



Harriet A. Baldwin Early Learning Pilot Academy

Exemplary, Excellent, Extraordinary

Beacon of Early Childhood Education



# Parent Handbook

## HIGHLIGHTS

The Harriet A. Baldwin Early Learning Pilot Academy is a diverse and small early learning center, one of Boston Public Schools, with K0-first grade classes that:

- Accepts students from ages 3 to 6
- Maintains class sizes of 18 to 20 students.
- Offers a seamless full day from 7:30 AM to 4:45PM,
- Serves multilingual, special needs and general education students in inclusive classrooms
- Follows 5 school wide rules: Be safe, Be respectful, Be friendly, Be a good listener. And our most important rule: We do our best always.
- Benefits from several partnerships, including: Boston University which provides Surround Care Program teachers and BUILD literacy tutors; the YMCA which provides swimming lesson the Community Music School provides music instruction; and Boston Partners in Education provides literacy volunteers, Wheelock University provides teacher residents.

An NAEYC (National Association for the Education of Young Children) accredited early childhood program that:

- Utilizes early dismissals every Wednesday for professional conversations and planning for staff in order to maximize teaching and learning time.
- Supports the development of oral language, critical thinking, reading and writing skills and the exploration of mathematics, science and social studies.
- Offers programs in music, computer education, Reggio Emilia inspired art, and physical education to enhance students' development.
- Celebrates children's work through exhibitions and portfolios.
- Involves teachers' observations to guide their instructional program.
- Links academic content knowledge to children's creative and constructive play.
- Promotes social and emotional development.
- Bases its instruction on the belief that children develop at different rates.
- Incorporates family, community and cultural knowledge into the classroom.
- Involves staff and families through the student support team, the creation of students' individual education plans, and in the review of students' work.
- Creates and modifies curriculum through an interactive process between university partners, teachers, parents, and children.
- Promotes excellence in early childhood education by addressing the goals of the National Association for Young Children and the Massachusetts Guidelines for Preschool Learning Experiences and the Common Core Frameworks.

## **HISTORICAL INFORMATION ABOUT THE BALDWIN**

In the 1970s, Dr. Joanne Collins Russell recognized the importance of early childhood public education. Through her own initiative and resourcefulness, she was able to create a partnership between Boston Public Schools and Boston University. Through this partnership, the first early learning center in Boston was created.

The Baldwin Early Learning Pilot Academy was the first public early childhood center in Boston. It was initially called the Mary Lyon Early Learning Center and later the Early Learning Center North. Shortly thereafter, three Early Learning Centers were created and years later three more Early Education Centers were built. In 2005, Boston Public Schools embraced early childhood education and created early childhood classrooms in approximately 45 elementary schools. Boston Public Schools is truly indebted to Dr. Russell, for being the pioneer of early childhood public education; thus insuring developmentally appropriate and quality instruction for the children in the city of Boston.

The ELC North had approximately 75 students, and was located in a wing of the Jackson Mann complex in Allston. In the winter of 2003, the ELC staff decided to explore the option of becoming a pilot school. Staff wanted the advantages of having more control over the budget, curriculum and calendar. Parents and staff visited exemplary schools in the Boston area and explored the autonomies of Pilot schools. In spring of that year, the ELC submitted a proposal to form a pilot school committed to adopting innovative teaching practices while partnering with local universities. The ELC also aimed to create a weekly professional development half a day on Wednesday, in order for staff to engage in on-going professional development. In late spring, the proposal was accepted by the Boston School Committee and the ELC became a Pilot School.

During the school year of 2003/2004, the first year as a Pilot school, the ELC planned ways to improve and expand, especially in light of its long waiting lists. Our Principal Dr. Graciela Hopkins advocated with Central Office administration for the need of the ELC to have its own building. Later that school year, we were notified that our 6 classroom school, would move into a larger school: the Harriet Baldwin School which was slated to close down.

In the fall of 2004 we relocated to our new home in Brighton and were excited about our new space. We created three additional K0/K1 classrooms. The subsequent school year we added two more classrooms now making our total 11. Each year at the Baldwin ELC, we strive to improve on the quality of teaching and learning and now prepare 185 students for second grade and beyond.

The next step in the development of the Baldwin ELC was to focus our efforts to receive accreditation from the National Association for the Education of Young Children. We endeavored to assess our teaching practices, our education environment as well as the needs of staff and families. As a result, we came up with improvement goals. With the support of our NAEYC coaches, Carol Campbell and Karen Silver we engaged in a school wide effort to meet those goals so that we could qualify for accreditation. On August 31, 2007 we received notice of our Accreditation status by the NAEYC and we could not be any prouder! We will be up for re-accreditation in 2012. As part of our accreditation path, we conduct a schoolwide self assessment and goals and submit an NAEYC report yearly.

As a result of our NAEYC efforts and with the goal to continue to improve instruction, we initiated a yearly Goals week for each classroom teacher which included a discussion with each classroom team of their classroom observation and environment results, the assessment results of their children, the status of their classroom portfolio and child files and their professional development efforts. This information is condensed into a data report of which each teacher receives a copy.

Our larger goal is to continue the assessment of our teaching practices to improve teaching and learning at the Baldwin ELC.

With this in mind, we created Friends of the Baldwin and applied to become a 501 © (3) tax exempt organization. In March of 2009 Friends of the Baldwin we granted tax exempt status, which will allow the Baldwin to do fundraising to improve targeted areas in our school based on teacher and parent priorities.

In May of 2012, the Baldwin Early Learning Center changed its name and logo to the Harriet A. Baldwin Early Learning Pilot Academy to reflect its commitment to innovation and academic excellence.



## Harriet A. Baldwin Early Learning Pilot Academy

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### VISION

The Baldwin Early Learning Pilot Academy is dedicated to being an innovative leader in early childhood education. We are committed to providing the building blocks for a strong foundation for every child's future success through valuing cultural and family life, promoting social justice, and community service.

### MISSION

The purpose of Baldwin Early Learning Pilot Academy teachers and families is to insure an exemplary early childhood education for every child by working together in a nurturing and diverse environment.

### MOTTO

A Friendly Place to Learn

### CORE VALUES

|             |                                     |               |
|-------------|-------------------------------------|---------------|
|             | Respect                             |               |
|             | Love for Children                   |               |
|             | Dedication to Teaching and Learning |               |
|             | Developing a Positive Self Concept  |               |
|             | ChildCentered Education             |               |
| Commitment  | Compassion                          | Consistency   |
| Cooperation | Cultural Diversity                  | Excellence    |
| Innovation  | Integrity                           | Small Classes |

### OUR PRIORITIES

Expanded Assessment, Data Collection and  
Instructional Time for Language Development  
Expanded Partnerships  
within a Professional Learning Community.  
Shared Leadership

Continued Accreditation by the National Association for the Education of Young Children.

### BALDWIN STAFF

The Baldwin staff and administrator are energetic, highly qualified and experienced. Most teachers hold advanced degrees and have certification in Early Childhood and Special Education and most have also certifications in bilingual education. Our teachers serve as mentors for students from Boston University and Boston College and four members of the staff serve on the Baldwin board. Staff is encouraged to stay current in the field by participating in conferences, and workshops.

In addition, all support staff and surround care teachers participate in ongoing courses in i.e. classroom management, child development and/or are obtaining associates degrees in early childhood education or other related fields.

Each classroom is staffed with a morning teacher, a lead surround care teacher and a surround care teacher. Additional staff may include student teachers, volunteers and students from the BUILD tutor program.

### PARENT INVOLVEMENT

At the Baldwin we appreciate your role in your child's growth and development. We encourage you to interact with your child's teachers on a daily basis. Parent participation in the education of your children is the key to their success in school. You are welcome and encouraged to volunteer in a number of ways such as planning local field trips, assisting on field trips by chaperoning, or presenting in the classroom (such as a hobby, profession, cultural celebration). Parents may take on many supportive roles such as participating as a member of the School Board, Room Parent or as an occasional volunteer.

### **Parent Coordinator**

Our parent coordinator plays a key role in creating a supportive relationship between the Baldwin staff, students, and students' families. She maintains close contact with room parents and coordinates the Room Parent meetings. She coordinates the morning and evening educational workshops for parents. She plans school wide field trips and educational assemblies, gives tours of our school to our new parents.

