



Turn Back Time

Turn Back Time

250 Marshall Street Paxton MA 01612
(978) 760-3707

Family Handbook



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Welcome

Dear Farm School Families,

We are very excited that you and your family are going to be part of our Farm School programming! We hope this handbook provides you with the information you need to have a successful experience here. Please feel free to contact us with questions or concerns throughout the school year. We are very much looking forward to this opportunity of working with your child and getting to know you and your family over the course of the coming school year.

We offer year-long camp options for preschool and kindergarten age children here at Turn Back Time. These classes are for children ages 3 to 6 years old. School year programs are scheduled Monday through Thursday from September to June, with hours varying depending on the program. These programs are based on the principles of a Forest Kindergarten/Nature Preschool model, which is a child directed program that runs primarily outdoors.

Turn Back Time also offers seasonal programming for Homeschool and After School groups (Critter Catchers). These programs may be supplementary to other schooling, whether it be homeschool or public.

Student's activities are centered on nature exploration, farm education and play. Our program is primarily an outdoor program; however we do have an indoor space when weather conditions are unsafe.

Welcome Aboard!

Lisa Burris

Getting to Know our Program and Directors

Lisa Burris, Founder

Elizabeth “Lisa” Burris is the visionary behind Turn Back Time in Paxton, Massachusetts, a small nonprofit organization with a mission to help individuals recognize nature’s ability to teach and heal while fostering a connection to nature and their innate (unique) brilliance.

Lisa and her husband, Jim, have raised 6 children, 3 of whom came to their family through a foster and adopt placement. All 3 have special needs. It was through her children that Lisa first recognized the fantastic effects that nature has as a great equalizer and healer, inspiring her to begin Turn Back Time (TBT), a nature-based education program for children of all abilities. Lisa felt it was her calling to create a space for children to activate their potential within a natural environment, as she had witnessed of her own children. The Burris family bought a farm in 2011 and began nature-based and place-based programming in 2012, with just a few preschool children and a red shed! By 2021 the program had expanded in programming and infrastructure, providing preschool classes, a kindergarten program, school-age enrichment programming, homeschool classes, after school programs and a booming summer camp program in a large barn, outdoor classrooms and yurts.

TBT has a goal of hosting as many under-resourced individuals as possible. They achieve this goal with integrated programming and by hosting several agencies that work with youth and young adults in residential therapeutic settings. TBT also works in collaboration with Worcester Polytechnic Institute, other area colleges and public schools, and organizations such as Scout troops and rehabilitation facilities to help create projects that create real sustainable change, not only on the farm but in the world at large, for the effects of this work ripple out in innumerable ways.

Professionally, Lisa holds a degree in Human Resources and has 30 years of experience in the field, as well as in business, administration, and accounting. After starting Turn Back Time and seeing the amazing affect nature has on children’s lives she attended Antioch University to study the pedagogies of nature-based education, place-based education and forest kindergarten; receiving a Master’s Certificate in Nature-Based Education in May of 2017. Lisa has worked with children as an Applied Behavior Therapist, taught preschool and school-aged children for 8 years, and is a trained foster parent for the state of Massachusetts. When Lisa is not at TBT she is busy travelling the world with her granddaughter, Izzy, or spending time with her large family.

Katie Baker, Director

Katie Baker is an early childhood educator with a passion for emergent curriculum and play-based learning. Throughout her early career Katie was blessed with strong role-models who excelled in understanding the developmental needs of young children. She prides herself in her ability to guide children in their individual growth and her knack for designing spaces that encourage engagement in learning.

Professionally, Katie is a nature-based early childhood educator and consultant. She has achieved a MEd in Foundations of Education, a BS in Early Childhood Education, an AA in Liberal Arts, a Masters Certificate in Nature-Based Education and is a licensed teacher in the state of Massachusetts. Katie has been involved in the field of Early Childhood Education for over 25 years and previously owned and operated The Neighborhood Playroom, a

nature-based daycare program in Leicester, MA. Katie enjoys giving back to the community through adult education, task forces, and various board positions.

At Turn Back Time Katie is the Director, teaches Kindergarten and after school programs, oversees college students doing IQP and MQP projects for Worcester Polytechnic Institute, and manages AirBNB rentals. She also guest lectures, gives speeches for like-minded professionals and assistant teaches classes at Antioch University and presents workshops all over New England.

Katie lives with her husband and two children in Leicester Massachusetts. She and her husband recently designed and finished a post and beam barn where her friends and family like to gather. While at home, Katie enjoys perennial and water gardening, watching wild birds, and reading with her children. The Baker family loves to explore New England in their camper, and spends much of their time at their family homes in Maine. Katie is a life-long learner and is often engaged in learning about the world around us.

Veda Bleau, Assistant Director

Veda Bleau is Assistant Director at Turn Back Time. She is consistently engaged in learning more about nature-based education, having acquired a Master's certificate in Nature-Based Education and pursuing a Master's degree Nature-Based Early Childhood Education, both at Antioch University. She graduated from Holyoke Community College and Worcester State University and has taught in both private and public school settings in Western and Central Massachusetts. Passionately teaching underserved and at-risk kids developed her professionally, but finding Turn Back Time's nature-based early education program has allowed her to bring her unique perspective and skills to the table in a holistic way, forming genuine connections with kids in all the exciting ways nature can provide. Veda is committed to working with nature to discover endless opportunities for kids to learn and grow, and provide a strong emotional and social foundation for overall confidence and relationship building. Veda is enthusiastic, vivacious, loud and committed. She is a talented and passionate cook, fiber artist, and outdoor enthusiast who loves to immerse herself in the New England seasons by camping, kayaking, hiking and snowboarding. She runs The Bleau Pig with her husband, Brad, selling their artwork, custom clothing and vintage treasures they score from scouring flea markets, thrift shops and old barns.

