



St. Mary of the Assumption Early Childhood Program Infants - Grade K1

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Mission of St. Mary of the Assumption School

St. Mary of the Assumption School is a richly diverse Catholic community serving students from Infancy to Grade Eight. We are dedicated to providing each child with a strong foundation academically, socially, and spiritually. We strive to create an environment that is characterized by living our faith, achieving excellence, and acting responsibly.

Organization and Structure

St. Mary of the Assumption's School staff and faculty fall under the direction of school administration in collaboration with St. Mary of the Assumption Parish, led by Father Jonathan Gaspar. The school is located within the Roman Catholic Archdiocese of Boston with guidance from the Catholic Schools Office.

Educational Approach

The St. Mary of the Assumption School's Early Childhood Program strives to create a supportive and stimulating environment where children can develop across **all domains**:

1. **Cognitive Development:** We emphasize inquiry-based learning, problem-solving, and creativity, encouraging children to explore the world around them through hands-on activities and guided discovery.
2. **Social-Emotional Development:** Building positive relationships and emotional regulation are central to our approach. We foster social skills through cooperative play, conflict resolution exercises, and a nurturing environment that promotes empathy and respect.
3. **Physical Development:** Our program includes opportunities for both fine and gross motor skill development through activities like outdoor play, movement games, and arts and crafts, ensuring children develop strength, coordination, and spatial awareness.
4. **Language and Literacy Development:** We prioritize communication skills through storytelling, songs, and interactive conversations, creating a literacy-rich environment where children develop vocabulary, comprehension, and expressive language.
5. **Creative and Artistic Expression:** Art, music, and imaginative play are integral to our curriculum, encouraging children to express themselves and engage in creative thinking.
6. **Cultural and Community Awareness:** We celebrate diversity and integrate cultural awareness into daily learning experiences, helping children understand and appreciate the world's different traditions, languages, and values.

By offering a well-rounded, developmentally appropriate curriculum, our program aims to cultivate confident, curious, and capable learners who are prepared for future educational success.

Child Guidance Approach

At our early education program, we embrace a positive, nurturing approach to child guidance that fosters respect, self-regulation, and problem-solving skills. Our goal is to create a supportive and emotionally safe environment where children feel valued, understood, and empowered to make responsible choices. We believe in guiding behavior through:

1. **Positive Reinforcement:** We emphasize acknowledging and encouraging positive behaviors, helping children understand the connection between their actions and outcomes. By celebrating effort and kindness, we build children's self-esteem and reinforce appropriate behavior.
2. **Modeling Respectful Communication:** Teachers demonstrate respectful, calm, and empathetic communication in all interactions. We encourage children to express their feelings, needs, and frustrations in words, promoting effective communication and conflict resolution.

3. **Consistent Routines and Clear Expectations:** By providing a predictable environment with clearly defined expectations, we help children feel secure and understand boundaries. We use gentle reminders and redirection to guide behavior, helping children focus and engage appropriately.
4. **Problem-Solving and Decision-Making:** We empower children to think critically about their choices by involving them in problem-solving discussions. This approach helps them develop self-regulation, empathy, and conflict resolution skills as they learn to consider the perspectives of others.
5. **Emotion Regulation and Self-Control:** Through social-emotional learning activities, we support children in recognizing and managing their emotions. We teach calming strategies, such as deep breathing or taking breaks, to help children manage strong feelings and regain control in challenging moments.
6. **Individualized Support:** Recognizing that each child is unique, we adapt our guidance strategies to meet individual needs. We collaborate with families to ensure consistency between home and school, creating a unified approach to behavior management.

By focusing on building positive relationships, fostering independence, and teaching essential life skills, we guide children toward becoming confident, self-disciplined, and socially responsible individuals.

Infant Classroom

Age Range: 3 - 15 months

Hours: 7:30 AM to 5:30 PM

What to Expect in the Infant Classroom

Our infant classroom is a warm, nurturing environment designed to support the earliest stages of your child's development. We understand that infancy is a time of rapid growth, and we are committed to providing a safe, loving, and stimulating space where babies can thrive. Here's what you can expect from our infant program:

1. **Individualized Care and Attention:** Each infant is unique, and we tailor our care to meet the specific needs and schedules of every child. Our low caregiver-to-child ratio ensures that each baby receives the attention, love, and one-on-one interactions they need to feel secure and connected.
2. **Nurturing Relationships:** Building trusting relationships is at the heart of our infant care. Our caregivers offer consistent emotional support and are responsive to each child's cues, fostering a strong bond and creating a sense of security for your baby.
3. **Safe, Stimulating Environment:** We provide a safe, clean, and developmentally appropriate environment where infants can explore and engage in sensory-rich activities. Our room is filled with soft, age-appropriate toys, and materials that promote cognitive, physical, and social-emotional growth.
4. **Encouraging Physical Development:** We support infants' gross and fine motor development through tummy time, gentle stretching, and supervised play that encourages reaching, grasping, rolling, and crawling. As babies grow, we introduce new challenges to support their developing coordination and strength.
5. **Language and Communication Growth:** From infancy, we emphasize early language development by engaging in verbal communication, singing, and reading aloud. Caregivers talk, sing, and respond to each baby's coos and babbles, fostering the early building blocks of language.
6. **Emotional and Social Development:** We encourage socialization through gentle interactions with caregivers and peers. Infants are given opportunities to observe and engage in simple, meaningful interactions that help them begin developing social and emotional skills.
7. **Partnership with Families:** We work closely with families to ensure that daily routines, such as feeding, sleeping, and diapering, are consistent with each child's needs. We value open communication and provide regular updates on your baby's development, milestones, and classroom activities.

Our goal is to provide a loving, peaceful space where your baby feels safe and supported, while laying the foundation for healthy development in all areas.

In order to minimize the adjustment period, nursing mothers are asked to introduce a bottle at home for a few weeks before the infant begins at the Center. In the event of unintended exposure to breast milk, families may be asked to provide the Center with medical information on request. A general feeding schedule should be provided to the classroom teaching staff. Children that are exclusively breast fed should also have a back-up bottle of formula or breast milk in the event that mom is unavailable to nurse. Every child is required to have an additional supply of formula or breast milk to be transported in an emergency backpack in the event that the classroom must leave the premises.

Information for parents/guardians on Bottle warming is available online at:

<https://www.mass.gov/doc/updated-bottle-warming-safety-policy/download>

Each young infant is assigned a crib that is furnished with a firm mattress. Parents/guardians are asked to drop off 2 fitted crib sheets on Monday and on Fridays take it home and have it cleaned for the upcoming week. Parents/guardians are also required to provide sleep sacks/suits for rest time. Infants are always placed on their backs to sleep and are continuously supervised. To ensure children's safety, pillows, comforters, stuffed animals, or other soft, padded materials are not permitted in cribs. Pacifiers support safe sleeping and are permitted in the cribs.

Information for parents/guardians on Keeping Sleep Time Safe is available online at:

<https://www.mass.gov/info-details/safe-sleep-information-for-parents-and-caregivers>

The infant room diaper policy includes the following steps:

- Each child's diaper is changed when wet or soiled.
- Each educator washes their hands with liquid soap and water using friction and dries their hands with a paper towel before picking up the infant.
 - The changing table is covered with sterile paper before the child is placed on it. The child is placed on their back on the diaper changing table.
- Each educator puts on vinyl gloves prior to removing a child's diaper.
- The child's bottom and genital area are cleaned with diaper wipes, wet paper towels, or wet paper towels with soap, according to the directions as provided by parents/guardians.
- The dirty diaper, cleaning cloths, and vinyl gloves are placed in a plastic bag that is immediately tied and deposited in the adjacent garbage can.
- Diaper cream can be placed on the bottom and genital area as specified by the parent/guardian so long as the child's skin is not broken.
- A clean diaper is secured on the child and clothing replaced. The child's hands are washed with liquid soap and running water and dried with a paper towel.
- The infant is returned to the play area.
- Wet or dirty clothing is placed in a plastic bag and put in the child's cubby after the diapering procedure is completed.
- The paper is removed from the changing table and discarded in the adjacent garbage can.
- The educator washes the table with soap and water and then sterilizes the changing table with a bleach and water solution, made daily. The bleach solution is designated by the Department of Early Education and Care.
- The educator washes their hands with liquid soap and hot water without touching the sink handle with their hands.

