

BOSTON COLLEGE CHILDREN'S CENTER

PARENT HANDBOOK 2024-25

Boston College Children's Center
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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 has provided a high-quality preschool curriculum and extended day care for children of faculty, employees, graduate and undergraduate students since 1988. 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.

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 and core standards for preschool experiences when developing the curriculum. An emphasis is placed on exploration, inquiry, discovery, and play while learning about topics, which are meaningful and interesting to young children. Activities are designed to foster the physical, emotional, social, and cognitive growth of young children. 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, art, sensory, dramatic play, music, literacy, math and science 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 are developmentally appropriate and support their growth and development in all areas. Teachers are selected based on 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 and thrive.

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 nationally accredited through the National Academy of Early Childhood Programs, a branch of the National Association for the Education of Young Children (NAEYC).

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. When possible, changes are discussed at a Parent Partnership meeting and posted in the group's monthly 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.

Children's Center Faculty

Director	Karen Cristello
Assistant Director	Annmarie Lee
Teacher Rm. 1	Kelsey Behenna
Teacher Rm. 1	Lily Canders
Teacher Rm. 2	Jen Chabot
Teacher Rm. 2	Claudia Eaton
Teacher Rm. 3	Alicia Pritchard
Teacher Rm. 3	Michelle Lewis

BCCC Classrooms

Approx. Age	Room #	Group Name	Size	Adult/Child Ratio
2.9 - 3.5 years	3	Discovery Ducks	11-12	1:10
3.6 - 5.0 years	2	Explorers	15-16	1:10
3.6 - 5.0 years	1	Adventurers	15-16	1:10

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 provide extra one-on-one interactions within and across each group.

Faculty Lines of Authority

The Center is 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. A copy of the regulations is available in the Center offices, as well as, online at www.eec.ma.state.us

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 then the lead teacher on duty as indicated on the schedule will make any decisions necessary.

Background Records check

All classroom teachers and student employees of BCCC must agree to a CORI/DCF and SORI check prior to employment and then again every two years or as indicated by EEC. Once the CORI/SORI checks are complete, fingerprinting is also required. BC student employees are also subject to a background check and fingerprinting.

Program Plan

Goals for Children

We anticipate that children in our care will have opportunities to:

- develop socially, emotionally, physically, and cognitively.
- gain confidence and build self-esteem by practicing and developing self-help skills, becoming more independent, and being a valued member of a group.
- strengthen communication and cooperation skills.
- practice self-regulation skills and strategies, while being guided in problem solving and conflict resolution techniques
- feel special, included, and accepted while their home culture and language is reflected in the classroom environment.
- participate in tasks that are open-ended, engaging, and meaningful, both indoors and outdoors.
- gain knowledge about themselves, others, and the world around them.
- have experiences, which will challenge, inspire, and engage them while playing, learning, and interacting with others.
- develop skills that will help lay the foundation needed for future school success and support the development of a lifelong love of learning.

Goals for Families

We are dedicated to ensuring that:

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

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, natural environment with opportunities for discovery, exploration, and inquiry. Developmentally appropriate activities are designed and implemented for each content area, emphasizing creativity, collaboration, skill building, and active exploration. A balance between teacher-initiated and child-initiated activities is maintained while focusing on the interests and likes of the children.

Our curriculum is based on the *Massachusetts Guidelines for PreSchool Learning Experiences and the Massachusetts Standards for Social and Emotional Learning*. With the children’s interests in mind, the teachers use these documents to inspire their planning in the areas of Literacy, Math, Science, Language Development, Dramatic Play, Art, Music, Sensory, and Block Building. Children are given several activities to choose from each day and a variety of activities is available throughout the week. They are encouraged to try new things, extend projects, brainstorm solutions to problems, and to share their ideas, plans, and observations with others. Many activities are adaptable to the different development levels and offer an appropriate level of success and challenge to the children.

Typical Daily Schedule

8:00AM - 9:15AM	Arrival and indoor or outdoor play or free choice of table activities
9:30 AM	Clean up and finish AM snack
9:45 AM	Planning Circle (teachers engage the class as a whole, read stories & then children plan and choose their small group or individual morning activities)
11:00 AM	Review of activities, clean up, toileting

11:15 AM	Outdoor play
12:15 PM	Lunch and clean up, toileting
12:50 PM	Story time
1:00PM - 2:45PM	Rest time
2:45PM - 3:30PM	Wake-up, toileting, and afternoon snack
3:30PM - 5:30PM	Extended Day – Afternoon circle, story, Indoor and/or outdoor activities

Arrival and Pick Up Times

U-Drive and Parking Area Safety

All families are asked to park in the u-shaped driveway on Lee Rd while accessing the center for drop off or pick up. The parking spaces in front of the building are reserved for the staff. Please use caution when entering and exiting your vehicles in the u-drive and maintain strong supervision of your child in this busy area. Please do not allow your child to run ahead of you when approaching or leaving the center. Children must use the sidewalks and never cross the center's front driveway. BCCC strongly discourages idling vehicles in both the u-drive and the staff parking area. Please refrain from letting your vehicle run for an extended period of time.

Morning Arrival

BCCC opens at 8:00AM. Once the center is open, put your child's belongings in the cubby and morning snack and lunches in the designated spots. When you are ready to enter the classroom, begin by having your child use the bathroom and wash their hands. Feel free to communicate any pertinent information to the classroom teachers and help your child engage in an activity.

Some adults stay and play or read a book for a few minutes before separating from their child. It is always helpful to let the child know how many minutes you can stay (5 minutes for example) and then let him/her know that you will have to leave. Please make sure to say goodbye and not sneak out. The teachers are available to assist when needed during this separation. 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 families strive to have the children at BCCC by 9:30AM if possible. Separation tends to be easier during free play time and having ample time to settle in is beneficial. In addition, the teachers are able to have conversations with parents more easily during this time, before group time begins.

