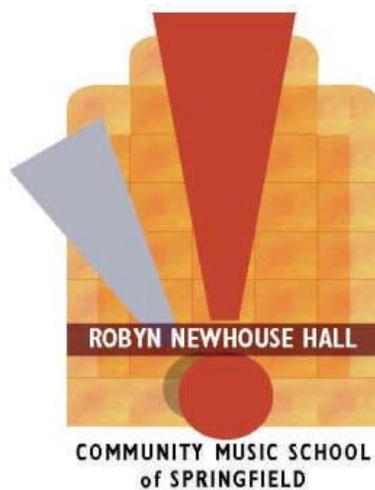


Prelude

Preschool of the Arts

Parent Handbook
2016-2017



Community Music School of Springfield
127 State Street
Springfield, MA 01103
(413) 732-8428

Prelude Preschool of the Arts

Our Mission:

At Prelude Preschool of the Arts, a program of the Community Music School of Springfield, we provide a nurturing environment that encourages individual expression, inspires creativity, promotes a sense of community spirit, and prepares children for a future of personal and academic success. We offer a comprehensive preschool academic curriculum with an integrated arts approach where children grow to feel that music, visual arts, and dance are important parts of their world.

Philosophy:

Our dedicated teachers create a balanced program that includes language & literacy, mathematical thinking, scientific exploration, social studies, dramatic play, visual arts, music, creative movement and outdoor play. In our child-centered classrooms we question, wonder, explore and discover the natural world around us. Developmentally appropriate individual and group activities foster emotional and physical well-being, enabling children to become confident, independent thinkers who are creative and passionate about learning. And, most importantly, we pride ourselves on meeting children where they are as we guide them toward their richest learning.

Curriculum:

We offer a comprehensive, child-centered preschool curriculum with a unique emphasis on incorporating sound, movement, visual arts and storytelling into all aspects of the program. The children are encouraged to become more aware of their aural and spatial environment, and to feel that the arts are an important part of their world. Music and movement activities in the classroom include singing, listening, playing instruments, composition, acting out stories and musicals, and building a repertoire of multicultural songs, representing the many cultures within our community. Musical activities are used to develop an awareness and understanding of concepts throughout the curriculum.

In addition to music and movement, the program includes a balance of individual and group activities including science exploration, math, early literacy, reading, visual arts projects, story-telling, social studies, diverse cultural experiences, museum field trips, and outdoor play. We encourage each child to become a responsible and involved learner and promote emotional and physical well-being through developmentally appropriate experiences.

Discipline Philosophy:

Natural and logical consequences for inappropriate behavior and redirection form the basis for our approach to behavior management. Preschoolers are respected as individuals who need guidance and teacher assistance when they become overwhelmed or help with conflict resolution when they have disagreements with their peers. Private “one person” space within the classroom is made available for a child who needs time away from the group, but no child is ever left unsupervised at any time. We do not put students in time out or punish them as a consequence to correct behavior.

Prelude Preschool of the Arts

The Preschool Program:

Children who are 2-years and nine-months to 5 years of age may enroll in the Prelude Preschool of the Arts Program. The Preschool Full-Day sessions run Monday-Friday from 8:30am-3:00pm for 2 to 5 designated days per week. Half-Day sessions are offered Monday through Friday from 8:30am-11:30am for 2 to 5 designated days per week. Before School 7:45-8:30am and Extended Day 3-4:30pm offerings may be added to your schedule for an additional fee.

Prelude Program Goals:

- Provide a rich environment in which young children can learn to function as respectful members of a diverse group, as well as develop an awareness of themselves as unique individuals.
- Offer a variety of meaningful learning experiences that capitalize on and develop a child's natural curiosity and enthusiasm for all areas of learning.
- Provide a broad foundation for future academic success and involvement in the arts.
- Collaborate with parents to provide opportunities to interact and learn with their children through engaging music, movement, art and community related activities.

Parent Involvement:

Prelude Preschool of the Arts and CMSS promote a community culture, so parents are a particularly important part of the large family we create every year. Many parents are actively involved in the programs and all parents are encouraged to participate in classroom activities, family fun events and fundraising. It's a rich and inventive process that includes children and parents in the design of a wonderful imaginative atmosphere in which kids can thrive and flourish.

Our Organization:

Prelude Preschool of the Arts is the only full-day Preschool of the Arts in Massachusetts. It is fully licensed and accredited by the Massachusetts Department of Early Education and Care, which promotes excellence in early childhood education.

Prelude Preschool of the Arts, together with CMSS, welcomes students and administers its educational program without regard to race, color, religious belief, gender, sexual preference, nationality or ethnic origin. Toilet training status is not an eligibility requirement for enrollment at Prelude Preschool of the Arts. All families regardless of family structure, socioeconomic circumstance, cultural background, ability or preferred language are included in all aspects of the program, including volunteer opportunities. Prelude Preschool of the Arts and CMSS are equal opportunity employers. The Community Music School of Springfield is a member of the National Guild of Community Schools of the Arts.

ACTIVITIES AS THEY RELATE TO OBJECTIVES

Free Play

This is an important non-structured time for the children to enter the classroom at their own pace and to freely explore the child-centered, stimulating environment. It is during free play where children are able to interact with their peers, further developing social, emotional, and problem solving skills.

Group Meeting

A structured group meeting time where we discuss aspects of our current theme and read a story. This is a focused time where ideas, concepts and feelings are shared and discussed. Important aspects of this time are group participation, learning to listen, and learning about turn-taking. A child's thinking is stretched through new ideas and problem solving activities.

Learning Center Activity Time

This is a time for a balance of individual activities and peer interactive activities. An abundance of learning takes place as children interact with their environment through concrete experiences combined with peer and adult communication. Children may choose to work in a variety of single activities, group activities or a teacher-directed activity. This is a very important time for children to learn concepts such as sharing, turn-taking, resource management and conflict resolution. Children may participate in a variety of activities such as art projects, science experiments, cooking projects, dramatizing a story, block-building, water & sand play, group games, and dramatic play.

Visual Arts

Children will participate in daily visual arts activities with our Visiting Visual Arts Specialists and classroom teachers. All personal artwork may be taken home as soon as it is dry. We will ask children if we may display an item of artwork. Children often choose to display art on their own, and ask for tape to hang it on the walls. Some children will only display artwork at home. We feel that the child has ownership of his/her artwork and they may choose to display it or not. Please check your parent pocket or your child's cubby for artwork to go home. Group art projects are displayed at school.

Music and Movement

This will be a structured time where children learn the basic music concepts through multi-cultural songs, games, movement, instrument play and listening activities. Throughout the year, children participate in Chorus, Percussion, and Music Artist in Residency Programs instructed by Community Music School Faculty.

Yoga, Gymnastics, Dance, and Creative Movement

This will be a structured time where children work with artist specialists in each field to learn yoga, multi-cultural dance, ballet, or gymnastic movement concepts through songs, games, and movement activities. We have collaborations with dance and movement professionals to provide our Movement Artist in Residency Programs at Prelude Preschool of the Arts.

Language & Literature

Children's literature is a very important part of our early literacy curriculum and stories are read throughout the day whenever there is an opportunity.

Sharing Items from Home

Children may bring in an item that goes with their group story, or another item the child would like to share, on their designated “Sharing Day”. We ask that the item your child chooses (with your help) will support the classroom theme. Photographs, music and art objects (even art work that is created at home) are always a perfect complement to our curriculum. Objects for the Science Table are welcome as well as stories for our Group Story Time. Action figures, Barbie dolls and other commercial toys are not considered sharing items and should stay at home.

Family Traditions

We ask each family to choose one day (or more) to come into Prelude Preschool classrooms to share a family or cultural tradition with the rest of the class. We define tradition as “something you do more than once with people you love.” Our curriculum is designed around these cultural traditions and we thrive on the great variety and diversity of experiences this “tradition” of ours brings to the program.