- Information regarding the diaper change is recorded in an electronic communication system for families to see as well as the classroom white board.

The changing table is not used for any other activity.

Parents/guardians provide:

- disposable diapers, package labeled with the child's name
- prepared formula or breast milk in labeled bottles .
- jarred, bottled, or dry food in small quantities labeled with the child's name (no glass jars)
- cooked and fresh labeled foods to be stored daily in the refrigerator
- empty labeled bottles and nipples
- two complete sets of labeled clothing including undershirts and socks
- a pacifier (optional)
- appropriate clothing and **Sunscreen** for outdoor play or walks.

No Glass Containers Are Permitted

Toddler Classroom

Age Range: 15 months - 2 years 9 months

Hours: 7:30 AM to 5:30 PM

What to Expect in the Toddler Classroom

Our toddler classroom is a vibrant, energetic environment designed to support the natural curiosity and independence that emerge during this stage of development. We recognize that toddlers are eager to explore the world around them, and our classroom provides the perfect balance of structure and freedom to nurture their growing sense of self. Here's what you can expect from our toddler program:

1. **Exploration and Play-Based Learning:** Toddlers learn best through play, and our classroom is rich in hands-on, sensory experiences that stimulate curiosity and creativity. We provide a wide range of age-appropriate toys, materials, and activities that encourage exploration, problem-solving, and discovery.
2. **Encouragement of Independence:** We support toddlers as they develop new skills and a growing sense of autonomy. Whether it's self-feeding, dressing, or tidying up after play, our caregivers encourage independence and provide the right level of guidance to foster confidence and success.
3. **Social and Emotional Development:** The toddler stage is full of big emotions and growing social awareness. We help toddlers learn to identify and express their feelings in appropriate ways, and we guide them in building friendships, sharing, and taking turns through structured group activities and spontaneous play.
4. **Language and Communication Growth:** Toddlers are rapidly developing their language skills, and we provide a language-rich environment where children are encouraged to express
5. **Physical Development:** Toddlers are constantly on the move! Our classroom is designed to support gross motor development through active play, including climbing, jumping, dancing, and running. We also encourage fine motor development with activities like puzzles, building blocks, and arts and crafts.
6. **Routine and Consistency:** Toddlers thrive in a predictable environment. Our classroom follows a structured yet flexible daily routine that includes playtime, meals, naps, and learning activities. This routine helps toddlers feel secure while still allowing for their natural desire to explore and engage.
7. **Problem-Solving and Decision-Making:** We give toddlers opportunities to make choices throughout their day, promoting critical thinking and decision-making skills. Whether it's choosing which activity to engage in or helping to solve a simple problem, we encourage toddlers to think for themselves in a supportive environment.
8. **Partnership with Families:** We work closely with families to ensure we are meeting each child's unique needs. Open communication about daily activities, developmental milestones, and any

challenges is a key part of our program. We also encourage collaboration between home and school for consistency in routines and expectations.

In our toddler classroom, we focus on fostering independence, social skills, and early learning through play, exploration, and loving guidance. Our goal is to create a safe, fun, and stimulating environment where toddlers can develop confidence, resilience, and a love for learning.

Parents/guardians provide lunch foods labeled with the child's name, an insulated lunch bag, a thermos and cold packs, disposable diapers, package labeled with the child's name, two complete sets of labeled clothing including underwear, socks and a pair of sneakers, appropriate seasonal clothing for outdoor play, a favorite labeled cuddle toy for nap although this is optional.

Toilet training can be an integral component of the toddler classrooms. Parents/guardians are invited to a collaborative meeting with the Infant/Toddler Coordinator prior to the process starting. At each diaper change, children are asked if they would like to use the potty or toilet. Clapping, cheers, stars, stickers, or "happy faces" reward successful attempts, and bathroom accidents are considered normal. Children that independently use the toilet role model the process to their peers that are still learning. Staff actively work to keep the environment relaxed and stress-free. The diaper changing policy for the mixed room and toddlers is the same as the policy for infants except for the following: Children will be toilet trained in accordance with the request of their parent(s)/guardian(s) and consistent with the child's physical and emotional abilities. Diapers and underwear are still checked every two to three hours in addition to whenever children are soiled or wet.

Please provide the following:

- Milk
- Snack foods
- Vaseline, Desitin, Balmex, and Boudreaux's Butt Paste (parents/guardians should discuss preferences with staff and provide written authorization)
- Blankets, sheets, and bibs
- Sunscreen

Parents/guardians must provide:

Lunch, foods labeled with the child's name, an insulated lunch bag, a thermos and cold packs, disposable diapers, package labeled with the child's name, two complete sets of labeled clothing including underwear, socks and a pair of sneakers, appropriate seasonal clothing for outdoor play, a favorite labeled cuddle toy for nap although this is optional.

Pre-School Classrooms

Age PreK: Beginning at 2.9

Hours: 7:30 AM to 2:15 PM

What to Expect in the Preschool Classrooms (PreK)

Our preschool classrooms are an engaging, dynamic environment designed to foster curiosity, creativity, and early academic skills as children prepare for their next educational steps. At this stage, children are eager to explore more complex ideas, develop friendships, and express themselves in new ways. Our preschool program offers a balance of play-based and structured learning that supports each child's growth across all developmental domains. Here's what you can expect from our preschool classroom:

- 1. Active, Play-Based Learning:** We believe in the power of play to drive learning and development. Our classroom offers a variety of activities and materials that encourage hands-on exploration, creativity, and problem-solving. Through guided play, children develop cognitive, social, and emotional skills while building their confidence.

- 2. Development of Early Academic Skills:** Preschool is a time when children begin to engage with early literacy and numeracy concepts. We introduce these skills through playful, meaningful experiences such as storytelling, letter recognition games, counting activities, and puzzles. Children are encouraged to explore letters, numbers, shapes, and patterns at their own pace, laying the foundation for future academic success.
- 3. Social and Emotional Growth:** In preschool, children continue to develop important social-emotional skills such as cooperation, empathy, and self-regulation. We guide children in building positive relationships, solving conflicts, and expressing their emotions in appropriate ways. Group activities, collaborative projects, and structured play help foster a sense of community and belonging.
- 4. Language and Communication Development:** Our preschool environment is language-rich, encouraging children to express themselves verbally, expand their vocabulary, and improve their listening and comprehension skills. Through conversations, storytelling, songs, and role-playing, we help children become more confident communicators, both with peers and adults.
- 5. Physical Development:** We support both fine and gross motor skill development through a variety of activities. Indoor and outdoor play, arts and crafts, and physical games help children strengthen their coordination, balance, and agility. Fine motor activities, such as cutting, drawing, and building, prepare children for writing and other detailed tasks.
- 6. Creative Expression and Imagination:** Creativity is an essential part of our preschool curriculum. We provide opportunities for children to express themselves through art, music, dramatic play, and imaginative storytelling. These activities encourage self-expression, critical thinking, and problem-solving, while also promoting self-confidence.
- 7. Structured Routines and Predictability:** Preschoolers benefit from a consistent daily routine that includes structured activities, group time, and free play. Predictability helps children feel secure and understand what is expected of them, while the variety of activities keeps them engaged and excited about learning.
- 8. Introduction to Responsibility and Independence:** In preschool, children are given opportunities to take on age-appropriate responsibilities, such as helping to clean up, organizing materials, or assisting with classroom tasks. These responsibilities promote independence, problem-solving, and a sense of accomplishment.
- 9. Partnership with Families:** We view families as key partners in each child's learning journey. We maintain open communication about your child's progress, developmental milestones, and any challenges. We encourage families to actively participate in classroom activities and stay involved in their child's early education experience.

Our preschool program is designed to cultivate curiosity, independence, and a love for learning, while building the social and academic skills necessary for kindergarten readiness. Through a blend of playful exploration and intentional teaching, we aim to help each child grow into a confident, capable, and compassionate learner.

Kindergarten 1 ClassroomS (K1)

Age K1: beginning at 4 years old

Hours: 7:30 AM to 2:15 PM

What to expect in a K1 classroom

Our K1 classroom is designed to be a vibrant, engaging, and nurturing environment that supports the growing independence, curiosity, and emerging academic skills of young learners. As children transition from preschool into a more structured educational setting, we provide the right balance of play-based learning, guided instruction, and social-emotional development. Here's what you can expect from our K1 program:

- 1. Foundations of Early Literacy and Numeracy:** K1 introduces more focused instruction in reading, writing, and math, while keeping learning fun and interactive. Children begin learning letter sounds, simple sight words, and early writing skills. In math, we explore basic number concepts, counting, patterns, shapes, and problem-solving activities that build foundational numeracy skills.

