

Table of Contents

STATEMENT OF PURPOSE	2
NON-DISCRIMINATION	2
APPLICATION PROCEDURE.....	2
POLICIES AND PROCEDURES.....	2
THE CLASSROOMS.....	3
STAFF MEETINGS.....	3
PAYMENT	4
MONTHLY RATES	4
DIAPERS.....	4
ARRIVAL AND DISMISSAL TIMES	5
PARENTS ARE TO PROVIDE:	5
HEALTH.....	5
FIELD TRIPS.....	6
PARENT-TEACHER CONFERENCES.....	7
TERMINATION	7
PLAN FOR REFERRAL OF SOCIAL SERVICES	7
PROCEDURE TO BE FOLLOWED WHEN MAKING A REFERRAL.....	8
DISCIPLINE PROCEDURE	11
PROGRAM PLAN FOR COPPER BEECH.....	12
LEAD POISONING:.....	16
CHILDREN'S RECORDS	16
SUGGESTED LUNCHES.....	17

STATEMENT OF PURPOSE

Copper Beech Montessori provides high quality childcare and education to children from eighteen months to six years of age. We started as a small facility and have expanded to meet the needs of the community. Our aim is to have a racially and culturally integrated facility both in the mix of staff and in the children.

We are set up to meet the needs of full time working parents. We are open hours (8:00 AM to 5:30 PM) which allow most full time working parents adequate time to schedule their days. Although we invite parental participation through the Parent Council, it is not a requirement.

We employ the Montessori philosophy of teaching. In this method the environment is prepared to allow for maximum freedom of movement and choice. The materials are arranged to allow the children to engage in the widest possible range of activities without interfering with one another. The orderly arrangement of the materials helps to define their use. It also provides the security young children need and helps them make independent and responsible use of their freedom. In the Montessori classroom limits are defined clearly and purposeful activity is encouraged. Children are able to concentrate without distraction. We feel that this is one of the best methods to allow the child to move from the physical world where he/she can develop his/her motor skills and all his/her senses into the abstract world of ideas and concepts.

We provide two natural food snacks daily. We request that parents supply the children's lunches and we encourage parents to limit foods containing refined sugar and preservatives. Our snacks can include fresh fruits, whole grain breads and crackers, baked goods made with a minimum of non-refined sugars and natural fruit juices.

Historically the childcare provider has been undervalued. The management of Copper Beech believes that, in order to provide high quality childcare, the providers (teachers, aides, and administrators) need to have competitive salaries and benefits. It is a priority of Copper Beech to provide a working environment that will attract and keep qualified childcare providers.

NON-DISCRIMINATION

Copper Beech does not discriminate on the basis of race, religion, cultural heritage, national origin, political belief, disability, sexual orientation or marital status of the parents.

APPLICATION PROCEDURE

In order to apply to Copper Beech it is necessary for the parent(s) to schedule an appointment to spend about an hour, without the child, observing in the appropriate classroom. During that time the head teacher and/or director will be available to answer questions and explain the workings of the center. If the parent(s) want to apply for enrollment, if there is room and the staff agrees, then a non-refundable deposit is required. Parents will receive the Parent Handbook with all the forms needed at this time or at Parent Orientation.

POLICIES AND PROCEDURES

Parents are to be aware of the policies and procedures governing the center. They are to read the following information and sign a parental agreement stating that they understand and agree to the principles stated.

THE CLASSROOMS

The classrooms at Copper Beech are divided into three age groups: the toddlers, the transition children, and the 3 to 6 year old children (which include the kindergarten children). All classrooms are open to accept children at 8:00 AM.

During their time in our program, the youngest children, the toddlers, awaken to the joy of connecting with people outside the family. They want to learn to take care of themselves little by little, but they still need the nurturing of a trusted adult. They are aware of their needs, and they are learning a vocabulary to express them. They are beginning to develop concentration and focus, as well as balance and coordination. The classroom environment invites exploration of child-sized materials that are based on activities of the home, such as food preparation, table setting, washing, polishing, and pouring. Toddlers are encouraged to do as much as they can for themselves. Teachers work with toddlers on expressing needs and feelings verbally. Group activities like circle and snack also help develop social skills. Most importantly, the toddler teachers recognize the significance of each child's early experience in learning to trust and work with adults outside the home.

The older toddlers move on to the “transition room” where they spend a year in a more independent environment before entering the 3 to 6 room. Here, they continue gaining language and math skills, and solidify their sense of group or community. These children learn to cooperate and “use their words” to resolve differences. With fewer children than in the 3 to 6 room the teachers can guide these children through their toilet training experiences. Here the children learn the basics of operating in a Montessori classroom while in a cozy, nurturing environment. Their room incorporates more complex tasks and materials and a greater emphasis on independence from adults.

In the 3 to 6 rooms children are mixed in ages within a three-year developmental span. Mixing ages enables the older, more socially advanced and capable children to become role models for the younger ones. With the larger class size, respect for oneself, for others, and for the environment, form the basis for all classroom rules. We allow for each child to work alone, with a friend, or in a group, and to progress through the curriculum at his/her own pace.