### **Bilingual Parent Liaisons**

Our Parent Liaisons, Maria Gomes-Epps (Portuguese), Margaret Li(Chinese) and Altagracia Lugo (Spanish) work closely to strengthen communication between parents and the ELC with the goal of having both functioning as equal partners in supporting the students' learning. They translate parent documents into Chinese, Portuguese and Spanish and interpret for our parents whenever is needed.

### **Parent/Teacher Conferences**

Parent/Teacher conferences provide an opportunity to share information and assessment results with you about your child's growth and development, as well as receive information on how you can best work with your child. Whenever possible, interpreters will be used to translate to the language that is most comfortable for you. It is important that you let us know about any stresses in your child's or your family's life. This enables us to be more responsive to your child's needs. The classroom teachers can respond to your questions and concerns and offer suggestions for extending your child's learning into the home and facilitate his/her adjustment to our school.

You are expected to participate in Parent/Teacher conferences held twice a year in November and March, as well as a parent orientation in September and an optional parent teacher conference in June. Conferences will take place during morning or evening time slots or teachers may request conferences at other times as needed.

Please visit the school at any time and if you have any questions or concerns, we will discuss them by phone or schedule a conference with you.

### **Parent Reading: Take Home Book Program**

The Baldwin has a home reading program for students. Children are able to check out books on a daily basis. The Baldwin provides the means for our young children to spend quality time reading at home with a family member. By participating in home reading, parents build upon the language acquisition skills necessary for reading development. Children and parents record titles of books on reading logs and earn prizes for their efforts. The book sent home must be returned the next morning and the reading log every Monday.

### **BALDWIN Governing Board**

The Baldwin Governing Board is comprised of parents, staff and university/community partners who are selected every other year in September. The Board serves as a forum for the school community to voice ideas and suggestions. Although it is only a core group of parents, the monthly meetings are open to the school community to express concerns and feelings. Other teaching staff, administrators and parents may attend meetings to provide information and to solicit input about the resources and policies of the school. The function of the School Board is to represent the best interest of the school community.

### **Room Parents**

The primary responsibility of Room Parents is to act as liaison and to welcome and support parents in each classroom. The Room Parents and the Principal meet every six weeks to support parents in connecting with

each other Room parents may help with special events, with notification of parents in the case of emergency school closings, and with obtaining chaperones for class field trips and in the collection or making of classroom materials from home.

Room parents can also serve as liaison for other parents in their classroom about classroom needs such as morning snacks and other household products, such as liquid soap, Kleenex, paper towels, Clorox wipes, etc. One of the Room Parents also serves on the Baldwin Board to insure that there is communication between the parents and the Board.

### **Parent Volunteers**

Planned field trips and short excursions into the immediate neighborhood are a valuable learning experience for your child. Notification and permission slips will be sent home for planned field trips.

Field trips provide an excellent opportunity for parent involvement. Any chaperoning assistance you can provide is welcome. Parents are also welcome in the classroom to share their skills, professions, and cultures. We encourage you to be a part of your child's classroom. We depend on your support and involvement to enrich our school program.

## INSTRUCTIONAL PROGRAM

The core of student learning will be guided by the needs of the individual. Curriculum is child-centered and learning is thematic and alternates between large and small group learning. Instruction is grounded on the MA Guidelines for Early Childhood Education and the recommendations from the National Association for the Education of Young Children. Values and priorities identified by the school community will be at the center of effective teaching at the Baldwin.

- K0 is a year in which children explore and experiment with language arts, math, science and social studies. This year is rich with experiences and lays the foundation for the development of skills in these areas.
- K1 and K2 are years in which children continue to experiment and begin to receive developmentally appropriate instruction in pre-reading and reading, beginning writing, and math toward meeting Massachusetts Standards.
- Grade 1 is a year in which children receive formal instruction and practice reading, writing and math required by the Standards in each academic area which they must meet in to be promoted to 2<sup>nd</sup> grade. The expectation is that all students will be competent readers and writers by the end of Grade 1.

### Daily Schedule

7:15 am to 4:30 pm on M, T, Th, F

7:15 am to 11:15 am on W

| Time   | K0-K1   | K2 and Grade 1  |
|--|---|---|
| 7:15 am  | Start-the-day Centers and Breakfast   | <b>Choice activities:</b> Science/Social Studies/ and Breakfast   |
| 7:45 am  | <b>OWL and Building Blocks Math:</b><br>Greeting/Morning Meeting<br>OWL Center Time: Dramatic Play, Blocks, Manipulatives, Sand/Water, Art, Books, Math, Writing<br><b>Indoor/Outdoor Physical Activity</b><br><b>Snack</b><br>Circle: OWL Literacy/Building Blocks Math<br>Math Small Groups & Center Time<br>OWL Story Time<br>OWL Small Groups<br>"Let's Find Out About It/Let's Talk About It" Circle<br><b>Take Home Reading program</b> | <b>Literacy Block:</b><br>Opening morning meeting Circle, Calendar<br>Read aloud (3 to 5 daily) Shared reading, Interactive writing, ten minute math<br>Learning Centers and guided explorations<br>Literacy Centers/Guided Reading<br>Writers' Workshop<br><b>Snack</b><br><b>Outdoor/Indoor physical activity</b><br>Math, science, and music activities<br>Technology activities<br><b>Take Home Reading program</b> |
| 12:00  | <b>Lunch</b> in the classroom   | <b>Lunch</b> in the cafeteria (Three lunch periods at 12:00 ,12:30 and 1:00)  |
| 1:00-2:00<br>1:30  | <b>Nap</b><br>Opening Circle: Read Aloud, Songs and Poems<br>Center Time: Dramatic Play, Math, Blocks, Manipulatives, Sand/Water, Art, Books, Writing<br><b>Snack</b><br><b>Outdoor/Indoor physical activity</b>  | <b>Quiet Activities:</b> Individual reading, computers<br>Puzzles<br><b>Circle time.</b> Read aloud, spelling<br>Songs and Poems,<br><b>Snack</b><br><b>Outdoor/indoor physical activity</b>  |
| 3:15   | Read Aloud<br>End-the-Day Centers   | <b>Choice Time:</b> crafts, painting, theater arts, blocks, cooking, literacy, homework help, gym, board games  |
| 4:30   | <b>Afternoon Program Dismissal</b><br>Parent Pick up and buses  | <b>Afternoon Program Dismissal</b><br>Parent Pick up and buses  |
| <b>All Classrooms</b> have time blocks with specialists weekly:<br>Art, Computer, Library, Music, Physical Education |   |   |

## LANGUAGE ARTS

Students participate daily in a 90 minute Literacy Block. Language and literacy development are a priority in all Baldwin Early Learning Pilot Academy activities. All children's progress is documented and shared with parents at Parent/Teacher conferences.



### Grade 1 Language Arts

Children focus on Readers and Writers Workshop

**Oral Language, Listening and Speaking:** Children use language to make oral presentations; and express feelings about their views and others' views.

**Awareness of Sound, Symbol and Structure:** Children learn complex word families, hear syllables, understand sentence and story structure, know letter sound correspondence for all letters and recognize at least 50 high frequency words.

**Skills Integration:** Children become proficient beginning readers and writers; they self- correct and self-monitor when reading and writing.

**Reading and Comprehension Strategies:** Children participate in individual and small group reading. They read fiction, nonfiction and multicultural literature, use strategies to read for meaning and discuss story structure. Many children at this level read Chapter books.

**Writing, Vocabulary and Spelling:** Children use beginning grammar; they transition to conventional spelling. Children create their elaborate stories orally and in writing based on the Writers' Workshop model.

**Perspective Taking and Conflict Resolution Skills:** Children express the thoughts and feelings of another person and coordinate thoughts and feelings with words and actions.

### Kindergarten Language Arts

**Oral Language, Listening and Speaking:** Children listen to books and engage in discussions, sing songs, speak in large and small groups in order to practice oral language skills.

**Awareness of Sound, Symbol and Structure:** Children begin to understand how words, phrases, sentences and questions are used for meaning. They and begin to develop the meaning of title, author and illustrator.