2. **Social-Emotional Development:** In K1, children are developing important social-emotional skills, such as cooperation, empathy, and self-regulation. We foster these skills through group activities, class discussions, and collaborative projects. Children learn to take turns, share, resolve conflicts, and express their emotions in healthy, constructive ways.
3. **Structured Learning with Play-Based Exploration:** We believe that young children learn best through a combination of structured activities and free exploration. Our K1 curriculum includes teacher-guided lessons in literacy, math, science, and art, alongside opportunities for imaginative play and hands-on exploration. This helps children stay engaged and excited about learning while developing key academic and problem-solving skills.
4. **Language and Communication Skills:** K1 is a critical time for language development. We focus on expanding vocabulary, improving listening comprehension, and encouraging clear verbal expression. Through stories, songs, conversations, and classroom discussions, we help children develop both their receptive and expressive language abilities.
5. **Independence and Responsibility:** K1 children are encouraged to take on greater responsibilities, both in the classroom and in their personal routines. We support them as they learn to manage tasks like packing their bags, organizing materials, following instructions, and contributing to classroom jobs. These activities build independence, self-confidence, and a sense of responsibility.
6. **Physical Development:** Gross and fine motor skills continue to be a focus in K1. We provide opportunities for active play and movement through games, outdoor activities, and physical education. Fine motor skills are strengthened through writing, cutting, drawing, and other creative activities that prepare children for more advanced tasks.
7. **Creative Expression and Critical Thinking:** K1 children are brimming with creativity and imagination. Our curriculum includes opportunities for art, music, and dramatic play, encouraging self-expression and creative problem-solving. Children also engage in simple science experiments, nature exploration, and hands-on projects that nurture curiosity and critical thinking.
8. **Establishing Routines and Structure:** K1 children thrive on routines that help them feel secure and understand classroom expectations. Our daily schedule includes structured learning time, play, rest, and snack time, providing a balance between focused activities and relaxation. This helps children transition smoothly into the more structured environment of formal schooling.
9. **Partnership with Families:** We value open communication and collaboration with families. Through regular updates, parent-teacher conferences, and shared insights into each child's progress, we work closely with families to ensure that the K1 experience meets the unique needs of each learner. We also encourage family involvement in class activities, projects, and events.

In our K1 classroom, we aim to create a joyful, supportive, and enriching experience that nurtures each child's intellectual, social, and emotional growth. Our goal is to help children develop a love for learning, a strong sense of self, and the skills needed for a successful transition to Kindergarten 2 (K2) and beyond.

Pre-Admission

Prior to enrollment, parents/guardians are required to visit the School with their child and meet with the Director of Early Childhood, Suzette Torres-Perrier, and the Director of Admissions, Domenica DeLuca, to tour the classrooms and the school. This visit is an opportunity for families to see the classroom, learn more about our educational philosophy, and ask questions. Once families tour, they have the opportunity to apply. St. Mary's School has a rolling admissions process and students will be admitted on a first come first serve basis based on availability.

Tuition Contract

Prior to enrollment, parents/guardians are required to sign a contract with the Program. This contract outlines the terms and conditions of the monthly payment agreement for participation in the childcare program.

Infants

- 7:30 am to 5:30 pm: \$700/week

Toddlers

- 7:30 am to 5:30 pm: \$630/week

PreK-K1

- 7:30 am to 2:15 pm: \$14,430/school year

A \$50 non-refundable fee must be paid through FACTS to process your application to St. Mary of the Assumption School. The admissions portal can be found via <https://stmarys-brookline.org/apply/>.

A \$250 non-refundable seat deposit is due within **two weeks of acceptance** to secure enrollment. The seat deposit will be credited toward the yearly tuition. *In addition, families must register for the FACTS Tuition Management Plan as a condition of acceptance.*

Tuition payments thereafter must be made electronically through FACTS Management. Online enrollment in this program must be completed upon acceptance and can be made in the following ways:

Option One: Single online payment due on July 20th.

Option Two: Two online payments due on July 20th and on November 20th.

Option Three for Grades PreK-K1: Monthly online payments. The monthly payment date is the 20th of each month. The FACTS cycle begins in July and concludes in April.

Option Four for **Infants and Toddlers Only**: Monthly online payments. The monthly payment date is the 20th of each month. Infants and toddler classrooms are open for twelve months.

St. Mary's School relies on prompt tuition payments. Late payments will be assessed interest at the compounded rate of 1.5% per month, 18% annually as permitted by law.

Withdrawal Policy: In the event that a family withdraws voluntarily or involuntarily, the following procedure applies. The \$50 application fee and the \$250 seat fee are non-refundable regardless of when a student withdraws. Any withdrawals must be in writing one month prior to exit. There will be no refunds issued after January 1st. If there is no notice of withdrawal, families will be responsible for tuition for the remainder of the school year regardless of when withdrawal occurs.

- Families withdrawing prior to September 1st, are responsible for three months of tuition.
- Families withdrawing between September 1st and Christmas break are responsible for four months of tuition.
- Families withdrawing from January 1st until the end of the school year are responsible for tuition for the remainder of the school year.

Arrival/Departure

In order to facilitate a trusting relationship, "good-byes" need to be said openly and directly with reassurance of when the parent/guardian will return. A consistent "good-bye" routine is encouraged to help support the child's arrival. If the child is not responsive to the good-bye routine, then it may be helpful to make the transition directly to a staff member. Good-byes can be difficult at the end of the day and children have individual needs; it is helpful if parents/guardians discuss their child's needs and design a consistent plan for leaving with the afternoon educator.

If a child has difficulty with leaving the School at the end of the day, a direct "good-bye" and a reminder of when the child will return is usually helpful. Whenever a parent/guardian is present for arrival or pick up, the parent is responsible for their child and implementing the program's rules with their child.

If someone other than a parent/guardian is picking up a child, the office staff and educators need verification in writing in advance. Children will not be released without prior authorization even if the alternative pick-up person is indicated on enrollment forms. The administrator logs the change for pickups and drop offs. If a child is going to arrive late or be absent, parents/guardians need to call the School in the morning prior to 10:00am to share their plans or discuss if the absence is due to illness. (See "Policy for Illness").

Transition

Between classrooms, parents/guardians will be informed a month in advance by the Director of a pending change to their child's classroom. Before the transition takes place, families will be encouraged to meet the new classroom teachers and take a tour of the environment. The meet and greet can take place with or without the child being present. Children will have the opportunity to visit the upcoming classroom approximately two weeks prior to entering the new environment. Visiting is intended to support children in getting to experience activities in the new classroom as well as becoming familiar with their new caregivers and peers.

Children experience many small transitions throughout the day. Staff will provide ample verbal warnings for children prior to supporting children through the classroom's daily schedule. Children will be allowed sufficient time to finish a play project or thought. At weekly team meetings, staff and administration will review strategies to support children who seem challenged by the transitions within daily routines.

Transitions to a new classroom are not solely based on biological age, but also the child's readiness.

Staff Information

Child/Staff Ratio:

The Program is licensed to serve 116 children: 7 infants, 9 toddlers, and 40 preschoolers and 100 K1 students. Each room is staffed according to licensing regulations from the Commonwealth of Massachusetts Department of Early Education and Care (EEC). The full-time professional staff is enhanced with part-time educator assistants. The ratios by classroom are: Infant: 7 children/2 staff; Toddler: 9 children/2 staff; PreSchool: 20 children/2 staff ; K1: 20 children/2 staff.

Staffing information is on display on the first and second floors of the program.

Staff Qualifications

All educators working in the capacity of a teacher are EEC certified. Teaching assistants work under the supervision of EEC certified teaching staff. Administrators are EEC certified as educators and directors. All staff receive background record checks prior to hire and every three years thereafter. The center has staff EEC-certified educators, who function as float teachers. They cover regularly scheduled staff vacations as well as unanticipated staffing needs outside every classroom.