Our Team

Our staff for camp and school year programs come from a variety of backgrounds, but all of them have a desire to allow children to be educated in a natural setting and in ways that foster independence and autonomy. Our core lead staff all hold degrees in Education or related fields. All of our staff have submitted to background checks by the EEC and have been found suitable to work with children in the state of Massachusetts.

Find out more about our staff on our website: <https://tbtinc.org/our-team/>

Philosophy and Mission

Finish this sentence:

When I was a kid.....

Many of us would have an answer similar to “I went outside in the morning and didn’t come home until supper”. Choosing an outdoor program for your child in their preschool years will give them the opportunity to have similar childhood experiences. Unstructured nature based play is a near perfect fit with a young child’s developmental needs: Cognitive, Social/Emotional, Creative, Spiritual and Physical.

At Turn Back Time nature is the teacher. Our mission is to help individuals recognize nature’s ability to teach and heal. We accomplish this mission through nature exploration, farm education and play.

What is Forest Kindergarten? A Forest Kindergarten is a form of early education based on the German model of Wald kindergarten or Forest Children’s Garden. Learning takes place entirely outdoors, regardless of the weather. Children are encouraged to play, explore and learn in all seasons in a natural environment with adults nearby. Adults are there to play more of a consultant’s role and try to allow children an opportunity to direct their own learning.

Our program is a nature immersion, play based program. We use the natural world to encourage imaginative play, creativity, cooperation, empathy, healthy risk taking, and cognitive and gross motor skill development.

Some of our core beliefs include:

- Play is essential to every child’s development and the basis through which children navigate the world around them.
- The natural play setting provides sensory processing opportunities for children, which is essential to development.
- Outdoor play and farm education deal with childhood obesity on a systemic level.
- Inspiration is bred in the early years. Giving children the opportunity to be inspired through open ended play will foster creative adults.
- Allowing a child to face their fear on their own terms helps them to feel empowered and to develop strength and strategies to deal with life’s stress.
- Challenges help children grow. If we as adults take away the hard things, we take away the opportunities to be brave.

Life on the Farm

Every program at Turn Back Time is structured with a predictable rhythm and familiar patterns, while allowing for spontaneous learning opportunities within a intentionally crafted flow..

A typical day on the farm will include a predictable flow, such as this one:

Drop off at the Welcome Garden

Open ended play

Morning meeting

Snack time

Themed Based Activity

Animal Care

An Adventure (Farm or Forest Based)

Lunch

Time at “Home Base”

Dismissal

Below you will find some of the activities we use to inspire connection and learning:

- Animal Care – animals are an amazing source of learning for children. We can teach about farming, sustainability and science and biology. In addition to the academic subject matter animals provide, they also are a therapeutic influence and help to teach empathy, patience, and hard work.
- Gardening – gardening is another activity that can be used in a scientific and therapeutic way. We teach farming and biology and learn patience while we wonder at the life cycles of plants.
- Storytelling/ story acting – Stories are the ultimate form of communication. They develop language and imagination and help inspire confidence in children.
- Navigating and mapping – introduction to mapping helps improve cognitive development and sense of space.
- Animal tracking, stalking and camouflage – Animal signs and tracking help practice the fundamentals of pattern recognition that will later translate to reading skills. This also helps children connect to their environment, teach ecological concepts, and helps them understand their place in the larger community around them.
- Sensory awareness activities – exercising our senses sharpens them. For children interpreting our senses is a learning activity in itself. Focusing on our senses relaxes us and helps us to quiet our mind and body.
- Primitive skills – skills such as fire making and shelter building create hands-on activities that involve experiential problem solving and creativity. It helps build self-esteem and gives children a feeling of being at home in nature.

Guide To Weather

Gear Requirements

- Boots- For the winter we ask that all students arrive at Farm School with boots rated -30 or below. Most boots that have this rating are also waterproof.
- Mittens- All students should have multiple pairs of mittens in their backpack. At least one pair should be waterproof. We recommend the waterproof shell cuff mitten and several pairs of “cheap” knit type mittens.
- Layers- We recommend multiple layers under gear and find that including a layer of wool is beneficial. (I have purchased adult size sweaters from thrift stores and put them in the washer and dryer to shrink). Wool socks are essential for foot warmth and to keep feet dry.
- Outerwear required for winter is as follows
 - Rain suit- appropriate for 30 degrees or above even if it is not raining (when it is colder there is often dew on the ground and seating that doesn't dry up for several hours).
 - Snow pants and jackets– appropriate for 32 degrees or below.

Gear Guide

- 30 degrees or below:
 - a. Hat
 - b. Mittens
 - c. Winter Coat
 - d. Snow pants
 - e. Boots rated -30
 - f. Gator or scarf
 - g. Hand warmer
 - h. If it's raining add rain pants
- 40 degrees or below
 - a. Warm jacket and snow pants
 - b. Boots rated -30 no rain boots
 - c. Mittens
 - d. If it is raining add rain pants and raincoat
- 50 degrees
 - a. Warm jacket
 - b. Mittens in your bag
 - c. Long pants
 - d. Hiking shoes or warm boots. (no sneakers)
 - e. Raincoat and rain pants if it is raining
- 60 degrees
 - a. Closed shoes
 - b. Sweatshirt and long pants
 - c. Raincoat and rain pants if it is raining

Using Indoor Space

Turn Back Time strives to be an outdoor program for most of the year. We recognize that there are weather conditions that are not particularly conducive to us spending 100% of the day

outside. We aim to be outside for 75% of our school year. We have designated indoor space for each class. Guidelines for when classrooms will be utilized are outlined below. We recommend downloading the Accuweather app on your phone to monitor the “real feel” or “feels like” conditions throughout the day.

