

**WELLESLEY  
COMMUNITY  
CHILDREN'S  
CENTER**



**EARLY CHILDHOOD  
PARENT HANDBOOK**

# EARLY CHILDHOOD PROGRAM PARENT HANDBOOK

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## **STATEMENT OF PURPOSE**

Wellesley Community Children's Center was founded in 1971 by a small group of Wellesley residents who wanted to provide quality childcare for families working or living in Wellesley and its surrounding communities. The Center is a private, non-profit corporation, operated by a Board of Directors, administrative staff, and professional childcare staff. The Board is composed of parents with children enrolled in our programs, staff, and interested community members.

The primary purpose of WCCC is to provide a developmentally appropriate and healthy environment for young children. We have created a program that supports the social, emotional, and intellectual growth of each child. Our teachers have training in child development and early childhood education, and respond to children with warmth, consistency, and understanding.

WCCC is not only a child-centered program; it is also family-centered. We believe that children are best served when parents' needs and concerns are understood and addressed. Our goal is to provide the best possible program for children and, at the same time, to be a resource and support to families. We hope that parents know how important they are to the success of the program. Working together, parents and teachers provide a solid foundation for children as they grow and change.

## **STATEMENT OF NON-DISCRIMINATION**

WCCC does not discriminate against any person in providing services to children and their families, or in its employment practices, on the basis of his or her race, gender, age, handicap, religion, sexual orientation, national origin, ancestry, political beliefs, marital status, or military status, except that as to the age of children, the provisions of any license issued to the corporation by any municipality of the Commonwealth shall govern the policy of the corporation. WCCC encourages employees to immediately report any instances of perceived discrimination. No employee will be retaliated against for making such a report, for cooperating in any against resulting investigation, or for engaging in any other activity protected by state or federal anti-discrimination laws. Toilet training is not an eligibility requirement for enrollment.

## **THE PROGRAMS**

WCCC has two programs – Early Childhood and After School. The Early Childhood Program serves children from three months to five years of age. It is located in the Day Care Building on the Wellesley College campus. The After School Program typically serves students

kindergarten through grade five attending Wellesley Public Elementary Schools. WCCC is planning to start a Summer Camp for elementary school aged children in Summer 2024. This Handbook provides an overview of WCCC's policies as required by Department of Early Childhood Education regulations. We reserve the right to change the policies as needed or as required by Department of Early Childhood Education regulations. We will make every effort to notify parents of these changes as they occur.

## **A LITTLE ABOUT THE EARLY CHILDHOOD PROGRAM**

In 1986, WCCC entered into an arrangement with Wellesley College and Babson College to build a new facility for infant, toddler, and pre-school children on the Wellesley College campus. The Center now provides services to three constituencies--the community, Babson College, and Wellesley College. We aim to have one third of our children from community families and two thirds of our children from the colleges.

The Early Childhood Program is a process-oriented program which fosters each child's individual development as the basis for all curriculum. In our Infant Rooms, infant schedules are as varied as the infants themselves. The Toddlers have time and space to explore with all their senses and to gain confidence in using their rapidly changing physical and verbal skills. In the preschool groups (ages three, four and five), our philosophy is drawn from the ideas inherent in Emergent Curriculum. Fall 2021 saw the advent of our preschool Nature Classroom, a full day program which includes lengthy parts of the day when the children will be outside on the Wellesley College campus with a base in the Red Room. Believing that there is more than one way to reach children, we are also influenced by the High Scope, Reggio Emilio, and Montessori approach to learning. We work hard to foster kindness, joy, belonging and a love of learning in culturally responsive classrooms.

Although all of the teachers in each room know all of the children, each of our families is assigned one full-time teacher who acts as a "primary teacher". We feel that WCCC's primary teacher system is one of the most important ways we establish healthy communication with each family. During the year, primary teachers stay in contact with families by phone, with journal notes through the Kaymbu system, or in conversations at drop off and pick up times. In addition to school visits, generally in August, parent conferences are scheduled twice a year to discuss progress reports with each child's primary caregiver, but parents and/or teachers may request a conference at any time. Parents are given a copy of the progress report and a copy is kept in each child's file. For babies under fifteen months, there will be four written reports a year, with three conferences. Children with an Individual Education Plan or receiving Early Intervention Services will have 4 conferences a year.

Parents are invited to visit the program at any time. It is helpful for teachers to know ahead of time so that they can plan to have the group available rather than out on a walk. We welcome parents to join us for special events, celebrations, or to participate in any other way they like. Some parents enjoy doing cooking or art activities with the children, or sharing a family tradition or special talent. If you have time, we would love to have your participation.

Parents with concerns about any aspect of the program should speak with the Early Childhood Program Director, Assistant Director or Executive Director; concerns about children should be discussed with the teachers and then, if necessary, with the Program Director or Assistant Director. Open communication is absolutely essential. We hope you approach us with questions or problems.

WCCC is licensed by the Massachusetts Department of Early Education and Care (EEC). The EEC provides links to a variety of topics and services for parents on the website, [www.eec.state.ma.us](http://www.eec.state.ma.us).

## **HOURS OF OPERATION**

The Early Childhood Program opens at 7:30 a.m. and closes at 5:45 p.m.

## **CENTER CLOSINGS**

**Holidays** – The Center is usually closed on the following holidays:

- New Year's Day
- Martin Luther King Day
- Presidents' Day
- Patriot's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Indigenous People's Day
- Veteran's Day
- Thanksgiving and the day after
- Christmas Eve - New Year's Day

## **Staff Training/Prep Days**

In a year-round, full-time program, staff work days are essential for attending trainings and having time to work in the rooms when the children are away. Typically, the center is closed on the following days:

- Week preceding Labor Day.
- **Staff Training Days:**
  - The Monday after Thanksgiving
  - The Tuesday after Memorial Day

## **Snow Days**

Snow days are difficult for all. We aim to strike a fair balance between the needs of parents who must be at work and teachers, who commonly live a distance away, and so in storms must manage to get to and from work under difficult driving conditions. Weather alerts and information about delayed openings or any closings will be conveyed through Kaymbu messaging system.

WCCC's Early Childhood Program will close when the Wellesley Public Schools close on the first day of a storm, or whenever Wellesley College is closed. If Wellesley Public Schools are closed for a second day, every attempt will be made to open the center. The ECP will open at 7:30 as usual when Wellesley Public Schools have a late opening. If Wellesley College has a delayed opening, the ECP will not be able to open until the College is open if at all. Television stations limit the number of schools they list during snow closings. WCCC will only be listed on the WHDH website at <http://www.whdh.com>.

**We will close the program early** if we have reason to believe that a storm may be serious enough to prevent parents from arriving by 5:45 p.m., because there have been occasions when children and staff were stranded well into the evening. We ask parents to check for Kaymbu messages regularly on bad weather days.

## **ENROLLMENT**

The first step of enrollment is to fill out an application. Prospective parents may join a Zoom meeting led by the directors to learn more about the program. Prior to enrollment, WCCC's Assistant Program Director will schedule an appointment for parents to visit our program. Families will be given a tour, a description of our philosophy and a typical day and an opportunity to ask questions. The Assistant Director will inquire about child and family interests and individual needs.

When families are offered a place in the Early Childhood Program, they must sign an enrollment agreement (contract) and place a deposit in order to secure the place. The deposit is not refunded if the child is withdrawn before the end of the contract period. If the contract term is completed, the deposit is refunded in full. As part of our contract, parents must contribute three hours during the course of the year to one of the center's activities (i.e. FUN RUN, work days, Board of Directors, etc.)

\*Enrollment priorities for Babson and Wellesley Colleges are available in the office.

## **Required Forms (These forms must be filed before a child can begin.)**

- A written statement signed by a physician that the child has had a complete physical examination within one year prior to admission. Physical form must be updated each year.
- A physician's certificate that child has been successfully immunized in accordance with the current Dept. of Public Health's schedules or written statement from the child's parent(s) that procedure conflicts with their religious beliefs.
- Proof that child, regardless of risk, has been screened for lead poisoning at least once between 9 and 12 months of age. The state requires an annual lead screening until age 48 months unless parents provide a written statement documenting that the procedure conflicts with their religious beliefs.
- WCCC Forms are completed online using a software platform called UpBup. Enrolled parents will receive an email with instructions regarding the completion of forms. Please list the names of children and parents that you wish teachers to use in print and verbally. Failure to complete forms by the requested due date may necessitate a delayed start date.
  - Developmental history form
  - Face sheet, including names and phone numbers of people to contact in an emergency
  - Permission Forms (trip – transportation - photo – observer – authorization for address list – email – toothbrush opt out form)
  - First Aid Authorization, Emergency Evacuation Permission, Emergency Contacts and Permission to Pick Up Form
  - Permission to administer non-prescription medication, including topical creams, signed by doctor and parent (required if parents want WCCC to give non-prescription medication)
  - Current home, cell and work phone numbers and e-mail addresses
  - All consent forms must be updated annually and/or when changes are made
  - Individual Health Care Plan (required for chronic medical conditions. (See Health Care Policy and Procedures.)
- If your child has an allergy or a chronic health condition (like asthma, epilepsy or diabetes), parents must schedule a meeting with one of the Program Directors to create or review an Individual Health Plan before the child may start school. A signed (by physician and parents) copy of the Individual Health Plan, up to date medications and permissions from a physician must be on site and processed before a child can attend the program. Children will not be able to attend school until they have met with a Director, have a complete Individual Health Plan on file with all necessary signatures and have provided the medication needed to enact the plan.  
\*\*Children lacking emergency medication or who have an incomplete or out of date Individual Health Plan will not be able to attend school.