All staff are familiar with and actively practice and implement the Program's philosophy, organization, policies, and procedures. Prior to entering the classroom ratios, all staff receive an orientation.

Orientation is provided in the classroom under the direction of experienced staff members as well as with the individual's direct supervisor.

During the orientation process, all staff members are made aware of the following:

- the position of the staff person responsible for conducting the orientation,
- the new member's job description,
- the schedule and number of hours of the orientation.

The staff member will then be made aware of the Program's:

- Personnel policies
- Statement of purpose
- Statement of non-discrimination

- Health and safety policies and procedures
- Medication administration
- Safe sleep for infants
- Procedures for protecting children from abuse and neglect
- Fire and evacuation policies and procedures
- Child guidance policy
- Department of Children and Families referral policy and procedures, philosophy and organization, referral procedures, procedures for parent/guardian visits, including communication, input, and conferences.

Staff members will also be responsible for completing training in EEC Essentials:

1. Child Abuse and Neglect
2. Emergency Response Planning
3. First Aid and Cardiopulmonary Resuscitation (CPR) Overview
4. Food Related Risk and Response
5. Hazardous Materials
6. Infant Safe Sleeping Practices
7. Infectious Diseases and Immunizations
8. Introduction to Child Development 21
9. Medication Administration
10. Physical Premises Safety
11. Shaken Baby Syndrome
12. Transporting Children

Staff members are also responsible for completing trainings in:

1. USDA/Nutrition training and food choking hazards
2. 51 A Mandated Reporter Training

Arrival/Departure for Infants and Toddlers

Parents/guardians are invited to stay for a few minutes during arrival and departure to assist their child with the transition from home to school and vice versa. Students must wash hands upon arrival.

Transition times are stressful for both the child and the parent(s)/guardian(s). Most children will at some time experience a degree of separation anxiety and not want to stay at the Program. To facilitate a trusting relationship, good-byes need to be said openly and directly with reassurance of when the parent/guardian will return. If the child does not become interested in an activity, it may be helpful to make the transition directly to a staff member. Many children like the daily ritual of saying good-bye and waving at the classroom door while watching the parent/guardian leave.

Similarly, at pick-up time in the afternoon, parents/guardians are invited to join in the activities with their child. This gives children time to make the departure transition and possibly invite their parents/guardians to become engaged in their latest discovery or creation. If a child has difficulty with leaving the Program at the end of the day, a direct good-bye, and a reminder of when the child will return is usually helpful. Good-byes can be difficult at the end of the day and children have individual needs; it is helpful if parents/guardians discuss their child's needs and design a consistent plan with the afternoon teacher to assist the child in leaving the program.

If someone other than a parent/guardian is picking up a child, the staff needs verification in advance in writing. All pick-up persons, including other parents/guardians in the Program, must be confirmed with the classroom teacher as well as an Administrator. Alternative pick-up people should be prepared to present a government issued ID or Passport.

Children will not be released to anyone other than a legal parent/guardian without a same day notification. If a child is going to be absent from the center, for any reason, families should contact an administrator prior to 10:00 am.

In the case of an illness, families should be prepared to share their child's symptoms with an administrator. (See "Illness").

Families are required to drop children off with their classroom teachers for Infant and Toddler classrooms. If the classroom is at the playground, or otherwise offsite, families should plan to meet the classroom at their current location to drop off their child.

Whenever a parent/guardian is in the classroom, the parent/guardian is responsible for implementing the classroom rules with their child. Similarly, parents/guardians are responsible for the care of their children during the time they are dropping off and picking up. Children are not permitted to be left unattended in any area of the school.

Between Classrooms

Parents/guardians will be informed a month in advance by the Director of a pending change to their child's classroom. Before the transition takes place, families will be encouraged to meet the new classroom teachers and take a tour of the environment. The meet and greet can take place with the child being present. Children will have the opportunity to visit the upcoming classroom approximately two weeks prior to entering the new environment. Visiting is intended to support children in getting to experience activities in the new classroom as well as becoming familiar with their new caregivers and peers.

Withdrawing From St. Mary's and Going to a New School

Parents/guardians and coordinators mutually determine the schedule and strategy for a child and/or family leaving the Program. Children will be given an opportunity to say good-bye to peers. Parents/guardians are encouraged to communicate appropriately with teachers and children about the new school and upcoming transition. With parent/guardian permission, St. Mary of the Assumption Early Childhood Program will complete questions from the new school and will provide a copy of a recent progress report. Please allow up to 10 business days for completion.

Routine Classroom Transitions

Children experience many small transitions throughout the day. Staff will provide ample verbal warnings for children prior to supporting children through the classroom's daily schedule. Children will be allowed sufficient time to finish a play project or thought. At weekly team meetings, staff and administration will review strategies to support children who seem challenged by the transitions within daily routines.

Communication

In order for the Program to optimize the care that is provided, it is essential to have daily parent/guardian/staff communications via the Procure App (Infants/Toddlers) or ClassDojo (PreK-K1). At morning drop off, families are encouraged to allow a few minutes prior to departure to share information with teaching staff. If a longer discussion is needed, appointments for meetings or phone conversations can be made with the assistance of the Program Director.

Throughout the day families will receive updates on their child via the Procure or ClassDojo App. Information will be available pertaining to activities, naps, food intake, social interactions, toileting, etc. Daily curriculum highlights are also shared electronically specifically for Infants/Toddlers. Students in the PreK-K1 classrooms will receive periodic updates on ClassDojo including but not limited to special events, lessons, projects, and upcoming events/notifications.

Notices/Newsletters Notices

Newsletters, general information, and reminders are communicated via Procure or ClassDojo App. They are also posted on classroom bulletin boards and locations throughout the Program. Parents/guardians should be alert for new notices to keep informed of Program plans. The schoolwide Principal's Newsletter is emailed to all parents/guardians weekly.

Policy Changes

Families will be notified in writing minimally seven days prior to the implementation of any change in program policy or procedures.

Meetings/Conferences

Parent/guardian conferences are held according to EEC regulations, every three months for infants and toddlers, and once a year for preschoolers; however, meetings with staff members may be requested at any time. During these meetings, the teaching staff provide parents/guardians with a written update of their child's skills and interests.

The Program also holds a number of community events throughout the year. A program calendar depicting all events for the year is distributed late summer and posted on the St. Mary of the Assumption School website. Classroom teaching staff and the Program Director routinely hang relevant articles to a particular age group outside of the child's classroom. Students in PreK-K1 will have scheduled parent-teacher conferences as outlined on the Academic Calendar, school website and Student-Parent Handbook. Students in Infant and Toddler classrooms will have progress reports every three months based on the students' enrollment in the program. Report cards for Infants-K1 students will be sent home twice a year.

General Information

Program Hours

Infant Classroom: 7:30 AM to 5:30 PM

Toddler Classroom: 7:30 AM to 5:30 PM

PreK: 7:30 AM to 2:15 PM

K1: 7:30 AM to 2:15 PM

The infant students will be dropped off in the Infant Classroom between the hours of 7:30 AM-8:30 AM. The toddler students will be dropped off in the Toddler Classroom between the hours of 7:30 AM-8:30 AM. PreK students and K1 students will be dropped off in the auditorium on the second floor entering through the doors on 67 Harvard Street between the hours of 7:30 AM-8:00 AM. It is highly recommended that children are dressed appropriately when arriving to school on time in order to maintain consistent routines.

Program Closures/Calendar Year

2026-2027 School Calendar

Late Care/Fees

The Program closes promptly at 5:30 PM. A late fee of \$20 dollars for each 15 minutes or a fraction thereof will be charged for care after this time. Late payments are issued via FACTS. All parents/guardians, children, and staff members must vacate the School premises by 6:00 PM. If a parent/guardian is detained due to an emergency and is unable to pick up their child by 6:00 PM, the parent/guardian is responsible to contact an authorized person listed on their child's "Arrival/Departure Permission" form to make a pick-up by 6:00 PM. Families that are anticipating arriving late to the program should contact a center administrator via phone or email as soon as possible. If a child has not been picked up by closing time, a telephone call will be made to the family. If they cannot be reached at home/work/school, the emergency telephone numbers will be called, and if contact is made, that person will be requested to pick up the child/ren. If there is no response, this process will be repeated twice more within 15 minutes. If contact has not been made with the family or the emergency

person by 6 p.m., the designated staff person will call the department of Social Services and/or the local police. A report of the action will be placed in the child's file.

