

# CANTON PUBLIC SCHOOLS

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Barry S. Nectow  
*School Business Administrator*

**To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.**

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## **Superintendent's Report School Committee Meeting of Thursday, July 16, 2020**

**Jennifer Fischer-Mueller, Ed.D.  
Superintendent of Schools**

### **Superintendent Activities Highlights**

Dianna Mullen: Please join me in welcoming Ms. Dianna Mullen to Canton Public Schools. Her first official day with us was Monday, July 13.

Canton Academy: Thank you to Molly Newman's Storybook Art class students for making kindness rocks for Beth Israel Hospital nurses.



Blog: Today, the Canton School District proudly launched the Superintendent's News Blog, which will serve as a constant news stream for the entire school community. We recognize the need to communicate in an accessible, timely, and streamlined manner at all times, and especially during this pandemic. This New Blog is always available to the community on the district website, community members can subscribe to so it is pushed out to their email, and it is available on twitter.

I encourage you to review it, as it features a press release about the launch, a story about Canton Academy and the Extended School Year Program, and wonderful pictures of our schools.

**CHS Graduation Ceremony:** Assistant Superintendent Derek Folan and Canton High School Principal Dave Turcotte announced this week that the Class of 2020 CHS in-person August 1 graduation ceremony was canceled due to the restrictions of Phase 3. During this phase, outdoor activities are limited to 100 people, prohibiting all 245 members of the Class of 2020 and the families from attending.

The decision was difficult, but it was a prudent move for the safety of all. Knowing the August 1 ceremony was contingent upon state guidelines, families and staff expressed great appreciation for the Senior Parade, the family photos, and the amazing Diploma Ceremony on June 6. The Diploma Ceremony afforded students the opportunity to walk to the stage with pomp and circumstance playing and for families to see their child cross the stage and take photos from their car. The Class of 2020 families loved it.

Valedictorian and Salutatorian speeches will be recorded and showcased. Families will also receive a copy of the Graduation program and a professional photo of their child receiving their diploma on June 6.

**Canton Alliance Against Substance Abuse (CAASA):** Effective June 30, I now serve as the CAASA Steering Committee Chairperson for FY21. I look forward to continuing the very important work with this group and welcome the opportunity to serve as Chair, following the leadership of Chief Doody and Chief Berkowitz. CAASA meetings are typically held on the third Monday of each month.

### **Important Dates and Events**

July 23	School Committee Meeting
July 30	School Committee Meeting
August 6	School Committee Meeting

Passed by **142** School Committees to date (partial list below).

Press release [here](#). Globe coverage [here](#).

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**CANTON SCHOOL COMMITTEE PROPOSED RESOLUTION:  
COVID-19 STATE FUNDING**

**DATE:** June 16, 2020

**TO:** Governor Charlie Baker  
Education Secretary James Peyser  
Education Commissioner Jeffrey Riley  
Senate President Karen Spilka  
House Speaker Robert DeLeo  
Joint Education Committee Co-Chair Jason Lewis  
Joint Education Committee Co-Chair Alice Peisch

**CC:** Senator Walter F. Timilty  
Representative William C. Galvin  
Charles Aspinwall, Town Administrator

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WHEREAS, if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS, it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS, the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines; therefore, let it be

RESOLVED: that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates.

We must ensure a statewide school re-opening that is safe, responsible and equitable.

**THERE CAN BE NO UNFUNDED MANDATES FOR COVID-19.**

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Respectfully,  
Canton School Committee

Kristin Mirliani, Chair  
Kristian Merenda, Vice Chair  
Nichola Gallagher, Secretary  
Maureen Moran, Member  
Charles Rae, Member

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### **Passage Record**

<b><u>Passed by</u></b>	<b><u>Passage Date</u></b>
1. Gardner School Committee	6/8/20
2. North Brookfield School Committee	6/8/20
3. Wellesley School Committee	6/8/20
4. Grafton School Committee	6/9/20
5. Southeastern Regional Voc Tech School Committee	6/9/20
6. Mansfield School Committee	6/9/20
7. Westborough School Committee	6/10/20
8. Wilmington School Committee	6/10/20
9. Hatfield School Committee	6/10/20
10. Ashland School Committee	6/10/20
11. Sharon School Committee	6/10/20
12. Hamilton-Wenham Regional School Committee	6/10/20
13. Quincy School Committee	6/10/20
14. Mohawk Trail Regional School Committee	6/10/20
15. Masconomet Regional School Committee	6/10/20
16. Amherst School Committee	6/11/20
17. Pelham School Committee	6/11/20
18. Amherst-Pelham Regional School Committee	6/11/20
19. Arlington School Committee	6/11/20
20. Monomoy Regional School Committee	6/11/20
21. Andover School Committee	6/11/20
22. Walpole School Committee	6/11/20
23. Reading School Committee	6/11/20
24. Holyoke School Committee	6/15/20
25. Natick School Committee	6/15/20
26. Hingham School Committee	6/15/20
27. Scituate School Committee	6/15/20
28. South Hadley School Committee	6/15/20
29. Hull School Committee	6/15/20

30. Seekonk School Committee	6/15/20
31. Newburyport School Committee	6/15/20
32. Westford School Committee	6/15/20
33. Winchester School Committee	6/16/20
34. Needham School Committee	6/16/20
35. Lincoln-Sudbury Regional School Committee	6/16/20
36. Ashburnham-Westminster Regional School Committee	6/16/20
37. Saugus School Committee	6/16/20
38. East Bridgewater School Committee	6/16/20
39. Peabody School Committee	6/16/20
40. Lexington School Committee	6/16/20
41. Revere School Committee	6/16/20
42. Concord-Carlisle School Committee	6/16/20
43. Chelmsford School Committee	6/16/20
44. Pentucket Regional School Committee	6/16/20
45. Wayland School Committee	6/17/20
46. Triton Regional School Committee	6/17/20
47. Monson School Committee	6/17/20
48. Williamsburg School Committee	6/17/20
49. Lowell School Committee	6/17/20
50. Cohasset School Committee	6/17/20
51. Old Colony Regional Voc Tech School Committee	6/17/20
52. Nashoba Regional School Committee	6/17/20
53. Whitman-Hanson Regional School Committee	6/17/20
54. Norwood School Committee	6/17/20
55. Framingham School Committee	6/17/20
56. Montachusett Regional Voc Tech School Committee	6/17/20
57. Frontier Regional School Committee	6/17/20
58. Ludlow School Committee	6/17/20
59. Springfield School Committee	6/18/20
60. Acton-Boxborough Regional School Committee	6/18/20
61. Randolph School Committee	6/18/20
62. Ipswich School Committee	6/18/20

63. Maynard School Committee	6/18/20
64. Worcester School Committee	6/18/20
65. Topsfield School Committee	6/18/20
66. Brookline School Committee	6/18/20
67. Milford School Committee	6/18/20
68. Sunderland School Committee	6/18/20
69. Deerfield School Committee	6/18/20
70. Conway School Committee	6/18/20
71. Whately School Committee	6/18/20
72. Southern Berkshire Regional School Committee	6/18/20
73. Middleton School Committee	6/18/20
74. Berkshire Hills Regional School Committee	6/18/20
75. Hampden-Wilbraham Regional School Committee	6/18/20
76. Carlisle School Committee	6/19/20
77. Blue Hills Regional School Committee	6/19/20
78. Harvard School Committee	6/20/20
79. Abington School Committee	6/22/20
80. Holbrook School Committee	6/22/20
81. Holliston School Committee	6/22/20
82. Amesbury School Committee	6/22/20
83. Newton School Committee	6/22/20
84. Dracut School Committee	6/22/20
85. Malden School Committee	6/22/20
86. North Middlesex Regional School Committee	6/22/20
87. Norwell School Committee	6/22/20
88. Oxford School Committee	6/22/20
89. Brewster School Committee	6/22/20
90. Mendon Upton Regional School Committee	6/22/20
91. Somerville School Committee	6/22/20
92. Auburn School Committee	6/23/20
93. Belchertown School Committee	6/23/20
94. Plainville School Committee	6/23/20
95. West Springfield School Committee	6/23/20

96. Dighton-Rehoboth Regional School Committee	6/23/20
97. Franklin School Committee	6/23/20
98. Northbridge School Committee	6/23/20
99. Agawam School Committee	6/23/20
100. Ayer-Shirley Regional School Committee	6/24/20
101. Narragansett Regional School Committee	6/24/20
102. Hopkinton School Committee	6/24/20
103. Millbury School Committee	6/24/20
104. Bridgewater-Raynham Regional School Committee	6/24/20
105. Dudley-Charlton Regional School Committee	6/24/20
106. Southampton School Committee	6/24/20
107. Woburn School Committee	6/24/20
108. Pittsfield School Committee	6/24/20
109. Worthington School Committee	6/25/20
110. Hadley School Committee	6/25/20
111. North Andover School Committee	6/25/20
112. Central Berkshire Regional School Committee	6/25/20
113. Melrose School Committee	6/25/20
114. Boxford School Committee	6/25/20
115. Haverhill School Committee	6/25/20
116. Norfolk School Committee	6/26/20
117. Medfield School Committee	6/29/20
118. Granby School Committee	6/29/20
119. Northampton School Committee	6/29/20
120. Belmont School Committee	6/29/20
121. Braintree School Committee	6/29/20
122. Lenox School Committee	6/29/20
123. Uxbridge School Committee	6/29/20
124. East Longmeadow School Committee	6/29/20
125. Georgetown School Committee	6/30/20
126. Leverett School Committee	7/1/20
127. Winchendon School Committee	7/2/20
128. North Attleborough School Committee	7/3/20

129.	Dartmouth School Committee	7/6/20
130.	Hopedale School Committee	7/7/20
131.	Manchester-Essex Regional School Committee	7/7/20
132.	Nantucket School Committee	7/7/20
133.	Mashpee School Committee	7/8/20
134.	Milton School Committee	7/8/20



# Enable, Inc.

*Aspiring to provide individuals and families with the means,  
opportunity and power to develop their full potential in the community*

March 6, 2020

Barry S. Nectow  
School Business Administrator  
Canton Public Schools  
960 Washington St.  
Canton, MA 02021

**RE: Educational Child Care and School Age Enrichment Program**

Dear Mr. Nectow,

Enable, Inc. is pleased to submit its proposal to the Canton Public School Committee to be able to continue to provide **Educational Child Care at the Marilyn G. Rodman Education and Administration Center and School Age Enrichment program at the William H. Galvin Middle School in Canton.**

We hope you review our proposal favorably so that we can continue to provide our well respected and regarded quality educational child care services to the children and their families in the Canton school community. **Since 1986** we have dedicated ourselves to meeting the needs of school aged children in Canton through our program the ***Cole-Harrington School Age Enrichment Program*** located at the Galvin Middle School. **In 2009** we began providing educational childcare services to younger children at the Marilyn G. Rodman Education and Administration Center through our program the ***Cole-Harrington Early Learning Center***.

We look forward to continuing to collaborate with the public school staff at these sites as well as the three elementary schools and high school across town to support the educational and child care needs of the children we serve.

Sincerely,

Gail H. Brown  
President/CEO  
Enable, Inc.  
605 Neponset St.  
Canton, MA 02021  
ghbrown@enableinc.org

COPY



Request for Proposals (RFP)

For

Educational Child Care  
at the Marilyn G. Rodman Education and Administration Center  
960 Washington Street  
Canton, MA 02021

And

School Age Enrichment Program  
at the William H. Galvin Middle School  
55 Pecunit Street  
Canton, MA 02021

Presented to:  
Barry S. Nectow  
School Business Administrator  
Canton Public Schools  
960 Washington Street  
Canton, MA 02021

March 6, 2020



## TABLE OF CONTENTS

<b>III.B.3 SUMMARY .....</b>	
<i>Program Philosophy .....</i>	<i>1-5</i>
<i>Description of Staff Training .....</i>	<i>5-7</i>
<i>Health &amp; Safety Procedures.....</i>	<i>7-15</i>
<i>Child Release Policy .....</i>	<i>15-16</i>
<i>Emergency Procedures .....</i>	<i>16-22</i>
<i>Cole-Harrington's Policy on Child Guidance .....</i>	<i>22-25</i>
<i>Disciplinary Policy for Staff Conduct and Drug Free Environment .....</i>	<i>25-26</i>
<i>Parent Communications .....</i>	<i>26-27</i>
<i>Staff-to-Child Ratios.....</i>	<i>28</i>
<b>III.B.4 BIDDER'S QUALIFICATIONS.....</b>	<b>29-30</b>
<b>III.B.5 PROPOSED PERSONNEL AND RESUME SYNOPSIS.....</b>	<b>31-46</b>
<b>III.B.6. DESCRIPTION OF ORGANIZATION.....</b>	<b>47-48</b>
<b>III.B.7. APPROACH TO TASKS OUTLINED IN WORK STATEMENT.....</b>	<b>49-51</b>
<b>III.B.8. REQUIRED DOCUMENTS AND STATEMENTS.....</b>	<b>52-53</b>
<i>Statement of Proposer Qualifications .....</i>	<i>54-57</i>
<i>State Tax Certification Form.....</i>	<i>58</i>
<i>Certificate of Non-Collusion.....</i>	<i>59</i>
<i>Affidavit Sheet .....</i>	<i>60</i>
<i>Insurance Certificate.....</i>	<i>61-62</i>
<i>Copy of Accident Record for the past 5 years.....</i>	<i>63-64</i>
<i>List of Similar Child Care Contracts .....</i>	<i>65-66</i>
<i>Corporate Authority.....</i>	<i>67</i>
<i>Litigation History.....</i>	<i>68-69</i>
<i>Financial Statements and Information.....</i>	<i>70-97</i>
<i>Release of Liability/Indemnification .....</i>	<i>98</i>
<i>Submission Checklist.....</i>	<i>99</i>

### **III.B.9. COST PROPOSAL (TO BE SUBMITTED UNDER SEPARATE COVER...**

#### **APPENDIX**

**Attachment #1: Listing of Enrichment Courses**

**Attachment #2: List of Rules**

**Attachment #3: Parent Suggestions Promoting Children's Nutrition and Well Being**

**Attachment #4: Family Questionnaire –Early Learning Center**

**Attachment #5: Family Questionnaire – School Age Enrichment Program**

**Attachment #6: Department of Early Education & Care Licenses and National Association for the Education of Young Children (NAEYC)**

**Attachment #7: List of References and Letters of Support**

### III B.3. SUMMARY

#### *Program Philosophy*

The philosophy of Cole-Harrington childcare programs stems from the core values and mission of its operating agency, Enable, Inc. Enable, Inc. is a nonprofit agency that provides a variety of educational, social, rehabilitative, and vocational services to children with or without established disability or children who are at biological or environmental risk for developmental delay. Enable creates for all these children and their families a continuum of unique and innovative services that facilitate growth and family integration. These services, which are **child-centered, family-focused**, and delivered in a **developmental** context, enable individuals to realize their potential.