There is freedom of movement in the Montessori classroom allowing children the opportunity to learn to control their bodies in a defined space and helping them to develop motor coordination and control. The curriculum includes materials to cover the entire span of children’s interests and abilities up to the oldest and most accelerated students in the class. It is a highly enriched learning environment. The third year is often the most rewarding for a child. It is in this pivotal year that the child gains the self-satisfaction of mastering the tasks of the 3 to 6 classroom, before moving on to the next environment.

Many of the children in the third year of the program perform addition, multiplication, subtraction, and even division using the Montessori materials. They have a firm grasp of the continents along with a great deal of exposure to the field of social studies. They read simple books, create words and short sentences using the Montessori materials, and write enough words to compose very short stories. They progress in their everyday living skills to complex activities such as sewing, food preparation, shoelace tying, etc. In fact, the third year is often an explosion of "academic" learning, whose groundwork has been laid by the activities of the first two years.

STAFF MEETINGS

When staff meetings occur on a regular school day, Copper Beech closes at 3 PM. Refer to the “List of Closings” for complete details.

PAYMENT

1. Payment for each month is due on the first day of the month. Those parents who have two children enrolled at the Center and whose tuition payments are greater than \$1000 per month may pay semi-monthly, on the first and the fifteenth.

2. Copper Beech will be closed on the following legal holidays:

Sept.	Labor Day
Oct.	Columbus Day
Nov.	Veterans' Day, Thanksgiving Day and the following Friday
Dec.	Christmas Day, the afternoon of Christmas Eve (if applicable)
Jan.	New Year's Day, Martin Luther King Day
Feb.	President's Day
Mar.	Evacuation Day
Apr.	Patriot's Day Good Friday
May	Memorial Day
Jun	Bunker Hill day
July	Independence Day.

Copper Beech will also close for a Thursday and Friday at the end of June to prepare the classrooms for summer curriculum and again the week before Labor Day weekend to prepare the classrooms for the school year curriculum. We will be closed for vacation weeks that coincide with Boston Public Schools' vacation weeks.

A full month's payment is required for the months that include these holidays.

3. Tuition payments are required when the child is on vacation.

4. A late fee will be charged for any late pick-ups of your child. Rates are: \$5.00 for the first 10 minutes (or any part thereof) plus \$5.00 for every additional 10 minutes (or part thereof). These fees will be enforced, as late pick-ups cause tremendous inconvenience for the staff members. We will keep a written record of late pick-ups and parents will be billed by mail.

MONTHLY RATES

As these change each year the rates for the current year can be viewed online at www.copperbeechmontessori.com.

DIAPERS

Copper Beech will provide diapers and wipes for your child in the toddler room; parents need to supply diapers and wipes for children still requiring them in the transition and 3 to 6 rooms.

ARRIVAL AND DISMISSAL TIMES

1. Copper Beech is open from 8:00 AM to 5:30 PM. Parents should arrive no later than 5:25 PM to ensure that they are out of the school by 5:30 PM.
2. Drop-off times are between 8:00 and 9:00 AM for all classes
3. Pick-up times are between 3:30 and 5:30 PM.
4. If a child will be late please call Copper Beech.
5. Children must be picked up by 5:30 PM or a late fee will be levied and you will be billed accordingly [see Payment (3)].

PARENTS ARE TO PROVIDE:

1. One complete set of extra clothing for 3 to 6 year olds, two sets for younger children:
 - shirt or blouse
 - pants/overalls/dress/skirt
 - socks and/or tights
 - underwear
 - sweater

It is the parents' responsibility to make sure that their child has this complete set on hand, i.e., if a child comes home wearing the extra underwear, for example, then please be sure to send along another the very next day. Otherwise your child may not have clean dry clothes to wear.

2. One pair of slippers for the child to wear indoors during the day. This is especially important during non-summer months. It protects our floors, helps to keep the rooms clean, and ensures that the children have dry warm feet all day.
3. One blanket for children who nap and a soft stuffed animal or doll for sleeping.
4. A child-sized knapsack that can be worn comfortably by the child. The 3 to 6 classes go on extensive walks, hikes and nature walks and use the knapsacks to carry lunches, water, extra clothes, etc.
5. Parents are required to provide lunch. There is no refrigerator available for foods that need to be kept cool so please use ice packs in your child's lunch box if necessary. Two natural food snacks per day will be provided by Copper Beech.

PLEASE NOTE THAT ALL BELONGINGS MUST BE CLEARLY LABELED. THIS INCLUDES BOTTLES, BLANKETS, TOYS, LUNCH BOXES, KNAPSACKS AND CLOTHES.

HEALTH

1. Parents must provide a written statement signed by a physician or a health agency confirming that the child is in good health and indicating any conditions that may require special care. This must be done once a year, even if a child is already enrolled.
2. Parents must also provide written proof of immunizations.