Snack and Lunch

We gather together for our snacks and lunch. This is a time for sustenance as well as for group conversations, discussing table manners and experiencing healthy food choices. Prelude provides healthy choices of fruit, whole grain cereals, milk, and/or cheese for morning and afternoon snack. Full day students will need to bring lunch to school each day. Your child’s lunch must be packed in an insulated lunch box or bag, with a cool pack if necessary, and will be kept in the student classroom cubbies until lunchtime at 11:30am. Please do not pack lunches in breakable glass containers. It is our policy that children may not have candy, sweets, or sugar-filled drinks for lunch at school. We ask parents to bring lunches be filled with healthy choices of fresh fruits, vegetables, whole grains, cheese, yogurt, and other proteins. Please DO NOT bring any food containing peanuts, peanut butter, or tree nuts (including almonds and pecans) to school, as we have students with life threatening food allergies. If you use sun-butter made from sunflower seeds, or soy-butter, please label or inform the classroom teachers so that it is not confused as peanut butter. Many thanks for your cooperation as we help children to develop healthy eating habits.

Outdoor Play

This is a time for large motor activities, such as running, climbing, gardening and digging in the sand. This is also a very important time for peer interaction. We try to go out daily, so please dress your child appropriately. During the warm weather months, we recommend wearing appropriate clothing to provide sun protection and applying sunscreen on your child before bringing him or her to school. If you would like teachers to reapply sunscreen for the afternoon outdoor play, please provide your own bottle of sunscreen for your child and be sure to sign the “permission to apply” form provided to you. Insect repellent containing DEET can only be used when recommended by public health officials during threat of insect-borne disease outbreaks. Use of insect repellent at any other time requires a signed physician and parental permission form. We recommend bringing raincoats and rain boots to school so that we may go on walks, even on rainy days. We love to go outside and play in the snow so make sure your child has snow pants, mittens, boots and a hat for school during winter months. If the weather is bitter cold or pouring rain we will remain indoors and provide opportunities for large motor activities in our Music and Movement Space.

Prelude Preschool of the Arts

MUSIC AND MOVEMENT

We believe music and movement activities are a natural part of childhood. They are to be joy-filled experiences that support emotional development while helping to develop many basic early childhood skills. Preschoolers participate in weekly chorus activities, rhythmic movement, gymnastics, ballet and/or dance in the movement space taught by artist specialists and Community Music School Music Faculty. Our primary goal is to nurture in children a love of music and movement that will last the rest of their lives. We also seek to nurture each child's music and dance aptitude to its fullest potential. Music, movement and visual arts are integral components of a quality preschool environment.

These goals are accomplished through child-centered, informal activities including exposure to:

- the concept of dynamics (loud and soft)
- the concept of tempo (fast and slow)
- the concept of pitch (high and low sounds)
- on-pitch singing
- steady beat
- rhythm
- multi-cultural music and activities
- traditional folk material
- improvisational activities
- aural discrimination/listening activities
- creative movement/dance/ballet
- instrument play
- chorus instruction

SUZUKI VIOLIN/ DRUM INSTRUMENT INSTRUCTION

Prelude Preschool of the Arts Vivace class participates in our Suzuki Violin Program and Drumming Class. Classes are conducted in rotating Guest Artist Residency Sessions and are included as part of our comprehensive Prelude Preschool Curriculum. Instruments, music, and supplies will be provided by the school for use during school hours. Parents are strongly encouraged to rent or purchase instruments for home practice. Parents are also encouraged to learn more about the Suzuki music education philosophy, the program that your children will be a part of this year, and how you can be an active participant in their learning process. Individual private lessons can also be scheduled during or after regular school program hours.

Violin classes are directed by Rachael Jones and Drum Classes by Rick Marshall, both Community Music School of Springfield faculty members and specialists in music education.

Prelude Preschool of the Arts Administrative Information

1. Staff

The teaching staff of the Prelude Preschool of the Arts consists of two full time and one part time teacher for each classroom, along with visiting artist residencies education specialists. The art residencies will include creative movement, dance, yoga, visual arts, music, drum, violin, and writing workshops. Classes are taught together with the full time staff members. The PPA Director will be present and available throughout the day for teaching staff, students, and parents.

2. Tuition

Tuition for the upcoming school year will be established in February of each year. A \$50.00 non-refundable registration fee and \$500.00 tuition deposit is due upon enrollment and is required to ensure a student's placement in the PPA Program. The enrollment contract is due prior to the start of classes. Please see (page 29) "Registration Procedure and Tuition" for payment options. Please familiarize yourself with PPA policies and understand that your child's enrollment is for the academic year (September through June). All questions regarding tuition can be directed to the PPA Office at (413) 732-8428 ext. 114.

3. Schedule/Sessions

Full Day: The school day begins promptly at 8:30am and ends at 3:00pm. Parents may choose a two-day, three-day, or five-day per week option. Children will participate in a comprehensive academic curriculum, a variety of art activities, free play, quiet time, meals, and outdoor play.

Half Day: The AM session runs from 8:30-11:30am.

Parents may choose a two-day (Tuesday/Thursday), a three-day (Monday/Wednesday/Friday), or a five-day (Monday-Friday) per week option.

Additional Offerings: An optional early drop-off begins at 7:45AM and an extended day afternoon program is available from 3:00-4:30PM for an additional fee. The latest pick up window is 4:15-4:30pm. Please see fee schedule.

4. Drop-Off and Pick-Up

Please be punctual in dropping off and picking up your child. Parents or caregivers are required by the state of Massachusetts to sign their children in and out of school. Forms for this purpose can be found on the Parent Sign-in Table located in the PPA entrance corridor. Children will only be allowed to be picked-up by authorized adults with proper identification who are designated on the transportation and authorization forms filed with registration materials.

If you are late for pick-up, please note that you will be assessed a late pick-up fee.

If an emergency arises, or there is a change in the person picking up your child, you must call 413-732-8428. Anyone picking up your child must be on your emergency form and must have a photo I.D. Telephone calls alone are not acceptable. All changes must be made in writing, by email or by fax. Our fax number is (413) 788-7270. See "**Late Pick-Up Plan**" on page 8 for more details.

Drop-Off and Pick-Up Procedures

1. Parking

Free parking for PPA students and parents is available in the CMSS Parking Lot located on Stockbridge Street. Please make sure that you obtain a CMSS parking permit from the receptionist at the front desk and properly affix to your car window. **Please DO NOT park in the crosswalk or driveway in front of the school, as illegally parked cars are routinely ticketed by the City of Springfield.**

2. Elevator Use

The elevator is available for people with strollers and disabilities. You are welcome to use the stairs to enter the Preschool on the 3rd floor if you are able.

3. Signing In and Out

Parents or caregivers are required by the state of Massachusetts to sign their children in and out of school. Forms for this purpose can be found on the Parent Sign-in Table located in the PPA entrance corridor. Children will only be allowed to be picked-up by authorized adults with proper identification who are designated on registration transportation and authorization forms.

4. Parent Information/Classroom Bulletin Boards/Communication Folders

Children's cubbies should be checked each time you bring your child to school and pick up for parent communication. Bulletin boards and the Chalkboard in the main stairwell also have important information posted. Please locate the board for your child's room and check it regularly. Teachers will provide each child with a folder, which should go home and come back to school each day.