**Skills Integration:** Children develop the concept that "letters" create "words".

**Reading and Comprehension Strategies:** Children read and hear stories, songs, rhymes, poems, chants, and finger plays; begin using picture books to read for meaning; and make predictions about stories.

**Writing, Vocabulary and Spelling:** Children use high frequency words from a word bank and use appropriate spacing and letter formation in handwriting. They begin to write stories with words and short sentences. They use inventive spelling and build vocabulary through new experiences. Teachers use the Writers' Workshop model beginning in January.

#### **Perspective Taking and Conflict Resolution Skills**

Children use "I" to express their point of view and their feelings and reasons.



## K0-K1 (Preschool) Language Arts

Children focus on The Opening the World of Learning (OWL) Curriculum

The OWL is a preschool curriculum that is grounded in developing a strong oral language foundation for pre-k children. OWL promotes the development of phonological awareness and alphabet knowledge that research has shown to be key determinants of a child's ability to learn how to read successfully in the early years. The OWL is constructed in thematic units that provide rich learning opportunities for personal, social, physical, sensory-motor, and cognitive growth. These units are Family, Friends, Wind and Water, The World of Color, Shadows and Reflections and Things that Grow. OWL utilizes large and small group instruction throughout the day making "Center Choice Time" a critical learning vehicle for children. Meaningful activities take place in the different learning centers during activity time.

**Listening:** Children listen with understanding to directions and conversations and follow directions that involve two- or three- step sequences of actions.

**Speaking:** Children speak clearly enough to be understood without contextual clues and use language for a variety of purposes.

**Literature and Reading:** Children listen with interest to stories read aloud and show interest in reading-related activities. They can guess what will happen using pictures and can retell information from a story. They can recognize the association between spoken and written words. They recognize their names in print and engage in reading-like behavior.

**Writing:** Children use scribbles, shapes and letter-like symbols to write words and ideas. They can copy or write their own name. They begin to understand the concept of a "letter", the corresponding sound/s of many letters. They also write a letter for the initial sound of words.

## MATHEMATICS

The students at the Baldwin are instructed in or exposed to mathematics' concepts at least 60 minutes throughout the day. Instruction is aligned with both the NCTM (National Council of Teachers of Mathematics) Standards and the BPS Learning Standards.



### Grade 1 Mathematics

Children focus on: TERC Investigations

**Mathematical Thinking:** Children develop flexibility and confidence in approaching problems, skills to solve problems, and proficiency in evaluating their solutions.

**The Number System:** Children construct numbers using manipulatives, counting, grouping, place value, and interpret the multiple uses of numbers in real world situations. They get practice of estimation, addition, subtraction, number games and story problems.

**2-D & 3-D Geometry and Measurement:** Children describe, draw, classify shapes and investigate and predict the results of combining, subdividing, and changing shapes. They also develop a sense of space, length, weight and time and expand their understanding of concepts such as bigger, taller, heavier and smaller.

**Collecting and Sorting Data:** Students collect, organize, and describe information (data), as well as construct survey questions, explore "secret rules" and interpret displays of data.

## Kindergarten Mathematics

Children focus on TERC Investigations

**Mathematical Thinking:** Children build a repertoire of ways to communicate about their mathematical thinking, while their enjoyment and appreciation of mathematics grow.

**Developing Number Sense:** Children construct numbers using manipulatives, collecting, counting, grouping, measuring and interpret the use of numbers in real world situations.

**Exploring Patterns:** Children identify, describe and create a wide variety of patterns, as well as draw and describe mathematical relationships.

**Exploring Geometry and Measurement:** Children describe, draw, and classify shapes and investigate and predict the results of combining, subdividing, and changing shapes, develop spatial sense, and understand length, weight and time.

**Exploring Data:** Children count themselves and others as well as construct, read, and interpret displays of data.

## K0-K1 (Preschool) Mathematics

Children focus on Building Blocks Math

K0-K1 math activities focus on two major mathematical topics with three sub-themes woven in. The specific topics are children's mathematical "building blocks" – ways of knowing the world mathematically.

**Numbers and Operations:** Children use numbers to tell us how many, describe order, and measure; they involve numerous relations, and represent them in various ways. They model a variety of real-world situations to solve problems and carry them out in various ways.

**Geometry:** Children use geometry to understand and represent the objects, directions, locations in our world, and the relationships between them. They use geometric shapes to describe, analyze, transform, compose and decompose.

**Measurement:** Children compare and measure to specify "how much" of an attribute (for example, "length") objects possess. Their measurements can be determined by repeating a unit or using a tool.

**Patterns and Algebra:** Children recognize relationships in patterns and extend their ideas to make generalizations.

**Data Analysis and Classification:** Children sort and classify objects in a variety of ways. They analyze data to classify, represent, and use information to ask and answer questions.

## SCIENCE

The Science curriculum is presented to children at least 45 minutes twice a week. Objectives aim to develop the abilities necessary for scientific inquiry. This is achieved through exposure to a variety of experiences, questioning, simple equipment, the use of evidence, communication, explanation of their investigation and how their investigations may generalize to other situations.



## **Grade 1 and Kindergarten Science**

Based on the Citywide Learning and the Work Sampling Standards.

**Inquiry:** Children seek information through active investigation (tools and technology). They form explanations and communicate scientific information.

**Physical Science:** Children learn that a ball in motion is affected by size, weight, material, and structure (hollow vs. solid). They also learn that balls and other objects need a force to begin and stop moving and that the motion of balls and other objects is affected by gravity, friction, magnetism, electricity and sound.

**Life Science:** Children learn how to observe, describe, and record the characteristics of living things; that living things are born, grow, change, and die over time. They also learn that living things have common needs such as food, water, sunlight, and shelter and that different living things require other living and non-living things to meet their needs.

**Earth Science:** Children learn the properties of rocks, soil, water and air. They learn to observe that the weather changes daily, weekly, monthly and that weather can be described in terms of clouds, precipitation, and temperature.

**Solids and Liquids:** Children learn how to describe solids and liquids by its properties and sort objects by properties such as size, shape, color, weight, and texture

## **K0-K1 (Preschool) Science**

Based the Early Childhood Guidelines and the OWL curriculum

**Inquiry:** Children ask questions and use senses to observe and explore classroom materials and the natural environment. They make predictions and use simple tools and equipment for investigation. They work with others to record and make comparisons among objects through movements, drawings and writing

**The Local Natural Environment:** Children explore their immediate environment and learn about colors, water, rocks, soil and living organisms through direct experience. They explore the concept of air, the weather as well as sunlight and shadows and events that have repeating patterns. They also hypothesize about the universe beyond the earth planet.

**Life Sciences:** Children learn that animals, humans and plants are living things that grow, reproduce and need food air and water. They learn the difference between living and non-living things, the life cycle and the similarities between parents and their offspring. They also study and explore life from past ages.

**Living Things and the environment:** Children learn about the five senses and the seasonal changes in plants and animals and the meaning of habitat (shelter, food, water, air and light).

**Physical sciences:** Children explore size, shape, weight and texture, the way in which objects move. and the force, motion and balance. They also learn about the properties of liquids, solids and gases.

**Materials and tools:** Children learn the difference between natural and human made materials and they learn to use tools and materials safely. They also explore simple machines through play.

## SOCIAL STUDIES

The Social Studies curriculum teaches children to become active, responsible participants in their communities, committed to the fundamental values and principles of democracy. Children will also explore the importance of history and its link to achieving these values.