To support and coordinate services offered by others, parents will be asked for written permission to share information about therapeutic, educational, social and support services received by the child. The Program Director will assist any family who has difficulty obtaining medical care (including developmental, mental health, health, nutrition, vision and hearing screenings) by connecting them with the appropriate support services.

\*We provide weather protective storage cases to ensure that temperature is maintained when medications (Epipens, etc) are transported outside.

\*\*Please note if forms are not submitted in time to meet stated deadlines, a child's start date may be delayed.

### **Re-enrollment**

Families will be asked in December whether they plan to re-enroll their child in the program the following year and what they anticipate their child's schedule will be. In January, places for the following year will be offered. When an offer is made, we will collect a deposit and ask that the contract be signed by a specified date.

### **Transition to the New School Year**

After Labor Day, children transition to new classrooms. During the summer, currently enrolled children regularly visit their new classroom. Teachers create classroom transition books and set up visits with their primary children. Teachers schedule times for new children and their families to visit the classroom. In August, current teachers meet with future teachers to share information to help each child to transition to their new classroom.

To ease the transition and enable children to better connect with teachers and peers, we begin each school year with small groups for the first two days of school. We feel that the special attention teachers can give to half of the group of children helps them to make connections and settle into their new classrooms.

Teachers and parents come together for a September Parent/Teacher Night; parents meet each other and staff, learn about classroom philosophy, goals, daily routines and class plans for the school year. New to the center parents will have the opportunity to meet with the Admin team to learn about the program goals, floating teachers and the Board of Directors prior to the classroom meeting.

### **Socializing**

WCCC encourages parents to make connections and serve as a support system for other families. In the fall and spring, we host outdoor Family Supper nights when families and teachers gather to eat and get to know each other. The Early Childhood Program committee



plans some Nights Out for parents to go to local restaurants without children and socialize. In September or once all families have submitted their permission form to do so, an updated Parent Contact List will be distributed enabling families to connect.

## **TUITION AND BILLING**

All invoices will be emailed before the 1st of every month. With or without the invoice, you are responsible for the tuition payments agreed upon in your contract. Tuition is an annual amount divided into 12 equal monthly payments; regardless of the number of days WCCC is open or the number of days that a child attends in the month. Our preferred method of payment is an ACH (automated clearing house) bank to bank transfer. To set up ACH, please get the form from Suzanne Richardson ([srichardson@wcccwellesley.org](mailto:srichardson@wcccwellesley.org)) or Lisa Gibson, fill out, sign and return. The ACH payment will be pulled from your account to WCCC's account on the first of every month. You will be emailed a receipt from Quickbooks each month.

**\*WCCC's tax exempt number is 0424 88 103**

**Scholarships**: Wellesley College provides a limited amount of aid for Wellesley College employees. Applications are confidential and are reviewed by a scholarship committee composed of the Executive Director and of people not directly affiliated with WCCC.

**Additional Days for Part Time Children**: Families whose children come to WCCC on a part-time basis sometimes want to buy extra days when space is available. Scheduling arrangements must be made with an administrator. For additional days, charges will be added to next month's bill

**Late Pick-up Policy**: The purpose of late fines is not to collect money from parents but to discourage lateness. If you know you may be late, please call. Knowing you have called and when you will be coming is reassuring to children and helpful to teachers. Parents arriving after 5:45 p.m. will receive a late fine of \$10.00. After three late pick-ups, the fine will be raised to \$15.00. Parents arriving after 5:45 p.m. will be fined \$10.00 for the first three times, and then the fine will be raised to \$15.00 for the fourth late pick-up, \$20.00 for the fifth, and so on. Parents arriving after 6:00pm will be fined \$20 for the first offense and this will also increase incrementally. On-going excessive lateness may result in termination.

## **PARKING**

WCCC and the Child Study Center share the Weston Road parking lot. This lot is reserved exclusively for parents dropping off and picking up children at both programs. Because Child Study Center families arrive between 8:15 and 8:45am, there is a potential for too

many cars for the number of available spaces. Please try to avoid dropping off at this time. Please note that parent cars cannot be left for an extended time in any college lot while their child is attends WCCC. A reminder that you cannot leave an unattended sibling in your car, when you drop off or pick up. Please do your best to drop off and pick up in a timely fashion during busy times to help prevent parking lot crowding. Parents may not park in the Limited Mobility space or its adjacent access space unless directed to do so by campus police or a member of the Child Study or WCCC staff. *When picking up your children, remember that parking lots are potentially dangerous places for young children. Do not let them run unsupervised down the path into the Weston Road lot. Please tell your children to "wait at the gate" so that you can walk with them to your car.*

## **BUILDING ENTRY**

**WELLESLEY COLLEGE ONE CARDS:** Upon enrollment, each family will be issued two Wellesley College 'one cards' to be used to swipe the key pads next to the front and side entry doors to gain admittance into the building from 7:30am-5:45pm Monday-Friday. ID cards for Wellesley College faculty and staff will be set to give access while they have a child enrolled in the program. Adults, rather than children, should be responsible for carrying and using One Cards to access the school. Do not hold the door open for anyone that you do not recognize. Remember ONLY ADULTS open WCCC doors.

We recommend wearing your card on a lanyard that you leave in your car. Also, please do all you can to remember your One Card at drop off and pick up, as it can be a challenge for administrators to constantly leave their work to open the door.

**LOST CARDS:** Keeping track of your One Card, so that no unauthorized persons can enter the building, is an important job for all families. If you have lost your card, please email the number of the card that you still have and your child's name to [onecards@wcccwellesley.org](mailto:onecards@wcccwellesley.org) and we will give you a replacement card within one week. Families will be charged a \$25 fee for any lost cards.

**DOORS & GATES:** At WCCC, only adults open doors and gates. It is imperative that parents reinforce this rule with all children (including older siblings) in order to keep all children safe. This means that children should not be using the Wellesley College one card to unlock our doors.

**Early Childhood and WCCC Office Building Video Policy:** WCCC strives to maintain a safe and secure environment for its employees, parents, and children. In pursuit of this objective, selected areas of our premises are equipped with video cameras recording at all times. Signage is posted disclosing this activity. No surveillance camera will have audio recording ability. The primary purpose of the video surveillance security system shall be used only for the protection and safety of employees, parents, children,

and property. Video recordings may be used to identify the person or persons responsible for policy violations, criminal activity, or actions considered disruptive to normal operations.

**WHO CAN DROP OFF AND PICK UP:** A responsible adult (18 or older) must connect with a teacher at drop off and pick up. Older siblings can drop off and pick up once they have a driver's license.

### **Picking up your child**

The adult who is dropping off or picking up must make contact with a WCCC staff member (not a Wellesley College student) prior to leaving the child at school or taking them from school. Parents must notify classroom teachers if someone other than a parent is going to pick up on any given day. We will only release your child to someone who is on your Pick-Up List or has written permission from you to pick up. Please notify those on your pick-up list that we require them to present identification, before we can release your child to them. We ask parents to bring their own IDs to pick up for the first two weeks of school as the various members of the team get to know them. Pick up Lists can be updated at any time using the UpBup system.

Please complete any phone calls prior to coming onto the school grounds. We ask that children and teachers receive your full attention at both drop off and pick up. Please complete your pick up process by 5:45pm; if you need/want time to chat with a teacher about your child's day, please complete your conversation by 5:45pm, as teachers have just 15 minutes to clean up and then set up the classroom before their shift ends at 6:00pm.

We require that all families have at least one non-parent on the Permission to Pick Up Form. We feel that it is imperative that families have a back-up person in the event of an unanticipated emergency when a parent cannot get to the school.

When you arrive in the parking lot, please text the classroom cell phone, so teachers can warn your child that you are on your way. We have found that this warning helps ease the departure transition for children.

Teachers typically tell children that when their grown up arrives, it is time to go home. Upon request, we will provide a bagged 'snack to go' for any child who is picked up while eating snack. Though it is typical to allow children to finish snack or complete an activity with their group, we ask that parents do not let children initiate play in an 'unopened' area. i.e. going to a new section of the playground, going into another classroom or playing with toys inside, while their group is outside. At pick up, children should not go into the library or play with materials in the Motor Space. Please be aware that when a parent picks up but hangs around for a longer time that it can be difficult for other children who are still

awaiting the arrival of their own grown-up.

## **COMMUNICATION**

As we work to build our WCCC community, the importance of strong communication between parents, teachers and the WCCC Administrative team is essential. Parents are welcome visitors whose presence conveys the message to children that they value their school. Please keep us informed of family events and circumstances that may affect your child. Changes that may seem routine or ordinary to an adult may affect a young child differently. If your contact information changes, please contact the office to update your information. We welcome your feedback and encourage families to stop by to talk with the Program Directors with questions, suggestions, celebrations or concerns.