5. Late Pick-up Plan

In the event a parent does not arrive at pick-up time and has not contacted the school to arrange for an alternate pick-up, the teachers will call the designated adult(s) on your child's emergency form. One teacher will remain on premises with the child. Cost of the additional time will be the parent's responsibility at the rate of **\$5.00 per five-minute interval** after the program closes. All children must be picked up by the designated time. If there is an occasion when an emergency arises and you are not able to be here at the scheduled time, it is your responsibility to make arrangements for someone else to pick up your child. If you are unable to make alternate arrangements, you must contact PPA at 413-732-8428 ext. 114, 117, or 118 to notify us that you will be late and to indicate the time that your child will be picked up. If we have not heard from you within 15 minutes of your child's designated pick-up time, we are mandated to call the Emergency Protective Unit of the Department of Social Services. We will refrain from making this call until 30 minutes after your child's designated pickup time, for example, 5:00pm for children enrolled until 4:30pm. If your child has a pattern of excessive late pick-ups, you will need to meet with the Director to address the family's service need, and the parents' responsibility in adhering to the policies and procedures as outlined. We encourage parents to make note of other families in the same neighborhood and volunteer to swap emergency pick-up responsibilities. Parents are responsible to inform the PPA administration and teachers in writing of any changes in address, phone number, additions or deletions of individuals who are authorized to pick up their child or children.

6. **Transportation Plan**

We do not provide any form of transportation to or from Prelude Preschool of the Arts. Parents and/or caregivers are responsible for accompanying children to and from the classroom at drop-off and at pick-up. Any change in pick-up drop-off plan must be made in writing to the director or classroom teacher.

Prelude Preschool of the Arts: Health and Safety Information

1. Health

A physical examination by a health care provider is required for each child. The exam must be recent (within the last 12 months). We must have a recent form on file at all times, so if your child has an exam during the year you are required to bring us a new form. If your child is overdue for any routine health services, evidence of an appointment for those services must be provided to enroll or continue in the program. Forms can be obtained from the PPA Office. The medical form must be completed and up to date before the child begins each school year. Information provided is confidential, but immediately available to authorized teaching staff, center director, parents/legal guardians, and regulatory authorities upon request.

Please do not send an ill child to school. Your child should be kept at home if:

1. s/he has had a temperature over 100 degrees F in the last 24 hours,
2. s/he has had an upset stomach or diarrhea in the last 24 hours,
3. s/he has a new cold (24 hours from the onset of symptoms),
4. s/he is too sick to play outside and/or participate in other school activities.

2. Vaccination

In order for us to comply with state licensing requirements, all children must be vaccinated according to the laws of the state of Massachusetts. This means that parents must provide documentation records indicating that their child is vaccinated according to the recommended immunization schedule for Massachusetts, except for religious exemptions.

3. Allergies

If your child has allergies, staff members who have been trained in accordance with the State regulations can administer oral or epi-pen medications by a pre-measured, commercially prepared syringe in accordance with Massachusetts State Regulations. This can be done only with the written consent of parent/guardian and your health care provider. Medicine must be in the original and safety-capped container with the original label. Your child's name must be clearly visible on the prescription label.

4. Tooth Brushing

Prelude Preschool of the Arts is committed to encouraging overall health of our students, which includes good oral health. Staff provides opportunity for full day students to brush teeth to remove plaque and food from teeth after eating lunch at school.

5. Safety

As part of our safety procedures, we ask that parents and guardians stay with your children at all times in the building and parking lot during drop-off and pick-up times. We also do not allow children to open the doors or to push the elevator or exit door buttons at school.

6. Emergencies

In the case of a health emergency, we will first contact you, followed by the designated alternate or pediatrician listed on your child's form. See Emergency Preparedness Plans.

7. Snow Days

PPA closings and delays will be announced on television stations WGGB Channel 40, WWLP Channel 22, or WFSB Channel 3 and on our answering machine at **(413) 732-8428**.

8. Sleep Safety

Although we do not serve infants at this preschool, we have information regarding SIDS risk reduction practices including the practice of sleeping infants on their backs for parents.

10. Smoke Free and Weapon Free Facility

We are an entirely smoke free facility, which includes the outdoor play area and premises. No smoking is allowed in the presence of children at any time. Our facility prohibits all firearms and other significant hazards that pose risk to children and adults.

Prelude Preschool of the Arts Classroom Information

1. Clothing

It would be in your best interest to have your child dress in casual clothes as s/he will be involved in messy activities and we do not limit involvement or enthusiasm because of clothing. Please be sure that your child comes dressed appropriately for current weather conditions as we will be going outside every day unless it is raining or bitter cold. An extra set of seasonally appropriate clothing is needed for changes. Your child is apt to get wet and may not want to wear unfamiliar garments. Please label all clothing to avoid confusion. If your child comes home in borrowed PPA clothing please returned the item(s) washed and ready for the next child. During dance, gymnastics and movement activities, children will be required to remove their shoes. Sneakers with double-tied laces are very difficult for teachers and children to get on and off, so we recommend velcro or slip-on shoes.

2. Quiet/Rest Time

Full day children will have an opportunity to rest quietly after lunch for a minimum of 45 minutes/day, as required by the Department of Early Education and Care licensing. PPA will provide mats that are designated for individual use by each full day child. Students should bring a crib sized sheet, blanket or sleeping bag for rest time, to be laundered at home weekly.

3. Toys from Home

Please do not send toys from home to school, other than a “lovey” (transitional item) to be used only at rest time. We have plenty of toys at school and would feel sad if a special toy were broken or lost here. If a child wishes to show a toy that is theme-related, please bring it on your child’s designated share day. If it is a “touchable” item, each child will have an opportunity to touch it during morning meeting. Barbie dolls and action figures are not considered transitional toys, and we do not include themes relating to Barbie, Super Heroes, or other commercial toys. Children **MAY NOT** bring weapons of any kind to school.

4. Snacks

The full day children will eat snack mid-morning and mid-afternoon each day. PPA will provide fresh fruit, and other healthy snack choices. Parents are always welcome to sign up to bring healthy snacks to be shared with the entire class. If you would like to help us cook a special snack, please volunteer for a specific day. Check with teachers regarding appropriate, allergy free foods. Because we have children with special dietary needs, including life-threatening food allergies, **DO NOT SEND ANY FOOD CONTAINING PEANUTS OR TREE-NUTS TO SCHOOL.**

5. Birthdays

We love to celebrate birthdays at school. Please Note: Invitations to private birthday parties cannot be given out at school. The birthday child is welcome to bring favors (ie. pencils, erasers, stickers) to each classmate and/or healthy birthday snacks to share with the class. Food items must be pre-approved by PPA Director to ensure that no child is at risk due to life-threatening allergy. Presently we must remain a peanut-free and tree-nut free environment.

6. Media Release

Unless notified in advance in writing, registered students give consent for CMSS to photograph, audio or videotape footage royalty-free in its print, audio and electronic promotions, including its website.

Prelude Preschool of the Arts Toileting Policy

Children will be encouraged to use the bathroom during program transitions such as before going outside and after lunch. A staff member will supervise the children to ensure that they have flushed the toilet and properly washed and dried their hands before leaving the bathroom. The staff member is also available to assist each child as necessary and to safeguard a child's desire for privacy from the other children while using the toilet. Individual children may request to use the bathroom at any time and will be monitored by a staff member.

Toilet Training

Toilet training status is not an eligibility requirement for enrollment at Prelude Preschool of the Arts. Toilet training procedures and expectations can vary according to culture, family, and individual children. It is important that staff members communicate with parents and be sensitive to these differences in the event that the child is not toilet trained prior to enrolling in the program. Toilet training is an important developmental task and is accomplished more easily when the child is ready and parents and teachers work together using a consistent approach that emphasizes self-mastery and positive reinforcement. Parents and teacher will meet prior to beginning the process to determine the child's readiness based on observable behaviors that signal a child's readiness for successful toilet training. When parents and staff agree that it is time to begin toilet training, the following procedures will be used:

1. The child will be taken to the bathroom at frequent intervals
2. The child is allowed to sit as long as s/he is willing. At any sign of distress the procedure will be stopped.
3. If the child's clothing is wet or soiled, they will be assisted as needed in cleaning themselves and changing into clean clothing.
4. Soiled or wet clothing will be double-bagged and sealed
5. Any affected surface will be cleaned and disinfected
6. Child and staff will wash hands with soap and running water and dry them thoroughly

Toileting Accidents

Accidents happen even when a child has mastered toilet training. Under no circumstances will a child be punished, reprimanded, or humiliated for having a toileting accident. While it is especially important for children in the toilet training process to wear clothing that is easy for them to remove themselves, parents of all children should avoid dressing them in clothing with complicated or difficult closures that they cannot easily and quickly manage on their own. Steps 3 – 6 above will be followed when a toileting accident occurs.

