook, and I will comply accordingly.

Child's Name: \_\_\_\_\_

Classroom: \_\_\_\_\_

Date \_\_\_\_\_ Parent Signature \_\_\_\_\_

Date \_\_\_\_\_ Parent Signature \_\_\_\_\_