Enable, Inc. recognizes the following nine values as representative of a system of core beliefs. The agency is committed to the integration of this value system into the policies and daily operations of the entire agency. This applies to the quality of interaction between and among clients, staff, supervisors, and programs.

1. There must be **respect** for each person as a human being with varying strengths and abilities.
2. We must maintain the integrity of the **family** unit taking into consideration family attitude, cultural perspective, values, and priorities.
3. We must facilitate the progress from one **developmental** stage to another by providing appropriate supports and services.
4. We must utilize a holistic view of the child, family, and community. This **systems' orientation** encourages collaborative cooperation between and among internal and external programs and results in a comprehensive, coordinated, responsive and responsible service delivery system.
5. We are committed to doing **outreach** to deliver and design programs for low incidence, multi-problem, underserved and resistant populations.
6. We must **empower** individuals and families by enabling them to advocate access or create appropriate services when needed.
7. We must foster the **integration** of people with disabilities into the community.
8. We must be **responsive** to the changing needs for services.
9. We must actively take on **leadership** challenges to develop and expand beyond traditional boundaries, and encourage a passion, commitment and focus on common goals.

The mission of Enable, Inc.'s child care programs is to create a continuum of unique and innovative services for children and their families that facilitate growth. Our comprehensive services are child-centered and family-focused, and delivered in a developmental context enabling individuals and families to realize their potential.

We are dedicated to providing families and children quality educational programs that are community based, developmentally appropriate, and flexible to meet the needs of working parents. Our degreed, professional staff is committed to developing collaborative relationships with parents and other professionals in the community towards the goal of providing the optimal educational program for children.

We provide child-centered, family-focused programs that are guided by four primary principles:

- We will serve children from all economic, cultural and racial backgrounds with and without special health, mental, developmental and educational needs.
- We will educate parents about child care options in their communities and help them make informed choices that provide for continuity of care for their children as they mature.
- We will support parents in their important role through ongoing dialogue with teachers, program social workers and our consulting pediatrician, speech and language therapist, occupational therapist and sensory integration therapist.
- We will promote the field of early childhood education through the pursuit of national accreditation in all of our centers through the sponsorship of professional workshops, and advocacy efforts at the local and state levels.

Enable, Inc.'s educational child care programs are designed to meet the needs of working families and offer flexible schedules with the option for 2 to 5 days of care. **We recognize and acknowledge the different family values and styles represented by our parents and personal goals they have for their children.** We try to learn as much as we can from parents about their children and family at the time of our initial meeting and provide them with an in-depth overview of our program. We feel that it is essential that we work together towards the ultimate goal of maximizing children's growth and development in all areas while at the same time provide support and encouragement to parents as they fulfill their roles as their children's primary caregivers.

Enable, Inc. holds four **Department of Early Education and Care (EEC)** licenses for its childcare centers which are all located in Canton. The figures below represent each program's licensed capacity. Some parents send their child full time while others utilize a part-time schedule. Our license capacity across all the programs is 332 children. We typically serve between 400-450 children weekly.

1. *Cole-Harrington Infant/Toddler Center serves 6 infants and 21 toddlers*
2. *Cole-Harrington Children's Center serves 60 preschoolers/pre-kindergarteners*
3. *Cole-Harrington Early Learning Centers serves 7 infants, 18 toddlers and 30 preschoolers/pre-kindergarteners*
4. *Cole-Harrington Prekindergarten/School Age Program serves 60 preschoolers/pre-kindergarteners and 130 school aged children.*

Our childcare programs serving infants, toddlers and preschoolers/pre-kindergarteners follow the Department of Early Education and Care's (DEEC) Learning Standards. They utilize the **High Scope Cognitively Oriented Curriculum** and **Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children**, two nationally known and respected curriculums promoted by the MA Department of Early Education and Care. These programs utilize evidenced based tools for child and classroom assessments to support teacher's program and curriculum planning efforts.

The daily curriculum for all age groups is designed to meet children's emotional, social, cognitive and physical needs providing children with a planned learning environment with well-defined interest areas stocked with educational materials; a consistent and predictable daily routine including large and small group times, child and teacher directed activities, and daily outdoor play;

and specific teacher-child interactions planned to address and meet the individual needs of each child. An indoor gross motor room and well-equipped outdoors space is available at the Early Learning Center. A well-equipped outdoor play space is available at the Prek/SA program with access to a small wooded area and large field.

Our school age program is designed to meet children's emotional, social, intellectual, and recreational needs of children aged 5 to 12 years. Below is a comprehensive list of the goals we have for children who attend our school age program:

- 1. develop a positive self-concept and sense of worth*
- 2. gain a sense of independence based on their level of maturity*
- 3. be intellectually challenged in literacy, math, science and social studies areas*
- 4. develop problem solving skills*
- 5. expand computer technology knowledge and skills*
- 6. study foreign languages and cultures*
- 7. form meaningful, productive and satisfying friendships with children from a variety of economic and cultural backgrounds*
- 8. form meaningful, respectful and satisfying relationships with teachers and view them as positive role models and mentors to expand their knowledge in different curriculum areas within an educational setting*
- 9. experience accomplishment through active engagement in self-selected activities*
- 10. develop a respect for cultural diversity*
- 11. pursue creative means for personal expression*
- 12. learn cooperation and conflict resolution skills*
- 13. discover hobbies and interests and sustain interest over time*
- 14. become aware of and value the connection between mind/body/ spirit for healthy physical and mental development*
- 15. explore a variety of options for physical activities and participate in regular individual, small group or team activities*
- 16. engage in moderate physical activity for 30-60 minutes while in attendance at the program*
- 17. learn healthy eating habits*
- 18. develop a sense of responsibility for self, others and community*
- 19. fulfill expectations from public school for completing homework and develop age appropriate study habits (school age children)*

Our **after school program for kindergarteners** provides a safe, predictable, nurturing home-like environment, with clear and consistent rules to establish a sense of fairness and trust. The daily program is planned based on the children's individual and group needs, and, provides a variety of interesting materials, equipment, and activities. Formal and informal activities are planned throughout the week with a schedule of activities that includes arts and craft projects, visual and performing arts, story writing, language and literacy based experiences, cooking activities that promote healthy eating suggestions, literacy and math, hands on educational materials, music enrichment, computer instruction and educational games, organized sports and outdoor games, and indoor and outdoor play. Children's current interests in reviewing and/or acquiring new academic skills are supported, reinforced and enriched through all these activities.

All children in grades 1-5 enrolled at the *School Age Enrichment Program* participate in after school enrichment courses. A weekly schedule of enrichment courses is developed to provide at least three options for children in grades 1-2 and four options for children in grades 3-5. Courses are designed to address the sixteen goals identified above and include a balance of academics, mind/body/spirit connection, and physical exercise/sports, visual and performing arts, and hobbies. Enrichment courses are chosen by parents and children at the time of course registration. There are three sessions during the school year; fall, winter and spring. **Course offerings are selected based on the interests and needs of children across the different categories identified above. (See Attachment #1 for a listing of our Enrichment Courses).**

In the *School Age Enrichment Program* day there is a daily option for participating in a course entitled “**Homework Club.**” There is also the option of doing homework after an enrichment course for children who use late afternoon child care. Our group leaders’ support and guide children as they work on their school assignments promoting quality study habits. Consultation with parents is essential to ensure children utilize their before and after school time productively as per parents’ expectations.

The curriculum provided to school age children adheres to the educational standards as specified in the Massachusetts Curriculum Frameworks for elementary aged children. **Canton’s Bullying Prevention and Intervention Plan** is reviewed by the program director of the SA program. She informs new staff about the plan at their initial orientation, discusses it during monthly supervision meetings with staff members, and reviews essential features of the plan at the annual in-service workshop held at the beginning of each school year. The children’s book ***Bullies Are a Pain in the Brain*** by Trevor Romain is shared with children and used as a reference to address children’s expressed concerns related to the topic.

During school vacation days and summer vacation week’s children are divided into three separate groups based on age/grade; kindergarten, first, and grades 2-5. A variety of activities are planned throughout the day to include arts and craft projects, sports, nature exploration, clay sculpting, science, cooking, music activities, dance and drama, and water play in the summer. Specific activities are selected to promote the development of social skills, responsibility towards the environment and others, and provide children with the opportunity to participate in non-competitive group games.

The summer program also includes a forty-five minute period when children work on academic skills recommended by public school teachers in consultation with parents. Children come prepared with a special backpack which contains their lessons for the day, e.g. multiplication tables, spelling words, books to be read. The daily routine also includes a reading time when they can “drop and read” or listen to a chapter book read by one of our teachers.

**Educational field trips are scheduled once during each one of the three school vacation weeks and weekly in the summer. Children in grades 2-5 have daily swim time at the Canton Recreation pool.**

Our agency participates in the Department of Early Education and Care’s **Quality Rating Improvement System (QRIS)**. The QRIS system requires the use of a number of standardized tools which measure classroom environment, health and safety policies and procedures, curriculum, teacher/child interactions, program/family relationships, staff professional development and program administration. Continuous Quality Improvement Plans (CQIP) are

written with specific goals identified, designation of staff responsible to address the goals, and time lines for completion. **The Prekindergarten Program has Level 4 status; Early Learning Center has Level 3** and is in process of pursuing Level 4 at the request of DEEC.

**ELC and the Pre-Kindergarten programs** are recipients of the **Department of Early Education and Care Universal Pre-Kindergarten (UPK) grant funding** which supports our efforts to provide comprehensive services and enrichment activities to children, support lower teacher child ratios, and provide additional compensation to early childhood educators who pursue degrees in early childhood education. This is a **competitive grant** that must be renewed annually.

### *Description of Staff Training*

Our child care program views **staff supervision, support and training** as an essential component towards our efforts to provide and maintain a quality educational child care program. We have an extensive **orientation process** for all new staff with particular topics to be reviewed within specific time frames. The program administrators are responsible for recruiting and hiring all teachers, assistants and aides, and conduct the **initial orientation**. All new employees are provided with a copy of Enable, Inc.'s personnel handbook by our agency human resource director. She does an initial review of the handbook orienting the new employee with agency policies. The program administrator then does a program specific initial orientation with topics noted below.

- Enable, Inc. Values and Mission Statement
- Enable, Inc. Programs
- Cole-Harrington History; Description of Child Care Programs
- Philosophy of Education
- Agency/ Child Care Staff Organization Chart
- Enable, Inc. Personnel Handbook
- Three Month Probationary Period

Subsequent orientation topics are reviewed with each new staff member prior to their start date as required by the Department of Early Education and Care. Additional topics are discussed in the initial six months of employment to support new employee's efforts to develop their professional skills as early childhood educators.

Staff supervision is provided individually and in group format. The frequency of **individual supervision** is dependent on educational level, training, work experience in the field of early childhood education, and years of experience working at our child care facility. New staff members receive bi-weekly individual supervision for forty-five to sixty minutes to provide support and training around his/her teaching practice and to address topics listed on the orientation outline. New teachers are required to complete detailed written curriculum plans for the first six months of employment to be reviewed by the program administrator. These curriculum plans are reviewed at supervision meetings.

Upon the completion of the first six months of employment the program supervision meetings may be reduced to once a month or begin to follow the supervision protocol in place for all staff. This protocol consists of a **bi-monthly preplanned observation** of the staff member's teaching practice by the program administrator lasting thirty to forty-five minutes. Observations are

conducted during different parts of the daily routine over the course of the year. A written summary of the program administrator's observation is reviewed with the staff member. It provides feedback and constructive criticism about the interactions between the teacher and child while engaged in an activity and the activity itself. A **follow-up meeting** is scheduled to discuss the observation and written report. Staff members may add their own comments. They are asked to sign the report. A signed copy is placed in their personnel file. Individual supervision meetings are also used to discuss parent/teacher relationships, professional relationship among colleagues, and progress towards professional goals as identified on the annual performance appraisal.

**Group supervision** is provided through a series of focused staff meetings held each week/month conducted by the program administrator. Weekly meetings include **curriculum planning** which is conducted by each team to organize the weekly schedule of classroom events and plan activities to meet the needs of children. **Child review meetings** are held bi-weekly. The purpose of these meetings is to review completed child progress reports in preparation of the parent/teacher conference, discuss issues of concern regarding individual needs of children, and determine goals and strategies to maximize the child's success in the program. Child evaluation meetings are considered a primary vehicle by which staff can increase their knowledge of child development and improve their observation skills. Learning to write behavior goals for children is a requirement for all teachers. The entire staff meet four evenings during the school year for a **general meeting** to review the program's philosophy, health care and emergency policies and procedures, discuss issues of concerns, review the program routine and learning environment, plan for the summer and fall programs, and organize special program and parent events. **All staff have been trained on ALICE (Alert, Lockdown, Inform, Counter, Evacuate).**

Our child care programs utilize the **consultation services of a clinical child psychologist**. He is available to provide support and training to staff on topics related to the mental health needs of children and families. Our child care programs employ a full time licensed social worker who is available to meet with staff and parents to address child and/or family concerns. She conducts monthly home visits with families of at-risk children referred by the Department of Child and Family Services (DCF) to provide parent education and support, and help parents address their DCF identified goals.