Diapering Policy

When children come to the program in diapers, it is the parent's responsibility to provide the disposable diapers for the child's use while at the program. Only commercially available disposable diapers are allowed, unless the child has a documented medical reason that requires cloth diapers. The child's teacher will be responsible for informing parents when more diapers are needed to maintain an adequate supply for their child at

the program. In keeping with our self-mastery approach to toileting, we ask that you provide the “pull-up” variety which promotes a child’s participation in developing toilet training and personal hygiene skills. Children in diapers are less likely to be singled out by other children when they are changed in the same area and in the same manner as a child who has had a toileting accident. Soiled diapers will be placed in a covered container with a non-permeable liner and disposed of at least daily. Children will be assisted in washing and drying themselves with disposable materials. In the event that the child is physically or developmentally unable to stand or actively participate in the diaper changing process, the child will be changed according to the following procedure:

1. Diapers are checked at least every two hours and when children awaken from rest.
2. Diapers are changed when wet or soiled as soon possible (within 5 minutes of discovery.)
3. Gather all necessary diaper changing equipment, including disposable gloves.
4. The designated diapering area is located in the class bathroom to insure access to running water and is separate from other areas that children use.
5. The diapering surface is an antibacterial mat that can be sanitized and is designated solely for this purpose and is placed on the floor of the changing area in the bathroom when used.
6. Put on disposable gloves.
7. A disposable cover will be used on the changing surface and will be changed after each diapering.
8. The staff member will wash and dry the child with disposable materials.
9. After diapering the child, the staff member will dispose of the dirty diaper, used cleaning materials and disposable surface cover in a hands-free covered container with a non-permeable liner. The diaper container is kept closed and is not accessible to children.
10. The changing surface will be cleaned with soap and water and then will be disinfected with bleach and water solution after each use.
11. Staff and child must wash their hands with soap and water after diapering.
12. This policy is posted in the bathroom diaper changing area.
13. Teaching staff that change diapers are trained and evaluated on the correct procedures.

Spare Clothing

Parents are asked to provide a full set of spare clothing for their child in the event of a toileting accident or other accident that results in the child’s clothing becoming soaked or heavily soiled during the day. Parents are expected to provide additional sets of spare clothing if their child is in the process of toilet training. All wet or soiled clothing will be double-bagged, sealed and placed in the child’s cubby for the parent to take home for laundering when they pick up the child. Please remember to provide another spare set the next day. The program does have a limited supply of spare clothing items for use if a child does not have their own, but children much prefer changing into their own clothing. If your child comes home in clothing provided by the program we ask that you launder the items and return them promptly.

Additional Information

1. Separation

Children leaving their parents' care for the first time may experience anxiety surrounding separation, characterized by crying, not wanting the parent to leave, general sadness and clinginess. This is normal behavior for children and parents.

Please keep in mind that:

1. New things are unsettling - people need time to adjust and transfer trust.
2. Different personalities approach new situations differently; please respect your child's personal approach to situations as it may differ from your own.
3. It is generally short-lived.
4. It may return during growth spurts and changes in regular schedule.
5. Transitional items (doll, blanket, picture) may help and are encouraged.

During September, please enjoy the premises while allowing your child to separate from you. If the child's separation anxiety is severe, or lasts longer than 3-4 weeks, the parents and the directors will meet to develop a plan to ensure that your child is comfortable while you are away.

2. Parent Conferences and Communication

Family communication is an integral component of our program, including written information regarding ongoing learning and development, and verbal communication at drop-off and pick-up times. Parents and teachers have access to daily communication through our "Folder System," which is the main line of communication between school and home. The folder is kept in your child's classroom cubbie. Please establish a routine of checking and cleaning out the folder each night. We will prepare a written report on your child's progress every six months from their entry date into the program. We will schedule a conference with you at these times to share these reports and discuss your child's progress. PPA also conducts an initial adjustment report on each child after the completion of their first month in the program. Conferences are offered in conjunction with this report and staff or parents may request a conference at this time should your child be experiencing any adjustment issues. Initial screening is followed by ongoing seasonal assessment periods, at which time parents may request additional conferences to discuss their child's development and learning scheduled at the parent's convenience as soon as staff can be made available for the meeting. PPA staff will work with families to assure that the assessment methods are consistent with the goals for their children, and are meeting the needs and diversity of our families.

3. Field Trips

Children may participate in spontaneous local walks led by a teacher. We may take walks to search for a perfect leaf, or take in an exhibit at The Springfield Museum Quadrangle. Parents sign an annual release form for neighborhood walks. For any field trips involving transportation other than walking, the parents will be required to sign a specific release form. If you have any specific concerns, please make them known on the release form.

4. Challenging Behavior

Natural and logical consequences for inappropriate behavior and redirection form the basis for our approach to discipline. Preschoolers are respected as individuals who need guidance and teacher assistance when they become overwhelmed or lash out at other children. Private space is made available for a child who needs time away from the group but no child is left unsupervised at any time. We do not put students in time out or punish them to correct behavior.

Prelude Preschool of the Arts

Assessment and Referral Plan

Ongoing assessment, observation and documentation of children's personal and social-emotional development, approaches to learning, cognitive skills, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, physical development and health, including development of self help skills, are integral components of the PPA program. Our program's curriculum goals and objectives are directly aligned with our Work Sampling System Assessment Tool to help guide teachers as they assess children's progress. All children will receive an initial screening using the Work Sampling System Developmental Checklist, followed by ongoing seasonal observation and assessment periods during fall, winter and spring. The results from the basis of each child's developmental profile are shared with the classroom staff so that the curriculum, teaching practices, and classroom environment can be individualized to incorporate the unique skills, developmental levels, and needs of each child. If areas of weakness are identified for an individual child or group of children, the curriculum, teaching practices, and classroom environment will be adapted to emphasize these areas in individual, small group, or whole class learning experiences. Parent conferences are held at the end of each assessment period to inform parents of their children's progress, to effectively communicate the assessment information, and to involve families in plans for future growth and development as we implement further assessments. Parent involvement in the assessment process is crucial to the success of each child. Children's observations, assessments and records are kept confidential at all times by teaching staff and director.

If a staff member has a concern that a child would benefit from further observation and assessment or is in need of medical, mental health, social, or educational services or vision and hearing screening, s/he will bring the concern to the Director. The Director will observe the child, and meet with the classroom and other relevant PPA staff to share observations pertinent to the concern, and to develop a written intervention strategy where necessary. The Director will request a meeting with the parents to discuss the concern and will provide them with a written statement as to why the referral for additional services is being recommended, including a summary of the observations that contributed to the decision and a brief description of the intervention strategies the program has attempted. The Director will obtain written permission from the parent prior to referring the child for services or assessment and will offer the parents assistance in making the referral and accessing services. The program will maintain written records of all referrals, will follow up with the referral, and will obtain written permission from the parent for consultation and assistance in managing the child's needs within the program.

Plan for Transitions

When a child is making a transition between classrooms, or transitioning from one program into another, Prelude Preschool of the Arts will conduct meaningful collaboration between educators in each classroom, and with parental permission, will gather or share information with the other program to create a plan for assisting the child with the transition. The plan will be designed in a manner that is consistent with the child's ability to understand, and will ensure a smooth and successful transition into the new learning environment.