Teachers communicate with families during conversations at drop off and pick up, as well as through written comments in Kaymbu journals, classroom newsletters and conference reports. Notices of special events and school closings are posted in the entry area. Parents will receive email letters from the Program Directors most weeks. Please check out and 'Like' the WCCC Facebook and Instagram pages as a way to enhance our positive image in the community. As you look around the school, you will notice a number of bulletin boards where we do our best to "Make Learning Visible" so parents and visitors can gain some insight into the kinds of learning moments that are happening in all of our classrooms. Parents of toddlers and preschoolers should make sure to read their classroom's Conversation Starter Board, to better engage their child in conversations about their school day. Teachers will write to primary families and send newsletters and photos through the electronic Kaymbu system. We love to get Kaymbu replies and comments from families; when you reply, the entire team enjoys reading your response!

Each classroom and all of the staff have a school email account. Each group has a classroom cell phone. Because our focus is on the children, there are extended times during the school day when we are not able to answer a cell phone, check email or look for a text. Please call the center's main phone line to convey important information (i.e. child's absence or change in pick up plan, etc.) or if you need a timely answer to a question.

Teachers and administrators will make every effort to check and respond to emails within 24 hours from Monday-Friday during school hours. Please note that when emails from parents are sent in the evening or on the weekends, staff may not be able to respond until work hours. If a question or concern can wait until working hours, we ask that parents hold off from emailing to respect staff members family/personal time.

### **CLASSROOM COMMUNICATION:**

Teachers first priority is to care for the children and we want to make sure that they focus on children rather than their classroom cell phone during the day. For important or time

sensitive communications, please call the main lines--Toddlers and Preschool: 781-235-7667 Infants: 781-235-4178. Toddler and preschool teachers often have the ability to talk during rest times and infant teachers are happy to give you a verbal update anytime during the day.

**Email:** Teachers check the classroom email (at opening, mid-day and closing), so that is a good way to be in touch with questions or to relay information (i.e. Joey has a dentist appointment on Tuesday at 9am) that doesn't need an immediate response. All staff have an individual [wccwellesley.org](http://wccwellesley.org) email address that they check on occasion, but an email to the classroom account is the best way to ensure a faster response.

([infant1@wccwellesley.org](mailto:infant1@wccwellesley.org), [infant2@wccwellesley.org](mailto:infant2@wccwellesley.org), [greenroom@wccwellesley.org](mailto:greenroom@wccwellesley.org), [blueroom@wccwellesley.org](mailto:blueroom@wccwellesley.org), [purpleroom@wccwellesley.org](mailto:purpleroom@wccwellesley.org), [yellowroom@wccwellesley.org](mailto:yellowroom@wccwellesley.org), [orangeroom@wccwellesley.org](mailto:orangeroom@wccwellesley.org), [natureroom@wccwellesley.org](mailto:natureroom@wccwellesley.org))

**Text:** While teachers are with children, phones are put away, so texting is not an effective means of communicating regarding daily information. On occasion, classrooms will text a photo of a rash or text to reach a parent in the middle of the day, but a phone call to the main lines is the best way for you to give and get information about your child. We do take the classroom phones outside at the end of the day, so we can hear your family ring tone indicating that you are in the parking lot or 2-4 minutes from a walking pick up. Being able to warn children of an impending pick up makes for a much smoother end of the day transition. Please help your child by remembering to send that pick up text.

## **IMPORTANT INFORMATION about your child's day at WCCC**

**Food:** We are increasingly aware of issues around food. Whether it is allergic reactions, attitudes toward eating, health or weight concerns, we try to be thoughtful in the ways we approach providing food to children while at WCCC. Eating habits start early and so we are careful about nutrition and portion sizes.

**Special Snacks:** It is our policy that parents do not send in treats/snacks for the entire class. On occasion, teachers and children will make/bake a special snack at school; children learn about measurements, chemical reactions, language arts, motor skills, nutrition and so much more. If a family member visits a classroom to share cultural traditions that include the making of food with children, WCCC teachers will inform families in advance, so that parents of children with food allergies may provide their own special snack for that day.

**Children with Chronic Health Conditions (like Asthma or Food Allergies):** New to the school parents must meet with a director regarding their child’s medical condition and Individual Health Plan prior to the start of the school year. Returning families should go over their child’s allergies/asthma/condition and IHP with their primary teacher.

Parents should provide daily snacks for children with food allergies. We encourage families to leave a few ‘just in case’ packaged items in the classroom. Parents have the option of signing a Permission to Serve Fruits and Vegetables Form if their child has a non-produce diagnosed food allergy and they would like their child to eat the same fruit or vegetable served at snack each day. Parents who sign this form need to send in a bread/cereal/grain/carb snack item each day. Parents may sign a waiver giving WCCC permission to provide ‘special event treats’ if they do not fall under the child’s allergy category on a case by case basis, i.e. permission to eat a popsicle when the ice cream truck comes. We ask all parents whose child has a food restriction to sign a Permission to Post form, so that all teachers, substitutes and administrators are aware of any food issues.

### **Nut Aware Policy**

WCCC’s Early Childhood Program seeks to maintain a peanut- and tree nut-free environment for the health and safety of children and staff members in our program who have allergies. We are as “Nut-Aware” as we can be. Teachers work to ensure that foods provided by WCCC will not contain nuts or peanut oils. When packing your child’s lunch or bringing in snack, please do not send in products that contain nuts or may contain nuts. To protect children with nut allergies, please make sure your child does not eat nut products on the way into school. We ask that you carefully check labels on all pre-packaged foods like granola bars. Teachers will send home any food items from lunch boxes that may contain nuts.

WCCC provides mid-morning and afternoon snacks which include crackers, fruit, vegetables, cereals, cheese, center baked goods, and water. Parents of infants and young toddlers complete a checklist of foods that have been safely introduced at home and are based on infant’s individual nutritional needs and developmental stage. Teachers check this list before providing snacks at the center. Parents of infants also must provide bottles labeled with the child’s name and date, and filled with the formula, breast milk, or whole milk their child will drink each day. All children (including infants once they begin eating solids) bring their lunch each day. In the infant rooms, all bottles and perishable food must be taken home at the end of each day. In infant rooms, teachers will warm food if requested by parents. By licensing regulations, bottles may only be warmed in a container of warm

tap water.

Infant food requiring refrigeration is stored in the refrigerator. Food for older children should be packed with a cold pack. Lunch containers and bottles must be labeled with the child's name and taken home at the end of each day. Food that remains at the center (frozen breast milk, special snacks for children with allergies, non-perishable infant cereal, and other snacks provided by parents) must be labeled with the date and the child's name. Teachers will discard food with expired dates. As part of recognizing developing independence, preschool-aged children eat the foods you provide in their lunchbox in the order they choose. The Center provides milk at lunch. If necessary, we will supplement food brought from home, if a child is still very hungry after finishing their lunch. As a rule, please do not send candy, soda, gum, etc.

**\*\*Please send your child's lunch in a standard sized, labeled lunch box or bento box with a cold pack. Please note we do not have the space to store a cooler or larger container.**

Per recommendations from the American Academy of Pediatricians, parents of children younger than 4 years should not pack these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; hard pretzels; or chunks of raw vegetables, cheese or meat larger than can be swallowed whole. We ask that parents cut foods into pieces no larger than 1/4-inch square for infants and 1/2-inch square for toddlers/twos, according to each child's chewing and swallowing capability. Due to food size restrictions, we are unable to support 'baby led weaning' at WCCC. Uncut food in lunches will be sent home. Hard candies and gum are a choking hazards and should not be sent to school. It is recommended that any spreads be thinned on crackers or sandwiches.

**Pass on the Pouch Campaign:** Beginning in the fall of 2019, we asked families to eliminate pouches from their child's lunch options. In addition to the fact that their packaging is terrible for the environment, there are nutritional and oral motor development concerns about their use that are compelling. If you do choose to purchase pouches, please squeeze the contents into a container at home and send that in. This restriction came about as a result of developmental concerns about pouches voiced by a speech pathologist and a nutritionist. This NY Times article does a good job at describing some of the concerns that are being raised regarding the use of pouches.

<https://www.nytimes.com/2018/06/19/well/rethinking-baby-food-pouches.html>

WCCC recommends that parents check [www.fns.usda.gov/fns/nutrition.htm](http://www.fns.usda.gov/fns/nutrition.htm) for nutritional standards in the preparation of children's lunches. Older children manage their own lunchboxes and eat their lunch items in their preferred order; so if you send in treats, be aware that it may be the first item that your child selects. Our goal is to make lunch a successful and nutritious time of the day. Older infants and younger toddlers often prefer a variety of choices. Please offer at least four choices from the categories listed below.