All childcare program administrators are required to attend quarterly team meetings during the school year scheduled by Enable's President/CEO. The childcare system's administrative assistant and financial coordinator attend these meetings as well. Administrative issues and educational topics of interest are discussed at these required quarterly team meetings. The meetings provide a forum for group support, discussion of mutual issues of concern, and collaborative decision making.

*Cole-Harrington recognizes that staff have a variety of needs for professional growth and that opportunities for professional growth should be made available throughout the year. We also recognize that adults have a variety of learning styles and we must try to accommodate these.* Enable, Inc. completes performance appraisals annually for all staff around the employee's anniversary date. A special review may be initiated at any time for an employee when special circumstances occur. The purpose of the performance review is to evaluate and discuss the employee's strengths and areas of need, provide a record of their work performance, promote ongoing professional development, provide an opportunity for the employee to give feedback about their position and the program. CH has developed performance appraisal forms for teachers, assistants and aides. All are organized according to job expectations. As part of the QRIS initiative

all staff are required to have an **Individual Professional Development Plan** wherein they identify professional goals for themselves and how these goals will be addressed through on-site mentoring and coaching, and attendance at specific trainings offered by our agency or a community partner. Full time staff are entitled to three paid professional days; part-time staff professional time is prorated.

### *Health and Safety Procedures*

#### **Health Rules and Plan for Mildly Ill Child in Center**

Parents are informed that they should send his/her child to school only when he/she is completely well and rested, for his/her own sake, as well as for the protection of the other children. To help combat germs, child must wash their hands upon arrival into the program.

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

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

- The illness prevents the child from participating in program activities or from resting comfortably;
- The illness results in a 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, fresh cold with persistent cough, uncovered open wounds, 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 fever or behavior change until the physician has determined that the illness is not a communicable disease;
- Purulent conjunctivitis (defined as pink or red conjunctiva 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 or other bacterial infections, until 24 hours after treatment and the child has been without fever for 24 hours without the help of medication;
- 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](http://www.state.ma.us/dph)

- Chicken pox, until last blister has healed over.

A child who has been excluded from Cole-Harrington 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, Cole-Harrington 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° by the oral or auxiliary route, a rash, reduced activity level, diarrhea, etc.), he/she will be removed from the classroom when possible, and his/her needs for food, drink, rest, play and appropriate indoor and outdoor activity will be met. The program administrator or teacher will remain with the child and provide appropriate supervision. All teachers have received training in the care of mildly ill children, i.e. comforting ill children, recognizing symptoms, taking temperatures, when and how to call for medical advice, administration of medications, handling bodily fluids, handwashing, first aid and knowledge on how communicable diseases spread. If the child manifests any of the symptoms requiring exclusion (as listed above) or it is determined that it is in the best interest of the child that he/she be taken home, his/her parent will be contacted immediately and will be asked to pick the child up as soon as possible. If parents cannot be reached, emergency contacts provided by the parents will be called. Any toys, blankets or mats used by an ill child will be cleaned and disinfected. Parents will be asked to take the child's blanket and mat cover home to be washed.

When a communicable disease has been introduced into the center, parents will be notified immediately, and in writing by the program administrator. Whenever possible, information regarding the communicable disease and recommendations shall be made available to parents. Program administrators shall consult the Child Care Health Manual for such information. DPH must be contacted when there is a reportable communicable disease in the program. Please note: Staff members who become ill with contagious diseases are excused from contact with children as quickly as possible. All staff or volunteers with communicable diseases will not have contact with children.

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 and will be posted so that all staff is aware of under immunized children. Staff will exclude a child promptly if a vaccine preventable disease to which children are susceptible occurs in the program. 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 Massachusetts Immunization Program provides free childhood vaccines. The toll free telephone number is 1-888-658-2850.

***\*\*Please make sure that the center always has your current home and work telephone numbers, emergency contact numbers, and insurance information.***

**Plan for Dispensing Medication (Prescription and Non-Prescription) and the Plan for Recording the Dispensing of Medication:**

All staff is required to be trained annually in the 5 Rights of Administering Medications, and how to administer emergency medications. They are also required to attend training on the side effects of medications either by EEC or by our health care consultant. They must also demonstrate competence in administering medications.

- The first dose of medication must be administered at home by the parent in case of an allergic reaction. (Except under extraordinary circumstances with parental consent).
- Staff must check with the parent to see when the first dose was administered.
- All medicines must be given to the teacher directly by the parent. Teachers will say and read the child's name out loud before, during, and after giving medications.
- All medicines will be stored out of children's reach in a labeled locked box. For the **School Aged Program** medicines are stored in each classroom in the cabinet labeled first aid, or in the refrigerator in a locked box, if refrigeration is necessary. **For the Early Learning Center** medicines are stored in the classroom's locked closet. If the medication needs to be refrigerated it will be stored in the refrigerator located in the locked closet in the Toddler II classroom. Lifesaving medications such as asthma medicines and Epi-pens are the only medications not in a locked box. They must be immediately available for use as needed and are located in the first aid back packs out of children's reach. All medications that are considered controlled substances are locked and kept out of the reach of children and are kept in the office closet. The child's lead teacher will be responsible for the administration of medication. In her absence her co-teacher will be responsible.
- Staff are required to document if children did not receive their medication. They also need to notify EEC if the missed dose resulted in hospitalization. If teachers give the wrong medicine or the wrong dose, they will need to contact the child's physician and follow their instructions. They will also need to document the incident and notify EEC. Parents are notified immediately if there are any medication errors.

**Prescription** medicine including topicals will be given to children if it is prescribed by the child's physician and is in its original bottle with the pharmacist's typed label, which includes the child's name, name of health care provider, name of drug, details the strength of the medication, dosage including times/day and route to be given, current date, expiration date or period of use of medication, instructions on how to administer and how to store the medication.

**Non-Prescription** medications may be given to children if they are accompanied by a written authorization from parents and a written order from the child's physician which includes the name of the medication, dosage, and criteria for its administration. Criteria must also include the specific date for medication's administration. Over the counter medications must be in the original packaging and provided by the parent with the child's name affixed to it.

The order will be valid for no more than a year from the date it was signed by parent and physician. Every attempt will be made to contact the parent before the medication is administered, unless a child needs medication urgently or when contacting the parent will delay appropriate care unreasonably. The parents shall be notified by phone or in writing each time a non-prescription medication is administered to a child.

Parents must sign the center form authorizing staff permission to dispense prescription or non-prescription medicine. All teaching staff are trained to administer, handle and store medications. All teaching staff are trained annually by EEC on the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures and/or medicines other than oral, topical, or Epi-pens must be trained annually by and have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care professional, or the health professional signs off that the parent can train staff in administration. Staff are also trained and made aware of common side effects of certain medications and the adverse interactions among various medications as well as the use of any necessary equipment to administer medication. The teacher assigned to the child will be responsible for administering the medicine, recording date and time of such administration, the dosage, the name of the child and their own name. The individual record includes instructions from the licensed health provider who prescribed or recommended medication for the child or the health provider's office may give instructions by phone to program staff. Prescription labels that include this information are also acceptable. The individual record also includes: recording changes in the child's behavior that have implications for drug dosage or type. The record is reviewed regularly with the child's parent(s), and information is shared on behavior changes with staff and physicians. All medications will be stored out of the reach of children and under proper conditions for sanitation, preservation, security and safety during the time the children are in our care and during transportation of children. At the conclusion of dispensing the specific medication, the authorization form will be filed in the child's file. All unused medication shall be disposed of, or returned to the parent when no longer needed. This will also be documented in the child's record. When returning medicine to the parent is not practical, the medication must be destroyed and the destruction recorded by the program administrator in accordance with the Department of Public Health's Drug Control Program.

***Topical Non-Prescription Medications*** for treatment purposes e.g. diaper rash cream and other ointments, may be administered to a child but only with annual written parental authorization, specifying the specific medication/ointment and criteria for administration. The center will not administer any topicals contrary to the directions on the original container unless authorized in writing by the child's physician. The center will accept a one year authorization from parents for the administration of such topical non-prescription medications or preparations and maintain a written record which will include the time and date of administration, the dosage, name of staff member, and name of child. The completed record shall be made a part of the child's file. The child's name must also be affixed to the medication and the expiration date noted and circled.

Any topical which are applied to wounds, rashes, or broken skin must be provided by parents. Parents will sign the Authorization for Topical Medication form. Parents must also provide a written order from the physician authorizing administration, the dosage, the duration or conditions of use of the non-prescription topicals that are applied to wounds, rashes or broken skin. These topicals must be stored in their original container, labeled with the child's name and used for that child only. A written record for administering must be maintained.

*All topical medications provided by parents must have the child's first and last name affixed to the medication and the expiration date noted and circled.*

Topical non-prescriptions used solely for preventive measures such as sunscreen, insect repellent, Chap Stick may be administered to a child with annual parental authorization. Parents are asked to donate sunscreen or they can send in their preferred brand of such items for their own child's use labeled with their child's full name. If the sunscreen is a donation and it is used by more than one child, a list of children's first and last names is included on the bottle. Sunscreen provided must have UVB and UVA protection of SPF 15 or higher. Topical medications such as sunscreen, insect repellent, and other ointment creams or salves must not be applied to open wounds rashes or broken skin unless otherwise indicated on the label or by the health care provider.

#### **Plan for Meeting Individual Children's Allergies and Other Specific Health Needs**

- During intake, parents will be asked to record any known allergies, special health care needs or nutritional needs on the face sheet. The face sheet will be updated yearly. The child's parents will give the program an individualized health care plan prepared in consultation with the pediatrician, family members and specialists involved. The plan must describe your child's symptoms, any medical treatment that may be necessary while the child is in our care, the potential side effects of that treatment and the potential consequences to the child's health.
- All allergies or other important medical information will be posted in each classroom with parental consent, in the cupboard in the kitchen, and in the back room cupboard
- All staff and substitutes will be kept informed by the program administrator so that children can be protected from exposure to foods, chemicals, pets or other materials to which they are allergic.
- The names of children with allergies or other health conditions will be posted with parent permission. The location of the child's Epi-pen, asthma medication and other life- saving medicines will also be posted along with their specific instructions. Emergency medications such as Epi-pens are immediately available for use as needed in each classroom's first aid backpack. The health care consultant and the program administrator will be responsible for making sure that staff receives appropriate training to handle emergency allergic reactions and other special health care needs.
- The allergy list is checked prior to providing children with food and dispensing medications.

#### **Cole-Harrington's Policy on Children's Individual Children's Health Care**

Cole-Harrington must maintain as part of a child's record, an individual health care plan for each child with a chronic medical condition, which has been diagnosed by a licensed health care practitioner. The plan must describe the chronic condition, its symptoms, any medical treatment that may be necessary while the child is in care, the potential side effects of that treatment, and the potential consequences to the child's health if the treatment is not administered. (See your center's program administrator to request a Chronic Health Plan).

Your child's teacher will administer routine, scheduled medication or treatment to your child who has a chronic medical condition in accordance with your written consent and your licensed health care practitioner's authorization. The teacher will have successfully completed training, given by a licensed health care practitioner familiar with your child's condition, which specifically addresses your child's medical condition, medication and other treatment needs.

In addition to the requirements for the routine, scheduled administration of medication or treatment set forth in the previous paragraph any unanticipated medication or treatment for a non-life-threatening condition requires that the teacher must make a reasonable attempt to contact you

prior to administering such unanticipated medication or beginning such unanticipated treatment, or, if you cannot be reached in advance, as soon as possible after such medication or treatment is given.

The teacher will document all medication or treatment administration, whether scheduled or unanticipated, in your child's medication and treatment log. The written parental consent and the licensed health care practitioner authorization shall be valid for one year, unless withdrawn sooner. Such consent and authorization must be renewed annually for administration of medication and/or treatment to continue. Teachers may with written parental consent and authorization of a licensed health care practitioner, develop and implement an individual health care plan that permits older school age children to carry their own inhalers and or Epi-pens and use them as needed, without direct supervision of an educator. Staff members are aware of the contents and requirements of the child's individual health care plan specifying how the inhaler or Epi-pen will be kept secure from access by other children in the program. Whenever an individual health care plan provides for a child to carry his or her own medication, Cole-Harrington must maintain on-site a back-up supply of the medication for use as needed.

#### **Assessing Injuries to Children in Care**

When a child is injured, staff members consult with each other to fully assess the child's injury and make sure they are following their first aid procedures. The teacher can contact our consultant for additional input as well. When an injury occurs staff will ask the child questions and observe to make sure the child is okay. The child will be monitored throughout the day. Staff will continue to assess the child's injury to make sure what was first observed and treated is still the appropriate course of action.

**Note:** It is especially important to consider the possible severity of a head injury. In some cases an injury may warrant immediate medical attention and in other cases an injury may need continued observation for possible concussion. At any time staff believes that the child's life may be at risk, or there is a risk of permanent injury, staff will follow Cole-Harrington's Emergency Procedures.

After first aid is administered and the child is calm, the program administrator or lead teacher will survey the scene and gather additional information.

- ✚ What was the child doing?
- ✚ What equipment was involved?
- ✚ Was another child involved?
- ✚ Were any hazards involved?
- ✚ Were there any witness's? What did they see?

#### ***Procedures that must be followed:***

- In the event of a minor accident staff will provide immediate first aid. Antiseptics cannot be administered unless a parent gives permission and the health care provider authorizes it.
- Staff will complete the injury report and document the injury in the Injury Log.
- The program administrator will read the report and sign their name. In the event of the program administrator's absence the assistant program administrator/administrative assistant or designated lead teacher will read the report and sign their name.
- Staff will provide immediate, full, and accurate verbal notification to parent/guardian regarding injury.
- Staff will have current first aid and CPR training.

