

Lincoln Nursery School

Family Handbook



Lincoln Nursery School

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Welcome!

Welcome to Lincoln Nursery School. You are now a member of a cooperative school where you will work/play alongside teachers and children in the Studios, designating two family members to be family partners in the classroom. Through your committee work you will engage with the community for the stewardship of the school.

The Family Handbook is your guide. Find out what it means to be a part of the Lincoln Nursery School community and what you'll need to do at different points in the school year. Please refer to this document whenever you have a question about the school.

This Handbook is a fluid document and Lincoln Nursery School reserves the right, at its sole discretion, to amend, delete, or alter any of the contents of this Handbook as necessary. If significant changes occur during the school year, they will be communicated to families.

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Lincoln Nursery School – A Family Cooperative

Our Mission Statement

Our mission is to provide an early childhood education that nurtures children's agency and broadens their sense of belonging. Our teachers create an environment in dialogue with children, encouraging creative inquiry and honoring play. Our cooperative model invites families to engage deeply with their child's school experience and with our community.

"What we practice we become." -Tara Brach

Our Philosophy

We respect children and believe a child's play reveals their theories about the world. By listening with intention, teachers, family members, and children develop relationships and a democratic community where ideas are explored with a commitment to anti-bias learning. Environments are created to extend children's thinking and materials are provided as "languages" to express these theories. Time in the context of our school life is honored and our pace allows children to develop the social relationships essential for learning.

We find ourselves constantly returning to the important presence of nature: nature's slower pace mirrors the children's inclination to observe, to make connections and form new thoughts to understand their world.

"To pay attention: this is our endless and proper work." -Mary Oliver

Children as Citizens

Through the acknowledgement and respect of each child, teacher and family member, we model and teach each other how to listen, build relationships and create a sense of belonging in each studio, the school, and the context of the deCordova community. The studio is an extension of the home, the neighborhood, and the world. We strive for our school to be a place that embraces our diversity. With this sense of well-being and connection, we become aware of our effect on the environment and responsibility to each other and a greater whole.

Addressing Diversity, Equity and Inclusion (DEI) in Our Community

At Lincoln Nursery School (LNS) we believe there is value in the diverse backgrounds of children and our community. Our community strives to promote the exploration, celebration, and inclusion of all people.

Starting in the 2021-2022 school year, LNS created a Diversity, Equity and Inclusion (DEI) committee, which consists of a chair (board member), 2-3 parent volunteers and a teacher liaison.

The DEI committee has identified the following four priorities for DEI-related activities at Lincoln Nursery School:

1. Supporting DEI in the studios
2. Promoting community engagement in DEI
3. Connecting with other institutions engaging in DEI activities; and
4. Attracting and retaining a diverse community of families, faculty and staff.

DEI related activities include, invitations to local DEI-related speakers/workshops, identifying resources for teachers and parents, and leading an annual or biannual (depending on need) materials fair that helps teachers acquire supplies to aid in DEI learning in the studios. Examples of the latter are, DEI inclusive books (done in 2023), skin colored paint or crayons, etc.

Parents are encouraged to take part in the DEI survey which takes place every 3 years (last was 2021-2022).

LNS has a specific line item in the budget for DEI related events/activities. The DEI committee will prioritize DEI training for faculty and staff on an annual basis, but is also committed to offering training for the greater community as funds allow. Parents are highly encouraged to attend DEI related activities. The DEI committee also works to identify DEI related events at nearby schools and institutions and will bring awareness of these events to the LNS community.

The DEI resource page (coming soon to the LNS website) will include additional DEI related resources that parents are encouraged to explore.

Film Reflection on Anti-Bias Education in Action. Please watch the full film here:
<https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/>

Diversity, Equity and Inclusion in the classroom

Teachers at LNS practice *The Four Core Goals of Anti-bias Education* from Louise Derman-Sparks:

Goal 1: Identity

1. Teachers will nurture each child's construction of knowledgeable, confident, individual and social identities.
2. Children will demonstrate self-awareness, confidence, family pride, and positive social identities.

Goal 2: Diversity

1. Teachers will promote each child's comfortable, empathetic interaction with people from diverse backgrounds.
2. Children will express comfort and joy with human diversity, be exposed to accurate language for human differences, and encouraged to form deep, caring connections across all dimensions of human diversity.

Goal 3: Justice

1. Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt that bias causes.
2. Children will increasingly recognize fairness and unfairness (injustice), have language to describe both, and understand that unfairness hurts.

Goal 4: Activism

1. Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.
2. Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions

History and Facilities

Lincoln Nursery School is a non-sectarian, non-profit cooperative preschool. LNS was started in 1944 by a group of parents who believed in a cooperative preschool education and wanted to make it available to local children. The school was incorporated in 1945 and is governed by a set of bylaws. During its history, the school has moved many times, with quarters in various private homes, in St. Anne's Church, and the former South School. In 1963, LNS moved to the First Parish Educational Building, also known as the Stone Church and enjoyed nearly 50 years at this location. In 2012, in partnership with the deCordova Sculpture Park and Museum, classrooms were moved to studios residing on the deCordova Campus. The school is surrounded by natural landscape including nature trails and conservation land – all providing a natural environment in which children can play. Specifically unique to our school is that it is also surrounded by sculptures and a modern art museum which offers an abundance of opportunities for exploration.

The play space immediately surrounding the studios provides opportunities for engaging in social interaction, creative play, physical challenges and of course, for expending energy.

Family Partnering

Volunteer Plan

Up to two family members of each LNS child, family partner in the studio 6 times a year depending on each family's availability (4 days/child if the family has 2 or more children at LNS). All Studios have one family partner three days a week. A Google Form to collect each family's scheduling preferences is emailed to the community in late summer. The Family Partnering Scheduler uses this data to create each Studio's family partner schedule by September. Family Partners begin volunteering the first Monday in October. Family partners/volunteers are under the direct supervision of a DEEC-qualified educator at all times. Family partners are asked to arrive at 8:15 am and are in the studio until 12:30 p.m.

Note: Personal cameras **may not** be used during regular programming due to state privacy regulations.

Family Partner Training

Family Member Orientation

Family member orientation begins at the **Home Visit** when teachers will review written materials pertinent to the Studio and talk with you about family partnering. Parents are also asked to review the detailed Family Helper Job Description in the Family Handbook. On the September **Children's Orientation Day**, family members and children visit their studio and meet their co-teachers. In the fall there is a **Co-op Community Meeting** and an **Understanding the LNS Studios Presentation** that at least one family member is required to attend. These programs focus on the philosophy that guides the education program at LNS, Reggio Emilia approach, child development, conflict resolution, and – most importantly – how to enjoy time in the Studios!

Each class will have two parent gatherings during the year. This is an opportunity for teachers to share children's explorations, child development, and emerging projects with the Studio community. Parents will have the opportunity to ask questions and engage in dialogue.

In keeping with the school's philosophy of cooperative education, parents are involved in making policies, assisting in the studios, maintaining the school's facilities, fund-raising activities, completing the LNS Family Member Survey, and attending social events. **Family members are welcomed to visit the program unannounced at any time while their child is present, and their input and communication is encouraged.**

Family Member Commitment

As a family member, your obligations include the following:

1. **For children attending LNS, one to two family members are designated to help in the Studio approximately six times a year (only one family member may volunteer on a given day).** Families with two or more children at LNS are designated to help in the Studio four days annually per child.
2. **A family is required to aid in the maintenance of the school by providing a volunteer for one three-hour shift at their choice of an August evening or the June Saturday Workday.** Workday is a cooperative tradition. If a family is not able to attend a workday they then contribute the set amount of \$250 toward LNS maintenance. (LNS and its Board of Directors are not responsible for any injuries sustained to any person during participation in parent workdays. In the event of any injury by a participant, LNS recommends that you look to your personal health or accident insurance policy.)
3. **At least one member of each family at the school is required to serve either on a committee at the school or on the school's Board of Directors. The Board meets approximately three times per year, usually Tuesday evenings (see LNS calendar at www.lincolnnurseryschool.org, Resources/Calendar).**
4. **One parent is required to attend Co-op Community meetings held three times per year.**
5. **Family members are expected to pay their child's tuition as follows:**
 - a. \$2,000 deposit due January 15 of previous school year.
 - b. Tuition installments due April 30, June 30, and August 30, of previous school year and October 30, of year enrolled.
 - c. A payment plan may be requested and tuition may be paid in advance.
6. **Because tuition does not cover the operating expenses of the school, it is hoped that every family member in the school will support the two LNS fundraising activities: the annual appeal and the spring fundraising social.**
7. **At least one adult per family is required to attend the first Co-op Community Meeting held in the fall. Family partners new to LNS are required to attend the Understanding the LNS Studios presentation, held in the fall.** Each Studio will have periodic Studio discussions throughout the year in which you are expected to participate. Family members are invited to attend teacher conferences in the fall and spring (school is closed on these days).
8. **Parents are responsible for completing the annual family member survey in late winter.** Information gathered from the survey is extremely valuable for staff and future program development.
9. **Parents are encouraged to attend a variety of school events throughout the year.** In the fall, there is a family members' social for each class. In the winter is an all-school winter sing. Spring brings the LNS Fundraiser. On the last day of school, an all-school celebration welcomes family members and siblings. In addition, there are informal coffees, a Family Day (a weekend morning in the Sculpture Park, family member-education programs, and other social opportunities throughout the year.
10. **Families are required to become members of *The Trustees of Reservations*.**

11. Parents are expected to respect the privacy of children and their families.

Our Values

Joy and Meaningful Participation

Joy and meaningful participation include relationship-building and inquiry. As our Family Partner in the classroom, you will be part of something bigger than your family – you will become part of the larger community.

Relationships

We create a community based on relationships.

1. **Between LNS Families** – When families observe and build relationships with all the children in a Studio, they develop empathy for each child's experience, further their understanding of child development, and gain support and confidence in their caregiving journey.
2. **Between Families and Teachers** – When families and teachers partner together they see the whole child, creating an opportunity to work together supporting the child's growth.
3. **Between Children and Adults in their Community** – When children get to know their peers' families, they gain comfort, trust, a more diverse view, and a sense of belonging to a larger community.

Inquiry

“Inquiry involves a process of exploring the world that leads to asking questions, making discoveries, and testing those discoveries in the search for new understanding.” - Exploratorium

1. Children learn through play. Teachers use inquiry to engage children's curiosity, modeling to family partners this approach to education. When families spend time in the classroom they become partners in observation and inquiry, slowing down, finding joy in the wonder of childhood, and bringing those ideas back to their relationships at home.
2. When families and teachers partner together they learn from each other and develop an ongoing dialogue.

Drawing Inspiration from Reggio Emilia

In *“Insights and Inspirations from Reggio Emilia: Stories of Teachers and Children from North America,”* Lella Gandini (2008) describes the following key values and principles of the approach that LNS also ascribes to:

1. The image of the child as being capable and possessing potential and curiosity.
2. Families/Parents as an essential component of the program.
3. Teachers and children as partners in learning.
4. Curriculum as a process of playful projects that arise from the ideas of the group.
5. The power of documentation.
6. The many languages of children.

7. The environment as a teacher.

Family Partner Responsibilities

We encourage you to be up to date on the recent posts from your child's studio before family partnering. This will provide some background information to the goings on in the studio and will support your transition into the classroom as a family partner.

1. **Arrive at 8:15am** for co-teachers to share their intentions for the day.
2. **Interact with Children** ([see below](#))
3. **Be alert to the health and safety of the children at all times.**
4. **Help teachers prepare the environment for the morning meal.** Tables are disinfected before and after eating. Eating routines vary between Studios and specific information will be communicated by the teachers.
5. **Outside the studio:** Please review [Outdoor Play Safety](#).
6. **We appreciate your help in cleaning the studios and readying them for the next day.** Read the posted family partner clean-up checklist in your child's Studio. Teachers will tell you when it's a good time to return to the Studio to help clean-up the Studio. Tasks may include cleaning tables and art supplies used, sweeping floors, and vacuuming rugs.

Interacting with Children

Here are suggestions to support you in the role of family partner. If at any time you are unsure about how to handle a situation, feel free to ask a teacher to intervene. Be yourself and enjoy the opportunity of seeing your child in their school setting:

1. **Introduce yourself** to the children and remind them of your name.
2. Being at **eye level** with a child is a genuine acknowledgement of their being and respectfully supports the relationship between you and the child.
3. **Notice** what children are doing. With younger children you may find opportunities to narrate their play as a form of scaffolding their play and building social connections. We learn so much from their play! Do not feel you need to entertain or direct play.
4. If you feel a child is not engaged in an activity and is ready to move on to another play situation, **offer suggestions** of other activities available in the studio.
5. **Ask open-ended questions.** Open-ended questions that begin with "How" or "What" help children formulate and express their own hypotheses and opinions. "How would you do that?" "How could that be done?" "What might we want to do?" "What makes that a good idea?" "What do you think?"
6. **"Wait time"** – Give children time to respond to questions, understanding they may not respond in the moment. **Connect with the children's pace as they move throughout the day.**
7. **Help children put away materials.** All children are encouraged to help, even if they did not play with the material. We all help each other to make our space beautiful!
8. **Familiarize yourself with our** [Plan For Positive And Consistent Guidance](#).
9. **Responding to strong feelings in the studio.** When a conflict arises between children,

the teachers or family partner (if comfortable with this role), mediate the conflict by using Problem-Solving Actions & Phrases.

