

ERDMAN PRESCHOOL PARENT HANDBOOK

OUR SCHOOL

The Erdman Preschool has grown from a school for eight children, started by Margaret Erdman in her Scituate home in 1971, to a school serving over 100 families from several South Shore communities. The school moved to its current location in 1973 and has expanded to include morning and afternoon classes for children 2 years 9 months to 5 years of age. The school is a non-profit organization run by the Board of Directors and does not discriminate in providing services to children or their families on the basis of religion, national origin, cultural heritage, race, gender, political beliefs, sexual orientation, marital status or disability in its admissions or hiring practices. Please note that toilet training status is not an eligibility requirement for enrollment. The school is licensed by the Massachusetts Department of Early Education and Care. Please see regional address and phone number at the end of this Handbook.

OUR PHILOSOPHY

The Erdman Preschool's purpose is to provide an enriching and creative educational experience for young children. The school is open to all three, four and five year old children in Scituate and neighboring communities. We welcome children of varied abilities, needs and backgrounds because we believe children learn so much from each other.

Our program is structured enough to offer security, yet open enough to foster creativity and independence. The daily routine includes active outdoor play to develop large muscles; a meeting time with stories, discussions and singing; a snack time for socializing and trying new foods; small group activities full of discovery and exploration in art, science, nature, math and literacy to develop cognitive and social skills; and, most importantly, a choice time when children decide where they wish to work and play. Choices open to the children include a woodworking bench with real tools, a dramatic play area with enticing dress-ups and props, easels, puzzles, manipulative materials, blocks, games, nature study, library, water or sand table, clay and an art center.

We believe that children feel best about themselves when they develop new skills and learn to do as much for themselves as possible. The teachers are always alert to promote self-help skills and self-sufficiency. The children are taught to use materials and tools in a respectful and responsible manner so that they can choose them independently.

Children are natural artists. They exhibit the same qualities of inventiveness, creativity, originality and discovery that belong to all adult artists whether they are designers, architects, painters, sculptors, etc. What better place to nurture this natural talent could there be than in the preschool classroom? Here the children's own creativity and playfulness is the focus of our art program.

The art produced by the children reflects their own interests, ideas, discoveries and inventions. The same energy used in make-believe, dramatic play, block-building, dressing-up, helping to cook at home, playing in the bathtub etc... is what inspires the creations at the woodworking bench, the easel, the clay table and the art center. No adult-controlled "art" project can ever build an appreciation for the uniqueness of each child. Teacher-made patterns and mass produced copy-cat projects undermine a child's sense of worth, encourage dependency, and soon lead children to believe that they are not good in art.

At Erdman Preschool children develop healthy personalities, self-direction and inner

controls. They gain satisfaction and self-confidence from expressing their own ideas, completing tasks and learning to care for and about others.

CLASSES

Erdman Preschool offers 2, 3 and 4-day classes for 2 years 9 months, Threes, Older Threes, Fours and Fives. Our Fours classes are pre-kindergarten classes designed to help children develop the skills necessary to enter Kindergarten in the following year. The 4-Day Older Fours class is available for those children who may benefit from an additional year of growth and development before entering Kindergarten. Children who have completed a Fours Class will have placement preference in this class. Morning classes meet from 9:00 to 11:30. Afternoon classes meet from 1:00 to 3:30. Each class has at least two teachers who are DEEC Teacher or Lead Teacher certified, most have related bachelor's degrees or beyond and all have qualities of warmth, flexibility and sensitive regard for the uniqueness of each child. All teachers participate in ongoing professional training.

Parents and children are invited to visit the school prior to registration. Conferences are held with parents of all children the week before school begins. This enables teachers to learn some of the unique and special characteristics of each child (developmental history, interests, needs, support services received, concerns, etc) so that teachers can individualize his or her school experience. At this time, teachers also share details of the upcoming year such as schedules, routines, curriculum and special events.

On the first day of school for Threes children and their parents visit the classroom for an hour to become familiar with classmates, teachers, routines, expectations and materials.

ENROLLMENT PROCEDURES

Registration for the following September takes place in mid-October. Current students, siblings and past Erdman families have placement preference during the initial two weeks. After that, registration is open to new families. When classes are filled applicants are placed on a wait list. A lottery system may be used if more than one application has the same date. A \$75. non-refundable deposit is required at the time of registration when the child is placed in a class agreed upon by the parents. Please call the Office to receive an application and schedule a visit to the school. We are always available to discuss your questions and concerns about enrollment and class placement.