- The program administrator will regularly review program's health care policy with staff.
- The program administrator will monitor the Injury Log monthly and make recommendations to staff.
- Program staff must share all pertinent information with program administrator and any teacher taking over care. Staff will share the child's status with the parent/guardian at pick-up time for minor injuries. For any serious injuries the parents will be called immediately to inform them of their child's condition. Parents will be asked to read and sign the accident report. They will receive a copy and the original will be maintained in the child's record.
- The program administrator will make sure the child's medical information is complete and that staff know the location of the child's medical information.

***The following steps will be taken in the event that a child has ingested a potential poison:***

- If a child is unconscious, becoming drowsy, having convulsions, or having trouble breathing we will follow Cole-Harrington's Emergency Procedures.
- In all cases of poisoning, we will call the Poison Center **immediately. WE WILL NOT induce vomiting, except on professional advice.** The Poison Center will give us further information.
- The nationwide Poison Center is open 24 hours a day. Their telephone number is **1-800-222-1222**. When calling the Poison Center, we will give specific information about:
  - ✚ The product the child was exposed to (we will have the container with us when we call)
  - ✚ The amount
  - ✚ The time of exposure
- We will **not** rely on antidote charts or first aid information on product labels, since they may be out of date and their incorrect use as reference material can sometimes cause additional damage. We will call the Poison Center first and then follow Cole-Harrington's Emergency Procedures. Emergency medical services must be called since any child who may have been poisoned **must** be seen by a physician.

***Fumes, Gases, or Smoke***

We will get the child into fresh air and follow Cole-Harrington's Emergency Procedures. If the child is not breathing, we will start CPR and continue until help arrives.

***Skin exposure***

If acids, lye, pesticides, chemicals, or any potentially poisonous substances come in contact with a child's skin, we gently brush off the dry material, remove the contaminated clothing, and wear rubber gloves, if possible. We will wash the skin with large quantities of soap and water and call the Poison Center for further advice.

***Eye exposure***

If anything other than water is splashed in the eye, we will flush gently with water for at least 15 minutes and call the Poison Center for further advice.

Any injury or illness which requires hospitalization or emergency medical treatment when a child is attending the program will be reported to the Department of Early Education and Care immediately.

### **Procedures for Emergencies and Illness**

In 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 her/his co-teacher take the other children to another area or room. Both staff members should respond in a calm and reasonable manner.

1. Other staff will be alerted to send for assistance, be it the program administrator or administrative assistant.
2. For the following emergencies the program administrator will call 911, state our location, and report the medical condition such as:

Cardiac arrest  
Drowning

Massive bleeding  
Respiratory problems

Seizures  
Choking  
serious injury or accident

### **3. Transportation Method:**

911 is called automatically to secure emergency transportation.

### **4. Notification of Parents:**

The child will be taken to the nearest hospital or where designated by parent on emergency form with a Cole-Harrington staff member present. The parent will be notified by another staff member and asked to meet the child at the hospital. The child's file will be taken, including permission forms and pertinent insurance information. The program administrator will immediately report to the Department of Early Education and Care by phone, any injury or illness of any child which occurs during the hours while the child is enrolled in care and requires hospitalization or emergency medical treatment. The Health Care Policy lists all the telephone numbers for emergency services. The hospitalization or emergency treatment will also be reported to EEC by submitting an Injury Report Form with the required documentation within five business days.

### **5. Emergency Procedures if Parents Cannot be Contacted:**

When parents cannot be reached, those listed, as emergency contacts will be called. In the event a parent cannot be reached immediately, a designated staff person will continue to attempt to reach parents. The child will be transported to the hospital. A staff member will accompany the child and the child's whole file will be taken, including permission forms. The program administrator will immediately report to the Department of Early Education and Care any injury 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.

### **6. Emergency Procedures for Field Trips:**

A copy of the center's Health Care Policy will be taken along on all field trips. Teachers will bring a copy of each child's application form, which lists parents' phone numbers, emergency contact people and their current phone numbers as well as insurance information. They will also bring along a copy of the parents' signed permission slips authorizing treatment in the event of a life-threatening emergency. A first aid kit will be taken along on all trips, as well as a working cell phone. Information about allergies and known medical conditions are also brought. Emergency and life- saving medications such as asthma inhalers and Epi-pens are brought whenever staff leave the center and are kept in the first aid backpack.

If an accident or acute illness occurs while on a field trip, the program administrator and or lead teacher will take charge of the emergency, assess the situation and give first aid as needed. The method and urgency of transportation will be determined by the program administrator and or

lead teacher based on the severity of the emergency or illness. If necessary an ambulance will be called and parents will be notified. In the event the coordinator is not present on the field trip, she will be contacted by the lead teacher as soon as possible and informed of the nature and extent of the injury and their proposed plan of action.

7. **The Cole-Harrington Health Care Policy** is provided to each staff member and is located in each classroom posted near the telephone. It describes in detail staff responsibilities for dealing with emergencies and has been approved by our health care consultant. The Health Care Policy is available for parents to review. Parents will also be emailed a copy of the Health Care Policy in its entirety upon enrollment.

### *Child Release Policy*

1. In child custody cases, Cole-Harrington requires legal documentation of visitation and custody rights of both parents at the time of enrollment. When the parents enroll the child he/she can indicate in writing that he/she must be called before the child can be released to the other parent.
2. Cole-Harrington will only release children to persons authorized in writing or by phone by parent. Staff will ask for identification, i.e. valid MA license, Employee Identification Card (photo I.D.) to be shown before a child is released to persons authorized by parent. Under no circumstances will a child be released to anyone without parental consent. (Under no circumstances should our door security code be given out to anyone other than parents in the program.)
3. If a parent comes to Cole-Harrington under the influence of drugs or alcohol, Cole-Harrington will not release the child to the parent. The other parent or emergency person(s) listed on the enrollment form will be notified of the situation and asked to pick up the child. A staff member must ask the parent to leave and escort the parent out of the building.
4. If a parent becomes violent or abusive, verbally or physically, staff will call the police and the child's custodial parent. In the event the parent forcibly removes the child, staff will call the police and provide them with the following information: name of child, age, physical description, name of parent, vehicle used to remove the child, license plate number, color and make of vehicle. Staff should give them specific time of departure, name of custodial parent, home address and telephone number, as well as the name of the Cole-Harrington program, its address and phone number.

### **Pick-up and Drop-off Procedures**

Parents will receive a security code that allows them to enter the center. This system is in place to prevent outsiders from entering the building. DO NOT give out the code to anyone including your child or their siblings. DO NOT allow anyone to enter the center with you unless you know them.

If you drive your own (and/or other) children to the center, please observe these rules for safety:

1. Insist that the children sit in car seats or wear proper seat belts.
2. Bring the child to the classroom and wait until a teacher greets him/her. Please use this time to let the teachers know any relevant information about your child (i.e. medication needs, moods, and eating or sleep irregularities.) Sign in the time you have brought your child.
3. When picking up a child, let a teacher know that you have taken him/her. Sign out the time you are leaving.
4. Please notify the program administrator if there is a change in drop-off or pick-up times.

5. At the **Galvin Middle School** flexible pick-up times may be arranged with the program administrator.
6. Never leave the car running, keys in the ignition, or the doors unlocked.
7. Never leave children unattended or unsupervised in the car, on the playground or in our building.
8. No child should, at any time, be allowed to open doors, leave the building or go to the parking lot unaccompanied by an adult.
9. When you arrive you are responsible for your child at all times.
10. Follow the 15 MPH speed limit.
11. Park in legal spots only.
12. Do not block in other cars when parking.
13. At the **Galvin Middle School** do not park in handicapped parking spaces or the Cole-Harrington van parking space.
14. At the **Galvin Middle School** the parking lot next to the playground is only available after 4:00 PM.
15. At the Galvin Middle School use Cole-Harrington designated parking spaces at all times.

## ***Emergency Procedures***

### **Contingency Plans for Emergency Situations**

1. All staff have been trained to handle emergency situations in a calm manner.
2. All staff have been trained on how to communicate basic emergency information to emergency personnel.
3. All Cole-Harrington Programs have working telephones available on the premises during the hours of operation.
4. When considering an evacuation or remaining in the building, staff will follow the lead of emergency management authorities.
5. In rooms that have direct access to outside, exit signs are posted.
6. Escape routes are posted by each exit.
7. To ensure all children are accounted for staff will survey the room prior to evacuation, do a number count and take a face to name attendance immediately at the designated meeting place. If a child is missing the coordinator is informed so that appropriate steps are taken to notify emergency personnel to find the child. See Cole-Harrington's Lost Child Policy in the Health Care Policy.
8. In the event a child needs assistance due to their special needs or disability a Cole-Harrington staff member will be assigned to assist the child in an emergency situation.
9. Practice evacuation drills are held monthly during different times of the day and use alternate exits. Staff must document the date, time, exit route used, number of children evacuated and the effectiveness of the drill.
10. Disaster Drills are held twice a year. Staff must document the date, time, number of children evacuated and the effectiveness of the drill.

**All staff have been trained on ALICE (Alert, Lockdown, Inform, Counter, and Evacuate).**

### **Emergencies at the School-Age Enrichment Program**

***In the event of severe weather, natural disaster, or situation necessitating that we remain in our building (blizzard, tornado, etc.)*** Cole-Harrington notifies the Canton Fire Department. The program administrator directs children in all three modular classrooms to the first floor hallway of the Galvin Middle School. Attendance will be taken and all children and staff will be accounted

for. A cell phone and charger will be taken to the area. Staff will bring any necessary medications/first aid supplies, individual emergency care plans for children who may need special care in an emergency and emergency records, as well as, games and activities that will maintain children's interest to each area. The program administrator will keep in contact with the Galvin Middle School Principal and the Canton Fire Department to provide and get updates on the situation.

- ❖ ***In the event of fire, severe weather, natural disaster, or situation (chemical spills, bomb threats...) necessitating evacuation of the building,*** Cole-Harrington will call the Canton Fire Department to be directed to a safer location if necessary until parents can arrange pick up. Face to name attendance will be taken. All children and staff will be accounted for. Signs will be displayed at the Cole-Harrington location directing parents to our emergency site. A cell phone and charger will be taken as well as emergency numbers. Parents will be called and informed of where to pick-up their children. Staff will document on the attendance sheet when children are picked up and by whom. Staff will bring to the emergency site any necessary medications/first aid supplies, individual emergency care plans for children who may need special care in an emergency and emergency records as well as games and activities that will maintain children's interests. The program administrator will keep in contact with the Galvin Middle School principle and the Canton Fire Department to provide and get updates on the situation. Early Education and Care will be notified immediately about any emergency relocation

**Designated buildings and emergency facilities include:**

- The Galvin Middle School, 55 Pecunit Street
- The Hansen Elementary School, 25 Pecunit Street (In the event that the Galvin Middle School is at risk) (By walking).

**Face to name attendance will be taken prior to departure, during our walk, and upon arrival to the Hansen School to ensure all children and staff are accounted for.** A cell phone and charger will be taken and parents and or the child's emergency numbers will be called. Canton Fire Department and Galvin Middle School will be notified and given our status. We will also request further information on the situation. Arrangements will be made for children's immediate pick-up. Staff will bring to the emergency site any necessary medications/first aid supplies and emergency records, as well as games and activities that will maintain the children's interests. Staff will document when children are picked up and by whom. Early Education and Care will be notified immediately about any emergency relocation.

- ***In the event that the town of Canton is at risk, the town of Canton would facilitate a reverse 911 call to all residents. We would then be instructed on where to go and best route to take.***

- ❖ ***In the event that Cole-Harrington has been exposed to toxic materials or gasses or if the environmental emergency is more widespread,*** the Canton Fire Department will be called. The Canton Fire Department will determine what steps to follow. Based on their recommendation children's medical needs will be taken care of onsite or arrangements will be made for children to be transported to another medical facility. Parents and or emergency contacts will be notified. Staff will document when children are picked-up and by whom.

- ❖ ***In the case of a power outage*** we will notify the Galvin Middle School. We will also inquire how long we can be without power. During a short-term power outage (one hour or less) we will have emergency lighting provided in the hallway and classrooms. We will provide a flashlight for the bathroom. For outages over an hour we will contact parents, have them pick up their children, and close the center.
- ❖ ***In the case of loss of water***, we will call the town of Canton to inquire how long we will be without water. For short-term loss (one hour or less) we will use Galvin Middle School for toileting and hand washing needs. Dishwashing will be postponed until water is returned. Disposable dishes will be used during water loss. If water loss is going to be longer than one hour, we will close the center.
- ❖ ***In the case of heat loss***, If we will be without heat for longer than one hour or if the temperature does not meet the minimum temperature regulation of the Department of Early Education and Care (7.25 (10)) and hot water requirement (7.25 (19)) we will close the center.
  - ***In the event of a potential threat from an intruder inside or outside the program***, Cole-Harrington will implement the following lock-down procedures. The procedure is designed to keep children and staff safe within the facility until the police or other emergency responders can respond and eliminate the threat.
  - In the event of a potential threat from an intruder outside of the program, the Cole-Harrington's Program administrator will announce "lockdown" to each classroom.
  - The teachers and children will be instructed to remain in the building until the emergency management officials issue additional instructions or declare that the emergency condition has ended. (This could be the Galvin Middle School, the Fire Marshall, Police Department, Program administrator.) Communication will be maintained by cell phones and/or office phones.
  - Staff will remain calm. If outside, they will proceed to the nearest building if it is safe to do so.
  - Inside the building, staff will ensure all doors are shut and locked.
  - Classroom doors will be barricaded with tables and other furniture.
  - All exterior windows will be closed, locked and shades will be drawn. All other windows will be covered.
  - Lights will be turned off and all phones will be silenced.
  - Staff and children will position themselves out of sight lines from doors throughout the building: office closet, bathrooms, room corners.
  - Children will be instructed to be quiet.
  - Doors will not be opened until Cole-Harrington has been cleared by appropriate authority.
  - Parents will be called by the program administrator when it is safe to do so.
  - In the event that the children and staff must flee the building, the program administrator or classroom teacher will announce this decision and indicate which exit to leave from and which route to take based on the information on the location of the intruder. Staff will survey the room prior to evacuating and do a face to name attendance. A lead teacher takes the attendance and will lead the children out of the building. Children will be instructed to be quiet during the evacuation. The assistant teacher and other staff will assist with the evacuation and check for stragglers.