Child Records

The individual records of each child are available to their parent(s)/guardian(s) upon request. A parent/guardian can have a conference with the Director to clarify or create an amendment, addition, or deletion to their child's record according to EEC regulations. Records are considered confidential information and are kept in a locked file cabinet. Records can only be sent to or viewed by a third party with a parent/guardian's written consent. The Program will notify the parent(s)/guardian(s) if their child's record is subpoenaed.

Transitional Items

Children often want to bring a toy or a small object from home to the Program. Soft toys (such as stuffed animals and blankets) are encouraged for naptime for Toddlers. Other toys will be stored in the child's cubby. A teacher may help a child during group time to talk to their peers about the special toy.

Toy weapons are not permitted in the program. Action figures are discouraged.

Children in the Toddler Classroom often like to bring their breakfast to the Program in their lunchbox and eat it after they arrive. With some children, this eases the transition between home and school. Breakfast foods may be brought to the classrooms before 8:30 AM. Children who arrive after 8:45 AM are encouraged to wait until snack time to eat. Infants who have started eating solid foods can be fed breakfast at the Program. Gum and candy are not allowed in the Program; sweets such as cookies and cupcakes are strongly discouraged. Foods which are choking hazards are discouraged. Students in PreK-K1 enjoy a morning snack in their classrooms.

A child's cubby is a place to store their personal belongings. This includes their personal toys, nap blankets, soiled clothing, lunch boxes, notes for home and completed projects. Parents/guardians of Infants/Toddlers are responsible for checking the cubby daily for items to be brought home. Whenever soiled clothing is sent home, a clean set should be brought in the next day to ensure the child always has an extra set of clothing. If a child is sent home with "St Mary's of the Assumption Early Childhood program" labeled clothing, parents/guardians are asked to return the items in clean condition within a week. Naptime items are sent home weekly for laundering. Students in PreK-K1 receive projects home on Fridays weekly in the home folder.

Naps

The EEC guidelines require a nap/quiet time in each child's daily schedule. A nap/quiet period is scheduled for after lunch and children are offered a mat. The Program does not provide crib sheets and blankets. Please be sure to send your child with a crib sheet and blanket labeled with their name. There are quiet activities offered to children that do not sleep. Students in PreK and K1 should come with a light blanket for nap time.

Safe Sleep Supervision of children is equally important during the times that a child is sleeping at the program, mainly when that child is an infant. EEC has very specific regulations about safe sleep practices. All infants are placed on their backs to sleep unless a child's physician orders otherwise (such a request must be given to me in writing). We check on children every 15 minutes during nap time. If your child is less than six months old, we will directly supervise them during nap-time for the first six weeks they are in care. For more information regarding Safe Sleep, please review the 'Family Child Care Policies' section of <https://www.mass.gov/doc/safe-sleep-for-infants/download>

Outside Play

The Program's goal is to have the children go outside daily. EEC requires that educators must protect children against cold, heat, and sun injury. The changes in weather require that program administrators monitor the weather via web information closely to maintain the health and safety of children. The Program uses a child

care weather watch tool to determine outdoor play. Children are required to come to the program with appropriate, labeled outdoor clothing.

In the summer and warmer months, parents/guardians are required to provide their child with:

- A hat
- Safe outdoor shoes (no crocs or flip-flops)

The Program provides sunscreen lotion. Parents/guardians are welcome to provide their own with written permission for it to be applied at the Program for students in the infant/toddler classrooms.

In the winter and colder months, parents/guardians are required to provide their child with:

- A snowsuit
- A hat
- Mittens or gloves
- Snow boots

Extra pair of sneakers should be kept in the child's cubby.

All personal items must be labeled with the child's name.

Field Trips

Short walks and excursions within the Brookline area. A field trip permission form as well as a General Permission form for the neighborhood, included in enrollment documents, gives permission for excursions outside of the Program. Parents/guardians will be informed in advance and asked to sign supplemental form(s) if additional field trips are planned. Parent/guardian participation is welcome and often needed on field trips that require transportation to ensure a high adult to child ratio. The School may provide bus transportation for field trips as necessary, which will be communicated ahead of time.

Jewelry/Hair Accessories Policy

Students in the Infant through K1 classrooms should refrain from wearing jewelry and hair accessories that could become a distraction and/or choking hazard to self or peers. The School recommends using simple elastics to tie hair or braids, and not beads which could fall out or off and become dangerous for students and staff.

Snacks

A brief, mid-morning snack break for students in Infants-K1 takes place each day. Parents/guardians are encouraged to send a healthy and nutritious snack each day which includes protein and carbohydrates. We encourage foods such as fruits which are pre-cut for our youngest learners, yogurt, and cheese that is cut in smaller pieces. Please do not send soda, gum, or contents in glass containers. No glass containers are allowed.

All snacks and foods brought into the school must be nut free.

Breakfast and Lunch

St. Mary of the Assumption School participates in the free food services program in collaboration with the Brookline Food Services Department. A selection of breakfast items will be available in the morning for students. The school will provide a limited menu of sandwiches, bagels, and salads at lunch time including a hot lunch. Students may also bring their own lunch and order milk to go with their lunch. There may also be an option for a snack for EDP. No glass containers are allowed. **All snacks and foods brought into the school must be nut free.**

Brookline Spa Pizza Fridays

Pizza will be available for purchase weekly every Friday. Watch for announcements about costs and ordering.

Fragrance Free Environment

St. Mary of the Assumption Early Childhood Program strongly encourages a fragrance-free environment as scents can adversely affect individuals with asthma, allergies, and other sensitivities.

Birthday Celebrations

In order to maintain equity, we ask that if parents/guardians wish to celebrate their child's birthday, they may bring in a non-edible treat such as birthday pencils or small party favors for each classmate in that homeroom. These cannot be choking hazards. Parents/guardians may also schedule an appropriate time with the classroom teacher and Principal or Assistant Principal to come read a book to the class or donate a book to the classroom library.

Holidays

There are different ethnic and religious backgrounds represented in the Program. The Program recognizes and celebrates the holidays celebrated by enrolled children. We follow the school's academic calendar. We observe all federal and state holidays in Massachusetts.

Inclement Weather

In the event of inclement weather, the Principal and Director of the St. Mary's of the Assumption Early Childhood Program, may decide to close the Program. If the Program is to be closed all day, the decision will be made by 5:00 AM. If inclement weather impacts the operating hours, families of enrolled infants and toddlers in our Procure software system can receive a text message notification. If there is not a message, standard operating hours are in effect. A message indicates program hours are impacted or the program is closed. Students in PreK-K1 will receive an email notification. If the Extended Day Program (EDP) will be closed, the announcement may be made during the school day (for students in PreK-K1).

Babysitting

Families occasionally need additional childcare and may choose to ask members of the St. Mary's of the Assumption staff to provide babysitting services during off-duty hours, outside of the childcare center. The St. Mary's of the Assumption is in no way involved in such agreements and bears no responsibility or liability for any damages resulting from private engagements.

Parking

Short-term parking is available for drop-off and pick-up only in the parking lot.

Prevention Of Child Abuse Or Child Sexual Assault

Parents/guardians who volunteer in any capacity at the school during the school year should note the following requirements.

The Archdiocese of Boston requires a criminal offender record information (CORI) check every year for all volunteers (17 years and older) who minister to or have the potential for unmonitored access to children, youth, elderly and the disabled. This form is available in the school office.

In addition, all volunteers who minister, work, or serve in a capacity involving contact with children under the age of eighteen must complete the prevention and education programs mandated by the Archdiocese of Boston (Virtus/Protecting God's Children). No person will be permitted to minister, work, or serve as a volunteer at St. Mary of the Assumption School without having completed the mandated VIRTUS training. This is a one-time training and is now available online. Please contact the school office for information.

Child Safety

All school personnel at St. Mary of the Assumption School have been trained about their role as mandated reporters for child abuse and neglect in compliance with the Commonwealth of Massachusetts Mandated

Reporting legislation. Should a teacher or staff member suspect that a student might have been abused, he/she is mandated by law to report the suspicion. A report will be filed with the Department of Children and Families.