1:00PM Departure

We request that parents picking up children after lunch arrive at 1:00PM and wait in the cubby rooms, keeping siblings with you. When the transition from lunch and story time is finished your child will come to the cubby room. Feel free to check in with your child's teacher and inquire about the day.

Afternoon Pick Up

BCCC closes promptly at 5:30PM. Please plan to arrive with enough time to transition your child out of the center by 5:30. Afternoon pickups take place either in the classroom or on the playground. Some children benefit from a "five minute warning" once their pick up person has arrived. Feel free to check in with the teachers about your child's day and gather your child's belongings from the cubby, during these last few minutes. Once you have reunited with your child, his/her supervision is now your responsibility. Please do not allow your child to open the door and leave ahead of you. We reinforce that only adults open the outside doors.

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. Please use the emergency line to assure you will reach a teacher with this important information- **617-552-0202**.

Your child will be released ONLY to you or to those people you have indicated on your authorized pickup list. Please make every effort to inform the Center of any changes in pickup in advance. Inform your child's teacher during drop-off of any changes to the pick-up that will occur that day. Adults authorized by you on a particular day who are unfamiliar to the

staff should have picture identification with them. We will not be able to release your child unless this procedure is followed. Please be sure to update your authorized list as needed.

Outdoor Play

Outdoor play is an integral and valued part of our day at BCCC. Our outdoor space has extensive opportunities for the development of physical, social, language, problem solving, symbolic, and cognitive skills. While outside the children interact with and explore nature, open spaces, and learn to take reasonable risks. We strive to go outside twice a day and appreciate when the children are prepared for the ever-changing weather. Having the right clothing and gear makes outdoor play enjoyable all year long. The center's staff communicate with families regularly about appropriate and necessary outdoor clothing and gear.

Rest Time

Rest time from approximately 1:15 until 2:45PM. Children are asked to rest but are not required to sleep. Story tapes and/or soft music is played, and books and/or quiet activities are offered to those not asleep after the first half of rest time. 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 cannot purposely keep children awake. Your child's own needs will dictate whether he or she sleeps during the day. If your child is enrolled for the full day, he/she needs a small resting blanket called a Rolle Pollee, which may be purchased from the center, along with a zippered storage bag. Children may also bring a soft "sleeping buddy" if desired. All items should be labelled.

Birthday Celebrations

Birthdays are very exciting and special at BCCC. Each child's birthday will be acknowledged uniquely in each classroom. The details of how your child's classroom celebrates birthdays will be share with you by the classroom teachers. In lieu of a birthday treat, families are invited to share a favorite story, join us for lunch, or participate in a favorite activity. Specific plans can be arranged with your child's classroom teachers.

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. We believe that learning about others' background, cultures, traditions, and beliefs helps to build a sense of community, understanding, and respect. BCCC will not present any particular holiday throughout the year with specific activities or center wide celebrations. We acknowledge that such events are important and exciting to children and will respond with naturally and appropriate conversations. Families are encouraged to share their traditions, holidays, and customs in the classroom by telling stories, teaching a song or dance, bringing in pictures or artifacts, or cooking a favorite food. In this way, we hope to strengthen the home-school connections, learn from one another, and build a sense of community in a culturally rich setting.

BCCC, 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.

BCCC takes a "holistic" approach to celebrating families. Our program supports and respects all families and we value the times when we can bring everyone together for special events. Families in our center have many different configurations. When individual parent day celebrations like Mother's Day and Father's Day arrive, we leave it up to the individual families to choose how they wish to celebrate these parent specific days. The classrooms will not organize a specific gift or project for any holiday, but teachers will support any child's wish to create their own card or token during free playtime.

What to Bring

Child's Cubby

The following CLEARLY LABELED items should be in your child's cubby at all times: Please consider using Mabel's Labels: www.bcchildrenscenter.mabel.ca.

1. 2-3 complete sets of clothes (underwear, socks, pants, shirt, and sweater or sweatshirt).
2. Seasonal jacket or sweatshirt
3. Raincoat, rain pants, and rain boots
4. Extra pair of shoes/sneakers, water shoes during early fall, late spring, and summer

During the winter months, children need a winter jacket, snow pants, insulated, waterproof boots, waterproof mittens, and hats.

Snacks and Lunch

Please send in a labelled lunchbox with a morning snack, lunch, and an afternoon snack. Please label all containers within the lunchbox. BCCC makes a strong effort to limit the amount of trash that we generate daily and highly encourages the use of re-usable storage containers and utensils. To avoid throwing away unnecessary amount of paper cups, each child is encouraged to bring in a water bottle which he/she may access at any point of the day. Also, BCCC does have a limited number of reusable forks and spoons, which get cleaned and sanitized after each use. We do appreciate when families can send in labelled reusable utensils for lunch and snack items. Boston College Children's Center strives to be a nut free environment. For the safety of all, please refrain from sending in any product or food that contains any type of nut/tree nut.

Rest Time Items

Full day children need a customized cot sheet and blanket, "Rollee-Pollee" (cost \$25 – available for purchase through BCCC), stored in the BCCC zippered bag. Children are welcomed to bring in a favorite stuffed toy for rest time as well.

Items from Home

Transitional objects often help children adjust to or feel safe in a new environment. Preschoolers often hold stuffed animals, dolls, and blankets dear. We ask you to consider several factors when helping your child choose appropriate items 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.
3. Please label all items.

Suggested School Attire

1. Please dress your child in durable, casual clothing, which can get messy. Young children are active explorers and need not worry about getting their clothes messy.
2. Please consider clothing that your child can manage independently, especially in the bathroom.
3. Dress for your child for the weather and outdoor play. We love our outdoor time and will go out in any weather that is not considered dangerous. Drawstrings on hats, jackets and shirts are dangerous and are not permitted on the playground.
4. Socks and rubber soled tie shoes or sneakers are best for walking, running, and climbing. Please no flip-flops or backless shoes. They are hazardous on our playground.