Problem-Solving Actions & Phrases (source: www.KidsandConflict.com)

1. Place yourself between children, on their level. Use a calm voice and gentle touch.
2. "You look really upset." If needed, set limits positively: "pushing needs to stop," and hold the object that both children want.
3. "What's the problem?" Or describe the problem you see and look for yes or no response.
4. "So the problem is...."
5. "What can we do to solve this problem?" Encourage children to think of solutions
6. "You solved the problem!" Be prepared to give follow-up support.

10. **State expectations positively:** "Here's a bowl to put your sand in," instead of "Don't throw sand." "I notice that the blocks are higher than your shoulders; let's find a height that feels safe," instead of "The building is too high. Take it down." "We walk in school" instead of "Don't run in school." Children respond better to statements about what you want them to do rather than statements about what you don't want them to do. A glance at the right moment, physically moving closer to a child, a verbal suggestion, and actual physical help are all techniques. Directions may be reinforced by offering another suggestion: "Would you like to take off your painting smock yourself, or would you like me to help?"
11. **Give the child a choice only when you intend to leave the situation up to him or her.** We encourage children to make as many independent choices as possible. For example, don't ask, "Do you want to go home now?" if you really mean, "It is time to go home now." Avoid, "Do you want to come to the meeting now?" when you mean to say, "It is time for a meeting now." Another common pitfall is to ask "OK?" at the end of a phrase. For example, beware of saying, "It's time to pick up, OK?" Instead, try something like, "Would you like to pick up the blocks or put the dress-up clothes away?"
12. **Avoid making models for the children to copy.** Play is valuable because it is a means for self-expression. The speech of the young is limited, but his or her feelings are very strong. Play is a language to express feelings, to drain off tension or to express well-being. In clay, sand or mud, at the easel, through finger-paints, the young child expresses feelings for which he or she has little other language. Given a model before them, children may be blocked in self-expression and try to copy. It is quite acceptable, however, to demonstrate a new skill. Parents are also welcome to explore the art materials.
13. **Give meaningful positive reinforcement.** Rather than simply saying "good job", try describing what you see: "You put your coat on by yourself!" or "I see that you used a lot of purple in your art." Or, point out the results: "What is Mary's face telling you? She seems very happy that you shared the toy with her."
14. **Give the child minimal help so he or she may have a maximum chance to grow in independence, while giving help when needed.** Giving minimal help may mean guiding a child when getting dressed to go outdoors, for example. You may ask "What's next?"; reference a visual chart when available; remind children of the sequence; etc. We believe

in the child's need and desire to be independent, supporting their feeling of confidence in themselves.

15. **Encourage children to walk to and from the parking lot.** We encourage caregivers not to carry their child. At LNS we encourage children to walk, as this increases their independence and confidence.
16. **Ask for help when you need it.** And remember, family partnering is one of the benefits of being part of a cooperative nursery school. Be sure to enjoy this special time having fun with your child.

Participating in Documentation

Teachers welcome your participation in documenting what you notice, children's language and your reflections when you family partner in the studio. Teachers will connect with you at the end of the day or over Storypark to process your experience.

Family Partner Day Scheduling

Family partner schedules are compiled by the Family Help Scheduler (after surveying each family's schedule needs) and **e-mailed to family members in the Fall**. All classes' Family Help Schedules are posted on the LNS website (www.lincolnnurseryschool.org) Resources section (login required).

If you cannot Family Partner on your assigned day...

If you find you cannot help on your assigned day, try to switch with another family member in the class and inform the teachers of the change.

Studio Intentions

Each LNS studio offers an environment that encourages interaction with materials and social engagement. Each area of the studio has a purpose – art, science, sensory, fine motor, dramatic play, literacy, and construction. Teachers offer provocations to extend children's interests and encourage curiosity. The chart below highlights some intentions our teachers have in mind as they plan the curriculum. **Consider how you, as a family member partner, will support the co-teachers and children:**

When children...	Our studio intentions include...
Arrive at school	<ul style="list-style-type: none"> • Support children through the transition from home to school. • Help children feel welcome and comfortable. • Give them time to see and greet friends, teachers, and environment. • Foster independence by encouraging them to take off and hang up their own clothing.
Participate in studio activities	<ul style="list-style-type: none"> • Provide a warm and supportive environment in which children can develop emotional, social, cognitive, and motor skills. • Foster independence by providing choices.

	<ul style="list-style-type: none"> ● Provide activities and materials that stimulate curiosity and creativity. ● Provide opportunity to become involved in one activity and extend play for long periods. ● Help children acquire social knowledge, social understanding, and social interaction skills. ● Expose children to books so they can develop pre-reading skills. ● Support children in developing strategies for waiting, when waiting is required during the day. ● Facilitate group interaction and teach children to wait one's turn, listen, and be courteous.
When it's time to eat <i>Teachers decide on either a whole group seating or on a small group rotation.</i>	<ul style="list-style-type: none"> ● Foster responsible group life, socialization, development of language, and conversational skills. ● Provide time to slow down, refuel, and enjoy the pleasure of a relaxed group experience. ● Help the children form healthy nutritional habits. ● Practice manners and hygiene.
Play on the play space	<ul style="list-style-type: none"> ● Provide opportunities for gross motor development. ● Encourage social-emotional development in sharing, taking turns, and cooperating in group play. ● Encourage physical challenges with a close check on safety.

Teacher-Parent Communication

Effective and positive communication between family members and teachers is vital to a successful school year. Informal communication should occur on a regular basis. Teachers are available for more in-depth discussions in person or on the phone. Please ask your child's teacher for the most convenient times. Additionally, parent conferences and class meetings form opportunities for parents and teachers to convey suggestions, concerns, etc. Parents are welcome to visit the program unannounced at any time while your child is present.

Teachers regularly share the emerging curriculum through documentation on Storypark. You will receive an invitation to join Storypark and download the app before school begins.

Parent Conferences

Parent conferences take place in late fall and spring, and may take place in person or via Zoom. School is closed on parent conference days. A week before conferences, teachers email a poll to sign up for conference appointments. The LNS school calendar lists the conference days for the year. For children with special needs, a progress report is prepared every three months.

During the fall conference, your child's teacher will ask you for information about your child and will share their preliminary observations of your child within the LNS environment with you. These observations are discussed in relation to the child's growth and development. A progress report is written for this conference, emailed to you prior to the conference.

During the spring conference, the teacher will share your child's developmental profile with you. A written summary of your child's developmental profile will be given to you and placed in your child's record. A good conference is based on good communication. You are encouraged to bring questions or topics that you would like to discuss to the conferences. (Note: When a child leaves Lincoln Nursery School for another school, you may take your child's record after signing an authorization form in the office. Records are formally discarded seven years post-graduation.)

Studio Meetings

Studio meetings are scheduled throughout the year, beginning with the Co-op Community Meeting in early September. Studio logistics, family partnering, and child development are some of the topics discussed at these meetings. This is an opportunity for you to share your experiences in the Studio with the Studio community.

Enrollment, Tuition, and Fees

LNS does not discriminate in providing services to children and their families on the basis of race, religion, cultural heritage, political beliefs, national origin, disability, sexual orientation, marital status, or any non-discrimination basis required by a statute of the Commonwealth of Massachusetts or the United States of America.

Toilet training status is not an eligibility requirement for enrollment.

The Enrollment Process

Children enrolled in the school are offered placement before new children are considered. Upon attending the Open House or completing a visit with the director, siblings of current or returning families may be offered placement prior to new children. Applications for siblings and children new to the school must be accompanied with a non-refundable Application Fee of \$50. The link for the New Student Application and Returning Student Application are available on the school's website: www.lincolnnurseryschool.org/enrollment. Eligibility depends on a child being 2 years and 9 months by the day the child starts school per our license with the Massachusetts Department of Early Education and Care.

The enrollment process for **siblings** involves an informal teacher observation that can take place by attending the October Enrollment Open House, or by arranging a visit during school hours. These observations may be followed up with a meeting with the director.

The October Enrollment Open House begins the enrollment of children **new to the school** for the following year. As part of the enrollment process, parents and their child are required to visit a

studio with the Director and meet with a member of the Enrollment Committee. The New Student Application and fee should be submitted prior to the visit.

Applications are reviewed and considered on a space-available basis. Families who have applied to the school are notified in December as to whether the school can accommodate their child/ren.

To confirm enrollment, parents are required to make a non-refundable tuition deposit to the school within two weeks of being notified of their acceptance.

Families interested in applying for financial assistance may also complete a separate financial assistance application. (See section below for details regarding [financial assistance](#).)

Studio Placement

The Enrollment team (Director, Assistant Director, and Enrollment Chair) determines placement and strives to create balanced cohorts in each studio. We take a number of factors into account and are in communication with the teachers and families during this process. Our goal is to ensure that all children thrive at LNS.

Enrollment Agreements are sent in the spring along with the current LNS Family Handbook for review, prior to signing contracts. Our policy is to fill the school first, then assign children to studios. We cannot predict studio placements with certainty ahead of time and appreciate your patience as we complete this process.

Enrollment Requirements

Submit Children's Records

In late spring, you'll receive class placement information in an email that will also include your child's enrollment agreement. An individual record is maintained for each child. In June, you will receive your child's enrollment materials online including forms required by Massachusetts regulations to be on file before a child attends school. This will include:

1. Child's Intake Form
2. Developmental History and Background Information
3. Annual Physical, Immunization and Allergy Information
4. LNS Emergency Medical Care / Consent Form
5. LNS Release Forms
6. Social Media / Photo Consent Release
7. Oral Health Non-Participation Form (when applicable)
8. Workday Sign-Up Form

Make sure your child has an Annual Physical

The state requires that children attending preschool have a completed physical examination within one year prior to admission. The physical exam required upon enrollment shall be valid for one year from the date the child was examined and shall be repeated annually.

LNS is required to obtain evidence of each child's annual physical examination, updated immunizations and lead screening. If the child's parent(s) object to such examination on the grounds that it conflicts with their religious beliefs, written verification from the child's parents is required. (Pursuant to Department of Public Health regulations, all children regardless of risk, shall be screened for lead poisoning at least once before entering nursery school.)

Immunizations Must Be Up-to-Date

The Massachusetts Department of Health has established guidelines for immunizations that are designed to protect the health of all young children. **The Department of Early Education and Care requires that all children enrolled at LNS have immunizations as required by the State and that this information, completed by each child's doctor, be on file at LNS before the child's first day of school. If LNS does not have this information or if the immunizations are not up to date, a child will not be able to attend LNS until these requirements are met.**

If there are religious or medical objections to having a child immunized, present a signed statement to that effect before the child's first day at LNS. In such cases, a signed statement from the doctor (for a medical reason) or from the parent (for a religious reason) must be presented with the medical forms.

Massachusetts School Immunization Requirements 2024-2025 Preschool

1. Massachusetts school immunization requirements are created under authority of [105 CMR 220.000 Immunization of Students Before Admission to School](#)
2. Requirements apply to all students including individuals from another country attending or visiting classes or educational programs as part of an academic visitation or exchange program. Requirements apply to all students, even if over 18 years of age.
3. Attendees <2 years should be immunized for their age according to the [ACIP Recommended Immunization Schedule](#). Requirements listed in the table below apply to all attendees ≥2 years. These requirements also apply to children in preschool classes called K0 or K1.

Preschool >2 years

Hib	1-4 doses ; the number of doses is determined by vaccine product and age the series begins
DTaP	4 doses
Polio	3 doses
Hepatitis B	3 doses ; laboratory evidence of immunity acceptable

MMR	1 dose ; must be given on or after the 1st birthday; laboratory evidence of immunity acceptable
Varicella	1 dose ; must be given on or after the 1st birthday; a reliable history of chickenpox* or laboratory evidence of immunity acceptable

§ Address questions about enforcement with your legal counsel.

- †Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) must be renewed annually at the start of the school year and religious exemptions (statement from a student, or parent/guardian if the student is <18 years of age, stating that a vaccine is against sincerely held religious beliefs) should be renewed annually at the start of the school year.
- * A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant, or designee.

Grades Kindergarten – 6 †

In ungraded classrooms, Kindergarten requirements apply to all students ≥5 years.

DTaP	5 doses ; 4 doses are acceptable if the fourth dose is given on or after the 4th birthday. DT is only acceptable with a letter stating a medical contraindication to DTaP
Polio	4 doses ; fourth dose must be given on or after the 4th birthday and ≥6 months after the previous dose, or a fifth dose is required. 3 doses are acceptable if the third dose is given on or after the 4th birthday and ≥6 months after the previous dose
Hepatitis B	3 doses ; laboratory evidence of immunity acceptable
MMR	2 doses ; first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; laboratory evidence of immunity acceptable
Varicella	2 doses ; first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; a reliable history of chickenpox* or laboratory evidence of immunity acceptable

§ Address questions about enforcement with your legal counsel.

- †Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) must be renewed annually at the start of the school year and religious exemptions (statement from a student, or parent/guardian if the student is <18 years of age, stating that a vaccine is against sincerely held religious beliefs) should be renewed annually at the start of the school year.
- * A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant, or designee.

