

**BOSTON COLLEGE CHILDREN'S CENTER**  
**PARENT HANDBOOK 2011-2012**

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# BOSTON COLLEGE CHILDREN'S CENTER

## PARENT HANDBOOK

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## Parent Handbook

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This HANDBOOK is designed to acquaint all members with the Center's goals, current policies and procedures. The Center reserves the right, in its sole discretion, to set goals and/or modify these policies and procedures and to promulgate new ones. These policies reflect licensing and accreditation standards, university procedures, and agreements made between parents and the Center to make BCCC the best possible environment for children's growth and development. Parents will be given seven days notice of any changes in policy. Changes are usually posted in the Parent Advisory Committee Minutes.

This handbook and any center documents can be submitted for translation. Boston College is also a resource for translators for parent conferences or any language needs. If any parent would like this service please contact the director or your child's classroom teacher.

### **History and Philosophy**

Boston College Children's Center is a response to a child care need expressed by members of the University community. The program provides a high quality preschool curriculum and extended day care for children of faculty, employees, graduate and undergraduate students. When available, spaces are also offered to neighborhood residents. The Center is owned and operated by Boston College and is part of the Human Resources division of the University. The Director of the Center reports to the Vice President for Human Resources, who approves all Center policies as well as Center tuition and fees. The Center is located in the Haley Carriage House, one block from Beacon Street. This affords parents the convenience of an on-site facility, the ability to visit their child during working hours, and the beauty and comfort of a neighborhood setting that is close enough to feel part of the University community.

The Center's philosophy, teachers, and curriculum support a developmental and predominately play based approach to learning, which is incorporated in the daily activities and schedules. The teachers utilize the MA EEC guidelines for preschool experiences and frameworks in developing the curriculum. The emphasis is on exploration and process, questioning, and discovering while learning about topics interesting to young children. Activities are designed to foster the physical, emotional, social, and cognitive growth of young children by encouraging them to utilize their curiosity and to experience a variety of learning media. Classrooms are divided into learning center areas with developmentally appropriate activities available for a single child or small groups of children to enjoy. Areas such as blocks, painting and sculpture, dramatic play,, music, language arts, and math challenge children to learn about themselves and the world around them.

Our qualified teachers are facilitators, helping children plan, select, and explore materials in ways that teach readiness skills and concepts. Teachers are selected on the basis of their extensive experience and education in the field of Early Childhood Education. They are creative experts in their field who care about young children and are dedicated to providing an exciting and nurturing place in which youngsters can grow.

Boston College is an institution that welcomes and encourages diversity in its population and programs. The affirmative action and nondiscrimination policies of the University extend to the Children's Center's admissions, administration, and educational programs. The University welcomes all regardless of race, religion, cultural heritage, political beliefs, marital status, sexual orientation, national origin or differing ability. The Children's Center serves and acknowledges all types of families in its programming. The Center is licensed and operates within the requirements and jurisdictions of the Massachusetts Office of Early Education and Care (MAEEC). The Center is also nationally accredited by the National Academy of Early Childhood Programs, a branch of the National Association for the Education of Young Children (NAEYC).

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## **Program Plan**

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### **Goals for Children**

What we anticipate for the children in our care

- To have opportunities to develop and build their self-esteem
- To gain self respect and respect for others, which we believe children gain through mastery of tasks appropriate to their developmental level.
- Tasks that are open-ended, creative, and an end in themselves.
- For all children to feel special, included, accepted and their home culture and language reflected in their classroom environment.
- To develop age appropriate fine & gross motor coordination
- To gain independence through the ability to separate from parents and feel comfortable at school. Also gained through mastery of self-help skills.
- Ability to play and learn cooperatively through mastering appropriate social skills
- Gain knowledge about themselves, others and the world around them.
- Exhibit self-regulation. Develop the ability to cooperate with adults and each other and/or use words and other negotiating/coping strategies.
- Respect others rights and property and listen to their words.
- Develop cognitive readiness skills and concepts that will lead to critical thinking and reasoning through studying content areas & exploring learning centers and units that are meaningful and interesting to children.
- Confidence that children gain from achieving the above goals.

### **Goals for Families**

- Families will feel welcomed and respected in our program.
- Parent will feel encouraged to give input regarding their child's growth and development.
- Teachers and parents form a collaborative relationship.
- Parents feel positive about their child's education and care.

### **Campus School Visiting Program**

BCCC has a visiting program with the Campus School, a school for children with severe and profound disabilities, located in Campion Hall. The children in the Pre-K rooms visit, and are visited by, the preschool groups from Campion and the exposure for both groups is very rewarding. This mutually beneficial program helps the Center children overcome barriers they may have toward the disabled and Campus School teachers notice positive effects for their children in attention span and efforts to respond to others.

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### **Curriculum Development Plan**

The Center curriculum is child centered and play-based utilizing themes, projects and content units to encourage learning. We strive to provide an exciting environment with opportunities for discovery, initiative, and inquiry. Developmentally appropriate activities are planned for each content area to give success and challenge to each age level. A balance between teacher-initiated and child-initiated activities is sought with emphasis on the child's choice. Materials are gathered, created, and purchased with these goals in mind.

The curriculum is based on the process of play while interacting with materials, environment, and peers, and not on the product of that interaction. Children are given several activities to choose from each day and a variety of activities are available throughout the week. They are encouraged to try new things, extend projects, brainstorm on solutions to problems, and verbalize about what their plan was, what happened, and how or why they got the final result. The activities are at varying levels of competence so children may challenge themselves or seek out activities that stress skills they are already comfortable with. We strive to build a learning community where children share explorations with adults, peers and younger and older children. Teachers write an outline of the daily activities on cubbie room white boards. We hope this is helpful to parents in communicating with their children about their day at school.

Each child's progress is monitored through teacher observation, anecdotal notes, checklists, work sampling and some informal testing. The assessments are provided to parents in a portfolio including a written form with a checklist and narrative, work samples and photos and in the discussion during parent conferences.

### **Children's Records and Assessment**

#### **Purpose of Assessment:**

At BCCC we are dedicated to the authentic assessment of each child. The purpose of authentic assessment is to discover children's skills, competencies, readiness levels, and concept formation. Simply put, assessment is defined as the process of observing, recording, and documenting what children, do, know, and understand.

#### **Authentic Assessment:**

- is on-going, systematic, and embedded in the classroom's curriculum.
- takes place in the natural learning environment
- focuses on the whole child and takes into account their cultural, language, and developmental needs
- is used to inform the teachers' curriculum planning and instruction
- helps the teachers to identify children in need of referral service

#### **How We Assess and What We Do with the Information:**

The teachers utilize a variety of methods while assessing the children in their classroom including:

- Highly developed observational skills
- Anecdotal records or note taking
- Checklists
- The BCCC developmental assessment document based on the Massachusetts Guidelines for Preschool Learning Experiences

The teachers utilize these tools on an on-going basis throughout the entire year to gain an understanding of their students' skills and developmental levels. The teachers allow their

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assessment of children to inform their planning, thus being able to use what they know about the children to plan for the group or for individuals.

**Sharing Assessment Results/ Parent Teacher Conferences:**

The teachers at BCCC communicate the results of their assessments in many ways. Informally, the teachers will communicate with parents through phone calls, e-mails, and face to face conversations on an on-going basis. The teachers can gain useful information from parents, as well as share what they are learning about the child at school.

Formally, our assessment system allows us to establish a partnership with the families throughout the year. We communicate our findings through:

- At least two parent conferences
- Two written reports addressing the social, emotional, physical, and cognitive development of the child.
- An extensive portfolio documenting the child's growth, progress, and experiences through samples of work, photographs, and stories

The initial parent conference takes place during the fall semester and focuses on the adjustment and transition to a new classroom. Families and teachers share information about the child's social and emotional development as well as cognitive and physical attributes and set goals for the rest of the school year. Translation services can be sought through Boston College for any non-English speaking parent/guardian. Please let the teacher and/or director know ahead of time so the center has time to accommodate this request.

The teachers will invite the families to another parent conference during the spring semester. Families will receive a developmental report prior to this conference detailing the child's growth and learning in all areas including social, emotional, physical and cognitive. During this conference the parent/guardian and teacher will discuss the report and the child's overall development. The child's portfolio will be used to support and document the child's progress and experience at BCCC. The child's portfolio will build throughout the year and will be given to the child and parents at the end of the school year.

Parent conferences are not limited to just two a year. Additional conference times may be arranged by request from either the child's family or the teacher.

All records are kept confidential and filed in the director's locked office. Only BCCC teachers, the child's parents and those designated in writing by the child's parents may have access to the child's educational or health records. Parents have the right to see their child's records, request a copy and request to have it amended.

**Access to Your Child's Record**

Your child's teachers and the BCCC administrative staff have access to your child's record. It is the policy of the center not to allow anyone outside of the appropriate center staff and the child's parents or guardian to have access to any portion of a child's record including health records. If you would like access to your child's school record, please send an e-mail or voice mail to the director to inquire about a time to view these records. If the situation arises, parents designate in writing those they wish to have access to their child's records or give permission to share information regarding their child. The Center will keep on file who has accessed the record and who has used information from or added information to the record.

**Amending Your Child's Record**

As the child's parent or legal guardian you have the right to add information, comments, data and any other relevant material to your child's file. You may request a deletion or amendment of any information contained in the child's record by requesting a conference to discuss the request. The center will have one week to give a decision on the request and the reasons in writing. If the decision is in favor of the parent request the changes will take effect immediately.

### **Children's Center Faculty**

Director	Barbara Krakowsky
Assistant Director	Karen Cristello
Teacher Rm. 1	Karen Cristello
Teacher Rm. 1	Stephanie Blough
Teacher Rm. 2	Rose Noonan
Teacher Rm. 2	Jillian Daly
Teacher Rm. 3	Annmarie Lee
Teacher Rm. 3	Molly Kerrigan
Extended Day	Janice Loring

### **Faculty Lines of Authority**

The center as licensed by the MA Dept of Early Education and Care and follows the MAEEC regulations. You may contact the MAEEC regarding the centers license and compliance history at the Quincy office located at 1250 Hancock Street, Suite 120-S; Quincy, MA 02169; Phone: (617) 472-2881; Fax: (617) 472-2722

All faculty listed are teacher qualified or above according to the EEC qualifications. The authority for decisions rests with the Director, if she is not present the Assistant Director, if neither of them are present then the lead teacher on duty as indicated on the schedule will make any decisions necessary.