### Grade 1 Social Studies

Based on the Citywide Learning Standards

- *Myself and Others: Children identify themselves as members of different groups (classroom, community, and friends) and articulate similarities and differences.*
- *They establish a growing respect for differences among people (e.g., gender, physical characteristics and challenges, backgrounds, family structures, ethnic heritage)*
- *Following Rules, Accepting Responsibility and Making Decisions: Children recognize that individuals within a community of people must follow rules, accept responsibilities, share ideas, cooperate, negotiate to problem solve and make decisions.*
- *My Country: Children recognize the United States as their “home” and identify it on a map or globe and. They will also identify the American flag and the National Anthem as well as individuals who have made contributions to history, past and present.*
- *My Community – Now and Long Ago: Children recognize the characteristics of a community, (landforms, climate, bodies of water) and human characteristics (jobs, language spoken, homes, recreation etc) They recognize their home and school community on a map in relationship to landmarks such as the State House*
- *Daily Life in a Global Community (Japan and Ghana Now and Long Ago)*
- *Children recognize how people in a global community. They explore through books, videos, pictures, songs, CDs of countries unlike those with which they are familiar.*

### Kindergarten Social Studies

Based on the Citywide Learning Standards

- *Myself: Children learn that each person is special and the differences among individuals.*
- *My Family: Children identify the characteristics of a family and their connection to a family and family members and recognize that all things change*
- *My Need for Food: Children learn about the basic need of all humans for food, clothing and shelter. They recognize that food items come from many different locations and how science and technology have influenced the production, preservation and presentation of food items.*
- *My Need for Clothing: Children recognize that climate, seasons, place and customs influence the kinds of clothing worn.*
- *My Need for Shelter: Children recognize that geography, climate and natural resources have an influence on the kind of home in which one lives and different kinds of homes and furniture.*

- *My School: Children recognize their school is a community in which they are equals, and in which all must be considerate of others for it to be a good place to work, learn and play. They recognize that a school is divided into parts and that workers have a role within a school. They practice rules such as respect for others, for property, cooperation with others, shared responsibility, diligence and honesty.*
- *My Community: Children recognize their community and its buildings/homes, role of individuals in it and the kinds of transportation within a community.*
- *Days, Weeks, Months, Seasons, and Time: Children learn that time can be measured in minutes, hours, days, weeks, months and years.*
- *My World: Children identify the physical characteristics of the world around them and can distinguish one feature from another.(e.g.: land from water and/or a mountain from a tree.)*
- *Celebrations: Children recognize the ways of celebrating and the reason that celebrations differ by groups, nations or individuals.*

### **K0-K1 (Preschool) Social Studies**

Based on the OWL Curriculum and the Massachusetts Early childhood Guidelines

**Living, learning and working together:** Children learn about meaningful routines that help them develop a sense of sequence. They learn time frames (past, present and future) and vocabulary related to time. They develop an understanding of cause and effect. They engage in experiences that help them build a sense of direction. They participate in simple mapping experiences related to their immediate environment.

**My School and my Community:** Children learn about their need to follow rules, accept responsibilities and make decisions and about values such as honesty, courage, friendship and respect. They learn about different kinds of jobs and about buying and selling.

**My Country and my World:** Children learn about the concepts national holidays and celebrations and about the American flag, its colors and the music of the National Anthem. They learn the name of the President and the words of the Pledge of Allegiance.

### **PHYSICAL EDUCATION**

Children learn movement patterns which enable them to effectively participate in an ordered sequence of activities. These skills are achieved through games, ball skills, rhythms, team sports, and outdoor activities. The goal is to achieve fitness through stunts and skills. There are six areas of instruction that classes focus on:

**Sensory Motor Activities:** Children learn about body awareness, spatial organization, visual tracking, auditory and visual discrimination, auditory sequencing, directionality, visual motor memory, balance laterality, auditory memory and vocal recall.

**Non-Locomotive Activities:** Children learn about stationary movement, such as bending, stretching, twisting, swinging, pushing, pulling, hanging, standing, kneeling, lifting, and pivoting.

**Locomotive Activities:** Children learn about walking, running, hopping, jumping, leaping, sliding, galloping, dodging, and rolling.

**Physical Fitness Activities:** Children learn about agility, strength, speed, endurance, flexibility, rhythm, and muscle tone.

**Eye-Hand Activities:** Children learn about hitting, throwing, catching, and bouncing a ball.

**Eye-Foot Activities:** Children learn about it through kicking a ball.

Each child experiences independent play and playing with others. Your child should be appropriately dressed in loose fitting top and pants and wear or bring sneakers on the day they have Physical Education class. This is necessary for maximum comfort, freedom of movement, flexibility, and safety.

## VISUAL ARTS

Children are active participants in daily art activities.



**Visual Perception:** Children explore through hands-on experiences to discover and enjoy beauty and to use the arts to express and represent ideas, experiences and emotions.

**Self Expression:** Children experience an increased awareness towards self and the environment, both natural and man-made.

**Understanding and appreciation:** Children respond to artistic creations and events and begin to recognize the cultural and historical connections with the arts.

**Literacy Development:** Children learn through art experiences that open the door to the ever-widening world of language about color, texture, line, shape and form in order to develop the early learner's curiosity, imagination and ingenuity.

## Music and Literacy

All students at the Baldwin will learn a variety of songs from America and from other cultures. We will also investigate a supplement to our curriculum called "Bridges **to** Asia". Classes will also be infused with literacy concepts such as letters, consonants, vowels, and rhyming.

**In Kindergarten and Grade 1:** Children explore musical elements such as pitch, melody and rhythm through the Silver Burdett "Making Music" curriculum.

**In K0 and K1 (Preschool),** Children learn many songs that have to do with the world that we are discovering, as well as about rhythm instruments.

## TECHNOLOGY

Children are instructed in the content areas using technology to integrate curriculum being taught in the classroom. They learn about the parts of the computer and technology vocabulary and the proper use of hardware and software. Our computer lab is used to enhance the classroom projects of K2 and Grade 1 students. Students receive technology instruction based on a needs assessment and Boston Public Schools technology competencies.



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## **SPECIAL SERVICES**

### **Physical Therapy**

Physical Therapy is a service provided to students who exhibit gross motor problems and physical disabilities or difficulties. It addresses areas concerning a child's gross motor development, balance, coordination, motor control, muscle tone, range of motion, functional mobility and ambulation skills. After a formal evaluation, a program is designed and implemented by the physical therapist to help the child improve in any of the above areas. It may consist of strengthening exercises, balance activities, practice in motor skills, adaptations to classrooms and other physical activities to help the child improve in their areas of difficulty. Suggestions to staff to help the child achieve his or her maximum functional mobility and independence are given. In addition, recommendations to parents may also be given.

### **Occupational Therapy**

Occupational Therapy is a related service provided to students with fine motor, oral motor, visual motor, visual perception, and sensory integration difficulties. It also addresses areas concerning a child's organizational skills, functional mobility, play skills, self-help skills, and psycho-social skills to facilitate a child's performance in the school setting. The Occupational Therapist focuses on maximizing the child's classroom functioning. Some specific skills the Occupational Therapist addresses include cutting with scissors, coloring, tracing and printing letters. These services are provided in close collaboration with the other professionals on the interdisciplinary team.

### **Behavior Management**

The Baldwin is committed to helping each child grow and develop according to his or her individual developmental timetable. We have a partnership with the Franciscan Hospital. Children within the school need to develop age appropriate behaviors. The goal of teachers is to provide the child with reasonable limits on behavior so that the child can develop internal self-controls. These limits, and how to maintain them, develop from the individual relationships between the child and the Baldwin staff. It is our belief that by modeling appropriate behavior and rewarding desired behaviors with genuine praise, we can assist the child/children in developing their own rules for behavior. Children are encouraged to practice skills that allow them to resolve conflicts and have their needs met without the use of negative or destructive behaviors, such as pushing, hitting, fighting, the use of profanity, or defiant or disrespectful behavior directed toward peers or staff. These skills are reflected by our four overall school rules: Be safe, Be respectful, Be friendly, Be a good listener.

When situations occur which require intervention, teachers provide the child with a clear explanation as to why a specific behavior was inappropriate and help the child to find an alternative behavior that fits within the classroom guidelines. In the event that a child engages continually in inappropriate behavior, the child and the teacher will engage in a conference with the Principal. Following the conference, the children's parents will be notified. Should the behavior continue, a parent conference will be arranged, and a more appropriate behavior plan for the child will be developed. Staff may seek the parents' input in developing consequences for a child's behavior. The Baldwin staff will be happy to discuss the child's classroom rules and responsibilities at any time with parents. Individual and group counseling is available at the Baldwin as well as participation in play groups.