Class Structure

All studios have two co-teachers and a Family Partner approximately 3 days each week.

The Director, Assistant Director, and Enrollment Chair(s) work together to create balanced classes. Age range in each class may vary from year to year depending on the overall applicant pool. Any questions or concerns regarding class placement should be brought to the Director.

The school accepts approximately 60 children, who are placed in one of four classes depending on their age and developmental level, with an attempt to balance gender, as follows:

Age Range varies based on the applicant pool.	Studio	Days	Time
Beginning with 2yrs 9m	Blue	**M, Tu, Th Wed (no lunch)	8:30-12:30 8:30-12:00
	Yellow	**M, Tu, Th Wed (no lunch)	8:30-12:30 8:30-12:00
	Purple	**M, Tu, Th, F Wed (no lunch)	8:30-12:30 8:30-12:00
PreK/K	Red	**M, Tu, Th Wed (no lunch) **Friday	8:30-3:00 8:30-12:00 8:30-12:30
**Lunch to be packed by families. Please include cutlery if needed.			

Tuition payments

Tuition payments for the 2025-2026 school year are outlined on the table below:

Studio/Class	Days of Week	Total Tuition	Deposit Non-refundable	Installment Due Date			
				<u>4/30/25</u>	<u>6/30/25</u>	<u>8/30/25</u>	<u>10/30/25</u>
Blue Studio	4 - M-Th	\$13,497	\$2,000	\$2,874.25	\$2,874.25	\$2,874.25	\$2,874.25
Yellow Studio	4 - M-Th	\$13,497	\$2,000	\$2,874.25	\$2,874.25	\$2,874.25	\$2,874.25
Plus Fridays		\$3,220	-	\$805.00	\$805.00	\$805.00	\$805.00
Purple Studio	5 - M-F	\$16,482	\$2,000	\$3,620.50	\$3,620.50	\$3,620.50	\$3,620.50
Red Studio-Full Day	5 - M-F	\$24,413	\$2,000	\$5,603.25	\$5,603.25	\$5,603.25	\$5,603.25

Tuition Policy

Policies regarding collection and returned checks:

1. All payments are due on or before their due dates. Payments that are 30 days late will be surcharged \$25. For each further 30 days late, there is an additional \$25 surcharge.
2. In the event a check is returned for insufficient funds, there is a \$25 surcharge.

Withdrawal and tuition payments:

1. Withdrawal after payment of \$2000 deposit will result in forfeiture of the deposit.
2. Written notice of withdrawal of the Student's enrollment in the School must be received by the Director on or before April 30, 2025, but that no portion of the deposit will be refunded for any reason whatsoever;
3. Withdrawal after April 30, 2025 will not result in the refund of any deposit and/or any tuition or fees payments already made as of the time of the withdrawal. The expenses of the School do not diminish with the departure of the Student, whether via withdrawal, dismissal, or for any reason, voluntary or involuntary, either prior to, or during, the academic year, and a family's obligation to pay the tuition and fees for the full academic year is absolute and unconditional after April 30, 2025.
4. See also, "[Policy for Suspension or Termination of Enrollment](#)"

Afternoon Program

The Afternoon program is available beginning in September. This program is offered on various days of the week, which parents may sign up for on a contract basis.

Contract Rates for 2025-2026:

Program	Mon	Tues	Wed	Thurs	Fri
Afternoon (12:30-4:00 p.m.)	\$2,566.44	\$2,644.21	\$2,310.87	\$2,644.21	\$2,488.67
Studio Red Extended (3-4pm)	\$733.27	\$755.49	N/A	\$733.27	N/A

The Afternoon Program has limited capacity. Note: There is no Afternoon Program on the last day of school before Winter and Summer vacations. Contracted spaces can be established through the Assistant Director.

Billing

Contracts are billed upon sign-up for the full amount.

Remote Learning

The School incorporates Distance Educational Ties in its curriculum and programs during mandated school closure.

Financial Assistance

Financial assistance is provided through our annual budget. The goal of financial assistance is to make LNS accessible to families by providing support when financial resources are limited. Assistance is awarded based on current tax returns and financial need as determined jointly by the VP of enrollment, Treasurer, and the President. Any request for assistance – and its awarding – will be held in the strictest confidence.

Information about financial assistance is on the LNS website under [Enrollment](#).

Daily Life

Before School Starts

Prior to the start of school, each family receives an email which contains links to the school roster, the Family Handbook and the school calendar, noting holidays, parent conference days, and closed days. The calendar can also be found at www.lincolnnurseryschool.org (in Resources/Calendar, login required). The calendar is updated periodically.

There will be several opportunities for you and your child to get to know your child's teacher, fellow classmates and parents, and the Director. These include a class play date, a home visit by the teachers, and a Children's Orientation Day at the school. Your Room Parent is available for answering any questions you might have about the upcoming year.

Studio Play Date

You will receive an invitation to an informal play date sometime in late summer. This is a casual way to meet some of the families and children that will be in your child's Studio. It may be held at a local park or playground, or at someone's home.

Teacher Home Visits

Each child receives a visit from their studio teachers before school begins. Your child's teachers will contact you to schedule a mutually convenient time. Visits last about 30 minutes and provide an opportunity for the teachers and child to spend some time getting to know each other in an environment that is comfortable for the child. Teachers will also talk with parents and provide information about family partnering and the flow of a typical school day.

Children's Orientation Day

Prior to the first day of school you and your child will be invited to visit their Studio classroom. The purpose of this short visit is to help your child become familiar with the Studio environment, by learning where some things are located (cubbies, bathroom, snack areas). This is also an opportunity to see the children, parents, and teachers in your Studio and the director of Lincoln Nursery School. We ask that you make other arrangements for siblings; babies are welcome! We request this to make it a special experience for the enrolled child.

Getting Prepared for School - School Schedule and What to Pack

School Schedule

A detailed school calendar is only available through our website: www.lincolnnurseryschool.org (go to Resources/Calendar).

LNS is a Peanut-Free/Tree Nut-Free School

Please note that with increasing numbers of children allergic to nuts, LNS follows NO PEANUT and NO TREE NUT guidelines for snacks and lunches in all programs.

Even a tiny amount of a nut or peanut can cause an allergic child to go into anaphylactic shock (which is life-threatening). In that light, we have adopted the following guidelines for shopping and for baking at home.

When you shop for food for our tree-nut-free, peanut-free school, please:

1. **Do not bring in products that list nuts as ingredients (e.g. peanut/nut oils, flavorings or peanut flour).** Nuts are present in many crackers, cookies, and bread products. Read the labels to be sure.
2. **Do not bring in products manufactured in a facility that processes nuts if a child in your studio has a nut allergy.** Many foods that don't list nuts as an ingredient share manufacturing equipment with nut-containing products.
3. **Do not bring in products from bakeries or other prepared food places where you aren't sure how the product was made.**
4. **Bring in items in their original wrappers.** This allows for double-checking of ingredients by the family member of the allergic child and the studio teacher in case there is confusion or concern about the item(s) to be served.

When Preparing Foods or Baking at Home Please:

- **Use only recipes which do not contain peanuts/tree nuts (or products containing these) as ingredients.** The LNS library now contains two cookbooks produced by The Food Allergy & Anaphylaxis Network (FAAN). Both the Food Allergy Cookbook and Great Foods Without Worry are available for reference.

Please note that this is not an exhaustive set of guidelines. **The nut-allergy environment changes frequently and in order to keep our children safe, it is critical that we all make it**

a habit to check labels every time. Additionally, family members must be aware that LNS is aiming to minimize risk for allergic children, in observing certain peanut/tree nut free guidelines. We are not eliminating risk.

For additional information regarding peanut and nut free guidelines, the following web site is available for you to access:

- Food Allergy and Anaphylaxis Network (FAAN): <http://www.foodallergy.org>

Provide a Nutritious Meal for Your Child

Lincoln Nursery School wants to create a healthy food environment for our children. When selecting food for your child, think of it as an opportunity to reinforce healthy eating choices, rather than a time for treats.

The school beverage policy is to **bring water**. Please send your child with a labeled water bottle.

While every effort is made to observe healthy eating guidelines at LNS, teachers reserve the right to occasionally incorporate treats in class celebrations or activities relating to certain themes of curriculum, given there are no children in the class allergic to such food items.

Choking Prevention for Children Under 4 - Please follow the Department for Early Education and Care's [Guidelines](#) for children's safety: "If an item can fit inside a cardboard toilet tube roll, it can become lodged inside a child's airway." This means cutting food into the appropriate size before sending it into school. Such examples include cutting whole grapes, olives, grape tomatoes, etc, into halves or having children peel string cheese rather than take bites.

Clothing/Shoes

The children's dress should be informal. Children are offered smocks during messy activities, but few children stay pristine. Even though paints and glue usually are washable, some clothing may be difficult to clean after a day's activities. Footwear must be sturdy to support children's play and running in the play space.

Shoes should be closed toe and backs. If your child's indoor shoes are Clogs/"Crocs," please bring shoes appropriate for play outdoors.

Dress For the Weather

In rainy weather, children need a coat/rain pants/boots. During the "mud season" they need wind pants, as snow pants are too warm.

In the winter, warm clothes are necessary for outside play as the children go out on all but the worst days. Hats, boots, snow pants (or snow suits), and waterproof mittens or gloves need to

be available daily. If possible, have the children wear clothing they can take off and put on by themselves. Here is a link to a list of parents' recommendations for sites offering great outdoor gear:

- [Outdoor Gear Recommendations](#)

Items to be left at school

1. **A change of clothing** (to be updated each season), placed in a plastic bag to be kept in your child's cubby.
2. **"Indoor" shoes** (sneakers or slippers with firm soles) to be left at school in winter months. When the weather becomes inclement, children take off their boots or shoes near the entryway of their studio. Once children remove their outdoor shoes, they can put on their "indoor" shoes, keeping the studio floors dry.
3. **Rain boots.** If possible, leave a pair of rain boots and rain pants for your child at school.

Label Clothing/Shoes

Please label all clothing and footwear with your child's name. Unlabeled belongings found about the school will be put into the Lost and Found box located near the office door. Items not claimed by the end of the school year are donated to Goodwill. Permanent markers are always available in the child's studio or the office. LNS recommends purchasing labels from www.mabelslabels.com.

LNS is a "Commercial-free zone"

Our teaching approach emphasizes the value of each and every individual – based on who they are, not what they own or wear. Research on cognitive and language development shows that the presence of media characters in the classroom can be distracting and lend itself to scripted play. As a result, LNS is a "commercial-free zone," and we ask that parents keep all toys, backpacks, and clothes with media characters at home.

When children engage in play that refers to characters in the media, rather than taking control of or stopping the children's play, teachers often help them expand and elaborate their play – suggesting new roles, offering new materials, temporarily assuming a role in the play. Teachers check in with the children to make sure everyone feels safe with the play at hand.

Backpacks

Media free child size backpack without wheels or a media free child size school bag with handles should be brought to school each day. This will help keep the child's possessions together and provide an easy way for him or her to carry things to and from home, fostering his/her independence.

Morning Program

Arrival

The school day begins at 8:30 am for all Studios. The following guidelines will help to facilitate a smooth transition:

Arrive On Time

Children depend on the routine and the predictability of the daily schedule. When children arrive late they miss a portion of the day's activities. Once play patterns are established among children, it becomes more challenging for the child arriving late to enter play situations.

Before leaving LNS, make sure that the teacher is informed if:

- Someone other than a parent or your family's childcare provider is picking up your child. You'll need to inform the teacher of who will be picking-up.

Pack Food

Children staying for the morning program bring one bag of food to eat in the morning. Children staying for the afternoon program should bring a second bag of food to eat at 12:45, as well as a labeled water bottle, to school each day.

Dismissal

The children's teachers are responsible for making sure the children go home with the person(s) designated for the role of Pick up/Drop off on Jovial forms and verify changes in the pick-up routines. A staff member is posted at the gate to oversee departures from the play space. The parent/caregiver who picks up must check in with the child's teacher when they arrive, at which point they assume responsibility for the child, and the child is officially checked out of school. Teachers are responsible for keeping the attendance list current at all times. Some general guidelines to help make sure the dismissal process goes smoothly:

Pick Your Child Up On Time

The morning program for Studios Blue, Yellow and Purple ends at 12:30 pm and at 12:00 pm on Wednesdays. Studio Red ends at 3:00 pm on Mondays, Tuesdays and Thursdays, 12:00 pm on Wednesdays, and 12:30 pm on Fridays. The Afternoon Program is dismissed at 4:00pm.

Punctual pick-up is important to children, who can become anxious when they see other children leaving school and realize that their parents or childcare providers are not at school for them. If you are going to be late, please call the school so we can let your teacher and child know.

Once You Arrive at School for Pick-up You Are Responsible for Your Child

Please keep a watchful eye on your child—and siblings—during conversations with other adults. If you go into the school, please bring your child and any siblings with you, or ask

another parent to watch your child while you are inside. Please refer to [Outdoor Play Safety](#) for a review of how all play space equipment may be used. Keeping school play space rules consistent while children are under your watch will make everyone's experience safer and rules easier to remember for the children.

Afternoon Program

Our Afternoon Program offers children of mixed ages from all Studios the opportunity to gather in a comfortable setting and to play longer with friends. If you have concerns about readiness, speak with your child's teachers.