- If safe to do so the Program administrator will also make a visual inspection of each classroom before exiting the building.
- Face to name attendance will be taken immediately at the designated meeting place.
- A cell phone and charger will be taken to the area.
- The program administrator is in charge of communication between emergency personnel and GMS.
- If possible and safe to do so staff will bring to the emergency site any necessary medications/first aid supplies, emergency records, food, and water to meet children's immediate needs.
- When it is safe to do so staff will release children to their family. They will document on the attendance sheet when children are picked up and by whom.
- EEC will be notified about any emergency relocation.

### **Emergencies at the Early Learning Center**

- ❖ ***In the event of severe weather, natural disaster, or situation necessitating that we remain in our building (blizzard, tornado, etc.);*** CPS administration staff will notify ELC or, ELC will notify CPS administration staff. The CPS administration staff and ELC will also notify the Canton Fire Department. The program administrator directs each classroom to the hallway. Face to name attendance will be taken. All children and staff will be accounted for. A cell phone and charger will be taken to each area. Emergency numbers will be taken and parents will be called. Staff will bring any necessary medications/first aid supplies, individual emergency care plans for children who may need special care in an emergency and the emergency records. They will also bring games and activities that will maintain children's interest to each area. The program administrator will keep in contact with CPS administration staff and the Canton Fire Department to provide and get updates on the situation.
- ❖ ***In the event of fire, severe weather, natural disaster, or situation (chemical spills, bomb threats...) necessitating evacuation of the building,*** CPS administration staff will notify ELC or, ELC will notify CPS administration staff. The CPS administration staff and ELC will also notify the Canton Fire Department. Director in charge directs Cole-Harrington to a safer location if necessary until parents can arrange pick-up. Face to name attendance will be taken. All children and staff will be accounted for. Signs will be displayed at the Cole-Harrington location directing parents to our emergency site. A cell phone and charger will be taken as well as emergency numbers. Parents will be called and informed of where to pick-up their children. Staff will document on the attendance sheet when children are picked up and by whom. Staff will bring to the emergency site any necessary medications/first aid supplies, individual emergency care plans for children who may need special care in an emergency and the emergency records. They will also bring games and activities that will maintain children's interests. The program administrator will keep in contact with CPS administration staff and the Canton Fire Department to provide and get updates on the situation.

### **Designated buildings and emergency facilities:**

- The CHS gym complex
- Other buildings at CHS (designated by CHS)

- ❖ ***In the event that the CHS facility is at risk***, Cole-Harrington children and staff will be transported to **The Mass Audubon Society** at 963 Washington St, Canton, MA 02021, (781) 821-8853 (By walking). Attendance will be taken prior to departure, during our walk, and upon arrival to The Mass Audubon Society to ensure all children and staff are accounted for. Cell phone and charger will be taken and parents and or the child's emergency numbers will be called. Canton Fire Department and CHS will be notified and given our status. We will also request further information on the situation. Arrangements will be made for children's immediate pick-up. Staff will document when children are picked up and by whom. Staff will bring to the emergency site any necessary medications/first aid supplies and emergency records. They will also bring games and activities that will maintain the children's interests.
- ❖ ***In the event that Cole-Harrington has been exposed to toxic materials or gasses or if the environmental emergency is more widespread***, the Canton Fire Department will be called. The Canton Fire Department will determine what steps to follow. Based on their recommendation children's medical needs will be taken care of onsite at CHS or arrangements will be made for children to be transported to another medical facility. Parents and or emergency contacts will be notified. Staff will document when children are picked-up and by whom.
- ❖ ***In the case of a power outage***, we will notify CPS administration staff. We will also inquire how long we can be without power. During a short-term power outage (one hour or less) we will have emergency lighting provided in the hallway and classrooms. We will provide a flashlight for the bathroom. For outages over an hour we will contact parents, have them pick up their children, and close the center.
- ❖ ***In the case of loss of water***, we will call CPS administration staff to inquire how long we will be without water. For short-term loss (one hour or less) we will use CHS gym complex for toileting and hand washing needs. Dishwashing will be postponed until water is returned. Disposable dishes will be used during water loss. If the gym complex is without water or if water loss is going to be longer than one hour, we will close the center.
- ❖ ***In the case of heat loss***, we will call CPS administration staff to inquire how long we will be without heat. If we will be without heat for longer than one hour or if the temperature does not meet the minimum temperature regulation of the Department of Early Education and Care (7.25 (10)) and hot water requirement (7.25 (19)) we will close the center.
- ❖ ***In the event of a potential threat from an intruder inside or outside the program***, Cole-Harrington will implement the following lock-down procedures. The procedure is designed to keep children and staff safe within the facility until the police or other emergency responders can respond and eliminate the threat.
  - In the event of a potential threat from an intruder outside of the program, CHS and/or the Cole-Harrington's Program administrator will announce "shelter in place" through the loud speakers.
  - The teachers and children will be instructed to follow the instructions provided by CPS/CPD emergency management officials. Communication will be maintained through CHS's public address system, cell phones and/or office phones.
  - Staff will remain calm. If outside, they will proceed to the nearest designated area of safety (Mass Audubon).

- Inside the building, staff will ensure all doors are shut and locked.
- Classroom doors will be barricaded with tables and other furniture.
- All exterior windows will be closed, locked and shades will be drawn. All other windows will be covered.
- Lights will be turned off and all phones will be silenced.
- Staff and children will position themselves out of sight lines from doors throughout the building: office closet, bathrooms, under lofts, room corners.
- Children will be instructed to be quiet.
- Doors will not be opened until Cole-Harrington has been cleared by appropriate authority.
- Parents will be called by the Program administrator when it is safe to do so.
- In the event that the children and staff must flee the building, the Program administrator or classroom teacher will announce this decision and indicate which exit to leave from and which route to take based on the information on the location of the intruder. Staff will survey the room prior to evacuating and do a face to name attendance. A lead teacher takes the attendance and will lead the children out of the building. Children will be instructed to be quiet during the evacuation. The assistant teacher and other staff will assist with the evacuation and check for stragglers.
- If safe to do so the Program administrator will also make a visual inspection of each classroom before exiting the building.
- Face to name attendance will be taken immediately at the designated meeting place.
- A cell phone and charger will be taken to the area.
- The Program administrator is in charge of communication between emergency personnel and CHS.
- If possible and safe to do so staff will bring to the emergency site any necessary medications/first aid supplies, emergency records, food, and water to meet children's immediate needs.
- When it is safe to do so staff will release children to their family. They will document on the attendance sheet when children are picked up and by whom.
- EEC will be notified about any emergency relocation.

***If the program administrators are absent the designee in charge will assume authority and take action in an emergency.***

#### **Procedure in the Event a Child is Lost or Missing on Campus**

In the event that it has been determined that a child is lost or missing during center operation, all available staff and administration will be released to search for the missing child. The child's classroom, hallway, bathrooms and classroom closets will be searched first. Cole-Harrington's parking lot and outdoor play area will be searched next depending on the last location the child was seen. If after ten minutes the child has not been found, the program administrator will notify the Canton Police and the child's parents. All available staff will continue to search for the child until police take over the search situation. Teachers and assistants included in the maintaining the teacher child ratio in the classroom will remain calm and continue with regular routines and activities of the program.

#### **Procedure in the Event a Child is Lost or Missing on a Field Trip**

In the event that it has been determined that a child is lost or missing on a field trip, all available staff, parents and administration will be released to search for the missing child. Authorities at the

field trip site will be notified as well by the Program administrator so they can implement their plan of action whether it be locking the facility and or assisting in the search. If after ten minutes the child has not been found, the Program administrator will notify 911 and the child's parents. All available staff will continue to search for the child until police take over the situation. Teachers and assistants included in maintaining the teacher child ratio will remain calm and return all children to the designated meeting space and await further instruction by Program administrator or emergency personnel.

### *Cole-Harrington's Policy on Child Guidance*

The question of Cole-Harrington's philosophy of child guidance is perhaps the single most difficult aspect of the program to describe and document. It is a philosophy based on the feelings and thoughts of a group of teachers who, over a period of five years, worked together to develop the present program. It is based on the experiences they shared as they met the challenges of the children they had the opportunity to know.

Guiding children's behaviors involves more than the identification of rules, the methods of their communication and the techniques for handling children whom, for whatever reasons, do not comply. It includes an attitude towards children. How one communicates respect to a child. How one communicates acceptance. How one helps a child experience success in his/her relationships with others.

For children, growing is finding out what they can do. In order to figure this out, they need to know what the limits are in the situation they find themselves. Understanding these limits is essential but does not ensure unconditional acceptance. They will test them. They will question them. They might even rebel against them. All children will go through this process in different ways, at different times.

As teachers, we need to be ready for this and accept it as part of our responsibility. Utilizing these times to promote children's thinking and feeling can be very exciting and rewarding. It is of utmost importance that all teachers in the center approach this part of their role consistently, conscientiously and compassionately.

The environment at the center is consistent, stimulating and educational with varied curriculum and plenty of age appropriate materials. It is designed to provide children with clear, visible cues specifying the rules for use of materials and equipment provided. It is divided into different interest areas, such as a block area, library, and small building area. Entrance into and subsequent use of the materials provided is limited to a certain number of children. This is noted by a tag system, or number of chairs set around a table and/or a picture display. Materials chosen for each area are selected to meet the interests of children, are attractively displayed, frequently rotated to ensure novelty and are easily accessible. In most areas, when feasible, materials are stored in such a way to promote children's responsibility in returning them to their designated place upon their completed use. The organization of the environment in this way reduces the necessity of teachers continually presenting rules to the children on such matters and, therefore, provides more opportunity for them to interact with children in other ways, e.g., extending their learning, promoting friendships, engaging in conversations.

Attached is a list of rules that have been developed at the center. **(See Attachment #2 List of Rules)** They have been developed to provide for children's health, safety, and to promote

children's acquisition of social and self-help skills. They fall into these broad categories: general rules, arrival time, free play/work times, snack/lunch time, outdoor play, toileting, rest/nap, departure. They are written in such a way as to avoid the use of negative words, such as "don't" and "no" and are stated in specific positive terms to provide the child with the appropriate expectations. Rules stated as a "don't" or "no" are primarily limited to those which involve a child's safety. Each year children, if age appropriate, will be asked to generate a list of rules, policies and procedures that they feel all children should follow. These will be posted in each of the classrooms.

Various techniques to guide children's behavior have been developed. Some are quite similar to those listed in the book by Clare Cherry, *Please Don't Sit On The Children*. Some are general routine practices. Their systematic use is a learned skill that is acquired through observations, implementation and discussion. They include:

- |   |   |
|---|---|
| ✚ anticipating difficult situations   | ✚ giving gentle reminders   |
| ✚ distracting to a positive model   | ✚ injecting humor   |
| ✚ offering choices  | ✚ giving praise or compliments  |
| ✚ offering encouragement  | ✚ clarifying messages   |
| ✚ overlooking small annoyances  | ✚ deliberately ignoring provocations                                      |
| ✚ reconsidering the situation   | ✚ giving hugs and caring  |
| ✚ providing renewal time  | ✚ providing discussion with an adult                                      |
| ✚ arranging discussion among the children                                   | ✚ pointing out natural or logical consequences                            |
| ✚ role modeling social skills, appropriate behaviors and positive attitudes | ✚ teaching coping mechanisms such as taking a break, taking a deep breath |

Staff help children manage their behaviors by guiding and supporting children to persist when frustrated, play cooperatively with other children, use language to communicate needs, and identify and share feelings, learn turn taking, gain control of physical impulses, express negative emotions in ways that do not harm others and themselves, use problem solving skills, and learn about self and others.

The center will continue to review these techniques, seek out new ideas and create alternative methods.

We consider certain patterns of relating to children as self-defeating and inappropriate. They include: threats, bribes, promises, sarcasm and sermons. These must be avoided at all times.

All teachers working with young children may fall into less productive most likely all too familiar and traditional, patterns of handling children who do not readily or consistently comply with a rule. We must avoid these and change any that we bring with us to the program. They are not in the best interest of the children. They include:

- |  |   |
|--|---|
| ✚ isolating a child longer than their age<br>i.e.; Three year olds would sit no longer | ✚ requesting the child to apologize to others |
|--|---|

than three minutes, four year olds would sit no longer than four minutes.

- ✚ excessive repetition of the rule
- ✚ raising one's voice
- ✚ demanding the child to verbalize his/her reason for not cooperating
- ✚ insisting the child verbalize his/her reason for discipline being given
- ✚ using one's own feelings to convince the child

When assessing a situation involving a child not cooperating with a given rule, there are three things a teacher must do. He/she must examine the rule itself, consider the child and assess one's own abilities to help the child.

Questions to consider when a child does not cooperate include:

- ✚ Is the rule clear?
- ✚ How is the rule being communicated?
- ✚ Is the child familiar with the rule?
- ✚ What is the nature of the teacher/child relationship?
- ✚ What is the nature of the parent/child relationship?
- ✚ Is the child dealing with issues from home?
- ✚ How often is the child given limits at the center? By which staff members?
- ✚ Is the rule appropriate for the age of the child?
- ✚ What is the developmental stage of the child?
- ✚ How does this affect the manner in which the child receives the rule?
- ✚ What is the setting in which the rule is being communicated? Are peers present? Any distracting influences?
- ✚ How are rules communicated at home?
- ✚ Can the child remember a rule over a period of time?
- ✚ Why is it a rule?
- ✚ Is it a new rule and is it being consistently communicated by all staff?