### **Criminal Record and DSS check**

All employees and regular volunteers of the center must agree to a CORI and DSS check prior to employment or volunteering and then again every two years or as indicated by EEC. All adults including parents of children working or volunteering for the center who may have unmonitored contact with children must have a CORI and DSS record check.

### **Room Assignments**

BCCC is divided into three different classrooms. Children are placed according to teacher assessment of the child's developmental level and not necessarily chronological age. Our blended age groups allow for varying rates of development and learning from peers. Children are usually able to make connections with others in their class. The age groupings are as follows:

<b>Approx. Age</b>	<b>Room #</b>	<b>Group Name</b>	<b>Size</b>	<b>Adult/Child Ratio</b>
2.9 - 3.5 years	3	Discovery Ducks	11-12	1:5
3.6 - 5.0 years	2	Explorers	14-15	1:8
3.6 - 5.0 years	1	Adventurers	15-16	1:8

Each group has a homeroom and two assigned teachers. BC work-study students, Early Childhood Education pre-practicum students, and other students are also available to each group to provide extra one-on-one interactions.

### **Typical Daily Schedule**

8:00AM - 9:15AM	Arrival and indoor or outdoor play or free choice of table activities – clean up
9:30 AM	Planning Circle ( teachers engage the class as a whole then children plan and choose their small group or individual morning activities)
11:00 AM	Review of activities clean up
11:15 AM	Toileting and outdoor play
12:15 PM	Lunch, tooth brushing and toileting routines
12:50PM	Story time
1:00PM - 2:45PM	Rest time
2:45PM - 3:30PM	Wake-up, toileting, and afternoon snack
3:30PM - 5:30PM	Extended Day - Indoor and/or outdoor activities

***PLEASE NOTE:*** Center Hours are 8:00AM - 5:30PM, Monday through Friday, September to May. The Children's Center closes when University offices close. (See calendar for more information)

### **Arrival and Transition Into and Out of School**

Please use the parking area on Lee Rd. and assure children stay on the sidewalk and not cross the driveway when coming to the front doors. When you enter the Center please sign in, put your child's things away and come to his/her classroom and greet the teacher. Have your child use the bathroom and wash hands. Please share briefly any pertinent information the teachers may need regarding your child's night or morning. Now your child is ready to begin his or her day. Help your child join an activity; try to have your child engage with the materials or a peer and not with you so your leaving is not an interruption to the play.

If your child has a special need or disability the center will work out a plan with you to make arrival and departures as easy and convenient as possible.

We request that all children arrive by 9:15 for these reasons:

1. Separation is much easier during a free playtime. The children have an opportunity to say good-bye and talk with their friends, etc., before class. If a child is having a separation issue, the teacher is more available to deal with it at or before 9:15, than at 9:30. If the child having separation difficulty comes in earlier, he/she will have time to settle and then get more benefit from the learning time. If they come in late and are upset, work time is almost over by the time they are able to focus. We recommend a set routine for arrival; teachers are available to advise and /or offer help.
2. Children here early are waiting for their learning time to begin. Once circle has started, the teachers are busy and cannot greet late children and parents without disrupting the circle. Late arrivals usually distract the children from the teacher's lesson when joining the circle
3. The teachers are concerned about your child's enjoyment and mastery of the curriculum and the skills needed for school success. We all need the 9:30-11:15AM work time to really maximize your child's opportunities for learning. If a child is not here and ready to focus on the activities of the day, he or she cannot take full advantage of the planning and materials presented.

### **1:00PM Departure**

We request that parents picking up children after lunch arrive at 1:00PM and wait in the cubby rooms; please do not leave siblings or other young children unattended or let them wander through the Center. Story time is at 12:50PM and your child will have the opportunity to participate. When story is finished, the children will come to the cubby room and the teacher will

have a couple of minutes to speak with you while the rest of the class finds their cots and settles down for nap. If the teacher is not available and you would like to discuss something, please request a phone conversation.

### ***Late Afternoon Departure***

Departure time may be difficult for some children. Your child may rush to meet you on one day and resist leaving the next. We recommend a set routine each day. The teachers inform children that when parents come it is time to clean up and go home. If your child has difficulties, a routine will usually make things easier. Here is an example of a daily routine many parents find helpful:

1. You arrive and greet your child and the teachers, and give your child a "five minute warning" to clean up his or her project. Take this opportunity to ask the teachers any questions you might have about your child's day, or to get program information from them.
2. Take your child by the hand and check the daily activity board together. (If your child cries or refuses to leave, we recommend that you pick him or her up and continue the routine.)
3. Check your mailbox and sign your child out.
4. Go to the cubby, collect his or her things, and then go out the door.

A few days of a consistent routine with your child will help arrival and departure go more smoothly.

### ***General notes on departure***

***Once you have reunited with your child and have begun departure, the teachers are no longer monitoring your child. Please do not allow your child to leave the Center ahead of you. The street and parking areas are dangerous.***

Should you be delayed beyond your expected pickup time, please notify the Center so your child and the staff will know when to expect you.

Your child will be released ONLY to you or to those people you have indicated on your authorized pickup list. Please indicate the person picking up your child on the daily sign in sheet and personally notify staff of any changes. Adults authorized by you on a particular day who are unfamiliar to the staff should have picture identification with them. ***If this procedure is not followed, we will not release your child.*** Please be sure to update your authorized list as needed. This policy is for everyone's protection.

Please pickup your child at the time specified in the enrollment agreement. Staffing is planned according to these schedules. If you wish to speak with a teacher, the afternoon hours may be easier. Please check with your child's teacher for a convenient time because staff shifts end at different times each day. Please try not to plan a lengthy conversation after 5:00PM unless arranged by appointment. Staffing is minimal during the last half-hour of the school day and teachers need to close the Center promptly so they may fulfill their other commitments.

### **Indoor and Outdoor Play**

BCCC opens at 8:00AM and children are arriving until 9:15AM. Children join their classroom group and may be allowed to visit other classrooms during this arrival period and all 3 classrooms are used for play during the extended day. This gives children an opportunity to become familiar with teachers and equipment in different classrooms. At 9:15AM teachers gather their groups in their homerooms for planned activity time.

Outdoor play is considered an important part of the day. Children need to exercise large muscles and develop physical skills and strength. The outdoor space has opportunities for upper body and lower body muscle development for all age groups. Outdoor play gives children opportunities to explore peer

relationships, leadership and cooperation as they engage in imaginative play scenarios. We try to go outdoors twice a day: in the morning and again in the afternoon. ***Please have clothing and outdoor gear suitable for the weather.*** We also go to the BC Rec Plex when the weather is very inclement and rainwear is a necessity for the walk over and back.

### **Child Guidance Techniques**

The teaching staff at Boston College Children's Center agrees that behavior management and self-control are necessary components of a child's education. We attempt to teach appropriate behavior through a system of modeling and logical consequences in which the child makes choices that are acceptable in the situation. Below is a menu of strategies used by teachers to assist children in these choices.

1. Have realistic expectations of children.
2. Structure environment to facilitate the atmosphere you wish to create.
3. Set clear and simple limits.
4. Be aware of body language, facial expression, and tone of voice. Children's cooperation is greatly influenced by an adult's demeanor.
5. Be kind but firm in upholding classroom rules.
6. Menu of strategies:
  - a) Start each day or transition by reviewing the school/classroom rules.
  - b) Give five-minute warning before transition by using "lights out, freeze."
  - c) Praise and model appropriate behaviors.
  - d) Distract or divert attention from inappropriate behavior.
  - e) Give child two appropriate actions from which to choose.
  - f) Enlist the help of another child to elicit cooperation.
  - g) Recognize child's feelings and stress the use of words to work out problems; model responses for children (active and passive listening).
  - h) Offer, or have another teacher or child offer, to help a child that is having difficulty. (You may try sitting next to the child or offering to help with the problem).
  - i) Make consequences of behavior clear and logical. (If a child is not following safety rules on bikes, give the choice of following the rules or finding another activity. If safety remains an issue, close bike riding to that child for that outdoor period and help him or her find another activity.)
  - j) Remove child and discuss quietly how child can return to regular activities. Let child make a plan as to how they can better the situation if it is possible.
  - k) Help child gain self-control by offering to hold him or her. Suggest the three deep breaths.
  - l) When all else fails, a short separation from the group may be the most appropriate response to a child out of control. We try to let the child determine when they are ready to return to the group if possible. A timer may also be used, but separation should not last longer than five minutes.
  - m) Consult with parents on the child's behavior; propose and try to set up a consistent plan between home and school to modify or change the behavior. Start each day or transition by reviewing the school/classroom rules.
  - n) Give five-minute warning before transition by using "lights out, freeze."
  - o) Praise and model appropriate behaviors.

- p) Distract or divert attention from inappropriate behavior.
  - q) Give child two appropriate actions from which to choose.
  - r) Enlist the help of another child to elicit cooperation.
  - s) Recognize child's feelings and stress the use of words to work out problems; model responses for children (active and passive listening).
  - t) Offer, or have another teacher or child offer, to help a child that is having difficulty. (You may try sitting next to the child or offering to help with the problem).
  - u) Make consequences of behavior clear and logical. (If a child is not following safety rules on bikes, give the choice of following the rules or finding another activity. If safety remains an issue, close bike riding to that child for that outdoor period and help him or her find another activity.)
  - v) Remove child and discuss quietly how child can return to regular activities. Let child make a plan as to how they can better the situation if it is possible.
  - w) Help child gain self-control by offering to hold him or her. Suggest the three deep breaths.
  - x) When all else fails, a short separation from the group may be the most appropriate response to a child out of control. We try to let the child determine when they are ready to return to the group if possible. A timer may also be used, but separation should not last longer than five minutes.
  - y) Consult with parents on the child's behavior; propose and try to set up a consistent plan between home and school to modify or change the behavior.
7. Continuous problems should be referred to the Director or Head Teacher.
8. Boston College Children's Center upholds professional standards for behavior management, which include the following restrictions [MAEEC listing]:
- a) No corporal punishment, including hitting or shaking.
  - b) No cruel or severe punishment, humiliation, or verbal abuse.
  - c) No denial of food as punishment.
  - d) No force feeding
  - e) No punishment for soiling, wetting, or not using the toilet.

