



# **Lincoln Nursery School Parent Handbook**

**A Guide for  
LNS Parents**

**School Year 2019/2020**

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*Welcome*

Welcome to Lincoln Nursery School. By enrolling your child in our school, you have made an important decision about the type of learning environment you want for your child's early years. You are in good company.

By reading the Parent Handbook, you will find out what it means to be a part of the Lincoln Nursery School community and what you'll need to do at different points in the school year. We encourage you to print out a copy for your home, keep it in a convenient place and refer to it whenever you have a question about the school. Of course, if you have any questions that are not answered in this book, you can speak with your child's teacher or call the Director, Nancy Fincke, at 781-259-8866 at any time. You may also want to refer to the separate handout with a listing of current parent committee members who may be able to help answer your questions. Please consult our website regularly for the all-school calendar of events, weekly class notes, no school days, and other important information and updates at:

**[www.lincolnnurseryschool.org](http://www.lincolnnurseryschool.org)**

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## ***Lincoln Nursery School – A Parent Cooperative***

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### **Our Mission Statement**

Lincoln Nursery School is a cooperative partnership among our citizens – children, teachers, and parents. We value open communication and mutual respect. Learning through play and inquiry, listening and dialog, we generate a multiplicity of relationships. These connections broaden our sense of place and open the world from “me” to “we.”

### **Our Philosophy**

We respect children and believe a child’s play reveals their theories about the world. By listening with intention, teachers, parents, and children develop relationships and a democratic community where ideas are explored. Environments are created to extend children’s thinking and materials are provided as “languages” to express these theories. Time in the context of our school life is honored and our pace allows children to develop social relationships essential for learning.

We find ourselves constantly returning to the important presence of nature: nature’s slower pace mirrors the children’s inclination to observe, to make connections and form new thoughts to understand their world.

*“To pay attention: this is our endless and proper work.”*

*--Mary Oliver*

### **Children as Citizens**

Through the acknowledgement and respect of each child, teacher and parent, we model and teach each other how to listen, build relationships and create a sense of belonging in each studio, the school, and the context of the deCordova community. With this sense of well-being we become aware of our effect on the environment and responsibility to each other and a greater whole.

### **History and Facilities**

Lincoln Nursery School is a non-sectarian, non-profit cooperative preschool. LNS was started in 1944 by a group of parents who believed in a cooperative preschool education and wanted to make it available to local children. The school was incorporated in 1945 and is governed by a set of bylaws. During its history, the school has moved many times, with quarters in various private homes, in St. Anne’s Church, and the former South School. In 1963, LNS moved to the First Parish Educational Building, also known as the Stone Church and enjoyed nearly 50 years at this location. In 2012, in partnership with the deCordova Sculpture Park and Museum, classrooms were moved to studios residing on the deCordova Campus. The school is surrounded by natural landscape including nature trails and conservation land – all providing a natural environment in which children can play. Specifically unique to our school is that it is also surrounded by sculptures and a modern art museum which offers an abundance of opportunities for exploration.

The play space immediately surrounding the studios provides opportunities for engaging in social interaction, creative play, physical challenges and of course, for expending energy. Designed in 2012 by Kristen Dahlmann, the play space has a sand area; balance and climbing challengers; several pretend vehicles; and fir trees that offer children a feeling of enclosure.

## **PARENTS**

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### **Volunteer Plan**

Parents of LNS children are required to participate in volunteering in the studio approximately 8 times a year. The Parent Help/Snack Scheduler will coordinate and document each class's parent help schedule. Parent Helpers/Volunteers are under the direct supervision of a DEEC-qualified educator at all times. On parent helping days, you are expected to be in the studio at 8:45 a.m. to approximately 12:30 p.m.

### **Training**

#### *Parent Orientation*

Parent Orientation begins at the **Home Visit** when teachers will review written materials pertinent to the studio and talk with you about parent helping. Please review the detailed [Parent Helper Job Description](#). At the September **Children's Visiting Day**, parents and children are oriented to their studio and meet the other students and parents. During the first weeks of school there will be a **Welcome Back Night for Parents** that you are expected to attend. The night is designed to bring the community together with a brief address from the Director and President. The parents will break off by studio for an orientation of studio procedures.

All incoming parents must attend one of the **Parent Helping Workshops** offered in the early fall. The workshop focuses on the principles that guide the education program at LNS, documentation, child development, conflict resolution, and – most importantly – how to enjoy your parent helping days!

Each class will have a **Class Update and Discussion** during the year in March. This is a wonderful opportunity to meet/reconnect with other LNS parents, and to learn about your child's year. Teachers will share the curriculum that is developing in their studios, discuss what to expect at this stage in your child's development, and show images of how children are learning. These meetings also provide an opportunity for both parents and teachers to present any feedback or ask questions about the class.

In keeping with the school's philosophy of cooperative education, parents are involved in making policies, assisting in the studios, maintaining the school's facilities, fund-raising activities, completing the January LNS Parent Survey, and attending social events. *Parents are welcomed to visit the program unannounced at any time while your child is present, and your input and communication is encouraged.*

#### *Children's Visiting Day*

Prior to the first day of school you and your child will be invited to visit their studio classroom. The purpose of this short visit is to help your child become familiar with the studio environment, by learning where some things are located (cubbies, bathroom, snack table). This is also an opportunity to see the children, parents, and teachers in your studio and the director of Lincoln Nursery School. This visit is for enrolled children and their parents. We ask that you make other arrangements for siblings.

## Parent Commitment

As a parent, your obligations include the following:

1. **For each child attending LNS, a family provides one parent to help in the studio approximately eight times a year.** Studios Yellow, Purple and Red have one parent helper each on Tuesday, Wednesday and Thursday and Studio Blue has one parent helper Monday through Thursday to help the staff with the children's activities. Parents who have multiple children in the school at the same time are eligible for a slightly reduced commitment per child.
2. **Parents are required to bring a snack for their child's class on their parent help day and on assigned non-parent help days.** See the Parent Helping section, [Providing Snack](#).
3. **A family is required to aid in the maintenance of the school by providing a parent for one three-hour shift at their choice of an August evening or the June Saturday Workday.** Workday is a cooperative tradition. In August, the tasks involve re-setting the furniture from storage in each studio. In June, the studios are de-installed in preparation for deCordova's Summer Program. If a family is not able to attend a workday they then contribute the set amount of \$250 toward LNS maintenance. Periodically during the year, members of the Maintenance Committee clean and disinfect the studios. (LNS and its Board of Directors are not responsible for any injuries sustained to any person during participation in parent workdays. In the event of any injury by a participant, LNS recommends that you look to your personal health or accident insurance policy.)
4. **Each parent at the school is required to serve either on a committee at the school or on the school's Board of Directors. The Board meets approximately seven times per year, usually Tuesday evenings every six – eight weeks (see LNS calendar). Time commitment for Board/Committee involvement varies by job.**
5. **Parents are expected to pay their child's tuition as follows:**
  - \$1,000 deposit due January 15 of previous school year.
  - Tuition installments due April 12 and June 12 of previous school year and September 12 and November 12 of year enrolled.
  - A payment plan may be requested and tuition may be paid in advance.
  - See the complete Tuition Payment schedule section below.
6. **Because tuition does not cover the operating expenses of the school, it is hoped that every parent in the school will support LNS fundraising activities.** Throughout the school year, a fundraising committee organizes events and projects that school families can participate in. Families will also be asked to support the school through the annual appeal.
7. **Each year, at least one adult per family is encouraged to attend the Welcome Back Night for parents held in the fall, the Class Update and Discussion Meeting, and the fall and spring parent-teacher conferences. Parents new to LNS are required to attend one Parent Helping Workshop.**
8. **Parents are responsible for completing the annual parent survey in the winter.** Information gathered from the survey is extremely valuable for staff and future program development.

9. **Parents are encouraged to attend a variety of school events throughout the year.** In the fall, there is a parents' social for each class. In the winter, parents and siblings are encouraged to attend an all-school winter sing. Spring brings an all-school parents' social/auction. On the last day of school, an all-school celebration welcomes parents and siblings to gather for a picnic. In addition, there are informal coffees, parent-education programs, and other social opportunities throughout the year.
10. **Families are required to become members of deCordova Sculpture Park and Museum.**
11. **Parents are asked to refrain from "parking lot chatter" regarding children.** Often parent helpers are asked by other parents "How did your day go?" or "How was my child today?" It is essential that parent helpers respond "professionally" to these questions and be respectful of each child. Parent concerns should be directed to the child's teacher.

## Suggestions for Interacting with Children

Here are some suggestions to help you perform the job of parent helper. If at any time you are unsure about how to handle a situation, feel free to ask a teacher to intervene. You may also find it helpful to observe the teachers problem solve with children. Above all, remember to have fun and enjoy the opportunity to get a window into your child's world at school:

- **Introduce yourself** to the children and remind them of your name. Be present – focus your mind on the children.
- Get down at **eye level**, on the floor, or on a chair. Children get distracted with so much going on in the studio and may not know you are talking to them if you don't make direct contact.
- **Play with the children.** Try to connect with each child by noticing what they are doing and reflecting back to the child their play.
- If you feel a child is not engaged in an activity and is ready to move on to another play situation, **offer suggestions** of other activities available in the studio. If necessary, walk the child over to a new area and connect him/her with an adult there.
- **Refrain from directly answering a child's question**, but ask them what they think first. If a child has a question, more than likely he/she has a hypothesis as well.
- **Ask open ended questions.** Open ended questions that begin with "How" or "What" help children formulate and express their own hypotheses and opinions. "How would you do that?" "How could that be done?" "What might we want to do?" "What makes that a good idea?"
- **"WAIT TIME"** – Giving children time to come to their own understanding is critical to the process of education.
- **Help the children put away materials.** All children are encouraged to help, even if they did not play in a certain area. We all help each other!



- **Familiarize yourself with our Plan For Positive And Consistent Guidance.** If play becomes exclusionary, remind children that at LNS “everyone is welcome to play.”
- **Responding to strong feelings in the studio: Supporting Children’s Solutions.** When a conflict arises between children, the teachers or parent helper (if comfortable with this role), mediate the conflict by using Problem-Solving Actions & Phrases.

**Problem-Solving Actions & Phrases** (source: [www.KidsandConflict.com](http://www.KidsandConflict.com))

Place yourself between children, on their level. Use a calm voice and gentle touch.

“You look really upset.” If needed, set limits positively: “pushing needs to stop”, and hold the object that both children want.

“What’s the problem?” Or describe the problem you see and look for yes or no response.

“So the problem is....”

“What can we do to solve this problem?” Encourage children to think of solutions.

“You solved the problem!” Be prepared to give follow-up support.

- **State suggestions or directions positively**, rather than negatively. Here are some examples: “Put the sand in the bowl,” instead of “Don’t throw sand.” “Are the blocks higher than your shoulder? If so, they’re too high,” instead of “The building is too high. Take it down.” “We walk in school” instead of “Don’t run in school.” Children respond better to statements about what you want them to do rather than statements about what you don’t want them to do. Directions may need to be reinforced by another suggestion such as, “Would you like to take off your painting smock yourself, or would you like me to help you do it?” A glance at the right moment, physically moving closer to a child, a verbal suggestion, actual physical help are all techniques, but give only as much help as may be necessary.
- **Give the child a choice only when you intend to leave the situation up to him or her.** It is legitimate and helpful for the child to be able to make as many independent choices as possible. For example, don’t ask, “Do you want to go home now?” if you really mean, “It is time to go home now.” Avoid, “Do you want to come to meeting now?” when you mean to say, “It is time for meeting now.” Another common pitfall is to ask “OK?” at the end of a phrase. For example, beware of saying, “It’s time to pick up, OK?” Instead, try something like, “Would you like to pick up the blocks or put the dress-up clothes away?”
- **Avoid making models in any art medium for the children to copy.** Art is valuable because it is a means for self-expression. The speech of the young is limited, but his or her feelings are very

strong. Art is a language to express feelings, to drain off tension or to express well-being. In clay, sand or mud, at the easel, through finger-paints, the young child expresses feelings for which he or she has little other language. If children have a model before them, they may be blocked in self-expression. Children will be less likely to be creative and more likely to try to copy. Art then becomes only another area where the child strives to imitate the adult who can do things better than he or she can. It is quite acceptable, however, to demonstrate a new skill. Parents are also welcome to explore the art materials.

- ***Give meaningful positive reinforcement.*** Rather than simply saying “good job”, say something that will help the child develop his/her own sense of satisfaction. Try describing what you see: “You put your coat on by yourself!” or “You used so much purple today.” Or, point out the results: “Look at Mary’s face. She seems very happy that you shared the toy with her.”
- ***Give the child minimal help so he or she may have a maximum chance to grow in independence, but give help when the child needs it.*** Giving minimal help may mean showing a child how to get a block or box to climb on when he wants to reach something rather than reaching it for him. In leaving the child free to satisfy his strong growth impulse to be independent, we support his feeling of confidence in himself.
- ***Encourage children to use their own feet.*** Some children like to be carried by their parents. At LNS we encourage children to walk. This is one way that they build confidence in their own bodies at school.
- ***Observe the children.*** Many times children are perfectly happy playing by themselves and do not want adults too close. Take these opportunities to step back and observe what is going on. The ability to observe behavior objectively and to evaluate its meaning is the key to understanding children.