Cancellation

Turn Back Time may cancel classes if the “feels like” or “real feel” temp will remain below 15 degrees for the entire day (we may make an exception in the late winter when the sun is high. We have used a one hour delay with some success in the past few years). Turn Back Time uses Accu weather App to make that determination. Turn Back Time will cancel if Wachusett Regional School District cancels school due to inclement weather. We are not able to offer refunds or make up days for school cancellations.

Wind

Turn Back Time will stay out of forested areas if the winds are sustained above 20 miles per hour or there are gusts of 30 miles per hour according to the Accuweather app. If the winds are not that high in the app but staff feel it is unsafe to stay in the forested areas, they should leave the area and go to a more open play area on the farm.

Temperature

Turn Back Time’s preschool classes will be outdoors 100% of the day if the “feels like” or “real feel” temperature is above 30 degrees with no rain. If the temperature falls below 30 degrees, classes will be indoors for part of the day. If the temperature falls below 40 degrees and raining preschool classes will be indoors for part of the day.

Turn Back Time’s KinderKamp program has scheduled time indoors daily, and will make accommodations according to the above guidelines.

In the event of an emergency or urgent need, Turn Back Time teachers may bring children indoors at their discretion.

Program Information

Turn Back Time follows the Wachusett Regional School District for all vacations, holidays and snow days. <https://www.wrsdonline.net/calendars/WRSDSchoolCalendar.pdf>

For Convenience important days are listed below.

- August 28th Family Picnic for Incoming Families
- September 2nd First Day of School
- November 11th Veterans Day
- November 26th & 27th Thanksgiving Holiday
- December 22nd through January 4th Holiday Break
- January 19th MLK Holiday
- February 16-19 Winter Break
- April 20-23 Spring Break
- May 25 Memorial Day
- June 11th Last Day of Preschool and Kinderkamp
- June 11th End of Year Picnic and Moving on-Moving Up Ceremony

Enrollment Procedures

Enrollment for existing families opens on February 1st for the following September. Existing families are notified through Brightwheel and email and given two weeks to secure a slot before enrollment opens to the public. A non-refundable enrollment fee of \$100 plus a 10% tuition deposit is due at the time of enrollment. Families must make a first tuition payment by July 1st. Failure to pay the first tuition payment by July 1st forfeits their place and TBT may fill the slot with someone from the waitlist.

In January enrollment opens to the public for the following September. Families are notified via Constant Contact, social media or advertising. A non-refundable enrollment fee of \$100 plus a 10% tuition deposit is due at the time of enrollment. Families must make a first tuition payment by July 1st. Failure to pay the first tuition payment by July 1st forfeits the place, and TBT may fill the slot with someone from the waitlist.

Families may pay according to a 3 installment payment plan or pay in full to receive a 10% discount. Payment in full is due July 1st. The 3 payments are due July 1st, October 15th and February 15th. Families are asked to commit to the school year but if a family needs to withdraw their child from our program for unexpected reasons, we will make a partial prorated refund, less one month's fee.

Enrollment

Once enrolled, families of children will sign an enrollment contract. This contract confirms the class/days the child is enrolled, the fee and acknowledgement that Turn Back Time uses Brightwheel for all enrollment documents, billing and parent contact. Each parent is required to create a Brightwheel account and install the app on their phone. Through Brightwheel they will be required to fill out a profile for each child with emergency contact information and medical information. The families will upload required documentation through the app as well. Each child's enrollment paperwork must be on file before the first date of admission or the child will not be admitted to the program until the paperwork is received.

Turn Back Time hosts a parent information family picnic for all incoming families before the school year starts in September. This informational meeting is open to all. In addition the director and any staff are available by phone or Brightwheel message to answer any questions the parent may have.

Tuition

As a 501C3 Turn Back Time's goal is for ALL children to have access to our programs. If you need financial assistance, please contact Lisa and discuss options for financial support.

There is a nonrefundable enrollment fee due with your application. Full tuition payments are due July 1st if you are paying 3 equal quarterly payments these are due July 1, October 15 and February 15th. If you need to withdraw your child from our program for unexpected reasons, we will make a partial prorated refund, less one month's fee.

Please refer to your program's unique contract for current tuition rates.

Arrival and Departure

Each program has an arrival and departure time that is unique to that program, as we are currently implementing "staggered drop offs" to reduce traffic and contact flow for various day programs. We ask that you be prompt with your pickup and drop off times as our parking space is limited.

You may arrive up to 15 minutes prior to your assigned drop off time. For example, if your child's program begins at 9:00 a.m., please do not arrive before 8:45a.m. Departure time requires a prompt pick up. Meaning, if the program ends at 1:00 p.m., you are expected to be there for that time. We understand that things may happen outside of our control but ask for promptness at pick up time. If you arrive 5 minutes beyond your assigned pick- up time, you will be charged at a rate of \$1.00 per minute.

When entering the drop off area please pull as far forward as possible and over to the left. Be cautious of vehicles exiting the parking lot and make sure you are in full control of your children.

All children will be assigned a drop off and pick-up spot, either at the lower garden or at the farm gate entrance, depending on the program. You will sign in using the tablet at the entrance and then walk your child to their designated drop off spot, where their teacher will be. If you are running late or if your child cannot attend that day, please send a message via Brightwheel to inform the teacher of their tardiness or absence.

During pickup staff will dismiss your child to you after you sign them out using the tablet.

Turn Back Time primarily follows the Wachusett Regional School District calendar for snow days, holiday, and vacation closings. In addition, you will receive a Brightwheel message for unscheduled weather-related closings.

Parent Communication and Involvement

Turn Back time recognizes that communication and involvement are important for building a relationship between the program and the families. Turn Back Time encourages families to maintain an active role in the education and care of their child. Families have opportunities to connect with the program through our open door policy, the Brightwheel app, informal

discussions at pick-up and drop-off, formal scheduled conferences, by telephone and email. There are also occasionally opportunities for volunteering in the classroom or performing acts of service for the program.