Our Afternoon Program (12:30 - 4:00 pm; 12:00 - 4:00 pm on Wednesdays) – is offered Monday through Friday. The afternoon program is not held on the first Wednesday of the month due to the faculty meeting. Children are provided a 20-minute "rest period" during this time, though children may sleep longer (naps are not required). The remaining time is spent playing in a relaxed environment (inside and outside) with materials and activities provided in response to children's daily interests.

What to Bring and Where to Store Afternoon Program Belongings

Resting Materials:

1. Two labeled small crib-sized blankets or sheets (one to cover their sleeping mat and one to cover the child).
2. Rest Bags: Each child that is contracted for Stay and Play is given a carry bag for the year. The carry bag is labeled with their name and all contents can be placed in the bag. Parents should bring the contents of the bag home periodically for washing.

Late pick up families will be given a warning and a **late fee of \$50** will be charged for each late pick up thereafter.

Outdoor Play Safety

Having a shared understanding of play space rules will help keep children safe while they are having fun. Please bring questions about play space use and safety to your Studio teachers, who will bring concerns to staff meetings.

Train:

1. Keep children from standing or riding on the barrel of the train engine.
2. Remind children to keep their feet on the floor unless using the ladder.
3. No climbing in/out of train windows.

General Play:

1. Keep children off the gates.
2. Stick play is allowed when intentional and constructive. If sticks become a hazard, behavior is addressed to maintain safety.
3. Shoes must be worn in the outdoor play space at all times.

4. Shovels are digging toys. Remind children to carry shovels below the waistline when moving about the play space.

Cleanup:

1. All toys should be put away on shelves/hooks before leaving the play space.
2. Outdoor blocks should be stacked at the end of play time.

Winter Play Space Rules:

1. Snowballs: Children may engage in playfully throwing loose snow at each other if the children mutually agree to the activity. Snow may never be thrown in another child's face.

Playing Outdoors in Various Weather Conditions

Children shall play outdoors daily when weather and air quality conditions do not pose a significant health risk. Weather that poses a significant health risk shall include wind chill at or below 15 degrees F and heat index at or above 90 degrees F, as identified by the National Weather Service. Air quality conditions that pose a significant health risk shall be identified by announcements from local health authorities or through ozone (smog) alerts. Children with respiratory health problems such as asthma shall not play outdoors when local health authorities announce that the air quality is approaching unhealthy levels.

Dress Warmly and Stay Dry

In cold weather, children's clothing shall be layered and dry. Caregivers shall check children's extremities for maintenance of normal color and warmth at least every 15 minutes when children are outdoors in cold weather. Adults and children should wear a hat, mittens (they are warmer than gloves), an appropriate (water-resistant) coat, and boots for cold/wet weather.

Be sure the outer layer of clothing is tightly woven, preferably wind resistant, to reduce body-heat loss caused by wind. Wool, silk, or polypropylene inner layers of clothing will hold more body heat than cotton. Stay dry – wet clothing chills the body rapidly. Excess perspiration will increase heat loss, so remove extra layers of clothing whenever you feel too warm. Do not ignore shivering. It's an important first sign that the body is losing heat. Persistent shivering is a signal to return indoors.

Understand Wind Chill

As the speed of the wind increases, it can carry heat away from your body much more quickly. When there are high winds, serious weather-related health problems are more likely, even when temperatures are only cool.

LNS Guidelines

When to Call the School

Please call the school by 8:30 a.m. at (781)259-8866 in the morning or email the teachers the night before in case of the following situations:

1. When your child is home sick. Report contagious diseases and infection, colds or flu, accidents, plain fatigue.
2. If your child will be coming to school late.
3. When your child is going to be absent for any other reason, such as vacation, family guests, religious occasions, or personal reasons. (Please notify the school of an absence in advance whenever possible, since such an absence may affect a teacher's plans.)
4. When some situation at home may affect your child's attitude toward the world, such as a death in the family, pregnancy, absence or illness of either parent, sibling conflict, loss of a pet, behavior-altering medication, or problems with security objects. Even "small" situations such as a traveling parent can affect a child's day. If something is different in your child's daily life, it's helpful to let teachers know. Teachers (and the Director) appreciate information that helps them deal constructively with these situations.
5. When you will be late picking up a child because of an emergency, or if someone other than the designated adult will be picking up a child.

When to Keep Your Child Home Sick

When in doubt, keep your kids home to prevent the spread of infection.

1. **Cold:** If discharge from a new cold is yellow / green then a child should stay home. If a cold is associated with a fever, a child should stay home. If a child is unable to wipe his/her own nose or if he/she is not able to wash hands after every nose wipe, please keep your child home.
2. **Cough:** If a cough is frequent, deep and irritating to the child, then he/she should stay home. If the cough is associated with a fever or if a child is up the night before coughing, keep the child home.
3. **Sore Throat:** If a child's throat hurts, keep him or her home. If the throat pain is associated with a fever or rash, keep your child home. Consult your doctor. If diagnosed with strep, a child must be on antibiotics for 24 hours before returning to school.
4. **Fever:** If a child's temperature is equal to or greater than 100 degrees, please keep your child home. Keep your child home for 24 hours after the fever is gone.
5. **Vomiting/Diarrhea:** A child should stay home if he/she vomits or has diarrhea and remain home for 24 hours after the vomiting or diarrhea is over.
6. **Lice:** Children may return 24 hours after successful treatment defined as nit free.
7. **Rash:** A new rash or a very uncomfortable rash should keep a child home. Consult your doctor for a proper diagnosis. If a rash is a chronic rash (like with eczema), a child may go to school.
8. **Earache:** If a child is very uncomfortable with an earache, please keep your child at home. If an earache is associated with a fever, stay home. If a child has been up the night before with ear pain, keep him or her home.
9. **Eye Discharge:** If your child has yellow, whitish, or thick eye discharge, keep your child home. (Your child should be kept home for 24 hours after starting antibiotic ointment or drops.)

Respiratory Illness Guidelines (Formerly “COVID Policies) – updated 4/26/24

*** These policies are subject to change in response to public health recommendations.**

We will continue to review policy changes with our Healthcare Consultant. We continue to prioritize keeping children in school as much as possible, with appropriate mitigation and safety measures in place.

We strive to have the LNS community fully vaccinated against COVID. We also strongly encourage all members of the community to receive an annual Influenza vaccine.

All children and adults should be “Fully Vaccinated”

Please work with your Physician and Pediatrician to ensure you and your child are fully vaccinated.

Symptom List

The following are symptoms that are referred to throughout the guidelines below.

- fever (100.4 and higher), feverish, chills
- cough (not due to other known causes (e.g. diagnosed/known seasonal allergies or asthma)
- sore throat
- difficulty breathing or shortness of breath
- nasal congestion
- muscle aches or body aches
- nausea, vomiting, or diarrhea
- body rash
- headache (in combination with other symptoms)
- fatigue (in combination with other symptoms)

If your child feels sick, please do the following:

1. If your child is not well enough to attend school, keep them home. Symptoms to keep children home are listed on our symptom list above.
2. Consider testing your child for COVID-19 and/or getting them tested for Influenza A and B flu or other respiratory illnesses like RSV.
3. If your child tests positive for a respiratory illness, your child’s healthcare provider may prescribe a treatment available (like Tamiflu for Influenza A or B).

Returning to School after Illness:

Your child needs to stay home until they meet **both** of the following criteria:

1. Have an improvement in symptoms over 24 hours **and**

2. At least **24 hours** have passed with no fever **and** without the use of fever-reducing medications such as Tylenol or Motrin

When your child returns to school, the CDC recommends they take added precautions over the next 5 days. Some recommendations for school are:

1. Wear a well-fitting mask except when actively eating, drinking, or outside.
2. Keep their distance from others, especially the elderly and those who are immunocompromised.

If your child tests positive for a respiratory virus, including COVID-19, but does not have any symptoms:

1. They may attend school.
2. They may be at risk for spreading the virus to others, so we strongly encourage them to wear a mask for 5 days from the test date.
3. If they develop symptoms, they must stay home until their symptoms are improving over 24 hours and they are 24 hours fever free without fever-reducing medications.

If your child was exposed to someone with a respiratory virus like COVID-19, RSV, or Influenza A or B:

1. They do not need to stay home if they are symptom-free. To protect high-risk individuals, consider having your child wear a mask for 5 days.
2. If your child develops any symptoms, they should stay home and test.

Good respiratory hygiene should be encouraged like hand washing, using hand sanitizer frequently, and covering coughs and sneezes.

Nancy Fincke, Director
Emily Lines, Board President
Sandra Meyerson, MD, Healthcare Advisor

Food Allergies

LNS is a **NO PEANUT** and **NO TREE NUT** school. View our guidelines [here](#). Children's snacks and lunches should be packed accordingly.

While the entire LNS community observes the guidelines around peanuts and tree nuts, all other allergies (milk, egg, etc.) are seriously considered and will be handled on an individual studio basis. **Parents of children with food allergies must complete a *Food Allergy Action Plan* form** and have it signed by the child's doctor. These forms are located in the main office and will be distributed by the Assistant Director at the start of school.

Parents of children allergic to foods other than peanuts/tree nuts will work with their child's teacher to provide "safe snack" guidelines for all parents in their child's class.

LNS asks that all parents in a given class make every effort to accommodate the allergy-related, dietary restrictions of all children in that class.

To protect children with food allergies, when a snack is brought in that contains an allergen, the snack will be sent home uneaten. If an alternative safe snack is available in the classroom, it will be served as a replacement snack.

Please note that this is not an exhaustive set of guidelines. **The nut-allergy environment changes frequently and in order to keep our children safe, it is critical that we all make it a habit to check labels every time. Additionally, parents must be aware that LNS is aiming to minimize risk for allergic children, in observing certain peanut/tree nut free guidelines. We are not eliminating risk.**

Traffic Flow and Parking

When arriving at the deCordova main entrance, pull up to the admissions window and indicate that you are picking up at the Lincoln Nursery School. Each family is provided with an LNS postcard to display. When placed on the driver-side dashboard, you may pass slowly by the admissions window without stopping. **The speed limit for the deCordova driveway is 10 MPH.** For safety's sake, do not use your cell phones while driving in the deCordova driveway or parking lot.

The lower two parking lots are designed to be one-way and circular. Enter the first parking lot and either park or continue to the far end of the parking lot. Turn left into the second parking lot until you find your desired parking space. Vehicles are required to drive in a loop: entering in the first parking lot and exiting out the second.

Drop Off and Pick Up Procedures (see map below for location references)

Arrival

8:30am for Studios Red, Blue, Yellow and Purple at the Main Gate.

Dismissal

Blue

Mon, Tue, Thu 12:30pm

Wed: 12:00pm

Yellow:

Mon, Tue, Thu: 12:30pm

Wed: 12:00pm

Purple:

Mon, Tue, Thu, Fri: 12:30pm

Wed: 12:00pm

Red:

Mon, Tue, Thu: 3:00pm

Wed: 12:00pm

Fri: 12:30pm

Afternoon Program:

Mon - Fri: 4:00pm

For all dismissals, the Family Member/Child Care Provider enters through the Main Gate to the Studio Dismissal Area (determined by Studio Teachers). A Bell rings at 12:35pm (12:05 on Wednesdays) to transition children into the Afternoon Program. Children not enrolled in afternoon programs should leave the LNS gated area.



Play Space Use

The play space is designed for the use of Lincoln Nursery School children. It is closed to the public.

Snow Policy

LNS school cancellation follows the Lincoln Public Schools (not Lincoln-Sudbury Regional High School) as does deCordova Sculpture Park and Museum. An all-school email will be sent out as soon as possible when there is a cancellation or delay.

- If Lincoln Public Schools are closed, LNS is closed.
- If Lincoln Public Schools are delayed one hour, LNS starts at 9:00 am.
- If Lincoln Public Schools are delayed 90 minutes, LNS starts at 9:30 am.
- If Lincoln Public Schools are delayed 2 hours, LNS starts at 10:00 am.
- If Lincoln Public Schools close at Noon, LNS afternoon programs will be canceled.
- School cancellations and delay announcements are made between 6:30 am and 7:30 am on WHDH (AM 680) and WBZ (AM 1030), and on TV channels 4, 5 and 7.

Occasionally, LNS may close when the public school is open. Also occasionally, LNS may be open when the public school is closed (if there is no heat in the public school, for example). In these instances, LNS will send out a community email.

Other School Closures: Extended School Closures and Remote Learning (Distance Educational Ties)

An Extended School Closure might occur for a variety of reasons: by governmental mandate; the school building becomes unusable; there is a shutdown of services or access to the neighborhood; there is a pandemic or other health crisis; or there is some other circumstance not here contemplated. In the event of such a closure, the school intends, to the best of its abilities, to provide remote learning plans until physical classes can resume.

Photo Policy

During regular programming, Family Partners may only photograph children using a school or teachers' cameras. Personal cameras, including mobile phones, may not be used. Images captured by school cameras are reviewed and filtered based on parental consent forms indicating how the images may be used.

Holiday Celebrations

(Please note Halloween and Valentine's Day are not incorporated into our curriculum. Additionally, we ask families to not send candy with their children to school due to allergies and our commitment to being a nut safe school.)