**Once you've greeted the children, one of the most important things you can do is simply observe:**

- Observe the flow of the day especially in the beginning of the year.
- Observe how children gravitate toward activities that interest them.
- Observe how children use the play materials in their own unique way.
- Observe how children master using tools through trial-and-error.
- Observe how children can open their own snacks, put on their jackets, carry their own backpacks.

**Once you have observed, and this can all happen in a few moments, you will discover where you can contribute to the group:**

- Help a child who requests it.
- Invite a child who seems reluctant to join.
- Take a role in the pretend play once the children have started it, but resist the temptation to direct the play.

**What's the result of observing before acting? You are actively:**

- Fostering a child's growing independence.
- Enabling a child's creativity to blossom.
- Reinforcing positive trial and error techniques, which allow for failures during the experimentation process.

- **Document the children's work and conversation.** Your child's teacher may ask you to record children's conversations during meeting or in a particular area in the studio. This process is part of our Reggio-inspired approach to understanding children's learning. Each studio will have a system for documentation which will be explained to you. You are strongly encouraged to take pictures using a school or teacher's camera; however, personal cameras may not be used during regular programming due to state privacy regulations.
- **Connect with the children's pace, as they move throughout the day.**
- **Ask for help when you need it.** And remember, parent helping is one of the benefits of being part of a cooperative nursery school. Be sure to enjoy this special time having fun with your child.
- **Be alert to the health and safety of the children at all times.** Being alert to safety means observing and removing sources of danger such as protruding nails, unsteady blocks, and the like. Close supervision of children who are using potentially dangerous things such as hammers, saws, and shovels is extremely important. Also keep a watchful eye on high, unsteady building structures. If you are in charge of an area that requires supervision and must move to another area of the room, please let another adult know before you move.
- **Be a "parent helper" in the outdoor play space.** Inherent in a cooperative school is the

possibility of role confusion when teacher, parent, and child are in the outdoor play space at the end of the day. When a difficult situation arises, all 3 parties may wonder, “Who is responsible for responding to the child’s behavior?” As long as school is in session the school culture extends to the play space. We ask that parents in the play space be in their “parent helper” role even if you were not the “designated” parent helper that day. It is important to support the behaviors and community that teachers have worked to build all day.

## Parent Helping

Studios Yellow, Purple and Red have one parent helper each on Tuesday, Wednesday, and Thursday, and Studio Blue has one parent helper on Monday, Tuesday, Wednesday, and Thursday to play with the children, provide the snack, and clean the studio in preparation for the next day. This is a unique and wonderful chance to spend time in your child's "world", and for most families, is the most coveted aspect of the cooperative experience. Because your attention is needed as a "leader" for the day, bringing along siblings is not allowed as it will distract from fulfilling these responsibilities.

### *Parent Helper Job Description*

**The Night Before:** Read the recent posts from your child's studio before parent helping. This will provide some background information to the goings on in the studio and will support your transition into the classroom as parent helper.

**Arrive on time:** 8:45 am with a prepared snack and confer with teachers regarding the day's activities.

**Record the snack on the snack calendar before the school day begins** so parents can be aware of what their child will be offered for snack. The snack calendar, which keeps a record of all snacks provided during the year, is required by the state Department of Early Education and Care.

**Greet children as they arrive**, and invite them to participate in one of the activities. You might want to review the names of the children before they arrive so you can greet them by name. Be sure to introduce yourself too. Remember to focus on the children and avoid getting wrapped up in lengthy conversations with parents and caregivers.

**Assist co-teachers with planned activities.**

- **Welcome all children.** This includes gently suggesting ways of getting started, such as "Have you seen what's in the sensory table today? What puzzle would you like to work on first?"
- **Keep all activities safe.** If you need to leave for any reason (such as taking a child to the bathroom), alert the teachers.

#### **Indoor Rules**

Wear shoes/slippers at all times.

Walk at all times in the school.

Big block structures can be built only as high as the child's shoulder.

Animals can be held only with adult supervision.

All children need to help clean up, putting things back in their proper places.

Children wash their hands before snack or cooking and after using the bathroom.

Teachers have their own studio rules, which they will review with you.

- **Be aware if a child wants a turn.** A toy may be "busy." Support children as they learn to share.
- **Re-direct children, when appropriate** to keep the play safe and fun for everyone. For example, "Is

your tower higher than your shoulder?” or “We only touch our own bodies.”

- **Replenish supplies as needed and clean area as children finish their work.**
- **Participate in group activities** and assist children with the transitions to these activities.
- **Set-up for snack when the teacher tells you to.** Snack routines may vary between studios and specific information will be given for each. In general, you'll need to:
  - o **Disinfect the tables** using a spray bottle of disinfectant before setting out the snack.
  - o **Pour the water** into child-sized pitchers.
  - o **Set the table** with napkins and cups for each child and adult.
  - o **Place snack items on serving dishes** so children can select which items they want. The children do the pouring, passing, and cleaning-up of their snack.
- **When snack is over, disinfect the tables again and wash any pitchers and dishes used.** Please consult with your teacher regarding when he/she would like assistance with the children and when would be an appropriate time to clean (dishes, the studio, etc.).
- **Be an alert set of eyes and ears outside the studio.** Whenever weather permits, children spend part of the day outdoors in our fenced-in play space, exploring the grounds of the Sculpture Park, or walking on nature trails adjacent to our school. As a parent helper, you will assist the teachers in escorting the class outdoors, observing and directing the children's outdoor play as needed. Please review *Outdoor Play Safety*.
- **Clean up the studio and leave it ready for the next day.** Read the posted parent helper clean-up checklist in your child's studio. When parents are arriving for pick-up as school ends, parent helpers return to the studio to do a general clean-up of the room including cleaning tables, cleaning art supplies used, sweeping floors, and vacuuming rugs. Please consult with the studio teacher if more cleaning supplies are needed.

### *Parent Help Day Scheduling*

Parent help schedules are compiled by each studio's Parent Help/Snack Scheduler (after learning each family's scheduling needs) **and e-mailed to parents in August**. All class's Parent Help Schedules are posted on the LNS website ([www.lincolnnurseryschool.org](http://www.lincolnnurseryschool.org)).

#### **If You Cannot Parent Help on Your Assigned Day...**

If you find you cannot parent help or bring snack on your assigned day, it is your responsibility to switch with another parent in the class and inform the Parent Help/Snack Scheduler and Room Parent.

#### **If You Cannot Parent Help Because of Sickness or Emergency...**

In the event you cannot parent help on short notice because a child is sick, or for any other emergency, please do still try to switch/find a replacement parent helper. Try to give people as much notice as possible, i.e. if your child is sick the day before you are to parent help and you know he/she won't be going to school, please contact people that day. If your child is sick overnight or in the morning, you may still try to call a few people if you're able. If you cannot find a replacement, please call the school by 8:00 am so the teacher will know and can plan accordingly.

### **Provide a Nutritious Snack**

**Please note that with increasing numbers of children allergic to nuts, LNS follows certain NO PEANUT and NO TREE NUT guidelines for snack in all classrooms and for lunches in the extended day programs.**

Tree nuts and peanuts hide in many foods and even a tiny amount of nut or peanut can cause an allergic child to go into anaphylactic shock (which is life-threatening). In that light, we have adopted the following guidelines for shopping and for baking at home.

#### *When You Shop Please:*

- Do not bring in products that list nuts as ingredients (e.g. peanut/nut oils, flavorings or peanut flour). Nuts are present in many crackers, cookies, and bread products. Read the labels to be sure.
- Do not bring in products manufactured in a facility that processes nuts if a child in your studio has a nut allergy. Many foods that don't list nuts as an ingredient share manufacturing equipment with nut-containing products.
- Do not bring in products from bakeries or other prepared food places where you aren't sure how the product was made. Sadly, bakeries are full of risk for the nut-allergic person. Reused bowls that held nut products, contact with nut products on the display shelf, etc. can result in nuts where you don't expect them. All bakery items are best avoided, including items from the supermarket bakery section.
- Bring in items in their original wrappers. This allows for double-checking of ingredients by the parent of the allergic child and the studio teacher in case there is confusion or concern about the item(s) to be served.

#### *When Preparing Foods or Baking at Home Please:*

- Make sure that everything that touches the food you bring isn't touched by nuts. For example, be sure that the jam you spread on bread slices has NEVER been touched or contaminated by peanut-butter. Or that the container used to hold your snack item was washed thoroughly after transporting another child's peanut butter cookies.
- Use only recipes which do not contain peanuts/tree nuts (or products containing these) as ingredients. The LNS library now contains two cookbooks produced by The Food Allergy & Anaphylaxis Network (FAAN). Both the Food Allergy Cookbook and Great Foods Without Worry are available for parent reference.
- Read Ingredient Labels Carefully!

While the entire LNS community observes the guidelines around peanuts and tree nuts outlined above, all other allergies (milk, egg, etc.) are seriously considered and will be handled on an individual studio basis. Parents of children allergic to foods other than peanuts/tree nuts need to provide "safe snack" guidelines for all parents in their child's class.\* **LNS asks that all parents in a given class make every effort to accommodate the allergy-related, dietary restrictions of all children in that class.**

Please note that this is not an exhaustive set of guidelines. **The nut-allergy environment changes frequently and in order to keep our children safe, it is critical that we all make it a habit to check labels**

**every time. Additionally, parents must be aware that LNS is aiming to minimize risk for allergic children, in observing certain peanut/tree nut free guidelines. We are not eliminating risk.**

For additional information regarding peanut and nut free guidelines, the following web sites are available for you to access:

Asthma and Allergy Foundation of America/New England Chapter	<a href="http://www.asthmaandallergies.org">http://www.asthmaandallergies.org</a>
Food Allergy and Anaphylaxis Network (FAAN)	<a href="http://www.foodallergy.org">http://www.foodallergy.org</a>
American Academy of Allergy, Asthma, and Immunology (AAAAI)	<a href="http://www.aaaai.org">www.aaaai.org</a>
American College of Asthma, Allergy, and Immunology	<a href="http://allergy.mcg.edu">http://allergy.mcg.edu</a>

### **Healthy Choices**

Lincoln Nursery School wants to create a healthy food environment for our children. When selecting the snack for your child's class, think of it as an opportunity to reinforce healthy eating choices, rather than a time for treats. The Department of Early Education and Care requires that the foods/beverages to be served at snack be recorded on the snack menu in the studio prior to the start of school each morning. All parents must be sure to do this each day they parent help so that parents of children with food allergies can check the menu when they bring their child to school in the morning.

Your child's teacher may have recommendations about how much food to bring, but generally it's a good idea to offer a choice from a few food groups – protein, carbohydrate, and vegetable or fruit keeping in mind that this is a snack, not lunch.

The school snack time beverage policy is to offer tap water. This policy is a result of the new national nutrition guidelines for children that stress they should have no more than four to six ounces of juice per day. Since this is such a small amount, we feel that parents should decide what juice to serve at home. Teachers may sometimes initiate projects that include juice, and there may be occasional celebrations that offer juice or juice popsicles, but for the daily snack beverage, children will be offered water.

Eating nutritious foods helps children have an energy-filled day at school, so we encourage snacks that are low in sugar and high in protein or whole grains. Here are some suggestions:

- **Protein** sources such as cheese, hummus, sunflower seed butter, or low-sugar yogurt.
- **Carbohydrates**, especially those with MORE whole grains and LESS sugar, such as bread, crackers, bagels, mini muffins, pretzels, or homemade popcorn.
- **Fruits**, such as sliced apples, oranges, kiwi, pears, pineapple, unsweetened applesauce, clementines, raisins, melon, berries, or dried apricots.
- **Vegetables**, such as carrots, cucumber slices, sugar snap peas, or cherry tomatoes.
- **Sample snack combinations** include cheese with whole grain crackers and fruit; mini bagels and carrots with hummus; celery and sunflower seed butter; or black beans with tortilla chips. It's okay to bring the same thing each time you parent help.

*While every effort is made to observe healthy eating guidelines at LNS, teachers reserve the right to occasionally incorporate treats in class celebrations or activities relating to certain themes of curriculum, given there are no children in the class allergic to such food items.*

### **Summary of Studio Intentions**



Each LNS studio offers an environment that encourages interaction with materials and social engagement. Each area of the studio has a purpose – art, science, sensory, fine motor, dramatic play, literacy, and construction. Teachers offer provocations to extend children’s interests and encourage curiosity. The chart below highlights some intentions our teachers have in mind as they plan the curriculum. **Consider how you, as a parent helper, will support the co-teachers and children:**

When children...	Our studio intentions include...
Arrive at school	<ul style="list-style-type: none"> <li>● Support child through the transition from home to school.</li> <li>● Help children feel welcome and comfortable.</li> <li>● Give them time to see and greet friends, teachers, and environment.</li> <li>● Foster independence by encouraging them to take off and hang up their own clothing.</li> </ul>
Participate in studio activities	<ul style="list-style-type: none"> <li>● Provide a warm and supportive environment in which children can develop emotional, social, cognitive, and motor skills.</li> <li>● Foster independence by providing choices.</li> <li>● Provide activities and materials that stimulate curiosity and creativity.</li> <li>● Provide opportunity to become involved in one activity and extend play for long periods.</li> <li>● Help children acquire social knowledge, social understanding, and social interaction skills.</li> <li>● Expose children to books so they can develop pre-reading skills.</li> <li>● Teach children how to be constructively occupied while waiting for the whole class to gather.</li> <li>● Facilitate group interaction and teach children to wait one’s turn, listen, and be courteous.</li> </ul>
Eat snack  Teachers decide on either a whole group seating or on a small group rotation.	<ul style="list-style-type: none"> <li>● Foster responsible group life, socialization, development of language, and conversational skills.</li> <li>● Provide time to slow down, refuel, and enjoy the pleasure of a relaxed group experience.</li> <li>● Help the children form healthy nutritional habits.</li> <li>● Teach manners and hygiene.</li> </ul>
Play on the play space	<ul style="list-style-type: none"> <li>● Provide opportunities for gross motor development.</li> <li>● Encourage social-emotional development in sharing, taking turns, and cooperating in group play.</li> <li>● Encourage physical challenges with a close check on safety.</li> </ul>

## Teacher-Parent Communication

Effective and positive communication between parents and teachers is vital to a successful school year. Informal communication should occur on a regular basis. Teachers are available for more in-depth discussions in person or on the telephone. Please ask your child’s teacher for the most convenient times. Additionally, parent conferences and class meetings form opportunities for parents and teachers to convey suggestions, concerns, etc. You can expect to receive timely e-mail messages on an ongoing

basis regarding class happenings. Parents are welcome to visit the program unannounced at any time while your child is present.