TUITION

Tuition is payable by check only in ten installments as follows:

\$75. non-refundable registration fee at the time of application.

First month's tuition due by June 15.

Remaining tuition payments due by the 15th of each month September through May.

Tuition fees are not refundable unless the school and parents agree that it is in the child's best interest to no longer attend the school.

There is a \$10. fee for all returned checks.

Limited scholarship aid is available. Contact the Director as soon as possible. All applications are confidential and should be received by June 1.

Tuition is not refunded due to illness or vacation plans. If your child will miss school for any reason please call the Office to let us know. It is often difficult for a child to come into class late when everyone is busy or to leave early when activities are still in progress. We know that this is sometimes inevitable so it is also important to let us know if your child will be late to school or must leave early. This allows teachers to plan the day to include everyone.

CURRICULUM

We use the MA Guidelines for Preschool Learning Experiences in planning curriculum. The Guidelines are based on the standards for Prek and K curriculum in the MA Curriculum Frameworks. The Guidelines focus on what teachers should be doing to help children develop skills and knowledge for future academic success. They are not a list of what children should know at 3 or 4 years of age. The Guidelines form a basis for planning and evaluating curriculum to ensure that experiences are developmentally appropriate and that they build a balanced foundation for future learning in all content areas. They are not meant to be implemented through direct instruction but rather through play experiences throughout the preschool day.

Teachers document use of the Guidelines in their plan books and on the class message board each day so that parents can understand how they are used in our curriculum.

Many of the principles present in the Guidelines have been at the heart of Erdman's curriculum since the school was founded. We know that all children are capable of learning and that they learn best by doing, so they must be provided with many opportunities to explore, move and interact with others. No two children will develop skills in exactly the same way or at the same time so teachers must always be ready to individualize expectations, materials and experiences. Development in one area will influence development in other areas. Every part of the day provides chances to learn in a variety of curriculum areas. (Block play, for example, will contribute to social skills, math skills, language skills to name a few.) We know that close communication and relationships with families will support learning and development for all children.

The Guidelines for Preschool Learning Experiences focus on the following six content areas: English Language Arts, Mathematics, Science and Technology/Engineering, History and Social Studies, Health Education and the Arts.

All of these areas are covered in depth in our curriculum. A copy of the Guidelines along with examples of the experiences we provide in each guideline area are available in the office. Classroom message boards with daily activities will also note several guidelines covered that day. Our monthly Newsletter will also refer to guidelines in the class activities section. We welcome your questions and comments so that we can help you appreciate how the Guidelines have always been part of our preschool experiences.

ASSESSMENT

Assessment of children's progress is an on-going process and includes classroom observation, note taking, work sampling, screenings and skills checklists. In the fall all children in our Fours classes are screened using the Early Screening Inventory (Meisels, Marsden, Wiske, Henderson) to make sure development is on track. We use The Work Sampling System (Dichtelmiller, Jablon, Dorfman, Marsden and Meisels, 1997) published by Pearson Education Inc. to assess and document skills, knowledge, behavior and accomplishments. Work Sampling

looks at seven domains of classroom learning and experiences. The seven domains are Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, Arts and Physical Development. For more detailed information about these seven domains please read the Work Sampling poster in the Threes classroom and upper hallway. Teachers use a set of developmental guidelines based on these domains to provide a framework for observation. The Guidelines, based on national standards, set forth developmentally appropriate expectations for children at each age. We share the results of this assessment with parents during our parent-teacher conference times in December or January (Work Sampling Developmental Checklist) and at the end of the year (Work Sampling Narrative Summary and portfolio). Parents receive a copy of the assessment whether or not they attend a conference. Input from parents about their child's progress is equally important.

All parents should feel free to speak with teachers and/or the Director any time questions or concerns are present. Please see "Parent Participation" for additional communication goals.