3. Copper Beech is not equipped to care for sick children for more than a few hours. If a child becomes sick during the day, he or she will be isolated and kept quiet. The parent will be notified immediately to come to pick up the child.

4. No child shall be allowed to attend if he or she is sick, contagious, feverish or coughing, or carrying parasites. Contagious conditions include wet coughs, excessive sneezing, runny noses with opaque, colored mucous (clear mucous is acceptable), fever within the last 24 hours, and diarrhea. Children who are obviously lethargic and listless should not attend regardless of whether or not they are contagious. It is each parent's responsibility to help insure a healthful environment by making conscientious decisions about his or her child's own state of health; Copper Beech reserves the right to determine that a child is sick or contagious, etc.

If a child is too ill to go outside to a playground when the class goes out, then that child cannot attend school. We cannot keep a teacher inside with one child and still maintain proper and safe ratios of teachers to children.

5. No medication will be dispensed without the following:

a) A written statement from a doctor (which can take the form of a prescription on the label), indicating frequency and amounts in which it is to be given.

and

b) A medication form signed by a parent giving the staff permission to dispense medication as explained in the doctor's statement.

6. The staff will keep a written record of the time and amounts of medication, which will be given to the parent at the end of the week. Over-the counter medications cannot be administered without a doctor's written authorization, which may take the form of a yearly letter from the doctor.

7. In case of a medical emergency requiring hospital care, the staff will provide first aid and CPR, if necessary, call 911, call Children's Hospital, then call the parent(s). We will use a staff person's car to take the child to the hospital or wait for an ambulance, whichever we deem appropriate after the phone calls. If parent(s) cannot be reached, the emergency person indicated on the child's enrollment form will be contacted. If he cannot be reached, the family doctor will be contacted. If he cannot be reached, we will continue with the before mentioned emergency procedures.

FIELD TRIPS

Children will be taking occasional field trips. Parents will be notified in advance of these trips but will not always be asked to provide written permission. Parents are responsible for any fees incurred (e.g., admission fees). We use only the MBTA or a chartered bus for these field trips; for safety purposes we do not use cars. Parents are encouraged to participate in the field trips and at times we will specifically request parental assistance.

We use the parks and playgrounds of the Southwest Corridor daily. We walk or use the Orange Line (one to two stops) to reach some of these play areas. While out of the building we carry a backpack with first aid materials and emergency phone numbers. A minimum of two teachers are always with the children while outside so one teacher can handle an emergency while the other teacher(s) remains with the children, if necessary.

PARENT-TEACHER CONFERENCES

In order to cultivate communication, continuity and consistency between home and school, mandatory parent-teacher conferences are scheduled twice a year: the last Friday in October and the last Friday in April. Parents are welcomed and encouraged to request additional conferences throughout the year. The teacher may also request additional conferences if necessary.

Parents are also encouraged to observe their child during the school day. Some of our rooms are designed to allow parents to observe their child without being seen themselves by the children. This allows for more natural behavior on the part of the child. In compliance with the Office for Children regulations, parents are permitted to come to observe without an appointment. We ask parents to limit their time in the classroom, however, because their presence is distracting to the other children and often causes their own children to act boisterously.

TERMINATION

When a parent wants to terminate the child's enrollment at Copper Beech, a notice of one month at a minimum is required. At this time the enrollment deposit is applied to the last month's tuition. Ideally, a parent should let Copper Beech know as soon as he/she knows so a replacement for the child can be sought and enrollment at the Center can be maintained.

Copper Beech will terminate a child's enrollment at the Center for the following:

1. Nonpayment of tuition. When tuition is three weeks late, a notice will be placed in the parent's mailbox. Failure to pay or to establish a payment plan acceptable to Copper Beech within one week will be cause for immediate termination (i.e., tuition is one month late).
2. Lack of parent cooperation in:
 - (a) Establishing a workable plan for children requiring additional educational or social services. If, after two meetings with the parent, Copper Beech staff feel that the parent is not cooperating, the parent will be given two weeks' notice, in writing, to find another place for the child.
 - (b) Following the policies of Copper Beech regarding: drop-off and pick-up times (excessive dropping off at odd times causes the child to be disoriented and alienated from the group; excessive picking up after closing hours causes the child to feel abandoned and causes the staff inconvenience), illness, providing lunch, providing appropriate clothing, discipline (too large a discrepancy between how the child is disciplined at home and the discipline policies at the Center can cause anti-social behaviors in the child), and parents' presence in the classroom. If, after two meetings with the parent, Copper Beech staff feel that the parent is not cooperating, the parent will be given two weeks' notice, in writing, to find another place for the child.

PLAN FOR REFERRAL OF SOCIAL SERVICES

Children and their families will be referred to Social Services on a case by case basis. Generally the decision to refer will be made by the director after consultation with the staff members who work most closely with a specific child. The decision to refer a child will be made when conditions including, but not limited to, the following, exist:

Developmental Delays: A child will be referred to a social service when he or she is manifesting significant delays in the development of fine or gross motor skills, speech and language development, eye-hand coordination, or other physical development including seeing and hearing, strength, and endurance.