Open Door Policy

Turn Back Time holds an open door policy for the families of enrolled children who are in attendance. Unannounced visits are permitted and encouraged. When performing an unannounced visit a parent shall arrive at the farm gate and ring the doorbell. A director or employee will greet them, admit them and accompany them for the duration of their visit. No one who is not an employee or expected guest of the program will have unattended access to the facility or any child in attendance.

Brightwheel

Turn Back Time uses an application called Brightwheel to manage communication with parents, student records, curriculum documentation, toileting and injury logs, attendance records and enrollment. All teachers have access to Brightwheel at all times throughout the day on their cell phones and office computer. Families are required to download and access Brightwheel as well. Through Brightwheel teachers have access to all emergency contact information and allergy information. Teachers send regular updates to parents about curriculum, and can send messages to individual families as needed. Parents can update their profiles, access a curriculum feed and contact teachers and directors.

Informal Discussions

Turn Back Time aspires to have strong working relationships with every family. We know that trust and relationships are key to creating a successful community. Teachers and directors greet families at pick-up and drop-off times, they are usually available to meet informally at these times. Informal discussions are acceptable ways to share small questions or concerns, quick notes about a child's progress, or small incidents that happened throughout the day or at home. Injuries and accidents may be noted at this time, while accompanied by a note in Brightwheel. Larger incidents or concerns will be addressed formally.

Formal Conferences

Families are able to request and schedule formal conferences with the educators or directors at any time. Educators and directors may request a formal conference as well. Formal conferences may be advisable upon receipt of progress reports, behavior that requires support, conflict within the program, conflict occurring at home, health and safety of a child or staff member, or any other reason. A family may request a conference at pick-up or drop-off, by email, phone, or the Brightwheel app. A director may request a conference at drop-off or pick up, by email, phone, or the Brightwheel app. All formal conferences will be scheduled according to the family's convenience and availability so as to ensure attendance. A record of the scheduled conference and attendees will be included in the child's file.

Telephone

Phone numbers for each child's family are recorded and accessible in the Brightwheel app, therefore easily accessible from every employee's phone. The director monitors the program's phone number. Parents are encouraged to communicate by calling the program's phone number, or request that a teacher or director contact them by phone using the number provided in Brightwheel.

Email

All admin staff have a Turn Back Time email that they are required to monitor. Families are encouraged to communicate with teachers and directors by email. Emails may be printed and included in a child's file if they contain relevant information about a child.

Classroom Visitors

Turn Back Time occasionally invites families to visit in the program. Some examples of visiting might be as a guest reader, to share a particular job or skill, to work in the gardens or with the animals, or to engage in a celebration. The director or teachers may extend an invitation to visit, or a parent might request an opportunity to visit the classroom. When a parent visitor arrives at the program they shall proceed to the farm gate and ring the doorbell. A director or employee will greet them, admit them and they will be accompanied for the duration of their visit. No visitors will have unattended access to the facility or any child in attendance.

Family Service

Turn Back Time values and appreciates the involvement of families in our community. The program occasionally invites families to become involved through service days, or individual service projects. These acts of service may include involvement in projects on the farm, engagement with a specific skill or talent, or other engagement in the community. If the act of service occurs on a day when the program is in session the volunteer shall proceed to the farm gate and ring the doorbell. A director or employee will greet them, admit them and accompany them for the duration of their visit. No volunteer will have unattended access to the facility or any child in attendance.

Family Input

Turn Back Time respects the relationship a child has with their family, and encourages families to work with the program to help their child receive the best possible care and education. Families may suggest program accommodations specific to their child to both the teacher and the director. The family may submit input through any mode of communication they are comfortable with. Turn Back Time will assess the accommodation and implement it when possible. Record of accommodations based on family input will be recorded in the individual child's file.

Communication with Non-English Speaking Families

Turn Back Time feels that communication with parents is an important part of building a community within our program and will make every effort to communicate with a non-English speaking family in an effective way. For formal conferences an opportunity to include an interpreter will be offered. All written communication will be translated to the family's native language before distribution, and employees will receive training to help support and strengthen the growth of a relationship with the child and their family.

Progress Reports

Turn Back Time will complete progress reports periodically for all children in care. For children who are preschool-aged, transitional-kindergarten-aged, or kindergarten-aged and going to first grade the following year, progress reports are completed every six months. Turn Back Time completes progress reports in late fall and late spring. Turn Back Time will distribute completed progress reports to the families of the children enrolled and will offer opportunities to meet and discuss the progress of the child. Turn Back Time keeps a copy of every child's progress report in an individual file for each child.

EEC Policies and Procedures

Department of Early Education and Care

Turn Back Time is licensed and regulated by Massachusetts Department of Early Education and Care. Our current license is posted in TBT's administration office, and a copy of the EEC's regulations is located in a binder marked EEC in the administration office as well. You may contact the EEC to see a program's compliance history.

Address

1441 Main St., Springfield, MA. 01103

Phone

Telephone number-413-788-8401

Non-Discrimination Statement

In accordance with state family child care licensing regulations, child care services are available without discrimination on the basis of sex, race, color, creed, disability, sexual orientation, national origin or ancestry. Turn Back Time does not exclude any child from our program based on their toileting abilities.

Background Checks

Turn Back Time follows the EEC guidelines for background checks. Background checks will be submitted for review by the EEC for all candidates who are directly employed or intern within our program. All candidates must be found suitable before they may work unsupervised within the program. More information about our BRC policy can be found on the final page of this document

Plan for Meeting Individual Children's Specific Health Needs

During intake, parents will be asked to record any known allergies on the face sheet. The face sheet will be updated yearly.

All allergies or other important medical information will be posted in Brightwheel and each class will have laminated sheets with allergy information attached to their BooBoo Backpack. Allergies lists will be updated as necessary when new children enroll or when unknown allergies become known.