Toileting

Potty Learning is not an enrollment criterion at BCCC. However, due to the physical constraints of the Center, it can be a difficult placement for a child who is old enough for preschool but unwilling to pursue using the toilet. The staff will be of assistance to the child and families and can offer strategies, suggestions, and resources. Parents may delay enrollment up to Nov. 1 if toileting is an issue.

Throughout the day, toileting will occur at regularly scheduled intervals and children will 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.

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.

Child Guidance Techniques

The teaching staff at Boston College Children's Center agrees that behavior management and self-regulation 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. We help children learn good social communication skills, modify the environment when needed, and include children in creating guidelines for their classroom in an age appropriate manner. 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. Maintain a consistent, reliable routine and schedule in the classroom.
4. Set clear and simple limits.
5. Be aware of body language, facial expression, and tone of voice. Children's cooperation is greatly influenced by an adult's demeanor.
6. Be kind but firm in upholding classroom rules.

More specifically, teachers:

- a) Start each day or transition by reviewing the school/classroom rules.
- b) Give five-minute warning before transitions
- c) Praise and model appropriate behaviors.
- d) Distract or divert attention from inappropriate behavior.
- e) Give the child two appropriate actions from which to choose.
- f) Recognize the child's feelings and stress the use of words to work out problems. Model responses for children.
- g) Make consequences of behavior clear and logical. (If a child is not following safety rules in the sand area, give him/her the choice of following the rules or finding another activity. If safety remains an issue, close sand play to that child for a brief period and help him or her find another activity.)
- h) 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.
- i) Help child gain self-control by offering to hold him or her. Suggest three deep breaths.
- j) 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.
- l) 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.

Boston College Children's Center upholds professional standards for behavior management, which include the following restrictions [MAEEEC 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.

Unusual or corporal punishment, ridicule, sarcasm, humiliation, abuse, neglect, physical hitting inflicted on any part of the body, denial of rest or bathroom facilities, or punishment related to eating or not eating food is prohibited. Appropriate use of restraint for safety reasons is permissible.

Parent Involvement

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 prior to the visit. 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.

The Parent Partnership

The role of the BCCC Parent Partnership 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, 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.

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 Partnership.

Parent Meetings and Special Events

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

Program Evaluation

Parents are invited and encouraged to complete 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 families through the minutes of the next parent meeting or through a direct email from the Director.

Assessment of Children

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.

Authentic Assessment:

- Is ongoing, systematic, and embedded in the classroom's curriculum.
- takes place in the natural learning environment, by child's primary teachers who are most familiar to them
- 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 services

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
- Utilize COR Advantage -a State supported online assessment system aligned with the MA Early Childhood DOE Core Standards for Early Learning.

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 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. Teachers participate in on-going assessment trainings offered through COR Advantage, as well as, seek out assessment specific trainings and professional development throughout the year.

Sharing Assessment Results

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 sharing 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 (once in Fall & Spring)
- Two written reports, aligned with the COR Advantage system, addressing the social, emotional, physical, and cognitive development of the child.
- Samples of work, photographs, and stories which document the child's growth, progress, and experiences.

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. Families are welcome to ask questions and bring up any concerns surrounding their child's growth and learning, care, and how they will best be supported in their development. 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. Samples of work and photos will be used to support and document the child's progress and experience at BCCC.

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.

Challenging Behaviors

It is not uncommon for preschool children to occasionally display challenging behaviors. Most often, consistent routines, responses, and expectations, along with clear expectations and logical consequences help to minimize these challenging behaviors in children. In the case when a child's challenging behaviors are more consistent and ongoing, the staff will be more specific and deliberate in their response.

The classroom teachers use varied observation and documentation strategies to identify the specific challenging behaviors and to attempt to begin to understand why the child might be acting in a certain way and what may be behind the child's behavior. The teachers will share their initial concerns and observations with family members initially through private, in person conversations and then through planned meetings. Parents are encouraged to share their perspectives and understanding related to the behaviors. Teachers will share strategies that they use in the classroom and a plan for supporting the child is established. In most cases a follow up meeting is scheduled.

BCCC works with EEC sponsored childhood mental health consultants to support the teachers, child, and families when challenging behaviors continue and more expertise is required. These professionals work with the teaching team and offer strategies and techniques to be used specifically with the child and in the classroom as a whole. These consultants are also available to the families to offer guidance, evaluation, and ongoing support. The public-school system is also available for screening, evaluation, and support when challenging behaviors occur in a child. It is the goal of BCCC to support the child and family, offering strategies, solutions, and guidance when challenging behaviors persist. We will make every effort to connect families with the appropriate professionals who can evaluate and offer both short and long terms strategies and solutions for dealing with challenging behaviors

Confidentiality

All records are kept confidential and filed in the director's locked office. Only BCCC teachers, the child's parents, regulatory authorities, 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.

Pictures taken at our school and/or events, if they include children other than your own, should not be posted on any Social media sites such as Facebook etc. Please be considerate of other families when posting pictures and comments on any social site.

Access to Your Child's Record

Your child's teachers, the BCCC administrative staff, and regulatory authorities 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 can designate, in writing, those with whom they give permission to share the child's file or information with. The Center will keep documentation on who has accessed the child's records, and who has made any edits to the file.

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, the changes will take effect immediately.

Referrals

Any 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. A meeting with the parents will be requested 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. Private resources can be sought if preferred and available. The Center's 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:

	Emergency Department:	(617) 789-2666
Boston 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

Marie Elena Gioiella BC Faculty Staff Assistance Program (617) 552-3340
 MAEEC (617) 472-2881

MSPCC

Early Childhood Mental Health website: www.mspcc.org
 Consultant Contact: Jayna Doherty
jdoherty@eliotchs.org
 508-688-5408

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, school system, or a private credentialed source. The Center will assign one of the child's teachers to implement the recommendations in our school setting and at the invitation of the parent, be the school liaison at the IEP meetings.