In summary, Cole-Harrington's Child Guidance Policy provides a comprehensive well planned approach to the issue of discipline, including staff's understanding of child development, the organization of the center environment, the listing of rules, specific techniques for managing children and a plan for handling more difficult and challenging behaviors. In addition, staff consistently addresses children's emerging sense of autonomy and other issues relevant to their emotional well-being through specific curriculum activities.

#### **Addendum to the child guidance policy**

- ✚ Corporal punishment shall not be used, including spanking.
- ✚ No child shall be subjected to cruel or severe punishment, humiliation or verbal or physical abuse, neglect, or abusive treatment. This includes: any type of hitting inflicted in any manner upon the body, shaking, threats and or derogatory remarks.
- ✚ No child shall be denied food as a form of punishment.
- ✚ No child will be force fed or made to eat against their will or in any way use food as a consequence.

- ✦ No child shall be confined to a swing, high chair, crib, playpen or any piece of equipment for an extended period of time in lieu of supervision.
- ✦ No child shall be in excessive timeout. Time out will not exceed one minute for each year of the child's age and must take place in the educator's view.
- ✦ No child shall be punished for soiling, wetting or not using the toilet, or forcing a child to remain in soiled clothing or forcing a child to remain on the toilet, or using any other unusual or excessive practices for toileting.
- ✦ No child will be denied outdoor time or basic needs.
- ✦ EEC does not allow licensed child care programs to use discipline techniques that require physical restraint.

In the event that a child displays behaviors that are dangerous to themselves, others, or the environment, there are certain steps a teacher will follow. She/he will establish eye contact, move in close proximity, and state the limit to end the aggressive behavior. If the child continues to be hurtful, the teacher will either redirect the child and/or offer him/her choices. She/he will also empathize with the child on how he/she is feeling and offer alternative safe ways to express his/her feelings. In cases where a child cannot be calmed down he/she may be requested to move to a quieter area for a brief time out or "calm down time." The quiet area may be in the classroom, hallway, or coordinator's office. Teachers will remain calm throughout this process and reflectively listen and empathize with the child. If none of the above strategies work and the child's safety is at risk or the safety of other children or adults is at risk and or the child must be removed in order to be safely supervised or the child's behavior is highly disruptive and or is upsetting to other children the teacher may hold the child long enough to remove them from a dangerous situation or keep him or her from hurting themselves or others.

Cole-Harrington will notify parents through a telephone call and will also document the child's behavior using our Challenging Behavior Incident form. A meeting will be held with the parents to discuss our Challenging Behavior Policy, plan strategies, and develop a behavior program. The behavior program will be shared with the parents and all staff so that consistency is ensured. Parents will be updated on progress or further aggressive incidents. Cole-Harrington's Challenging Behavior Policy will continue to be followed.

With parental permission Cole-Harrington's clinical psychologist or social worker may be contacted for additional support. Parents may also receive recommendations for referrals to therapists, social workers, public school, etc. Our priority is to ensure that all children at Cole-Harrington are safe.

**Supports that are available to assist in child guidance efforts include:**

- ≈ Family Psychological Services (781) 769-5050
- ≈ Family Services of Norfolk County (781) 326-0400
- ≈ Canton Area Help Line ( 781) 828-6666
- ≈ Department of Child and Family Services 1-800-441-3143
- ≈ Additional Supports can be found on page 66.

***Disciplinary Policy for Staff Conduct and Drug Free Environment***

All complaints about staff performance, by either a parent or staff member will be handled with the utmost confidentiality. The staff member will be presented with the complaint and given

twenty-four hours to respond verbally or in writing. A written summary will be provided by the immediate supervisor, which will include date and time of incident/complaint, name of person filing complaint, specific complaint, summary of meeting between staff member and supervisor and recommendations or follow-up as needed.

**Alcohol** may not be consumed during working hours, including lunch or supper breaks. Employees will not be permitted to work if they are under the influence of alcohol.

Further, the **use of controlled substances** is inconsistent with the behavior expected of our employees as it subjects our workforce, children in our care and consumers to unacceptable safety risks and undermines Enable, Inc.'s ability to operate efficiently. Accordingly, the use, sale, purchase, or possession of drugs or drug paraphernalia or other dangerous substances by an employee, except in accordance with medical authorization, is strictly prohibited.

If an employee is taking a lawfully prescribed or over-the-counter medication that interferes with the employee's ability to perform any aspect of their job, the employee must inform his/her supervisor or Human Resources *before* undertaking any work activities. In such cases, the employee may be required to take time off during the period that the medication is being used and/or be required to provide medical documentation confirming their ability to safely and effectively perform their job duties, notwithstanding use of the medication.

Violation of this policy will result in disciplinary action up to and including immediate termination.

Employees suffering from addiction may request reasonable accommodations, such as time off for treatment. If an employee has a drug or alcohol problem, Enable, Inc. urges the employee to report the matter to Human Resources *before* work-related problems occur.

### *Parent Communications*

***We consider the teacher-parent relationship to be an important component of our educational program provided to children.*** At Cole-Harrington we try to see each parent/child relationship as unique and special. The families at Cole-Harrington come from a variety of cultural, economic, and religious backgrounds. We recognize that families have different parenting styles and consider these differences when developing relationships. We try to blend our program goals with parent goals. We try to create a supportive atmosphere where parents can achieve their personal vision for their child's happiness and success. We believe that by establishing a relationship and building trust between parents and staff, we keep the lines of communication open for problem solving. If there's a problem or difference of opinion between staff and parents, the key is ongoing discussion with a commitment to address differences in a respectful and empathetic way. On going communication between home and school establishes a partnership. Together we can support, enrich and enhance each child's education and emotional well being.

Parents are encouraged to visit our program and are permitted to visit unannounced when their child is present. Parents are welcome to offer suggestions, criticisms, or other feedback directly to the program administrator. We encourage parents to discuss their child's needs and progress with the staff, and let them know of any changes at home that might affect their child's interactions with others. Formal **parent/teacher conferences** are held every three months for infants, every six

months for toddlers and every six months for preschoolers, and once a year for school aged children. An **annual progress report** is provided to all school-aged children. All parents can request a conference with their child's teacher or program administrator at any time of the year. A **written progress report is provided every three months to parents of preschool children with special needs and every six month to school aged children with special needs.**

Cole-Harrington is very interested in supporting parents in their important childrearing roles. We provide parents information and support to enhance and promote positive parent/child relationships. Our initial contact with parents at the time of enrollment is designed to be educational. We inform parents about our various services and explore general child care and education issues as well. We provide parents with an opportunity to talk about their child and family. Throughout the year we send parents information about various topics of interests.

Cole-Harrington is committed to educating parents and staff about the importance of promoting children's healthy eating habits and participation in moderate physical activity each day for sixty minutes as suggested by the United States Surgeon General's *Call to Action to Prevent and Decrease Overweight and Obesity in Children*. Within the first six weeks of enrollment we provide parents with a notebook of handouts published by the Harvard School of Public Health as recommended on the Department of Early Education and Care's website. **(See Attachment # 3 Parent Suggestions Promoting Children's Nutrition and Well Being)**

All centers publish a **monthly newsletter** that provides staff information, dates for upcoming events, and information on how to extend our curriculum at home. Articles from The Cole-Harrington Chronicle, a parent education newsletter published twice a year over a twenty-five year period are available on our website. **All parents are given a brochure which lists specific support agencies in the local area.** The program administrator is available to meet with any family in need to explore options for obtaining resources for their family or children from local or state agencies. Our licensed clinical social worker is available to meet with any family to discuss any issues of concern related to children's mental health. Families of children referred by the Department of Child and Family Services receive home based support services from our clinical social worker. Families complete a **Parent Survey of Interests and Needs** to identify specific areas they wish to address to support their parenting efforts.

A **Family Questionnaire** is sent to all families each June to encourage written feedback on all aspects of the program. The results of the survey are shared with staff and parents. Issues that need to be addressed in the coming year are discussed at a staff meeting prior to the end of the school year so that adjustments can be made to the program in the coming year. A copy of the family questionnaire survey used at the **ELC and SA** programs is included. **(See Attachment #4 and #5)**

All teachers use a **Parent/Teacher Conference Form** to document the content to be discussed with parents at the time of the parent/teacher conference. The form requires teachers to ask specific questions to obtain feedback from parents about how they see the adjustment of their child to the program and concerns or issues they may have about their child's specific program.

### *Staff to Child Ratios*

**We consider the teacher-child relationship to be an important component of educational childcare programs. Below is a listing of our staff to child ratios for the various age groups served at the Cole-Harrington Early Learning Center and School Age Enrichment Program.**

Our lower ratio is intended to provide additional staff to meet the potential needs of younger children and children with special education needs. Our staff child ratio ensure our compliance with EEC regulations at all times providing required coverage for planned and unplanned staff absences while also providing additional staff to meet the needs of children with special education needs.

<u><i>Age Group</i></u>	<u><i>Ages Range</i></u>	<u><i>Staff: Child Ratio</i></u>
Infants	3 - 15 months	1:3
Young Toddlers	16 - 20 months	1:4
Older Toddlers	21 - 30 months	1:4
Preschooler	2.9 - 4.9 years	1:7
Prekindergarteners- 1 <sup>st</sup> graders	4.10 - 7.0 years	1:9
2 <sup>nd</sup> - 5 <sup>th</sup> graders	8 - 11 years	1:10

### **III B.4. BIDDER'S QUALIFICATIONS**

Enable, Inc. a non-profit agency, created its first childcare center, the **Cole-Harrington Children's Center**, in 1978 with the support of Canton community residents in collaboration with the Mass Hospital Board of Directors and faculty. It was the first child care center in Canton. The Cole-Harrington Children's Center now holds a DEEC group care license to serve 60 children and provides care to 80 preschool aged children on a weekly basis. The program was located on the grounds of the Pappas Rehabilitation Center, formerly known as the Mass Hospital School from 1978-2017. It relocated to 611 Neponset St. in Canton as a result of the Pappas Rehabilitation Center's interest in developing a residential program for graduates of the center turning 22, as approved and funded by the MA state legislature. The Cole-Harrington Children's Center has 15 full time employees.

In 1986, Enable developed the **Cole-Harrington School Age Enrichment Program** at the request of the Canton School Department. The School Age Enrichment Program is licensed by the Department of Early Education and Care (DEEC) to care for 60 preschoolers and 130 school aged children. The program serves 175 children weekly. This program has 10 full time and 11 part-time employees.

In 1988 Enable, Inc. was awarded a contract with the state to take over a failing family child care system that served 40 low-income and at-risk children. During the course of the next 32 years as a result of our interest in creating a viable and responsive family child care system dedicated to promoting the principles and practices of quality early childhood education and care and serving low-income and children at-risk for abuse and neglect from neighboring towns and counties, our system, the **Cole-Harrington Family Child Care System**, expanded and now sub-contracts with 80 licensed family child care educators who reside in thirty towns located in Barnstable, Bristol, Norfolk, and Plymouth counties. Family child care serves children aged birth to five. Many of the home based educators hold licenses to also provide after school care to school aged children. Enable places 360 low-income and at-risk children with its family child care educators with funding provided by DEEC through competitive bids. Most of these family child care educators include private children from their communities in their programs. The family child care system has 10 full time employees.

In 2002 the **Cole-Harrington Infant Toddler Enrichment Center** was developed to meet the growing needs for childcare within the Canton community for infants and toddlers. This DEEC licensed program for 27 children and serves 32 children weekly. The Infant Toddler Enrichment Center has 10 full time employees.

In 2009 Enable, Inc. was encouraged to submit and then was awarded the bid to take over the management of the childcare program at the Rodman Center when the original provider ended their program after the first three years due to lack of enrollment and subsequent loss of funds. The **Cole-Harrington Early Learning** is licensed by the Department of Early Education and Care (DEEC) to care for 55 children aged 3 months – 5 years and serves 65 children weekly. The program's DEEC license also includes a provision to serve 26 school aged children which is used in the summer by the School Age Enrichment Program to operate its program in the downtown area with greater access to Canton and Boston area for field trips for students in upper grades. The Early Learning Center has 16 full time employees.

**Our agency made a decisive decision to develop quality early childhood educational programs to serve children in Canton. Our programs meet the childcare needs of working parents with infants, toddlers, preschoolers, and school aged children providing continuity of care and opportunities for all children to engage in meaningful, responsive, developmentally appropriate activities with educated, experienced, dedicated staff who actively seek to meet the individual and group needs of children under their care. Administrative offices for all five child care**

**programs are located at 605 Neponset St., Canton. Copies of all DEEC licenses and NAEYC certification are included for your review. (See Attachment # 6)**

All of our childcare centers and our family child care system actively seek to include children from all economic and cultural backgrounds and children with special education needs. We hold contracts with the Department of Early Education and Care to provide subsidized care to children from low income families who work, are in job training or have special needs that prohibit them from providing adequate supervision to their children. We also hold contracts with DEEC to provide subsidized care to children who are at-risk for abuse and/or neglect and have an active case with the Department of Child and Families (DCF). These contracts are awarded through a competitive bid. In addition we hold contracts with the local voucher agency that serves low income working families and families in work training programs who reside in Canton with funding provided by DEEC or the Department of Transitional Assistance.

Enable, Inc. has a long history of working collaboratively with Canton public school personnel at all three elementary schools, the Marilyn Rodman Center, the Galvin Middle School and Canton High School. We are willing to perform all required services as outlined in the RFP and enter into a contract with the Canton Public Schools. We are committed to providing a high quality educational and recreational programs to children at a reasonable cost to parents and engaging in meaningful, respectful, and collaborative relationships with parents and school personnel.

We have included a list of references as required by the RFR and letters of support written on our behalf. **(See Attachment # 7).**

### **III B.5. PROPOSED PERSONNEL AND RESUME SYNOPSIS**

Enable, Inc. employs a **full time President/CEO** who is responsible for overseeing the agency's five distinct child care programs which account for 63% of the agency's overall budget.