Health Records

Massachusetts State law requires that every child attending daycare or school provide the daycare or school with a yearly well visit medical examination form with immunizations listed. The form must include a health history with any medical conditions, allergies and any required medications. It should also show a height and weight, eye and hearing evaluations and a **lead test for children 4 years old and younger**. Child should be deemed healthy enough to attend school and to participate in school programs and activities. Every child must be completely immunized or in the process of receiving immunization against DTP, Polio, MMR, Hib, Hep B, Chicken Pox, PCV7, Hep A, Rotavirus, and Influenza. If you have questions about immunizations please reach out to your child's PCP for guidance. Beginning at age two every child should have a dental evaluation.

The program requires, on admission, a physician's certificate that each child has been successfully immunized in accordance with the Department of Public Health's recommended schedule. No child shall be required, under 102 CMR 7.00 to have any such immunization if his parent(s)/guardian(s) object, in writing, on the grounds that it conflicts with their religious beliefs or if the child's physician submits documentation that such a procedure is contradicted. This must be maintained in the child's file. No child will be admitted into the program without the required documentation for immunizations. (Childhood Lead screening must be done on all children; it is not considered an immunization). The program will maintain a list of the children who have documented exemptions from immunizations and these children will be excluded from attending when a vaccine preventable disease is introduced into the program. The Massachusetts Immunization Program provides free childhood vaccines. The toll free telephone number is 1-888 658-2850.

Children cannot be admitted into the program without updated medical information on file.

Health forms are good for one year. Continued up-to-date medical information is required to avoid an interruption in care. Each child's confidential health record will be kept in the Program.

Children with Chronic Medical Conditions including Life threatening allergies (Anaphylaxis) and Asthma

If a child has a chronic medical condition that requires daily or emergency medication St. Mary's should be made aware of it at time of enrollment or as soon as possible after new diagnosis.

St. Mary's has a full time nurse that is in the building 7:30-2:30 Monday-Friday. School staff are certified in CPR and First Aid.

At the time of enrollment, each parent/guardian will be asked whether their child has any known allergic reactions to foods, medicines, animals, or other substances. Please inform an administrator if this information changes. This information will be recorded on the child's emergency information in their file. Any child with an allergy is required to have an up to date IHCP and Allergy action Plan.

Allergies and other pertinent health information is confidentially posted in the classrooms and visible only to St. Mary's of the Assumption personnel. All Program staff will be responsible for protecting children from exposure to any items that may cause them to have an allergic reaction

Children with allergies: Children with a life threatening allergy (Anaphylaxis) that requires an Epi-Pen we must have an Allergy Action Plan on file and an Epi-Pen that is for school use only. Allergy Action Plans can be obtained through the child's doctor's office. Epi-Pens must be in the original container from the pharmacy with the child's name on it. Both Epi-Pens must be in the box.

Children with Asthma: If a child has asthma that requires rescue medication we must have an Asthma Action Plan on file and any required medication. Medication must be in the original container from the pharmacy with the child's name on it.

An Individual Health Care Plan (IHCP) for each child with a chronic medical condition (i.e., allergies to medications or foods, asthma, diabetes, eczema, etc.) which has been diagnosed by a licensed health care provider must be maintained annually. Any medications accompanying a chronic medical condition must be up to date. Any child with a chronic medical condition cannot be admitted into the program without a completed IHCP. Continued up to date IHCP's and medications are required to avoid an interruption in care. The IHCP is developed by the school nurse in collaboration with the child's parent/guardian and school/daycare staff.

The IHCP must include the following:

- Description of the chronic condition which has been diagnosed by a licensed health care practitioner
- Description of the symptoms of the condition
- Outline of any medical treatment that may be necessary while the child is in care.
- Description of the potential side effects of the treatment
- Outline of the potential consequences to the child's health if the treatment is not administered. The health record will include the following:
 - The name, address, and telephone number of the child's parent(s), guardian(s), and of two emergency contacts
 - A completed copy of the child's yearly physical examination that includes name, address, and telephone number of the child's physician.
 - A record of the child's completed immunizations
 - A list of any allergies the child may have to food, chemicals, or other materials (see allergy policy)
 - A list of persons authorized to pick up the child in the absence of a parent/guardian.
 - Signed permission for emergency treatment when the child's parent/guardian and physician cannot be reached.
 - A record of accidents and injuries that occur while the child is in the Center
 - Teachers' observations regarding pertinent health problems
 - A record of all referrals and follow-ups
 - Medication authorization slips for a one-year period.

Illness

Children who are mildly ill may remain in school if they are not contagious (refer to Plan For Infectious Disease) and they can participate in the daily program including outside time.

If a child's condition worsens or, if it is determined that the child poses a threat to the health of the other children, or if the child cannot be cared for by the classroom staff, the Program Director will contact the child's parent(s)/guardian(s). The parent(s)/guardian(s) will be asked to pick up the child. The child will be cared for in a quiet area, a classroom or in the School office by a teacher qualified staff member or by the Program Director until the parent(s)/guardian(s) arrive to take the child home.

Any toys, blankets, or mats used by an ill child will be cleaned and disinfected before being used by other children.

When a child is out sick, the parent/guardian is asked to call the school by 9:00 AM and report pertinent information regarding the child's illness. With any contagious illness, it is most important that the school nurse and administrator are notified to prevent further spread of the illness and to recommend evaluations as needed. Similarly, all parents/guardians of children exposed to a contagious or infectious disease will be

notified and alerted to watch for symptoms. It is the responsibility of the school's educators to observe children throughout the school day for signs of illness.

Upon arrival, the child will be observed and if any of the following signs of illness are noted, the child will be sent home with their parent(s)/guardian(s):

- Fever of 100.4 degrees or higher
- Wheezing
- Any case of diarrhea
- Any vomiting in the previous 24 hours whether at home or in the program
- Inflammation of the eyes and/or signs of conjunctivitis
- Rash
- Signs of severe cold or sore throat, parents/guardians will be called during the school day to take their children home if such symptoms are exhibited after arrival. Families are expected to come to the Center within one hour of the phone call to pick up their child. Isolation If a child shows signs of illness during the day, the following action will be taken:
- The parent/guardian will be notified via phone that their child is sick and be asked to take their child home. If a family is not spoken to directly messages will be left. An administrator will also connect with families via email if direct communication is not possible.
- A child displaying an illness will be allowed to rest in a secluded area of the classroom.
- If a fever is present, or a communicable disease such as COVID-19 is indicated, the child will wait in either the first-floor staff room or one of the administrative offices and be supervised by an EEC certified educator.
- If the parent/guardian cannot be reached within a half hour, staff will contact the people listed on the child's emergency information sheet.
- Any teacher having contact with a sick child (taking temperatures, wiping noses, etc.) will wash their hands with liquid soap and running water using friction before returning to children.

A child may return to school under the following conditions with a physician's release:

- Contagious diseases after the period of contagion are over
- Chicken Pox - after all spots have crusted.
- Measles - five days after rash begins
- German Measles - after rash disappears
- Mumps - nine days after onset of swelling
- Lice - after treatment is completed
- Scabies – after treatment is completed and free of all mites
- Impetigo – 24 hours after treatment has started or all the sores are covered
- Conjunctivitis – 24 hours following the first dose of medication
- Mouth sores – until sores have disappeared
- Strep infection – 24 hours after treatment has begun and the child has been without a fever for 24 hours.
- **Any absence due to medical concern longer than three consecutive days requires a physician's note upon return to school explaining the illness**

A child may return to school under the following conditions without a physician's release:

- Fever – 24-hours fever-free without fever-reducing medications. A child sent home at any point in the day with a fever must remain out of the Center the entire next school day.
- Diarrhea – 24 hours following the last sign of diarrhea. A child sent home at any point in the day with diarrhea must remain out of the Center the entire next school day.

- Respiratory Virus including Covid-19 - Children and staff who are *asymptomatic* no longer need to be excluded from school when testing positive for a respiratory virus, including COVID-19, flu, and/or RSV.
- Children and staff who are *symptomatic* of a respiratory virus, including COVID-19, flu, and/or RSV, are encouraged to remain at home/isolate until they are fever-free for at least 24 hours without the use of fever-reducing medications. Children and staff are no longer required to isolate for five days.

Children with a diagnosis of molluscum are required to have all lesions covered with clothing or with waterproof bandages prior to arriving to the program.

Note: It is very important that parents/guardians inform staff members of any medications that have been administered to their child so the staff can be alert to any unusual signs or symptoms the child may demonstrate.