Program's Professional Development Plan

The Boston College and BCCC administration supports and encourages the ongoing professional development of the staff. All staff members are required to engage in and complete 20 hours of professional development trainings each year. Days in late August and three days scheduled throughout the year are set aside for this purpose, and it is necessary that the Center close during these times.

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, who determines its appropriateness for our center.

Students and researchers are monitored and supervised by the center's staff. Any students doing observations are expected to be unobtrusive and respectful of the classroom's schedule and routines. 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.

Registration and Enrollment

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.

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. Toilet training status is not an eligibility requirement for enrollment.

Continuing Enrollment

Current members of the Center will be given first priority in enrollment for the upcoming school year. Requests for re-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 60 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 of one month's tuition is processed to hold the child's place in the fall class. If the family withdraws at any time before the 10-month agreement is completed, the total advanced payment is forfeited.

Parents are invited to bring their child to visit the Center before the beginning of the school year. The teachers will plan visiting days and will inform your family of those dates. Our hope is that the child can become familiar with the classroom setting, get to know the teachers, and begin to identify BCCC as their new school. Families are given 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. Please let us know if you require assistance with translation for the Welcome Book, and we will do our best to accommodate your request.

Lastly, parents need to process the enrollment documents and fill out the Ages and Stages Parent Questionnaire. These documents are required prior to the first day of school and this information is shared with the child's teaching team. 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, water play, special events and walks to campus. Enrollment is separate from the school year and parents enroll their children by the week and pay only for those summer weeks enrolled. Parents please note that your enrollment form for summer is your commitment for your child to attend. The number of enrollments is used to hire summer staff and event programming. Parents may switch weeks if there are open sessions but may not decrease the financial commitment. We need to keep the summer camp program enrolled and staffed in order for it to continue to be available.

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. 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. All BCCC enrollment forms, filled out signed & dated by the parent(s) or legal guardian(s).
2. 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. The date of the physical exam must be less than 1 year old. Regular immunizations plus Hepatitis B vaccine, chicken pox vaccine or dates of illness are required for all children entering preschool. If the child is under immunized because of a medical condition or religious belief, please provide documentation. A letter indicating a religious exemption signed by the parents is required. In the case of a medical exemption, the child's physician must submit documentation indicating the

reasons for exemption. The consent form for emergency medical care must be completed, signed, and returned before starting at BCCC.

- Any special documents or information referring to legal custody, family arrangements (which may impact parental access to the Center), health conditions, etc.
- Verification of income if a parent is a Boston College employee or graduate student applying for subsidized full-time care.

Transportation Plan

The Children's Center does not provide transportation. Parents are responsible for transporting their children to and from preschool. We do go on walking excursions, mostly within our neighborhood. In an emergency and if determined by BC Police, EMT's, and first responders a child could be transported to the hospital by ambulance.

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, police department, theater and stage to name just a few. The trips are planned to augment the curriculum. Campus Police assist the children and teachers while crossing Beacon Street.

At times, parent volunteers are invited and 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 to attend to a group if he or she is responsible for their own children. Parent volunteers must stay with a teacher lead group at all times.

The University as a Resource

BC offers the opportunity for the center to utilize many of its resources. Department liaisons from within the Schools of Education, Nursing, and the Psychology Department (and others as needed) have volunteered to be available to the Center for advice, projects, and resources. Center staff and/or the Parent Partnership will consult with these individuals on an as-needed basis to act as a resource and to augment program quality.

Tuition Policy 2024-25

Tuition Rates

Full day monthly tuition			Half-day monthly tuition		
5 full days =	100% of FTE	= \$1940	Half days 5 =	67% of FTE	= \$1300
3 days =	67% of FTE	= \$1300			

Full-time and Part-time Slots

- Current and full-time applicants are given first consideration for full time openings
- Part-week preschool/child care is available as scheduling permits, for schedules of 2 or 3 full days. Part-week tuition rates are quoted above. There are a certain number of half-day options of 5 days; Monday through Friday, (arriving between 8-9:30AM and ending at 1:00PM) is also available.
- 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.

Subsidy

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. Subsidies apply first to full-time childcare for families with the greatest need. (See guidelines) Graduate students may apply and a discount may apply to their tuition rate if funds are available. Student subsidies apply to full time childcare enrollments first. Students enrolling children part time at BCCC may be considered for a portion of the discount, if funds are available.

All Applicants to BCCC

- 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.

2. One month's non-refundable advance payment will be required to be paid on-line with the initial contract and will be applied to the child's final month of the last enrollment agreement at the center. If you withdraw before the end of the agreement, you forfeit the advanced payment. This advance will hold a space for the child in the fall class and is applied to the child's very last month's tuition payment (possibly 2 or 3 years from first month's enrollment). All new members are required to make this non-refundable advance payment when they submit their agreement. Families using their last month's tuition for June will incur a debit of any difference between their initial advanced payment and their current agreement. If a family withdraws before June the advanced payment is non-refundable.
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 and funds are available.
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.
6. Summer enrollment is separate and is offered in one-week increments. The summer enrollment form serves as a contract for service and commitment of enrollment and promise of payment. All information about summer is sent to current enrollees in February/March.
7. Should the Center Referral or Termination policies be applied by the center, the tuition rate will be pro-rated and any adjustments will be returned promptly.
8. Any withdrawal requires a written notice 30 days in advance. Early withdrawal, a withdrawal that differs from the contracted term, will result in a payment for the last month attended and a forfeiture of the advanced payment.
9. Schedule changes to the contract resulting in a reduction of tuition will incur a fee of \$200.00.