## **LUNCH SUGGESTIONS**

### **Sandwich Variations**

Tuna  
Cold Cuts  
Chicken Salad  
Grilled Cheese  
\*Soy or sun butter  
\*Cream Cheese & Jelly  
\*Egg Salad  
\*Hummus

### **Vegetables**

(cooked and cut--sizes above)

Squash  
Green and Yellow Beans  
Peas  
Carrots  
Potatoes  
Broccoli  
Sweet Potatoes  
Corn  
Cauliflower  
Beets  
Asparagus  
Cucumbers  
Avocado  
Cucumbers  
Peppers (Red, Yellow, Green)  
Tomatoes

### **Dairy Products**

\*Any variety of cheese  
\*Yogurt

### **Clothing**

Children should come to school dressed for active and often messy play. We feel that this is the time in every child's life when it is okay to engage in messy activities; so any clothing

### **Leftovers**

Pasta	Mac & Cheese
Casseroles	Soup
Lasagna	Baked Beans
Meat Loaf	Chicken Nuggets
Meat Balls	Meats
Fish	French Fries
Rice (not in Inf 1)	
*Eggs	Pizza

**Fruit** (fresh, canned, frozen, or dried)  
(cut and/or peeled-size above)

Grapes  
Peaches  
Kiwi  
Melon (Water, Honeydew, Cantaloupe)  
Apples  
Bananas  
Pears  
Apricots  
Prunes  
Raisins  
\*Oranges, Clementines, Mandarins  
\*Pineapple  
Strawberries, Blueberries, Raspberries

### **Breads**

Waffles/Pancakes    Corn Bread    Rolls  
Veggie/Fruit Bread    Rice Cakes    Bagels  
Cereal with milk    Crackers    Syrian  
English Muffins    Whole Wheat

**\*usually introduced after one year**



that requires special attention should not be worn. If your child is working on toilet training, please send them in with elastic waist bottoms that are easy to pull up and down. Belts and overalls can be a challenge for children striving to be independent. When choosing clothes for infants, consider ease of movement and fastenings as they learn new motor skills and need frequent diaper changes. Overalls are adorable, but are a challenge for children and teachers to remove during diapering/toileting.

We try to go outside every day, so please dress your children for the weather; precipitation and cold will not deter us from outdoor play. We enjoy going out in the rain, so boots and raincoats are a must and puddle pants or a rainsuit will enable children to truly enjoy wet outdoor adventures. Children should wear sneakers for outdoor play rather than jellies, crocs, or party shoes. During the cold weather your child will need boots that are easy to put on and take off, a warm coat, snow pants, a hat, and waterproof mittens. During the summer, toilet trained children should bring a bathing suit, swim shirt and water shoes for play in the pools along with a towel.

All children must have a complete set of extra clothing (including extra underwear and socks) at the center. Please label everything with your child's name – those white socks all look alike! We try to find owners for unlabeled items, but every year our “lost and found” basket (located in the main hallway) is full to the brim.

All students at WCCC should expect to play outside every day, even in rain or snow. The Nature Classroom spends extended time outdoors, engaging in free play and nature exploration. At WCCC, we believe there is “no bad weather only bad clothing”. The Nature Room provides families with an extensive gear list required for enrollment in that classroom. Even if your child is not enrolled in the Nature Room, this comprehensive [gear list](#) provides families with a step-by-step understanding of how to dress their children for all weather. Particular brand recommendations come from teachers' and parents' years of experience; no need to purchase new, used clothes work great. Outdoor gear can be left in a child's WCCC cubby (with trips home for washing), so that parents don't have to remember outerwear each day. Appropriate outdoor gear enhances your child's enjoyment of their time outdoors.

**WCCC Merch:** We have created a line of merchandise with the WCCC logo on a variety of items. From Stanley mugs to t-shirts and onesies, we have some fabulous gear for sale. Show your WCCC spirit and support our programs at: [www.wcccwellesley.org](http://www.wcccwellesley.org) Click on the Spirit Store button on the bottom of the home page.

**Labels:** We ask that all clothing, nap items and personal belongings be labeled to avoid mix ups with other children and to prevent lost items. Many parents have found the following site to be a great source of label help: [https://mabelslabels.com/en\\_US/](https://mabelslabels.com/en_US/)

## **Nap/Rest Time**

The American Academy of Pediatrics has determined that placing a baby on their back to sleep reduces the risk of Sudden Infant Death Syndrome (SIDS). All teachers at WCCC have taken the SIDS training as stated in the EEC Infant Sleep Safe Policy. SIDS is the sudden and unexplained death of a baby under one year of age. WCCC follows the *Safe Sleep* procedures implemented by EEC. These procedures ask that all children under 12 months of age to be placed to sleep on their back, unless an alternative sleep position is specified in writing by the child's physician, and sleep in a crib free of pillows, comforters, stuffed animals, and other soft, padded materials. After being placed on their backs to sleep, infants may be allowed to assume any comfortable sleep position when they can easily turn themselves over from the back position. Sleeping infants are well supervised by teachers as the crib area is clearly accessible by sight and sound.

The Department of Early Education and Care does not allow 'Merlin' sleep suits, Nested Bean Zen Sacks, Halo Sleep Sacks, 'Starfish' sleep apparel or any sleep sack that restricts an infant's ability to move or swaddling in any licensed programs.

'WubbaNub' Pacifiers: Based on the 2016 American Academy of Pediatricians Safe Sleep Recommendations, we cannot allow a child to sleep with a WubbaNub pacifier at WCCC.

- An infant under one year of age, can use a pacifier without any animal attachment in their crib. Infants under one year cannot have anything else in their crib including a stuffed animal, blanket or other type of cuddle toy.
- Once a child is over one year of age, they can have their pacifier and snuggle with the WubbaNub animal when going to sleep as long as the stuffed animal is detached from the pacifier. Children over one year, can have a stuffed animal, blanket or other cuddle toy in their crib or on their mat.
- When children are awake and not in a crib or on their mat, they can use the WubbaNub with the animal attached to the pacifier.

Every week parents of infants should provide a clean porta-crib sheet and a light blanket. Parents put the sheet on their child's crib on the first day they attend the center each week and take it off for laundering on the last day the child attends each week. Toddlers and Preschoolers must bring a crib sheet to cover their rest mat, a small blanket, and any other small cuddly item they need for sleeping. Typically children have had great success with this sheet/blanket combo: Urban Infant Tot Cot Kids Nap Mat (built for preschool nappers on Amazon). All of your child's nap items must fit into their classroom's designated container. We have limited storage space, so quilts, large blankets, large stuffed animals/dolls and pillows are unsuitable.

- Please remember to take home sheets and blankets weekly for washing
- Toddlers and preschoolers have a scheduled Rest Time each day where they lay on mats and give their bodies and minds a chance to decompress in a darkened classroom. It is developmentally appropriate for young children to sleep during the day to re-charge their bodies and have the energy to happily finish out their day in a group care program.

From Johns Hopkins All Children’s Hospital:

## Sleep Needs by Age

These age-by-age guidelines give an idea of average daily sleep needs:

**Birth to 6 months:** Infants need about 14–18 total hours of sleep per day. Younger infants tend to sleep on and off around the clock, waking every 1–3 hours to eat. As they near 4 months of age, sleep rhythms become more set. Most babies sleep 9–12 hours at night, usually with an interruption for feeding, and have 2–3 daytime naps lasting about 30 minutes to 2 hours each.

**6 to 12 months:** Babies this age usually sleep about 14 hours total for the day. This usually includes two naps a day, which may last 20 minutes for some babies, for others a few hours. At this age, infants may not need to wake at night to feed, but may begin to have [separation anxiety](#), which can add to sleep disturbances.

**Toddlers (1 to 3 years):** Toddlers need 12–14 hours of sleep, including an afternoon nap of 1–3 hours. Young toddlers might still be taking two naps, but naps should not be too close to bedtime, as they may make it harder for toddlers to fall asleep at night.

**Preschoolers (3 to 5 years):** Preschoolers average about 11–12 hours at night, plus an afternoon nap. Most give up this nap by 5 years of age

**Mailboxes:** Parent mailboxes are located in hallway cubbies for occasional correspondence. Please check them regularly.

## **ECP Parent Resource Google Classroom**

The Early Childhood Program has a private Google Classroom site with information about the Upcoming School year and a plethora of Parent Resources on common childhood issues. There are also activity suggestions for snow days and videos of school group times on Zoom and videos of teachers singing songs, reading books and doing activities. The Program Director will send out a private link to this site to enrolled parents,

## CENTER POLICIES

## **Parent Involvement**

Parents are welcome to come in the building at any time while your child is present.

As part of your contract, parents must volunteer three hours of time to WCCC each year. WCCC is primarily a Board run organization. Parents are encouraged to attend meetings of the Board of Directors, as well as to become members of the Board. The Board has several committees: Early Childhood Committee, Strategic Planning, Diversity, Finance, Fundraising, and Building. Parents are urged to become actively involved in the committees. In addition, we schedule one or two parent workdays each year to do a variety of tasks that cannot be done during our normal work hours. In the past, our biggest fundraiser each year was the FUN RUN/FUN FAIR. As a result of efforts on the part of parents and teachers, it is always a fun and successful event --but one that requires the help of many! On a more social level, there are family suppers, parent meetings, and occasionally speakers scheduled at various times during the year. These offer opportunities for families and staff to get together. We also encourage parents to accompany us walks and to share any special interests or talents with the children.