### **Baldwin Early Learning Pilot Academy / Franciscan Hospital Partnership**

Our partnership with Franciscan Hospital allows us to provide the Baldwin with on-site counseling services. There will be one full time mental health professional and two part-time professionals available at the school to provide consultations to teachers and direct services to children who may need assistance.

- **Morgan Seeney**, LICSW is a clinical psychologist. She is on-site three days a week. Her office is to the left of the gym/auditorium. Morgan is also the site manager for the Baldwin so if you have any questions or wish to have your child receive treatment services please speak with her directly. Parents may reach her through the school number 617-635-8409.

The services that Franciscan professionals provide include individual and group counseling, parent guidance, medication evaluations and crisis intervention. In addition, the on site mental health professionals are able to provide consultation to the school and will supervise the playgroups described below. It is important for parents to be aware that students of the Baldwin will only receive counseling services with parent consent. There are many reasons why children start treatment.

Treatment may be able to reduce anxiety, decrease aggressive behaviors, relieve symptoms of depression or help children express feelings during a difficult time. If a parent would like to access services or is unsure if treatment is necessary for their child they should feel free to contact Denise Henneberry. Parents may leave Dr. Denise a message at 617-635-8409, The prevention playgroups (described below) will be made available to any student attending the early learning center.

### **Play Groups**

Social skills building play groups consist of pairs of children who play under the supervision of a psychologist. As children play, they develop and sustain special peer friendship and negotiate the inevitable conflicts that arise without resorting to physical aggression. Optimally, in the context of this friendship, the children will form a foundation for the further development of social negotiation skills over time. These groups may be particularly useful for children who have some difficulty sustaining their play partnerships but almost all children find such groups to be fun and enjoy the individualized attention.

## **ASSESSMENTS AND PERFORMANCE GOALS**

### **Quality School Plan (QSP)**

Teachers at the Baldwin review yearly the assessment results of student progress to come up with grade level and school-wide goals. These goals are designed to improve instruction in the areas of Language Arts (reading and writing), Math, Science and Social Emotional development. Teachers in conjunction with the school administration develop specific strategies and action steps to eliminate the achievement gap between boys and girls and between the White, Black and Hispanic children Consistent with Boston Public Schools, policy, the Baldwin is committed to making progress in the seven essentials of whole school improvement: **1)Effective instruction**, the core essential, **2)Looking at student-work and data** in each academic area; **3)Professional development** to improve instruction; **4)Shared leadership** to sustain instructional improvement; **5)Resources** to support instructional improvement and improved student learning; **6)Families and community** to support student learning and engagement; **7)Operational Excellence** to maintain high levels of effectiveness, efficiency, and equity.



## **Personal and Social Development**

Students are assessed with the Work Sampling System in self-concept, self-control, approach to learning, interactions and conflict resolution. The Baldwin performance goal is Proficient.

### **Literacy**

**Grade 1** students are assessed in reading with the mCLASS DIBELS and TRC reading assessments. The BPS end-of-year performance goal for the TRC is level I/J. The DIBELS is used to assess mastery in specific reading skills. End-of-year subtests are: Phoneme Segmentation Fluency, the BPS performance goal is 35+ sounds/minute; Nonsense Word Fluency, the BPS performance goal is 50+ words/minute; Oral Reading Fluency, the BPS performance goal is 40+ words/minute. Students are assessed in writing with the Developmental Writing Continuum (KASW). The BPS performance goal is 9 or Transitional Spelling. Student's receptive vocabulary in English is assessed with the PPVT. The Baldwin performance goal is age-equivalent.

**K2 students** are assessed in reading with the mCLASS DIBELS and TRC reading assessments. The BPS end-of-year performance goal for the TRC is level B/C. The DIBELS is used to assess mastery in specific reading skills. End-of-year subtests are: Letter Naming Fluency, the BPS performance goal is 40+ letters per minute; Phoneme Segmentation Fluency, the BPS performance goal is 35+ sounds/minute; Nonsense Word Fluency, the BPS performance goal is 50+ words/minute; Oral Reading Fluency, the BPS performance goal is 40+ words/minute. Students are assessed in writing with the Developmental Writing Continuum (KASW), the BPS performance goal is 7 Invented High Frequency. Student's receptive vocabulary in English is assessed with the PPVT. The Baldwin performance goal is age-equivalent.

**K0 and K1** students are assessed in Language and Literacy with the Work Sampling System in listening, speaking, literature and reading and in writing. The Baldwin performance goal is Proficient. Students' emergent literacy skills are assessed with the PALS, in the spring of the K0 year and fall, winter and spring of the K1 year. Student's receptive vocabulary in English is assessed with the PPVT. The Baldwin performance goal is age-equivalent.

### **Math**

**Grade 1 and K2** students are assessed in math using math benchmark checklists in number sense and counting, addition and subtraction, story problems and geometry. The Baldwin performance goal is grade level proficiency in each area.

**K0 and K1** students are assessed in math with the Work Sampling System in their approach to mathematical thinking, patterns and relationships, number concepts and operations, geometry and spatial relations and in measurement. The Baldwin performance goal is Proficient.

### **Science**

**Grade 1, K2, K1 and K0** students are assessed in scientific thinking with the Work Sampling System in Inquiry, Physical Science, Life Science and Earth Science. The Baldwin performance goal is grade level proficiency in each area.

### **The Arts**

**Grade 1 and K2** students are assessed in art with the Work Sampling System in Expression and Representation, and Understanding and Appreciation.

**K0 and K1** students are assessed in art with the Work Sampling System in Expression and Representation, and Understanding and Appreciation.

### **BPS/Baldwin Early Learning Pilot Academy Report Cards**

Parents of students in **Grade 1 and K2** will receive a report card of their progress in language arts, math, history and social studies, art, music, science, physical education and personal and social growth. Report cards are issued twice a year in K2 and three times in the Grade 1 year.

Parents of students in **K0 and K1** will receive a report from the Work Sampling System about their child's progress in language and literacy, numeracy, science, physical development, group participation and emotional development during parent/teacher conferences at least three times a year.

## **SCHOOL POLICIES**

**\*\*\*These policies are necessary to ensure the safety of your child.\*\*\***

When a child is enrolled in the Baldwin, the child's parent(s) or guardian(s) will be asked to fill out an Emergency Card and pick up authorization form that indicates in writing all individuals with permission to pick-up the child from school.

### **Student Pick-Up Policy**

- Parents must enter the school through the main entrance on Corey Road. Parents must carry a parent pass when entering the building and show the pass when ringing the bell, to the left of the front door, prior to entering the school building. Parents who do not possess a parent pass need to report to the main office to obtain a visitor's pass.
- Parents must fill out a Parent Pick up form giving explicit written permission, listing by name all adults authorized to pick up your child. Individuals not listed on the form will not be allowed to pick-up your child. Parents, guardians, and authorized individuals may be asked for some form of identification when they pick-up their children. Any special circumstances need to be approved by the Principal.
- K0-K1 children must be dropped off and picked up DIRECTLY at the door of your child's classroom.
- The Baldwin assumes that both parents have legal custody of a child. Either parent will be allowed to pick-up or to authorize a designated individual to pick up a child, unless the school is given a document that indicates otherwise.

### **Emergency Information**

An Emergency Form must be completed before your child starts school, ideally when you come in for our new student orientation in the spring. Any changes in this form must be provided to the office immediately. The information on the Emergency Form must include:

- Work and home phone numbers for parents;
- TWO other emergency numbers (NO ANSWERING MACHINES please) who can be contacted in case your child becomes ill or experiences any crisis or emergency when you cannot be reached or are unavailable to pick-up your child.

### **Arrival and Departure**

- Drop off time for children is between 7:15 am and 7:45 am in each child's assigned classroom. All parents must sign in and sign out their children in their classroom.
- Children who arrive after 7:45 a.m. are marked tardy and must report to the office with their parent to sign in and receive a late pass and then proceed to the classroom.
- Buses are scheduled to arrive at the school by 7:30 AM and depart by 4:45 PM.
- Pick up times for parents are 3:15 and 4:30 PM. Please adhere to these times to maximize instructional time.
- Parents must request a change in pick-up plan (switching from taking the bus to being picked up or vice versa) no later than 4:00 PM on the day of the change.
- The school parking lot is for staff use only. Please do not block other cars when you drop off or pick up your children. Please be considerate of our neighbors by not blocking driveways.