Other Expenses

Resting linens- We have a nap sack type linen called a Rollee Pollee with a BC zippered canvas bag for the cost price of \$25. Your child can add a small resting buddy (or stuffed toy) to the nap bag.

BCCC Events- BCCC has several family events, which vary from year to year. The program does its best to incur the expenses related to these events. However, if the cost or expense associated with offering a particular event becomes prohibitive, families may be asked to contribute a small amount to offset the overall expense.

Late Policy

BCCC's 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 has been reaffirmed unanimously by the Parent Partnership.

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 log and parents will be required to sign the log 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 two late pickups the fee will double and continue to double with each incident. Chronic lateness will require a meeting with the administration.

If you know you will be late, for whatever reason, please call the Center's emergency line at **617-552-0202**. Without information, the staff may be compelled to involve your designated emergency contact in the situation.

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. The staff appreciate your vigilance in picking your child up by 5:30 as they have evening commitments, childcare pickups, second jobs, classes, and long commutes.

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; including any type of licensed firearm. The BC Police Dept. and/or city and state law enforcement are excepted.

Probationary Period and Suspension/Termination Policy

Upon entering the program, each child has a four-week probation period. These four weeks allow for a period of adjustment for the child, the family, and the Center staff. If the child is having difficulties with adjustment or has needs the Center is unable to meet, the parents will be consulted and appropriate procedures and referrals offered. These concerns and recommendations will be presented to parents and meetings will be arranged to explore alternatives. Exclusionary measures are not considered until all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child.

The Center will work with families to limit or avoid circumstances necessitating the suspension or termination of a child's enrollment. However, the Center retains the right to suspend or terminate, at its sole discretion, a child's enrollment during the probationary period or at any point thereafter. Reasons for suspending or terminating a child's enrollment include but are not limited to the following:

1. The Center and its staff cannot meet the individual developmental needs of the child, such as when a child's condition, needs, and/or behavior cannot be managed effectively without putting the safety and well-being of the child, other children and/or the Center staff at risk.
2. Parents' beliefs and philosophy about childrearing and early childhood education do not align with those of the Center and agreements or resolutions concerning the Center's philosophy, policies, and procedures cannot be attained.
3. The family does not satisfy its commitments regarding payment of the child's tuition.

In an effort to avoid suspension or termination of a child's enrollment and before such a decision is made, Center staff will:

1. Meet with parents to discuss any options other than suspension or termination of enrollment.
2. Provide the family with referrals for evaluation and services.
3. Pursue options to support the staff and program in meeting the needs of the child, such as consultations and specific trainings. With parent permission the Center may have a consultant observe the child in the classroom setting.
4. Work in partnership with the family to develop a plan for behavioral intervention at home and school.

In the event that a child's enrollment is suspended or terminated because the Center is not able to provide the necessary services and care needed, written documentation of the reasons for termination will be given to the parents during an in-person meeting. Except in cases where the child's continued enrollment poses a threat to the safety of the child or others at the Center, the parents will be given reasonable time (typically between 2 to 4 weeks but no more than 4 weeks) to make alternative care arrangements. The Center will offer the family assistance in accessing services and finding alternative placement.

It is the Center's intention that this Policy comply with all applicable federal and state laws and regulations, including laws and regulations prohibiting discrimination, or abridgment of civil rights. In the event the application of any provision of this Policy is reasonably deemed to be in violation of such laws, the Center will amend, modify or supplement this Policy as needed, without invalidating any other provisions.

Food Policy

The families at BCCC will provide a morning snack, a lunch, and an afternoon snack each day. Please have all food items in a labeled lunchbox and containers. This box will go home with your child every day. Lunches cannot be cooked or heated but hot foods may be packed in a large-mouth thermos. Soups, pastas, and rice are some of the items that children enjoy and are easily kept warm in a wide top thermos placed on top of the child's cubby. Foods with high salt or sugar content are discouraged. Please see nutrition addendum at the end of this handbook for nutrition information and

suggestions. Finger foods such as sandwiches and fruits or spoon foods such as yogurt and applesauce are good choices. ***Please cut foods such as grapes, hot dogs, melon etc. (in small pieces and lengthwise not circular) to avoid choking.***

The Center teaches conservation and recycling as part of our everyday routines. Parents can support this by using recyclable containers and utensils for lunches instead of foils, wraps, and plastic baggies. Please label the containers and we will be sure they are returned each day.

Nut Free Zone

Due to the number and severity of nut allergies, 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 be brought into the center. Items 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.

Food brought into BCCC

We request that random treats for sharing, though well intentioned, not come into BCCC. We attempt to keep the amount of outside food brought into the center at a minimum. Please consult your classroom teachers if food is part of a family demonstration or activity. Children’s birthdays can be celebrated through a special story, visit, or activity planned with the family.

Toy Policy and 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 for fall semester, 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:

- 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.
- toys with very small parts or projectiles.

Health Policy

Illness

Please notify the Center as soon as possible if your child will not be attending school for the day, or for an extended period. 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 temperature of 100° F degrees or higher, with symptoms
- Expressing illness-related distress or discomfort
- Having symptoms of diarrhea or vomiting within the last 24 hours.
- Displaying excessive coughing or sneezing

These contagious conditions may infect other children and staff. Many other childhood conditions are contagious and require exclusion. These conditions include, but are not limited to, COVID, chickenpox, severe colds, conjunctivitis, impetigo, 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 pick up 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 and staff. 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 cubby room notices. Please note these alerts and follow recommended precautions especially during flu season.

In the event there is an outbreak of a childhood disease for which there is immunization, the teachers will remove any under-immunized child from the group and contact parents. BCCC will request that the child be excluded from school until the contagion has passed.

COVID

Specific responses to and protocols related to COVID-19 will be shared often with families via an email announcement. As protocols and responses change, families will be notified from the Director. All current procedures related to isolation, quarantining, masking, and testing will be communicated clearly, promptly, and often.