Celebrations come from the children and families in the LNS community. We welcome children and families to share their holidays and celebrations with their child(ren)'s studio. We deepen our understanding of one another through this and show respect for the various cultures that contribute to the diversity of the school.

Traditions

There are six school traditions:

1. **Fall Family Hayride** is organized by the Welcoming & Social Committee. On a Wednesday afternoon in October, families are invited to picnic and enjoy a hay ride around the Sculpture Park.
2. **A Magical Encounter** is offered to the children on a Wednesday in October. Due to the organic nature of the experience, we limit it to those who are in attendance at school on that day.
3. The all school **Family Lantern Walk** is held at 4:00 pm on a weekday prior to December break.
4. **May Day** is celebrated with the children outside on or near the first Wednesday of May, depending on the weather. Parents are invited to attend at 11:30 and may choose to bring a picnic lunch.
5. **Family Day** is held on a weekend day from 10:00 am – 12:00 pm either in the fall or spring. All current and alumni families are welcome to attend.
6. **All School Celebration** is the last day of school at 11:00 am. Families are encouraged to attend.

Children's Birthdays

The room parent can schedule you to parent help on or near your child's birthday. If your child's birthday does not occur during the school year, a half-birthday or another day may be chosen to celebrate the occasion.

Please do not distribute invitations in school for birthday events that happen outside school. When planning birthday parties outside of school, please give consideration to the following issues:

1. If you choose not to invite the entire class, please have the party on a non-school day.
2. Children, particularly 4 and 5 year olds, are very sensitive to who is invited and who's not.
3. Children will discuss their parties, even if you ask them not to.

Gifts for Teachers

At holiday time, each family is asked to limit teacher gifts to a homemade card or picture and will be encouraged to make an anonymous donation to the Staff Appreciation Fund in the amount

that is comfortable for that family. The gifts will be bundled in a manner that is equitable to the staff member's role at the school.

At year end, room parents will be asked to help coordinate a gift from the class for each of the studio teachers.

School Visitors

An LNS parent or staff member accompanies all visitors to the school. Anyone who does not have business with the school, or whose presence is suspect, is asked to leave the school grounds. If there is noncompliance with this request, the Director or a staff member calls the police. Please note that only enrolled children may be in attendance during nursery school hours. Siblings and LNS alumni may visit the school when accompanied by a parent.

Toys and Transitional Objects

The faculty requests that children leave toys at home. If the toy comes to the Studio, the child's teacher will ask the child to put the toy in their backpack for the duration of the school day.

If a child needs to bring a transitional object (their beloved blanket or stuffed animal) to school because of separation issues, the teacher will work with the child (over time) to put the transitional object in his/her cubby so that the child feels secure and can begin to play in the Studio.

Car Seats

Children should be restrained in an age-appropriate car seat when they are transported in a car. In the event of a carpool, it is the parent's responsibility to be sure that the person driving the child has an age-appropriate car seat in his/her car.

Field Trip Transportation

Buses will be used for all field trips that require transportation provided by the school. See [Transportation Plan](#) for more information.

Donations

Monetary gifts to LNS are tax deductible. Annual Appeal letters are mailed to all families in late Fall, and in the Spring, there is a social fundraiser event. LNS depends on this fundraising revenue to meet its annual budget; tuition alone does not fully cover the cost of running the school. Gifts of any size are greatly appreciated.

Non-monetary donations, known as “in-kind” donations, are also tax deductible and appreciated. The in-kind donation tax deduction forms—and approvals—are available from the Treasurer. For help with donation ideas, please speak with the Director.

Expense Reimbursement

On occasion, parents may acquire items for LNS in their job roles, for which payment is planned in our budget. Please remember to use our Tax Exemption form if you are making a school purchase. The following is our required procedure to collect reimbursement for approved expenses:

1. Complete a reimbursement form (located in the office) within 30 days of the expense.
2. Attach all original receipts to the back of the form.
3. Submit form to your committee chairperson for approval. Committee chairperson will sign and submit the form to the Treasurer for approval and processing. If you are not assigned to a committee chairperson, please submit a form to the Treasurer directly.
4. The Assistant Director will issue a reimbursement check within two weeks.

Resources and Facilities

LNS Library

An informal lending library located in Studio Green allows the school’s collection of books for and about young children to circulate among interested parents.

The Trustees of the Reservation Membership

LNS requires that families become members of The Trustees of the Reservation. There are many member benefits (www.thetrustees.org/membership/) and membership visibly supports our collaboration.

Use of Studio Green for Meetings

Studio Green may be used by the Lincoln Nursery School community when available. Parent meetings, staff meetings, steering committee meetings, other committee meetings, and social gatherings may be requested to meet in this room. Our expectation is that Studio Green be left clean and orderly after use. Studio Green is available during the regular LNS hours only. Any requests to use the room outside of school hours must be presented to the Director.

MA Department of Early Education & Care Policies

Lincoln Nursery School is licensed by the Massachusetts Department of Early Education and Care (DEEC). The Northeast Regional Office (978-681-9684) is responsible for Lincoln Nursery

School and may be contacted for information regarding the program's regulatory compliance history.

Health Care Policy

The LNS Health Care Policy is posted on the bulletin board outside the office. Emergency telephone numbers are posted next to the phone. Local Police and Fire are notified as deemed necessary.

Procedures for Injuries

In situations requiring immediate medical attention, the lead teacher calls the ambulance, then the parents. Emergency telephone numbers are posted on the bulletin board near the phone in the office and in each studio. If the parents cannot be reached, the parent-designated emergency back-up is called. Back-up phone numbers are available in the child's record located in the office. One staff member accompanies the child in the ambulance during transport to the hospital and brings the Emergency Release Form. Emergency procedures for offsite activities are the same as listed above. Teachers bring their own cell phones on field trips. Portable first aid kits and Emergency Release Forms are taken on all field trips. In case of poisoning, the teacher or Director calls the Poison Control Center and follows the PCC's instructions.

Procedures for Illness

A child who becomes mildly ill while at school is isolated from his or her classmates and made comfortable in a quiet corner of the studio or in the office. A teacher remains with the child, attending to their needs, while the acting Director calls the parent, requesting that the child be picked up immediately. If parents cannot be reached, the acting Director attempts to reach the emergency contact person listed for the child. An adult remains with the child until the child is released to his/her parent's or to the emergency contact person's care. Until one or the other of these persons arrives, the child remains under supervision in isolation and is made as comfortable as possible. Clean blankets are available if they are necessary while the child is waiting. After use, the blanket(s) are sent home with the child to be washed. Any injury that occurs at the nursery school must be noted on the Illness/Injury Log. Any injury that occurs at the nursery school and requires overnight hospitalization must be immediately reported to the Dept. of Early Education and Care by telephone. Any illness that occurs at the nursery school and requires medical treatment must be reported to the Dept. of Early Education and Care by submitting a GCC/SACC Illness/Injury Report form to the nursery school's licensor within three business days. If a child becomes ill on a field trip, the child will be removed to a quiet space with a studio teacher. Using the emergency contact sheet, parent or emergency contacts will be notified and asked to pick up their child if possible. Otherwise, the child will remain with the teacher and away from other children.

List Defining Mild Symptoms With Which Ill Children May Remain In Care

Children may remain, if fever-free, and do not have symptoms of infection.

Symptoms That Require Notification of Parent or Backup Contact To Pick Up Child

Children who display symptoms of infection (fever over 100 degrees, rash, general lethargy or disease-specific symptoms like chicken pox or head lice or a fresh cold) will be excluded or isolated until they can be sent home (see previous sections). Children may return when symptoms are gone or when their pediatrician suggests they are no longer infectious. Generally, parents may not send a child with chicken pox for at least seven days or until the pox are scabbed over. Children who have had pinworms or head lice may return 24 hours after successful treatment defined for lice as nit free.

Parents in the entire school are notified in writing when any child in the school experiences a case of pinworms, salmonella or measles. Individual classes are notified if a child in the class has chicken pox, head lice or strep throat. Standard descriptions of how to recognize and treat such infections, available in the Health and Safety Child Care Manual, are copied and sent home to parents with such notifications.

Plan for Medication Administration

All unused medications shall be returned to the parent when no longer needed or appropriately destroyed and recorded by the Director. The first dose of medication must be administered at home.

All medications are properly stored out of children's reach and under proper conditions for sanitation, preservation and safety during the time children are in care and during transportation of children. Prescription medications requiring refrigeration are kept inaccessible to children in a refrigerator maintained at a temperature of 38 to 42 degrees.

1. **Prescription.** Prescriptions ordered by a child's health care practitioner require written parental consent as well as written authorization from the health care practitioner. The medication must be in the original container with the original label containing the name of the child affixed and is provided by the parent. The administration of prescription medication is logged on the Medication Administration Record Form (child's name, description of medication, date, time, medication, dose, route, child refusal and staff signature). Missed doses, if any, must also be documented along with the reason for the missed dose and kept in the child's record.
2. **Non-Prescription – Regular Use.** Oral non-prescription medication requires written parental consent renewed weekly, with dosage, times, days and purpose. Authorization from the health care practitioner is required. The medication must be in its original container with the original label, the name of the child affixed and is provided by the parent. The administration of the medication is logged in on the Medication Administration Record Form and kept in the child's record.

3. **Non-Prescription – Unanticipated Use.** Unanticipated Non-Prescription medication for mild symptoms requires written parental consent renewed annually. Authorization from the health care provider is required. The medication must be in its original container with the original label containing the name of the child affixed and is provided by the parent. The administration of the medication is logged in on the Medication Administration Record Form and kept in the child's record.
4. **Topical Non-Prescription applied to open wounds or broken skin.** Topical non-prescription ointments when applied to open wounds or broken skin require the written parental consent renewed annually. Authorization from the health care provider is required. The medication must be in its original container with the original label containing the name of the child affixed and is provided by the parent. The administration of the medication is logged in on the Medication Administration Record Form and kept in the child's record.
5. **Topical Non-Prescription NOT applied to open wounds or broken skin.** Topical non-prescription ointments not applied to open wounds or broken skin, such as sunscreen, insect repellent and lip balm, require the written parental consent renewed annually. Items used for prevention may be supplied by LNS with notification to parents of such, or parents may send in preferred brands of such items for their own children's use. Logging in is not required. The educator must inform the child's parent at the end of each day whenever a topical medication is applied to a diaper rash.
6. **Epi-Pens.** Epi-Pens stored at the school must be kept in their original prescription box with the child's name and picture affixed. Each child requiring an epi-pen must keep two (2) at school. One epinephrine auto injector is kept in the child's studio and brought on nature walks, library and class trips. The second epi-pen is kept in the office. The Director annually evaluates staff authorized to administer medication and that they are following the medication administration procedures.

Plan for Individual Health Care Plan

Parents must list the child's allergies on the Developmental History and Background Information Form and on the Medical Record. Allergies are noted in the child's record. Any child with allergies must have their pediatrician review and sign the Individual Health Care Plan and the Food Allergy Plan forms provided by LNS. The Health Care Consultant will then review the plans with the teachers and if needed, with the parents and the child's pediatrician. Any specific information about response to allergic reaction is kept in the child's file. If a child has other specific health care needs, a written treatment plan is developed between the pediatrician, the Health Consultant, the Director and the teachers. This plan is placed in the child's file in the office.

A Plan For Parents To Train Staff In Implementing Their Child's Health Care Plan

Parents may train their child's teacher to implement their child's health care plan with written permission from the child's health care practitioner. When a child with disabilities is enrolled in the program, a team meeting (parent, teacher and therapist) will be held as soon as possible to

share techniques, strategies, and procedures that will support the child for inclusion in the program.

Policy for Identifying and Reporting Suspected Child Abuse or Neglect

Here are some key phone numbers to know:

Department of Children and Families	(617) 573-1600
Child Abuse/Neglect Hotline	(800) 792-5200
Department of Early Education & Care	(978) 681-9684
Tim Donohue (LNS licensor)	(978) 826-1324

According to the Massachusetts General Laws (Chapter 119, Section 1A) teachers are included among those described as mandated reporters when they have reasonable cause to believe that a child under the age of 18 years is suffering from physical or emotional injury.

If a staff member notices signs of abuse or neglect, she/he is to notify the Director immediately. Warning signs include:

1. dramatic change in behavior,
2. unusual fear of being touched,
3. dramatic startle response to adult sudden movement,
4. unexpected anger/extremely angry behavior,
5. regressions or lags in behavior,
6. poor peer relationships,
7. inadequate or dramatically dirty or unbathed condition,
8. persistent skin disorders,
9. chronic absence
10. unexplained bruises, burns, welts, marks, fractures, discomfort or itching in genital area, discolor in undergarments, or
11. unusually sophisticated sexual language.

These warning signals should be considered in light of explanations provided, medical history (especially if explanation is inconsistent with current situation) and developmental abilities of the child to engage in activities that might have caused the injury. Children who are abused physically and emotionally display certain types of behavior. Many of these are common to all children at one time or another, but when they present in sufficient number and strength to characterize a child's overall manner, they may indicate abuse.