### **Toileting**

1. Potty Learning is not an enrollment criterion however, due to the physical constraints of the Center, it is a difficult placement for a child who is old enough for preschool but unwilling to pursue using the potty. It is essential that parents of typically developing children who are not yet potty trained be willing to come to the "Potty Learning" information session and work in partnership with the center to determine the child's readiness and then to follow through with a parent agreed upon process. The Center offers assistance to the child in a manner consistent with the parents' wishes and child's best interest. Parents may delay enrollment up to Nov. 1 if toileting is an issue.
2. Toileting will occur at regularly scheduled intervals and children will also be encouraged to use the toilet as needed. Accidents do happen and will be treated with sensitivity. Children will be assisted in cleaning themselves and changing clothes. Soiled garments will be placed in plastic bags and sent home for cleaning. Parents are requested to **replace spare clothes immediately**. Proper sanitary techniques and hand washing are stressed.
3. The above toileting plan does not apply to children with disabilities. An individual plan will be

made according to the child's abilities, parents' suggestions and professional recommendations.

### **Observations, Research, and Student Teacher Training**

This Center is enriched by its association with Boston College and has a special interest in furthering the mission of the University to develop new knowledge and to train education professionals. At the same time, BCCC is not a laboratory school for the university. Student interns, field placements, and work-study students are allowed to participate in the program by arrangement with the Director. Faculty with research projects must apply to the Director. The teaching staff will review their proposals. The PAC will also be consulted on major research projects.

The Center's goal is to provide high quality preschool education and child care in a relaxed atmosphere that supports children's self-esteem and allows them to seek and discover their world at their own pace. Students and research projects are monitored and supervised. Observers will be unobtrusive. Written parental permission is required prior to a child's participation in testing or individual observation during these projects. No child will be compelled to participate if he or she is unwilling.

### **Professional Development**

The BC Administration supports professional development. Three days are set aside in November for this purpose, and it is necessary that the Center close during this brief period. The founding parent committees approved this program and it is now part of the Center calendar (listed at the end of this HANDBOOK). There is no fee reduction for these days. Instead, the decision was made to offer families greater flexibility during the summer sessions in July and August. A child may be registered for all, some, or none of the summer sessions and tuition is charged only for those weeks the child is registered. An academic year placement will be held at the Center for all enrolled children regardless of their summer schedules. This is a costly option for the Center and a savings for vacationing families. Many other year-round child care centers waive tuition for only two weeks during a calendar year. The Administration and PAC approved this policy in 1988 as an advantage to both Center staff and parents.

## **Extra-Curricular Activities**

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### **Transportation**

The Children's Center does not provide transportation. Parents are responsible for transporting their children to and from preschool. We do take field trips off site. In these cases we walk, take public transportation or hire a school bus with seat belts.

### **Field Trips to BC Campus**

The Center plans field trips off site to BC campus and the neighborhood. Our University has many fascinating places to take children. We have libraries, an art museum, dining halls, sports facilities, carpenter shop, band room, theater and stage to name just a few. The trips are planned to augment the curriculum and well in advance and parent volunteers are encouraged to attend. The purpose of a volunteer is to converse, interact, question, and guide his or her child and one or two classmates. We do not invite siblings on trips because it is difficult for a volunteer or attend to a group if he or she is responsible for their own younger and older children. If you are going to volunteer for a trip we will need you to give permission for a CORI and DSS check. Please volunteer in advance so these checks can be completed.

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### **(BCCC is not currently taking bus trips but this may change in the future)**

In the past BCCC took field trips to places outside our neighborhood. In this case transportation is via rented school bus and driver. It is Center policy to request a bus equipped with seat belts; if a bus arrives that does not have seat belts; the trip will be postponed until a bus with seat belts is made available. Parents may wish or need to transport their child themselves and may make arrangements to meet the group at the trip destination.

All children are invited to come on all trips regardless of whether the trip falls on a regular school day for a particular child. However, due to licensing regulations and staff considerations, it is imperative that children, who are not scheduled to attend BCCC on the day of a trip, be accompanied by a parent and are able to leave when the trip is over.

Trips often involve admission fees. The Center covers transportation costs and we request that parents pay for admission. If the fees present a hardship for any family, please see the Director or the Assistant Director.

Since all staff is needed on field trips, no one can be assigned to stay at the Center. If you do not wish your child to go on a scheduled outing, please make alternate child care arrangements.

### **Recreation Complex**

The Center utilizes the facilities on campus for recreational and physical education. The children may go to the gymnasium once or twice a week during winter months. During the summer program, swimming lessons with a licensed instructor are scheduled twice a week at the BC pool. The children walk to the Rec Plex, so they need appropriate weather gear. Campus Police assist the children and teachers across Beacon Street.

### **Birthday Celebrations**

We are pleased to celebrate children's birthdays or similar special ethnic and/or cultural days. Please inform us in advance of these events and we will be happy to assist you. Birthday parties are usually celebrated with a special food item at the end of lunch. Please be aware that many parents wish to limit their child's sugar intake and we also encourage alternatives to sweets. Your child's teacher can suggest alternative treats that are big hits with the preschool set. A birthday breakfast with bagels, a special lunch pizza party, or muffins instead of cupcakes have all been well received by the children.

### **Holiday Traditions and Celebrations**

The Boston College Children's Center regards the exploration of different cultural traditions and religious beliefs as an important part of education. The Center takes the position that an informed respect for other cultures and religions is the best way to counteract prejudice and its negative effects. Families are invited and encouraged to share their cultural and religious traditions with other children and their families. Such activities should be undertaken in the spirit of enriching the Center's program and should be devoid of any proselytizing. Families wishing to share their traditions are encouraged to make arrangements with their child's teacher. The presentation need not be long or complicated--it can be as simple as reading a favorite book or showing special decorations. The children always enjoy these activities and are enthusiastic participants. The Center has guidelines available to help you prepare a presentation.

The Center, while part of a University whose foundation and traditions are religious, requires no personal religious commitment on the part of families who are served by the Center, nor does it offer a program of religious education.

The Center incorporates into its program some holiday celebrations such as Halloween and Valentine's Day which, while they may have religious origins, are now considered a part of popular American culture.

BCCC takes a “holistic” approach to celebrating families. Our program supports and respects all families and we try to celebrate this all year long with events that bring everyone together. Families in our center have many different configurations so individual parent day celebrations (Mother’s Day/Father’s Day/ Grandparents Day) may present issues for some children and even generate some sadness. BCCC’s goal is the celebration of family as a unit bound by love and we support this all year round. We leave it up to individual families to choose how they may wish to celebrate these “specific parent” days. We wish each and every family member the best on these “special” days and every day but we will not be generating gift giving projects with the children. Some children may take it upon themselves to do something during free choice but the teachers will not be organizing a Mother’s, Father’s or Grandparent’s Day project. The children and teachers build their portfolios all year and that is a celebration of your child’s year and their gift to the whole family. We encourage you to facilitate your child’s celebration of these specific parent days in your own preferred tradition.

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## **Parent Involvement**

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### **Parent Meetings and Special Events**

Parent Advisory Committee meetings and special events are held at regular intervals throughout the year to discuss program information and parent issues, and for social occasions. Dates and times are planned by the Director and the Committee with consideration given to BC and holiday schedules. All meetings/events are announced well in advance and parents are encouraged to volunteer for the PAC and to attend center events; they are an opportunity to have fun, meet other families, and talk with teachers.

### **The Parent Advisory Committee**

The PAC is a nine to twelve member group of parent volunteers. Volunteers are solicited at the beginning of each year through an e-mail to all families. There are usually enough volunteers for representation from each classroom. If there are more volunteers than needed there are subcommittees and classroom parents can decide in which roles they wish to serve. The Center endeavors to have a variety of employee categories represented on the PAC; a neighborhood volunteer represents those not affiliated with BC. In 1994, the PAC approved a new category of "other" to allow the spouse of a BC employee to serve on the committee.

The role of the PAC is consultative, not legislative. Its primary purpose is to offer advice to the Director on matters of importance to the Children's Center. These matters include but are not limited to: policies and procedures of the Center; maintaining accreditation, anticipated increases in tuition or fees; planning of special events; selection of staff; and parent development programs. The Committee plans and runs family social events and fundraising events for the Center.

PAC meetings are held monthly and are conducted by the Committee chairperson who sets the agenda and provides a summary of meetings to parents. The Director plays an active role in meetings, submitting a Director's report, presenting issues for discussion, and providing background on topics being considered by the Committee.

The PAC is also a channel for parents' comments regarding the Center's programs and policies. PAC members serve as classroom liaisons and each liaison is assigned a specific number of families (3 to 4) to call each semester. The call serves to disseminate information or solicit questions or comments. This information is discussed at the next PAC meeting and plans are made for responding to any questions or concerns.

### **Program Evaluation**

Parents are invited and encouraged to participate in the liaison phone calls each semester and complete

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a NAEYC authored Center Evaluation form each spring. These forms are anonymous and are used to help us respond to parent perspectives. The results are tabulated and shared with the PAC and all parents in the minutes of the next PAC meeting which are e-mailed to all families. The PAC requests the Director report the results in a detailed narrative as opposed to question by question.

### **University Resource Committee**

A University Resource Committee is also available to the Center. Department liaisons from within the Schools of Education and Nursing and the Psychology Department (and others as needed) have volunteered to be available to the Center for advice, projects, and resources. These individuals will be utilized by the Center staff and/or Advisory Committee as resources and to augment program quality.