Minimizing the spread of illness

COVID-19 and seasonal flu have brought greater awareness to appropriate measures needed to protect children and adults from the spread of illness. Proper hand washing and coughing/sneezing etiquette will help to control the spread of germs. Staying home when sick helps to protect all members of our community. We request all children and adults wash their hands upon entering the building.

Hand Washing Hygiene

Children and staff must wash their hands or use hand sanitizer often, making sure to wash all surfaces of their hands (e.g., front and back, wrists, between fingers). Staff and children that they must be regularly washing their hands with soap and water for at least 20 seconds and should wash hands whenever the following criteria are met:

- (1) Upon entry into and exit from program space
- (2) When coming in to the program space from outside activities
- (3) Before and after eating
- (4) Before and after feeding a child
- (5) After sneezing, coughing or nose blowing
- (6) After toileting and diapering
- (7) Before handling food and after handling garbage
- (8) After touching or cleaning surfaces that may be contaminated;
- (9) After using any shared equipment like toys, computer keyboards, mouse, climbing walls
- (10) After assisting children with handwashing
- (11) Before and after administration of medication
- (12) Before entering vehicles used for transportation of children
- (13) After contact with facemask or cloth face covering
- (14) Before and after changes of gloves.

Allergies and Chronic Illness

The Center takes every precaution to protect children with allergies from their allergens. Please inform the Center, in writing, of any food restrictions or allergies. These allergies should also be noted on your child's enrollment and medical forms. If a child 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 epi-pens for allergies should have a twin pack (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 will be monitored and if symptoms arise, they will receive treatment according to their health care plan. If any breathing issues we will call 911.

Children with chronic illness such as asthma may need medication at school. Parents will provide doctor's authorization and current prescription, fill out an Individual Health Care Plan (IHCP) form and have pediatrician and parents sign. If there is a medication delivery system, the doctor and parent must sign that the parent can train a teacher to dispense the medication.

Medications-Prescriptions and Non-Prescriptions

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.

Teachers may dispense prescription drugs or special medications if the parent sign a medical authorization 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.

A doctor, in writing, must authorize non-prescription drugs 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. The Center will, with parent permission, provide OFF Skintastic as an insect repellent. 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. Parents also have the choice to opt out of tooth brushing by filling out the form in the enrollment packet.

Restricted Substances

To protect everyone's Health, BCCC is a non-smoking building. The entire Boston College Campus is smoke free, so no smoking is permitted on BC properties. No alcoholic beverages are permitted at BCCC 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 to 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.
4. A staff person who witnessed the emergency will accompany the child to the hospital, bringing records and all parent permission forms.

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. One example of endangerment would be a parent or guardian driving a child to or from school while under the influence of an intoxicating substance.

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.

If a charge is filed against an employee, the University will remove the employee from the circumstances under which the charge arose. It shall be the policy of this Center that any staff member accused of abuse, refrain from discussing the case with anyone investigating the charge unless the attorney of the University is present at the interview.

Unless there is seriously demonstrative, gross neglect or dereliction of duties, the University will pay for all expenses and support services necessary to defend supervisors, directors and board members, should they be accused of vicarious liabilities arising from abuse charges

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 the possible need for discussion 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 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. In the case that caregivers and teachers/staff need support to work through a disagreement, difference of opinion, or a conflict, beyond an initial discussion, a meeting including the Director will be scheduled. The perspectives of both participants will be shared and the Director can mediate to help to lead the parties towards a mutually agreed upon resolution. If the event that a resolution is not achieved a member of Boston College's HR Department will be asked to support a peaceful and affective solution.
3. BCCC prioritizes the social/emotional learning and development of children. The staff empowers children to verbalize their feelings and 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

Phone Procedures

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, The Adventurers, press 3

To leave a message for Rm. 2, The Explorers, press 4

To leave a message for Rm. 3, The Ducks, press 5.

You may also dial Karen Cristello directly at 617- 552-3089.

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. Once a message is left for the teachers, they will return the call 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.

Emergency Procedures

In the case of an emergency at the Center, staff will call Police at ext. 2-4444 or use outside panic button and explain nature of emergency. 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. Police EMTs or an ambulance will transport child to the nearest hospital.

In the case of an on campus emergency or a situation Boston College will use several different methods of notification including emails, text alerts, web postings, phone calls, and info line updates. BCCC can be specifically contacted by emergency personnel through our emergency line 2-0202 and/or cell phones.

In the event that BCCC needs to be evacuated, the staff follow the center's evacuation plan. We will do our best to inform parents of our relocation through the BC police department and recorded messages on our center wide phone number and classroom phones.

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. In the event of storm closings or delays The Children's Center will be closed when University offices are closed. 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. The teachers 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.

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. Files and 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.

Child Care After Hours

Any BCCC student employee who accepts a baby-sitting job does so as an independent contractor and not as an employee of BCCC. 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 day with BCCC. If you wish to have a student pick up your child from the Center, you must authorize this by putting the student's name on the Approved Pick Up List. Family childcare arrangements with any BCCC employee outside of the BCCC day are private employment situations and not part of the BC program.

Safety Inspections

BCCC is licensed and inspected by the State of Massachusetts Dept. of Early Education and Care, the Newton Building Inspector and Fire Department, 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.