Enable, Inc. employs a **full time on-site program administrator** to oversee the *School Age Enrichment Program*. She reports directly to the agency's President/CEO.

**Enable, Inc.** employs a **full time on-site program administrator** to oversee the *Early Learning Center*. She reports directly to a program director who oversees one of our other programs serving infants and toddler. This program director reports directly to the agency's President/CEO.

Job descriptions for these program administrators are provided on subsequent pages. They include professional qualifications and responsibilities within specific categories considered essential for optimal performance.

Resumes for staff members currently employed in these positions are included on subsequent pages for your review as required in the RFP.

We have also included resumes of the agency's President/CEO, the childcare administrative assistant and childcare financial coordinator.

## **President/CEO Job Description**

### **Position Summary**

The President/CEO will provide leadership and management to a large comprehensive child care program. The President/CEO reports to the Board of Directors.

### **Qualifications**

Master's degree in early childhood education with fifteen years teaching experience and ten years management experience of a large child care system. Computer proficiency in MS Word and Excel required.

### ***Professional***

- Department of Early Education and Care certified Director I.
- Demonstrated ability to conceptualize large systems.
- Philosophical commitment to family systems approach.
- Demonstrated knowledge of infant, toddler, preschool, school-age development.
- Awareness, ability and interest to manage organizational change.
- Demonstrated knowledge of trauma as it pertains to abuse and neglected children.
- Commitment to Total Quality Management philosophy.
- Commitment to Enable's nine values.

### ***Leadership and Management Skills***

- Demonstrates ability to provide leadership role in the development and implementation of short and long range programmatic goals.
- Ability to influence the decisions of others through in depth knowledge of field of early childhood education and understanding of needs of adult learners.
- Creates and maintains pro-active stance at all times.
- Demonstrates creativity and innovation in challenging situations.
- Demonstrates knowledge of strategies and techniques for conflict resolution Ability to see long range implications and devise effective strategies.
- Demonstrates ability to analyze problems, make sound judgments and propose appropriate solutions.
- Ability to set limits and awareness of own strengths and areas of need.
- Demonstrates ability to communicate effectively.
- Maintains sense of personal and professional growth through attendance at continuing education seminars/training/conferences.
- Ability to produce effective written reports.
- Exhibits fairness in dealing with others.
- Respects others opinions and abilities but challenges people to grow and develop new skills and abilities.

### ***Program Administration***

- Provides appropriate leadership.
- Delegate's authority.
- Develops and implements a system for program evaluation.
- Demonstrates an ability to assess the program patterns of service provision.

- Fosters the development, maintenance and growth of team.
- Demonstrates knowledge of state and federal regulations and guidelines.
- Familiarity with Department of Early Education and Care policies and procedures.

### ***Financial Management***

- Conceptual knowledge of state subsidized rates and market rate for private tuition.
- Knowledge of budget preparation utilizing Microsoft Excel.
- Ability to develop annual budget based on historical data and projected needs of program.
- Knowledge of EEC billing regulations.
- Ability to develop monthly projections based on analysis of past operations.
- Ability to monitor weekly productivity.

### ***Human Resource***

- Develop and maintain personnel records.
- Assess the training needs and develop and/or design a formal training program.
- Develop job performance standards and evaluate staff annually.
- Insure adequate case supervision through supervisory system.
- Demonstrates an ability to recruit, hire and retain staff.
- Develop staff orientation plan.
- Conduct staff meetings at designated intervals, e.g. weekly, monthly, and quarterly.
- Develop and implement methods for evaluation of staff performance.
- Provide assistance to staff for the EEC relicensing process, NAEY recertification and EEC QRIS initiative.
- Develop and implement a record keeping system with appropriate safeguards including access to records, families' rights to privacy, confidentiality and quality assurance.

### ***Facility Management***

- Review current facility needs at all child care centers and family child care system locations.
- Develop capital plan for equipment.
- Develop familiarity with all building regulations and related compliance issues.

### ***Collaboration***

- Maintain close contact with agency Director of Finance and Administration for review of billing policies and procedures, payroll related issues and monthly income and expense reports.
- Participate in Enable functions.
- Facilitate communication between and among Enable programs.
- Demonstrate an ability to work in collaboration with representatives of community agencies, public and private school programs and specialty providers.

## **PROGRAM ADMINISTRATOR**

### **Job Description**

#### **Position Summary**

The Program administrator is responsible for providing leadership and supervision to the children care program ensuring that the program meets all Department of Early Education and Care regulations and Canton Public Schools contract obligations. The program administrator reports to senior administrative staff of Enable, Inc.

#### **Qualifications**

Master's and/or bachelor degree in early childhood education with five years teaching and seven years administrative experience. The candidate must have nine college credits in administration and be Department of Early Education and Care Director I /II qualified. The ideal candidate would have strong interpersonal skills, organizational ability, good verbal and written skills, and be detail oriented. Computer proficiency in MS Word, Excel and Internet required.

#### **Responsibilities**

##### ***Leadership and Management Skills***

- Meet with senior administrative staff of Enable, Inc. to discuss current and future needs of the program.
- Secure and maintain EEC license.
- Hire staff as needed, provide initial orientation and ongoing supervision
- Conduct annual performance appraisal of all staff members and complete professional development plans
- Complete annual Environmental Rating Assessment and develop program improvement goals as needed.
- Provide and/or arrange in-service training/workshops for program staff four times during the school year.
- Attend at least two conferences for childcare administrators.

##### ***Financial Management***

- Assist Financial Coordinator in obtaining delinquent tuition as needed.
- Submit Child Data Enrollment Forms for billing.
- Report hours for hourly staff to agency human resource director twice a month according to payroll schedule.
- Submit invoices to agency accounting staff for program purchases and expenses.

##### ***Program Management***

- Monitor children's attendance for EEC subsidized childcare slots.
- Participate in parent teacher conferences when needed.
- Provide letters of referrals for parents as needed to secure support services for their child and/or family with community providers.
- Make revisions to program as necessary to maintain compliance with EEC regulations.

##### ***Collaboration***

- Collaborate with other child care agency program administrators to address system wide program policies and procedures
- Attend quarterly administrative team meetings held during school year
- Meet with consulting psychologist and childcare social worker monthly to discuss needs of children and families, provide support to staff as they address children's needs in the classroom, and develop new strategies to be utilized in the classroom to support all children's success in the program.
- Meet with Canton Public Schools administrative staff as needed to address mutual issues of concern.

## **ADMINISTRATIVE ASSISTANT**

### **Job Description**

#### **Position Summary**

The Administrative Assistant is responsible for the coordination of administrative functions of the childcare programs under the direction and supervision of the agency's President/CEO. The Administrative Assistant will function as part of the administrative team of the childcare programs.

#### **Qualifications**

Bachelor's degree in business administration or the equivalent or related work. Minimum of four years administrative support, experience, strong interpersonal skills, organizational ability, good verbal and written skills, detail oriented. Computer literacy will include familiarity with Microsoft applications.

#### **Responsibilities**

##### ***Executive Support***

- Distributes President/CEO's correspondence, memos, articles and reports to program administrators and staff as needed.
- Meets with President/CEO bi-monthly to discuss administrative issues.

##### ***Human Resources***

- Meets with new CH staff to obtain required Department of Early Education (EEC) documents for personnel file.
- Meets with new drivers to provide orientation to EEC required videos
- Maintains staff personnel files in accordance with Enable, Inc. policies and Department of Early Education and Care regulations.
- Establishes/update staff directory, organizational chart.
- Works cooperatively with President/CEO on projects that involve personnel.

##### ***Project Management***

- Assists in research and preparation of special projects assigned by the President/CEO
- Facilitates timely completion of project tasks as related to President/CEO
- Coordinate trainings and social events as needed.
- Works with President/CEO on annual letters of employment, benefit accruals.
- Assists President/CEO with Universal Prekindergarten EEC annual grants and agency's EEC Early Childhood Mental Health Consultation grant, Consultation Services for Children.
- Places newspaper advertisements for staff positions as requested.
- Coordinates communication among Cole-Harrington programs.
- Prepares monthly survey letters to parents and educators for Consultation Services for Children

##### ***Programs***

- Designs, formats and produces specific program newsletters, i.e. Preschool Post.
- Plans, formats and updates individual program parent handbooks.
- Maintains Family Childcare System's educator provider profile and publishes quarterly report.
- Updates program forms and maintain computer files in administrative office.
- Coordinates annual program family questionnaires through Survey Monkey
- Updates website information, i.e. calendars, program information as needed.
- Maintains information on transportation system's staff 7D certification, vans' required annual inspections and certificates' of registration.
- Manages petty cash for special events and petty cash for transportation staff.

## **FINANCIAL COORDINATOR**

### **Job Description**

#### **Position Summary**

The Financial Coordinator is responsible for the financial operation of Cole-Harrington Children's Center and Family Child Care System under the direction and supervision of the President/CEO

#### **Qualifications**

Bachelor degree in business administration with relevant work experience related to billing. Strong interpersonal skills, organizational ability, good verbal and written skills, and detail oriented. Computer literacy with Microsoft Excel and Word.

#### **Responsibilities**

##### ***Fiscal Management***

- Prepare monthly billing lists for all center based programs and family child care system (approximately fifteen different lists, documents of data on over seven hundred children)
- Record all tuition checks on weekly basis.
- Process and record debit/credit card payments daily.
- Enter all EEC, Voucher, and Private tuition sales each month, make necessary adjustments to accounts and open new accounts.
- Apply and reconcile monthly voucher reimbursement checks.
- Prepare monthly invoices, delinquent reports and send out delinquent letters.
- Submit accounts to Trans World Systems collections as needed.
- Complete monthly billing for all state contracts.

##### ***Collaboration***

- Communicate regularly with program administrators and agency's director of finance and administration
- Meet with parents on issues related to tuition charges and payments.
- Attend quarterly childcare team meetings
- Meet monthly with President/CEO for ongoing supervision.

##### ***Program Management***

- Maintain current inventory of billing forms.
- Monitor all changes on Master Enrollment Form.
- Complete Reassessments for all EEC Income Eligible and Supportive families.
- Monitor Voucher Reassessment dates.
- Attend EEC training sessions for updates on contract regulations and use of EEC software programs for reporting and billing requirements.
- As backup to Assistant Financial Coordinator:
  - Prepare semi-monthly attendance/payroll for Family Child Care system (eighty providers, three hundred and fifty children) and send out Family Child Care payroll sheets for signature.
  - Complete and monitor Family Child Care payroll cover sheets semi-monthly.
  - Create upcoming payroll masters semi-monthly.
- Complete transportation system's sub-contractor billing semi-monthly.
- Report SEIU Dues monthly and notify union providers and Director of Finance and Administration of the amounts to be withheld.
- Monitor and report excessive absences for center children and oversee/ serve as backup to assistant financial coordinator for excessive absences for FCC children.
- Reconcile Child Care Deposit Account daily or as postings are made.
- Monitor Department of Child and Family (DCF) authorization ends dates to ensure supportive renewals are received in a timely manner from DCF Child Care Coordinators.

##### ***General***

- As backup to Assistant Financial Coordinator, distribute copies of payroll cover sheets to Director of Finance and Administration
- Lead annual meeting to review planned transition of children from one program to another.
- Update program forms related to finances and maintain files in central office.
- Assist in administrative and/or financial tasks as needed to support programmatic needs of CH or Enable, Inc.

### III B.6. DESCRIPTION OF ORGANIZATION

Enable, Inc. is a non-profit agency that provides six different programs to families and children with and without special needs. Enable, Inc. was formerly known as the Medical and Educational Fund for the Handicapped which was incorporated in the late 1970's. The program managed a number of different programs located in Canton that served children with disabilities, promoted disability awareness within educational settings for children, and wrote federal and private grants to secure additional services for students at the Mass Hospital School. It also secured federal and private grants to develop new programs for children and families in the greater Boston area. The agency and its programs were located on the grounds of the Mass. Hospital until the late 1990's.

In 1981 the program changed its name to Enable, Inc. Over the years, the program secured various state contracts to serve adults, families and children with different disabilities and challenges and expanded its childcare programs to meet the needs of working parents in the Canton community. Funding also includes public and private insurance for children under the age of three and private tuition for children enrolled in one of the four childcare centers in Canton.

There are **seven** distinct programs that vary with respect to number of clients served within designated geographic areas in Massachusetts. **Early Intervention** is a preventative program that provides developmental, therapeutic and support services to children between birth and age three and their families residing in the South Norfolk area. **First Steps** serves at-risk children birth to twelve and their families, within a thirty town area in Barnstable, Bristol, Norfolk and Plymouth counties. Utilizing a family systems' approach, the program offers diagnostic and developmental assessments; individual, couples and family counseling; parent skills training and child development education, resource management and advocacy. The program also works with foster families to maintain children's placements. **Networks Supported Living** program offers assessment and case management services to assist adults with various disabilities to live independently in the community according to their choice. The program's catchment area includes the Metro West, Boston, South Shore, and Central MA areas. **Consultation Services for Children** offers on-site mental health consultation services to early education and care programs located in forty-seven towns in the METRO Boston area.

Enable, Inc.'s fifth program is a large community based child care system with childcare options available in Canton and neighboring towns in Norfolk, Plymouth and Bristol counties. **Cole-Harrington** offers **four** center-based, educational programs in the town of Canton: the **Infant Toddler Enrichment Center** provides a program for children aged 3 months to 3 years; the **Early Learning Center** provides a program for children aged 3 months to 5 years; the **Cole-Harrington Children's Center** provides a program for children 2.9-5 years of age, and the **School-Age Enrichment Program** which offers before and after-school sessions for school-aged children, full or half day pre-kindergarten program for children aged 3.5-5, an afterschool program for kindergarteners, after-school enrichment courses for children in grades 1-5, and a school vacation and summer program for children in grades K-5. The program holds a contract with the Department of Early Education and Care (EEC) to provide childcare to families with limited incomes and to children who are at-risk for abuse and neglect and involved with the Department of Child and Family Services with funding provided by EEC. *Cole-Harrington currently provides full or part time care to approximately 350 children from Canton and its surrounding communities in these center based programs. Twenty percent are funded by EEC.*

Enable's sixth program is a community-based **Family Child Care System** which contracts with approximately 80 Department of Early Education and Care (DEEC) licensed family child care (FCC) providers in 32 towns located in Barnstable, Bristol, Norfolk and Plymouth counties. FCC educators offer a home based child care program for children aged 2 months to 10 years in DEEC licensed family child care homes. Currently 350 children from low-income families and children at-risk for abuse receive child care services in this program.