## **General Policies**

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### **Appropriate Communication and Physical Contact**

BCCC is committed to values that respect individual rights as well as the rights of the group. It is expected that all communication and contact between adults and children or among adults will be respectful and appropriate at all times. The Center fosters these values as follows:

1. We discourage discussions of children's behavior in the child's presence. Teachers want to listen to parents' concerns or information, but request that sensitive issues be addressed in a private conversation. This also applies to any difficulties between adults. If a discussion is needed or a conflict arises, please arrange a time and place away from children to address the issue. Upstairs offices and the staff room are available alternatives. Caring for your child is a team effort and problems need to be handled in an atmosphere of mutual cooperation with the goal of finding mutually satisfactory solutions. Children need to see parents and teachers working as a team and in agreement. This fosters their comfort and security. The Director should be informed of any serious issues.
2. We use language from a "Safety" curriculum that empowers children to verbalize their feelings and also helps them respect the feelings of others. When adults are interacting with children they acknowledge feelings, explain decisions simply, and enforce rules equitably. Adults physically interact with children only with their permission, unless there is a safety issue. Children are also taught to seek permission before touching (hugging etc.) a child or adult. Teachers model coping strategies for children having conflicts. Using words and seeking compromises are presented as appropriate ways to solve problems. Physical aggression is not allowed and hurtful words are discouraged.

### **Daily Routines**

#### **Morning Arrival**

The Center opens at 8:00AM. If you arrive before that time, the opening teachers may be in the building preparing for the day. If you enter the building early, please stay with your child until 8:00AM when the teachers open the Center. We recommend that you set up a routine where you help your child put his or her things in the cubbie, sign in, put the lunch away, enter the classroom and assist your child in selecting a toy, etc., and then tell your child when you will be leaving (for example, in five minutes). When it is time to go, tell your child you are leaving and offer to say good-bye to them where they are, or at the good-bye window. If your child is having difficulty separating, you can signal a teacher for help and one will assist you. If your child is upset when you leave, call us when you arrive at work and we will let you know how he or she is doing.

When you enter the Center, after 8:00, there will be staff on hand in an open classroom to greet children and ease them into a game or activity. ***Please be sure your child is safely into the***

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***open classroom before leaving and that a teacher knows he or she has arrived.*** Please allow yourself enough time to sit with your child if necessary on the first few days of attendance. When you are ready to leave, please say good-bye to your child.

Arrival time is very busy for teachers. Please feel free to communicate necessary information at that time, but please refrain from lengthy conversations and/or discussions. Matters that will require more than a few minutes can be discussed at a mutually convenient time for parents and teachers; the staff will try to accommodate these requests at the earliest opportunity.

Please arrive before 9:15AM to ensure your child reaps the full benefit of the class curriculum, which begins at that time. As noted above, timely arrival is critical to a smooth transition between home and school. It is also necessary for a professional teaching environment for children and staff.

### **Traffic Pattern**

The required car approach to the Center is Beacon St. to Lawrence Ave. to Lee Rd. with return to campus by the same streets. It is imperative that this route be used in the interest of positive community relations and for the safety of children and adults walking into our school. If you come down Stone Ave the only place to turn is in our driveway and this is a safety concern.

Upon arrival please park on the right side of the U drive which is beside the Center on Lee Rd. (Newton Police ticket the left side; they consider it a sidewalk). Parents often ask the Center to intercede with the City of Newton regarding parking tickets, potholes, street signs, and the like. Please understand that the Director and teachers at the Center DO NOT receive any special considerations from the City. A resident is in a much better position to make a request and get results.

### **Visiting**

The Center has an open door policy and we encourage you to visit at any time. You are encouraged to participate, make presentations to the children, and/or have lunch with your child. If you would like to share a tradition, hobby, or skill, please discuss it with your child's teachers.

Until children are accustomed to visits, they will often change their behavior when their parent is in the Center. Visiting parents should try not to interrupt the classroom routine and should encourage their children to continue to abide by the rules of the classroom. If you are unclear about the routine or rules, please ask the teachers for clarification. If your child is having difficulty with your visit, teachers will make suggestions to ease the situation. We want your visit to be pleasant for you, your child, and the class, and we will make every effort to assist you.

Your child may not want you to leave at the end of your visit. This is very common and stress may be avoided by preparing your child for the first few visits. On the day you plan to come, explain to your child when you are coming, how long you will stay, when and where you are going when you leave, and when you will return. The separation problem will diminish quickly if you are very positive about your planned visit and follow through with your routine each time.

Once your child has adjusted to the Center and your visits, dropping in when you have a free minute should not be a problem.

### **Nutrition Program**

The Center will provide low fat milk at AM snack and lunch and juices in the PM to augment the snacks and lunch provided by parents. Please have all food items in a labeled lunchbox. This box will go home with your child every day. We ask that the children's snacks and lunch contain items from the main food groups; finger foods such as sandwiches and fruits or spoon foods such as yogurt and applesauce are good choices. Please provide a non-perishable item for AM snack basket so children can more easily access their AM snack during the open snack hour. ***Please cut foods such as: grapes, hot dogs, melon etc. (lengthwise not circular) to avoid choking.***

Lunches cannot be cooked or heated; hot foods may be packed in a large-mouth thermos. Soups,

pastas, and chili are some of the items that children enjoy and are easily kept warm in a wide top thermos and should be placed on top of the child's cubbie. Lunches and snacks that are not in a thermos are refrigerated until they are served. Foods with high salt or sugar content are discouraged. Please see nutrition addendum at the end of this handbook for nutrition information and suggestions.

The Center teaches conservation and recycling as part of our everyday routines. Parents can support this by using recyclable containers for lunches instead of foils, wraps, and plastic baggies. Please label the containers and we will be sure they are returned each day. The center has a program with Mabel's labels and highly recommends the investment in these indestructible labels. You can order at: [www.bcchildrenscenter.mabel.ca](http://www.bcchildrenscenter.mabel.ca).

Please inform the Center, in writing, of any food restrictions or allergies. These should also be noted on your child's forms and medical. If your child has an epi-pen, please supply TWO that may be kept at the center.

***This year we have 3 children with peanut/nut allergy.*** Due to the severity of the allergy we are striving to make the center a peanut/tree nut free zone. We request that no peanut butter or food items with peanuts/tree nuts or peanut cream be brought into the center. Things with the disclaimer of "manufactured in a facility that processes peanuts/tree nuts" are ok for lunches and snacks if the active ingredients do not list nuts. There is the possibility of a severe reaction if peanuts/tree nuts are ingested and for some children even the oil or odor can have an effect. We request that any treats brought into the school for birthdays etc. include a complete list of ingredients. We prefer items be store bought and labeled with ingredients so we may monitor all items fed to the children. Thank you

### **Rest Time**

There is an afternoon rest time from 1:15 until 2:45PM. Children are asked to rest but are not required to sleep. Story tapes and/or soft music are played, and books and/or quiet activities are offered to those not asleep after 45 minutes. The Dept of Early Education and Care requires full day programs to provide a rest period and the Center staff agree that young children need this quiet time. Just as we do not require children to sleep, we will not encourage children to remain awake. Your child's own needs will dictate whether he or she sleeps during the day. If your child rests at the center he/she needs a small resting blanket, small pillow and a soft "sleeping buddy" if desired. Cot sheets are purchased at cost from BCCC.

### **Afternoon Departure**

Once you have reunited with your child and have begun departure, your child is no longer being monitored by the teachers nor are they responsible. ***Please do not allow your child to leave the Center ahead of you. The street and parking areas are dangerous.***

Should you be delayed beyond your expected pickup time, please notify the Center so that your child and the staff will know when to expect you. Please do not leave a voice message; use the emergency line, option 1 on the 617 552-3356 menu or direct dial 617 552-0202 to report late pickups to a staff person.

### **Child Care After Hours**

1. A BCCC teacher/student who accepts a baby-sitting job does so as an independent contractor and not as an employee of BCCC.
2. BCCC cannot be held responsible or be held liable for actions or incidents that occur when a person is engaged in work outside their employment with BCCC.
3. If you wish to have a teacher/student pick up your child from the Center you must put the teacher/student's name on the Approved Pick Up List. Family child care arrangements with any BCCC employee outside of the BCCC day are private employment situations and not part of the BC program.

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### **Phone Procedures**

Main Number is 617 552-3356. The voice mail system in use at the Center is designed to enable parents to convey important information to the teachers and Director without unduly disrupting the classrooms, and to leave messages for the teachers which they will return at the earliest opportunity.

Any parent with information that needs to be relayed quickly, such as a change in pickup time, a change in who is picking up a child, or a temporary change in location and phone number, should use the emergency line option in the voice mail menu.

A parent who wishes to speak with a teacher about a matter that is not urgent should use the appropriate voice mailbox to leave a message for the teacher. Messages are checked throughout the day and are returned as quickly as possible.

### **Telephone Auto Attendant**

The main number for the Center is 617 552-3356. This number will give you an auto attendant who will direct you as follows:

Hello, you have reached the Boston College Children's Center.

If this is an emergency call, please press 1 now.

If you would like to speak to the Director, press 2

To leave a message for Rm. 1, press 3

To leave a message for Rm. 2, press 4

To leave a message for Rm. 3 press 5.

To reach Karen Cristello press 6

If you have a rotary phone please stay on the line and you will be connected.

You may also dial Barbara Krakowsky directly at 617 552-3089 or Karen at 617 552-3088.

### **Late Policy**

The late policy outlined below will be followed in non-emergency situations that result in children being picked up after the Center closes (5:30 PM during the academic year, or 3:30 PM on Fridays during early release late-May through August). The policy is nonnegotiable and was reaffirmed unanimously by the PAC.

In the event of a late pickup that is not the result of an emergency; a late fee of \$1.00 per minute will be assessed. The teacher and parent will note the time of departure in the logbook, and parents will be required to sign out to acknowledge the time. A note requesting payment of the late fee will be sent the following day by the Director. Prompt payment is expected.

After three late pickups the fee will double. Chronic lateness will require a meeting with the PAC.