If you require support with communication in English, please contact the Director or Assistant Director, so we can support you. WCCC will contact the Wellesley Public Schools or Wellesley College to see if a translator might be available or if a recommendation could be made for a translator. Please note: the Kaymbu system has a translator function built into the software program. We look forward to learning words and phrases from each child's home language, as we create our community of belonging together.

## **Health Care Policies**

Health Care Policies are an integral part of this handbook. For ease of access, they are listed on our website under "Early Childhood Program -> Policies."

## **Birthdays and Special Days**

We look forward to celebrating each child's birthday in a way that makes them feel special! When old enough, classmates will create a card to send home with the birthday child. Each classroom has a birthday plan that is developmentally appropriate for the age of the children in the group. Parents should not send in any food or party items, as teachers will develop special ways to mark this wonderful day for each child.

Children's birthdays are important and special to them, but they also are important to other children. If you are inviting everyone from your child's room to a birthday party outside of school, you may leave invitations and thank you notes in the classroom mailboxes. If you are not inviting every child, we ask that you send invitations and thank-you notes through email or US mail. During any COVID flare-ups, please limit any gatherings exclusively to children in your child's class, so as not to impact the health of the group.

## **Holidays**

We attempt to model behavior that is culturally respectful of all family practices and beliefs, recognizing that every family does not celebrate in the same way.

### **We believe:**

- Everyone deserves to be recognized and supported with respect to their own beliefs.
- Children should be supported in spontaneous conversations around their own family holidays and traditions.
- Holidays can be discussed and recognized, but will not be initiated by teachers with a tangible celebration.
- In celebrating with classroom activities to mark the passage of time.
- Creating opportunities for families to share important family traditions, example: reading a book at group time, sharing presenting an activity in the classroom is a wonderful way to honor and support the various cultures in our community.

## **Items from Home**

Although one cuddly animal or one transitional object is welcome to stay at school for naps for children over 12 months of age, as a general rule, we ask that other personal toys be left at home. Sometimes it is difficult to share, and children become sad if their toy is lost or broken. Children may bring in a 'lovey' for rest time that fits in the classroom's nap bin.

\*\*Children may not bring weapons (pocketknives, needles, sharp scissors etc.) or adult items into the school building. Repeated violations of this policy may result in a suspension.

## **Pet Policy**

WCCC does not allow pets from home inside our building or on our decks or playgrounds. This includes cats, dogs, birds, and reptiles. Please DO NOT leave your dog tethered to a fence or unattended on school property. We have a number of children who are afraid of dogs and it has been a challenge for them to see (even the friendliest of pets!) dogs during drop off and pick up times.

## **Babysitting**

In order to best maintain a professional relationship between teachers and parents, we ask that full time teachers do not babysit for the children of current classroom families. Wellesley College students may babysit for families in their current classroom. Please note, we do not share teacher or WC student personal contact information, but the Admin will forward email babysitting requests to staff members.

## **Field Trips**

We are fortunate to have many wonderful sites in close proximity to the Center for the

children to explore. We take many walks around campus and trips into town. In the summer, our preschoolers travel to Morses Pond by school bus. Parents pay an additional fee to cover the cost of their child's beach admission. We bring in a variety of special guests to entertain on site, like baby animals, fire fighters or musical shows. Parents will be notified of these events, and we hope that some parents will be able to join us.

### **Consent for Photographs**

Each year parents receive a Consent for Photographs form which we keep in your child's file. When we receive a request for photographs from an outside agency, such as the town or college paper, we check the file to see if permission to photograph has been granted. The staff reserves the right to photograph children for curriculum purposes and parent communications without specific parental consent. We ask that parents only photograph their own child when on the premises. The availability of photos/videos on social media sites has heightened our awareness of protecting children and parents from unwanted postings. Please do not post or email photos of children at WCCC, unless you have specific permission from other families. We enjoy sharing photos of currently enrolled children on our website, Face Book and Instagram. We will only post photos of children on social media and our website, if we have received permission to do so.

### **Absences**

If your child will not attend school on a regularly scheduled day or will arrive at a time later than usual, we ask that you inform teachers in advance or call the school before 10:00am on the day the child will not attend. Email and texting are not effective means of communicating children's absences, as staff are not always able to retrieve messages in a timely manner. 781-235-7667

### **Transportation Plan**

Parents provide transportation for the children at the beginning and end of each day. Parents must check in with their child's classroom teacher both when they drop off their child and pick-up their child. From time to time, the Center transports preschool children on trips under the supervision of teachers, with signed permission from parents.

## **IN CASE OF AN EMERGENCY**

### **Accidents/Injuries**

Depending on the severity of the incident, we will take the following steps:

1. First Aid certified teachers will apply necessary First Aid or follow steps outlined by the child's Individual Health Plan. Parents will be notified at pick up or earlier by phone call for more concerning injuries.

2. If necessary, ambulance and parents will be called. If parents cannot be reached, we will contact the child's doctor and/or other emergency contact.
3. Director and/or teacher will accompany child to the hospital bringing the child's file, unless a parent arrives prior to the ambulance's departure.
4. Teachers will complete and ask parents to sign an accident report and fill out appropriate forms for the Department of Early Education and Care as required.

On occasion, it may be necessary for a child to be seen by a doctor, but not necessarily transported in an ambulance. If a parent is unreachable or unable to pick up their child in this situation, we will contact a person on their child's Pick Up List.

### **EEC Requirements for First Aid Kit**

Adhesive tape	Tweezers (for parent use only)
Band-aids	Instant cold pack
Gauze pads	Scissors
Gauze roller bandage	Disposable gloves
Thermometer (not in kits to leave at the center)	

**WCCC Additions:** Mouth shield, Ticked Off tick remover, Safety Pins, Purell, Scarf/Sling, Plastic Bag, First Aid Guidelines, Medications required by Individual Health Plans.

### **Emergency Plan**

In an emergency, the first priority is the child's safety and well-being. In an emergency that requires a child be driven to a hospital or physician, he or she will be transported by ambulance, accompanied by a WCCC staff member who will bring along the child's latest physical and in some cases their Individual Health Plan.

### **Field Trip (Campus/Town Walks) Emergency Plan**

- Teachers take classroom cell phones, First Aid Kits, Emergency Medications and Emergency Numbers whenever they leave WCCC grounds with the children. Above steps are followed, with the exception that teachers will call the center as soon as possible so that an additional person can go either to the field trip site to help with remaining children, or to the hospital with the child's records.

## **EVACUATION PLANS**

\*Every day, teachers take attendance as children arrive and check them out as they depart. Attendance sheets must be posted by back exit doors and should be taken outside when children are on the playground. When on walks, teachers must take a list of children in the event a child is picked up by parents. The Early Childhood Program Directors are responsible for assuring evacuation drills and for maintaining the date, time, and effectiveness of each monthly drill.

### **Evacuation Plan -- Infant I and Infant II**

1. In case of fire or another emergency, pull the nearest fire alarm. Although it is presumed that the alarm system will activate in the case of fire or smoke, if for some reason the alarm does not go off, the firebox handle will be pulled. If the Fire Box is not accessible, Fire Department will be called on cell phone after children have been evacuated
2. At the sound of the alarm, all infants will be gathered into one of the four large wheeled cribs located nearest the nap room door.
3. Exit through the nearest safe exterior door (Infant 1 or Infant 2). If both designated exits are obstructed, exit through corridor and out Fiske Path door.
4. Take attendance sheet, cell phone, emergency medications and first aid kit. \* Do not stop to put on hats, coats, shoes, etc.
5. When cribs are outdoors, teachers will take attendance. Tell senior fire official immediately if anyone is missing.
6. Evacuation location is the first lamppost on Fiske Path towards Grey lot.
7. Office staff will check all children's rooms, library, kitchen, adult and children's bathrooms, and administrative areas to ensure that no child is left in the center.

### **Evacuation Plan -- Toddlers**

1. In case of fire or another emergency, pull the nearest fire alarm. Although it is presumed that the alarm system will activate in the case of fire or smoke, if for some reason the alarm does not go off, the firebox handle will be pulled. If the Fire Box is not accessible, Fire Department will be called on cell phone after children have been evacuated
2. At the sound of the alarm, instruct all children in your room to come with you outdoors using the outside door located in your room.
3. If designated door is obstructed, exit through the corridor and out the Fiske Path entrance.
4. Take attendance sheet, cell phone, emergency medications and first aid kit. \* Do not stop to put on hats, coats, shoes, etc.
5. When the children are outdoors, teachers will take attendance. Tell senior fire official immediately if anyone is missing.



6. Evacuation location is the first lamppost on Fiske Path going towards Grey Lot. Office staff checks all children's rooms, library, kitchen, adult and children's bathrooms, and administrative areas to ensure that no child is left in the center.