### **Nap Time, Clothing, and Toys Policy**

K0-K1 children nap each day. All children play outside each day, except in severe weather.

- To ensure the comfort of your child, please make sure that s/he has these items at all times.
  - Parents are required to provide appropriate items of linen and clothing for each activity, which must be labeled with the child's name.
  - For nap time, each child may bring a small pillow and a blanket.
  - For play time, each child needs two complete changes of clothing, including underwear, socks, pants, and a shirt.
  - In winter parents must send their child to school with coat, hat, mittens, snow pants and gloves adequate to keep the child comfortable during outdoor play.
- Each child's possessions are kept in a cubby specifically designated for this purpose.
- Blankets and pillows will also be sent home every Friday to be cleaned and should be brought back on Mondays.
- The Baldwin discourages toys brought to school.
- Children specifically must NOT bring toy guns or weapons to school.

### **Early Release Days**

Every Wednesday will be professional development for the staff. Parents must pick up children by 11:30 a.m. Buses will pick up children by 11:30 on that day.

The Wednesday prior to Thanksgiving and the last two days of school in June are Boston Public Schools Early Release Days. On these days, buses will depart the school at a time designated by the BPS Transportation Department. Parents will receive notification of these special dismissal times at least one week in advance.

### **Snow Days/Delayed Opening**

There may be days on which the Baldwin is closed or delayed in opening due to inclement weather. The Baldwin will follow the school closing procedure for the Boston Public Schools.

#### **In the event of a delayed opening:**

- buses will pick-up children at the times designated by Boston Public Schools;
- parents who drop off their children must adhere to the drop off times.

#### **In the event of early dismissal because of weather conditions:**

- parents will be notified at home or at work via a Connect-Ed phone message;
- parents must come directly to pick-up their children.

#### **Announcements will be made on the internet, television and radio:**

[www.cancellations.com](http://www.cancellations.com) and [www.bostonpublicschools.org](http://www.bostonpublicschools.org).

TV stations: WBZ-Channel 4 1030 AM WHDH-Channel 7 850 AM

### **MEAL POLICIES**



- Through the Boston Public Schools free breakfast and lunch program, the Baldwin provides free breakfast and free lunch to all students.
- All tables are washed with soap and water after each sitting.
- Children with food allergies will have an allergy free table where they will be able to eat with a peer and a supervising adult.
- Children are prohibited from sharing or trading food/snack to avoid a potential allergic reaction in another child.
- Kitchen staff will receive a list of all children who have food allergies and training will take place to determine the food safety needs of every child and the allergy action plan should an allergic reaction ever occur.
- Whenever possible, attempts will be made to learn about the ingredients in the school meal to avoid ingestion of a possible allergen.
- The Baldwin provides afternoon snack for all students. Please send a morning snack for your child.

### **STUDENT ATTENDANCE POLICY**

Regular attendance is very important to every child's learning. All Students are expected to arrive every day at school by 7:45 a.m. and remain at the school at least until 1:30 p.m.

- Calls by parents or guardians should be made by 10:00 a.m. on the same day the student is absent to have it count as "excused". Four or more consecutive absences require a doctor's note to become excused.
- Absences because of trips as a result of family obligations and emergencies must be requested in advance in writing and approved by the Principal and the classroom teacher.
- 3 unexcused absences per quarter and 12 unexcused absences or more per year may result in failing grades and/or grade retention
- 3 unexcused tardies may result in one unexcused absence

**Unexcused Absences/Tardiness:**

Are those for which parents/guardians do not call on the day the student is absent and students do not bring a note after four days of consecutive absence. Unexcused Absences/tardiness include:

- trips during school time without prior teacher and/or Principal approval;
- illness of an extended family member;
- conflict with parents' schedule;
- students' arrival at school after 7:45 (for reasons not listed under Excused Absences below).
- All students who arrive after 7:45 am must be checked in with the office before going to the classroom, otherwise they will be listed as absent.

**Excused Absences/Tardiness:**

Are ONLY those listed below:

- Illness, injury or medical circumstance that prevents your child from attending school or from arriving on time; family obligations or emergencies; religious holidays;
- a death in the immediate family;
- court appearance; suspension from school;
- visits to Special Education private schools;
- sessions at a Counseling or Intervention Center; medical or psychological assessments;
- students with reasons that could not be prevented will be marked "constructively present";
- other reasons as approved by the Principal

**Student Support Team/Attendance Review Team**

The Baldwin's Student Support Team Members meet once a week to support teachers and students: Principal, School Nurse, Student Support Team Chair, Psychologist, Speech Therapist, Social Worker, Evaluation Team Facilitator, Occupational Therapist, Physical Therapist, Teacher of the student/class involved

At the start of each school year a new Student Support Team coordinates and monitors the attendance improvement initiatives in our school. The team will consist of an administrator, teachers and support staff:

- Students at risk of exceeding twelve unexcused absences for the year will be referred to the team by their classroom teacher.
- This team is responsible for discussing the reasons for excess absences and tardiness.
- The role of this team is important in understanding the excess absences and tardiness in our school.
- The team will review each case at the end of each marking period and develop recommendations to assist the students and their families.
- The recommendations will be sent to and signed by a parent/guardian.

## **SCHOOL-BASED RULES**

### **Section 1: Baldwin Early Learning Pilot Academy Social Expectations for students**

#### **Do your best**

- Complete task assignments
- Make good choices
- Be truthful

#### **Be safe**

- Behave and remain in your seat on the bus
- Keep hands and feet to yourself

#### **Be friendly**

- Appreciate individual differences in others
- Share and be kind with others
- Help others

#### **Be respectful**

- Be polite to everyone
- Care for the environment inside and outside the school
- Use inside voice in the classroom
- Use appropriate bathroom behavior

#### **Be a good listener**

- Wait for your turn
- Follow directions

#### **Always do your best**

#### **Strategies to Motivate Students to Behave Appropriately**

- Encouragement and praise
- Eye contact and smiles, non-verbal praise
- Earn a special time, responsibility
- Phone call or note home praising child for accomplishments
- Use Student Support Team to identify strategies to encourage student appropriate behavior

#### **Helping Children Make Positive Choices:**

- Visual cue/verbal reminder of rules
- Redirection (guide student to another activity or location)
- Give child a warning and have child model appropriate behavior
- Staff discussion of problem behavior in a child
- Plan to improve behavior
- Notification of plan to all other adults involved with child
- Acknowledgement by child of the behavior that needs to be improved
- Time-out (1 minute per age of child)
- Loss of a privilege/activity
- Phone call to parents
- Parent/staff conference
- Parent/staff/principal conference

## **Section 2: Student At-Risk Behaviors**

### **Repeated Behaviors**

- Threat to self or others (violent speech, use of objects/toy weapons)
- Purposeful biting, hitting or kicking
- Inappropriate touching
- Destruction of school property
- Running from assigned area
- Failure to respond to classroom rules

### **Action Steps**

- Classroom teacher makes an assessment of the problem and files an incident report.
- Principal and School Nurse and School Psychologist are notified and a thorough review and discussion of the cause of the problem will take place.
- Classroom teacher notifies parents.
- Student is moved to a safe area of the classroom by staff member if needed.
- If necessary, student may be removed from the classroom by a trained staff member.
- Student will be monitored until s/he is ready to rejoin classmates.
- Baldwin staff may restrain a student whose actions are likely to result in physical injury to any person including the student. (BPS Code of Discipline, Section 18, p.46).
- In extreme cases, student may be suspended from school in accordance with the Boston Public Schools Discipline Code (Section 7, p.15) and (Section 14, pp.39-45) for a student with disabilities. (Available at the Baldwin office or at [www.bostonpublicschools.org](http://www.bostonpublicschools.org))

## **Section 3: School-based Rules for Parents**

### **School-Based Rules for Parents**

- Upon arrival at the school, parents must use only the Corey Road entrance and must show their parent badge to the camera on the left side of the entrance door. If you do not have your badge, you must report to the office for safety reasons.
- If a parent brings a K0-K1-K2 child to school the parent MUST walk the child into the building. These children are not allowed to enter the building alone.
- Doors open at the Baldwin **at 7:15 a.m.** No children are allowed in the building before that time.
- If a parent and child are early arrivals, the parent MUST remain with the child until a Baldwin staff is present. Baldwin staff are not available until 7:15.
- You and your child MUST arrive at your child's classroom by 7:45 at which time teachers will be ready to receive you.
- Parents must sign their children in and out if they bring them or pick them up.
- Parents are not allowed to use tobacco on school property.
- Parents are not allowed to raise their voices or use profane language in the presence of the children or on school premises.
- If a parent or an authorized person is suspected of being under the influence of drugs or alcohol when picking up his/her child from school or bus stop, the child will not be allowed to go with the inebriated adult, instead the child will be transported to the Mary Lyon School. Baldwin Staff may also contact the Massachusetts Department of Children and Families to request an investigation to question the custody of the child.