### *Blogs*

Teachers regularly share the emerging curriculum through documentation at [lincolnnurseryschool.org/community](http://lincolnnurseryschool.org/community), accessed through a password protected website. The password will be emailed to you during the summer months.

### *Parent Conferences*

Parent conferences take place in the late fall and in the spring. School is closed on parent conference days, but childcare is provided for children and siblings while their parents are in their conference. A week before conferences, teachers email a Doodle Poll to sign-up for conference appointments. The LNS school calendar lists the conference days for the year. For children with special needs, a progress report is prepared every three months.

During the fall conference, your child's teacher will ask you for information about your child and will share their preliminary observations of your child within the LNS environment with you. These observations are discussed in relation to the child's growth and development. A progress report is written for this conference, given to you, and placed in your child's LNS folder.

During the spring conference, the teacher will share your child's developmental profile with you. A written summary of your child's developmental profile will be given to you and placed in your child's record. A good conference is based on good communication. You are encouraged to bring questions or topics that you would like to discuss to the conferences. (Note: When a child leaves Lincoln Nursery School for another school, you may take your child's record after signing an authorization form in the office. Records are formally discarded seven years post-graduation.)

### *Studio Meetings*

Two evening studio meetings are scheduled during the year, a Welcome Reception for Parents in early September and Studio Update Night in the early spring. Teachers will lead studio updates and discussion, giving parents an opportunity to engage as a community. Studio logistics, parent helping, and child development issues are some of the topics discussed at these meetings.

## ***ENROLLMENT, TUITION AND FEES***

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LNS does not discriminate in providing services to children and their families on the basis of race, religion, cultural heritage, political beliefs, national origin, disability, sexual orientation, marital status, or any non-discrimination basis required by a statute of the Commonwealth of Massachusetts or the United States of America.

Toilet training status is not an eligibility requirement for enrollment.

### **The Enrollment Process**

Children enrolled in the school are offered placement before new children are considered. Upon attending the Open House or completing a visit with the director, siblings of current or returning families may be offered placement prior to new children. Applications for siblings and children new to the school must be accompanied with a non-refundable Application Fee of \$50. New Student Application and Returning Student Application are available on the school's website:

[www.lincolnnurseryschool.org/enrollment](http://www.lincolnnurseryschool.org/enrollment) or in the office. Eligibility depends on a child being 2 years and 9 months by the day the child starts school per our license with the Massachusetts Department of Early Education and Care.

The enrollment process for **siblings** involves a teacher observation that can take place by attending the October Enrollment Open House, or by arranging a visit during school hours. These observations may be followed up with a meeting with the director.

The October Enrollment Open House begins the enrollment of children **new to the school** for the following year. As part of the enrollment process, parents and their child are required to visit a studio with the Director and meet with a member of the Enrollment Committee. The New Student Application and fee must be submitted prior to the visit.

Families interested in applying for financial aid may also complete a separate financial aid application. (See section below for details regarding [financial aid](#).)

Applications are reviewed and are considered on a space-available basis. Families who have applied to the school are notified within a timely manner as to whether the school can accommodate their child/ren. **To confirm enrollment, parents are required to make a non-refundable tuition deposit to the school within two weeks of being notified of their acceptance.**

## Enrollment Requirements

### Submit Children's Records

In late spring, you'll receive class placement information in an email that will also include your child's enrollment packet. An individual written record is maintained on each child. These forms are required by Massachusetts regulations to be on file before a child attends school.

- Child's Face Sheet Enrollment Form
- Developmental History and Background Information
- Annual Physical, Immunization and Allergy Information
- LNS Emergency Medical Care / Consent Form
- LNS Release Forms
- Social Media / Photo Consent Release
- Oral Health Non-Participation Form
- Workday Sign-Up Form

Your completed enrollment packet is due in the LNS office by May 30th.

### Make sure your child has an Annual Physical

The state requires that children attending preschool have a completed physical examination within one year prior to admission. The physical exam required upon enrollment shall be valid for one year from the date the child was examined and shall be repeated annually.

LNS is required to obtain evidence of each child's annual physical examination, updated immunizations and lead screening. If the child's parent(s) object to such examination on the grounds that it conflicts with their religious beliefs, written verification from the child's parents is required. (Pursuant to Department of Public Health regulations, all children regardless of risk, shall be screened for lead poisoning at least once before entering nursery school.)

### Immunizations Must Be Up-to-Date

The Massachusetts Department of Health has established guidelines for immunizations that are designed to protect the health of all young children. ***The Department of Early Education and Care requires that all children enrolled at LNS have immunizations as required by the State and that this information, completed by each child's doctor, be on file at LNS before the child's first day of school. If LNS does not have this information or if the immunizations are not up to date, a child will not be able to attend LNS until these requirements are met.***

If there are religious or medical objections to having a child immunized, present a signed statement to that effect before the child's first day at LNS. In such cases, a signed statement from the doctor (for a medical reason) or from the parent (for a religious reason) must be presented with the medical forms.

## Massachusetts School Immunization Requirements 2019-2020

### Preschool

Attendees <2 years should be immunized for their age according to the [ACIP Recommended Immunization Schedule](#). Requirements listed in the table below apply to all attendees ≥2 years. These requirements also apply to children in preschool classes called K0 or K1.

Hib	<b>1-4 doses</b> ; the number of doses is determined by vaccine product and age the series begins
DTaP	<b>4 doses</b>
Polio	<b>3 doses</b>
Hepatitis B	<b>3 doses</b> ; laboratory evidence of immunity acceptable
MMR	<b>1 dose</b> ; must be given on or after the 1 <sup>st</sup> birthday; laboratory evidence of immunity acceptable
Varicella	<b>1 dose</b> ; must be given on or after the 1 <sup>st</sup> birthday; a reliable history of chickenpox* or laboratory evidence of immunity acceptable

*§ Address questions about enforcement with your legal counsel. Enforcement of school requirements is at the local level.*

*¶ Meningococcal vaccine requirements (see Grades 7-12 table) also apply to residential students in grade pre-K through 8, but only if the school combines these grades in the same school with students in the grades 9-12.*

*† Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) and religious exemptions (statement from a student or parent/guardian, if the student is <18 years of age, stating that a vaccine is against sincerely held religious beliefs) should be renewed annually at the start of the school year.*

*\* A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant or designee.*

## Class Structure

The school accepts approximately 60 children, who are placed in one of four classes depending on their age and developmental level, with an attempt to balance gender, as follows:

Age	Studio	Days	Time
Range varies based on applicant pool.			
3 year-olds At least 2.9 when they begin school	Blue	M, Tu, W, Th	9 - 12:00
3 to 4	Yellow	M, Tu, W, Th	9 - 12:00
Blue or Yellow students	Plus Friday	F	9 - 12:00
4 to 5	Purple	M, Tu, W, Th, F	9 - 12:00
4 or 5	Red – a.m.	M, Tu, W, Th, F	9 - 12:00
5 +	Red –full day	M, Tu, Th; & W,F	9 - 3:00; & 9 - 12:00

All studios have two Co-Teachers and a parent helper on Tuesday, Wednesdays, and Thursdays in Studios Yellow, Purple, Red and Monday-Thursday in Studio Blue. For classes that meet on Mondays and/or Fridays a parent will provide snack on those days. There is no parent helping for Plus Friday or Studio Red afternoons. A music/creative movement teacher works with the children once a week.

The Director, faculty, and Enrollment Chair(s) work together to create balanced classes. Age range in each class may vary from year to year depending on the overall applicant pool. Any questions or concerns regarding class placement should be brought to the Director. The most up-to-date roster is available on the website.

## Morning Program

Tuition payments for the 2019-2020 school year are outlined on the table below:

Studio/Class	Days/Week	Total Tuition	Deposit (non-refundable)	Installments			
				4-12-2019	6-12-2019	9-12-2019	11-12-2019
Blue Studio	4-day	\$9,000	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
Yellow Studio	4-day	\$9,000	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
Plus Friday Blue/Yellow	Friday	\$2050		\$540	\$510	\$500	\$500
Purple Studio	5-day	\$11,000	\$1,000	\$2,500	\$2,500	\$2,500	\$2,500
Red Studio A.M.	5-day	\$11,000	\$1,000	\$2,500	\$2,500	\$2,500	\$2,500
Red Studio Full Day	5-day	\$17,600	\$1,000	\$4,150	\$4,150	\$4,150	\$4,150

## Tuition Policy

Policies regarding collection and returned checks:

- All payments are due on or before their due dates. Payments that are 30 days late will be surcharged \$25. For each further 30 days late, there is an additional \$25 surcharge.
- In the event a check is returned for insufficient funds, there is a \$15 surcharge.

Withdrawal and tuition payments:

- Withdrawal after January 15, 2019 will result in forfeiture of \$1,000 deposit
  - Withdrawal after April 12, 2019 will result in forfeiture of Tuition paid to date.
  - Withdrawal after June 12, 2019 will result in forfeiture of Tuition paid to date.
  - Withdrawal after September 12, 2019 will result in forfeiture of Tuition paid to date.
  - Withdrawal after November 12, 2019 will result in forfeiture of 100% of tuition.
- See also, "[Policy for Suspension or Termination of Enrollment](#)"

### Tuition – Afternoon Programs

Four extended day options, Early Arrival, Extended Playground, Lunch Bunch and Stay and Play are available beginning early in the Fall. These programs are offered on various days of the week, which parents may sign up for daily, or on a contract basis.

Contract Rates:

Program	Mon	Tues	Wed	Thurs	Fri
Early Arrival (8-9 a.m.)	\$480	\$560	\$512	\$560	560
Extended Playground (12-12:30 p.m.)	\$288	\$336	\$298	\$326	\$336
Lunch Bunch (12-1 p.m.)	\$480	\$560	N/A	\$560	\$560
Stay & Play (12-3 p.m.)	\$1152	\$1344	N/A	\$1344	\$1344

\*\*\*Contract rates are discounted 20%.

Daily Rates:

Program	Daily Rate
Early Arrival (8-9 a.m.)	\$20
Extended Playground (12-12:30 p.m.)	\$12
Lunch Bunch (12-1 p.m.)	\$20
Stay & Play (12-3 p.m.)	\$48

## **Financial Aid**

Financial aid is provided through our annual budget. The goal of financial aid is to make LNS accessible to families by providing assistance when financial resources are limited. Financial aid awards apply to the core program tuition not for extended day programming.

Aid is awarded based on current tax returns and financial need as determined jointly by the Treasurer and the President. Any request for assistance – and its awarding – will be held in the strictest confidence.

Information about financial aid is on the LNS website under Enrollment.



## ***DAILY LIFE***

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### **Before School Starts**

In the late spring prior to the start of school, each family receives a program mailing which contains registration materials, the parent handbook and the morning and afternoon fee schedules. The school program calendar noting holidays, parent conference days, closed days, and so forth, is located at [www.lincolnnurseryschool.org](http://www.lincolnnurseryschool.org). The calendar is updated periodically and parents are encouraged to check the website regularly.

There will be several opportunities for you and your child to get to know your child's teacher, fellow classmates and parents, and the Director. These include a class play date, a home visit by the teacher(s), a Children's Visiting Day at the school, and an orientation night for parents. Once school starts, there will also be a chance to learn more about parent helping at the Parent Help Orientation. Your Room Parent and Host Family are two of your links to the school and are valuable resources for answering any questions you might have about the upcoming year.

#### *Studio Play Date*

Your studio's Class Playdate & Potluck Planner will organize an informal studio play date sometime in late summer. This is a casual way to meet some of the families and children that will be in your child's studio. It may be held at a local park or playground, or at someone's home.

#### *Teacher Home Visits*

Each child receives a visit from his/her studio teacher(s) before school begins. Your child's teacher(s) will contact you to schedule a mutually convenient time. Visits last about 30 minutes and provide an opportunity for the teacher and child to spend some time getting to know each other in an environment that is comfortable for the child. Teachers will also share information about parent helping and the flow of a typical school day.