CONFERENCES

Frequent, open communication between family and school is in the best interest of the child and occurs on an informal basis each day at drop off and pick up times. Sometimes it is not appropriate to discuss concerns with your child present so teachers and Director are always available for conferences. Please call the office or speak with your teachers to set up a mutually convenient appointment time. In addition to beginning of the year parent conferences and informal meetings as necessary, formal parent-teacher conferences are held in December for the Threes and in January for the Fours. All parents receive an end of the year summary report of their child's progress. Conferences are not held at this time but may be scheduled if necessary. When a child leaves the program, the parents may request a copy of his/her records, if desired. Please see "Parent Participation" for additional communications goals.

CHILD GUIDANCE PLAN

All discipline and guidance shall be based on an understanding of the individual needs and development of each child. We are maximizing the growth and development of the children while protecting the group and the individuals within it. Rules and expectations, which are reasonable and positive in nature, are established and discussed in a calm, inclusive manner so that children may understand the reasons for them and may add their own ideas when appropriate. If a child behaves outside of the set limits, the teacher will quietly take the child aside and explain why the behavior is inappropriate and give suggestions to resolve it. Physical aggression requires immediate intervention and strategies to help the child learn acceptable methods for resolving conflicts. A child may be removed from a particular activity for a period of time and redirected to more appropriate choices. Time out is not used. As the child regains self-control, access to additional activities will be made available to him/her. We are consistent, fair, firm and understanding in order to help children develop self-control, problem solving abilities and enhance their social, communication and self-regulation skills. Teachers focus on and reinforce positive social behaviors and state limits, requests, suggestions and acknowledgements in a respectful and kind manner. The environment and activities are modified if necessary to encourage appropriate behavior and reduce challenging behaviors. Our child guidance philosophy is revisited at staff orientation and continually during the year so that understanding and consistency is in place and that teachers can insure effective communication

with each child. Corporal punishment, including spanking, will never be used at Erdman. No child will be left unsupervised. No child shall be subjected to cruel and severe punishment, humiliation, physical or verbal abuse, neglect or abusive treatment of any type. Children will never be deprived of outdoor time, meals or snacks or forced to eat or drink as a form of punishment and no child shall be punished for soiling, wetting or not using the toilet or made to remain in soiled clothing or remain on the toilet. No unusual or excessive toilet training practices will ever be used. Parents are informed of behavior issues as soon as possible so that the school and home can work together to help the child. This would include conferencing with the parents and providing referral resources if necessary.

TRANSITIONS

Children become very familiar with the classrooms and teachers during their year at Erdman. Each spring children who will return to the school in the fall have the opportunity to spend a morning or afternoon in their new classroom exploring the environment and materials. Each child is introduced to their new teachers and learn their names. Teachers meet in the spring to share information and observations about children leaving and entering their classrooms. Returning students are welcomed back at the Family Gathering in September, reintroduced to their teachers and to new classmates.

Every winter Erdman hosts a Kindergarten information night for parents. At least one teacher from each public school attends and presents curriculum, assessment and logistical information to prepare parents for their child's entry into Kindergarten. Parents have their questions answered and receive handouts with activities to support their child's emerging readiness skills. Teachers also attend so that they stay current with Kindergarten information and are able reassure and assist parents with this transition. Children who are going to Kindergarten have the opportunity to participate in the town's Kindergarten orientation activities during the spring. All Fours classes discuss the different schools that children may be attending the following year. Books, pictures and dramatic play help support this transition.

REFERRAL PROCEDURES

If a staff member is concerned about a child's development or behavior she will document her observations in writing, review the child's record and review her concerns with her co-teacher and Director. The teachers will meet with parents to notify them of their concern and will document this meeting in writing. They will summarize their observations and efforts made to accommodate the child's needs. The Director and teachers will provide a current list of referral resources in the community for social, educational, medical and mental health services, including Ch. 766 contacts, to the parents who will be encouraged to call or request in writing an evaluation. If parents need extra support the school may, with written consent, contact the referral agency for them. The School shall inform parents of the availability of services and their rights, including the right to appeal, under Ch. 766. As a follow-up to a referral the director will, with written parental permission, contact the service provider who evaluated the child to obtain information that will allow the school to better meet the child's needs. If it is determined that the child is not in need of services from the agency or is ineligible to receive services from the agency, the school will review the child's progress every three months to determine if another referral is necessary. This review will be written by the child's classroom teachers and

Director. A copy will be given to parents and discussed during a conference with them and, when signed and dated, it will be placed in the child's file.