The Director and teachers meet immediately to review warning signs. If abuse or neglect is suspected, the Director schedules an immediate observation of the child and the parents may be called in to discuss the school's concern. If abuse or neglect is still suspected, a 51A is filed by the Director. This must all happen immediately. Confidentiality must be absolute. Mandated reporters must follow up their verbal reports with written reports within 48 hours. Lincoln Nursery School will cooperate in all investigations of abuse and neglect. If a staff member is suspected

of abuse or neglect the Director reports the suspicion to EEC. The staff member will not work with children pending investigation results.

LNS has the best possible staff abuse prevention system because of strong staff training and longevity, and the constant presence of family aides ("family partners") in the class.

Healthcare Consultant

Sandra Meyerson, M.D. and pediatrician practicing in Concord, MA, is our health care consultant. She is available to our program for consultation, approves the program's health care plan at each license renewal and approves first aid training and medication administration for staff.

Plan for Infection Control

Staff and children wash hands with liquid soap and running water using friction after any bathroom use or clothing change following an accident and before eating or preparing food.

Daily: All smooth surfaces, including tables and countertops, and mops used for cleaning are washed and sanitized/disinfected. Studio sinks, bathroom sinks, faucets are washed and disinfected.

Weekly: Studio floors are cleaned and sanitized/disinfected. Personal blankets and washable soft toys used for rest during the Afternoon Program are kept in individual bags and parents are asked to clean them. Mats used for resting are sanitized weekly by the teacher.

All studio and bathroom cleaning is done by adults when children are not in attendance. A commercial disinfectant is used and stored out of reach of children.

Emergency Preparedness

It is the responsibility of all Lincoln Nursery School and applicable deCordova employees to understand their roles in an emergency and to communicate basic emergency information to the appropriate authorities. In any emergency situation, it is of utmost importance to remain calm and in control at all times. When contact with outside personnel is required, there is a landline in the Office and in each studio. In preparation for any situation that may arise, each teacher must carry their personal cell phones when outdoors or offsite. When under an evacuation condition or in the midst of any emergency, physical or medical, the teacher will follow the directions of the local emergency management authorities. For instances dictating an immediate evacuation of a facility, exit signs are posted in rooms that have direct access to the outdoors.

Crisis Plan

Plan for Missing Children

Classroom lead teachers conduct “head counts” when children transition to and from the studio. If a child is missing, one teacher will conduct an initial search in the studio and the immediate outside area. If the child is not found, the Manager of Visitor Services and Security will be called. Prompt notification of the Lincoln Police will be made once these initial procedures are not successful in locating the missing child. A search of all areas within the Sculpture Park and buildings will be made. The school will cooperate fully with the authorities as well as make every effort to facilitate a prompt notification of the parent(s) or guardian(s).

Evacuation Plan – Fire

All staff are trained in evacuation procedures, which are posted by all exits. Studio teachers take attendance sheets and emergency contact forms for each child and lead children to the designated area outside Studio 6/7 at the Carriage House - the active meeting point for any evacuation. The Director and Assistant Director evacuate with their cell phones should they need to make immediate contact with authorities after all studios are evacuated. Each studio teacher is responsible for ensuring that the number of children in attendance corresponds to a head count. One teacher is the last to leave the studio ensuring that no child is left behind. If there is any clear and present danger (flames, odor of gas, smoke condition) the proper authorities are to be contacted immediately. In the event of any alarm please contact Museum Security right away. If any class is unable to return to their studio, it may be moved to the deCordova Learning & Engagement Department. Calls for child pickup may be placed using the emergency contact sheet for each student.

Practice evacuation drills are conducted monthly, either by the Director, the teachers or the Lincoln Fire Dept. All fire drill information, detailing times, dates, exit routes used, number of children evacuated and effectiveness of the drill, is recorded and filed in the office. In the event of a LNS coordinated drill utilizing a live alarm (not bells or other practice devices) the Director of Visitor Services, Head of Security and/or a Visitor Services Manager must be contacted ahead of time.

Evacuation Plan – Natural Disaster

LNS subscribes to Connect CTY from the Town of Lincoln, which affords notification by telephone of natural disasters, traffic accidents, road closures, etc.

Please follow the protocol described above, "Evacuation Plan- Fire."

Evacuation Plan – Loss of heat, power, water

The Director will determine by contact with the local authorities, utility companies, and the deCordova maintenance supervisor the estimated length of the outage. Based on that information, the Director will determine whether or not to contact parents for pickup. Factors

taken into account include cause of outage, outside weather, length of time water or power will be off, and information obtained from authorities.

Emergency Contact Information - Trustees (deCordova) Staff

Immediate access to Visitor Services :

- Joshua Taylor: jtaylor@thetrustees.org

Buildings and Grounds:

- Office Extension: (781) 259-3609
- Doug Holston, Director of Buildings/Grounds (508) 331-2083; (781)389-3026
- Brad Caldbeck, Ass't Director of Buildings/Grounds: (781) 389-3027; (781) 389-3027

Transitions Plan

When children transition to another studio, the teaching teams collaborate and share information between studios and programs. In the unlikely event a child changes studios during the school year, the teacher will provide an orientation into the new studio consistent with the child's ability to understand. Otherwise, transitions occur from school year to school year. Orientation includes home visits and an orientation morning in the child's studio prior to the start of school. Children transitioning to kindergarten: teachers meet or complete evaluations (with parental permission), send records (with parental permission), and/or meet with a representative of the school(s). The receiving kindergarten school plans further orientation activities.

Transportation Plan

Children are transported to and from school by their parents or individuals designated by their parents. Parents must give explicit permission in writing, naming individuals authorized to pick their children up from school. This permission form is maintained in the school's childrens records database (JOVIAL), as well as in their individual student files. Occasionally, circumstances may dictate that their child be picked up by someone not on their approved list. In these cases, parents must notify the school either by calling or emailing the school and speaking to a LNS staff member. It is the responsibility of the staff members in the play space to determine that all pickups are authorized. A written transportation plan, approved by a parent, is maintained in the child's file in the office.

If a field trip is planned, a school bus will be chartered from Doherty's. During this field trip, all teachers accompany the children, who leave from and return to school. The driver is notified of special issues, if any, in transporting the children. Each teacher is responsible for the behavior management of his/her class and must take attendance as children enter the bus both to and from the field trip. In addition, teachers carry personal cell phones, emergency contact lists and written permissions for emergency health care treatment for each child. Seat belts are required while riding on the bus. Should the bus become disabled, the bus company has the capability of sending out a fully operational bus.

Children are prohibited from traveling to and from school in private automobiles of staff members.

Injury Prevention Plan

The studio and play space are monitored daily for the removal or repair of hazards. Teachers are responsible as part of their job description, and assistant teachers and family partners are asked to report any irregularity to the maintenance chair or the Director. The constant vigilance of parents and professionals prevents most injuries.

Smoking is not permitted in the studios or play space at any time. The studio teacher shall keep all toxic substances, poisonous plants, medications, sharp objects, matches and other hazardous objects in a secured place and out of the reach of children.

After injuries are addressed, the staff should file an Illness/Injury Report Form and enter the injury into the Accident Log located in the office. One copy of the Illness/Injury report is placed in a child's permanent record and the second copy is sent home to parents the day of the injury. The record includes date, time, injury, description, first aid administered, parent contact, responsible adult and signature. In a non-emergency situation, the parents are informed of the injury at pick-up time. If the child seems distressed, parents are notified immediately so they may pick up their child early, if they desire. Any injury that occurs at the nursery school and requires overnight hospitalization must immediately be reported to the Dept. of Early Education and Care. Any injury that occurs at the nursery school and requires medical treatment must be reported to the Dept. of Early Education and Care by submitting the GCC/SACC Illness/Injury Report Form to the School's Dept. of Early Education and Care licenser within three (3) business days.

The Director monitors the Illness/Injury Log monthly to see if there are any patterns that should be noted. These observations are discussed with teachers for their input. Appropriate action is taken, as necessary.

Integrated Pest Management Plan

The Pest Management Plan is maintained by the Director and is kept in a master notebook in the office and online at www.mass.gov/agr. The plan is kept with the guidance of the online program.

Procedures for Using/Maintaining First Aid Equipment

First aid kits include but are not limited to adhesive tape, band-aids, gauze pads, gauze roller bandage, disposable non-latex disposable gloves, instant cold pack, scissors, tweezers, thermometer, and CPR mouth guard.

First aid kits are kept in the cabinets of each studio. A first aid manual is also near the first aid materials for quick reference. The Injury/Illness report forms are in the office and in each studio. Teachers notify the Director when any kit item is low and the Director regularly checks the kits to replace necessary items.

Toileting Plan

Toilet training status is not an eligibility requirement for enrollment. We strongly suggest that children are actively involved in the toilet training process. Children in the younger classes are reminded to use the bathroom in the mid-morning and are provided the appropriate assistance to encourage independence. Children in the older classes are free to use the bathroom as needed.

If a child has an accident, he or she will be helped to change from soiled clothes. Recognizing the different developmental levels of children, a child may require diapers. Parents need to discuss this with the child's teacher before school starts. In such cases, specific guidelines for changing diapers are followed. Children who wear diapers need to arrive at school in a clean diaper. We discourage the use of "Pull Ups," as they seem to prolong toilet training and give children a false sense of being toilet trained. We realize that a child may not be ready to use the toilet before entering our program. We are happy to help by taking a child to the bathroom often, offering reminders to him/her and not making an issue of an accident. Please send diapers in with extra clothing.

Bathroom procedures are as follows:

1. All children are supervised by a teacher while using the bathroom.
2. No child is punished, verbally abused or humiliated for soiling, wetting or not using the toilet.
3. Children wash their hands with liquid soap and running water after using the bathroom, before and after snacks and meals, and before handling food. Staff members also wash their hands with liquid soap and running water after assisting children with using the bathroom or using the bathroom themselves.
4. When a child uses a toilet training chair (potty):
 - a. after each use, toilet training chairs are emptied into a toilet, rinsed, and disinfected.
 - b. sinks and faucets used for hand washing are cleaned and disinfected after the sink is used for rinsing a toilet training chair
5. Clothing soiled by feces, urine, vomit or blood are "double-bagged" in sealed plastic bags and stored apart from other items.
6. A change of clothing needs to be available for each child. Parents need to bring in a change of clothes for their child on the first day of school. Parents are responsible for maintaining their child's "change of clothes box/bag." Parents need to replace clothes that are used from the spare clothes on the next school day. Periodically, parents should

check to see whether the clothes still fit their child and that they are appropriate to the season.

Changing Diapers

1. All diaper changes are done by a teacher (unless a parent is diapering their own child)
2. The adult uses non-latex disposable gloves for each diaper change. (Gloves are disposed of in a closed container after each change.)
3. Each child is washed and dried with individual washing materials during each diaper change.
4. A disposable covering is used on the changing surface which is of adequate size to prevent the child from coming in contact with the changing surface, changed after each child has been diapered and disposed of in a closed container.
5. Children that do not want to be changed on the changing table are changed standing up in the bathroom.
6. After changing, the child's hands are washed with liquid soap and running water. Hands are dried with disposable towels.
7. The changing surface is cleaned and disinfected after each child has been diapered.
8. Soiled disposable diapers are sealed in a plastic bag, then sealed in another plastic bag and placed in a closed container that is lined with a leak-proof disposable lining. These are removed daily.
9. The adult washes his/her hands with liquid soap and running water and dries with disposable towels.

Policy for Handling Allegations of Abuse and Neglect by a Staff Member

Allegations of abuse or neglect by a staff member must be reported by the Director to DCF and Dept. EEC. (See telephone numbers indicated previously).

In the event of a reported case, the staff member is given leave while the investigation takes place. The Director and Search Committee chair investigate, as does DCF and Dept. EEC. If abuse or neglect is found to have occurred, the staff member is dismissed and the personnel record amended to include the reason. If the outcome is unclear, the staff member receives greater supervision or further leave as required by DCF, Dept. EEC or the school. If the staff member is cleared of the charge, she/he is reinstated without prejudice. The LNS legal counsel is notified.

LNS maintains these written procedures for addressing any suspected incident of child abuse or neglect, which includes but is not limited to ensuring that an allegedly abusive or neglectful staff member does not work directly with children until the DCF investigation is completed and for such further time as the Dept. EEC requires.

Plan for Positive and Consistent Guidance

LNS believes in helping a child strive toward the internalization of considerate, cooperative and constructive behaviors, which contribute to a learning environment for the individual and the group.

The adults at LNS work first to prepare an environment that communicates clear expectations to children. (For example, closed doors and covered play stations indicate “off limits” rather than a constant verbal reminder; toys displayed at child eye level indicate an invitation for use, etc.)