Learning Disabilities: A child will be referred to a social service if indications of learning disabilities are observed. These include difficulties in processing, delays in visual recognition, withdrawal from the environment, excessive undirected activity, poor attention span, incomplete comprehension, inability to follow through, weak problem solving skills, or any behavior which would indicate non-age appropriate development of cognitive skills (inability to use toys and materials at age appropriate levels).

Socialization: A child will be referred to a social service if he or she is manifesting significant delays in development of social skills. These would include continued withdrawal from other children or adults, speech and language delays, excessive aggression, inability to work within a group (at age three and up), consistent inability to make eye contact, etc.

Emotional Development: A child will be referred to a social service when delays or problems with emotional development are indicated by behaviors including but not limited to the following: excessive aggressive behavior, excessive levels of activity, withdrawal from peers and/or adults, unusually difficult separation trauma, specific regressions in behavior, e.g., wetting pants frequently or attachment to an object, frequent tantrums, frequent crying spells, lethargy, unusually intense fears, etc.

Physical and/or Sexual Abuse: A child will be referred to a social service when physical and/or sexual abuse is suspected. Indications of physical abuse or neglect include but are not limited to the following: lethargy, excessively low energy levels, fear of physical contact, fear of authority figures, frequent unexplained absences from school, unexplained and/or frequently occurring injuries (bruises, cuts, burns, broken bones). Indications of sexual abuse are less obvious but can include any of the above indications of physical abuse as well as indications of emotional disorders. In the case of either sexual or physical abuse a child may give verbal clues either in conversation with adults or peers or through play acting.

PROCEDURE TO BE FOLLOWED WHEN MAKING A REFERRAL

When a staff member has reason to believe that a child should be referred for social services, the following procedure shall be used:

Conference with Lead Teacher

Non-urgent situation:

If a staff member has observed a child to be experiencing any of the conditions outlined above, or any other condition which would suggest that the child might need to be referred to social services, the staff member shall confer with that child's lead teacher. If the situation is clearly not urgent, this conference shall take place within three working days from the time that the staff member requests it. It is the staff member's legal responsibility to request such a conference as soon as he or she becomes aware of the possible need for it.

Urgent Situation:

If it appears that the child may be in immediate physical danger, the staff member must report to the lead teacher and/or director and/or administrator immediately. If none of these is available, the staff member must file a report with the Department of Social Services and/or call the police, depending on the situation. During the conference with the lead teacher, the staff member will report and present in writing his or her observations of the child which have led him/her to believe that there may be a need for referral. The lead teacher shall document these observations in the child's file. The lead teacher will then do one or more of the following, depending on the nature of the situation:

a. File report with DSS or call police If, after assessing the situation, the lead teacher feels that the child is in immediate physical danger, he or she will file a report with DSS and call the police if there is danger of an unauthorized adult disappearing with a child.

b. Observe child and/or consult with other staff If the lead teacher assesses the situation and determines that it is not urgent, he or she will observe the child in the classroom for the next two or three days (or other appropriate period of time) to help determine the validity of the staff person's observations. During this time the lead teacher may also decide to consult other staff regarding their own observations of the child. All observations during this time will be documented in the child's file.

c. Report back to person making initial observation. After observing child and consulting with other staff, lead teacher will report back to the staff person who made the initial observations of the child. If the lead teacher cannot verify the staff person's observations, he or she will explain why. If at that point, the staff person still feels that the child needs a social services referral, he or she may request a conference with the director and/or administrator. If at a later date, the staff person feels that the same issue needs to be addressed again, the lead teacher shall agree to repeating the observation procedure.

If the lead teacher has verified the staff person's observations, he or she shall inform the staff person of the course of action that will be taken by the school.

d. Inform director and meet with parents. Once the lead teacher has determined that a child needs to be referred for social services, he or she will inform the director of this. The lead teacher will document in the child's files that the director has been informed.

The lead teacher will then meet with the parents of the child, either in person or on the phone. Meeting in person is encouraged whenever possible. The lead teacher will explain the observations that have been made of the child and will refer the parents to the appropriate services. The content of this conference will be documented in the child's file.

In the case of suspected abuse or neglect, the lead teacher will, after assessing the situation and consulting with the director and/or administrator, determine whether it is in the child's best interests to inform the parents before filing a report with DSS (see "Health in Day Care," p. 220). If the lead teacher and director determine that informing the parents might cause the child further harm, the lead teacher or director will file a report with DSS without informing the parents.

All referrals will be documented in writing in the child's file.

e. Follow-up The lead teacher is responsible for following up on any referrals he or she makes. In most cases this will involve a meeting or phone call with the parents of the child, to confirm that the recommended course of action has been taken. This shall also be documented in the child's file.

Each staff person should understand that according to Massachusetts General Laws, he or she is a mandated reporter and is under legal obligation to report any suspected child abuse or neglect. He or she is also immune by law from civil or criminal liability regardless of whether the report is confirmed.