### **Evacuation Plan -- Preschoolers**

1. In case of fire or another emergency, pull the nearest fire alarm. Although it is presumed that the alarm system will activate in the case of fire or smoke, if for some reason the alarm does not go off, the firebox handle will be pulled. If the Fire Box is not accessible, Fire Department will be called on cell phone after children have been evacuated
2. At the sound of the alarm, instruct all children in your room to come with you outdoors using the outside door located in your room. Exit down the hill towards lower playground.
3. If designated door is obstructed, exit through the corridor and out the main entrance.
4. Take attendance sheet, cell phone, emergency medications and first aid kit. \* Do not stop to put on hats, coats, shoes, etc.
5. When the children are outdoors, teachers will take attendance. Tell senior fire official immediately if anyone is missing.
6. Evacuation location is on the lower playground along the back fence. Office staff checks all children's rooms, library, kitchen, adult and children's bathrooms and administrative areas to ensure that no child is left in the center.

Everyone will remain at the meeting spots, until the Fire Marshall signals all clear

### **Emergency Evacuation Locations:**

Child Study Center, Wellesley College Chapel, Wellesley Central Street Fire Station, Wellesley Congregational Church and Babson College.

### **Tornado:**

In the event of a tornado, children and teachers will move to the following spaces equipped with books to read, along with emergency backpacks and classroom cell phones:

I/T Gross Motor Space (close kitchen sliders): Infants and Toddlers

Preschool Bathroom Changing Area: Purple

Preschool Hallway Area & Art Closet: Yellow, Orange and Nature

## **Contingency Plans for Emergency Situations and Catastrophic Occurrences**

A catastrophic occurrence would be broadly defined as an event that necessitates the evacuation of our building for any reason. Examples of such conditions are fire in the

building or a nearby building, water damage, potential structural damage either inside or outside the building, the odor of gas or any other potentially hazardous odor, loss of power, loss of heat, loss of water, or any other reason that the Wellesley Fire Department or the Wellesley College Campus police determine that we should not remain in the building or should shelter in place. In the event of a natural disaster, Wellesley College and WCCC will be notified by the town emergency management team. We will follow directions from them about sheltering in place or evacuating to the nearest safe building. Examples of WCCC's normal evacuation plans are described above; copies are also posted in each room.

**PEOPLE IN CHARGE (PIC):**

1. Early Childhood Program Director
2. Early Childhood Assistant Director
3. WCCC Administrators
4. Veteran Classroom Teacher

**PROCEDURES:**

1. The Fire Box, located outside the front door, will be pulled by any of WCCC's staff in case of an emergency. Although it is presumed that the alarm system will be activated, if the alarm is not operating, the firebox handle will be pulled.
  2. WCCC will follow current fire evacuation policy, which requires that classroom teachers take attendance clipboards, emergency medications, emergency contact information and first aid kits from WCCC to the meeting place. To assure complete evacuation of the building, PIC will conduct a final check of all areas and close all doors. After teachers take attendance, PIC will check with teachers to be sure that all children are present. If a child is missing, PIC and the Fire Official should be notified and immediately begin a search. If all are present, PIC will notify senior fire marshal, if present, and will return to the building if it is safe to do so.
  3. If paramedics are needed, Campus Police or the Fire Department will make the assessment and notify the police for medical assistance.
1. After assuring that all children are safely accounted for, PIC will consult with the Fire Department officials and/or emergency personnel about the following:
    - a. Best evacuation destination, which would include the Child Study Center (during the hours it is not in operation), Wellesley College Chapel, Wellesley Congregational Church, Babson College (vans would need to be made available and a suitable campus room located)
    - b. Possibility of and expected time for returning to the building
    - c. A plan for parents to safely pick up their children

2. If the emergency affects the WCCC building only and we must relocate to another location, the PIC will request that some snack food be made available if we are expected to be waiting a long period of time.
3. If Parents need to be notified, PIC and another designated teacher will call the parents. If a computer is available, parents will be contacted through Kaymbu. Copies of all parent phone numbers and emergency numbers are kept on classroom attendance clipboards, at Wellesley College Police, and at the homes of both the Early Childhood Program Director and Executive Director. WCCC's cell phones along with any other available cells phone may be used to contact parents. It is understood that outside lines would be made available on campus and that calls could be made from the telephones at the bell desk at McAfee or the Child Study Center. If there is a possibility for notification through the media, WCCC will broadcast on WHDH as we normally do in the case of snow emergencies
4. If there is a general campus or town wide emergency, we will follow the instructions given by the fire department or campus police for evacuation to the safest place and then notify parents as soon as possible. If it is clear that we need to be relocated to a non-Wellesley College space, we will call Babson to see if vans can be made available for us to be transported to an open space at Babson. It is hoped that phones would be available for us to contact parents to pick up their children.
5. Some teachers and/or the Directors will stay until all children have been picked up.
6. In all of the above, Teachers and Directors will comfort the children, give explanations according to ability to understand, and remain calm

Parents will be notified of this plan and asked to sign a permission slip indicating that they understand the procedures and agree to have their children transported by whatever means are determined to be reasonable.

Please note that the Early Childhood Program practices monthly evacuation drills including the following scenarios: shelter in place, alternative exit, fast evacuation and active intruder mitigation strategies. Administrators meet regularly with Wellesley College campus police to review our emergency procedures and officers train staff on the procedures that have been put in place.

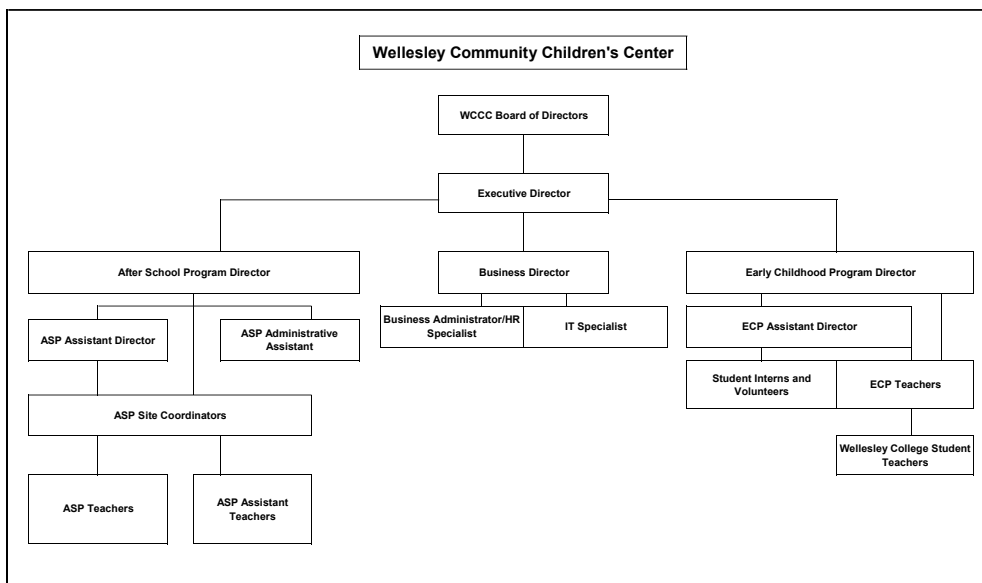
### EEC requires that parents be informed of the following:

WCCC is licensed in accordance with the regulations of the Department of Early

Education and Care (EEC). Parents may contact the Department of Early Education and Care at 508-798-5180 or write to 10 Austin Street, Worcester, MA. for information regarding WCCC's regulatory compliance history.

## ADMINISTRATIVE STRUCTURE

### DIAPER AND TOILET TRAINING PROTOCOLS



### Diapering

- Diapers are changed when soiled or wet, and/or according to the schedule for the group. Infant and toddler diapers are checked every two hours and the times of changes are logged.
  - Parents provide disposable diapers.
  - Disposable wipes are used each time a child is changed.
  - Children's hands must be washed after each change. Staff must wash hands thoroughly for twenty seconds with soap and running water after each change, using paper towels to dry hands and then turn off faucet with towel, if not automatic.
  - The diaper area is used for diaper changes and may not be used for any other purpose. The changing table paper must be thrown out after each use and the diaper area washed and then disinfected with a sanitizing solution.

- Clothing or cloth diapers, blankets or linen soiled by feces, urine, vomit, or blood must be placed in plastic bags, without rinsing, and sent home that day for laundering.
- Disposable diapers must be put in the step-can container for that use (with a disposable plastic liner), and they must be removed from the program daily, or more frequently as necessary.
- Change of clothing is stored convenient to diapering areas. Parents must provide a change of clothes from home. The Center also has a supply of extra clothes, which must be laundered and returned after each use.

## **Toileting**

- Children are toilet trained in accordance with the requests of their parents and in a manner consistent with their physical and emotional abilities.
- Children may not be punished for soiling, wetting, or not using the toilet.
- Children may not be coerced in toilet training.
- Children must be supervised during toileting.
- **Children and teachers must wash hands** thoroughly for twenty seconds with soap and running water after each change, using paper towels to dry hands and then turn off faucet.
- Soiled clothing and diapers must be taken care of as described above.
- Change of clothing is stored convenient to toileting areas.
- Parents must provide a change of clothes from home.
- The Center also has a supply of extra clothes, which must be laundered and returned after each use.