#### *Children's Visiting Day*

Prior to the first day of school you and your child will be invited to visit their studio classroom. The purpose of this short visit is to help your child become familiar with the studio environment, by learning where some things are located (cubbies, bathroom, snack table). This is also an opportunity to see the children, parents, and teachers in your studio and the director of Lincoln Nursery School. This visit is for enrolled children and their parents. We ask that you make other arrangements for siblings.

### **Getting Prepared**

#### *School Schedule*

A detailed school calendar is only available through our website: [www.lincolnnurseryschool.org](http://www.lincolnnurseryschool.org). Parents may request a hard copy from the office. The school year usually begins about a week after the Lincoln Public Schools. Studios Blue and Yellow begin with a half a class on each of the first two days of school – children attend school for a full day. After this brief orientation period, the entire class is brought

together, and follows its regular schedule. The school day begins at 9:00 am and ends at 12:00 for all classes. Optional extended day programs begin on September 5, 2019 (see calendar at [www.lincolnnurseryschool.org](http://www.lincolnnurseryschool.org)).

### *What to Wear/Bring*

The children's dress should be informal. Children are encouraged to wear smocks or aprons during messy activities, but few children stay pristine. Even though paints and glue usually are washable, some clothing may be difficult to clean after a day's activities. Footwear must be sturdy to support children's play and running in the play space. Clogs, "Crocs" and flip flops are not allowed. If you allow your child to wear Clogs/"Crocs" in the studio, you must also bring footwear appropriate for the play outdoors. No flip flops please.

In the winter, warm clothes are necessary for outside play as the children go out on all but the worst days. Hats, boots, snow pants, and mittens or gloves need to be available daily. (Waterproof mittens or gloves, attached to each other by a string running through the sleeves of the jacket, are suggested.) If possible, have the children wear clothing they can take off and put on by themselves. (Boots are also necessary on spring days in the schoolyard and for nature walks.)

Please bring the following items to be left at school:

- **A change of clothing** (to be updated each season), placed in a plastic bag to be kept in your child's cubby.
- **"Indoor" shoes** (sneakers or slippers with firm soles) to be left at school in winter months. When the weather becomes inclement, children take off their boots or shoes near the entryway of their studio. Once children remove their outdoor shoes, they can put on their "indoor" shoes, keeping the studio floors dry.
- **Rain boots.** Teachers would be grateful if you left a pair of rain boots for your child at school for muddy play space days and nature walks. Rain pants are also a great idea.

**PLEASE LABEL ALL CLOTHING AND FOOTWEAR WITH YOUR CHILD'S NAME!** Unlabeled belongings found about the school will be put into the Lost and Found box. Items not claimed by the end of the school year are donated to Goodwill. Permanent markers are always available in the child's studio or the office. LNS recommends [mabelslabels.com](http://mabelslabels.com).

### **LNS is a "Commercial-free zone"**

Our teaching approach emphasizes the value of each and every individual – based on who they are, not what they own or wear. Research on cognitive and language development shows that the presence of media characters in the classroom can be distracting and lend itself to scripted play. As a result, LNS is a "commercial-free zone," and we ask that parents keep all toys, backpacks, and clothes with media characters at home.

When children engage in play that refers to characters on media, rather than taking control of or stopping the children's play, teachers often help them expand and elaborate their play – suggesting new roles, offering new materials, temporarily assuming a role in the play. Teachers check in with the children to make sure everyone feels safe with the play at hand.

Your child may bring a media free child size backpack without wheels or a media free child size school bag with handles to school each day. This will help keep the child's possessions together and provide an easy way for him or her to carry things to and from home, fostering his/her independence. If your child is in the Stay & Play Program, a backpack is needed to carry an extra set of clothes.

## **Morning Program**

### *Arrival*

The school day begins at 9:00 am for all classes. Early Arrival is available starting at 8:00 a.m. (see [Extended Day Programs](#)). Individual drop-off routines may vary, but maintaining consistency is important for easing your child through this transition time. The following guidelines will help to facilitate a smooth transition:

### **Arrive On Time**

Children depend on the routine and the predictability of the daily schedule. When children arrive late they miss a portion of the day's activities. Play patterns have been established among the children, making it more of a challenge to enter play situations. Lateness is confusing to children. And teachers often feel disappointed when children arrive late because they are unable to greet the late child properly.

### **Wait in Designated Areas If You Arrive Early**

Parents and children who arrive early are asked to wait in the play space because teachers use this time to confer with the parent helpers about the days plan.

### **Leave the Studio or Play Space Promptly**

In general, children will engage quicker in studio activities once the parent leaves the studio. If your child is having a hard time separating from you, ask your teacher for some suggestions. If you need to have a lengthy conversation with a teacher, please make a phone appointment. Teachers feel torn when they have studio or play space responsibilities and simultaneously want to respond to parents' concerns.

Some classes may begin their school day in the play space. Please respect the classes' outdoor playtime. Adults and siblings should move out of the play space quickly so the outside class can move into their curriculum.

### **Before leaving, make sure that the teacher is informed if:**

- **Someone other than a parent or your family's childcare provider is picking up your child.** You'll need to inform the teacher of who will be picking-up.
- **Your child is staying for an Extended Day Program.** You'll need to inform the teacher and make sure your child is signed up in the Extended Day binder located in the office. (See [Extended Day Programs](#), for details.)

### **Dismissal**

Studio teachers or Extended Day teachers are responsible for making sure the children go home with a parent or the appropriate adult as indicated on the release forms in the office. A staff member is posted

at the gate to oversee departures from the play space, including teacher verification of changes in the pick-up routines. The parent/caregiver who picks up must check in with the teacher at the gate when they arrive, at which point they assume responsibility for the child, and the child is officially checked out of school. Teachers are responsible for keeping the attendance list current at all times. Some general guidelines to help make sure the dismissal process goes smoothly:

### **Pick Your Child Up On Time**

Dismissal for the regular school day is 12:00 p.m. for all classes and takes place on the play space, weather permitting. Please note that Extended Day Programs are dismissed at different times (see [Extended Day Programs](#)).

***Punctual pick-up is important to children. They can become anxious when they see other children leaving school and realize that their parents or childcare providers are not at school for them. If you are going to be late, please call the school so we can let your teacher and child know.***

If you arrive after 12:05 p.m. your child will automatically be placed in “Extended Playground” resulting in the applicable charge. Should an emergency prevent you from getting to school for pick-up, call the school as soon as possible and make arrangements for another parent to pick up your child. If a parent or childcare provider is repeatedly late, the Director will address the issue.

### **Once You Arrive at School for Pick-up You Are Responsible for Your Child**

Please keep a watchful eye on your child—**and siblings**—during conversations with other adults. If you go into the school, please bring your child and any siblings with you, or ask another parent to watch your child while you are inside. Please refer to [Outdoor Safety Rules](#) for a review of how all play space equipment may be used. Keeping school play space rules consistent while children are under your watch will make everyone’s experience safer and rules easier to remember for the children.

You are welcome to stay in the play space with your children until 12:10 p.m., at which time a bell will ring and extended day teachers will gather the children staying for Extended Day programs and take attendance. Children not staying for extended programs must leave the play space at this time.

***Please remember that your child’s safety should be your top priority during this time.***

## Extended Day Programs

Four extended day options, Early Arrival (8-9 a.m.), Extended Playground (12-12:30 p.m.), Lunch Bunch (12-1 p.m.) and Stay and Play (12-3 p.m.) are offered as shown below. These programs are offered on various days of the week, which parents may sign up for daily, or on a contract basis. Supervised by members of the LNS staff, our Extended Day Programs offer children of mixed ages the opportunity to gather in a comfortable setting, eat lunches brought from home, and to play longer with friends. All LNS children are eligible to participate in any of the programs. Parent helping is not needed for any of the Extended Day programs.

Extended Day programs include Early Arrival, Extended Playground, Lunch Bunch, and Stay & Play are a wonderful way for children to further develop their friendships under LNS staff supervision.

### Early Arrival

Children may be dropped off at school beginning at 8:00 a.m. Provides parents with flexibility in their morning schedule.

**Beginning at 8:00 a.m. Days Offered: M/Tu/W/Th/F**

### Extended Playground

Children can continue to play in the play space until 12:30pm. Provides parents with some flexibility on pick-up time and is particularly helpful if you are running late.

**Pickup time: 12:30 p.m. Days offered: M/Tu/W/Th/F**

### Lunch Bunch

Children continue to play in the play space until 12:30pm and then have lunch (brought from home) until 1:00pm.

**Pickup time: 1:00 p.m. Days offered: M/Tu/Th/F**

### Stay and Play

Children play in the play space until 12:30 p.m., have lunch (brought from home) followed by a 20 minute “rest period”. The remaining time is spent playing in a relaxed environment (inside and outside) with materials and activities provided in response to children’s daily interests.

**Pickup time: 3:00 p.m. Days offered: M/Tu/Th/F**

## Sign-up Options

There are two rate options for extended day programs: yearly contract and daily sign-up. The rates are as follows:

### Yearly Contract Rates:

Program	Mon	Tues	Wed	Thurs	Fri
Early Arrival (8-9 a.m.)	\$480	\$560	\$512	\$560	\$560
Extended Playground (12-12:30 p.m.)	\$288	\$336	\$298	\$326	\$336
Lunch Bunch (12-1 p.m.)	\$480	\$560	N/A	\$544	\$560
Stay & Play (12-3 p.m.)	\$1152	\$1344	N/A	\$1306	\$1344

\*\*\*Contract rates shown are discounted 20% .

Early Arrival and Friday Extended Day have 10 spots. Extended Playground is always available. Lunch Bunch and Stay & Play have a combined capacity of 16 spots (M,Tu, Th, F). Contact the office if you are interested in contracting for an extended day slot as they fill up quickly. Parents may contract a child during the year as space is available. Note: There are no afternoon Extended Day Programs on the last day of school before Winter and Summer vacations.

### Daily Rates:

Program	Daily Rate
Early Arrival (8-9 a.m.)	\$20
Extended Playground (12-12:30 p.m.)	\$12
Lunch Bunch (12-1 p.m.)	\$20
Stay & Play (12-3 p.m.)	\$48

Daily sign-up sheets are available in the Extended Day Program notebook in the Office. The notebook contains 4 weeks of extended day programs so that parents may plan in advance. *It is the parent's responsibility to remove the child's name from the daily sign-up sheet if it later turns out that he/she will not be able to attend.* Please be courteous and remove your child's name with time to accommodate other children. If you have contracted a program for a specified day of the week, and you want your child to attend that same program on a different day in a given week, you must sign up in the Extended Day Program notebook (assuming there is space). You will be charged the drop-in rate for that alternate day, even if your child cannot attend the program on his/her contracted day (i.e. there are no substitutions). If you have contracted for Extended Playground or Lunch Bunch and would like your child to extend their program on a particular day (i.e. stay for Stay and Play), you must sign up in the Extended Day Program notebook (assuming there is space). You will be charged the difference in the drop-in rates from the program you are contracted for and the program you are utilizing.

### Billing

Contract spots are billed upon sign-up for the full amount. Daily sign-ups are billed monthly.

### **What to Bring and Where to Store Extended Day Belongings:**

#### *Lunches:*

Children should place their labeled lunch boxes in the designated area. Based on years of experience, children do better with **limited** lunch choices. Three or four choices are adequate and simplify the lunch eating process.

- *If you use Sun Butter in a sandwich,* please indicate it is Sun Butter by putting a note in your child's lunchbox.
- *If your child's lunch is missing LNS will purchase a lunch at the deCordova Café.*

***Both Lunch Bunch and Stay & Play are not free. Please do not send candy for dessert as the teachers will instruct your child to return the candy to his/her lunch box.***

#### *Stay and Play Resting Materials:*

- 2 labeled small crib-sized blankets (one blanket is used to cover their sleeping mat and one blanket is used to cover the child).
- Red Bags: Each child that is contracted for Stay and Play or participates in Stay and Play frequently is given a red laundry bag for the year. The red laundry bag is labeled with their name and all contents can be placed in the bag. Parents should bring the contents of the bag home periodically for washing.

State regulations require educators to assist children in brushing their teeth whenever they are in care for more than four hours or consume a meal. Parents may elect not to participate in tooth brushing by turning in an **oral health non-participation form** to the office.

### **Pick-up Procedures**

- **Extended Playground pick up is at 12:30 p.m.**
- **Lunch Bunch pick up is at 1 p.m.**
- **Stay & Play pick up is at 3 p.m.**
- Please be prompt as the teachers have commitments following these programs.
- Late pick up families will be given a warning and then a **late fee of \$50** will be assessed for each late pick up thereafter.
- Late pick up fee must be paid prior to the child resuming extended day programming.

In an effort to foster independence, parents picking up after Lunch Bunch should refrain from packing up their child's lunch. It is an activity that can be done together, if the child resists doing it independently. Unfinished food is sent home, so please check your child's lunch box every day. Teachers are aware of all food allergies, and they are posted in each studio. ***Any foods brought inadvertently that contain nuts will be sent home.***

## Outdoor Play Safety

Having a shared understanding of play space rules will help keep children safe while they are having fun. Please bring questions about play space use and safety to your studio teacher who will bring concerns to staff meetings.

### Train:

- o Keep children from standing or riding on the barrel of the train engine.
- o Remind children to keep their feet on the floor unless using the ladder.
- o No climbing in/out of train windows.