If you know you will be late, for whatever reason, please call the Center, using the emergency line 617 552-0202 so the teachers and your child will know when you are coming. Without information, the staff will be compelled to involve your designated emergency contact in the situation, often needlessly.

Most of the teachers have evening commitments, including their own childcare pickups, second jobs, classes, or carpools. Late departure hampers them in meeting these obligations.

The Director and teachers are aware that emergencies do occur and these situations, when brought to the attention of the staff, will be dealt with on a case-by-case basis.

### **Storm Closings or Delayed Opening**

The Boston College administration will post information on BCINFO at <https://portal.bc.edu/portal/page/portal/MyServices/Login>

BC will also try to get information on the radio by 7:00AM. WBZ (1030AM), WRKO (680 AM) and WBMX (98.5 FM) and on TV News 4 and Channel 5's Eye Opener News. It will also be recorded on 617 552-INFO. The Center's policy in the event of storm closings or delays is as follows:

1. The Children's Center will be closed when University offices are closed.
2. The Center will delay opening until the time designated by the University for office personnel.

In the event that you arrive at BC before the scheduled opening time, please keep your child(ren) with you until the hour appointed by the University. Although some teachers might arrive early, the Center cannot accept children before the University opening time. It is not possible to anticipate when other commuting staff will get here during a storm delay and we do not want to create a safety issue or violate licensing standards by having too many children with too few staff.

## **Health Policy**

### **Illness**

Please notify the Center as soon as possible if your child will not be attending school for a day or for an extended period of time. Teachers should be informed of injuries or illness so they may provide the best care for your child and notify others if there is the possibility of contagion.

The Center requests that children not be brought to school if they are:

- running a fever of 99 degrees or higher,
- are expressing illness-related distress or discomfort
- have symptoms of diarrhea or vomiting within the last 24 hours.
- display excessive coughing or sneezing

These are contagious conditions and will infect other children. There are many other childhood conditions that are contagious and require exclusion. These include, but are not limited to, chickenpox, severe colds, conjunctivitis, impetigo, lice, and strep throat.

If your child displays symptoms of any of these conditions during the day, the Center will request that a parent or authorized adult pickup the child as soon as possible. ***If parents cannot be reached the Center will call the emergency contact. Your emergency contact must be someone who is available in case of mild illness, is willing to care for your child under conditions such as a mild fever, vomiting etc., and has transportation to the Center.***

Children sent home from school with vomiting, diarrhea or fever must be free of these symptoms for a full 24 hours without the use of medication before returning to school. This gives the child a rest period to recover and limits the spread of illness to other children. Children with severe symptoms may need a doctor's clearance to return to school.

Parents are advised of communicable diseases or conditions via e-mail Health Alerts and/or cubbie room notices. Please note these alerts and follow recommended precautions especially during flu season.

If a child is under-immunized and there is an outbreak of a childhood disease for which there is immunization, the teachers will remove the child from the group where the condition has been identified and contact parents and request the child be excluded from school until the contagion has passed.

### **Flu Season**

The H1N1 flu and seasonal flu have brought greater awareness to of appropriate measures needed to

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protect children and adults from the spread of illness. Proper hand washing and coughing sneezing etiquette will help to control the spread of germs. We request all children and adults wash their hands upon entering the building.

### **Allergies and Chronic Illness**

The center takes every precaution to protect children with allergies from their allergens. If they inadvertently come in contact with an allergen, they will be monitored closely and their allergy plan followed. If symptoms worsen parents will be contacted and 911/BCPD will be called.

Children with chronic illness will be monitored and if symptoms arise they will receive treatment according to their plan. Any breathing issues we will call 911.

Children with epi-pens for allergies should have a two pac (Epi-pen jr.) at the center in case of a malfunction. Epi-pens must be dated and kept current to be effective.

Children with chronic illness such as asthma may need medication at school. Parents will provide doctor's authorization, current prescription and fill out a chronic illness form and medication form.

### **Medications**

Medications will be dispensed only with physician and parent authorization. Parents must be the ones to administer the first dose of any new medication other than the epi-pen.

Prescription drugs or special medications may be dispensed by teachers if a medical authorization is signed by the parent(s) and if the medicine is in its original container with the prescription label attached. Parents need to fill out a medication form and give form and medication to their child's teacher. If there is training needed for dispensing a medication please contact the Director. Teachers will sign a log when they dispense medication.

Nonprescription drugs must be authorized by a doctor in writing in order to be dispensed by teachers. Parents may come to the Center to dispense nonprescription drugs to their children. We request that these drugs be used for minor cold symptoms only and not to mask a fever, severe coughs, or active diarrhea.

Individual topical creams, sunscreen, and insect repellent may be dispensed as directed with written parent authorization. Parents must provide their preferred sunscreen product with SPF >15 The center will, with parent permission, provide OFF Skintastic as an insect repellent. This product contains DEET. The center does not usually experience mosquito problems and prefers to come indoors to using repellents. If this situation changes we will inform parents especially if the use of repellents becomes necessary.

### **Dental Hygiene**

The center supports the State regulation regarding tooth brushing at school. Children may brush their teeth after lunch. Parents provide a toothbrush, no toothpaste is used. The toothbrush will be kept in the classroom holder and sent home for replacement every 3 months or after an illness. Due to sanitation concerns brought up by parents, parents have the choice to opt out of tooth brushing by filling out the form in the enrollment packet.

### **Restricted Substances**

1. To protect everyone's Health, BCCC is a non-smoking building. Smokers may go outdoors but are asked not to be visible to children and to dispose of cigarette butts in a trash receptacle elsewhere. Thank you.
2. No alcoholic beverages are permitted when children are in care.

### **Emergency Procedures**

In the case of a health (physical or dental) emergency, the Center adheres to the following procedures:

In the case of an emergency involving a child

1. The teacher with the child will assess the situation and dial BC Police at ext. 2-4444 and explain the nature of the emergency. The EMT on duty will come and assess the child and/or call the ambulance.
2. One staff member will attend the child while a supervisor retrieves his or her record and calls a parent. (Emergency cards are revised annually but it is the parent's responsibility to update the center's emergency contact numbers if they change midyear. Reminders are sent each semester.)
3. In a life threatening situation, BC Police or an ambulance will transport your child to the closest hospital. The ambulance decides which hospital. It is usually St. Elizabeth's or Children's Hospital. Once stabilized, a child may, at the discretion of attending medical personnel, be transferred to another hospital.
4. A staff person who witnessed the emergency situation will accompany the child to the hospital, bringing records and all parent permission forms.

## Safety

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BCCC is licensed and inspected by the State of Massachusetts Dept. of Early Education and Care, the Newton Building Inspector and the Boston College Health and Safety Officer. These inspections ensure that all health and safety codes are met and that the Center adheres to quality program guidelines in areas such as teacher requirements, curriculum, and administrative practices. All staff members are trained annually in child CPR and other basic emergency procedures.

### Mandated Reporting Laws

*In accordance with Massachusetts law, the faculty of the Children's Center falls 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.*

*If any serious situation should arise, the staff of BCCC will act in accordance with the law and the policies of the University. DSS has disseminated guidelines regarding signs of child abuse/neglect. Boston College has institution wide policies regarding the "Use of Alcohol at Boston College" and a "Drug Free Workplace" that addresses alcohol and substance issues and these are available on the BC website. Should the center staff encounter a questionable situation of endangerment they are to call the BC police for assistance.*

Communication during an emergency on campus is typically run through the BCPD (617) 552-4444, and BCPrepared. They will contact BCCC through our emergency line 2-0202 and/or cell phones.

BCPD will arrange for a bus to transport us out of the area.

Parents will be informed through BC police or BC Prepared on where BCCC has been transported to. We can also put messages on our room phones. Adventurers is 617 552-0205; Explorers is 617 552-0206 and Ducks is 617 552-0207. Please try your room first to limit the number of calls trying to reach each phone.

### **BCCC ON SITE EMERGENCY PROCEDURES**

In the case of an emergency at the Center, staff will do the following:

1. Dial Campus Police at ext. 2-4444 or use outside panic button and explain nature of emergency.
2. One staff member will attend the child while the others manage the rest of the children. The supervisor/teacher retrieves the child's emergency card and record and calls the parent. If parents cannot be reached the designated emergency person will be contacted.
3. Campus Police EMTs or an ambulance will transport child to the nearest hospital. If the situation is life threatening (St. Elizabeth's). If it is not a life threatening, Children's Hospital.

### **Weapons Policy**

In accordance with regulations and accreditation criteria this policy is listed. No weapons of any kind are allowed on the premises or grounds of Boston College Children's Center; this includes any type of licensed firearm. The BC Police Dept. and/or city and state law enforcement excepted.

### **Toy Policy and Policy re: Dangerous Objects**

BCCC is intended to be a safe place for children to learn and play. During children's visits to the Center and at the beginning of the school year, teachers observe children to identify those who may still mouth toys. We request that parents of children who are still mouthing toys inform us of the possibility verbally and on their intake history form. The toys in room 3 are screened for choking hazards, and children who are identified "mouthing" are carefully watched and offered appropriate toys when playing outdoors or in other classrooms. If you bring an infant or toddler into the Center, please be aware that items that are safe and appropriate for preschool children can be a danger to younger children. We ask that you monitor your younger child closely while dropping off or picking up your preschooler. We also request that your child leave at home those things that might pose a risk to others.

In order to minimize the chance of injury, items that are proven safety risks will not be allowed in the Center. These include, but are not limited to:

- Coins and latex balloons which, if swallowed or aspirated, are extremely dangerous.
- Guns and other war toys which are considered inappropriate and frequently lead to aggressive behavior.
- Transformers or toys with very small parts or projectiles.

### **Building & Playground Inspections**

BCCC has a standing work order with the Carpentry Shop of Buildings and Grounds to inspect the playground and inside equipment on a monthly basis. The Work Order Center, which arranges for necessary maintenance, will also track our work orders and ensure they are processed quickly.