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. A licensed playground inspector inspects BCCC's playground yearly and any recommendations are addressed in a timely manne

BCCC School Calendar of Official Holidays 2024-25

Monday	August 26, 2024	First Day of School	Open
Monday	September 2, 2024	Labor Day	Closed
Monday	October 14, 2024	Columbus Day	Closed
Friday	October 25, 2024	Night time Football Game ****	Early release
Friday	November 15, 2024	Staff Professional Development Day	Closed
Thurs-Friday	November 28-29, 2024	Thanksgiving Break	Closed
Monday-Friday	December 23-December 27, 2024	Holiday Break	Closed
Wednesday	January 1, 2025	New Year's Day	Closed
Monday	January 20, 2025	Martin Luther King Jr Day	Closed
Monday	March 3, 2025	Staff Professional Development Day	Closed
Friday	April 18, 2025	Good Friday	Closed
Monday	April 21, 2025	Patriot's Day	Closed
Friday	May 16, 2025	Staff Professional Development Day	Closed
Monday	May 26, 2025	Memorial Day	Closed
Thursday	June 19, 2025	Juneteenth	Closed
Thursday	June 26, 2025	Last Day of School	Open
Friday	June 27, 2025	BCCC closed for summer set up	Closed

The new school year begins Monday Aug 25, 2025. The Center is always closed the week prior for training and building repairs. **Summer Program 2025** – June 30th-August 15th

Early Release The Summer early release Fridays usually begin the Friday before Memorial Day and continue until the end of August. BC closes at 3:00 and BCCC closes at 3:30 PM on Fridays. Please note that BC will sometimes give an early closing the day before a holiday and possibly if there is a televised home football game. On these days, the University closes at 3PM and the Center closes at 3:30PM.

Boston College Children's Center Faculty

Karen Cristello, Director

Education

BA in Early Childhood Ed, Stonehill College, 1991
 MA, Human Dev & Ed. Psych, Boston College, 1994
 Director 2 Qualified

Experience

33 years in the EC field
 31 years at BCCC

Anmarie Lee, Assistant Director

Education

BA in Early Childhood Ed, Lesley University, 2014
 MA of Education, Boston College, 2019
 Director 2 Qualified

Experience

27 years in the EC field
 17 years at BCCC

Kelsey Behenna, Adventurer Teacher

Education

BA in Early Childhood Ed, Stonehill College, 2021

Experience

3 years in the EC field
 1st year at BCCC

Lily Canders, Adventurer Teacher

Education

BS in Elem Ed and Child Development and Family Relations, 2023
 Concentration in Early Childhood Education and Child Development

Experience

2 years in the EC field
 2 years at BCCC

Jennifer Chabot, Explorer Teacher

Education

BA in Child Studies, Tufts University, 1991

Experience

33 years in the EC field
 14 years at BCCC

Claudia Eaton, Explorer Teacher**Education**

BA in Sociology, Guilford College, 2005

MA in Secondary Ed, UMASS Boston, 2010

Early Childhood teacher and director certifications, Colorado Mountain College

Experience

12 years in the EC field

6 year at BCCC

Alicia Pritchard, Duck Teacher**Education**

BA, Mass College of Art and Design, 2008

M.Ed. in Early Childhood Education, Lesley Univ, 2014

Experience

13 years in the EC field

10 years at BCCC

Michelle Lewis, Duck Teacher**Education**

BA in Psychology, Regis College, 1996

Experience

28 years in the EC field

7 years at BCCC

Preschool Nutrition Guidelines Addendum

General Nutrition Recommendations:

Children of all ages should consume a balanced diet that together with daily physical activity promotes healthy growth and development. *The Dietary Guidelines for Americans* advises a dietary pattern that emphasizes whole grains, fruits, vegetables, low-fat dairy, and lean protein sources for all people age 2 years and older. Poultry, legumes, and seafood are recommended sources of lean protein while red meats and processed meats should be limited. Intake of added sugars and sweetened beverages should be moderated to lessen risk of dental caries and excessive energy intake that contributes to overweight. For this reason, the *Dietary Guidelines for Americans* recommends that added sugar be limited to no more than 10% of total calorie intake. Additionally, the American Academy of Pediatrics recommends that fruit juice intake be limited to 6 oz. / day to avoid the effect of higher consumption on calorie intake and displacement of other foods from the diet. The United States Department of Agriculture (USDA) offers up-to-date advice on nutrition for preschoolers at <https://www.choosemyplate.gov/children> Preschool children have unique nutritional needs compared with older children or adults. As part of normal growth and development, children experience behavioral milestones at an individual pace and should be offered a diet that matches their developmental stage. Behavioral milestones that affect eating are outlined here: <https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/behavioral-milestones.pdf>. 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 *USDA Child Meal Pattern* 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 parent or guardian 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. We recommend that food brought to share be peanut/nut free, store packaged, and labeled with ingredients.

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. Information on choking and food safety can be found at: <https://myplate-prod.azureedge.us/sites/default/files/2024-05/TipSheet-15-Healthy-Eating-For-Toddlers.pdf>






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 and Children's Center can be found at <http://www.fightbac.org/>, <https://www.myplate.gov/life-stages/preschoolers>

Serving School Meals to Preschoolers

Preschool meals served through the U.S. Department of Agriculture’s National School Lunch Program and School Breakfast Program (NSLP and SBP) are designed to meet the nutritional needs of young children. Children receive meals that follow the preschool meal pattern if they are a student in the preschool grade level. There are two age groups under the preschool meal pattern: children 1 through 2 years old (1-2 years), and children 3 through 5 years old (3-5 years). Types of milk and minimum serving sizes for some food components are different for the two age groups. By following the preschool meal pattern, your school can help young children eat the types and amounts of foods that best support their growth and development.

Preschool Meal Pattern

	Breakfast		Lunch	
	1-2 years	3-5 years	1-2 years	3-5 years
 Milk	½ cup (4 oz.)	¾ cup (6 oz.)	½ cup (4 oz.)	¾ cup (6 oz.)
 Fruits	¼ cup	½ cup	⅛ cup	¼ cup
 Vegetables			⅛ cup	¼ cup
 Grains	½ oz. eq.	½ oz. eq.	½ oz. eq.	½ oz. eq.
 Meats/Meat Alternates	<i>Optional: Meats/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast. Minimum serving size for both age groups is ½ oz. eq.</i>		1 oz. eq.	1½ oz. eq.