### Sandboxes:

- o Encourage children to return sand to the sand box when transporting it as part of their play.
- o Sand is not for throwing.

### General Play:

- o Keep children off the fences and gates.
- o Children may not run with sticks in the outdoor play space, however, intentional, constructive stick play is allowed.
- o Playful, happy chasing one another is fine. Please listen for clues of teasing and intervene when appropriate.
- o Shoes must be worn in the outdoor play space at all times.
- o Shovels are digging toys. Remind children to carry shovels below the waistline when moving about the play space.
- o All toys should be put away on the shelves/hooks before leaving the play space.
- o Outdoor blocks should be stacked at end of play time.
- o Water hose used only by adults.
- o ADULT SUPERVISION IS REQUIRED AT ALL TIMES.

### Winter Play Space Rules:

- o *Snowballs*: Children may engage in playfully throwing loose snow at each other if the children mutually agree to the activity. Snow may never be thrown in another child's face.

## Playing Outdoors

Children shall play outdoors daily when weather and air quality conditions do not pose a significant health risk. Weather that poses a significant health risk shall include wind chill at or below 15 degrees F and heat index at or above 90 degrees F, as identified by the National Weather Service. Air quality conditions that pose a significant health risk shall be identified by announcements from local health authorities or through ozone (smog) alerts. Children with respiratory health problems such as asthma shall not play outdoors when local health authorities announce that the air quality is approaching unhealthy levels.



### *Dress Warmly and Stay Dry*

In cold weather, children's clothing shall be layered and dry. Caregivers shall check children's extremities for maintenance of normal color and warmth at least every 15 minutes when children are outdoors in cold weather. Adults and children should wear:

- A hat
- A scarf or knit mask to cover face and mouth
- Sleeves that are snug at the wrist
- Mittens (they are warmer than gloves)
- Water-resistant coat and shoes
- Several layers of loose-fitting clothing

Be sure the outer layer of clothing is tightly woven, preferably wind resistant, to reduce body-heat loss caused by wind. Wool, silk, or polypropylene inner layers of clothing will hold more body heat than cotton. Stay dry – wet clothing chills the body rapidly. Excess perspiration will increase heat loss, so remove extra layers of clothing whenever you feel too warm. Do not ignore shivering. It's an important first sign that the body is losing heat. Persistent shivering is a signal to return indoors.

### *Understand Wind Chill*

As the speed of the wind increases, it can carry heat away from your body much more quickly. When there are high winds, serious weather-related health problems are more likely, even when temperatures are only cool.

## **LNS GUIDELINES**

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### **When to Call the School**

Please call the school by 9 a.m. at (781) 259-8866 in the morning or *email the teachers the night before* in case of the following situations:

1. When your child is home sick. Report contagious diseases and infection, colds or flu, accidents, plain fatigue.
2. If your child will be coming to school late.
3. When your child is going to be absent for any other reason, such as vacation, family guests, religious occasions, or personal reasons. (Please notify the school of an absence in advance whenever possible, since such an absence may affect a teacher's plans.)
4. When some situation at home may affect your child's attitude toward the world, such as a death in the family, pregnancy, absence or illness of either parent, sibling conflict, loss of a pet, behavior-altering medication, or problems with security objects. Teachers (or the Director) appreciate information that helps them deal constructively with the situation.
5. When you will be late picking up a child because of an emergency, or if someone other than the designated adult will be picking up a child.

### **When to Keep Your Child Home Sick**

- **Cold:** If discharge from a new cold is yellow / green then a child should stay home. If a cold is associated with a fever, a child should stay home. If a child is unable to wipe his/her own nose or if he/she is not able to wash hands after every nose wipe, please keep your child home.
- **Cough:** If a cough is frequent, deep and irritating to the child, then he/she should stay home. If the cough is associated with a fever or if a child is up the night before coughing, keep the child home.
- **Sore Throat:** If a child's throat hurts, keep him or her home. If the throat pain is associated with a fever or rash, keep your child home. Consult your doctor. If diagnosed with strep, a child must be on antibiotics for 24 hours before returning to school.
- **Fever:** If a child's temperature is equal to or greater than 100 degrees, please keep your child home. Keep your child home for 24 hours after the fever is gone.
- **Vomiting/Diarrhea:** A child should stay home if he/she vomits or has diarrhea and remain home for 24 hours after the vomiting or diarrhea is over.
- **Lice:** Children may return 24 hours after successful treatment defined as nit free.
- **Rash:** A new rash or a very uncomfortable rash should keep a child home. Consult your doctor for a proper diagnosis. If a rash is a chronic rash (like with eczema), a child may go to school.
- **Earache:** If a child is very uncomfortable with an earache, please keep your child at home. If an earache is associated with a fever, stay home. If a child has been up the night before with ear pain, keep him or her home.
- **Eye Discharge:** If your child has yellow, whitish, or thick eye discharge, keep your child home. (Your child should be kept home for 24 hours after starting antibiotic ointment or drops.)

Please remember that the viruses or bacteria from colds, sore throats or eyes, easily spread on toys, furniture, and other children. The infections from coughs spread through the air, the bugs from diarrhea

spread from hands and toilets, and fevers spread rapidly among children. When in doubt, keep your kids home to prevent the spread of infection.

## Food Allergies

With increasing numbers of children allergic to nuts, LNS follows certain **NO PEANUT** and **NO TREE NUT** guidelines for snack in all studios and for lunches in the extended day programs. Please review all guidelines about shopping for and preparing food brought to LNS (see [Providing a Nutritious Snack](#)).

While the entire LNS community observes the guidelines around peanuts and tree nuts outlined here and all other allergies (milk, egg, etc.) are seriously considered and will be handled on an individual studio basis. **Parents of children with food allergies must complete a *Food Allergy Action Plan* form** and have it signed by the child's doctor. These forms are located in the main office and will be distributed by the Director at the start of school.

**Parents of children allergic to foods other than peanuts/tree nuts will need to provide "safe snack" guidelines for all parents in their child's class.** LNS asks that all parents in a given class make every effort to accommodate the allergy-related, dietary restrictions of all children in that class.

**Parents of allergic children must take responsibility for reviewing and approving the snack menu in the studio each morning and keeping a snack which is safe for their children in the studio at all times.** The allergic child will be served his/her "safe snack" should the safety of the snack brought in by the parent helper be questionable on any given day. All known allergies in each class are posted in respective studios.

**\*Protocol when a product that is manufactured in a facility that processes peanuts or nuts is brought in (when there is a documented peanut/nut allergy in the studio).**

**To protect children with food allergies, when a snack is brought in that contains an allergen, the snack will not be served to the entire class. If an alternative safe snack is available in the classroom, it will be served as a replacement snack.**

Please note that this is not an exhaustive set of guidelines. **The nut-allergy environment changes frequently and in order to keep our children safe, it is critical that we all make it a habit to check labels every time. Additionally, parents must be aware that LNS is aiming to minimize risk for allergic children, in observing certain peanut/tree nut free guidelines. We are not eliminating risk.**

## Traffic Flow and Parking

When arriving at the deCordova main entrance, pull up to the admissions window and indicate that you are picking up at the Lincoln Nursery School. Each family is provided with an LNS sign. When placed on the driver-side dashboard, you may pass slowly by the admissions window without stopping. Speed limit for the deCordova driveway is 10 MPH. For safety's sake, do not use your cell phones while driving in the deCordova driveway or parking lot.

The lower two parking lots are designed to be one-way and circular. Enter the first parking lot and either park or continue to the far end of the parking lot. Turn left into the second parking lot until you find your desired parking space. Vehicles are required to drive in a loop: entering in the first parking lot and exiting out the second.

## Play Space Use

The play space is designed for the use of Lincoln Nursery School children. It is closed to the public.

## Snow Policy

LNS school cancellation follows the Lincoln Public Schools (*not* Lincoln-Sudbury Regional High School) as does deCordova Sculpture Park and Museum.

- If the Lincoln Public Schools is delayed one hour – LNS starts on time with **No** Early Drop Off.
- If Lincoln Public Schools is delayed 90 minutes – LNS starts at 9:30 a.m. with **No** Early Drop Off.
- If Lincoln Public Schools is delayed 2 hours – LNS starts at 10:00 a.m. with **No** Early Drop Off.
- If Lincoln Public Schools closes at Noon – LNS afternoon programs will be cancelled.
- School cancellations and delay announcements are made between 6:30 a.m. and 7:30 a.m. on WHDH (AM 680) and WBZ (AM 1030), and on TV channels 4, 5 and 7.

Occasionally, LNS may close when the public school is open. Also occasionally, LNS may be open when the public school is closed (if there is no heat in the public school, for example). In these instances, LNS would send out a community email.

## Photo Policy

During regular programming, Parent Helpers may only photograph children using a school or teachers' camera. Personal cameras, including mobile phones, may not be used. Images captured by school cameras are reviewed and filtered based on parental consent forms indicating how the images may be used.

## Traditions

### *Holiday Celebrations*

Celebrations come from the children and families in LNS community. We encourage children and their families to share the holidays and traditions they celebrate at home with their children's class to deepen our understanding of one another and to show respect for the various cultures that contribute to the diversity of the school.

There are five school traditions:

- A **Woodland Walk** is celebrated with the children on a Wednesday in October. Due to the nature of this event, we are not able to accommodate parents.
- The all school **Winter Sing** is held at 11 a.m. in the Dewey Gallery at deCordova on the last day before winter break. Families are encouraged to attend.
- **May Day** is celebrated with the children outside on or near the first Wednesday of May, depending

- on the weather. Parents are invited to attend at 11:30 and may choose to bring a picnic lunch.
- **Family Day** is held on a Saturday from 10 a.m. – 12 pm in the late spring. All current and alumni families are welcome to attend.
- **All School Celebration** is the last day of school at 11:00. Families are encouraged to attend.

Please note Halloween and Valentine's Day are not incorporated into our curriculum.

### *Children's Birthdays*

We all want to make our child's birthday a special day. The room parent can schedule you to parent help on or near your child's birthday. If your child's birthday does not occur during the school year, a half-birthday or another day may be chosen to celebrate the occasion. Each studio has a birthday ritual. As the parent helper on your child's birthday, you may choose to bring a special snack. In keeping with our school's healthy food environment, please consider first offering a healthful snack, and then, a dessert of small cupcakes/muffins or other small treat.

Please do not distribute invitations in school for birthday events that happen outside school. When planning birthday parties outside of school, please give consideration to the following issues:

- If you choose not to invite the entire class, please have the party on a non-school day.
- Children, particularly 4 year olds, are very sensitive to who is invited and who's not.
- Children will discuss their parties, even if you ask them not to.

### *Gifts for Teachers*

At holiday time, each family is asked to limit teacher gifts to a homemade card or picture and will be encouraged to make an anonymous donation to the Staff Appreciation Fund in the amount that is comfortable for that family. The gifts will be bundled in a manner that is equitable to the staff member's role at the school.

At year end, room parents will be asked to help coordinate a gift from the class for each of the studio teachers.

### **School Visitors**

An LNS parent or staff member accompanies all visitors to the school. Anyone who does not have business with the school, or whose presence is suspect, is asked to leave the school grounds. If there is noncompliance with this request, the Director or a staff member calls the police. Please note that only enrolled children may be in attendance during nursery school hours. Siblings and LNS alumni may visit the school when accompanied by a parent. LNS is licensed only for children ages 2.9 through 7 years.

### **Toys and Transitional Objects**

The faculty sincerely requests that children leave toys at home. Toys brought from home are a distraction in the studio. Toys can be broken or mislaid at school, and children may also find it difficult to share their toys with others. Please share the school rule and the reasons for the rule with your child. If the toy comes to the studio, the child's teacher will ask the child to put the toy in a place, designated by the teacher, for the duration of the school day.

If a child needs to bring a transitional object (their beloved blanket or stuffed animal) to school because

of separation issues, the teacher will work with the child (over time) to put the transitional object in his/her cubby so that the child feels secure and can begin to play in the studio.

### **Car Seats**

Children should be restrained in an age-appropriate car seat when they are transported in a car. In the event of a carpool, it is the parent's responsibility to be sure that the person driving the child has an age-appropriate car seat in his/her car.

### **Bicycle Helmets**

We recommend that all children wear bicycle helmets when using tricycles, bicycles and scooters at home.

### **Field Trip Transportation**

Buses will be used for all field trips that require transportation provided by the school. See [Transportation Plan](#) for more information.

## Donations

Monetary gifts to LNS are tax deductible. Annual Appeal letters are mailed to all families in late Fall, and in the Spring, there is a social fundraiser event. LNS depends on this fundraising revenue to meet its annual budget; tuition alone does not fully cover the cost of running the school. Gifts of any size are greatly appreciated.

Non-monetary donations, known as “in-kind” donations, are also tax deductible and appreciated. The in-kind donation tax deduction forms—and approvals—are available from the Treasurer. For help with donation ideas, please speak with the Director.

## Expense Reimbursement

On occasion, parents are asked to acquire items for LNS, for which payment is planned in our budget. The following is our required procedure to collect reimbursement for approved expenses:

1. Complete a reimbursement form (located in the office) within 30 days of the expense.
2. Attach all **original** receipts to back of form.
3. Submit form to your committee chairperson for approval. Committee chairperson will sign and submit the form to the Treasurer for approval and processing. If you are not assigned to a committee chairperson, please submit form to the Treasurer directly.
4. Our office manager will issue a reimbursement check within two weeks.