The school will provide written notice to the appropriate special education administrator when the program is serving a child with a disability.

WITHDRAWAL/TERMINATION/ SUSPENSION PROCEDURES

At Erdman it is always our goal to keep the child at school and we will work in good faith with the parents to achieve this if it is in the best interest of the child.

The school may request that a child be withdrawn or suspended from the program if the health and safety of the child cannot be assured while at school and/or if the developmental needs of the child are not being met. Teachers will document their observations and discuss them with the Director. Parents will be asked to meet with the teachers and Director to discuss reasonable options to termination through the use of evaluations, diagnostic or therapeutic services and /or behavioral interventions at home and school. The school will also seek support services for staff such as consultation and educational trainings. Parents will receive a letter summarizing the recommended plans. The reasons for termination and will be notified in writing as well. A copy of this letter will be kept in the child's file. The Director will inform parents of the availability of information and referral for other services through the public school system. Additional referral resources are available in the school office. A child may also be suspended or asked to leave the program if tuition is more than three months in arrears or if the parents fail to provide requested information within a reasonable amount of time. Parents will receive written documentation of the specific reasons for termination or suspension and the circumstances under which the child may return, if any.

When a child is leaving the center, whether initiated by the school or the parents, the lead teacher will prepare the child for leaving in a manner consistent with the child's ability to understand. For preschoolers, the teacher should talk with the child and other children about the departing child and simple reasons for the departure.

“He will be going to a new school which can help him more.”

“She needs a different school to help her learn.”

Other suggested activities might include drawing pictures, writing stories or making a book about the school for the departing child. A photo of the child can be taken while involved in a favorite activity. The class can participate in a “Good-bye Party.”

Occasionally the child's departure is sudden and the child and the school are not given an opportunity to say good-bye. The teacher will write a simple note of good-bye addressed to the child. Photos and /or drawings may be included.

TOILETING PROCEDURE

Children may use the toilet as often as they request. Teachers will respond quickly to a child's request to use the toilet and will support the child's emerging self-help skills and independence. If a toileting “accident” occurs the child will never be shamed, humiliated or embarrassed by the teacher. The teacher will provide a change of clothing for the child, either from home or from extra school clothing, and will assist the child if necessary. Soiled clothing will be double bagged in sealed plastic bags and sent home with the child on the same day. Children will wash

their hands with liquid soap and warm running water after toileting. Staff members will also wash their hands with liquid soap and warm running water after assisting children or toileting themselves. Paper towels will be used to dry hands. Toilet training, if necessary, will be conducted in accordance with the parents' requests and be consistent with the child's physical and emotional abilities. Children will be supervised at all times during toileting by a class room teacher or the director.

HEALTH POLICY

A copy of the school's **complete** Health Policy is attached to this Handbook. Please remember that to insure the health of all children and to comply with state law, a standard medical form must be completed by your child's doctor and returned to school by the first day. Failure to do so may delay your child's entrance. The Director is always available to discuss your concerns or questions about the Health Care Policy.

If you are interested in learning about free or low cost health care for your child you may call the MA Customer Service Center at 1-800-841-2900.

It is imperative that you inform the school if your child suffers from allergies or medical conditions of any type. Our school strives to be "**nut-free**" as several children each year have potentially life-threatening allergies to peanuts, tree-nuts and several types of seeds and oils. We will not knowingly allow these foods to be brought to school for any reason. Labels are read carefully to insure that no food containing these ingredients is served at school for snack, during cooking activities or brought to Lunch Bunch. If an ingredient label states that the food has been, or may have been, processed in a plant or on equipment that also processes peanuts, or nuts of any kind, that food must not be brought to school. If your child has an EpiPen for any reason, please bring it to the Office for safe storage. EpiPens may never stay in a child's school bag. Allergies of all types must be noted on the medical form so that we can work to prevent the child from coming in contact with these allergies causing materials.

If your child must bring any kind of medication to school due to before or after school activities an adult must bring the medication to the Office upon arrival at school and an adult must pick it up when the child leaves school. This is the responsibility of the adult providing child care. It is not the teacher or Director's responsibility. **MEDICATION MAY NEVER STAY IN A CHILD'S SCHOOL BAG DURING THE SCHOOL DAY.**

All staff members are mandated reporters and, by law, must report suspected child abuse or neglect to the Department of Children and Families.