All staff and substitutes will be kept informed by the Program Director so that children can be protected from exposure to foods, chemicals, pets or other materials to which they are allergic.

For a child with specific food allergies a tray will be provided to the child to use while eating. This tray will also help alert staff and other children that this child has an allergy.

The names of children with allergies that may be life threatening (ie - bee stings) will be included on the allergy cards attached to the BooBoo Backpack with specific instructions if an occurrence were to happen. The Program Director will be responsible for making sure that staff receives appropriate training to handle emergency allergic reactions.

In the case of an allergy or condition that requires rescue medication, devices or procedures that are not covered in First-Aid training, staff may be trained in the implementation of a child's Individual Health Care Plan by the child's doctor, with written permission from the parents.

Disabilities

Turn Back Time is an inclusion program, children with diagnosed disabilities and specific needs may enroll. The program will make every effort to accommodate and provide for the specific needs of each individual child within our means. Diagnosed disabilities will be reported to the EEC upon admission.

Food Allergies

Turn Back Time will follow the directions of the family and/or the child's physician regarding the food allergies of an individual child.

Children who have allergies are indicated on our attendance and record app, Brightwheel. All educators will have access to Brightwheel throughout the day and be able to access the information provided by the families.

Children who have food allergies will be provided a blue tray to use at lunch and snack. The trays provide a safe field for their lunch, as well as indicate the presence of food allergies to any educator. Blue trays will be sanitized after each use and stored in close proximity to the eating area.

Rescue medications are stored in the educator's Boo-Boo Backpack, in the original packaging with an action plan. All educators are trained in administration of Epi-Pens.

In the case of an allergy or condition that requires rescue medication, devices or procedures that are not covered in First-Aid training, staff may be trained in the implementation of a child's Individual Health Care Plan by the child's doctor, with written permission from the parents.

Plan for the Administration of Medication

Prescription Medication

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

Turn Back Time will not administer any medication contrary to the directions on the label unless so authorized by written order of the child's physician. The parent must fill out the Authorization For Medication Form before the medication can be administered.

Non-prescription Medication

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

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

Turn Back Time will make every attempt to contact the parent prior to the child receiving the non-prescription medication unless the child needs medication urgently or when contacting the parent will delay appropriate care unreasonably.

Topical Ointments and Sprays

Topical ointments and sprays such as petroleum jelly, sunscreen, and bug spray, etc. will be administered to the child with written parental permission. The signed statement from the

parent will be valid for one year and include a list of topical non-prescription medication. When topical ointments and sprays are applied to wounds, rashes, or broken skin, Turn Back Time will follow its written procedure for nonprescription medication which includes the written order of the physician, which is valid for a year, and the Authorization for Medication form signed by the parent.

Medications

The first dosage must be administered by the parent at home in case of an allergic reaction.

All medications must be given to the teacher directly by the parent.

All medications will be stored in the director's office, out of the reach of children or in the refrigerator in the yurt. All medications that are considered controlled substances must be locked and kept out of reach of children.

The Lead Teacher will be responsible for the administration of medication. In his/her absence, the Program Director will be responsible.

The Turn Back Time will maintain a written record of the administration of any medication (excluding topical ointments and sprays applied to normal skin) which will include the child's name, the time and date of each administration, the dosage, and the name of the staff person administering the medication. This completed record will become part of the child's file.

All unused medication will be returned to the parent.

Rescue Medications

Rescue Medications will be located in the classroom's "boo-boo" backpack and kept near the child at all times.

Plan for Managing Infectious Disease

Staff will take extra special precautions when children who are ill are diagnosed at the program and when children who are mildly ill remain at the program.

Children who exhibit symptoms of the following types of infectious diseases, such as gastro-intestinal, respiratory and skin or direct contact infections, may be excluded from the Center if it is determined that any of the following exist:

- the illness prevents the child from participating in the program activities or from resting comfortably;
- the illness results in greater care need that the child care staff can provide without compromising the health and safety of the other children;
- the child has any of the following conditions: fever, unusual lethargy, irritability, persistent crying, difficult breathing, or other signs of serious illness;
- diarrhea;
- vomiting two or more times in the previous 24 hours at home or once at the center;
- mouth sores, unless the physician states that the child is non-infectious;
- rash with a fever or behavior change until the physician has determined that the illness is not a communicable disease;
- purulent conjunctivitis (defined as pink or red conductive with white or yellow discharge, often with matted eyelids) until examined by a physician and approved for re-admission, with or without treatment;
- tuberculosis, until the child is non-infectious;
- impetigo, until 24 hours after treatment has started or all the sores are covered;
- head lice, free of all nits or scabies and free of all mites;
- strep infection, until 24 hours after treatment and the child has been without fever for 24 hours;

- Many types of hepatitis are caused by viruses. The symptoms are so alike that blood tests are needed to tell them apart. In the U.S. the most common types of hepatitis are A, B, and C. Types B and C are spread through blood and other body fluids. Type A, is spread through contaminated food and water or stool (feces). Fact sheets are available from the state Department of Public health. www.state.ma.us/dph
- chicken pox, until the last blister has healed over.

A child who has been excluded from child care may return after being evaluated by a physician, physician's assistant or nurse practitioner, and it has been determined that he/she is considered to pose no serious health risk to him or her or to the other children. Nevertheless, the day care center may make the final decision concerning the inclusion or exclusion of the child.

If a child has already been admitted to the Center and shows signs of illness (for example: a fever equal to or greater than 100.5 degrees by the oral or auxiliary route, a rash, reduced activity level, diarrhea, etc.), he/she will be offered a mat, cot, or other comfortable spot in which to lie down. If the child manifests any of the symptoms requiring exclusion (as listed above) or it is determined that it is in the best interests of the child that he/she be taken home, his/her family will be contacted immediately and asked to pick the child up as soon as possible.