## Resources and Facilities

### *LNS Library*

An informal lending library allows the school’s collection of books and pamphlets about young children to circulate among interested parents.

### *deCordova Membership*

LNS requires that families become members of the deCordova Sculpture Park and Museum. There are many member benefits (<http://www.decordova.org/join-give/membership-faq>) and membership visibly supports our collaboration.

### *Use of the deCordova Museum/Meeting Rooms*

The Carriage House studio, may be used by the Lincoln Nursery School community when available. Parent meetings, staff meetings, steering committee meetings and other committee meetings may be requested to meet in this room. Our expectation is that the Carriage House studio be left clean and orderly after use. The Carriage House studio is available during the regular LNS hours only. Any requests to use the room outside of school hours must be presented to the Director of Learning and Engagement.

## **MA DEPT OF EARLY EDUCATION & CARE POLICIES**

Lincoln Nursery School is licensed by the Massachusetts Department of Early Education and Care (DEEC). The Northeast Regional Office (978-681-9684) is responsible for Lincoln Nursery School and may be contacted for information regarding the program's regulatory compliance history.

### **Health Care Policy**

The LNS Health Care Policy is posted on the bulletin board outside the office. Emergency telephone numbers are posted next to the phone. Local Police and Fire are notified as deemed necessary.

#### *Procedures for Injuries*

In situations requiring immediate medical attention, the lead teacher calls the ambulance, then the parents. Emergency telephone numbers are posted on the bulletin board near the phone in the office and in each studio. If the parents cannot be reached, the parent-designated emergency back-up is called. Back-up phone numbers are available in the child's record located in the office. One staff member accompanies the child in the ambulance during transport to the hospital and brings the Emergency Release Form. Emergency procedures for offsite activities are the same as listed above. Teachers bring their own cell phones on field trips. Portable first aid kits and Emergency Release Forms are taken on all field trips. In case of poisoning, the teacher or Director calls the Poison Control Center and follows the PCC's instructions.

#### *Procedures for Illness*

A child who becomes mildly ill while at school is isolated from his or her classmates and made comfortable in a quiet corner of the studio or in the office. A teacher remains with the child, attending to his/her needs, while the acting Director calls the parent, requesting that the child be picked up immediately. If parents cannot be reached, the acting Director attempts to reach the emergency contact person listed for the child. An adult remains with the child until the child is released to his/her parent's or to the emergency contact person's care. Until one or the other of these persons arrives, the child remains under supervision in isolation and is made as comfortable as possible. Clean blankets are available if they are necessary while the child is waiting. After use, the blanket(s) are sent home with the child to be washed. Any injury that occurs at the nursery school must be noted on the Illness/Injury Log. Any injury that occurs at the nursery school and requires overnight hospitalization must be immediately reported to the Dept. of Early Education and Care by telephone. Any illness that occurs at the nursery school and requires medical treatment must be reported to the Dept. of Early Education and Care by submitting a GCC/SACC Illness/Injury Report form to the nursery school's licensor within three business days. If a child becomes ill on a field trip, the child will be removed to a quiet space with a studio teacher. Using the emergency contact sheet, parent or emergency contacts will be notified and asked to pick up their child if possible. Otherwise, the child will remain with the teacher and away from other children.

#### **List Defining Mild Symptoms With Which Ill Children May Remain In Care**

Children may remain if fever-free and do not have symptoms of infection.



### **Symptoms That Require Notification of Parent or Backup Contact To Pick Up Child**

Children who display symptoms of infection (fever over 100 degrees, rash, general lethargy or disease-specific symptoms like chicken pox or head lice or a fresh cold) will be excluded or isolated until they can be sent home (see previous sections). Children may return when symptoms are gone or when their pediatrician suggests they are no longer infectious. Generally, parents may not send a child with chicken pox for at least seven days or until the pox are scabbed over. Children who have had pin worms or head lice may return 24 hours after successful treatment defined for lice as nit free.

Parents in the entire school are notified in writing when any child in the school experiences a case of pin worms, salmonella or measles. Individual classes are notified if a child in the class has chicken pox, head lice or strep throat. Standard descriptions of how to recognize and treat such infections, available in the Health and Safety Child Care Manual, are copied and sent home to parents with such notifications.

### *Plan for Medication Administration*

All unused medications shall be returned to the parent when no longer needed or appropriately destroyed and recorded by the Director. The first dose of medication must be administered at home.

All medications are properly stored out of children's reach and under proper conditions for sanitation, preservation and safety during the time children are in care and during transportation of children. Prescription medications requiring refrigeration are kept inaccessible to children in a refrigerator maintained at a temperature of 38 to 42 degrees.

- **Prescription.** Prescriptions ordered by a child's health care practitioner require written parental consent as well as written authorization from the health care practitioner. The medication must be in the original container with the original label containing the name of the child affixed and is provided by the parent. The administration of prescription medication is logged on the Medication Administration Record Form (child's name, description of medication, date, time, medication, dose, route, child refusal and staff signature). Missed doses, if any, must also be documented along with the reason for the missed dose and kept in the child's record.
- **Non-Prescription – Regular Use.** Oral non-prescription medication requires written parental consent renewed weekly, with dosage, times, days and purpose. Authorization from the health care practitioner is required. The medication must be in its original container with original label, the name of the child affixed and is provided by the parent. The administration of the medication is logged in on the Medication Administration Record Form and kept in the child's record.
- **Non-Prescription – Unanticipated Use.** Unanticipated Non-Prescription medication for mild symptoms requires written parental consent renewed annually. Authorization from the health care provider is required. The medication must be in its original container with the original label containing the name of the child affixed and is provided by the parent. The administration of the medication is logged in on the Medication Administration Record Form and kept in the child's record.
- **Topical Non-Prescription applied to open wounds or broken skin.** Topical non-prescription ointments *when applied to open wounds or broken skin* requires the written parental consent renewed annually. Authorization from the health care provider is required. The medication must be in its original container with the original label containing the name of the child affixed and is provided by the parent. The administration of the medication is logged in on the Medication

Administration Record Form and kept in the child's record.

- **Topical Non-Prescription NOT applied to open wounds or broken skin.** Topical non-prescription ointments not applied to open wounds or broken skin, such as sunscreen, insect repellent and lip balm, require the written parental consent renewed annually. Items used for prevention may be supplied by LNS with notification to parents of such, or parents may send in preferred brands of such items for their own children's use. Logging in is not required. The educator must inform the child's parent at the end of each day whenever a topical medication is applied to a diaper rash.
- **Epi-Pens.** Epi-Pens stored at the school must be kept in their original prescription box with the child's name and picture affixed. Each child requiring an epi-pen must keep two (2) at school. One epinephrine auto injector is kept in the child's studio and brought on nature walks, library and class trips. The second epi-pen is kept in the office. The Director annually evaluates staff authorized to administer medication and that they are following the medication administration procedures.

### *Plan for Individual Health Care Plan*

Parents must list the child's allergies on the Developmental History and Background Information Form *and* on the Medical Record. The child's file folder is marked with an alerting mark (red dot) to indicate allergies. A list of all allergies is posted in each studio snack area and parents who provide snacks are informed of all allergies. Snack is posted on the snack menu by the parent helper prior to the start of school, staff members also check the snack menu daily for possible allergies. Parents of children with allergies must take the responsibility to review the snack menu for the daily, teachers also review daily checking for allergies. If the snack does not meet the child's needs, an alternate snack will be provided. Any child with allergies must have their pediatrician review and sign the Individual Health Care Plan and the Food Allergy Plan forms provided by LNS. The Health Care Consultant will then review the plans with the teachers and if needed, with the parents and the child's pediatrician. Any specific information about response to allergic reaction is kept in the child's file. If a child has other specific health care needs, a written treatment plan is developed between the pediatrician, the Health Consultant, the Director and the teachers. This plan is placed in the child's file in the office.

### **A Plan For Parents To Train Staff In Implementing Their Child's Health Care Plan**

Parents may train their child's teacher to implement their child's health care plan with written permission from the child's health care practitioner. When a child with disabilities is enrolled in the program, a team meeting (parent, teacher and therapist) will be held as soon as possible to share techniques, strategies, and procedures that will support the child for inclusion in the program.

### **Policy for Identifying and Reporting Suspected Child Abuse or Neglect**

Here are some key phone numbers to know:

Department of Children and Families	1-617-573-1600
Child Abuse/Neglect Hotline	1-800-792-5200
Department of Early Education & Care	1-978-681-9684
Tim Donohue	

According to the Massachusetts General Laws (Chapter 119, Section 1A) teachers are included among those described as mandated reporters when they have reasonable cause to believe that a child under the age of 18 years is suffering from physical or emotional injury.

If a staff member notices signs of abuse or neglect, she/he is to notify the Director immediately.

Warning signs include:

- dramatic change in behavior,
- unusual fear of being touched,
- dramatic startle response to adult sudden movement,
- unexpected anger/extremely angry behavior,
- regressions or lags in behavior,
- poor peer relationships,
- inadequate or dramatically dirty or unbathed condition,
- persistent skin disorders,
- chronic absence
- unexplained bruises, burns, welts, marks, fractures, discomfort or itching in genital area, discolor in undergarments, or
- unusually sophisticated sexual language.

These warning signals should be considered in light of explanations provided, medical history (especially if explanation is inconsistent with current situation) and developmental abilities of the child to engage in activities that might have caused the injury. Children who are abused physically and emotionally display certain types of behavior. Many of these are common to all children at one time or another, but when they present in sufficient number and strength to characterize a child's overall manner, they may indicate abuse.

The Director and teachers meet immediately to review warning signs. If abuse or neglect is suspected, the Director schedules an immediate observation of the child and the parents may be called in to discuss the school's concern. If abuse or neglect is still suspected, a 51A is filed by the Director. This must all happen immediately. Confidentiality must be absolute. Mandated reporters must follow up their verbal reports with written reports within 48 hours. Lincoln Nursery School will cooperate in all investigations of abuse and neglect. If a staff member is suspected of abuse or neglect the Director reports the suspicion to EEC. The staff member will not work with children pending investigation results.

LNS has the best possible staff abuse prevention system because of strong staff training and longevity, and the constant presence of parent aides ("parent helpers") in the class.

### **Health Care Consultant**

Sandra Myerson, M.D. and pediatrician practicing in Concord, MA, is our health care consultant. She is available to our program for consultation, approves the program's health care plan at each license renewal and approves first aid training and medication administration for staff.

### ***Plan for Infection Control***

Staff and children wash hands with liquid soap and running water using friction after any bathroom use or clothing change following an accident and before eating or preparing food.

**Daily.** All smooth surfaces, including tables and countertops, and mops used for cleaning are washed and sanitizing/disinfecting. Studio sinks, bathroom sinks, faucets are washed and disinfected.

**Weekly.** Studio floors are cleaned and sanitized/disinfected. Personal blankets and washable soft toys used for rest during Extended Day are kept in individual bags and parents are asked to clean them. Mats used for resting are sanitized weekly by the teacher.

All studio and bathroom cleaning is done by adults when children are not in attendance. A commercial disinfectant is used and stored out of reach of children.

## **Emergency Preparedness**

It is the responsibility of all Lincoln Nursery School and applicable deCordova employees to understand their roles in an emergency and to communicate basic emergency information to the appropriate authorities. In any emergency situation, it is of utmost importance to remain calm and in control at all times. When contact with outside personnel is required, there is a land line in the Office and in each studio. In preparation for any situation that may arise, each teacher must carry their personal cell phones when outdoors or offsite. When under an evacuation condition or in the midst of any emergency, physical or medical, the teacher will follow the directions of the local emergency management authorities. For instances dictating an immediate evacuation of a facility, exit signs are posted in rooms that have direct access to the outdoors.

## **Crisis Plan**

### *Plan for Missing Children*

The lead teacher conducts “head counts” when children transition to and from the studio. If a child is missing, one teacher will conduct an initial search in the studio and the immediate outside area. If the child is not found, Museum Security will be called. Prompt notification of the Lincoln Police will be made once these initial procedures are not successful in locating the missing child. A search of all areas within the Sculpture Park and buildings will be made. The school will cooperate fully with the authorities as well as make every effort to facilitate a prompt notification of the parent(s) or guardian(s).

### *Evacuation Plan – Fire*

All staff are trained in evacuation procedures, which are posted by all exits. Studio teachers take attendance sheets and emergency contact forms for each child and lead children to *Requiem to the 20th Century* – “silver car sculpture” the active rendezvous point for any evacuation. The Director evacuates with her cell phone should she need to make immediate contact with authorities after all studios are evacuated. Each studio teacher is responsible for ensuring that the number of children in attendance corresponds to a head count. One teacher is the last to leave the studio ensuring that no child is left behind. If there is any clear and present danger (flames, odor of gas, smoke condition) the proper authorities are to be contacted immediately. In the event of any alarm please contact Museum Security right away. If any class is unable to return to their studio, it may be moved to the deCordova Learning & Engagement Department. Calls for child pickup may be placed using the emergency contact sheet for each student.

Practice evacuation drills are conducted monthly, either by the Director, the teachers or the Lincoln Fire Dept. All fire drill information, detailing times, dates, exit routes used, number of children evacuated and effectiveness of the drill, is recorded and filed in the office. In the event of a LNS coordinated drill utilizing a live alarm (not bells or other practice devices) the Director of Visitor Services, Head of Security and/or a Visitor Services Manager must be contacted ahead of time.