### **INFANT ONE DIAPERING PROCEDURES**

1. Wipe dry any residual bleach, from the changing pad with paper towel
2. Prepare for change: get new diaper, put on gloves, get wipes, get ointments, place new sheet of changing paper on the changing pad.
3. Place the child on top of the paper in a supine position. Teacher must maintain contact with child at all times.
4. Remove diaper and set aside. Clean child. Talk or sing to baby during change.
5. When finished changing diaper, remove gloves and set diaper aside on changing paper.
6. Put on any needed ointments or creams with gloved hand.
7. Wipe your hands and child's hands with wet wipe, if needed.
8. Put a clean diaper on the child and fasten clothing.
9. Pick up child. Give infant to co-teacher or put baby on hip while you clean area.
10. Spray changing pad with cleaning solution from the bottle labeled soap solution #1.
11. Wipe changing pad dry with paper towel.
12. Spray changing pad with bleach solution #2 (1/4 cup bleach: gallon water). Do not wipe pad.
13. Wash your hands with soap and water for 20 seconds at the sink.
14. Wash child's hands with soap and water for 20 seconds at the sink or use handwashing wipe.
15. Write the time of the diaper change on the classroom chart. Note BM next to the time you change a poop.

### **INFANT TWO DIAPERING PROCEDURES**

1. Wipe dry any residual bleach, from the changing pad with paper towel
2. Prepare for change: get new diaper, put on gloves, get wipes, get ointments, place new sheet of changing paper on the changing pad
3. Place the child on top of the paper in a supine position. Teacher must maintain contact with child at all times.
4. Remove diaper and set aside. Clean child. Talk or sing to baby during change.

5. When finished changing diaper, remove gloves and set diaper aside on changing paper.
6. Put on any needed ointments or creams with gloved hand.
7. Wipe your hands and child's hands with wet wipe, if needed.
8. Put a clean diaper on the child and fasten clothing.
9. Pick up child. Keep younger child on your hip while you clean or put older infant on the floor and assist them with hand washing, then transition to another teacher when done.
10. Spray changing pad with cleaning solution from the bottle labeled soap solution #1.
11. Wipe changing pad dry with paper towel.
12. Spray changing pad with bleach solution #2 (1/4 cup bleach: gallon water). Do not wipe pad.
13. Wash your hands with soap and water for 20 seconds at the sink.
14. Wash child's hands with soap and water for 20 seconds at the sink. (If child has not already washed their hands and transitioned back into the classroom)
15. Write the time of the diaper change on the classroom chart. Note BM next to the time you change a poop.
16. Note all BMs in Kaymbu.

### **GREEN ROOM DIAPERING PROCEDURE**

1. Wipe dry any residual bleach, from the changing pad with paper towel
2. Prepare for change: get new diaper, put on gloves, get wipes, get ointments, place new sheet of changing paper on the changing pad.
3. Place the child on top of the paper in a supine position. Teacher maintains contact with child at all times.
4. Remove diaper and set aside. Clean child. Talk or sing to child during change.
5. When finished changing diaper, remove gloves and set diaper aside on changing paper.
6. Put on any needed ointments or creams with gloved hand.
7. Wipe your hands and child's hands with wet wipe, if needed.
8. Put a clean diaper on the child and fasten clothing.
9. Pick up child and put older toddler on the floor and assist them with hand washing, then transition to another teacher when done.
10. Spray changing pad with cleaning solution from the bottle labeled soap solution #1.
11. Wipe changing pad dry with paper towel.
12. Spray changing pad with bleach solution #2 (1/4 cup bleach: gallon water). Do not wipe pad.
13. Wash your hands with soap and water for 20 seconds at the sink.
14. Write the time of the diaper change on the classroom chart. Note BM time when changing a poop.

## **Notifications to Parents**

### **Children with Disabilities**

WCCC accepts applications for children with disabilities. We welcome and we will make reasonable accommodations to serve a child with a disability. In determining whether accommodations are reasonable and necessary, WCCC will, with parent consent and as appropriate, request information from Early Intervention, Public School Services or other health or service providers.

With parent input, specific accommodations will be stated in writing, including change or modification to the child's participation in WCCC's regular activities, the size of the group

and appropriate staff ratio, any special equipment needed to serve the child.

Within 30 days of receipt above information, WCCC will provide written notification if the accommodations required are not reasonable or would cause an undue burden to the program. The notification will include reasons for the decision and inform parents that they may request that the Department review compliance concerning the decision.

WCCC will maintain a copy of this notification for our records.

### **Referral Services**

WCCC retains the services of specialists who consult to the staff on educational and developmental matters. These consultants are an important resource for our program and they occasionally spend time in the classrooms in order to be able to offer support to the staff.

If a parent believes that a child needs an evaluation, the Center will refer them to appropriate resources in the community and/or ask the Center's consultant to observe the child and to advise both staff and parents. WCCC shall use the following procedures for referring parents to appropriate social, mental health, educational and medical services, including dental, hearing, or vision services, should the center staff feel that an assessment for such additional services would benefit the child.

Whenever any teacher is concerned about a child's development or behavior and thinks that further evaluation should be done, they will review concerns with the Program Director. If the Director agrees, the teacher will be requested to complete an observation report and review the child's record prior to scheduling a referral meeting with parents or guardians. In the event that the teacher thinks a child requires further evaluation or special services, parental permission will be sought to have our consultant observe the child. If permission is granted, the consultant will observe and make a recommendation. After the observations are complete, the Director will schedule a meeting with the parents and the teacher. The parent may be provided with a written statement including the reason for the referral, a brief summary of the center's observations related to the referral, and any efforts the center may have made to accommodate the child's needs.

The Director will offer assistance to the child's parents in making the referral. Parents are encouraged to call or request an evaluation in writing. If the child is at least 2 years of 9 months age, the Director shall inform the parents of the availability of services and of their rights, including the right to an appeal, under Chapter 766. If the child is under the age of 2 years 9 months, the Director shall inform the child's parents of the availability of services provided by Early Intervention Programs.

A Director will, with written parental permission, contact the agency or service provider who evaluated the child for consultation and assistance in meeting the child's needs at the center. If it is determined that the child is not in need of services from this agency, or is

ineligible to receive services, the center shall review the child's progress at the center every three months to determine if another referral is necessary. If a child is determined to have a special need, the center will, with parental consent, identify in writing any accommodations necessary to meet the needs of the child including:

1. Change or modification in regular center activities
2. Size of group and appropriate staff/child ratio
3. Special equipment, materials, ramps, or aids

The Program Director will maintain a list of current referral resources in the community for children in need of social, mental health, educational or medical services. The Program Director or Assistant Program Director will act as center liaison with each child with a disability. The Center will keep a written record of any referrals to medical, social, or mental health services. With parental consent, the Director will inform the administrator of Special Education or the EI Program in the child's town of residence that the center is serving a child with a disability.

### **Behavior Management and Child Guidance Policy**

The purpose of discipline is to insure a safe and consistent setting in which children may grow as individuals, while learning to become members of a community. Rules and behavioral limits exist to promote development and are not a means of punishment. Discipline and guidance must be consistent and based on an understanding of the developmental needs of the child. We encourage the development of self-control by helping children understand the effects of their actions on others and by helping them to verbalize their feelings, as is consistent with their ages and abilities. We help each child learn good social communication skills, modify the environment when needed, explain rules and include children in the rule-making process in an age appropriate way, intervene quickly to help limit physical aggression, and discuss with staff appropriate behavior management techniques. Punishment may not be used under any circumstances. The following are explicitly prohibited:

1. Corporal punishment, including spanking
2. Humiliation or verbal abuse
3. Denial of food or outdoor time as punishment
4. Confining a child for an extended time
5. Force Feeding
6. Disciplining a child for soiling, wetting, or not using the toilet
7. Excessive time outs

### **Suspension/Termination**

WCCC will make every effort to resolve children's issues within the program day, and inform parents of their child's actions and the consequences. Our intention is to avoid



suspension or termination by meeting with parents to discuss options for change, offering referrals for services, and pursuing options for supportive services at WCCC, including discussion with our consultant about possible ways to adapt to learning styles or social behavior in our settings. With parent permission, we may ask to have an individual child observed by our consultant in order to help us prevent suspension. In our communication with parents we will work in partnership to coordinate behavioral plans for home and WCCC.

Some extreme circumstances that may result in suspension and/or termination follow.

1. Endangering self or others
2. Willful and repeated destruction of property
3. Non-payment of tuition.
4. Not completing required documents for entry into the program
5. Excessive lateness.
6. Parents who do not follow WCCC's Respectful Community Policies

## **WCCC'S RESPECTFUL COMMUNITY POLICY**

### *POLICY STATEMENT*

The Wellesley Community Children's Center (WCCC) is dedicated to providing high quality childcare in an atmosphere of respect, collaboration, openness, kindness, safety, equality and inclusion. All employees, families and children are valued at WCCC and have the right to be treated with dignity and respect. WCCC is committed to ensuring that this place of work is free from negative, abrasive, aggressive, and inappropriate behaviors, and that the environment promotes a culture of safety, professionalism, and teamwork. WCCC's commitment to maintaining a respectful workplace is paramount to upholding its mission. The purpose of the Respectful Workplace Policy is to define expectations for professional behavior that will allow WCCC to provide the best educational and developmental programming for children while creating a positive work climate for all staff, and families.