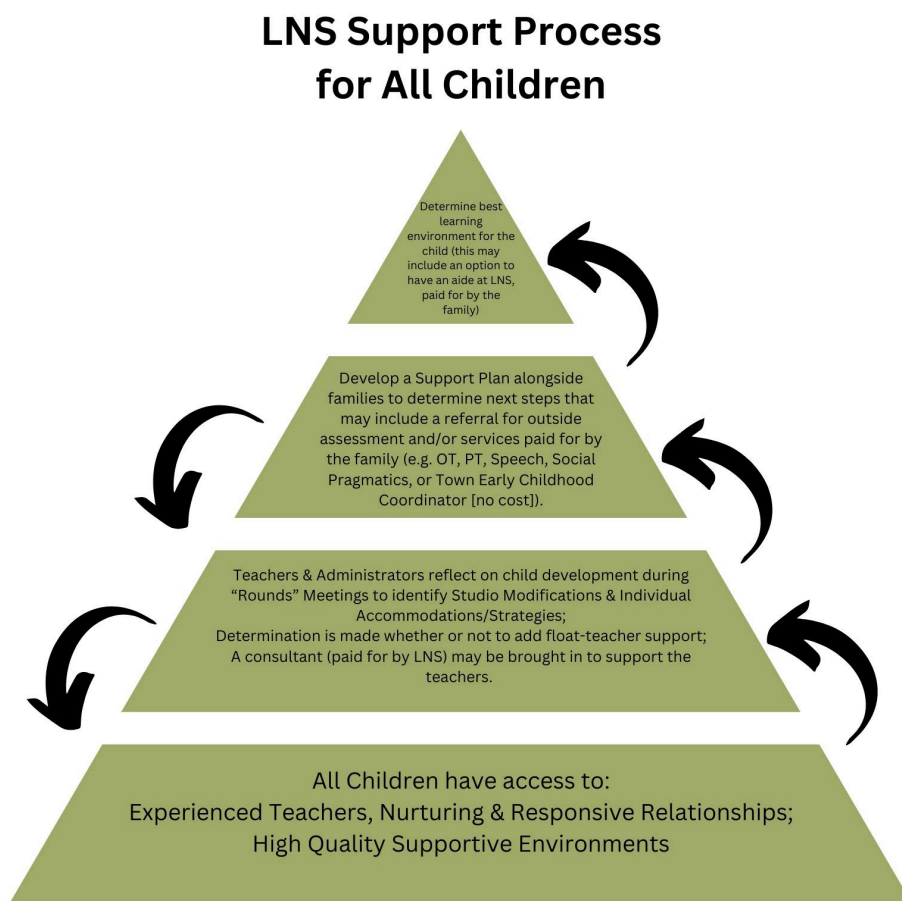
The environment is designed to be developmentally appropriate and to provide tasks and exploration opportunities designed for the success of children at this age. More specifically:

1. The adults at LNS work to present an appropriate model of expected behavior for all.
2. Children are given the opportunity to participate in developing “rules” or “agreements” when possible.
3. Positive reinforcement of expected behaviors is seen as the most effective behavior management technique.
4. The adult-to-child ratio at LNS is such that close supervision is possible. Adults are trained to watch for growing tension or frustration. They then function as facilitators to help children negotiate and initiate new behavior.
5. Children and adults at LNS use consideration of others’ well being and safety as the primary rule for behavior. Safety rules are consistently and naturally described and enforced.
6. When inappropriate behavior occurs, adults at LNS step in immediately to prevent harm, comfort those who need comforting, redirect play patterns and remove a child for a cool-down period if necessary. Repeated negative behavior requires close teacher attention, parent conferencing and further professional support.
7. Behavior management policies include the following restrictions: (a) no corporal punishment, (b) no cruel or severe punishment, humiliation, verbal abuse, physical neglect or abusive treatment, (c) no denial of food or force feeding as punishment, (d) no punishment for soiling, wetting or not using the toilet, or forcing a child to remain in soiled clothing or forcing a child to remain on the toilet, or using any other unusual or excessive practices for toileting.
8. If a child’s behavior compromises the safety and learning opportunities of another child, a meeting will be held with the child’s parents. Referrals will be made to the appropriate agencies and, if necessary, a termination plan will be developed.
9. A consulting psychologist or masters level clinician specializing in neurodiverse learners may be brought in for consultation with the staff. The psychologist may be asked to observe the child and meet with the co-teachers and Director.

Confining a child to a swing, chair or any other piece of equipment for an extended period of time in lieu of supervision is strictly prohibited. Timeouts may not exceed one minute for each year of the child’s age and must be taken with a teacher’s view.

Policy for Children Needing Referral Services

The following diagram details the process for supporting the learning needs of children. These steps take place prior to and inform the need for referral services:



If the LNS team feels an assessment for additional services would benefit a child, the school uses the following procedures for referring parents to the appropriate social, mental health, educational and/or medical services for their child.

1. If any faculty member is concerned about a child's development or behavior — and feels that further evaluation should be done — the faculty member reports it to the Director, who reviews the concerns.
2. If the Director agrees with the faculty member, the child's teachers document their concerns and review the child's record before making a referral to the child's family.
3. The teaching team schedules a referral meeting with the child's parents to notify them of their concerns. The co-teaching team and Director decide if the Director should attend the referral meeting. The Director prepares a list of possible referral resources from a list of current referral resources in each community for children in need of social, mental

health, educational or medical services. This list includes the contact person for Early Intervention Program and/or Preschool Services referrals.

4. At the referral meeting, the teachers provide the parents with a written statement including the reason for recommending a referral for additional services, a brief summary of their observations related to the referral and any modifications to the studio and accommodations created for the child.
5. In making the referral, the Director also offers assistance to the child's parents. The Director encourages the parents to call (or write to) the referral agency to request an evaluation of the child. If parents need extra support, the school may—with written parental consent—contact the referral agency for them.
6. If a child is younger than age 3, the Director tells the parents about the availability of services and the parents' rights, including the right to appeal for additional services provided by Early Intervention Programs. If a child is age 3 to 5, the Director tells the parents about the availability of services and the parents' rights, including the right to appeal for additional services provided by each public school's Early Childhood Services.

Policy for Suspension or Termination of Enrollment

In the highly unlikely event that a child must be considered for suspension or termination from the program, the following procedures are used.

Parents will be provided with an opportunity to meet to discuss options other than suspension or termination. Parents will be offered referrals to evaluation, diagnostic or therapeutic services through local public schools or private healthcare providers. Other options for supportive services to the program, including consultation and educator training, will be pursued.

In some cases parents may be given the option of funding an aide in the classroom on a trial basis. A plan for behavioral intervention at home and in the program will be developed with the collaboration of parents, teachers and outside service providers.

LNS does not suspend children from the program, but the school may need to terminate a child's enrollment under the following circumstances:

1. While at LNS, the health and safety of the child cannot be assured.
2. LNS is not able to meet the child's developmental needs.
3. The child's parent(s)/guardian do not demonstrate respect for the faculty and community, and/or do not cooperatively share in the responsibility to create a positive educational experience for all children.
4. Parents are notified in writing and at a face-to-face meeting when possible, about the circumstances including the reasons for terminating enrollment. A copy of this letter is kept in the child's record.

When any child's enrollment at the school is terminated, whether initiated by the school or by the parent(s), the lead teacher will prepare the child for his or her departure from LNS in a

manner consistent with the child's ability to understand. The teacher will inform the children in the class that the child is leaving. The children may also want to give the child that is leaving drawings and/or stories about the school.

Occasionally a child's departure is sudden, so the child and the school are not given the opportunity to say good-bye. The teacher will write a simple note of good-bye to the child, including drawings or photos if appropriate.

Withdrawal and tuition payments:

1. Written notice of withdrawal of the Student's enrollment in the School must be received by the Director on or before the due date of the first tuition installment, but that no portion of the deposit will be refunded for any reason whatsoever;
2. Any departure of the Student, whether via withdrawal, dismissal, or for any reason, voluntary or involuntary, that occurs after the due date of the first tuition installment, will not result in the refund of any deposit and/or any tuition or fees payments already made as of the time of the withdrawal;
3. The expenses of the School do not diminish with the departure of the Student, whether via withdrawal, dismissal, or for any reason, voluntary or involuntary, either prior to, or during, the academic year, and that my/our obligation to pay the tuition and fees for the full academic year is absolute and unconditional after the due date of the first tuition installment.

Parents' Rights Under Massachusetts Law

The state Department of Early Education and Care (DEEC) is responsible for publicizing the rules and regulations that govern the operation of nursery schools (and day care centers). When a school admits a child, these regulations require the school to tell the parent(s) about "the rights of parents" as stated in the regulations. The rights are as follows:

1. **Visits:** The school shall permit parents' unannounced visits to the school and their child's room while their child is present.
2. **Input:** The school shall have a procedure for allowing parental input in the development of the school's policy and programs. If a parent makes a program or policy suggestion that isn't adopted, the school will provide an explanation to the parent. If the parent requests a written response, the school will respond in writing to the parent.
3. **Reports:** The school will prepare a written progress report about each child's participation for the school's records at least every six months. The school shall provide a copy of each report to the parent(s) or meet with them at least every six months to discuss their child's activities and participation in the school. In addition:
 - a. For children who have disabilities, the school will complete a written progress report of the child's development every three months and provide it to the parent(s);
 - b. The school shall bring special problems or significant developments to the parents' (parent's) attention as soon as they arise.

4. **Conferences:** The school shall make the staff available for individual conferences with parents at parental request.
5. **Confidentiality and Records:** Information contained in a child's record is privileged and confidential. The school shall not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without written consent of the child's parent(s). The school shall notify the parent(s) if a child's record is subpoenaed.

The child's parent(s) shall, upon request, have access to their child's record at reasonable times. In no event shall access be delayed by more than two school days after the initial request, unless the parents agree. When the record is provided, the child's entire record, regardless of the physical location of its parts, shall be made available. The school shall establish procedures governing access to, duplication of and dissemination of such information—and shall maintain a permanent, written log in each child's record indicating release of the record. The log shall indicate the following information: the name of the school staff member who was responsible for disseminating or releasing the record, his or her signature, his or her position/title, the date, the portions of the record which were disseminated or released, and the signature of the person to whom the information is disseminated or released. The log shall be available only to the child's parent(s) and school staff responsible for record maintenance.

6. **Charge for Copies:** The school shall not charge an unreasonable fee for copies of any information contained in the child's record.
7. **Amending Records:** A child's parent(s) shall have the right to add information and make comments on data or any other relevant materials in the child's record. A child's parent(s) shall have the right to request that information in the child's record be deleted or changed as follows:
 - a. If the parent(s) believes that adding information doesn't sufficiently explain, clarify or correct objectionable material in the child's record, the parent(s) has the right to have a conference with the school to make the objections known.
 - b. The school shall, within one week after the conference, give the parent(s) a decision on the matter in writing stating the reason for the decision. If the decision favors the parent(s), the parent(s) shall immediately take steps as necessary to put the decision into effect.
8. **Transfer of Records:** When the parent(s) makes a written request, the school shall transfer the child's records to the parent(s) or any other person the parent(s) identifies, when the child no longer attends the school.
9. **Notification to Parents:** The school shall notify the parent(s) in writing of these regulations (in particular, the previous five items—including this item) when the child is admitted to the school and at least once a year thereafter.
10. **Information Availability for the DEEC:** The DEEC requires that the school makes available to the DEEC any information required to be kept and maintained under these regulations. Authorized DEEC employees shall leave identifying case materials at the school and maintain confidentiality of individual records.
11. **Meeting with Parents:** The school shall ensure that the Director—or a designee—meets with the parent(s) before admitting a child to the school.

- a. At the meeting, the school shall provide the parent(s) with the school's statement of purpose, services, referral policy, procedures for parent conferences, visits and input to school policy; procedures relating to children's records; and procedures for providing emergency health care.
 - b. The school shall provide an opportunity for the parent(s) to visit the school's studios at the time of the meeting or before the child is enrolled at the school.
12. **Regulation Availability:** DEEC regulations require the school to have a copy of the regulations on the premises and make them available to any person upon request. Parents may contact DEEC regarding the program's regulatory compliance history.

Parent Grievances

LNS believes that parent grievances are best addressed and resolved by frank and open discussions of differences. LNS encourages parents to speak directly to a teacher about any concerns or complaints they may have with the teacher's performance. If, after speaking with the teacher, the parent does not feel that the problem has been resolved, the parent should meet with the Director. The Director will then report, in full, the particulars of the complaint to the teacher and will hear the teacher's response. After assessing the nature of the complaint, the Director will determine what action, if any, is necessary. The Director will inform the parent and the teacher of his/her decisions and any action he/she has planned. Such actions may include, but are not limited to, a meeting between the teacher and the parent; a meeting between the teacher, the Director and the parent; or further meeting between the teacher and the Director.

LNS encourages parents to speak directly to the Director about any concern or complaints they may have with the Director's performance. If after speaking with the Director, the parent does not feel that the problem has been resolved, the parent should speak with the President of the Board. The President will report, in full, the particulars of the complaint to the Director and hear the Director's response. The President will determine what action, if any, is necessary. This may include a meeting between the President and the parent; or the President, the parent and the Director.

If after meeting with the President, the parent does not feel that the problem has been resolved, then the parent shall so inform the President and the President shall inform the Board of the complaint by a letter directed to all of the members of the Board and to the Director. The Director shall have fourteen days in which to respond, if he/she wishes, with a letter of his/her own directed to all members of the Board. If the complaint involves a teacher or other school employee, a copy of the President's letter and of the Director's letter, if any, shall be given to the teacher or other employee. The teacher or other employee shall have fourteen days from receipt of the President's letter to respond with a letter to the full Board if he/she wishes. The Board, at its next meeting, shall determine what action, if any, is necessary. The President will communicate in writing the decision of the Board to the parent.