Health and Human Services Referral Listing

Emergency Hotline

Fire, Police 911

Child At Risk Hotline

Emergency hotline to report suspected child neglect or abuse
800/792-5200

Parental Stress Hotline

800/632-8188

Poison Control Hotline

Human and veterinary poison information
617/232-2120

Southern Jamaica Plain Health Center
640 Centre Street
Jamaica Plain, MA 02130
617/525-7225

Beth Israel Hospital
330 Brookline Ave
Boston, MA 02115
617/667-7000

Martha Eliot Health Center
75 Bickford Street,
Jamaica Plain, MA 02130
General health and early intervention programs
Operated under auspices of Children's Hospital
Boston
617/973-5886

Human Services

Dept of Health and Human Services
Child Support: 617/ 565-2457
Family Asst.: 617/565-2440

Health Care For All
30 Winter Street
Boston, MA
Health care options for individuals and families.
617/350-7279

Buckle Up Hotline
Info and loan services for car seats
800 / 682-SAFE

Medical

Brookside Community Health Center
3297 Washington Street
Jamaica Plain, MA 02130
617/522-4700

Dimock Health Center
55 Dimock Street
Roxbury, MA 02119
617/442-9653

Children's Hospital Boston
300 Longwood Ave.
Boston, MA 02115
617/355-6000

Therapy

Mental Health Services
Brookside Community Health Center
3297 Washington Street
Jamaica Plain, MA 02130
617/983-6047

Mass Mental Health Center
180 Morton Street
Jamaica Plain, MA 02130
617/626-9300

Screening

Children's Hospital Boston
Developmental Medicine Center
Screening for cognitive, physical disabilities
617/355-7971

Agassiz School
20 Child Street
Jamaica Plain, MA 02130
617/635-8198 x115 Dana Bueford
Screening for cognitive, physical disabilities

Otolaryngology/Audiology
Brigham & Womens's Hospital
75 Francis Street
Boston, MA 02115
617/732-5500

DISCIPLINE PROCEDURE

Our philosophy of discipline is based on the belief that discipline is a positive, internally motivated force. This force, when allowed to develop within a child, is one of the single most important means that child has towards making appropriate, peaceful, and healthful choices in his or her life, both now and in the future. Our discipline procedures are therefore designed to encourage and assist our children in developing their own internal discipline.

Staff members are responsible for providing children with the choices, and information about those choices, that are available to them, both in general and in specific situations. Staff members are also responsible for creating an environment and a relationship with the children that provide consistency, firmness, love, and clearly stated limits. The consistency and the clearly stated limits provide the information the child needs to make appropriate choices. The love and the firmness provide safety for making those choices.

Our assumption is that in most cases when a child is acting inappropriately, he or she either does not know of an appropriate alternative or is crying out for attention. In the first case, a staff member can offer information, i.e. give the child choices for appropriate alternatives and, if useful, explain to the child why these choices are more helpful or appropriate.

In the case of a child asking for attention through inappropriate behavior, the staff member should acknowledge the child's need and try to meet it without rewarding the child for the inappropriate behavior. Offering alternatives (redirecting) and/or giving verbal explanations, making a clear distinction between the child and the action best does this. ("I didn't like it when you pushed Jimmy. Pushing is not okay here.") Then, if possible, the staff person should try to help the child articulate the feelings motivating the behavior. ("Are you feeling mad at somebody?") In addition, if possible, the staff person should take some time to give the child attention while he or she continues to express feelings.

For very young children, redirection and very simple language are used. For instance, a young toddler who is biting or hitting another child will be gently removed from the situation and offered a toy that will engage his or her interest. The intervening staff member will decide if spoken language is useful or helpful at that point. A simple, firm but quiet "No" will usually suffice.

Two year olds begin to use inappropriate behavior to communicate their need for adult attention. When a staff member understands that this is happening, he or she will follow the same procedure as is used for the older children. The staff person may simply say, "I'm sorry, but you may not take that toy from Sarah," and offer the child a different toy. Then, if possible, the staff person should stay at the child's side and if the child seems ready or able to articulate his or her feelings, the staff person should encourage the child to do so in an appropriate manner. This helps the child to understand the importance of expressing feelings and also gives the child adult attention in a loving but non-rewarding way.

For the older children we will occasionally use a time out period, the purpose of which is to provide the child time to cool down and center his or her self, rather than to punish or isolate the child. In situations where a child is repeating an unacceptable behavior over and over, privileges are withdrawn. These privileges may include the use of a favorite toy or outdoor participation in the activity during which the inappropriate behavior was happening. Privileges involving food (snacks or meals) will not be withdrawn.

The following is not considered acceptable staff behavior when disciplining a child. If a staff person repeats the behavior frequently, the director or other staff members will work with the person to help him or her find more positive ways of interacting with children.