When a communicable disease has been introduced into the Center, parents will be notified immediately, and in writing by the Program Director. Whenever possible, information regarding the communicable disease shall be made available to parents. Program Directors shall consult the Child Care Health Manual for such information. DPH must be contacted when there is a reportable communicable disease in your program.

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

Plan For Mildly Ill Children

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

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

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

Procedures for Emergencies and Illnesses

First Aid and Transportation to the Hospital

1. In the case of an emergency or illness (such as a seizure, a serious fall or serious cut), the teacher in charge will begin administration of emergency first aid while the assistant teacher or second teacher takes other children to another area or room. Both staff members should respond in a calm and reasonable manner.
2. Other staff will be alerted to send for a director on duty for assistance. Director Lisa Burris 978-760-3707, Assistant Director Katie Baker 508-735-8412, Supervisor Veda Bleau 413-544-5438.
3. Director on duty will contact the parent to come and pick up the child.
4. In the event a situation arises that is life threatening or the child cannot be comfortably restrained in a car, an ambulance will be called immediately. The parent will be called to meet the child and staff at the hospital. The teacher or other designated staff will go with the child in the ambulance. The child's file will be taken, including permission forms and pertinent insurance information.
5. When parents cannot be reached, those listed as emergency contacts will be called as a further attempt to reach parents. In the event a parent cannot be reached immediately, a designated staff person will continue to attempt to reach parents.

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

Injury Recording

Small injuries, such as bumps and scratches are recorded on the child's Brightwheel account, a record of the injury is printed by the director, signed by the family and filed in the incident folder. All injury reports, whether on Brightwheel or written, must include the name of the child, date, time and location of accident or injury, description of injury and how it occurred, any equipment involved, name(s) of witnesses, number of children present when incident occurred, name(s) of person(s) who administered first aid and first aid required. Only staff who have a current First Aid certification will be allowed to administer first aid no matter how minor the injury.

For larger injuries or any incident which requires emergency care a written injury form will be filled out and maintained in the injury file. Staff will submit the completed form to the Program Director for review. Once the Program Director has reviewed the Accident/Injury Report form and has signed it, it should be given to the parent. The parent should be allowed to review it, sign it, and then be given a copy. The staff member should then upload the report to the child's record in Brightwheel and log the report in the Central Log of Injuries. All injury reports, whether on Brightwheel or written, must include the name of the child, date, time and location of accident or injury, description of injury and how it occurred, any equipment involved, name(s) of witnesses, number of children present when incident occurred, name(s) of person(s) who administered first aid and first aid required. Only staff who have a current First Aid certification will be allowed to administer first aid no matter how minor the injury.

Missing Child Procedure

On the first day of the school year and repeatedly throughout the year, staff will review with students "Staying Found" and what to do if separated from the group.

Upon determination that a student is missing:

1. Determine when and where the student was last seen. Stay calm so you don't frighten the other students.
2. Discover (if possible) the state of mind of the student. Was he/she depressed or angry, threatening to run away? Did they fall behind on a hike, or leave to use the restroom? A student who does not wish to be found will require a wiser and more careful search.
3. Do a search of the immediate area with available staff. (The student may have wandered to the edge of the activity.) Ask nearby students and staff if they have seen or know where the student is. Before leaving the rest of the group to find a student, see that they are supervised by another staff member.
4. Check any known accomplices (Friends in other groups, the directors office, etc.)
5. Contact the camp director or other administrative personnel about the situation. Include the name of the missing student, when and where last seen, description of child: hair, eyes, weight, height, and as close as possible, clothing. The camp director will organize an extended search assigning staff to certain locations. If the student is not found in 10 minutes, the student will be presumed missing. The camp director will institute a public search that will include contacting the police department, Director on duty and the child's parents.
6. Do not ignore the remaining students. Be calm and positive. Acknowledge their fears and move on to some activity.
7. When found, the student should be returned to the Program Director. **UNLESS INJURED**
8. Should student be injured:
 - a. Do not move student
 - b. Depending on severity of injury, the Program Director will decide on what action to take.
 - c. If necessary, the program director will instruct the assistant director to call proper authorities.
 - d. Care must be taken to avoid any additional injury to students.
 - e. The situation and outcome shall be documented in writing.
9. If problem is due to social/emotional concerns:
 - a. The Program Director and group staff will discuss events leading up to running away.
 - b. These items will be discussed with the student
 - c. At the discretion of the Program Director the student will be returned to the group or sent home
 - d. Corrective measures are to be outlined with the student and the staff by the Program Director
 - e. Follow-up with the parent/guardians will take place concerning the nature of the situation, the action taken and recommendations. This follow up shall be documented in writing.
10. Complete an incident report and any other reports requested

Policy for Managing Challenging Behaviors

Turn Back Time advocates a positive guidance and discipline policy with an emphasis on collaboration, positive reinforcement, redirection, prevention, and the development of self-discipline. We remind our students that rules are established for safety and to ensure that we have a common standard of behavior and respect. As staff members, we show students that we see the need for following the rules ourselves. We do not contradict the established guidelines!

Corrective discipline must be a creative, caring effort on the part of the teacher, and it must be seen as such by the student. We always suggest positive alternatives to unacceptable behavior before it gets out of control.

We discuss rules with students and identify out-of-bounds areas.

We always discuss the consequences of breaking any rule

Alternatives, according to a child's specific needs, may include quiet time, an alternative activity, the need to be close to an adult's side, and extra duties such as caring for animals or performing small and helpful tasks.

When these efforts fail we may initiate a conference with the director or conference with parent and director. Turn Back Time will make referrals for students as it deems necessary.

At no time will discipline include depriving a student of food, shelter, or restroom privileges, placing a student alone without supervision, or subjecting a student to ridicule, shaming, threat, corporal punishment (striking, biting, kicking, squeezing), washing out the mouth, or excessive physical exercise or restraint. No child shall be punished for soiling, wetting or not using the toilet. Periodic evaluation of the program/staff/student groups will be done to ensure that the environment is not contributing to behavior problems.