Emergency Numbers

The following emergency numbers MUST be posted on each telephone at the School .

Police, Fire, Ambulance 911

Poison Control Center 617-232-2120

Children's Hospital Emergency Services 617-355-6611

First-Aid Supplies:

First-aid supplies will be kept in each classroom in a designated cabinet and backpack out of reach of all children. All classroom personnel will be instructed in the proper use of first-aid supplies through American Red Cross First-Aid classes. In major emergencies, the Director or another administrator should be consulted immediately to help assess the problem. The health care consultant developed a list of medical supplies that the school maintains. The list includes adhesive tape, Band-Aids, gauze pads, bandages, compresses, gauze rolls, bandages, instant cold packs, vinyl gloves, tweezers, a thermometer, and scissors. The cabinets and backpacks will be checked weekly by the classroom teachers who will report to Program Coordinators to ensure that supplies are adequate.

Mildly-ill children returning to school after an illness or attending children who appear mildly ill will be observed by the teaching staff for contagious or infectious illnesses listed in the Policy for Illness. The classroom staff will provide an environment that meets the on-demand needs of the mildly-ill child. The child will be made to feel comfortable and welcome. The child will be allowed food, water, rest, appropriate play materials, and space as needed.

Accidents and Injuries

The School's policy for accidents or injuries will be followed at the School and while on a field trip. When on a field trip, a designated staff person will carry a backpack containing sterile wipes, Band-Aids, sterile gauze, attendance sheets, the emergency numbers for each child, the emergency numbers designated and posted by the Center and a charged cell phone. At least one staff member must be certified in Infant/Child CPR and First Aid. For all injuries an accident form will be completed and will be kept in the child's file. A copy will be given to the parent(s)/guardian(s) and a copy will be given to the administrative assistant who will enter the child's name, staff present, and injury, location of injury, date, and time into the injury log. The Director will review the accident log monthly to determine the potential areas or times of risk of accident to children. Minor Injury/Illness A minor injury or illness is defined as a health situation that can be addressed with limited interventions. Examples of Minor Injuries may include:

- Splinters
- Scrapes
- Scratches
- Small bruises

Examples of Minor Illnesses may include:

- Cold-like symptoms (with negative COVID-19 antigen test)
- Sore throat
- Stomach upset

If a child is injured, St. Mary's staff will fully assess the child's injury and:

- Contact an administrator
- Complete an injury report within 24 hours
- Provide timely (same day), full and accurate verbal notification to the parent/guardian regarding the injury
- Perform First Aid as trained and necessary
- Contact the School's health care consultant if necessary to address questionable injuries (or illnesses)
- Parents/guardians will be requested to transport children to health care site for injuries that are not life threatening but may require physician intervention
- In the event that parents/guardians cannot be reached and physician intervention is deemed appropriate an ambulance will be called Major Injury/Illness A major injury or illness is defined as a health situation that requires immediate medical intervention. Examples of Major Injuries may include:
 - Head injuries with or without loss of consciousness
 - Open puncture wounds and lacerations
 - Eye injuries
 - Injured limbs not spontaneously and promptly used by the child Examples of Major Illnesses may include:
 - Convulsions
 - Signs of anaphylaxis
 - Symptoms of heat stroke
 - Symptoms of hypothermia
- In the event that a child sustains a major injury or illness, St. Mary's staff will fully assess the child's injury and:
 - Contact an administrator
 - Administer First Aid and CPR to the child as trained and deemed necessary based on the nature of the emergency
 - Call emergency medical services immediately (911)
 - Provide immediate, full and accurate verbal notification to the parent/guardian regarding the injury/illness
 - Complete an injury report within 24 hours
 - Contact the Department of Early Care and Education as required For any inappropriate ingestion of a non-comestible substance, the Poison Control Program will be contacted at 617-232-2120.

Medication

The Program will give out prescription drugs when accompanied by a completed authorization form from the child's parent or guardian and a prescription from the child's physician.

The doctor's written prescription must state the child's name, directions for administration of medication, dosage, as well as the length of time that the medication should be administered.

Prescription medications must be current; old prescriptions cannot be utilized. The prescription medication must be in the original container from the pharmacy with the child's name on the box.

Staff will administer non-prescription drugs (i.e., vitamins, Ibuprofen, Tylenol, or cough medicine) when accompanied by a completed authorization form from the child's parent or guardian that is also signed by the child's physician.

The medication form must state the name of the non-prescription medication, dosage, the duration of medication, and name of the child.

The prescription for the over-the counter medication is kept on file. The staff or school nurse will administer the prescribed over-the-counter medication to a child recuperating from a diagnosed or treated illness so long as the school has a current parent/guardians authorization form.

Authorization forms are valid for a maximum of one year; the parent/guardian must fill out new forms if the medication is to be continued. Forms are available through the child's teacher or the administrative staff, as well as online. Please have one on hand to take to the doctor at the time of an appointment.

All staff will be trained in the Five Rights of Medication Administration annually: Right child, Right drug, Right time, Right dose and Right route

The morning educator will check each morning for any new or continued medications to be administered. They will be responsible for checking that all the authorization forms have been properly completed. If the medication form is not completed or is not present, the morning teacher will inform the child's parent/guardian that the medication cannot be administered. The morning educators will administer medication to children if needed before noon.

The afternoon educators will administer medications if needed after noon. When the medication has been given, the teacher will record the date, time, and dosage on the medication form. The educator will then store leftover medicine in a staff room refrigerator (if refrigeration is required). All unfinished medications will be returned to the parents/guardians.

Staff Health

Staff Health State regulations require that every staff member (e.g., administrator, teaching staff, intern, or volunteer) file a certificate signed by a physician that states that the individual is free of any illness or condition, whether mental or physical, which might adversely affect the welfare of children. Each staff person must have evidence of measles and mumps vaccine if born after 1958. All staff must have evidence of Rubella immunization.

Staff are encouraged to get an annual influenza vaccine.

Hygiene and Infection Control

All staff and children wash their hands with liquid soap and running water using friction at least at the following times:

- before eating or handling food
- after toileting or diapering
- after coming in contact with body fluids and discharges
- after cleaning
- After handling animals or their equipment, staff and children dry their hands with disposable towels.

Staff wash with soap and water and a disinfectant solution as required by the Department of Early Education and Care (prepared daily). They use this to clean specified equipment, items, or surfaces according to the following schedule:

After each use:

- toilet training chairs that have first been emptied into a toilet
- sinks and faucets used for hand washing after the sink is used for rinsing a toilet training chair
- diapering surfaces
- toys mouthed by infants and toddlers
- mops used for cleaning body fluids
- thermometers At least daily:

- toilets and toilet seats
- containers, including lids, used for soiled diapers
- sinks and sink faucets
- drinking fountains
- water table and water play equipment
- play tables
- smooth surfaced non-porous floors
- mops used for cleaning
- cloth washcloths and towels
- crib sheets, mat sheets, sleep suits and sleep sacks for infants
- blankets used for all children At least weekly:
- mat sheets will be sent home on Fridays. Solid clothes will be sent home immediately.

The disinfectant solution is prepared daily in a labeled spray bottle. All disinfectant solutions are stored in a secure place that is out of reach for all children.

Children shall wash their hands at least at the following times:

- before eating or handling food
- after toileting or diapering
- after coming in contact with body fluids and discharges
- after handling Aquarium animals or their equipment
- after cleaning

Children will be reminded not to share:

- cups or bottles
- eating utensils
- combs and brushes
- mouthed toys

Children must wear shoes. Infant families are required to keep a set of shoes to be worn in the classroom exclusively. Children and adults will be discouraged from close physical contact such as hugging and kissing when an upper respiratory tract infection is ongoing.

Evacuation

In the event of a fire, natural disaster, or other situations requiring evacuation of the building (such as chemical spills). The alarm will activate and alert the staff that there is an emergency. The staff will evacuate the building quickly and calmly, guiding the students in a single file line. The infants will be placed in the emergency cribs to be evacuated. The toddlers will walk or be carried out with the help of the teachers and teachers' assistance. When exiting the first-floor faculty and students will exit through the back door and gather at the back of the school, in the parking lot. When evacuating through the front of the school faculty and students will exit through the front door and gather alongside the Black Iron Rail. Administrators will use their cell phone to contact the fire department or other appropriate authorities. Teachers and Administrators will take attendance using the classroom attendance sheet to make sure everyone is accounted for. The program will meet children's needs for medication, food, first aid and activities with the emergency backpack. Once all students, faculty, visitors, and are accounted for. Teachers and children are not allowed to re-enter the building until the authorities clear them. Teachers and administrators will use their walkie talkie or cell phones to give all clear.