*Serving sizes are minimums.
Operators may offer larger portions.
Oz. = Ounces; Oz. eq. = Ounce equivalent.*



FNS-663
More training, menu planning, and nutrition education materials for Child Nutrition Programs can be found at TeamNutrition.USDA.gov.



Differences Between Preschool and K-5 Meal Patterns at Lunch

	Preschool	Grades K-5
 Milk	<p>Minimum Serving Size: ✓ For 1-2 year olds: ½ cup (4 oz.) required daily. ✓ For 3-5 year olds: ¾ cup (6 oz.) required daily.</p> <p>Types: ✓ For 1 year olds: Unflavored whole milk only. ✓ For 2-5 year olds: Unflavored low-fat (1%) or fat-free (skim) milk only.* • Not required to offer different options of fluid milk.</p>	<p>Minimum Serving Size: ✓ 1 cup (8 oz.) required daily (5 cups required weekly).</p> <p>Types: ✓ Unflavored or flavored low-fat (1%) or fat-free (skim) milk. • Must offer at least two different options of fluid milk (e.g., low-fat and fat-free milk). • If offering flavored milk, must also offer unflavored milk.</p>
 Fruits	<p>Minimum Serving Size: ✓ For 1-2 year olds: ¼ cup required daily. ✓ For 3-5 year olds: ¾ cup required daily.</p> <ul style="list-style-type: none"> • A second, different vegetable may be served in place of fruit. • May serve 100% juice once per day. If juice is served at breakfast, it cannot be served at lunch. 	<p>Minimum Serving Size: ✓ ½ cup required daily (2½ cups required weekly).</p> <ul style="list-style-type: none"> • A second vegetable cannot be served in place of fruit. • 100% juice can be offered to meet up to half the amount of fruit or vegetable offerings in a week (no daily limit).
 Vegetables	<p>Minimum Serving Size: ✓ For 1-2 year olds: ¼ cup required daily. ✓ For 3-5 year olds: ¼ cup required daily.</p> <ul style="list-style-type: none"> • No vegetable subgroup requirements. • A second, different vegetable may be served in place of fruit. • May serve 100% juice once per day. If juice is served at breakfast, it cannot be served at lunch. 	<p>Minimum Serving Size: ✓ ¾ cup required daily (3¾ cups required weekly).</p> <ul style="list-style-type: none"> • Weekly vegetable subgroup requirements: <ul style="list-style-type: none"> • Dark Green: ½ cup • Red/Orange: ¼ cup • Beans and Peas (Legumes): ½ cup • Starchy: ½ cup • Other: ½ cup • 100% juice can be offered to meet up to half the amount of fruit or vegetable offerings in a week (no daily limit).
 Grains	<p>Minimum Serving Size: ✓ For 1-2 and 3-5 year olds: ½ oz. eq. required daily.</p> <ul style="list-style-type: none"> • One of the grain components must be whole grain-rich every day. • Enriched grains may be served at breakfast if whole grain-rich items are served at lunch. 	<p>Minimum Serving Size: ✓ 1 oz. eq. required daily (8-9 oz. eq. required weekly).</p> <ul style="list-style-type: none"> • At least 80% of the grains offered each week must be whole grain-rich.
 Meats/Meat Alternates	<p>Minimum Serving Size: ✓ For 1-2 year olds: 1 oz. eq. required daily. ✓ For 3-5 year olds: 1½ oz. eq. required daily.</p>	<p>Minimum Serving Size: ✓ 1 oz. eq. required daily (8-10 oz. eq. required weekly).</p>
 Grain-Based Desserts	<ul style="list-style-type: none"> • May not credit toward the grains component. • Sweet crackers (e.g., graham and animal crackers) are allowable and count toward the grains component (with no weekly limit). 	<ul style="list-style-type: none"> • May credit up to 2 oz. eq. of grain-based desserts (denoted by superscript 3, 4 or 5 in Exhibit A: Grain Requirements for Child Nutrition Programs**) towards the grain component each week. • Sweet crackers count toward the weekly limit for crediting no more than 2 oz. eq. of grain-based desserts toward the grains component each week.
Additional Considerations About the Preschool and K-5 Meal Patterns		
Sugar Limits	<ul style="list-style-type: none"> • Cereals: 6 grams (g) or less per dry oz. • Yogurt: 23 grams (g) or less per 6 oz. 	<ul style="list-style-type: none"> • No sugar limits on specific foods; average daily calories for a 5-day school week must meet minimum and maximum values.
Fat Limits	<ul style="list-style-type: none"> • No deep-fat frying onsite (including at central kitchens). 	<ul style="list-style-type: none"> • Deep-fat frying onsite is allowed, but average percent of calories from saturated fat must be <10% of total calories. Food products and ingredients must contain zero grams of trans fats (less than 0.5 g) per serving.
Sodium	<ul style="list-style-type: none"> • No limit on sodium. 	<ul style="list-style-type: none"> • Weekly limits on sodium.
Offer Versus Serve (OVS)	<ul style="list-style-type: none"> • Only allowed when preschool students are co-mingled with older children (see page 4 for more information on co-mingling). • Students must select at least three food items; one item must be at least a ½ cup of fruits and/or vegetables. 	<ul style="list-style-type: none"> • Allowed. • Students must select at least three food components; one component must be at least a ½ cup of fruits and/or vegetables.
Family Style Meal Service	<ul style="list-style-type: none"> • Students must select at least a ¼ cup of vegetables, fruit, or both if offered the preschool meal pattern. • If students are co-mingled and being offered the K-5 meal pattern, each student must select at least a ½ cup of vegetables, fruits, or both. • Minimum serving size of each item or component must be offered to each student over the course of the meal. 	<ul style="list-style-type: none"> • Students must select at least a ½ cup of vegetables, fruits, or both. • Minimum serving size of each item or component must be offered to each student over the course of the meal.