### **Building Security**

BCCC has coded door locks. The combination is changed and given to parents and staff at the beginning of each academic year. Please keep this code confidential and give only to your authorized pick up persons. Please do not share this code with the children; they like to offer it to anyone approaching the door. BCCC also has deadbolt locks which secure the building when the center is closed. Files & Computers are in offices which are locked when unoccupied.

Please do not open the center door for an unknown adult. Authorized BC personnel should have badges visible when they come to the door.

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## Registration and Enrollment

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The Center accepts children ranging in age from 2 years 9 months through 5 years. Priority for enrollment goes to current members, siblings of current members and/or Center alumni, and BC-affiliated applicants. Available spaces are filled via a lottery. Contracts for preschool run for the length of the academic year (September-June) with optional weekly summer enrollment during July and August.

### **Continuing Enrollment**

Current members of the Center will be given first priority in enrollment for the upcoming school year. Requests for enrollment must be processed by the December deadline or the space will be considered available for the lottery. Summer registration is held during Feb/March and is a separate enrollment. Children may be enrolled in the preschool year only and still hold their place for the next preschool year.

### **New Applicants**

Openings in the fall classes are awarded by a lottery system explained on the BCCC enrollment web page. Registration for the lottery takes place beginning October 1 and ending in early December. The deadline for inclusion in the lottery and the drawing are posted on the form and website. Lots are drawn according to age group, gender, and employee category to allow all employees of the University access to the Center. When selection is complete, parents are notified and appointments are made for an intake interview for the parents with the director. This meeting takes approximately 45 minutes and affords the parents an opportunity to see the facility, discuss the center and meet the teachers.

At the end of the intake interview the parents are asked if they wish to continue the enrollment process. A contract and a non-refundable advanced payment are processed to hold the child's place in the class. The parents are invited to bring their child to visit the Center in the late spring. If either of the parents or legal guardians has not visited the center, we request that they take this opportunity to do so. During the visit, the Center staff attempts to evaluate the child's readiness for preschool. Parent input on this matter is very important, especially with the incoming two-year-nine month olds. New children and parents are offered and encouraged to visit several times before the start of school. Families are loaned a "Welcome Book" that describes in words and pictures the routines of our day. Parents are encouraged to read this book with their child to help with the transition. The Welcome Book is available in English, Spanish, French, Chinese and Korean if preferred.

The next step is to visit the center with your child and together with the teachers determine your child's readiness for preschool. The visits usually occur during July and August, prior to the start of the school year. Preschool age appropriate expectations are that children will be able to separate from parents without prolonged sadness, be able to follow simple directions, be willing to use the potty and cooperate with their teachers.

Lastly, parents need to process the enrollment documents for their child's file. These documents are required prior to the first day of school. New fall members with children over three years nine months on July 1 may also consider registering for summer sessions on a space-available basis.

### **Summer Program**

The Center offers a summer program for those parents choosing year-round childcare. The program is recreational in focus with outdoor activities, swimming lessons (depending on pool and staffing schedules), special events and field trips. Enrollment is separate from the school year and parents enroll their children by the week and pay only for those summer weeks enrolled.

Boston College has traditionally offered early release to its employees on Fridays from the last week in May to the last week in August. During this period the University closes at 3:00PM. The Children's

Center will close by 3:30PM when this schedule is in effect.

### **Documentation for Enrollment**

The child's file includes the documents below and are kept in the Director's locked office. Permission form for center teachers to have access to these files is included. The center is licensed by MAEEC and regulatory authorities may access these files for licensing purposes. You may also list others you wish to have access otherwise no information will be shared without your written permission.

The following documents are required for enrollment:

1. A copy of the child's birth certificate.
2. All BCCC enrollment forms signed & dated by the parent(s) or legal guardian(s).
3. Physician's Medical History and Physical Exam form including documentation of any allergies, proof of immunizations, lead screening and results for children under 4 years old, Regular immunizations plus Hepatitis B vaccine, chicken pox vaccine or date of illness are required for all children entering preschool. If parents have a religious exemption please submit a letter indicating such, a health exemption must be documented by the physician. The date of the physical exam must be less than 1 year. Names of individuals authorized by parents to have access to health records, if applicable. If child is under-immunized because of a medical condition or family beliefs please provide documentation.
4. Current health info and emergency contact information filed on the emergency card.
5. Any special documents or information referring to legal custody, family arrangements, health conditions, etc.
6. Verification of income if a parent is a Boston College employee or graduate student applying for subsidized full-time care.

### **Referrals**

Concerns regarding a child's health, development or behavior will be brought to the immediate attention of the parents. The child's teachers will assess the areas of concern and document through observation, anecdotal records and other appropriate methods and then meet with parents to discuss their observations. With the parents' consent, the Center will assist in arranging for a consultant evaluation or other services available through the University (for employees) or ask parents to contact their public school system for evaluation and support, and/ or private resources if they prefer. The Centers goal is to serve the best interests of the child and make every effort to maintain the child and family within our community. Any referrals will be followed up by the Center, with the parents' consent.

Families applying to the Center are asked to provide as much information as possible about their child's needs to enable the center to accommodate the child to facilitate full participation in this program setting. If, after exploring the options, it is determined that the Center, even with reasonable accommodation, is not the best placement for a child, the parents and director will work together to find appropriate referrals.

### **Area Referrals**

#### **Medical Services:**

St Elizabeth's Hospital	Main Number:	(617) 789-3000
	Emergency Department:	(617) 789-2666
Children's Hospital	Main Number:	(617) 355-6000
	Emergency Department:	(617) 355-6611
Children's Floating Hospital	Pediatric diagnostics	(617) 636-7242
Mass Eye & Ear	Comprehensive Ophthalmology (eye)	(617) 573-3202

	Otolaryngology (ear, nose, throat, plastic surgery)	(617) 573-3954
	Audiology/Hearing	(617) 573-3266
Mass General Hospital	Main Number:	(617) 726-2000
Pediatric Dentistry Group	1560 Beacon St., Brookline	(617) 731-5437
Pediatric Dentistry	1908 Beacon St., Brookline	(617) 277-5200

### **Social Services**

Pat Touzin,	BC Faculty Staff Assistance Program	(617) 552-3340
Debbie Weinstock Savoy	WarmLines consultant/family psychologist	(617) 244-6843
Debra Hirshland	Newton area psychologist	(617) 332-1552
MAEEC		(617) 472-2881
Community Partnerships		(617) 736-7890

### **Educational Services:**

Early Intervention, Newton	(617) 552-7398
Newton EC Office	(617) 552-7709

### **Services for Diverse Families**

MA Multi Cultural Resource Directory

MADPH

### **Individual Education Plans**

Children identified with a special need will have an IEP or IFP from their early intervention program or school system or a private credentialed source. The Center will assign one of the child's teachers to implement the recommendations for the school setting and at the invitation of the parent, be the school liaison at the IEP meetings.

### **Probationary Period and Termination Policy**

***Upon entering the program, there is a probation period of four weeks for each new child.*** This allows for a period of adjustment for the child, the family, and Center staff. If there is difficulty with adjustment or the child has needs the Center is unable to accommodate, the parents will be consulted and appropriate procedures and referrals offered. These will be presented to the parents in writing, and meetings will be arranged to explore alternatives.

The Center retains the right to terminate, at its sole discretion, the enrollment of a child throughout the probationary period. Any decision to discontinue service will occur within four weeks of entrance into the program unless the Center agrees to extend the probationary period in an effort to maintain the child at the Center. It may also be necessary to review the placement of a current member within the context of some of the circumstances outlined below. Any termination will be documented in writing and depending on the issue, parents will be given a reasonable period of time (2-4 weeks) to make alternative arrangements. (Financial adjustments are addressed under the Tuition Policy.) Reasons for termination include but are not limited to the following:

1. The purpose of the termination policy is to acknowledge that all children are not ready for formal education and group care at the same age. Some children become emotionally upset for extended periods of time due to separation anxiety or other issues. This resistance on the part of the child will often disappear with maturity. The child may easily enroll a year later without incident. In these cases, during the probation period, we try shortening the child's

- day and/or changing the scheduled number of days in an effort to help the child adjust. If the child continues to be upset, the Center will recommend another six months at home or a home care setting as possible alternatives.
2. The Children's Center has a developmental approach to child guidance techniques. Our expectations are appropriate for the child's age and stage of growth. Some children display aggressive or uncooperative behaviors which pose a threat to themselves or others. For the protection of the child and other children, these situations must be addressed quickly. Consultation with the parents and available resources will be offered and utilized. If the child's behavior continues to be a safety concern, the Center will assist the parents by providing referrals.
  3. The Center tries to fully orient parents to our program. Philosophy, policies, procedures, and curriculum are explained in depth during the intake interview, in this PARENT HANDBOOK, and during pre-enrollment visits. It is assumed that when the child begins school, the parents are comfortable with the Center's policies and agree with its philosophy. If it becomes evident that the parents do not agree with the Center's philosophy, policies, procedures, and/or curriculum, and a resolution is unattainable, the Center will require that the family seek a setting that is compatible with their practices.
  4. The Center recognizes that some families live apart due to a variety of circumstances. The Center staff is sensitive to the needs of children in these situations and will try to support them. It is also important that the teachers are able to have positive relationships with **all** parents or guardians interacting with the Center. The Center staff sees its role in partnership with parents, as nurturers and educators, and feels strongly that teachers and other staff should not become involved in any family controversy. The center will provide referrals to assure a resolution of any controversy affecting the operation of the Center or the teacher/child/parent relationship.
  5. The Center requires that families living apart work out mutually agreed upon, or have legally provided plans for their child's care and that they present these plans to the Center in writing. Agreements must be in place so that we may all serve the child's best interests. If the custodial parents cannot agree on the care and treatment of their child, the Center cannot accept responsibility for that child until a plan is in place that is acceptable to both the custodial parents and the Center. If a written legal resolution is needed, the Center requires a document that clearly defines who is authorized to make decisions regarding the child's care and education. The Center would then require from the authorized person, a written plan and reasonable procedure to follow regarding the care and treatment of the child before accepting responsibility to care for that child.