If we must evacuate the building for any reason we will be sheltered at either the Gates Intermediate School or the Scituate Public Library or Central Senior Housing. Emergency information and cell phones will be brought with us. Parents will be called to pick up their child as soon as possible. Detailed plans for emergency situations are attached to the Health Care policy.

CLOTHING

Comfortable play clothes are most suitable for preschool. Clothing should be easy for children to manage as this increases their self-confidence. Warm outer clothing, including hat and mittens, for outdoor play is essential as we go outside every day. Please label all jackets, hats, boots, etc. Please make sure that clothing does not have any strings, cords, laces or jewelry that could become a strangulation hazard.

Please send your child to school with a change of clothing to be kept at school for emergencies. Please include underwear and socks.

Children learn by doing. They should not have to worry about getting “dirty” while exploring paint, clay, mud, etc. Please dress your child accordingly.

OPEN HOUSE

Each Fall the school holds an Open House evening. Your family is invited to visit the school, see and use favorite materials and enjoy refreshments made by each class.

SNACK

A snack is served to all children during each class session. Our goal is to provide children with healthy snack choices in keeping with current nutritional information. Two choices from the following food groups are offered each day: Whole grains, fruit/vegetables, dairy, meat or alternative. Filtered water is offered with snack every day. Classes often cook special snacks also within healthy guidelines. Please check with your child’s teacher if you would like to provide an occasional healthy snack time treat. Erdman strives to provide a nut free environment. We will not knowingly allow these foods or foods containing these products to be served or brought to school at any time. **All food allergies MUST be noted on the enrollment and medical form.** Please speak with the teachers and Director about your child’s restrictions so that we can work with you to provide appropriate snacks.

We love to celebrate birthdays with special snacks from home! We encourage fun, healthy snacks such as fruit salad, simple cookies, child size muffins, Hoodies or popsicles. Please do not send cupcakes with frosting. Please **do not distribute birthday invitations at school** as children who do not receive one feel left out and very sad.

Daily snacks are noted on each class’s message board. All staff members receive training in recognized USDA nutrition requirements and in food choking hazards on a yearly basis.

LUNCH BUNCH AND EXTENDED DAY CHOICES

Erdman offers several choices to extend your child's day at school. Early Drop Off is available from 8:30 to 9:00 and Late Pick Up is available from 3:30 to 4:00 each day.

“Lunch Bunch” is available from 11:30 to 1:00. after or before your child's regular Erdman class. Teachers and parent volunteers supervise lunch, free play, games and stories with full use of the school facilities. We request that you send a healthy lunch and drink for your child. Sandwiches, meat, crackers and cheese, yogurt, fruit, vegetables and juice or milk in a thermos are good choices. We cannot provide refrigeration for lunches so please include a cold pack in your child’s lunch box if needed. Please do not send candy. Peanut and other nut products are not allowed and will be removed from your child’s lunch and returned to you at pick-up time. Thank you for helping us to keep all of our children safe.

Afternoon Explorers offers a curriculum based enrichment program for Fours several afternoons a week.

Stay and Play afternoons allow Threes and Fours to have extra time for favorite free choice activities and additional outdoor play. Please contact the office for more information.

VACATIONS AND HOLIDAYS

Erdman Preschool follows the Scituate Public School calendar for most holidays and vacations. Please refer to the calendar on the last page of the Handbook for specific dates. If the Scituate schools are closed due to inclement weather, Erdman will also be closed. Please listen to WHDH, WBZ or WATD or visit scituate.k12.ma.us. **A one hour delay for the public schools means a one hour delay for Erdman. If the delay is greater than one hour Erdman will be closed for that session.** It is the parents' responsibility to access this information. You will be notified by phone if we must close for any other reason.

We do not refund tuition or make up days lost due to inclement weather.

FIELD TRIPS

There will be several trips during the school year to nearby places of interest. Depending upon the location of the trip, transportation will be provided either by parents or by a school bus owned and operated by Totman Enterprises, 54 Driftway, Scituate, 545-6604. A permission slip with specific trip information will be sent home before each trip and must be returned to the teacher prior to the child's participation. There may be a small fee for field trip participation.