Suspension or Termination of Child

If Turn Back Time's policies do not adequately provide for the needs of a student with or without a disability a termination may be required. In this instance we will notify the EEC and work with the parent to support them in finding an adequate alternative. If Turn Back Time chooses to suspend or terminate a child for any reason the program must provide written documentation to the parents of the specific reasons for the proposed suspension or termination of the child, and the circumstances under which the child may return, if any.

Notifying Families

ECC licensed programs, such as Turn Back Time, are required by regulation to notify families of certain information. Regulations identify this information as: injury to the child, allegations of abuse or neglect regarding the child, in the event of a change in a child's educator beyond an occasional substitute, the administering of first aid to a child, if a communicable disease is identified in the program, or whenever special problems or significant developments arise.

Educators are required to keep specific documentation regarding notifications; notes in the Brightwheel app, documentation for a child's record, or an incident report. Depending on the severity of the information a formal conference, phone communication, or email correspondence may also be advisable. Families are encouraged to seek clarification and additional communication as needed in their preferred form of communication.

Keeping of Children's Records

Turn Back Time will maintain an individual written record for every child enrolled in the program. These records include the information that parents complete at enrollment, as well as progress reports, incident reports and other documentation regarding each child enrolled. Records are updated at least annually, but may be updated as frequently as is needed. Families are able to access their child's record and have the right to add information or to request that information in

your child's record be changed or deleted. Families have a right to receive a copy of their child's record for a \$5 fee per copy.

Turn Back Time will make sure enrollment files and records are available to EEC at any time. EEC may request these records during a licensing/monitoring visit, a complaint investigation, or a financial review of the program. If the program fails to provide these records to EEC, EEC may cite for regulatory non-compliance or take legal action. EEC may copy and keep the information found in these records for their own records. EEC is required by law to keep confidential any personally identifiable information found in children's records collected and maintained by EEC staff members.

Children's records are retained for 5 years subsequent to the departure of the child. After being retained for 5 years they are destroyed.

EEC's privacy policy: http://www.eec.state.ma.us/docs1/20101124_eec_privacy_policy.pdf.

Volunteers

Volunteers are individuals who are assisting the program and are always unpaid. EEC regulations define volunteer as, "Any person who assists in an unpaid and unsupervised capacity for an EEC licensed, approved or CCDF-funded Program." EEC requires that Volunteers complete an EEC BRC only if they are assisting a Program in an **unsupervised** capacity.

All volunteers who will work in an unsupervised capacity at Turn Back Time will be required to complete a satisfactory BRC.

Classroom Visitors

Turn Back Time occasionally invites families to visit in the program. Some examples of visiting might be as a guest reader, to share a particular job or skill, to work in the gardens or with the animals, or to engage in a celebration. The director or teachers may extend an invitation to visit, or a parent might request an opportunity to visit the classroom. When a parent visitor arrives at the program they shall proceed to the farm gate and ring the doorbell. A director or employee will greet them, admit them and they will be accompanied for the duration of their visit. No visitors will have unattended access to the facility or any child in attendance.

Outside Agency Farm Volunteers

Turn Back Time collaborates with outside agencies to provide volunteer working opportunities for individuals with special needs to interact with farming and nature. Specific agencies such as, but not limited to, the Justice Resource Institute (JRI), may be on site while children are in care and do not require a BRC. Individuals visiting with agencies to do volunteer work do not interact with the children in the program and are not permitted unsupervised access to children at any time during their visit.

When an outside agency is working on the farm, the director will notify the educators of the agency's working location for the day. Educators will avoid such areas until informed of the group's departure. The individuals volunteering will be supervised by a staff member of their agency who communicates with the director. All volunteers will sign in and be assigned tasks and location by the director. While working on the farm the agency will be restricted to the barn bathroom, while children and educators have access to the bathhouse. Children are always accompanied to the bathhouse, and all areas of the farm, by an educator.

WPI BRC Policy

Turn Back Time works in collaboration with Worcester Polytechnic Institute (WPI) to offer college students opportunities to connect to nature and agriculture through hands-on learning on site at the farm. Students from WPI completing Interactive Qualifying Projects (IQP) or Major Qualifying Projects (MQP) may use Turn Back Time as their host site. WPI students may commute or stay on site when carrying out their IQP or MQP projects.

Students who choose to do a 7 week residency at Turn Back Time are housed in the Woodside Cabins, work in the Community Yurt, cook in the Outdoor Kitchen and have access to the Bathhouse. WPI students are instructed to never interact with children in an unsupervised capacity. During the times when the children are present the students may use the men's side of the bathhouse, use areas of the farm unoccupied by children, or schedule supervised visits to the classes. Turn Back Time staff are always notified that WPI students will be on the farm and are instructed to make sure all children are not left with any students unsupervised.

WPI students must submit to EEC's background check process and have a satisfactory BRC determined by the EEC before attending their residency at Turn Back Time. WPI students are overseen by TBT's directors as well as Professors at WPI as they complete their coursework and projects.

Use and Supervision of Student Interns

In EEC's BRC regulations, an intern is defined in EEC's BRC regulations as, "Any person who provides their services to an EEC licensed, approved or funded Program in order to gain work experience in and knowledge of a field. Internships may be paid or unpaid, part of a formal educational Program or informally designed. Internships are usually for limited periods of time."

An intern is someone who is working for purposes of gaining work experience and knowledge in a field and for a limited period. Candidates who are direct interns within Programs must complete a full BRC through the Program, regardless of whether such individuals work in a supervised or unsupervised capacity.

Student interns will complete the same orientations, Background Checks and training as staff. Student interns will onboard for 16 hours in an active classroom. Directors will comply with any paperwork required by the outside agency. Student interns will be supervised by the co-directors and lead teachers and may have additional observation as required by their outside organization.