Prelude Preschool of the Arts Behavior Guidance Policy

Helping young children develop self –control and the social and emotional skills to function successfully in a group setting is an important goal of the Prelude Preschool of the Arts program. We do not expect that children have mastery of these skills when they enter our program. Children may act out for a variety of reasons but there are a number of preventative measures and practices that a program can put in place to minimize behavioral issues for all children.

Prevention:

Routine child guidance practices should include but are not limited to the following:

- Having a sound understanding about the principles of child growth and development;
 - Preparing a stimulating and educational environment with a varied curriculum and plenty of age appropriate play materials;
 - Creating consistent routines and planning ways to have smooth transitions, enabling children’s waiting times to be productive;
 - Modeling appropriate behaviors and positive attitudes;
 - Learning about the child and family history;
 - Understanding how individual children respond to different cues, and understanding that no single technique will work for all situations;
 - Being clear about rules and being consistent in applying them;
 - Providing opportunities for children to learn guidelines for acceptable behavior;
 - Resolving problems as they occur and reminding children of the rules when a problem erupts, (when appropriate children should play a role in resolving their problems);
 - Recognizing children’s feelings when discussing their unacceptable behavior with them, (separation of one’s disapproval of the behavior from the care and respect for the child);
 - Reducing opportunities for problem behaviors before they begin by focusing children away from potential problems and expending efforts towards redirection;
 - Helping children learn about natural consequences because appropriate natural consequences appeal to their sense of logic, “When I do this; this is what happens”;
 - Teaching children coping mechanisms such as, “Taking a break,” and, “Picking another activity”;
 - Helping children “brainstorm” to solve problems and make choices because it helps promote self-esteem and teaches problem solving skills;
 - Knowing when to respond to inappropriate behavior and noticing appropriate behavior;
- and,
- Creating an individual action plan for a child that identifies the child’s challenging behaviors and includes ideas for how the staff and the child’s parents can work to resolve them.

It is normal and often “developmentally appropriate” for children to act out at times, even with preventative measures and strategies in place. Children vary greatly in their sensitivity to stimulation and their ability to regain self-control. Some children may become overloaded by sensory stimulation more quickly than others and will be allowed and encouraged to take a break in a quiet private area within visual monitoring distance from a staff member when needed.

Teachers will respond to disruptive behavior according to the particular child and situation, but the child guidance goal is always the same. The goal must always be to

provide children with support, teach children how to build self-control and keep all of the children in the program safe.

Appropriate Guidance Techniques

Verbal and physical punishments of any kind, including shaking or hitting, are not acceptable behavior guidance techniques and will not be tolerated in the PPA program. No child will be subject to any psychological abuse, coercion, threats, humiliation, or derogatory remarks. Teachers never withhold food as a form of discipline and children are never reprimanded for toileting accidents. Children will not be physically restrained or physically forced to be more compliant with a staff member's demands or authority while in our care.

Touch is an essential component of healthy cognitive and emotional development, and children can not learn and practice the skills they need to relate to their surroundings and others without it. For this reason PPA does not endorse a "no touch" policy when children express themselves by hurting or attempting to hurt other children, adults, themselves, or damage the things around them. When children behave in dangerous or destructive ways, teachers will intervene in a calm, nurturing manner that is responsive to the specific situation and the child's developing abilities and capacity to understand. The goal is to interrupt the behavior and to acknowledge and reaffirm the child with familiar forms of touching such as a hug or holding the child's hand. Teachers must be sensitive to the fact that touch is not equally welcome to all children.

If a child's disruptive behavior poses a threat to self or others or if a child cannot regain and remain in control with assistance from staff and support from the other children

- Give the child an opportunity to leave the immediate setting, and have some alone time in a private area until s/he regains self-control and can re-join the group. A teacher will accompany the child to the area and will suggest techniques to help the child regain control. The teacher must remove any items within the child's reach that might be potentially dangerous to the child or others and remain close enough to directly supervise the child until s/he has regained self-control.
- When the child cannot be removed from the environment, the teacher will stay in close proximity to the child until the child is able to regain self-control. In this instance, the teacher/provider must also remove anything within the child's immediate reach that is a potential danger to the child or others.
- If necessary, the teacher may use another adult to support and assist in calming the child until the child is able to regain self-control.

Emergency Situations

In an emergency situation, the safety of all children is our primary concern. Staff will use a supportive hold on children only in the following situations and only for the time it takes to remove the child from the potentially dangerous situation. Supportive holding of children should be considered only in the following situations:

- The child's safety is at risk;
- The safety of other children or adults is at risk;
- The child must be moved in order to be safely supervised;
- The child demonstrates a sustained behavior that is highly disruptive and/or upsetting to other children necessitating moving the child.

Prelude Preschool of the Arts

Policy for Addressing Challenging Behavior

Prelude Preschool of the Arts is committed to helping all children succeed in our learning environment. We recognize that many acting out behaviors are developmentally normal and essential to emotional and social growth. Most behavior problems are transitional and our program focus on behavior prevention and individualized guidance techniques are designed to minimize acting out behavior. When a child's behavior becomes a concern because of its severity, frequency, or persistence, the teacher will bring the concern to the Program Director/Administrator who will observe the child, meet with the classroom staff to design an individualized classroom intervention strategy for the child. The classroom staff and a Director will meet with the parent to share their observations, discuss classroom intervention strategies, and gather input from the parent. The group will develop an intervention plan that coordinates home and school strategies. This plan shall be documented and will specify methods and timelines for ongoing communication between home and school, as well as a follow-up meeting schedule to assess the child's progress and amend the intervention plan as needed. The Director may determine the need for further evaluation and/or support services and will ask the parents to provide written permission for making appropriate referrals that would benefit the child or better determine the child's specific needs. The Director will provide a list of appropriate referral sources and will offer to assist the parents in accessing the recommended services. This may be done at either the initial or follow-up meetings.

Suspension/ Termination Policy

When a child's needs cannot be met by the program without jeopardizing the safety of others or taking excessive amounts of staff attention away from other children, PPA may suspend a child from the program until additional support or services are in place to help us maintain the child in the program.

If a student is being considered for suspension or possible termination from the program, the Program Director will provide an opportunity to meet with the parent to discuss options other than suspension or termination. The Program Director will offer referrals to parents for evaluation, diagnostic or therapeutic services. The Program Director will also pursue options for supportive services to the program including consultation and educator training, as well as develop a plan for behavioral intervention at home and in the program.

Children will be terminated from the PPA program **only** when the internal and external strategies and support we put in place are not sufficient to maintain the child in the program. The Director will meet with the parents and provide them a written notice of termination from the program. Prelude Preschool of the Arts will provide written documentation to the parents of the specific reasons for the proposed suspension or termination of the child, and the circumstances under which the child may return, if any. The Director will provide a list of more suitable programs where appropriate and make suggestions as to how to explain the termination to the child in a way that protects his/her self esteem and is appropriate to his/her ability to understand.

Prelude Preschool of the Arts

PARENT AND FAMILY INVOLVEMENT

The PPA program places high value on parent involvement and input. We welcome all parents to participate in our program and recognize the importance of a partnership between parents and staff in guiding a child's educational journey. We see parents and other family as a source of enrichment for the PPA community of children, staff, and other program participants. Prelude Preschool facilitates many opportunities for families to meet with one another, both formally and informally, as we work together to support the program and each other. PPA has an open-door policy. Parents are welcome to schedule a visit or stop by unannounced at any time during program hours. We do ask that you adhere to our policy that all visitors to the program check in with the office.

Parents are also an important part of assessing our program. In addition to seeking your input on all aspects of our program through quarterly questionnaires, parents are encouraged to submit suggestions, ask questions, and share concerns and compliments with program staff. If you wish to be more involved in our program, we offer a number of options to work with your schedule and availability:

FRAMEWORK FOR VOLUNTEERS, STUDENT INTERNS AND PARENTS IN THE CLASSROOM

1. Parents, Volunteers, and Student Interns

Family volunteers enrich our program in many ways. Some examples are: reading a story, cooking a special treat, sharing an art activity, taking pictures, working in the library, etc. Volunteer sign-up sheets are located on Parent Bulletin Boards. Feel free to ask the teachers what they need or for any suggestions. Sharing family traditions is a wonderful way to strengthen the connection between home and school.