1. Yelling, screaming, or using threatening tones of voice are prohibited.
2. Physical force of any kind is not acceptable under any circumstances except when a child needs to be lifted up or otherwise removed from an uncontrollable situation (when a child is putting himself or herself in immediate danger or hurting or about to hurt another child or adult). Unacceptable physical force includes spanking, slapping, shaking, hitting, pinching, squeezing, picking up a child and setting him down forcefully. Whenever possible, a staff member should not touch a child if he or she is feeling angry with the child. A staff member who is disciplining a child should first make every effort to be in control of his or her own feelings. This leads to more effective and positive discipline and helps to prevent unintended use of physical force.
3. "Bargaining" is not an acceptable form of discipline, e.g., "If you do this, I'll do that."
4. Smacking, humiliation, and denial of food is forbidden.

PROGRAM PLAN FOR COPPER BEECH

I. 3 to 6 class

ARRIVALS and FREE PLAY: 8 to 9:00

Parents drop children off no later than 9:00. During this time children might play indoors in our gym, outdoors in the play, or work in the classroom with Montessori materials. Supervising teachers and assistants greet children and parents as they arrive and take note of any special information or requests regarding individual children.

CIRCLE TIME: 9 to 9:30

This is a structured group time when all children and teachers come together at circle. We take attendance, do calendar, and any of the following: songs, dance and movement, show-and-tell, reading stories, discussion of past, current or future events, issues and concerns, introduction of new materials, and foreign language activities.

WORK PERIOD: 9:30 to 11:30

Children choose individual work from any of the following curriculum areas: language, math, sensorial, practical life/everyday living, art (in the art room) and science. Teachers observe children, record their observations, and work with the children both individually and in small groups. The environment and the materials are designed to promote and cultivate self-image, self-esteem, independence, sense of order, and grace and courtesy. They teach specific skills in large and small motor movements, speech and language, familiarity and fluency with the numerical and decimal systems, and arithmetic. They aid the development of visual, aural, tactile and neuromuscular discrimination and appreciation, creativity through visual arts, respect and appreciation for both the natural and indoor environments, and appreciation and curiosity about different cultures. The tone of the work period is one of focused and energetic industry, encouraging and nurturing the child's natural love of learning. During work period snack is provided. At the end of work period children and teachers regroup, share what the children did during work time, plan outdoor time, and sing a few songs. This time is used to prepare to go outside (putting on outdoor clothing during cold weather, sunscreen during the summer, and using the bathroom).

OUTDOOR PLAY: 11:30 to 12:00

Children most often play in the front playground or they may walk to any one of the neighboring playgrounds along the Southwest Corridor. Children develop an appreciation for nature and the

outdoors and develop their large motor skills as they swing, slide, climb, run and play organized outdoor games. In inclement weather the children use our gym for gross motor activities.

LUNCH: 12:00-1:00

Children and teachers eat lunch together (children bring lunch from home). During lunch teachers read stories or sing with the children as they finish eating. Then, children prepare for naps (using bathroom, putting out mats and blankets, and listening to quiet music).

REST PERIOD: 1:00 to 3:00

Many children use our gym for nap, some use the classrooms. All children are required to rest.

LATE AFTERNOON ACTIVITY AND DISMISSALS: 3:00 to 5:30

During this time many parents begin to pick up their children. Activities planned for this time are therefore flexible enough to allow for children leaving for the day. Such activities may include any of the following and may or may not require that the children be separated into different age groups: arts and crafts, dance and movement, foreign language activities, outdoor play, indoor free play, group games. Afternoon snack is offered at this time.

3 to 6 class

8:00 to 9:00	Arrivals and free play
9:00 to 9:30	Circle
9:30 to 11:30	Work period, snack included
11:30 to 12:00	Outdoor play
12:30 to 1:00	Lunch
1:00 to 3:00	Clean-up and bathroom, rest period
3:00 to 5:30	Free play and art activities, snack included

*nurturing time is throughout the day.

II. Toddler

ARRIVALS and FREE PLAY: 8:00 to 9:15

Parents drop off children no later than 9:15. During this time children work in the classroom with Montessori materials. The supervising teacher greets children and parents as they arrive and takes note of any special information or requests regarding individual children. Because toileting and snack start at 9:30 and the teachers will be busy changing diapers, helping with snack, etc., please be here before those activities begin.

DIAPERING AND TOILETING: 9:30 to 9:40

SNACK: 9:40 to 10:00

Children come together to have morning snack. Toddlers wash their hands, then take their own bowls and fill them with fruit and crackers, sit at tables and eat.

OUTDOOR TIME: 10:00 to 11:00

INDIVIDUAL WORK: 11:00 to 11:40

Children choose activities from the shelves or from designated activity areas. Shelf activities include puzzles, blocks, large motor manipulatives, small motor manipulatives, everyday living and sensorial activities, drawing and painting, clay, and educational materials which introduce counting, the alphabet, and colors. Designated activities include water table, toy cars with road rug, train table, balance board, and sit and spin.