### **Child's First Day**

The following CLEARLY LABELED items are to be maintained at the Center at all times: Please consider using Mabel's Labels; they really work: [www.bcchildrenscenter.mabel.ca](http://www.bcchildrenscenter.mabel.ca).

1. A complete set of clothes (2 or 3) (underwear, socks, pants, shirt, and sweater or sweatshirt).
2. Nappers need a customized cot sheet (cost \$18.00). Parents provide a small blanket and pillow.
3. A toothbrush or a waiver form.
4. A favorite stuffed toy for rest time (optional).
5. A picture of child's family to keep at the Center, which often helps with the transition from home to school.
6. Appropriate outdoor clothing. Jackets with working zippers and buttons a must.

In winter, jackets, snow pants, insulated water-proof boots, waterproof mittens & hats are required.

### **Treasures from Home**

Transitional objects often help children adjust to or feel safe in a new environment. Preschoolers

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often hold stuffed animals, dolls, and blankets dear. We ask you to consider several factors when helping your child choose appropriate "treasures" to bring from home.

1. Items should be able to fit into a child's cubby.
2. Items should not present choking hazards or encourage aggressive behavior (war toys).
3. Please label all "treasures".

### **School Attire**

Experience brings with it the following recommendations:

1. Please dress your child in durable, casual clothing with a consideration for the weather. An outdoor playtime will be scheduled every day possible. We walk around the neighborhood or to the campus recreational complex during inclement weather. Please have rainwear/cold weather gear available. Children play freely at BCCC. Please dress your child in clothing that can get messy and does not have drawstrings. Drawstrings are dangerous on the playground.
2. Clothing they can manage independently in the bathroom is very important.
3. Socks and rubber soled tie shoes or sneakers are best for walking, running, and climbing.
4. Water-proof insulated boots, hats, waterproof mittens, and snowsuits are required for winter.
5. Boots and rain gear are needed for storms and rain showers.
6. Summer Only: A bathing suit, towel and water shoes in a waterproof backpack (not carry bag) are necessary for summer sessions.
7. Please NO Open SANDALS, CROCS, or backless shoes-- they are hazardous on our playground.

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## Nutrition Information

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### Preschool Nutrition Guidelines Prepared by Sheila Tucker BC Nutritionist

#### General Nutrition Recommendations:

Children of all ages should consume a balanced diet that together with daily physical activity promotes healthy growth and development. Whole grains, fruits, vegetables, low-fat dairy, and lean protein sources are recommended to comprise the majority of the food groups consumed. Children over the age of three years can begin to transition to a low-fat diet provided overall energy needs are met and growth remains within normal limits. Intake of added sugars and sweetened beverages should be moderated to lessen risk of dental caries and excessive energy intake that can lead to overweight. For this reason, the American Academy of Pediatrics recommends that fruit juice intake be limited to 6 oz/day. The United States Department of Agriculture offers up-to-date advice on nutrition for preschoolers at <http://www.mypyramid.gov/preschoolers/index.html>

Preschool children have unique nutritional needs compared with older children or adults. Meal and snack patterns should focus on provision of a variety of nutrient-dense foods, such as those listed, in appropriate portions following a predictable time schedule to allow for three meals and two snacks per day. Preschool children usually cannot consume a sufficient amount at a meal to stay full and energized until the next meal, which emphasizes the need for snacks. Snacks should contribute to the nutritional requirements of the child. A nutritious meal contains at least three of the major food groups, while a snack contains at least two food groups. Food groups and preschool portions are contained in the accompanying *Meal Pattern Requirements for Children Age 1 through 12* along with suggestions for lunches and snacks. Lunches and snacks must be nut and peanut-free as described in the Food Allergy section of these guidelines. Food and beverages brought from home should be labeled with the child's name.

#### Nutrition Concerns:

Food Allergies- Food allergies affects 1 in 25 individuals, with a higher prevalence among children. It is imperative that food allergy diagnoses are communicated to the Center so that an individualized plan can be developed to protect the child from contact with the allergen. The Center requests consent for posting information about individual food allergies as part of this plan. Because of the prevalence of nut and peanut allergies, the Center is designated as nut- and peanut-free. No food or beverage can be brought to the Center that contains any nuts or peanuts. Food brought to share should be store bought with ingredients labeled on the package.

Choking- Choking is a hazard in preschool children. Round, hard, thick and sticky, and smooth foods are implicated in choking incidents in young children. Examples include raw carrot rounds, whole grapes, hard candy, nuts, popcorn, and chunks of meat that are larger than what can be swallowed whole. Foods that present a risk for choking should be avoided or modified to reduce choking risk. For example, whole grapes should be cut to bite size pieces.

#### Food Safety:

All lunches and snacks are stored in the refrigerator at the Center to maintain temperature between 32° F and 40° F. Food prepared at home should follow safe food handling and personal hygiene practices: hands should be washed before preparing food, clean surface and clean utensils should be maintained, care should be taken to assure proper cooking and refrigeration/storage temperatures are reached. Food safety information for the home can be found at <http://www.fightbac.org/>

From S.S. Aronson, ed., *Healthy Young Children: A Manual for Programs*, 4th ed., (Washington, DC: NAEYC, 2002), 51.

<b>Meal Pattern Requirements for Children Age 1 through 12</b>			
<b>AGE</b>	<b>Children 1-2 Years of Age</b>	<b>Children 3-5 Years of Age</b>	<b>Children 6-12 Years of Age</b>
<b>BREAKFAST</b>			
Milk *	1/2 cup	3/4 cup	1 cup
Vegetable or Fruit or Juice (100%)	1/4 cup	1/2 cup	1/2 cup
Grains/Breads (enriched or whole grain)	1/2 slice* (or 1/2 serving)	1/2 slice* (or 1/2 serving)	1 slice* (or 1 serving)
- or cold dry cereal	1/4 cup (or 1/3 oz.)	1/3 cup (or 1/2 oz.)	3/4 cup (or 1 oz.)
- or cooked cereal	1/4 cup	1/4 cup	1/2 cup
<b>SNACK (select two of the following four components)</b>			
Milk *	1/2 cup	1/2 cup	1 cup
Vegetable or Fruit or Juice (100%)**	1/2 cup	1/2 cup	3/4 cup
Meat or meat alternative	1/2 ounce	1/2 ounce	1 ounce
- or yogurt (plain or sweetened)**	2 oz (or 1/4 cup)	2 oz (or 1/4 cup)	4 oz (or 1/2 cup)
Grains/Breads (enriched or whole grain)	1/2 slice* (or 1/2 serving)	1/2 slice* (or 1/2 serving)	1 slice* (or 1 serving)
<b>LUNCH/SUPPER</b>			
Milk *	1/2 cup	3/4 cup	1 cup
Meat or poultry or fish	1 ounce	1 1/2 ounce	2 ounces
- or cheese	1 ounce	1 1/2 ounces	2 ounces
- or cottage cheese, cheese food, or cheese spread	2 ounces (1/4 cup)	3 ounces (3/8 cup)	4 ounces (1/2 cup)
- or egg	1 egg	1 egg	1 egg
- or cooked dry beans or peas	1/4 cup	3/8 cup	1/2 cup
- or peanut butter, soy nut butter or nut or seed butters	2 Tablespoons	3 Tablespoons	4 Tablespoons
- or peanuts, soy nuts, tree nuts or seeds	1/2 ounce	3/4 ounce	1 ounce
- or yogurt	4 ounces (or 1/2 cup)	6 ounces (or 3/4 cup)	8 ounces (or 1 cup)
- or an equivalent quantity of any combi- nation of the above meat/meat alterna- tive			
Vegetables and/or Fruits (2 or More)	1/4 cup (total)	1/2 cup (total)	3/4 cup (total)
Grains/Breads (enriched or whole grain)	1/2 slice* (or 1/2 serving)	1/2 slice* (or 1/2 serving)	1 slice* (or 1 serving)
POINTS TO REMEMBER:	<p>* Or an equivalent serving of an acceptable grains/breads such as cornbread, biscuits, rolls, muffins, etc., made of whole grain or enriched meal or flour, or a serving of cooked enriched or whole grain rice or macaroni or other pasta products.</p> <p>** For snack, juice or yogurt may not be served when milk is served as the only other component.</p>		
<ul style="list-style-type: none"> <li>• Keep menu production records.</li> <li>• The required amount of each food must be served.</li> <li>• Use full-strength (100%) juice.</li> </ul>			

\* Dry/reconstituted milk is not acceptable.

Source: U.S. Department of Agriculture, *Building Blocks for Fun and Healthy Meals: A Menu Planner for the Child and Adult Care Food Program* ([www.fns.usda.gov/tn/Resources/buildingblocks.html](http://www.fns.usda.gov/tn/Resources/buildingblocks.html)); Appendix Q, *Caring for Our Children*.

## Suggested Lunches and Snacks for Preschoolers

### Lunches:

Lunch should contain at least three food groups in portions outlined in *Meal Pattern Requirements for Children Age 1 through 12*. Lunch should be nut- and peanut-free.

Examples: Choose any *three* or more food groups depending on appetite

Food group	Example 1	Example 2	Example 3	Example 4	Example 5
	Sandwich	Mixed pasta	Roll up	Finger foods	Finger foods
<b>1 oz grain</b>	½ sandwich on whole grain bread	½ cup noodles mixed with	½ pc flat bread rolled with	Mini muffin	1 oz whole grain crackers
<b>1 oz meat or equivalent</b>	1 oz chicken salad with	1 oz cubed ham or other meat and	3 TBSP soy nut butter & jelly	3 TBSP edamame	1 oz mini or string cheese
<b>½ cup vegetables</b>	½ cup shredded carrot mixed in	½ cup peas			½ cup cut cucumber, sliced pepper or other vegetable with low fat dip
<b>½ cup milk or yogurt</b>	½ cup milk	½ cup milk	½ cup yogurt	½ cup milk	½ cup milk
<b>½ cup fruit</b>	½ cup diced apple		½ cup 100% fruit juice	½ banana	½ cup cut grapes

Other grain ideas for lunch include rice, couscous, pita bread, mini-bagel or bagel half, English muffin half. Sandwiches can be sliced to make finger shapes or cut with a cookie cutter. Flatbreads can be cut to form bite-size spirals. Protein choices can be animal or plant-based, such as sliced or cubed meat, poultry, tuna; chopped egg or egg salad; hummus or bean dip; cheese cubes; cottage cheese; seed butters; bean soups. Vegetables and fruits should be soft and small enough to not pose a choking hazard. Juice should be 100% fruit juice and not sweetened. Water may be offered as a beverage, but is not counted among the food group requirements.