## **BUS RIDING POLICY**

School transportation is a privilege which can be revoked.

### **Expectations**

- Children must remain on the sidewalk until the bus comes to a complete stop;
- when the bus stops completely, children must file onto the bus and take a seat;
- children must wear seat belts if one is available,
- teachers and parents must discuss the bus riding policy with the children to make sure that all children sit down, keep their hands to themselves and remain in their seats for the entire bus ride;
- children on the bus must use soft voices in order not to distract the bus driver;
- children must listen to and follow any instructions given by the bus driver;
- a parent or guardian must meet their child at the bus stop, or the child will not be allowed to disembark.
- If a parent or guardian does not arrive to pick up their child at the bus stop, s/he will be taken to a designated school to wait for pick up.
- Food is not allowed in the bus to prevent any allergic reaction from children with food allergies.
- Bus drivers will be informed if there are any children with food allergies on their bus

### **Action Steps for Repeated behaviors**

- The bus driver will fill out an incident report and explain the problem to the staff member in charge of that bus.
- Staff member will notify the child's teacher and the Bus Coordinator.
- The Bus Coordinator will make sure that this information reaches the child's teacher the same day or the following morning.
- Teachers must send a copy of the incident report to the child's parent for parent signature.
- On the first incident, the child's teacher will speak to the child and will receive a warning,
- On the second incident, the child's teacher will speak to the child and the parent,
- On the third incident, the child's teacher will arrange for parent/teacher/Principal conference,
- On the fourth incident and any incident thereafter, the child will be held at the school until the family comes to get the child and meet with a school administrator.(this applies to morning and afternoon buses)
- If behavior continues, the child may be removed from the bus for the remainder of the school year.

## **HEALTH POLICIES**

Good health is a combination of physical, emotional and social wellbeing. Parents are responsible for protecting and maintaining the health of their children. The school nurse is responsible for working with students, parents, teachers and the community to promote, maintain and improve the health of all students at the Baldwin

### **Health Requirements**

In order for a child to attend the Baldwin parents must provide the school with the child's:

- Record of Immunizations as required by the Commonwealth of Massachusetts;
- Report of a physical examination completed by a doctor within a year prior to enrollment;
- Medical information on the Emergency Card ;
- Pertinent health history, such as allergies and chronic conditions
- Primary health provider's contact information to be kept on file

### **Hygiene**

Hygiene is an important practice at the Baldwin: In order to maintain hygiene standards and reduce the risk of contamination, the school maintains the following policies.

- Children's heads and general body hygiene are checked periodically by the School Nurse
- Children must wash their hands upon arrival at school
- All toys, mats, and similar property are washed regularly with disinfectant.
- Children and adults wash their hands before eating (breakfast, snack, and lunch) after sneezing, blowing one's nose, coughing into one's hands
- Disposable gloves are used when handling bodily secretions such as blood, vomit, urine, saliva, or nasal discharge.

## **Food Allergies**

Six foods cause 90% of food allergy reactions in children (American Academy of Allergy Asthma and Immunology: *Food Allergies and Reactions*, 2006):

Milk and dairy products  
Peanuts  
Soy  
Egg  
Wheat and gluten (rye, barley and sometimes oats)  
Tree nuts

### **Family's Responsibility about allergies**

- Notify the school administration, nurse and staff that work with your child about your child's allergies and their allergy action plan.
- When appropriate provide a presentation at the beginning of the school year about your child's needs and precautions to your child's teachers and specialists.
- Provide the school nurse with physicians' medical statement about allergy testing and cross contamination precautions.
- Provide written medical documentation, instructions, and medications as directed by a health care provider.
- Provide the school nurse with labeled medications and replace medications after use or expiration.
- Develop a plan with the school team that accommodates the food and eating needs of your child in the classroom, cafeteria, and field trips and special events.
- Provide the classroom with a small supply of edible snacks for the student
- Review intervention guidelines with the school staff and the child (if age appropriate) after a reaction has occurred.
- Provide emergency contact information and note allergies on emergency card.
- Teach your child how to manage his/her allergies in an age appropriate way. In an effort to accomplish this, parents are welcome to meet with the classroom staff and attend field trips and functions.

### **Teachers' Responsibility about allergies**

- Teachers will post the Baldwin allergy list in the classroom emergency information area and inform all adults of the allergies and other medical conditions of the students in that class.
- With parent permission, at the beginning of the year or as soon as an allergic child arrives, all parents in a classroom where there are food allergies will be notified via classroom newsletter, about the particular allergies of children in that room.
- Teachers will inform the nurse and families if it appears that a child had an allergic reaction.
- Teachers will work with the nurse to identify the allergy action plan for the individual children with allergies.
- Become aware on a daily basis of the foods being served and the food brought from home.
- Do not allow children to trade or share food
- Do not allow an allergic child to eat something if you do not know the ingredients
- Read food labels or have an adult read labels
- Do not allow children to share forks, spoons, straws or medicine,
- Know what the allergic reaction of adults and students feel and look like
- Teach your students about how allergic reactions feel and look like
- Whenever possible, avoid using allergens for class projects (art, crafts, science experiments, cooking). If this is not possible, parents must be notified in advance so they may provide a substitute for the child.
- Extra care must be taken for allergic children during birthday or holiday celebrations which may involve the use of allergen. Allergens/foods during these times must be removed from the access of children immediately after the celebration has ended to minimize the chance of ingestion.
- All adults in the class must be familiar with the Baldwin emergency plan and in case of an emergency must communicate with the nurse/office via walkie talkie and/or sending a designated person, or a cell phone.

### **Nurse responsibility about allergies**

- Nurse will provide the Baldwin with the list of all children with allergies.
- Nurse will identify and keep the allergy action plan for all students at the school
- Nurse will make sure that each classroom which has a child with a medical condition has a medical action plan posted in a designated area of the classroom.
- Nurse will provide in-service training and education for all staff regarding food allergies and allergic reactions including anaphylaxis (life-threatening reaction) as well as risk reduction procedures, emergency procedures and how to administer the Epi pen and where to store it safely.



- At the beginning of each year, nurse and office must work together to make sure that all new personnel are trained regarding food allergies and other medical conditions in the school.
- Nurse will create a contingency plan in case s/he is not available and inform the school about it.
- Nurse will create a set of written procedures for the office to give to any new personnel to make them aware of children who have allergies and their action plan.
- Nurse will attend all field trips to safeguard the medical needs of all of the children and prevent any medical emergencies.

## **Childhood illness**

### **Minor Illness**

Children do not need to be excluded for other minor illnesses unless:

- They are too sick to participate comfortably in program activities.
- They need more care than the staffing level allows
- They have unusual lethargy, irritability, persistent crying, difficulty breathing, or other signs of possible severe illness.

### **Illness**

As a staff, we make every effort to create a healthy environment for your child, and we emphasize good health habits. We ask for your cooperation in this regard.