Teachers observe the children and record their observations, and work with the children both individually and in small groups. The environment is designed to cultivate positive self-image,

self-esteem, independence, and sense of order. It aids the acquisition of specific skills including large and small motor movements, speech and language development, development of visual, aural, tactile and neuromuscular discrimination and appreciation, creativity, and respect and appreciation for both the natural and indoor environments. Special emphasis is placed on socialization skills which the adults provide as they interact with the children and act as role models.

CIRCLE: 11:40 to 12:00

This is a structured group time when all children and teachers come together at circle. We take attendance and talk about the weather using visual aids and manipulatives. Additionally we do any of the following, with special emphasis on social interaction and developing attention span: songs, dance and movement, discussion, introduction of new materials, reading stories.

LUNCH, CLEAN UP, AND DIAPERING: 12:00 to 1:00

Teachers give special attention to helping the toddlers develop eating skills such as pouring, drinking, using forks and spoons, opening and closing lunch boxes, etc.

NAPS: 1:00 to 3:00

Teachers help the toddlers put out mats and blankets and while they are settling down, the teachers rub backs. Quiet relaxing music is played as the children fall asleep

DIAPERING, BATHROOM, CLEAN UP AND SNACK: 3:00 to 3:30

After nap, diapers are changed. Parents may begin picking their children up at this time as well, so from this point on, activities are planned which will accommodate children leaving without creating disruptions.

OUTDOOR: 3:30 to 4:30

WORK PERIOD and ART ACTIVITIES 4:30 to 5:30

This final play period is less structured to accommodate the needs of those children who are either young or at low energy levels, but an area is set up in the toddler room for supervised art activities. These art activities may be as simple as finger painting or working with playdough, or they may be a more structured project involving gluing and cutting. One adult supervises this area and the other adult is actively involved with those children who are engaged in work.

The afternoon work period is more limited than in the morning; only some activities are used, rather than having all activities available. This is to help focus the children and wind them down for the end of the day, and also to allow staff to interact more individually with the children, who by this time of day may be more emotionally needy than in the morning.

Toddler Class

8:00 to 9:15	Arrivals and free play
9:30 to 9:45	Diapering
9:45 to 10:00	Snack
10:00 to 11:00	Outdoor play
11:00 to 11:40	Work period
11:40 to 12:00	Circle
12:00 to 1:00	Lunch, diapering
1:00 to 3:00	Naps
3:00 to 3:30	Diapering, clean-up
3:30 to 3:45	Snack
3:45 to 4:30	Outside
4:30 to 5:30	Work or group projects

*These times are approximate and depend on the children's needs and desires. Nurturing time is throughout the day.

III. Transition Class

ARRIVALS and WORK PERIOD: 8:00 to 9:30

Parents drop off children no later than 9:30. During this time children work in the classroom with Montessori materials. Children choose individual work from any of the following curriculum areas: language, math, sensorial, practical life/everyday living, art and science.. Teachers observe children, record their observations, and work with the children both individually and in small groups. The environment and the materials are designed to promote and cultivate self-image, self-esteem, independence, sense of order, and grace and courtesy. They teach specific skills in large and small motor movements, speech and language, familiarity and fluency with the numerical system, and arithmetic. They aid the development of visual, aural, tactile and neuromuscular discrimination and appreciation, creativity through visual arts, respect and appreciation for both the natural and indoor environments and appreciation and curiosity about different cultures. The tone of the work period is one of focused and energetic industry, encouraging and nurturing the child's natural love of learning, The supervising teacher greets children and parents as they arrive and takes note of any special information or requests regarding individual children.

CIRCLE: 9:30 to 9:45

The children sing songs, teachers read books to the children, and teachers present new work.

SNACK: 9:30 to 10:00

Children wash their hands, take snack and eat at tables..

OUTDOOR TIME: 10:00 to 11:00

SECOND WORK PERIOD: 11:00 to 12:00

LUNCH: 12:00-1:00

Children and teachers eat lunch together (children bring lunch from home). During lunch teachers read stories or sing with the children as they finish eating. Then, children prepare for naps (using bathroom, putting out mats and blankets, and listening to quiet music).

REST PERIOD: 1:00 to 3:00

LATE AFTERNOON ACTIVITY AND DISMISSALS: 3:30 to 5:30

During this time many parents begin to pick up their children. Activities planned for this time are therefore flexible enough to allow for children leaving for the day. Such activities may include any of the following and may or may not require that the children be separated into different age groups: arts and crafts, dance and movement, foreign language activities, outdoor play, indoor free play, group games. Afternoon snack is presented during this time.

Transition class

8:00 – 9:30	Drop off and work period
9:30 – 10:00	Circle and snack
10:00 – 11:00	Outdoor play
11:00 – 12:00	Work period
12:00 – 1:00	Lunch
1:00 – 3:00	Rest period
3:00 – 5:30	After-school activities and snack

*These times are approximate and depend on the children's needs and desires. Nurturing time is throughout the day. Diapering and bathroom as needed.

LEAD POISONING:

What is lead poisoning?