Background Record Check Policy

Massachusetts State law requires all schools to conduct background checks on current and prospective employees and volunteers who may have direct and unmonitored contact with children. Criminal Offender Record Information (CORI), Department of Children and Families (DCF) record check, a Sex Offender Registry Information (SORI) check must be conducted at least every three years (or more often at the discretion of the Director) during an individual's term of employment or volunteer service. It is presumed that our parent volunteers do not have direct and unmonitored contact with children and do not require a CORI check.

Before participating in LNS children's activities, current and prospective employees are required to complete a background record check (BRC) request form provided by the Director. Photographic identification may also be requested. If an individual refuses to complete or sign the Request Form, he or she will not be employed in the studio or transport children to or from School.

Review and Maintenance of CORI/DCF/SORI Records

Department of Early Education and Care (DEEC) approval is obtained for each individual who is authorized to receive, review or discuss BRC results of potential or current employees working in the studio. BRC reviewers are the LNS Director, President and Assistant Director. If a reviewer leaves LNS employment or service, DEEC is notified and the reviewer taken off the LNS list of approved reviewers.

CORI/DCF/SORI checks are not subject to the public records law and may not be disseminated to unauthorized persons or for any purpose "other than to further the protection of children." To willfully request, obtain, or seek CORI/DCF/SORI check under false pretenses or to communicate or seek to communicate CORI/DCF/SORI check to any agency or person not authorized to receive it, may subject the offending agency and individual to criminal and civil penalties. A CORI/DCF/SORI check may be shared with the individual to whom it pertains and must be shared with any individual about whom an adverse decision might be made.

CORI/DCF/SORI reports are kept in a locked cabinet separate from personnel files on the LNS premises for a period of not more than three years. Each time a new CORI/DCF/SORI report is obtained on an individual, the previous CORI/DCF/SORI file, if any, is destroyed.

Adverse Decision Made Based on the CORI/DCF/SORI Check

Decisions as to whether to dismiss an employee or not to hire an applicant based on an individual's criminal record information are made by the Director in consultation with legal counsel. The factors considered when reviewing a criminal record include type and nature of offense, date of the offense, disposition of offense (conviction, dismissal, type of sentence) and subsequent offenses.

If a potential adverse decision is to be made based on a CORI/DCF/SORI, the individual will be:

1. Notified by the Director in writing

2. Provided a copy of the CORI/DCF/SORI check and this policy
3. Provided information from the CHSB about the process by which he or she may correct an inaccurate record
4. Provided notice from the Director about which party of the criminal record appears to make him or her ineligible for employment
5. Provided the opportunity to dispute the accuracy and relevance of the CORI/DCF/SORI
6. Asked to provide additional documentation, which will be reviewed by the Director
7. Informed of the final decision

The adverse decision process will be documented by the Director in the confidential CORI/DCF/SORI file.

LNS Organization

Board of Directors

The parents, through an elected Board of Directors and committees, manage the school. The Board is responsible for all LNS policy decisions—administrative and fiscal—in compliance with the bylaws of the school and for management of the school on behalf of the whole parent body. The Director sits as a non-voting member.

Board meetings are held approximately every other month. Meetings are open to all LNS parents and staff. A parent who has an issue may contact his or her Room Parent or the Board President to place the item on the agenda. Board members are available for suggestions, comments, and questions. Written minutes are distributed to all parents.

How the Board of Directors is Determined

The Board for an upcoming school year is suggested by the Nominating Committee, which is chaired by an outgoing community member. The chair chooses the committee with the help of the President. There is an effort to balance committee representation between outgoing parents and returning parents (including those parents who are not currently on the board), with representation from as many classes as possible, as well as an Enrollment Chair, arriving at an uneven number of committee members. Nominations for the Board are solicited from the entire parent body in the early spring, and then the Nominating Committee discusses nominees for each slot. After arriving at a list of nominees, the committee obtains each person's acceptance of his or her nomination. The committee presents the slate of board members for the upcoming school year at the annual meeting in May, which is voted on by the entire parent body—either in person or by proxy.

In addition to electing the upcoming year's Board of Directors at the annual meeting, the board reviews the events of the ending school year.

Board Composition

Each of the Board positions is a voting member of the LNS Board of Directors. Positions that are co-chaired receive one vote. Each member is required to attend monthly Board meetings. Job responsibilities begin and end in June, unless otherwise noted. Each board member shares overall responsibility for the school in addition to his or her particular functions.

Steering Committee

The Steering Committee is an executive board comprised of the President, three Vice Presidents, and the Director. The Steering Committee meets roughly every two or three weeks

to discuss school issues, facilitate changes in policies or procedures, and act as a liaison between staff and families.

Parent Committees

Parents not serving on the Board are assigned to a parent committee. Committee members will be contacted by their chairperson at the beginning of the school year to assign individual responsibilities.

LNS Steering Committee

Director
President
Vice President of Development
Vice President of Enrollment
Vice President of Programs

Parent Committees

Alumni Newsletter, Annual Appeal, Budget Treasurer, Class Face Pages, Class Playdate & Potluck Planner, Diversity, Equity and Inclusion (DEI), Early Childhood Education Advocacy, Enrollment, Event Set-up & Clean-up, Family Day, Financial Advisor(s), Gala, Gardening, Information Management, Legal Advisor, Library, Maintenance, Marketing, Parent Education, Family Partnering, Photographer/Slideshow Coordinator, Room Parents, Special Projects, Staff Appreciation, Welcoming & Social, Winter Carnival.

Descriptions for the LNS Board positions and parent committees can be found at:

<https://lincolnnurseryschool.org/resources/parent-jobs/>

Time commitment varies across committees and jobs. Some committees are bigger commitments and those serving on the Board of Directors should expect a greater time commitment in order to chair their committee and attend Board Meetings every other month.

The Steering Committee is composed of the Director, President, and three Vice Presidents. This group meets bi-monthly and acts as a “liaison” between staff and families to facilitate issues within the school. Each member “steers” an assigned segment of the community.

The LNS Board of Directors meets three times per school year.

Enrollment Agreement 2025-2026

In consideration of the enrollment of the below-named student (the "Student") by Lincoln Nursery School, Inc. ("LNS" or the "School") for the 2025-2026 academic year, the undersigned responsible parent(s), legal guardian(s), and/or financially responsible individual(s) ("I/We"), jointly and/or severally, and intending to be legally bound, on my own/our behalf and on behalf of the Student, agree to all of the following terms and conditions.

This Enrollment Agreement (the "Agreement") is for the 2025-2026 academic year only. The School may, in its sole discretion, deny any student enrollment in the School.

Financial Obligations:

In case of a Force Majeure Event (see section below) please note that the days, times and amounts listed herein may be adjusted by the School, in its sole discretion.

Student name:	Date of Birth:	
Parent/legal guardian name(s):		
Class <i>(Indicate class assignment of student)</i>	<input type="checkbox"/> 4 day AM program <input type="checkbox"/> Studio Blue: Monday-Thursday 8:30am-12:30pm; (Wed 8:30am-12:00pm) <input type="checkbox"/> Studio Yellow: Monday-Thursday 8:30am-12:30pm; (Wed 8:30am-12:00pm) <input type="checkbox"/> Plus Fridays: 8:30am-12:30pm	Tuition: \$13,497 (Blue; Yellow); \$3,220 (Plus Fridays)
	<input type="checkbox"/> 5 day AM program <input type="checkbox"/> Studio Purple: Monday-Friday 8:30am-12:30pm; (Wed 8:30am-12:00pm)	Tuition: \$16,482

	____ 5 day AM/PM program ____ Studio Red: Mon,Tues,Thurs 8:30am-3pm; Wed 8:30am-12:00pm; Fri 8:30am-12:30pm	Tuition: \$24,413
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I/we understand and agree that I am/we are unconditionally responsible for paying the Student's School Account for the full academic year. The Student Account is comprised of School tuition and, if applicable, Afternoon Program tuition.

Tuition:

I/we understand and agree that I am/we are obligated to pay the tuition on or before the following due dates:

Tuition deposit:	upon acceptance	\$2000
Tuition Installments:	April 30, 2025	¼ Tuition less deposit
	June 30, 2025	¼ Tuition less deposit
	August 30, 2025	¼ Tuition less deposit
	October 30, 2025	¼ Tuition less deposit

I/we understand and agree that:

- 1. written notice of withdrawal of the Student's enrollment in the School must be received by the Director on or before April 30, 2025, but that no portion of the deposit will be refunded for any reason whatsoever;**
- 2. any departure of the Student, whether via withdrawal, dismissal, or for any reason, voluntary or involuntary, that occurs after April 30, 2025 will not result in the refund of any deposit and/or any tuition or fees payments already made as of the time of the withdrawal;**
- 3. the expenses of the School do not diminish with the departure of the Student, whether via withdrawal, dismissal, or for any reason, voluntary or involuntary, either prior to, or during, the academic year, and that my/our obligation to pay the tuition and fees for the full academic year is absolute and unconditional after April 30, 2025.**

Non-Standard Tuition Agreements:

Arrangements for a different payment schedule and/or altered amounts of payments must be presented to and approved by the LNS Treasurer in consultation with the LNS Director. All

non-standard arrangements must be agreed to in writing and signed by the School and all parent(s), legal guardian(s), and/or financially responsible individual(s).

A limited number of financial assistance awards are available for LNS families who provide documentation that suggest a discounted tuition could significantly impact their ability to attend the school. The LNS Treasurer reviews all financial assistance requests in consultation with the Financial Assistance Committee (LNS Treasurer, Director, President and Enrollment Chair). The financial assistance process is confidential.

Family Handbook:

The Student and I/we agree to comply with the School's policies, rules, regulations, and standards of academic and social behavior as stated in the School's Family Handbook (the "Handbook"). I/we understand that the Handbook sets forth general expectations regarding the Student's enrollment in the School, but that it does not constitute a contract between me/us and the School or the Student and the School, and that the School may deviate from the guidelines and expectations set forth in the Handbook in its discretion as individual circumstances may warrant. The School may alter its rules, policies, and procedures, including those in the Handbook, at any time. In the event of a conflict between the terms of this Agreement and the policies and provisions of the Handbook, the terms of this Agreement shall govern.

Force Majeure:

I/we understand and agree that the duties and obligations of the School under this Agreement may be modified or suspended immediately and without notice because of *force majeure* causes beyond the School's reasonable control and occurring without its fault or negligence including, but not limited to: acts of god, fire, wars, governmental action, terrorism, epidemic, pandemic, weather, other threats to the safety of students, national emergencies, or any other event beyond the School's control (each a "*Force Majeure* Event"). If such a *Force Majeure* Event occurs, I/we acknowledge and agree that my/our obligations under this Agreement, including my/our financial obligations outlined in this Agreement, including, but not limited to, my/our obligation to be financially responsible for the Student's tuition, and other fees, shall continue and the School's duties and obligations may be modified, suspended, or postponed until such time as the School, in its sole discretion, may safely resume operations. I/we acknowledge and agree that the sole remedy of a *Force Majeure* Event is future service delivery and not a financial refund. The School may, at its option and in its sole discretion, alter the academic year schedule or provide alternate means of instruction, including, but not limited to Distance Educational Ties.

Remote Learning:

I/we understand and acknowledge that the School may need to incorporate Distance Educational Ties in its curriculum and programs and that I/we may contact the School's Director for more information about these programs. I/we authorize the Student to use the program in connection and consistent with the School's curriculum.

Miscellaneous:

This Agreement, and all rights and obligations provided for herein, shall be governed by the laws of the Commonwealth of Massachusetts without regard to conflict of law principles. Any dispute arising out of this Agreement or otherwise between the School and me/us must be heard exclusively in the state or federal courts located in Massachusetts. If any part of this Agreement is found to be unenforceable or illegal, the remainder of the Agreement shall still be valid and enforceable to the fullest extent permitted by law. This Agreement is the entire agreement of the parties relating to the Student's enrollment in the School, and I/we acknowledge that I am/we are not relying on any other oral or written agreements. This Agreement may not be amended or modified except in a written document signed by all parties that expressly acknowledges such amendment or modification. Multiple copies of this Agreement may be signed, all of which shall constitute one and the same agreement. I/we understand that certain provisions of this Agreement survive termination of the Agreement.

I/we understand and agree that this Agreement is a binding and enforceable agreement and that the School may bring an action to enforce any rights under this Agreement. In such an event, or the extent that I/we cause the School to be brought into any dispute to which it is not a named party, I/we agree that I/we shall be liable for and shall pay to the School its costs in handling the dispute, including, but not limited to, attorneys' fees, in addition to any other amounts that I/we may owe the School by way of judgment, settlement, or otherwise.

By signing below, I/we acknowledge that I/we have read this Agreement and understand and accept all of its terms and conditions. Signatures are required by all parent(s), legal guardian(s), and other individuals who are financially responsible for the Student.

Parent/Guardian #1 (Signature): _____

Parent/Guardian #1 (Printed Name): _____ Date: _____

Parent/Guardian #2 ((*Signature*): _____

Parent/Guardian #2 (Printed Name): _____ Date: _____

Other Financially Responsible Individual (*Signature*): _____

Other Financially Responsible Individual (Printed Name): _____ Date:

Lincoln Nursery School Representative:

Signature: _____ Date: _____

Lincoln Nursery School, Inc. 51 Sandy Pond Road, Lincoln, MA 01773