Background Checks

Turn Back Time follows the EEC's requirements for background checks. All candidates for background checks must complete a background check for the EEC's review and TBT must receive confirmation of approval from the EEC before a candidate may be unsupervised at the program. A copy of these guidelines will be provided to staff during the interviewing process, and to families at the time of enrollment. A candidate for BRC, per the EEC, is as follows:

The federal standard changed from requiring only candidates with the *potential* for unsupervised access to children to submit to an EEC BRC to requiring *all candidates*, with a few exceptions, to undergo an EEC BRC. EEC's statute, revised effective August 9, 2018, also implemented this new standard.¹

The term "all candidates" is defined for EEC purposes as any employee or intern of a Program who works within program space utilized by children who receive subsidized child care. Specifically, the EEC BRC regulations require that:

All candidates who are directly employed or intern within Programs must complete a full BRC through the Program, regardless of whether such individuals work in an unsupervised capacity.²

The regulations define "candidate" to include:

Individuals providing services to children within EEC licensed, approved or funded programs in an unsupervised capacity regardless of whether the individuals have a direct relationship to the Program.³

Examples of employee and intern roles within the "All Candidates" definition: Examples of individuals who must complete an EEC BRC, regardless of whether they have unsupervised access to children within the Program, include:

- Teachers, directors, assistant teachers, administrators, site coordinators, group leaders, assistant group leaders, volunteers who are included in the ratios, and teacher interns in all Programs with direct interaction with children;
- An individual who is employed by or interning in a group and school age program to provide program supports in the classroom;
- A janitor who is employed by and works on the premises of the Program; • A cook who is employed by and works in the kitchen on the premises of the Program; and
- Personnel who transport children, including drivers and monitors, who are either employed directly, contract, or subcontract with a Program.

Other individuals who are not within the "All Candidates" definition may still have to complete an EEC BRC:

All non-staff affiliated with a Group and School Age Program who have unsupervised access to children must be run, even if they are only present temporarily. Examples of non-staff subject to an EEC BRC include:

- Volunteers who assist a Program in an unsupervised capacity;
- Contractors or subcontractors present in, but not directly employed by a Program, who have unsupervised access to children within a Program;
- Individuals who provide services to a child in a Program with unsupervised access to the child or children in care (e.g., therapists or nurses with unsupervised access to children);

¹ The statute made this requirement effective for residential programs and placement agencies effective September 30, 2020.

² 606 CMR § 14.05(1)(a).

³ 606 CMR § 14.04.

- Administrative staff at the child care facility;
- Any other non-employee who is present with children in an unsupervised capacity; • Parents working in a parent co-operative program; and
- Parents that volunteer in an unsupervised capacity, such as driving children on field trips.

Individuals who are NOT subject to an EEC BRC:

Examples of individuals **not** subject to an EEC BRC include:

- 1) **Individuals within corporate entities not within the Program space with no unsupervised access to children:** When a Program is part of a larger entity or corporation, only the individuals within the Program, as defined above, are subject to this Policy Statement. For example, Corporation A may have several operations; the EEC BRC requirements apply only to the licensed, approved, or funded Programs within Corporation A. Individuals working in other parts of Corporation A

need not undergo an EEC BRC unless they have unsupervised access to children.

- 2) Contractors who are not in the program space during child care hours: Third parties who do routine maintenance, janitorial work, or otherwise support the program when children are not present, such as during the weekend or at night, are not subject to an EEC BRC.
- 3) Individuals within corporate entities who are offsite: Corporate entities may have offsite employees engaged in Program oversight or administration. Except for the Program's Licensee or BRC Program Administrator, who are subject to an EEC BRC, offsite employees not on the Program premises do not need to undergo an EEC BRC unless they have unsupervised access to children.
- 4) Staff within a Public School building used by a Program: Some licensed or approved Programs are located within a public school building. In this scenario, if the Program is a separate classroom or program from or within the public school, individuals associated with the public school, and not the Program, need not undergo an EEC BRC unless they could have unsupervised access to children (such as food servers and janitors). This does not mean the Program must be in an entirely separate space as long as the public school staff present do not have unsupervised access to children.
- 5) Supervised visitors: Individuals who are within the Program space but are always supervised while around children do not need an EEC BRC.
- 6) Early Intervention ("EI") Providers and Specialty Service Providers overseen by the Department of Public Health ("DPH"): It is the joint policy of EEC and DPH that EI staff and Specialty Service Providers need not undergo an EEC BRC because they do not have unsupervised access to children. Programs are prohibited from leaving EI staff alone with children because such individuals have not received an EEC BRC.⁴
- 7) Other Supports provided to children within Program space, excluding DPH-Affiliated Providers: Individuals, such as therapists, who provide support services and remove children from the Program to work alone need not complete an EEC BRC if the Program 1) has on file parental permission for the service to occur in such a manner; and 2) the service provider signs the child out of the Program to perform the services. The service provider must sign the

⁴ See: EEC Policy on Background Record Checks of Early Intervention Employees and Specialty Service Providers in Early Education and Care Settings, issued on January 2, 2019.

child back in when the services are completed. If a parent has not provided permission for provision of the supports in such a manner, the individual must undergo an EEC BRC.

What are the EEC BRC requirements?

The EEC BRC requirements for Group and School Age Child Care Programs include the following:

- A Criminal Offender Record Information (CORI), Department of Children and Families (DCF), Sex Offender Registry Information (SORI), and fingerprint-based checks, as well as National Sex Offender Registry (NSOR) and all out-of-state checks mandated by CCDBG, when available.
- They are subject to mandatory disqualifications.
- EEC must review all BRC information.
- Designated Program Administrator must have a suitability decision of "suitable" before funding will be issued or renewed.
- Employees, volunteers, and interns may be hired in a supervised provisional status, which requires fingerprinting and constant supervision