### *Evacuation Plan – Natural Disaster*

LNS subscribes to Connect CTY from the Town of Lincoln, which affords notification by telephone of natural disasters, traffic accidents, road closures, etc.

Please follow the protocol described above, "[Evacuation Plan- Fire.](#)"

### *Evacuation Plan – Loss of heat, power, water*

The Director will determine by contact with the local authorities, utility companies, and the deCordova maintenance supervisor the estimated length of the outage. Based on that information, the Director will determine whether or not to contact parents for pickup. Factors taken into account include cause of outage, outside weather, length of time water or power will be off, and information obtained from authorities.

### *Emergency Contact Information - deCordova Staff*

Immediate access to Security Staff: Museum Front Desk: 781.259-3600

Buildings and Grounds:

Office Extension: 781.259-3609

Doug Holston, Director of Buildings/Grounds 781.389-3026

Brad Caldbeck, Assistant Director of Buildings/Grounds: 781.389-3027

## **Transitions Plan**

When children transition to another studio, the teaching teams collaborate and share information between studios and programs. In the unlikely event a child changes studios during the school year, the teacher will provide an orientation into the new studio consistent with the child's ability to understand. Otherwise, transitions occur from school year to school year. Orientation includes home visits, lemonade parties which include a visit to each child's studio. In addition, the two youngest classes start the year with partial days. Children transitioning to kindergarten: teachers meet or complete evaluations (with parental permission), send records (with parental permission), and/or meet with a representative of the school(s). The receiving kindergarten school plans further orientation activities.

## Transportation Plan

Children are transported to and from school by their parents or individuals designated by their parents. Parents must give explicit permission in writing naming individuals authorized to pick their children up from school. This permission form is maintained in each child's file in the office. Occasionally, circumstances may dictate that their child be picked up by someone not on their approved list. In these cases, parents must notify the school either by calling or emailing the school and speaking to a LNS staff member. It is the responsibility of the staff members in the play space to determine that all pickups are authorized. A written transportation plan, approved by a parent, is maintained in the child's file in the office.

If a field trip is planned, a school bus will be chartered from Doherty's. During this field trip, all teachers accompany the children, who leave from and return to school. The driver is notified of special issues, if any, in transporting the children. Each teacher is responsible for the behavior management of his/her class and must take attendance as children enter the bus both to and from the field trip. In addition, teachers carry personal cell phones, emergency contact lists and written permissions for emergency health care treatment for each child. Seat belts are required while riding on the bus. Should the bus become disabled, the bus company has the capability of sending out a fully operational bus. *Children are prohibited from traveling to and from school in private automobiles of staff members.*

## Injury Prevention Plan

The studio and play space are monitored daily for the removal or repair of hazards. Teachers are responsible as part of their job description, and assistant teachers and parent helpers are asked to report any irregularity to the maintenance chair or the Director. The constant vigilance of parents and professionals prevents most injuries.

Smoking is not permitted in the studios or play space at any time. The studio teacher shall keep all toxic substances, poisonous plants, medications, sharp objects, matches and other hazardous objects in a secured place and out of the reach of children.

After injuries are addressed, the staff should file an Illness/Injury Report Form and enter the injury into the Accident Log located in the office. One copy of the Illness/Injury report is placed in a child's permanent record and the second copy is sent home to parents the day of the injury. The record includes date, time, injury, description, first aid administered, parent contact, responsible adult and signature. In a non-emergency situation, the parents are informed of the injury at pick-up time. If the child seems distressed, parents are notified immediately so they may pick up their child early, if they desire. Any injury that occurs at the nursery school and requires overnight hospitalization must immediately be reported to the Dept. of Early Education and Care. Any injury that occurs at the nursery school and requires medical treatment must be reported to the Dept. of Early Education and Care by submitting the GCC/SACC Illness/Injury Report Form to the School's Dept. of Early Education and Care licenser within three (3) business days.

The Director monitors the Illness/Injury Log monthly to see if there are any patterns that should be noted. These observations are discussed with teachers for their input. Appropriate action is taken, as necessary.

## **Integrated Pest Management Plan**

The Pest Management Plan is maintained by the Director and is kept in a master notebook in the office and online at [www.mass.gov/agr](http://www.mass.gov/agr). The plan is kept with the guidance of the online program.

## **Procedures for Using/Maintaining First Aid Equipment**

First aid kits include but are not limited to adhesive tape, band-aids, gauze pads, gauze roller bandage, disposable non-latex disposable gloves, instant cold pack, scissors, tweezers, thermometer, and CPR mouth guard.

First aid kits are kept in the cabinets of each studio. A first aid manual is also near the first aid materials for quick reference. The Injury/Illness report forms are in the office and in each studio. Teachers notify the Director when any kit item is low and the Director regularly checks the kits to replace necessary items.

## **Toileting Plan**

Toilet training status is not an eligibility requirement for enrollment. We strongly suggest that children are actively involved in the toilet training process. Children in the younger classes are reminded to use the bathroom in the mid-morning and are provided the appropriate assistance to encourage independence. Children in the older classes are free to use the bathroom as needed.

If a child has an accident, he or she will be helped to change from soiled clothes. Recognizing the different developmental levels of children, a child may require diapers. Parents need to discuss this with the child's teacher before school starts. In such cases, specific guidelines for changing diapers are followed. Children who wear diapers need to arrive at school in a clean diaper. We discourage the use of "Pull Ups," as they seem to prolong toilet training and give children a false sense of being toilet trained. We realize that a child may not be ready to use the toilet before entering our program. We are happy to help by taking a child to the bathroom often, offering reminders to him/her and not making an issue of an accident. Please send diapers in with extra clothing.

Bathroom procedures are as follows:

- All children are supervised while using the bathroom.
- No child is punished, verbally abused or humiliated for soiling, wetting or not using the toilet.
- Children wash their hands with soap and running water after using the bathroom, before snacks and meals, and before handling food. Staff members and parent helpers also wash their hands with soap and running water after assisting children with using the bathroom or using the bathroom themselves.
- Clothing soiled by feces, urine, vomit or blood are "double-bagged" in sealed plastic bags and stored apart from other items.
- A change of clothing needs to be available for each child. Parents need to bring in a change of clothes for their child on the first day of school. Parents are responsible for maintaining their child's "change of clothes box/bag." Parents need to replace clothes that are used from the spare clothes on the next school day. Periodically, parents should check to see whether the clothes still fit their child and that they are appropriate to the season.

### **Changing Diapers**

- The adult uses non-latex disposable gloves for each diaper change. (Gloves are disposed of in a closed container after each change.)
- Each child is washed and dried with individual washing materials during each diaper change.
- A disposable covering is used on the changing surface which is of adequate size to prevent the child from coming in contact with the changing surface, changed after each child has been diapered and disposed of in a closed container.
- After changing, the child's hands are washed with liquid soap and running water. Hands are dried with disposable towels.
- The changing surface is washed and disinfected after each child has been diapered.
- Soiled disposable diapers are sealed in a plastic bag, then sealed in another plastic bag and placed in a closed container that is lined with a leak-proof disposable lining. These are removed daily.
- The adult washes his/her hands with liquid soap and running water and dries with disposable towels.

### **Policy for Handling Allegations of Abuse and Neglect by a Staff Member**

Allegations of abuse or neglect by a staff member must be reported by the Director to DCF and Dept. EEC. (See telephone numbers indicated previously).

In the event of a reported case, the staff member is given leave while the investigation takes place. The Director and Search Committee chair investigate, as does DCF and Dept. EEC. If abuse or neglect is found to have occurred, the staff member is dismissed and the personnel record amended to include the reason. If the outcome is unclear, the staff member receives greater supervision or further leave as required by DCF, Dept. EEC or the school. If the staff member is cleared of the charge, she/he is reinstated without prejudice. The LNS legal counsel is notified.

LNS maintains these written procedures for addressing any suspected incident of child abuse or neglect, which includes but is not limited to ensuring that an allegedly abusive or neglectful staff member does not work directly with children until the DCF investigation is completed and for such further time as the Dept. EEC requires.

### **Plan for Positive and Consistent Guidance**

LNS believes in helping a child strive toward the internalization of considerate, cooperative and constructive behaviors, which contribute to a learning environment for the individual and the group.

The adults at LNS work first to prepare an environment that communicates clear expectations to children. (For example, closed doors and covered play stations indicate "off limits" rather than a constant verbal reminder; toys displayed at child eye level indicate an invitation for use, etc.) The environment is designed to be developmentally appropriate and to provide tasks and exploration opportunities designed for the success of children at this age. More specifically:

- The adults at LNS work to present an appropriate model of expected behavior for all.
- Children are given the opportunity to participate in developing "rules," when possible.
- Positive reinforcement of expected behaviors is seen as the most effective behavior management technique.
- The adult-to-child ratio at LNS is such that close supervision is possible. Adults are trained to watch



for growing tension or frustration. They then function as facilitators to help children negotiate and initiate new behavior.

- Children and adults at LNS use consideration of others' well being and safety as the primary rule for behavior. Safety rules are consistently and naturally described and enforced .
- When inappropriate behavior occurs, adults at LNS step in immediately to prevent harm, comfort those who need comforting, redirect play patterns and remove a child for a cool-down period if necessary. Repeated negative behavior requires close teacher attention, parent conferencing and further professional support.
- Behavior management policies include the following restrictions: (a) no corporal punishment, (b) no cruel or severe punishment, humiliation, verbal abuse, physical neglect or abusive treatment, (c) no denial of food or force feeding as punishment, (d) no punishment for soiling, wetting or not using the toilet, or forcing a child to remain in soiled clothing or forcing a child to remain on the toilet, or using any other unusual or excessive practices for toileting.
- If a child's behavior compromises the safety and learning opportunities of another child, a meeting will be held with the child's parents. Referrals will be made to the appropriate agencies and, if necessary, a termination plan will be developed.
- A consulting psychologist may be brought in for consultation with the staff. The psychologist may be asked to observe the child and meet with the Director and the staff.

Confining a child to a swing, chair or any other piece of equipment for an extended period of time in lieu of supervision is strictly prohibited. Timeouts may not exceed one minute for each year of the child's age and must be taken with a teacher's view.

## **Policy for Children Needing Referral Services**

If the staff feels an assessment for additional services would benefit a child, the school uses the following procedures for referring parents to the appropriate social, mental health, educational and/or medical services for their child.

1. If any staff member is concerned about a child's development or behavior — and feels that further evaluation should be done — the staff member reports it to the Director, who reviews the concerns.
2. If the Director agrees with the staff member, the child's lead teacher documents his/her concerns and reviews the child's record before making a referral.
3. The Director schedules a referral meeting with the child's parents to notify them of the school's concern. The Director prepares a list of possible referral resources, since the Director maintains a list of current referral resources in each community for children in need of social, mental health, educational or medical services. This list includes the contact person for Early Intervention Program and/or Preschool Services referrals.
4. At the referral meeting, the Director provides the parents with a written statement including the reason for recommending a referral for additional services, a brief summary of the school's observations related to the referral and any efforts the school may have made to accommodate the child's needs.  
In making the referral, the Director also offers assistance to the child's parents. The Director

encourages the parents to call (or write to) the referral agency to request an evaluation of the child. If parents need extra support, the school may— with written parental consent—contact the referral agency for them.

If a child is younger than age 3, the Director tells the parents about the availability of services and the parents' rights, including the right to appeal for additional services provided by Early Intervention Programs. If a child is age 3 to 5, the Director tells the parents about the availability of services and the parents' rights, including the right to appeal for additional services provided by Preschool Services.

5. As follow-up to the referral, the Director sends a written notice to the Early Childhood Coordinator (in the town that the child resides) that the school is serving a child with a disability. If the evaluation determines that the child doesn't need services from this agency—or is ineligible to receive services—the school reviews the child's progress in school every three months to determine if another referral is necessary. The Director/lead teacher maintains a written record of any referrals, including the parent conference and results. A referral checklist is kept in the child's record.

## **Policy for Suspension or Termination of Enrollment**

In the highly unlikely event that a child must be considered for suspension or termination from the program, the following procedures are used.

Parents will be provided with an opportunity to meet to discuss options other than suspension or termination. Parents will be offered referrals to evaluation, diagnostic or therapeutic services through local public schools or private healthcare providers. Other options for supportive services to the program, including consultation and educator training, will be pursued.

In some cases parents may be given the option of funding an aide in the classroom on a trial basis. A plan for behavioral intervention at home and in the program will be developed with the collaboration of parents, teachers and outside service providers.

LNS does not suspend children from the program, but the school may need to terminate a child's enrollment under the following circumstances:

- While at LNS, the health and safety of the child cannot be assured.
- LNS is not able to meet the child's developmental needs.
- The child's parent(s)/guardian do not demonstrate respect for the faculty and community, and/or do not cooperatively share in the responsibility to create a positive educational experience for all children.
- Parents are notified in writing and at a face-to-face meeting when possible, about the circumstances including the reasons for terminating enrollment. A copy of this letter is kept in the child's record.

When any child's enrollment at the school is terminated, whether initiated by the school or by the parent(s), the lead teacher will prepare the child for his or her departure from LNS in a manner consistent with the child's ability to understand. The teacher will inform the children in the class that the child is leaving. The children may also want to give the child that is leaving drawings and/or stories

about the school.