Parents/guardians will be notified of the children's location through the ProCare app and a message will be sent to all parents/guardians through this platform.

Lockdown

Procedures to be taken once LOCKDOWN IS ANNOUNCED:

All students and staff are to remain in the classroom where they are when the lockdown is announced – **REMAIN IN YOUR CLASSROOM UNTIL FURTHER NOTICE**. Staff members who work in offices (secretaries, volunteers) should secure their own areas and remain there if safe until further notice. Assistant Principal notifies teachers/classrooms outdoors via walkie-talkie/cellphone to find shelter (in the Lower Hall in the event of an internal threat or in the school in the event of an external threat).

DO NOT RESPOND TO THE FIRE ALARM UNLESS THERE IS EVIDENCE OF A FIRE/SMOKE, OR AN ANNOUNCEMENT IS MADE BY THE PRINCIPAL /DESIGNEE.

All teachers should quickly look in the hallway outside their classroom to see if students are present. **CALMLY** direct all students to the nearest classroom.

Lock your classroom doors and shut off lights. Barricade if deemed necessary.

Shades should be pulled down.

If the situation calls for a lockdown with external threat, custodians will be notified via walkie-talkie by the Administrative Assistant to be directed to lock exterior doors.

If staff members are in a classroom with an adjoining door to another classroom, and that classroom is empty, check and “secure” – lock doors and turn off lights -- in the adjoining classroom(s).

Office staff will sweep the adult bathrooms and the student bathrooms near the cafeteria to move individuals to a safe location.

If a staff member is in a hallway, please bring any students with you to the nearest safe location.

Move students away from doors and windows. Students should be directed not to use cell phones and also place phones, etc. on silent without vibration.

All visitors to the building will automatically become part of the lockdown procedures and will not be able to leave the building.

Available teachers (without a scheduled class) will help direct students from the hallways into the nearest classroom and will assist in securing and supervising that class.

All students and staff will remain in their lockdown position until the police come to your location and escort you from the building, or the announcement “**ST. MARY’S IS ALL CLEAR; PLEASE RESUME YOUR ACTIVITIES**” is made. This announcement will be made by the Principal or a Police Officer or Fire Official.

Lockdown Procedures for Specific Areas of St. Mary’s:

The principal or her/his designee will assign staff to sweep areas outside of the buildings. If staff members are outdoors with students, or assigned to an outdoor area, **DO NOT RE-ENTER THE BUILDING DURING AN INTERNAL THREAT LOCKDOWN**. Proceed to the designated “safe area” **WITH THE STUDENTS**. Students outside the building should be escorted to the

following “safe area” in the event of an internal threat: the Lower Church Hall. Only in the event of an External Threat Lockdown may students and staff re-enter the school at the nearest, safest entry point.

Students in the Cafeteria should remain in the cafeteria. Assigned teachers and/or principal and the Supervisor of cafeteria staff will ensure the following:

Students from the hallway area outside the cafeteria are brought into the cafeteria.

All doors leading to the cafeteria are locked.

The shades on the doors leading to the hallway are closed.

All lights in the cafeteria are shut off.

All students are moved away from the doors towards the back of the cafeteria out of view from the windows.

Students in the Auditorium/Gym move to the PreK rooms (Crapo and Porcello).

Students in the Library remain in the library or move into the Main Office.

Students in the Arts Room remain in the Arts Room or move into the Nurse's Office.

All students and staff will remain in their lockdown position until the police come to your location and escort you from the building, or the announcement "ST. MARY'S IS ALL CLEAR; PLEASE RESUME YOUR ACTIVITIES" is made. This announcement will be made by the principal, or a Police Officer or Fire Official.

Lost Child

In the unlikely event that a child should become lost, office staff will conduct a sweep of the building including all classrooms, special subject classrooms, offices, and bathrooms along with all exits. If the child is not located within five minutes, the office staff will contact the police, and parents/family will be notified. A picture of the child and a description of hair, height, gender, and clothing will be given to authorities. Office staff will continue their search outside around the building's exterior and playground area. We will notify all classrooms to stay inside; nobody can leave or enter the building. Our facility is not open to the public. If this is to occur during a field trip:

The teacher is to take an immediate headcount to ensure that all other students are present.

All adults and students will be asked to calmly explain when they last remember seeing the missing student.

An adult will search the immediate vicinity.

If the child is not found in 5 minutes the teacher will notify police and school and give precise information, timings and description of the child.

A strategy would be put in place to move the remaining children to a different location where the group can be safely supervised.

The Office will call the student's parents/guardians to explain what has happened and what steps have been taken. Depending on where the field trip is, it may be appropriate for them to go to the venue or come to the school.

EEC would be notified.

If the child is found and injured, an injury report will be written along with a full record of all activities up to the moment the child went missing.

An incident report will be made with all details of the events leading up to the moment the child went missing.

Actions to be taken by staff once the child is found:

Talk to and take care of the child, as necessary.

Speak to all children to ensure that they understand what has happened and what will now happen.

The principal will speak to the child's parents/guardians to explain what has happened and what action was taken.

Make sure to have written statements from those involved.

Specific details should be given date, time, place, numbers of staff and children.

The purpose of the visit, the length of time the child was missing, and lessons for the future.

Loss of Heat, Water or Power

In the event of a power and heat loss the Program will be closed. Parents/guardians will be called and notified that the Program will be closing early. Water: The school will close if the program were to lose water.

Licensing Agency

The Department of Early Education and Care (EEC), Metro Boston office, located at 1250 Hancock Street Suite 120S, Quincy MA 02169 is the child care licensing authority for LMACCC. Families may contact the Department of Early Education and Care (EEC) at 617-472 2881 for information regarding the program's regulatory compliance history.

Uniforms

All students in the PreK through K1 classrooms are required to wear the **St. Mary's of the Assumption school uniform** each school day per the Student-Family Handbook. For students in the PreK-K1 classrooms the uniform consists of navy logo sweatpants, shorts, a sweatshirt, and a chambray t-shirt for girls and a gray logo shirt for boys. Girls may also choose to wear the navy logo dress. While the t-shirt, sweatshirt, and dress need to be purchased from Lands' End, parents/guardians may purchase plain navy sweatpants, shorts, and leggings anywhere. There should be no visible logos on items not purchased through Lands' End. Students in the Infant and Toddler classrooms do not have a uniform, but must be dressed appropriately for the weather and to maintain consistent classroom routines, and have adequate changes of labeled clothes when needed.

We ask that all Early Childhood students in Toddler - K1 wear Velcro sneakers or slip-on rubber-soled shoes in neutral or school colors and without flashing lights or glitter. We highly encourage our preschool students to be potty trained with the recognition of voicing their need to use the bathroom and self-help skills with hygiene and clothing needs.

Please sign and return this form to the St. Mary of the Assumption School Office to acknowledge receipt of this Handbook and understanding of its policies.

*St. Mary of the Assumption School
Brookline, Massachusetts*

EARLY CHILDHOOD EDUCATION PROGRAM HANDBOOK 2026-2027

Parent/Guardian Acknowledgement

All Parents/Guardians of students at St. Mary of the Assumption School are required to acknowledge they have read the policies and discussed the contents of this Handbook with their children.

St. Mary of the Assumption Student-Parent Handbook is posted on the school website.

PLEASE SIGN AND RETURN TO THE SCHOOL OFFICE:

I, _____,
Name of Parent/Guardian – Please Print

acknowledge that I have read *St. Mary of the Assumption Student-Parent Handbook* in its entirety and agree to abide by its contents and policies. I understand that the Handbook may be amended and that I will be informed in writing regarding any changes.

Signature of Parent/Guardian

Date

NAME(S) OF CHILD/CHILDREN – *Please Print*

_____ Grade _____

_____ Grade _____

_____ Grade _____

_____ Grade _____

Parents/Guardians of St. Mary of the Assumption School students, please sign and return this acknowledgement form to the St. Mary of the Assumption School Office.