TRANSPORTATION PLAN

Parents provide all transportation to and from school and, on occasion, to and from field trip locations. At drop off, parents are responsible for bringing their child into the classroom or playground and making face to face, verbal contact with one of their teachers so that the teacher is aware that the child has arrived and can note the arrival time in the attendance book. At pick up time the parent must enter the classroom or playground and make verbal contact with the teacher so that the teacher knows the child is leaving and can note the departure time in the attendance book. A class list will be available at the beginning of school so that parents may arrange carpools. Please inform us in writing of carpool arrangements and be certain that each parent is on your child's authorized pick up list. A note or a call is necessary before your child will be released to anyone other than those people listed on the Authorization and Consent form.

Parents are asked to call the office if their child will be absent or tardy or dismissed before the end of the day. The office will inform the child's teachers and will call parents if the child does not come to school. If parents cannot be reached, emergency contacts will be called.

Parents provide transportation for their own child to and from field trip locations. Children are driven from their home to the field trip and back again by their parents. They do not come to school on these special days.

For some field trips it is necessary to hire a school bus from Totman Enterprises in Scituate. These buses and their drivers conform to MA school bus requirements. A Lead Teacher from each class will take attendance from the written attendance book before children board the bus and again when they are seated before the bus leaves the school. Teachers and parent chaperones on the bus will ensure that children remain seated during the duration of the ride. When the class arrives at the destination the Lead Teacher will take attendance after the children leave the bus but before the bus leaves the premises. The Lead Teacher will do a walk through of the bus to be sure no one is left behind. Attendance is taken frequently during the field trip and again when the children are seated on the bus but before the bus leaves the site and immediately

upon arriving back at school. Before the bus leaves the school the Lead Teacher conducts and final walk through to make sure no child is left behind. A first aid kit, children's emergency contact information and at least one cell phone is taken on every trip. At least one CPR/First Aid certified Lead Teacher is present on each trip.

If a child is missing we will follow the procedures outlined in the Emergency Plans. Close supervision by teachers and parent chaperones and frequent attendance checks are the best way to ensure that this does not happen.

PARENT PARTICIPATION

Parents are a vital part of our school and are always welcome to visit the classroom, unannounced or planned, to help with special projects, snacks and field trips. We encourage parents or other family members to share hobbies, collections, talents, professions and family or cultural traditions with our classes. Parents who participate as Lunch Bunch helpers, under the direct supervision of an Erdman teacher, on a regular basis, receive written guidelines of duties and expectations before they volunteer their time. The parent must be at least 18 years old and their child must be enrolled at the school for the year. Parents in this volunteer position do not have unmonitored contact with children.

All volunteers who participate on a regular basis of at least once a week must meet the following conditions. Before working in a classroom:

- The volunteer must be at least 18 years old and willing to commit to at least three months of service.
- The volunteer will meet with the Director to discuss school philosophy and receive the staff handbook with guidelines for appropriate adult/child interactions, safety and health issues and supervision.
- The volunteer will meet with the assigned classroom teachers and visit the classroom for a full session to become acquainted with the children, routines, expectations, schedule and materials. The goal is for teachers and volunteer to clarify the work to be done.
- The Director will observe the volunteer each week to assure that Erdman's quality is being maintained.
- The volunteer may be asked to participate in specific trainings if necessary.
- Failure to abide by Erdman guidelines will result in termination.
- Each volunteer will have an individual folder so that the Director or Lead Teacher can document dates and hours of service and the volunteer's responsibilities.
- The volunteer will be under the direct supervision of a Lead Teacher at all times.
- Volunteers wishing to work at the school on a regular basis must undergo a DEEC BRC before beginning work.

Our goal is to insure a compatible and productive fit between the classroom and the volunteer.

Parent – teacher conferences are held at mid-year and year end or upon parent or teacher request. Frequent, open communication between home and school benefits children, parents and teachers and allows issues or misunderstandings to be resolved in a timely fashion. Children's

records are available to parents at any time upon request. The school will provide copies at no charge. No record, in whole or part, will be released to anyone other than the parent or guardian without written parental consent. A log will be kept in each record documenting each release with names, dates and signatures.