Snacks: We request a non-perishable item for Am snack. Snacks should contain at least two food groups in portions outlined in *Meal Pattern Requirements for Children Age 1 through 12*. Snacks should be nut- and peanut-free

Examples: Choose any *two* or more groups depending on appetite

Food group	Example 1	Example 2	Example 3	Example 4	Example 5
<b>1 ounce grain</b>	Rice cakes		1 oz crunchy cereal on top of	Trail mix with 1 oz )-shaped cereal & pretzels mixed with	½ flour tortilla rolled with
<b>1 ounce meat/beans</b>	Hummus	Cheese sandwich made with			Bean dip
<b>½ cup milk or yogurt</b>			½ cup yogurt		
<b>½ cup fruit</b>		Apple slices		¼ cup dried fruit	
<b>½ cup vegetable</b>					

Other grain ideas for snack include various shaped cereals, breadsticks, crackers, graham crackers. See lunch suggestions for other food group ideas. Water can be offered as a beverage, but is not counted among the food group requirements.

## Tuition Policy 2010

### Tuition Rates

Full day monthly tuition			Half-day monthly tuition		
5 full days =	100% of FTE	= \$1365	Half days 5 =	67% of FTE	= \$915
3 days =	67% of FTE	= \$915			
2 days =	44% of FTE	= \$601			

#### Full-time

1. Full-time applicants are given first consideration for openings
2. Applicants with moderate to lower incomes, who are full-time permanent employees of BC, may request subsidy guidelines to determine if they are eligible for assistance.
3. Subsidies apply first to full-time childcare for families with the greatest need. See guidelines

#### Part-time

1. Part-week preschool/child care is available when scheduling permits, for schedules of 2 or 3 full days. Part-week tuition rates are quoted above. A half day option of 5 days, Monday through Friday, (arriving between 8-9:30AM and ending at 1:00PM) is also available.
2. Alternate full day, part week schedule requests may be submitted and will be accommodated when scheduling permits. Other schedules may be accommodated if available. Tuition is calculated according to schedule.

#### BC Graduate Students

Graduate students with a gross family income under \$45,000 may apply to a separate subsidy program allowing up to a \$350 discount on their full time child care tuition rate. Student subsidies apply to full time child care enrollments first. Students enrolling children part time at BCCC may be considered for subsidies, if there are funds available.

#### All Applicants

1. All applicants will be asked to sign an enrollment agreement for a minimum of 10 months, September through June. Faculty and Students please note that a reduction will not be given if you leave the center in May you are signing a contract to pay through June.
2. One month's non-refundable advance payment to be applied to the child's final month of enrollment at the center will be requested with the initial contract. This advance will hold a space for the child in the fall class and will be used for the child's very last month's tuition payment. All new members are required to make this non-refundable advance payment when they submit their contract. Families using their last month's tuition for June will incur a debit of any difference between their initial advanced payment and their current contract.
3. Tuition for BC-affiliated families with a second enrolled child may be reduced if the family qualifies for assistance according to the income guidelines for subsidy reduction.
4. Tuition is not decreased for holidays, vacations, early release days, training days, or absences.
5. All accounts will be billed by an automatic debit to a designated checking or savings account. Tuition is debited between the third and the fifth of each month or the next business day if the third falls on a weekend. If a debit is returned, services may be withheld until a payment arrangement is made and the account is brought up to date.

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6. Summer enrollment is separate and is offered in one week increments. All information about summer is sent to current enrollees in Feb/March.
  7. Should the Center Referral or Termination policies be applied, the tuition rate will be pro-rated and any adjustments will be returned promptly.
  8. Withdrawal or Schedule changes --Any withdrawal requires a written notice 30 days in advance. The last month's payment will be utilized at this time unless the withdrawal is different from the contract agreement. Early Withdrawal will result in a payment for the last month attended and a forfeiture of the advanced payment.
  9. Changes to the contract resulting in a reduction of tuition will incur a fee of \$200.00.

#### Other Expenses

- a) BCCC is a Music Together Preschool. We ask parents to support this program by paying for the materials that go home and to support the MT musician that teaches with Molly and Stephanie. Each semester there are song CD's and a song book (2 song lists per year). The cost is \$115.00 for the year and paid on line before the Sept opening day.
- b) Resting linens. We have cot linens which we sell to you at cost. Approx \$20
- c) BCCC Events. BCCC has several family events and one or two fundraisers. These will vary from year to year depending on the projects being funded and the decisions of Parent Advisory Committee and Parents of BCCC.

## BCCC School Calendar

The school term begins Tuesday, Sept 6, 2011. The Center is always closed the last week in August for training and building repairs. The Center adheres to the University business-closing schedule.

### List of Holidays or Closings for 2011-2012

#### July through December 2011

July	4	Monday	Independence Day
August**	26	Friday	BCCC closes at 1PM
August	29 to Sep 2	Mon to Fri	Closed for Maintenance
September	5	Monday	Labor Day
October	10	Monday	Columbus Day
November*	2	Wednesday	Professional Dev. NAEYC Conf.
November*	3	Thursday	Professional Dev. NAEYC Conf.
November*	4	Friday	Professional Dev. NAEYC Conf.
November	24	Thursday	Thanksgiving Day
November	25	Friday	Day after Thanksgiving

\*Center is closed but it is a regular workday at BC. Please make alternate child care arrangements.

\*\*Center furniture and all materials need to be moved out for painting, floor resurfacing and maintenance.

#### **Holiday Break**

**Monday December 26, 2011 through and including Monday January 2, 2012**

#### January through May 2012

January	16	Monday	Martin Luther King Day
April	6	Friday	Good Friday
April	16	Monday	Patriot's Day
May	25	Friday	Possible start of early release Friday
May	28	Monday	Memorial Day
*June	22	Friday	Transition day to summer program
June, July, & August		Fridays	Univ. 3:00PM early release; Center closes at 3:30PM

2012 BCCC tentative Summer Camp dates: June 25 - August 24

**Also please note that BC will sometimes give an early closing the day before a holiday. On these days the University closes at 3PM and the center closes at 3:30PM. The above is a listing of the official University holidays and the Children's Center closing schedule. BCCC closes when University offices close. Information concerning emergency closings or delayed opening of Boston College offices will be broadcast, between 6:30 and 8:30 AM, on radio stations WBZ, (1030AM), WRKO (680AM), and WBMX (98.5FM), and on TV News 4 and Channel 5 Eye Opener News. For direct access to the University's emergency closings, please dial 552-INFO. Mid-day storm closings will be communicated as stated above, through University departments, and by phone calls. If a storm is expected or in progress, please check in with us if you are not available by phone.**

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## Boston College Children's Center Faculty

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### Administration

#### Barbara Krakowsky, Director

BA degree from Northeastern in Secondary Education	1973
M.Ed. from Rhode Island College in Early Childhood Ed	1979
Post grad credits from BC and BU in Ed Administration	1989-90
Ongoing training	1990-
<i>Experience</i>	
Preschool/Child Care Head Teacher	7 years
Director 1983 to 88	5 years
Hired to start up BC's program in 1988	
Director	24 <sup>th</sup> year
Parent of Cory	

#### Karen Cristello, Assistant Director/Teacher Pre-K Adventurers (Rm. 1)

BA degree from Stonehill College in Early Childhood Ed.	1991
MA from BC in Human Development & Ed. Psych	1994
Ongoing training	1992-
<i>Experience</i>	
Kindergarten Teacher	1 year
Toddler Teacher	1 year
Preschool Teacher BCCC	19 <sup>th</sup> year

### Teachers

#### Stephanie Blough, Teacher Pre-K Adventurers Rm. 1

BA candidate in Special Education Pima Community College Tucson, AZ	1997-2000
Associates in Early Education	2009
BA candidate in Early Childhood Education	2009-
<i>Experience</i>	
BC Campus School Teacher	1 year
Exceptional Education Teaching Assistant	6 years
After School Program Leader	3 years
BCCC	11 <sup>th</sup> year

#### Jennifer Chabot, Extended Day and Float Teacher

B.A Child Study from Tufts University	1991
<i>Experience</i>	
Teacher, Pre-k & K, John Hancock Child Care	19 years
BCCC Extended Day and Float	2011

**Molly Kerrigan, Teacher Young Three's Discovery Ducks Rm. 3**

MA from BC – Early Childhood Specialist	1991
BA in Psychology Hope College, MI	1984
<i>Experience</i>	
Early Childhood Coordinator, BCSOE	2 years
Adjunct Instructor, Fisher College	2 years
Pre-K teacher @ BCCC	11 years
BCCC (returning to BCCC after 5 yrs.)	8 <sup>th</sup> year
Parent of Ben and Ryan	

**Annmarie Lee, Teacher Young Three's Discovery Ducks (Rm. 3)**

Finishing BA degree in Early Childhood @ Lesley	2010
Ongoing training	2007-
<i>Experience</i>	
Preschool teacher	10 years
Preschool Teacher BCCC	5 <sup>th</sup> year

**Janice Loring Teacher Pre-K Explorers Rm.2**

BS in Early Childhood Education Salem State	1977
Ongoing training	
<i>Experience</i>	
Kindergarten Teacher- Textron Systems Children's Center	10 years
Preschool teacher Kids Stuff	15 years
BCCC	3 <sup>rd</sup> year

**Rose Noonan Teacher pre-k Explorers (Rm. 2)**

Degree from Carysfort College of Education, Ireland	1973
Coursework @ Lesley College	
Ongoing training	
<i>Experience</i>	
Teacher, Pre-k & K, John Hancock Child Care	10 years
BCCC	11 <sup>th</sup> year
Parent of Isabella	