For this reason we request that you not send your child to school if he or she is not able to participate in his or her usual activities. Children experiencing the following conditions should remain at home until the specified improvements in their condition(s) occur:

- **Chicken pox**, for five days after the onset of the rash or when all lesions have dried and crusted, whichever is later.
- **Diarrhea** (more than the child's normal number of stools, with increased stool water or decreased form) that is not contained by diapers or controlled by toilet use, or stools that contain blood and/or mucus. Diarrhea can be extremely contagious and may be caused by parasites or bacteria. Medical attention may be necessary. A child with diarrhea should be diarrhea free for 24 hours and has returned to a normal diet before resuming school activities. Please be aware that clothes that are soiled as a result of diarrhea will not be sent home.
- **Cold**: A child suffering from a cold should stay at home during the first days of that cold, which is when cold symptoms are most contagious. The child may return to school when his or her cold symptoms have mainly subsided and when s/he can interact normally with fellow students and staff.
- **Fever**: A child who has a fever during the morning hours or who had a fever in the course of the preceding night, should remain at home until he or she has been fever-free for a 24-hour period.
- **Head lice**: A child with head lice may return to school when free of nits or 48 hours after treatment was begun whichever is later.
- **Hepatitis A**. It is a viral infection. Child is excluded for 1 week after onset of illness and jaundice (if any) has disappeared or until immune serum globulin has been administered to appropriate children and staff in the program within 2 weeks of exposure, as directed by the health department.
- **Impetigo**, for 24 hours after treatment was begun.
- **Measles**, for 4 days after the rash appears.
- **Mouth sores** in a child who cannot control his or her saliva, unless the child's physician or local health department states the child is noninfectious.
- **Mumps**, for 9 days after onset of gland swelling.
- **Pertussis**, until 5 days of appropriate antibiotic therapy has been completed.
- **Pinworm** infection, for 24 hours after treatment was begun.
- **Purulent conjunctivitis** (pink or red conjunctiva with white or yellow eye discharge, often with matted eyelids after sleep, and eye pain or redness of the eyelids or skin surrounding the eye), for 24 hours after treatment was begun.
- **Rash** with fever or behavior change, until a physician has determined that the illness is not a communicable disease.
- **Ringworm** infection, until after treatment is begun.
- **Rubella**, for 7 days after the rash appears.
- **Scabies**, is a contagious disorder of the skin caused by a small insects or mites. Child may return to school after treatment has been completed.
- **Strep throat**, for 24 hours after treatment was begun and the child has had a normal temperature for 24 hours.
- **Tuberculosis**, until the child's physician or local health department authority states the child is noninfectious.

- **Vomiting** twice or more in the previous 24 hours, unless the vomiting is determined to be due to a **non-communicable** condition and the child is not in danger of dehydration.

## **Medications**

Please contact the health office for the Baldwin to ensure the health and safety of children needing medications and other health related accommodations during the school day,

### **School Nurse Responsibility about medications**

To ensure the safety of all the students, the Baldwin Nurse will inform parents to bring their child's medication to the school health office and will require the following from parents:

- Signed consent from the parent or guardian authorizing the School Nurse to give medication (prescription and over the counter). Written parental permission must be renewed yearly.
- Signed medication order written by your child's primary care provider (doctor or practitioner).
- Over the counter medicine such as Tylenol, Advil and Benadryl may be given according to standing orders from the Boston Public Schools Health Services School Physician. Medication orders must be renewed yearly.
- Medication not picked up by the last day of school will be discarded.
- The nurse will notify the teacher indicating the time of medication administration.
- The nurse will notify the classroom teacher if the medication is discontinued, or if any changes are made in the time of medication administration
- The nurse will provide medical information regarding medication or treatment (if he feels it is necessary) to the classroom teacher.

### **Teacher Responsibility about medications**

To ensure the safety of all the students, teachers will always direct a parent to bring their child's medication to the school health office and give it to the school nurse:

- Refer any and all medical information to the school nurse.
- Make arrangements to have the student brought to the health office at the designated time.
- If the student is absent, the teacher will make every attempt to notify the health office
- Under no circumstances should a student have any medicine in school without the nurse's knowledge.

### **Parent Responsibility about medications**

To ensure the safety of all the students, parents will always bring their child's medication to the school health office and give it to the school nurse:

- Parent or a responsible adult (whom you designate) must deliver medication to the school. No more than a thirty-day supply should be delivered to the school. Under no circumstances should a student have any medicine in school without the nurse's knowledge.
- Prescription medication must come in the original pharmacy labeled bottles, showing the student's name, medication, doctor's name and instructions. Please ask your pharmacy to provide separate bottles for school and home.
- Medication is NOT to be left with the classroom teacher, teacher's assistant, Principal or secretary.
- Medication must NEVER be left unattended (on the teacher's desk, etc.)
- Short-term medications such as antibiotics should be given at home. If the schedule requires the medication during the school day, pharmacy labeled medication, medicine orders and permission slip must be provided.
- Written medication orders and parental permission to give medication must be renewed yearly.

## **Injuries**

### **Serious Injury**

When a child incurs an apparently serious injury, the supervising teacher and/ or paraprofessional will notify the Principal and the School Nurse: The procedures listed below then are followed.

- If the severity of the injury demands immediate medical attention, the School Nurse will contact 911 and request an ambulance.
- The Baldwin will notify the child's parent or guardian about the injury. The parent or guardian will be directed to meet their child at the appropriate medical facility.
- The Baldwin will bring the child's medical information and Emergency Form to the medical facility.
- The School Nurse, the Principal, or another Baldwin staff member will accompany the child to the medical facility and awaits the arrival of a parent or guardian.

### **Minor Injury**

When a child incurs an apparently minor injury, the supervising teacher and/ or paraprofessional must notify the School Nurse. The procedures listed below then are followed.

- The school nurse or Baldwin staff members will administer any needed first aid.
- The child's parent or guardian will be called if the child suffers an injury.
- If appropriate, the Principal and/or the School Nurse may suggest that the child be taken for a follow-up visit with a doctor.
- If first Aid is not deemed necessary, notification of a parent or guardian is at the discretion of the School Nurse or attending Baldwin personnel.
- The school nurse maintains a central file of copies of all injury reports, so patterns of injury or other incidents can be monitored and safety in the program improved.
- Playground accidents due to collisions, slips and falls are not reportable, unless the condition of the premises or equipment, or the level of supervision causes them.
- A parent or guardian who wants to be notified of ALL injuries, regardless of severity, must make such a request to the Principal / Nurse in writing.

### **Toilet Training**

All K1, K2 and Grade 1 children are expected to be toilet-trained when they arrive at the Baldwin, unless otherwise indicated in the child's Individual Education Plan (IEP). Please let us know if your child is having difficulty in this area. Teachers will work with families as needed to support K0 children who are not yet fully toilet trained before starting school.

### **Child Abuse or Neglect**

To protect children from potential harm, Baldwin staff members are required by law to inform the Department of Social Services (DSS) of any case of reported or suspected child abuse or neglect. The Baldwin and Commonwealth policies followed include:

- filing an initial telephone report, followed by a written report within 24 hours using State Form 51A;
- maintaining a copy of this official report at the Center;
- requiring Baldwin staff to confer with the Principal before filing any such report.

## **CONTACTS**

### **Important Phone Numbers**

|  |                   |
|--|-------------------|
| Allston-Brighton Mental Health Services .....  | 617-787-1901      |
| Boston Public School Department .....          | 617-635-9000      |
| Harriet A. Baldwin Early Learning Center ..... | 617-635-8409/8410 |
| Mayor's Hotline .....                          | 617-635-4500      |
| Multilingual Office .....                      | 617-635-6547      |
| North Zone Parent Information Center .....     | 617-635-9010      |
| Parent/ School Hot Line .....                  | 617-635-9046      |
| Poison Control Hotline.....                    | 800 682 9211      |
| School Nurse .....                             | 617-635-8409/8532 |
| Special Education .....                        | 617-635-8599/7900 |
| Title 1 Office .....                           | 617-635-7750      |
| Transportation: Parent Hot Line.....           | 617-635-9520      |

### **Directions to the Baldwin Early Learning Pilot Academy**

BY SUBWAY or BUS: From Roxbury Crossing, the Allston bus (Rt 66) to Commonwealth Av. Change to Green Line "B" to Washington St. Walk along Washington Street to Corey.

BY CAR: Mass Pike to exit 18, Allston exit. Stay on Cambridge St., a sharp left on Brighton Av., a right on Allston St. to the end; a left on Washington St., a right on Corey.