Through hand and mouth activity (such as teething or thumb sucking) children may accidentally poison themselves with lead if it is available from the ages of birth to six years old.

What are the possible sources of lead in a child's environment?

The most common is lead-based paint. Other sources include improper glazing of ceramics, window putty, soft metal objects, lead toys, fishing weights, solder, paper printed with red, yellow and orange inks, lead jewelry, oil colors which may contain lead chromate, and matches containing lead acetate.

How can you tell if a child has lead poisoning?

Usually a child shows no symptoms until the lead build-up is quite great, but the early symptoms may be poor appetite, stomach aches, vomiting, constipation, bedwetting, headaches, paleness, hyperactivity or a complete change of personality such as crankiness. The only way to know is to have your child's blood tested.

What can parents do?

1. Have yearly blood tests done for children from the ages of one to six. This is a simple test requiring only a few drops of blood from the fingertip.
2. Have your home and play yard inspected for lead chips.
3. For more information, before you remove lead paint from walls and woodwork, please call:

CHILDHOOD LEAD POISONING PREVENTION PROGRAM

at the toll-free number: 1-800-532-9571

CHILDREN'S RECORDS

(19) Confidentiality and Distribution of Records. Information contained in a child's record shall be privileged and confidential. The licensee 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 the written consent of the child's parent(s). The licensee shall notify the parent(s) if a child's record is subpoenaed.

The child's parent(s) shall, upon request, have access to his child's record at reasonable times. In no event shall such access be delayed more than two business days after the initial request without the consent of the child's parent(s). Upon such request for access the child's entire record, regardless of the physical location of its parts, shall be made available. The licensee 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 any persons to whom information contained in a child's record has been released. Each person disseminating or releasing information contained in a child's record, in whole or in part, shall, upon each instance of dissemination or release, enter into the log the following: his name, signature, position, the date, the portions of the record which were disseminated or released, the purpose of such dissemination or release, and the signature of the person to whom the information is disseminated or released. Such log shall be available only to the child's parent(s) and center personnel responsible for record maintenance.

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

(21) Amending the Child's Record.

(a) A child's parent(s) shall have the right to add information, comments, data or any other relevant materials to the child's record;

(b) A child's parent(s) shall have the right to request deletion or amendment of any information contained in the child's record. Such request shall be made in accordance with the procedures described below:

1. if such parent(s) is of the opinion that adding such information is not sufficient to explain, clarify, or correct objectionable material in the child's record, he shall have the right to have a conference with the licensee to make his objections known;
2. the licensee shall, within one week after the conference, render to such parent(s) a decision in writing stating the reason or reasons for the decision. If his decision is in favor of the parent(s), he shall immediately take steps as may be necessary to put the decision into effect.

(22) Transfer of Records. Upon written request of the parent(s), the licensee shall transfer the child's records to the parent(s), or any other person the parent(s) identifies, when the child is no longer in care.

(24) Availability of Information to the Office. Notwithstanding 102CMR 7.05(19), upon request of an employee, authorized by the Commissioner and involved in the regulatory process, the licensee shall make available to the Office any information required to be kept and maintained under these regulations and any other information reasonably related to the requirements of these regulations. Authorized employees of the Office shall not remove identifying case material from the center's premises and shall maintain the confidentiality of individual records.

SUGGESTED LUNCHESES

When preparing a lunch for your child to bring to school, keep the following guidelines in mind:

- a. Pack foods that will not easily spill and that are easy for your child to eat with a minimum of adult assistance.
- b. Serve a variety of foods but always be sure to pack at least one "favorite" food. Do not pack more than one "new" food at a time.
- c. Always pack juice, milk or soymilk to supplement the water that the children drink during the day.
- d. Avoid processed foods which contain unhealthy amounts of salt, sugar, and artificially derived additives.
- e. Please do not pack candy or gum. Copper Beech does not permit children to eat these while they are in the school.

Listed below are suggestions for foods to include in your child's lunch.

1. Sandwiches made from whole grain breads and:
 - nut butters, jams or jellies
 - cheese
 - tofu spread
 - tuna fish
2. Beverages:
 - fruit juices --thermos or juice pack.
 - milk
 - soymilk
3. Raw vegetables, (carrots, peppers, cucumbers, broccoli, zucchini), cut, sliced or cubed.
4. Fresh fruits, (apples, oranges, bananas, grapes, pears, pineapple, cherries, blueberries, strawberries, watermelon, cantaloupe, honeydew) served whole or sliced.
5. Cheese: sliced or cubed (unprocessed cheese; not "cheese food").
6. Finger food:
 - nuts, pretzels, raisins, other dried fruits, dry cereal (cheerios, puffed rice, puffed wheat, etc.), popcorn.
7. Desserts:
 - unsweetened granola bars
 - fruit leathers
 - cookies sweetened with fruit juices
 - yogurt (avoid the highly sugared brands)
 - muffins

Suggestion for wrapping food: For both environmental and economic reasons, use waxed paper and reusable plastic containers to keep your child's lunch fresh.