### **Scope**

This policy applies to all WCCC employees and families. The professional expectations outlined herein extend to interactions between WCCC children, families, board members, administrators, teachers, assistant teachers, and other business contacts as well as beyond the place of work to off-site and work-related social events. It is the responsibility of all employees and volunteers of WCCC to foster a healthy workplace environment where all communication and interactions are marked by dignity and respect.

### **RESPECTFUL - PROFESSIONAL and UNPROFESSIONAL Workplace Behaviors**

## Defined

Professional and healthy workplace behaviors are any behaviors that promote respect, positivity and teamwork at WCCC. Unprofessional behaviors are defined as negative and even aggressive acts aimed at one or more individuals and causing them to feel hurt, embarrassed, incompetent, disrespected, anxious, or depressed.

The Administration may terminate a child from the program for the following reasons:

- Lack of parental/family cooperation with the Center's efforts to resolve differences and/or to meet the child's needs through parent/staff meetings or conferences.
- Inappropriate/abrasive behavior and/or verbal abuse or threats by parent/family members towards children, the Center staff or other members of the WCCC community.
- Inability of Parents/Family Members to deal in a respectful manner with Center personnel or other parents/families and children at the center; arguing about policies and procedures, and/or refusing to follow WCCC policies and procedures.

When a child leaves WCCC, whether initiated by the parents or by the Center, the staff will prepare the child in a manner appropriate to the child's age. We want to minimize the disruption both to the child leaving the program and to the children remaining at the Center. In the event that a child is terminated because WCCC is not able to provide services due to specialized care, or greater individual attention than can be expected in a large group setting, or because providing services would cause undue burden and not be in the best interests of the child, parents will be given, in writing and at a personal meeting (within 30 days), the reasons and adequate notice of the impending termination. In determining undue burden, WCCC must consider the nature and cost of accommodations, ability to secure financing, financial resources, staffing, and effect on expenses and resources.

## **Reporting Suspected Child Abuse and Neglect**

In accordance with Massachusetts law, the teachers at WCCC fall under the mandated reporting laws that address Child Abuse and/or Neglect. These laws also address "endangerment" or "failure to provide a safe and secure environment." Teachers are bound by law to report suspected physical or sexual abuse of a child, or conditions of endangerment/failure to provide a safe and secure environment. An example of endangerment would be a parent or guardian driving a child to or from school while under the influence of an intoxicating substance. This would be a condition of endangerment for

the child, parent, and other drivers. Anyone on the WCCC staff who has reasonable cause to suspect abuse or endangerment of a child enrolled in the program is required by law to report these concerns. If there is immediate concern of possible endangerment, Campus Police will be called. It is WCCC policy to have teachers discuss concerns of abuse and neglect with the executive director and/or program director. If, after speaking with the Massachusetts Department of Children and Families (DCF, formerly DSS), it is determined that an incident is reportable, a report will immediately be filed with EEC and DCF. Likewise, all staff members are required to report abuse or neglect of a child in the care of a WCCC staff member to a director immediately. The director will review the case and decide if further investigation or immediate action is needed. EEC or DCF will be consulted to determine if a formal report needs to be filed. Depending on the severity of the charge, the staff teacher may be reassigned to duties with no child contact, suspended with pay pending the outcome of the investigation, or immediately dismissed. The identity of the staff member will be protected as much as possible and every effort will be made to ensure that their civil rights are not violated during the investigation. EEC shall be notified immediately after the filing of a 51A report by a staff member alleging abuse or neglect of a child while in the care of WCCC. This staff member will not work directly with children until the end of a DCF investigation and for such further time as EEC and WCCC requires. In addition, WCCC will immediately notify the Department of Early Education and Care upon learning that a report has been filed naming an educator or person regularly on the premises as an alleged perpetrator or of abuse or neglect of any child.

**DEPARTMENT OF CHILDREN AND FAMILIES**

**[www.mass.gov/dcf/](http://www.mass.gov/dcf/)**

**REGION IV, AREA 150 – ARLINGTON**

**Between 9:00 a.m. and 5:00 p.m.**

**781-641-8500**

**DCF 24-HOUR HOTLINE**

**1-800-792-5200**

**WCCC and Department of Early Education and Care Policies**

**Custody and School Responsibility**

Both parents are assumed to have equal custody rights unless there is court documentation to indicate otherwise. Parents should send custody agreements and/or any other court documents that limit access to either parent directly to the Early Childhood Program Director. WCCC will not consider handwritten notes from parents, phone requests, or expired court orders as legal indicators of custody.

Chapter 28A, Section 10 and subsequent amendments of the General Laws of the Commonwealth of Massachusetts mandates to the Department of Early Care and Education the legal responsibility of promulgating and enforcing rules and regulations governing the operation of child day care centers (including nursery schools), school age child care programs.

These regulations, 102 CMR 7.00, establish minimum standards for operation of group day care and school age child care programs in the Commonwealth. The regulations require certain things of licensees (childcare program owner) in regard to their work with parents. A summary of the required parent information, rights, and responsibilities follows.

Parental Input. The licensee must appropriately involve parents of children in care in visiting the program, meeting with the staff and receiving reports of their children's progress. The program must have a procedure for allowing you to give input and make suggestions, but it is up to the program to decide whether or not they will be implemented.

Meeting with Parents. In-group day care programs, the licensee shall assure that the administrator or his designee meets the parents prior to admitting a child to the program. The parents shall have an opportunity to visit the program's classrooms at the time of the meeting or prior to the enrollment of the child. In school age programs, the licensee shall provide an opportunity for the parent(s) and child to visit and meet the staff before the child's enrollment.

Parent Information. The licensee must provide to the parents upon admission of their child the program's written statement of purpose, including the program philosophy, goals and objectives, and the characteristics of children served; information on the administrative organization of the program, including lines of authority and supervision; the program's behavior management policy; the program's plan for referring parents to appropriate social, mental health, education and medical services for children; the termination and suspension policy; a list of nutritious foods to be sent for snacks or meals; the program's policy and procedures for identifying and reporting suspected child abuse or neglect; the procedures for emergency health care and the illness exclusion policy; the program's transportation plan; the procedure for administration of medication, and, upon request, a copy of the complete health care policy; a copy of the fee schedule, and the procedures for on-going parent communication. All of this information may be contained in a "Parent Handbook".

Parent Conferences. The licensee must make staff available for individual conferences with parents at your request.

Progress Reports. At least every six (6) months the licensee should meet with you to discuss your child's activities and participation in the program. The licensee will prepare a

written progress report for your child, will provide a copy to you, and will maintain a copy of the report in your child's file. If your child is an infant or a child with disabilities, you should receive a written progress report at least every three (3) months. Program staff must bring special problems or significant developments, particularly if they regard infants, to your attention when they arise.

Parent Visits. You have the right to visit the center at any time while your child is present.

Children's Records. Information contained in a child's record is privileged and confidential. Program staff may not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without your written consent. You must be notified if your child's record is subpoenaed.

Access to your child's record. You are entitled to have access to your child's record at reasonable times upon request. You must have access to the record within two (2) business days of your request unless you consent to a longer time period. You must be allowed to view your child's entire record, even if it is maintained in more than one location. The center must have procedures governing access to, duplication of, and dissemination of children's records, and must maintain a permanent, written log in each child's record which identifies anyone who has had access to the record or who has received information from the record. This log is available only you and the people responsible for maintaining the center's records.

Amending your child's record. You have the right to add information, comments, data, or any other relevant materials to the child's record. You have the right to request deletion or amendment of any information contained in your child's record. If you believe that adding information is not sufficient to explain, clarify or correct objectionable material in your child's record, you have the right to a conference with the licensee to make your objections known. If you have a conference with the licensee, the licensee must inform you in writing within one week of his decision regarding your objections. If the licensee decides in your favor, he must immediately take the steps to put the decision into effect.

Transfer of Records. When your child is no longer in care, the licensee can give your child's record to you, or any person you identify, upon your written request.

Charge for Copies. The licensee shall not charge an unreasonable fee for copies of any information contained in the child's record.

## **Program Responsibilities**

### **Providing Information to the Office**

The program must make available any information requested by the Office to determine compliance with any Office regulations governing the program, by providing access to its

facilities, records, staff and references.

### Reporting abuse or neglect

All center staff are mandated reporters. They are required by law to report suspected abuse and neglect to either the Department of Social Services or to the licensee's program administrator. The licensee must have written policies and procedures for reporting and must provide the written policy to you upon enrollment. See above abuse/neglect section.

### Notification of injury

The licensee must notify you immediately of any injury requiring emergency care. The licensee must also notify you, in writing, within 24 hours, when first aid is administered to your child.

### Availability of ECC Regulations

The program must maintain a copy of the regulations, *102 CMR 7.00: Standards for the Licensure or Approval of Group Day Care and School Age Child Care Programs*, on the premises of the center and must make them available to any person upon request. If you have a question about any of the regulations, ask the center to show them to you.

**AUGUST 2023**