The Parent Activities Committee offers programs of special interest to parents and children at various times during the school year. We welcome your suggestions of pertinent topics. Please contact the Committee chair if you wish to work on Committee projects.

Parent concerns and suggestions for the school, written or verbal, are welcome at any time. Each May parents have the opportunity to do a written evaluation of the program which is reviewed by the Director, teachers and the Board of Directors. If differences or problems arise during the year the parent should first meet with the teachers so that both parties can clearly understand the issue involved and seek ways to reach a solution that will be in the best interest of the child. If the parents are not satisfied with the outcome of the parent-teacher conference they should immediately contact the Director to arrange a meeting. Parents, Director and teachers will work together to resolve the issue.

Please remember that no question or concern is too “small” to mention. We are here for you, your child and your family and will arrange a time to discuss any issue of concern to you.

LEAVING A RELUCTANT CHILD

If your child finds it difficult to separate from you in a new environment, be patient and understanding. Reassure him or her that you will return soon. If you and the teacher decide that you should stay in the room, sit in an inconspicuous spot and wait for your child to engage in an activity. You may stress that this is his time and place to play and you will sit quietly and watch. When she seems ready, say that you are leaving and will return soon. Be low-key but positive, confident and cheerful. When you leave please know that we will contact you if your child needs you.

Do not hesitate to ask the teachers for suggestions. They have had lots of experience with reluctant children. In almost every case, the child soon realizes that Erdman is a safe, interesting and fun place to be and feels very comfortable at school. Please remember that we are here for you and your child and will do all that we can to ease difficult transitions.

LICENSING AUTHORITY

MASSACHUSETTS DEPARTMENT OF EARLY EDUCATION AND CARE
1 WASHINGTON STREET, SUITE 20
TAUNTON, MA 02780
508-828-5025

Parents may contact DEEC at the above address for information regarding the program’s regulatory history.

ERDMAN PRESCHOOL CALENDAR

2017-2018

Please keep this calendar in a convenient place where you can refer to it often. Additional notices of special events, parent/teacher conferences, field trips, etc. will be sent home with your child and will appear in the monthly Newsletters well in advance of the date.

- SEPTEMBER 10.....FAMILY GATHERING
- SEPTEMBER 11FIRST DAY OF SCHOOL
- SEPTEMBER 18.....EARLY/LATE OPTIONS, 4'S LUNCH BUNCH BEGINS
- SEPTEMBER 25.....EXPLORERS AND STAY & PLAY BEGINS
- OCTOBER 12.....ERDMAN FAMILY OPEN HOUSE
- OCTOBER 21.....NEW FAMILY OPEN HOUSE
- EARLY DECEMBER.....THREE YEAR OLD CONFERENCES
- DECEMBER 19 & 20.....HOLIDAY SING-A-LONGS
(Holiday break begins after school on December 20)
- JANUARYFOUR YEAR OLD CONFERENCES
- JUNE 7 & 8.....LAST DAYS OF SCHOOL, ICE CREAM PARTIES

NO SCHOOL ON

- OCTOBER 9.....COLUMBUS DAY
- NOVEMBER 10.....VETERANS DAY
- NOVEMBER 22, 23 & 24.....THANKSGIVING BREAK
- DECEMBER 21 THRU JAN 1.....HOLIDAY BREAK
(RETURN TO SCHOOL ON JANUARY 2, 2018)
- JANUARY 15.....MARTIN LUTHER KING DAY
- FEBRUARY 19 – 23.....WINTER VACATION
- MARCH 30.....GOOD FRIDAY
- APRIL 16 - 20.....SPRING VACATION
- MAY 28.....MEMORIAL DAY

INCLEMENT WEATHER CANCELLATIONS AND DELAYED OPENINGS FOLLOW SCITUATE PUBLIC SCHOOLS AND KINDERGARTEN. IF SCHOOL OPENINGS ARE DELAYED ONE HOUR ERDMAN WILL BE DELAYED. IF DELAYS ARE GREATER THAN ONE HOUR ERDMAN WILL BE CLOSED. LISTEN TO **WBZ, WATD, WHDH OR VISIT SCITUATE.K12.MA.US. PLEASE REMEMBER THAT WE DO NOT MAKE UP OR REFUND TUITION FOR CLOSINGS DUE TO INCLEMENT WEATHER.**