State law requires that all adults who wish to be a frequent volunteer (more than once a month) in the classroom be listed with the state. If you wish to be a frequent volunteer, please submit your name, address and birth date to the Prelude Preschool of the Arts Director. For the safety of our children, the state runs a background check on all volunteers. All volunteers will be under the direct supervision of an EEC qualified educator at all times. All volunteers will be trained on responsibilities within the program including health, safety and emergency procedures, accepted guidance and behavior management techniques, child abuse and neglect reporting procedures, and regulatory requirements. Volunteers will document dates and hours of service.

2. Family Association Volunteers

This is a group of volunteer Prelude parents who act as liaisons between the teachers and the parent community. They assist teachers as needed, especially in the coordination of special family events and fund-raising efforts. They also have regular contact with other parents through newsletters and our Prelude.Shutterfly.com to ensure that everyone is well-informed and prepared for special classroom and school-wide activities. Family Association members should have the enthusiasm and desire to work together with other parents and the

PPA staff. Communication with the parent community should occur at least monthly (sometimes more depending on the month's activities) and can be made via phone, e-mail or in person. All interested family members are invited to volunteer.

3. Guidelines for Volunteers, Student Interns, and Parents in the Classroom

Confidentiality

An important responsibility for a visiting parent is to maintain confidentiality about all that takes place in the classroom. Please recognize the faculty's direct communication with family as the only professional avenue for discussing a child. Bring any questions you have regarding behaviors to the teachers after school hours.

If you see children engaging in dangerous behaviors, alert a teacher immediately or use the word "stop" to intervene. Do not report difficult or uncomfortable situations to others outside of the classroom. The teachers and the director are available for discussion and are prepared to handle sensitive situations with families.

Philosophy

The joy of discovery is the foundation for our philosophy. We create *with* children a loving environment that promotes creativity, individual expression, community spirit, and an appreciation for diversity. We encourage each child to become a responsible and involved learner and we promote emotional and physical well-being through developmentally appropriate experiences. The process of learning by experimentation encourages self-expression and is more empowering to a child than focusing on a product or end result.

Art Work

When remarking on the art work of Preschool children we refrain from using judgment words such as "beautiful" or "I love it". The artists are their own best judges. Instead, we engage the child in a conversation about the piece (Ex: "You used a lot of colors in this piece . . ." "How did you make those swirls in the corner?" "The texture looks really bumpy—can I touch it?") Art work does not need to be described by a title—our art is experiential and the process is at least as important as any product.

Independence

We encourage children to be independent by expecting them to do for themselves everything they're capable of and helping them with the things they are still working on. Children pour their own juice even though it sometimes spills, they dress themselves even though shoes sometimes end up on the reverse feet and they work out their own conflicts with one another even though they sometimes get angry. We adults make sure to be close by and intervene only when absolutely necessary.

Conflict Resolution

Our approach to conflict resolution includes conversation and consideration. We model behavior that is respectful of ourselves and those around us. Children may need help with learning to share and expressing their feelings in non-physical ways. Teachers are always nearby to intervene in a conflict when necessary and help with words or re-direction. We do not use “time out” as a disciplinary tool. A child may need some time away from the group to calm down or take some deep breaths but at no time is a child left alone unsupervised, punished or threatened.

When conflicts of interest arise, we maintain firm boundaries but offer choices within those boundaries. For example:

“I don’t want to go outside.”

“Staying inside is not a choice right now—would you like me to help you with your coat or would you like to put it on by yourself?”

“I want to keep playing”

“We’re cleaning up for snack. Would you prefer to pick up the tools or collect the markers? Let’s put them someplace where we’ll be able to find them next time we come to school.”

If a child is having difficulty finding the words to resolve a conflict with another child, an adult might say, for example:

“She doesn’t understand what you want when you push her but she will understand if you speak to her.”

“I don’t understand you when you use that voice (whining). Can you speak with a regular voice?”

“You can’t take it from him, but you can ask if you can use it when he is finished.”

Remember, our faculty is prepared to address any difficult issues or behaviors that may arise and do not expect you to handle those. You are there to assist. Enjoy this time with your child and her/his classmates . . . and have fun!

Prelude Preschool of the Arts

POLICY FOR INCIDENT INVOLVING A PARENT

An “incident” is deemed any event in which the policies of the program are not being adhered to and/or the staff/children’s safety is perceived to be in jeopardy. When such an incident occurs, staff should immediately:

- ◆ Inform the Director of the incident.
- ◆ The Director will take appropriate action.
- ◆ If the Director is unable to resolve the issue, the Director will inform the Executive Director of the situation for direction in appropriate action to be taken.
- ◆ If the Director is not present, the Lead Teacher will assume such responsibility.
- ◆ If the Executive Director is not present, the designated Board Representative should be contacted for direction in appropriate action to be taken.
- ◆ If the incident is of a severe and/or dangerous nature, staff will immediately contact the local Police Department for support in the matter and follow up by informing the above personnel.
- ◆ Any violent outburst or display of aggressive behavior towards staff, by parents/guardians, will result in immediate termination of enrollment without advance notification.

Prelude Preschool of the Arts

POLICY FOR PARENT COMMUNICATION AND /OR GRIEVANCE

We value parent involvement as an essential part of our program and recognize that on occasion Parents/Guardians may have differing opinions regarding professional values and practices in our program and their own family values and practices, or complaints in relation to our program and/or procedures. As part of the “Parents Rights” policy that parents/guardians receive upon intake to our program, any Parent/Guardian may offer suggestions/feedback about the program and its policies. In this way, teachers and families can work together to help children participate successfully in our program, blending both school and home values in a mutually agreed upon practice. However, in our efforts to provide quality education and services to our families, we ask that you adhere to the following procedure:

- ◆ Be sure that your child is signed in and accounted for by classroom teachers.
- ◆ If your concern involves a teacher or classroom issue, please direct your concerns and/or complaints to the appropriate classroom teacher. Please request a private conversation outside of the classroom, ensuring that no discussion takes place in front of any children or families. The teacher will communicate with families to collaborate and create a solution if school and home values and practices differ.
- ◆ If the issue is not resolved with the teacher, please direct your concerns and/or complaints to the Director. You may request a private meeting to discuss the issues at hand with the Director and/or Teachers.
- ◆ If the Director is not present or unable to resolve the issue, the Executive Director will be apprised of the situation for direction in appropriate action to be taken.
- ◆ If your concern involves preschool policy or the center Director, please bring your concerns and/or complaints to the Director. The Director will collaborate with families to create a solution if school and home values and practices differ. If you have spoken with the Director and you still feel issues have not been resolved, you may contact the Executive Director to further discuss your concerns.
- ◆ If the Executive Director is not present or is unable to resolve the issue, the designated Board Representative will be contacted for direction in appropriate action to be taken.
- ◆ Emotional outbursts that appear in a threatening nature will not be tolerated, and can be grounds for immediate termination of enrollment without notice.