Occasionally a child's departure is sudden, so the child and the school are not given the opportunity to say good-bye. The teacher will write a simple note of good-bye to the child, including drawings or photos if appropriate.

Withdrawal and tuition payments:

- Withdrawal after January 12, 2019 will result in forfeiture of \$1,000 deposit
- Withdrawal after April 12, 2019 will result in forfeiture of tuition paid
- Withdrawal after June 12, 2019 will result in forfeiture of tuition paid
- Withdrawal after November 12, 2019 will result in forfeiture of 100% of tuition

## Parents' Rights Under Massachusetts Law

The state Department of Early Education and Care (DEEC) is responsible for publicizing the rules and regulations that govern the operation of nursery schools (and day care centers). When a school admits a child, these regulations require the school to tell the parent(s) about "the rights of parents" as stated in the regulations. The rights are as follows:

**Visits:** The school shall permit parents' unannounced visits to the school and their child's room while their child is present.

**Input:** The school shall have a procedure for allowing parental input in the development of the school's policy and programs. If a parent makes a program or policy suggestion that isn't adopted, the school will provide an explanation to the parent. If the parent requests a written response, the school will respond in writing to the parent.

**Reports:** The school will prepare a written progress report about each child's participation for the school's records at least every six months. The school shall provide a copy of each report to the parent(s) or meet with them at least every six months to discuss their child's activities and participation in the school. In addition:

- For children who have disabilities, the school will complete a written progress report of the child's development every three months and provide it to the parent(s);
- The school shall bring special problems or significant developments to the parents' (parent's) attention as soon as they arise.

**Conferences:** The school shall make the staff available for individual conferences with parents at parental request.

**Confidentiality and Records:** Information contained in a child's record is privileged and confidential. The school shall not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without written consent of the child's parent(s). The school shall notify the parent(s) if a child's record is subpoenaed.

The child's parent(s) shall, upon request, have access to their child's record at reasonable times. In no event shall access be delayed by more than two school days after the initial request, unless the parents agree. When the record is provided, the child's entire record, regardless of the physical location of its parts, shall be made available. The school shall establish procedures governing access to, duplication of

and dissemination of such information—and shall maintain a permanent, written log in each child’s record indicating release of the record. The log shall indicate the following information: the name of the school staff member who was responsible for disseminating or releasing the record, his or her signature, his or her position/title, the date, the portions of the record which were disseminated or released, and the signature of the person to whom the information is disseminated or released. The log shall be available only to the child’s parent(s) and school staff responsible for record maintenance.

**Charge for Copies:** The school shall not charge an unreasonable fee for copies of any information contained in the child’s record.

**Amending Records:** A child’s parent(s) shall have the right to add information and make comments on data or any other relevant materials in the child’s record. A child’s parent(s) shall have the right to request that information in the child’s record be deleted or changed as follows:

- If the parent(s) believes that adding information doesn’t sufficiently explain, clarify or correct objectionable material in the child’s record, the parent(s) has the right to have a conference with the school to make the objections known.
- The school shall, within one week after the conference, give the parent(s) a decision on the matter in writing stating the reason for the decision. If the decision favors the parent(s), the parent(s) shall immediately take steps as necessary to put the decision into effect.

**Transfer of Records:** When the parent(s) makes a written request, the school shall transfer the child’s records to the parent(s) or any other person the parent(s) identifies, when the child no longer attends the school.

**Notification to Parents:** The school shall notify the parent(s) in writing of these regulations (in particular, the previous five items—including this item) when the child is admitted to the school and at least once a year thereafter.

**Information Availability for the DEEC:** The DEEC requires that the school makes available to the DEEC any information required to be kept and maintained under these regulations. Authorized DEEC employees shall leave identifying case materials at the school and maintain confidentiality of individual records.

**Meeting with Parents:** The school shall ensure that the Director—or a designee—meets with the parent(s) before admitting a child to the school.

- At the meeting, the school shall provide the parent(s) with the school’s statement of purpose, services, referral policy, procedures for parent conferences, visits and input to school policy; procedures relating to children’s records; and procedures for providing emergency health care.
- The school shall provide an opportunity for the parent(s) to visit the school’s studios at the time of the meeting or before the child is enrolled at the school.

**Regulation Availability:** DEEC regulations require the school to have a copy of the regulations on the premises and make them available to any person upon request. Parents may contact DEEC regarding the program’s regulatory compliance history.

## Parent Grievances

LNS believes that parent grievances are best addressed and resolved by frank and open discussions of differences. LNS encourages parents to speak directly to a teacher about any concerns or complaints

they may have with the teacher's performance. If, after speaking with the teacher, the parent does not feel that the problem has been resolved, the parent should meet with the Director. The Director will then report, in full, the particulars of the complaint to the teacher and will hear the teacher's response. After assessing the nature of the complaint, the Director will determine what action, if any, is necessary. The Director will inform the parent and the teacher of his/her decisions and any action he/she has planned. Such actions may include, but are not limited to, a meeting between the teacher and the parent; a meeting between the teacher, the Director and the parent; or further meeting between the teacher and the Director.

LNS encourages parents to speak directly to the Director about any concern or complaints they may have with the Director's performance. If after speaking with the Director, the parent does not feel that the problem has been resolved, the parent should speak with the President of the Board. The President will report, in full, the particulars of the complaint to the Director and hear the Director's response. The President will determine what action, if any, is necessary. This may include a meeting between the President and the parent; or the President, the parent and the Director.

If after meeting with the President, the parent does not feel that the problem has been resolved, then the parent shall so inform the President and the President shall inform the Board of the complaint by a letter directed to all of the members of the Board and to the Director. The Director shall have fourteen days in which to respond, if he/she wishes, with a letter of his/her own directed to all members of the Board. If the complaint involves a teacher or other school employee, a copy of the President's letter and of the Director's letter, if any, shall be given to the teacher or other employee. The teacher or other employee shall have fourteen days from receipt of the President's letter to respond with a letter to the full Board if he/she wishes. The Board, at its next meeting, shall determine what action, if any, is necessary. The President will communicate in writing the decision of the Board to the parent.

## **Background Record Check Policy**

Massachusetts State law requires all schools to conduct background checks on current and prospective employees and volunteers who may have direct and unmonitored contact with children. Criminal Offender Record Information (CORI) and Department of Children and Families (DCF) record check must be conducted at least every three years (or more often at the discretion of the Director) during an individual's term of employment or volunteer service. It is presumed that our parent volunteers do not have direct and unmonitored contact with children and do not require a CORI check.

Before participating in LNS children's activities, current and prospective employees, are required to complete a background record check (BRC) request form provided by the Director. Photographic identification may also be requested. If an individual refuses to complete or sign the Request Form, he or she will not be employed in the studio or transport children to or from School.

### *Review and Maintenance of CORI/DCF Records*

Department of Early Education and Care (DEEC) approval is obtained for each individual who is authorized to receive, review or discuss BRC results of potential or current employees working in the studio. BRC reviewers are the LNS Director, President and Office Manager. If a reviewer leaves LNS employment or service, DEEC is notified and the reviewer taken off the LNS list of approved reviewers. CORI/DCF checks are not subject to the public records law and may not be disseminated to unauthorized persons or for any purpose "other than to further the protection of children." To willfully request,

obtain, or seek CORI/DCF check under false pretenses or to communicate or seek to communicate CORI/DCF check to any agency or person not authorized to receive it, may subject the offending agency and individual to criminal and civil penalties. A CORI/DCF check may be shared with the individual to whom it pertains and must be shared with any individual about whom an adverse decision might be made.

CORI/DCF reports are kept in a locked cabinet separate from personnel files on the LNS premises for a period of not more than three years. Each time a new CORI/DCF report is obtained on an individual, the previous CORI/DCF file, if any, is destroyed.

### *Adverse Decision Made Based on the CORI/DCF Check*

Decisions as to whether to dismiss an employee or not to hire an applicant based on an individual's criminal record information are made by the Director in consultation with legal counsel. The factors considered when reviewing a criminal record include type and nature of offense, date of the offense, disposition of offense (conviction, dismissal, type of sentence) and subsequent offenses.

If a potential adverse decision is to be made based on a CORI/DCF, the individual will be:

- Notified by the Director in writing
- Provided a copy of the CORI/DCF check and this policy
- Provided information from the CHSB about the process by which he or she may correct an inaccurate record
- Provided notice from the Director about which party of the criminal record appears to make him or her ineligible for employment
- Provided the opportunity to dispute the accuracy and relevance of the CORI/DCF
- Asked to provide additional documentation, which will be reviewed by the Director
- Informed of the final decision

The adverse decision process will be documented by the Director in the confidential CORI/DCF file.

## **LNS ORGANIZATION**

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### **Board of Directors**

The parents, through an elected Board of Directors and committees, manage the school. The Board is responsible for all LNS policy decisions—administrative and fiscal—in compliance with the bylaws of the school and for management of the school on behalf of the whole parent body. The Director sits as a non-voting member.

Board meetings are held approximately every other month. Meetings are open to *all LNS parents and staff*. A parent who has an issue may contact his or her Room Parent or the board President to place the item on the agenda. Board members are available for suggestions, comments, and questions. Written minutes are distributed to all parents.

### **How the Board of Directors is Determined**

The Board for an upcoming school year is suggested by the Nominating Committee, which is chaired by an outgoing board member. The chair chooses the committee with the help of the President. There is an effort to balance committee representation between outgoing parents and returning parents (including those parents who are not currently on the board), with representation from as many classes as possible, as well as an Enrollment Chair and the VP of Operations, arriving at an uneven number of committee members. Nominations for the board are solicited from the entire parent body in the early spring, and then the Nominating Committee discusses nominees for each slot. After arriving at a list of nominees, the chair obtains each person's acceptance of his or her nomination. The committee presents the slate of board members for the upcoming school year at the annual meeting in May, which is voted on by the entire parent body—either in person or by proxy.

In addition to electing the upcoming year's Board of Directors at the annual meeting, the board reviews the events of the ending school year.

### **Board Composition**

Each of the Board positions is a voting member of the LNS Board of Directors. Positions that are co-chaired receive one vote. Each member is required to attend monthly Board meetings. Job responsibilities begin and end in June, unless otherwise noted. Each board member shares overall responsibility for the school in addition to his or her particular functions.

### *Steering Committee*

The steering committee is an executive board comprised of the President, both Vice Presidents, the Treasurer and the Director. The steering committee meets roughly every three weeks to discuss school issues, facilitate changes in policies or procedures, and act as a liaison between staff and families.

### *Parent Committees*

Parents not serving on the Board are assigned to a parent committee. Committee members will be contacted by their chairperson at the beginning of the school year to assign individual responsibilities.

**LNS STEERING COMMITTEE**

Director  
President  
Vice President of Operations  
Vice President of Programs  
Treasurer

**LNS BOARD OF DIRECTORS**

President  
Vice President of Operations  
Vice President of Programs  
Treasurer  
Secretary  
75<sup>th</sup> Anniversary Gala Chair(s)  
deCordova Liaison  
Enrollment Chair(s)  
Marketing & PR Coordination Chairs  
Room Parents  
Staff Search and Development Chair  
Strategic Planning Chair(s)  
Welcoming & Social Chair(s)

**PARENT COMMITTEES**

75<sup>th</sup> Anniversary Gala, Alumni Newsletter, Annual Appeal, Assistant to the VP of Operations, Class Face Pages, Class Playdate & Potluck Planner, Enrollment, Event Set-up & Clean-up, Family Day, Financial Advisor(s), Gardening, Information Management, Insurance Advisor, Legal Advisor, Maintenance, Parent Education, Parent Help/Snack Scheduling, Photographer/Slideshow Coordinator, Staff Appreciation, Welcoming & Social, Winter Carnival.

Descriptions for the LNS Board positions and parent committees can be found at:

<https://lincolnnurseryschool.org/resources/parent-jobs/>

Time commitment varies across committees and jobs. Some committees are bigger commitments and those serving on the Board of Directors should expect a greater time commitment in order to chair their committee and attend Board Meetings every other month.



## Lincoln Nursery School Team Chart

DIRECTOR	PRESIDENT	TREASURER	VP OPERATIONS	VP PROGRAMS
Faculty	Annual Appeal	Assistant to Treasurer	Class Face Pages	Class Playdate & Potluck Planner
Office Manager	Community Service Coordinator	Financial Advisor	Assistant to VP Operations	Event Set-up & Clean-up
Alumni Newsletter	Legal Advisor	Insurance Advisor	Class Face Pages	*Gala
*deCordova Liaison	*Secretary	Office Manager	Nominating Committee	Parent Help/Snack Scheduler
*Enrollment	*Strategic Planning		Parent Job Manuals	Photographer/Slides how
Family Day	*Staff Search & Development		Parent Survey	*Room Parents
Gardening			Water Testing	Staff Appreciation
Information Management				*Welcoming & Social
Maintenance				Winter Carnival
Health Care Consultant				
*Marketing & PR Coordination				
Parent Education				
Playground Design/Construction				
Summer Books				

The Steering Committee is comprised of the Director, President, Treasurer and both Vice Presidents. This group meets semi-monthly and acts as a “liaison” between staff and families to facilitate issues within the school. Each member “steers” an assigned segment of the community.

The LNS Board of Directors meets every other month. Board members are indicated with an asterisk.