Prelude Preschool of the Arts

PLANS FOR MEDICAL EMERGENCY AND ILLNESS

1. **ADMINISTER FIRST-AID AS NECESSARY.**
First-Aid kit and book located in cabinets over classroom sinks. Only teachers with First-Aid certification will be allowed to administer aid.
2. **CALL THE FOLLOWING IN THE ORDER WARRANTED BY THE SITUATION**
 - a) Parent or alternate designated on child's emergency form
 - b) Child's designated pediatrician or dentist
 - c) The PPA pediatrician:
Dr. Nickolaus Kashey at Baystate Mason Square 794-3710
 - d) Emergency medical vehicle (ambulance) **911**
Director or Lead teacher goes with child to emergency room with child's records and permission slips.
3. **OTHER THAN TEACHER ARRANGEMENTS FOR EMERGENCY STAFF COVERAGE**
Call on Eileen McCaffery, Gina Beavers, Ben Rosenthal, Lisa Torres, or Christiana Racicot to help conduct class for the remainder of the day.
4. **A FULL COPY OF PRELUDE PRESCHOOL OF THE ARTS HEALTH CARE POLICY IS AVAILABLE TO PARENTS UNDER SEPARATE COVER.**
5. **PLAN FOR MEETING INDIVIDUAL CHILDREN'S SPECIFIC HEALTH NEEDS**
During intake, parents will be asked to record any known allergies on the face sheet. The face sheet will be updated yearly. All allergies or other important medical information will be posted in each classroom, on the refrigerator in the kitchen, and on the snack storage cabinet. Allergies list will be updated as necessary – as new children enroll, and as unknown allergies become known.
All staff and substitutes will be kept informed by the Program Director so that children can be protected from exposure to foods, chemicals, pets or other materials to which they are allergic.

For a child with specific food allergies, the cook will inform the classroom staff of substitutions for snacks and lunches when completing weekly snack and lunch menus. The names of children with allergies that may be life threatening (ie - bee stings) will be posted in conspicuous locations with specific instructions if an occurrence were to happen. The Program Director will be responsible for making sure that staff receives appropriate training to handle emergency allergic reactions.

6. PLAN FOR MILDLY ILL CHILDREN

Children who are mildly ill may remain in school if they are not contagious (refer to Health Care 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). The parent(s) will be asked to pick up the child. The child will be cared for in a quiet area, a classroom or in the

Center's office by a teacher qualified staff member or by the Program Director until the parent(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.

7. PLAN FOR ADMINISTRATION OF MEDICATION

Prescription Medication

A. Prescription medication must be brought to school in its original container and include the child's name, the name of the medication, the dosage, the number of times per and the number of days the medication is to be administered. This prescription label will be accepted as the written authorization of the physician.

B. Prelude Preschool of the Arts staff will not administer any medication contrary to the directions on the label unless so authorized by written order of the child's physician.

C. The parent must fill out the Authorization for Medication Form before the medication can be administered.

Non-prescription Medication

A. Non-prescription medication will be given only with written consent of the child's physician. The Preschool will accept a signed statement from the physician listing the medication(s), the dosage and criteria for its administration. This statement will be valid for one year from the date that it was signed.

B. Along with the written consent of the physician, the Center will also need written parental authorization. The parent must fill out the Authorization for Medication Form, which allows the PPA staff to administer the nonprescription medication in accordance with the written order of the physician. The statement will be valid for one year from the date it was signed.

C. Prelude Preschool of the Arts will make every attempt to contact the parent prior to be child receiving the non-prescription medication unless the child needs medication urgently or when contacting the parent will delay appropriate care unreasonably.

Topical Ointments and Sprays

A. Topical ointments and sprays such as petroleum jelly, sunscreen, and bug spray, etc. will be administered to the child with written parental permission. The signed statement from the parent will be valid for one year and include a list of topical non-prescription medication.

B. When topical ointments and sprays are applied to wounds, rashes, or broken skin, PPA will follow its written procedure for nonprescription medication which includes the written order of the physician, which is valid for a year, and the Authorization for Medication form signed by the parent.

All Medications

1. The first dosage must be administered by the parent at home in case of an allergic reaction.
2. All medications must be given to the teacher directly by the parent.
3. All medications will be stored in the kitchen, out of the reach of children (in the right upper cabinet or on the refrigerator door shelf if refrigeration is necessary). All medications that are considered controlled substances must be locked and kept out of reach of children.
4. The Lead Teacher will be responsible for the administration of medication. In his/her absence, the Program Director will be responsible.
5. Prelude Preschool of the Arts will maintain a written record of the administration of any medication (excluding topical ointments and sprays applied to normal skin) which will include the child's name, the time and date of each administration, the dosage, and the name of the staff person administering the medication. This completed record will become part of the child's file.
6. When possible, all unused, discontinued or outdated prescription medications shall be returned to the parent and such return shall be documented in the child's record.
7. When return to the parent is not possible or practical, such prescription medications must be destroyed and the destruction recorded by a manager or supervisor in accordance with policies of the licensee and the Department of Public Health, Drug Control Program.

PROCEDURES FOR FIRST AID AND HOSPITAL TRANSPORTATION

(1) In the case of an emergency or illness (such as a seizure, a serious fall or serious cut), the teacher in charge will begin administration of emergency first aid while the assistant teacher or second teacher takes other children to another area or room. Both staff members should respond in a calm and reasonable manner.

(2) Other staff will be alerted to send for assistance, be it the Program Director, Program Administrator, or another person in the school.

(3) One of the supervisory staff will contact the parent to come and pick up child or, if response time is a factor, to have the parent meet the child and accompanying staff at the emergency room of Baystate Medical Center, the hospital utilized in emergencies.

(4) In the event a situation arises that is life threatening or the child cannot be comfortably restrained in a car, an ambulance will be called immediately. The parent will be called to meet the child and staff at the hospital. The teacher or other designated staff will go with the child in the ambulance. The child's file will be taken, including permission forms and pertinent insurance information if the center has it.

(5) If the parent comes to pick up the child and needs assistance, the teacher or program director may offer to drive to the hospital or to accompany the child.

(6) When parents cannot be reached, those listed, as emergency contacts will be called as a further attempt to reach parents. In the event a parent cannot be reached immediately, a designated staff person will continue to attempt to reach parents. If necessary, the child will be transported to the hospital by ambulance and the child's whole file will be taken, including permission forms.

The program will immediately report to the Department of Early Education and Care any injury to, or illness of, any child which occurs during the hours while the child is enrolled in care and which requires hospitalization or emergency medical treatment.

EMERGENCY PREPAREDNESS PLANS

In the event of an emergency caused by weather conditions, fire or any other disaster, children will be removed from the school facility by police, fire vehicles or other emergency vehicles to the nearest station where they will be cared for until such time as their parents can reach them. Teachers will bring student sign in sheets and take attendance prior to evacuation and upon arrival to alternate destination. Parents will be contacted as soon as the situation allows.

PLANS FOR A FIRE EMERGENCY

1. As practiced in fire drills, one teacher leads the children out the nearest safe exit. The other teacher picks up the folder containing emergency forms and attendance sheets (located in the classroom) and makes sure all children have vacated and then follows at the end of the line. All teachers and children shall meet at the PPA Playground and attendance will be taken.
2. Teachers remain with children, helping them to remain calm. Teachers will conduct roll call to ensure that all children are accounted for while PPA/CMSS administrators call 911.

3. As situation warrants we will:
 - a) re-enter building when deemed safe by fire department.
 - b) call parents to pick-up children (use phones indicated above). Teachers remain with children until all have been picked up.
 - c) move class out of inclement weather to the Springfield Library Downtown Branch.

PLANS FOR WEATHER EMERGENCY

1. The Executive Director of CMSS will inform the PPA staff that a weather emergency has been declared.
2. As practiced in fire drills, one teacher leads the children out the nearest safe exit. The other teacher picks up the folder containing emergency forms and attendance sheets (which are located in the classroom) and makes sure all children have vacated and then follows at the end of the line.
3. Teachers and children will remain together and proceed to the Recital Hall on the first floor and attendance shall be taken. Teachers will help children sit calmly and quietly until the weather emergency is declared over or it is deemed necessary to evacuate the building.
4. If the governor declares a State of Emergency due to weather conditions, we call 911 to access the Fire Department and the City's Emergency Operation's Center. We follow the policy of the Office of Emergency Management of the City of Springfield. They will assign a shelter location and coordinate emergency transportation for everyone at our center.
5. When school is delayed or closed prior to the start of day due to weather conditions, information regarding the delay or closing will be posted on the TV, WGGB Channel 40, WWLP Channel 22, WFSB Channel 3, or by calling 732-8428.
6. If school closes early due to weather conditions, teachers will notify all parents by telephone and remain with children on the premises until all children are picked up.

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PLANS FOR LOSS OF HEAT, POWER, OR WATER

1. In the event of a loss of heat, power, or water, Directors will determine if it is necessary to leave the premises dependent upon ambient temperature, alternate place for toileting and hand washing, and the amount of time anticipated before the return of power, heat or water.
2. If the situation requires evacuation, as practiced in fire drills, one teacher leads the children out the nearest safe exit. The other teacher picks up the folder containing emergency forms and attendance sheets (which are located in the classroom) and makes sure all children have vacated and then follows at the end of the line.
3. Teachers and children will remain together and proceed to the Recital Hall on the first floor and attendance shall be taken. Teachers will help children sit calmly and quietly until the emergency is declared over or it is deemed necessary to evacuate the building.
4. As situation warrants we will:
 - d) re-enter classrooms when power, heat, or water has been reinstated.
 - e) call parents to pick-up children (using phones indicated above). Teachers remain with children until all have been picked up.
 - f) move class out of CMSS building to the Springfield Library Downtown Branch.
5. If school closes early due to loss of power, heat, or water, teachers will notify all parents by telephone and remain with children on the premises until all children are picked up.

PLANS FOR EMERGENCY EVACUATION

1. The Executive Director of CMSS will inform the PPA staff that an evacuation from the premises is necessary.
2. The director or a teacher will call 911 to access the Fire Department and the City's Emergency Operations Center. They have the required information regarding our center on file and we will be included in all emergency planning.
3. The Fire Department will assign a shelter location and coordinate emergency transportation. Teachers will call all parents or guardians as soon as the information is made available to them.

PLANS FOR A MISSING CHILD EMERGENCY

1. Prompt notification of the police should be made by director or teacher once initial search of the facility is made, or attempts to confirm location such as confirmed pick up by family etc.
2. Conduct search of all areas of facility and immediate surrounding area.
3. Notify police so that a perimeter can be established for search.
4. Make all other required notifications.

CHILD ABUSE AND NEGLECT POLICIES AND PROCEDURES:

*The Prelude Preschool of the Arts Program has a responsibility to prevent child abuse and neglect of all children enrolled in our program. We understand that we are required by law to report suspicion of abuse or neglect. Staff training and awareness is part of our

orientation for new employees and we have staff training and “abuse awareness” trainings each school year.

*Child abuse is the non-accidental physical or mental injury, sexual abuse or neglect of a child under the age of 18 by a person responsible for the child’s health, welfare or care, or by a person given access to the child by the responsible person.

Physical abuse: injuring a child by shaking, beating, burning or other similar acts

Sexual abuse: engaging in sexual behavior with a child or allowing sexual exploitation of a child

Emotional abuse: excessive belittling, teasing, or berating which impairs a child’s psychological growth

Neglect: failing to provide for a child’s basic needs (i.e. food, clothing, shelter, hygiene, education, medical care and supervision)

At-risk: placing a child in danger of abuse or neglect (e.g. threatening a child with bodily harm)

*The Department of Social Services telephone number to report abuse or neglect is: **1-800-792-5200**

*All members of the PPA staff are considered mandated reporters and must immediately report any incidents, awareness, or suspicion of abuse or neglect of any child enrolled in the program to a Program Supervisor, who is required to file a report with Department Of Social Services and Department of Early Education and Care within 12 hours of the incident. Staff has the right to file a report on their own, in the event that the Supervisor does not agree.

*The Program Supervisor is responsible to protect children and notify the parent or guardian once there is an allegation of abuse or neglect. Parents will be informed that an allegation has been filed with the Department of Social Services, as directed by Social Services. The parents will be informed of the basis for the allegation and will be directed toward support services, as directed by Social Services.

*Any child in need of immediate medical attention as a result of abuse or neglect shall be taken to the pediatric emergency room at Baystate Medical Center via an ambulance. All treatments will be documented and copies will be submitted to the Department of Social Services and the Department of Early Education and Care.

*In the event of an allegation of child abuse or neglect against a PPA staff member, the Program Supervisor will file an allegation with the Department of Social Services and the Department of Early Education and Care. Staff has the right to file a report on their own, in the event that the Supervisor does not agree. The accused staff member will be suspended immediately pending the results of investigations conducted by both departments. The Program Supervisor will also notify the Executive Director of the Community Music School of Springfield and the child’s parent or guardian that the allegation has been filed. If the allegation is substantiated by a 51B, this shall be considered grounds for termination, and the staff member’s employment will be reviewed.

*Staff members who have filed a report of abuse or neglect are protected by law from future acts of discrimination or retaliation. Staff members who are aware of abuse or neglect but fail to file are subject to a five hundred dollar fine.

*All records of required documentation will be maintained.

*Copies of the Prelude Preschool of the Arts Abuse and Neglect Policy are made available to all parents.

*The Department of Early Education and Care may be contacted for information regarding Prelude Preschool of the Arts regulatory compliance history at 413-788-8401 ext.120. The regional office is located at 95 Liberty Street, Suite 1124, 3rd Floor, Springfield, MA 01103.

Prelude Preschool of the Arts

REGISTRATION PROCEDURE

- Inquiries can be made at any time by calling the PPA Office at (413) 732-8428, ext. 114.
- Enrollment begins in January for the following school year, with available spaces offered to new families in the order in which their applications are submitted.
- We encourage you and your child to schedule a visit to our program. A staff member will be available to give you a tour and to answer any questions you might have about the program.
- Should you choose to enroll in our program, you may fill out an application. Children will be offered enrollment in available spaces according to the date of application.
- We will schedule an appointment to register your child. All required documentation must be submitted in order to complete enrollment.
- Enrollment forms should be submitted to the PPA Office with a non-refundable registration fee of \$50 and deposit of \$500. Payments may be made by check, Visa, MasterCard, and Discover Card. Checks are to be made payable to Prelude Preschool of the Arts.

TUITION

- Tuition payment agreements must be on file one month (as time permits) before the start date of the child (September). Tuition agreements will specify the payment plan chosen. Payment plans need to be arranged through the PPA Business Office. Late fees will be assessed if monthly tuition payment is not received by the 1st of the month.
- Parents **MUST** choose one of four payment plans available:
 - Plan 1—Payment in full (on or before September 1st).
 - Plan 2—Payment in 2 installments, due on or before September 1st and January 1st.
 - Plan 3—Payment by check: 10 monthly payments due on the 1st of each month.
 - Plan 4—VISA, MC, Discover: 10 automatic monthly payments on the 1st of each month.
- **CANCELLATION AND REFUNDS:** Programs run from September to June. Enrollment is for the entire academic year. If you must leave the program for any reason, you are still responsible for tuition due and must provide written notice a minimum of two weeks prior to withdrawal. There are no refunds after the first day of classes, and a \$50 **CANCELLATION FEE** will be assessed for early withdrawal.
- **MID-YEAR ENROLLMENT:** Students may enroll in classes after the school year has begun if space is available. Tuition will be pro-rated for late enrollment.
- **RULES AND REGULATIONS:** You agree to accept and comply with the policies and procedures of the Prelude Preschool of the Arts and Community Music School of Springfield. Additionally, you understand that enrollment may be discontinued at any time without notice if payment of tuition is not current based on the plan chosen above.

**Prelude Preschool of the Arts
Parent Hand Book Agreement Form**

I _____, legal guardian of _____ have read the parent handbook and agree to policies and guidelines set forth by Prelude Preschool of the Arts and The Community Music School of Springfield.

Dated: _____

Signature: _____
(Signature of Parent or Legal Guardian)