Cole-Harrington also operates the **TEENS WITH TOTS** program that provides parent support and education and child care services for 11 teen parents and their children residing in Barnstable, Bristol, Norfolk and Plymouth counties.

**The primary contact person for this bid to provide educational child care services at the Marilyn G Rodman Education and Administration Center and at the William H. Galvin Middle School is Gail H. Brown, President/CEO, Enable, Inc.**

### **III B.7. APPROACH TO TASKS OUTLINED IN WORK STATEMENT**

Enable, Inc. is interested in continuing to provide **Educational Child Care at the Marilyn G. Rodman Education and Administration Center, 960 Washington Street, Canton, MA 02021, for infants – 3 year olds and a School Age Enrichment Program at the William H. Galvin Middle School, 55 Pecunit Street, Canton, MA for children 4 to 11 years of age extending our current contract beyond its end date of June 30, 2020 by initiating a new contract effective July 1, 2020.**

We recognize that the contract award will be in the form of a space lease. We will be responsible for the cost of room rental, custodial costs, trash removal, and utilities (at the Galvin location only). We understand by mutual consent, arrangements can be made for Canton Public Schools to provide custodial services, including emptying trash, the cost of which would be our responsibility.

We would continue to rent three (3) classrooms (rooms 23, 25, 20) and one room to be used for administrative needs at the Rodman Center at 960 Washington St, Canton, MA. We understand that we would be able to continue to use a classroom on the second floor for a gross motor area, staff room and storage area for the Cole-Harrington Early Learning Center. We would continue to use the stand alone modular building of approximately 5,200 square feet in the rear of the Galvin Middle School located at 55 Pecunit Street, Canton, MA.

Childcare services would be provided Monday through Friday, **twelve (12) months per year at both the Rodman Center and the Galvin Middle School**, accept for the following days: Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day and Memorial Day or other days as specified on our published annual calendar distributed to parents and shared with the Canton Public Schools.

**The Rodman center will be open at 7:00 A.M. and close between 5:30- 6:00 P.M. The Galvin Middle School center will provide a before and after school program for children in grades Kindergarten – 5 between the hours of 7:00 a.m. – 9:00 a.m. and 2:30 p.m. – 6:00 p.m. and will offer on-site a full day program during school vacation weeks and the summer. The Galvin Middle School center will provide a year round, program for pre-kindergarteners during the hours 9:00 – a.m. – 3:00 p.m. with extended morning and afternoon hours for a limited number of children.**

We understand that the Canton Public Schools reserves the right to change the hours of operation, with 30 days' notice to the contractor. We understand that our centers will not operate when the Canton Public Schools are NOT in session due to inclement weather or other emergency conditions. We will request prior written consent at least two weeks in advance from the Canton Public Schools in order to hold any program functions at either of our centers at other times than our daily operating hours.

Our tuition schedule is at or below market rates for similar services. In contrast to most programs we offer prorated rates for two, three or four days of full time care based on our full time rate. Scholarships are available for enrolled families who experience hardship as

a result of job loss, health issues or emergency situations related to housing.

As detailed in section **III.B3 Summary: Program Philosophy on pages 1-5** we will continue provide high quality, educationally sound, structured, supervised programs that are consistent with the philosophy and goals of the Canton Public Schools which will include the provision of educational, recreational and other enrichment activities, and associated supplies.

The centers will continue to have its **off-site office location and mailing address at 605 Neponset St in Canton where Enable, Inc. and Cole-Harrington administrative offices are located.**

We will complete the required staff background checks as per DEEC's regulations which include a background record check (CORI), Department of Child and Family Services background check, Sexual Offender Registry Information (SORI) and Fingerprinting.

Our safety and health procedures, parent communication mechanisms, as well as school communication mechanisms are described in detail in **section III.B. Summary: Health & Safety Procedures and Parent Communication pages 7-15 and pages 26-27 respectively.** The information provided was developed as part of our required Parent Handbook as per DEEC group care license regulations.

It is our intention to continue to be respectful in our use of all public school buildings and will be responsible for building area cleanliness. We will keep the leased premises neat, clean, safe, orderly and attractive at all times, welcome any feedback about our classroom environments and will make any needed improvements in a timely fashion.

We recognize that it is a privilege to be able to conduct our childcare programs within a secure, well maintained public school building with a multitude of on-site services and supportive personnel all working towards the same goal of providing educational experiences to children. We recognize that our staff, participants and visitors are subject to the rules and regulations of the Canton School Committee

We recognize that we will be responsible for the continued monthly costs associated with telecommunications and internet connectivity. We will not sublet or assign its interest without the prior written approval of the Lessor.

We acknowledge that any contemplated physical changes to the rooms must have the prior written approval of the Superintendent of Schools or his/her designee.

The Superintendent of Schools, or his/her designee, shall have access to our leased space at all times.

Children of residents of Canton and employees of the Canton Public Schools will be given priority with regard to acceptance in all our child care program located in Canton.

We acknowledge that will provide transportation between the Galvin Middle School location and the Luce Elementary School and the Galvin Middle School location and the Kennedy Elementary School if, at the discretion of the Canton Public Schools, it is practicable and does

not interrupt the bus routes of the Canton Public Schools. If transportation is provided, we acknowledge that we will be responsible for all of the costs. We also understand that No transportation will be provided for our students attending our program located at the Rodman Building location. If students from the Galvin Middle School location attend the Hansen Elementary School, it will be our responsibility to provide transportation between the Galvin Middle School and the Hansen Elementary School.

We agree to provide the Canton Public Schools a mutually agreed amount of child care for special events at no charge at our center at the Marilyn Rodman Center.

We recognize that the specifications written below of the proposal will be incorporated in and become part of the written consent between the Canton School Committee and our agency.

The successful bidder will provide the following indemnification:

Neither **CANTON** nor its officers, employees, boards, committees, agents and representatives shall in any way or manner be answerable for, or suffer loss, damage, expense, or liability for, any loss or damage that may happen as a result of the transportation services or child care services required by this **Contract**. The **Contractor** shall assume all liability of every kind or nature arising from such services either by accident, negligence, theft, vandalism, or any cause whatsoever, and shall, to the fullest extent permitted by law, indemnify, defend (with counsel acceptable to CANTON) and hold harmless CANTON and its officers, employees, boards, committees, agents and representatives from and against any and all loss, liability, damages, claims, causes of action, suits, and costs, including reasonable attorney's and expert witness fees, caused in whole or in part by the **Contractor's** failure to provide services as required under this **Contract** or of the willful misconduct or negligent act or omission of the **Contractor** or its officers, employees, or agents in connection with the services to be performed under this **Contract**, regardless whether such loss, liability, damages, claims, causes of action, suits, or costs are caused in part by a party indemnified under this provision.

Neither **CANTON** nor its officers, employees, boards, committees, agents and representatives shall in any way or manner be answerable for, or suffer loss, damage, expense, or liability for, any loss or damage that may happen as a result of the transportation services or child care services required by this **Contract**. The **Contractor** shall assume all liability of every kind or nature arising from such services either by accident, negligence, theft, vandalism, or any cause whatsoever, and shall, to the fullest extent permitted by law, indemnify, defend (with counsel acceptable to CANTON) and hold harmless CANTON and its officers, employees, boards, committees, agents and representatives from and against any and all loss, liability, damages, claims, causes of action, suits, and costs, including reasonable attorney's and expert witness fees, caused in whole or in part by the **Contractor's** failure to provide services as required under this **Contract** or of the willful misconduct or negligent act or omission of the **Contractor** or its officers, employees, or agents in connection with the services to be performed under this **Contract**, regardless whether such loss, liability, damages, claims, causes of action, suits, or costs are caused in part by a party indemnified under this provision.

### **III B.7. REQUIRED DOCUMENTS AND STATEMENTS**

**VIII. BID DOCUMENTS**  
**PLEASE RETURN THIS ENTIRE PACKAGE (Pages 18 to 34)**  
**This Form and All Accompanying Bid Documents Must Be Typed or**  
**Legibly Printed**

**Please Print:**

Enable, Inc./ Cole-Harrington Children's Center

**Company Submitting the Bid**

Gail H. Brown

President/CEO

**Agent Submitting Bid (Full name)**

**Title**

( 781 ) 828-4770 x 200  
**Phone(s)**

( 781 ) 575-0078  
**Fax**

605 Neponset Street      Canton  
**Street**

MA  
**State**

02021  
**Zip**

7:00 a.m. to 5:30 p.m.  
**Office Hours**

Monday - Friday  
**Days**

Gail H. Brown  
**Agent's Signature**

3/4/20

**Date**

.....

**Acknowledgement of Addendum (If Any)**

**Number**

**Date**

**Initials**

1

3/3/20

DB

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**Return One (4) Copies of This Package and Retain One (1) For Your Files**

## IX. STATEMENT OF PROPOSER QUALIFICATIONS

The following is required as evidence of the proposer's qualifications to perform the contract, as bid upon, in accordance with the proposal documents. All questions must be answered. Additional data may be submitted on separate sheets.

1. Name of Proposer

Enable, Inc.

2. Permanent Main Office Address

605 Neponset Street, Canton, MA 02021

3. When Organized

1981 (formerly known as Services for the Handicapped, Inc. which was located on the grounds of the Massachusetts Hospital School, currently Pappas Rehabilitation Hospital for Children.

4. Where Incorporated, if a Corporation

Massachusetts

5. Years of Contracting Under Present Name

35 years

6. List of contracts Provided, and those completed similar in nature to this project.

See XV. Similar Contracts

7. List any work the firm has failed to complete, where and why.

None

8. If you have ever defaulted on any contract, state where and why?

No

## IX. STATEMENT OF PROPOSER QUALIFICATIONS (Cont.)

9. List Full Names and Residences of All Principals (i.e. Officers, Directors, Partners, Owners) interested in this proposal.

NAME	RESIDENCE	TITLE	FIRM
Mark Brenner	1 Nathaniel Way, Canton	Chair	Retired BSU
Lindsey Moore	311 Pleasant St., E. Walpole	Clerk	Parent
Frank Cucinotta	69 King Arthur Way, Easton	Treasurer	Village Gallery
Russell Hallisey, Esq	11 Ledge tree Rd, Medfield	Director	Attorney
Wendy Moran	35 Winter Court, Weymouth	Director	Enable, Inc.
Sylvia Odiana	1298 Commonwealth Ave, Apt 2 Allston	Director	Tufts Medical Center
Aiyan Lu	10 Messenger St., Canton	Director	Sobi, Inc.
Pamela Rheume-Mustard	2 Pine House Rd., Millis	Director	Depart. of Children and Families

10. List Bank References for Verifying Financial Ability of You Company.

NAME

ADDRESS

Joan Richards, VP Commercial Lending, HarborOne Bank, 770 Oak St. Brockton, MA 02303

### 11. Reference Form

**Proposer must provide (3) references for contracts performed within the past five (5) years of similar size and scope to this contract.**

Reference: Town of Canton

Contact: Barry S Nectow, School Business Administrator

Address: Canton Public Schools, 960 Washington St., Canton, MA

Phone: 781-821-5060

Fax: 781-5060

Description and date (s) of supplies or services provided:

*See attached description and date(s) of supplies or services provided.*

Reference: Department of Early Education & Care

Contact: Samantha Aigner-Treworgy

Address: 51 Sleeper St., 4<sup>th</sup> FL, Boston, MA 02210

Phone: 617-988-6600

Fax: 617-988-2451

Description and date (s) of supplies or services provided:

*See attached description and date(s) of supplies or services provided.*

## IX. STATEMENT OF PROPOSER QUALIFICATIONS (Cont.)

Reference: Pappas Rehabilitation Hospital for Children

Contact: Brian Devin, CEO

Address: 3 Randolph Street, Canton, MA

Phone: 781-828-2440

Fax: 781-821-4086

Description and date (s) of supplies or services provided:

*See attached description and date(s) of supplies or services provided.*

**Attach additional sheets if necessary**

12. The Undersigned hereby Authorizes and Requests Any Person, Firm, or Corporation, to Furnish Information Requested by the Owner Relative to the Recitals Comprising This Statement of Qualifications.

Dated at \_\_\_\_\_ this 4<sup>th</sup> day of

March, 2020.

Enable, Inc.

Print Name of Bidder

By: David H. Brown

## **Description and date(s) of supplies or services provided:**

### **Cole-Harrington Prekindergarten and School Age Enrichment Program**

Enable, Inc. has been providing the **School Age Enrichment Services** at the Galvin Middle School, Canton since 1986. We offer a before school program and after school program for children in grades K- 5 including 7 unique afterschool enrichment courses for children in grades 1-5 supporting children's academic, social, physical and artistic interests and talents. We offer full day care during public school vacation day(s) and the summer. Approximately 150 children use this program on a weekly basis. This program also provides a prekindergarten program year round for approximately 50 children aged 3.6 -5 years of age in 3 classrooms.

### **Cole-Harrington Early Learning Center**

Enable, Inc. has been providing center based child care to infants, toddlers and preschoolers at the **Marilyn Rodman Early Learning Center** since 2006. The program serves 65 children on a weekly basis with 5 distinct classrooms.

### **Cole-Harrington Preschool Children's Center**

Enable, Inc. provided childcare to preschoolers aged 2.9- 5 years of age at the Pappas Rehabilitation Center, Canton, MA from 1981- 2017. It should be noted that the program actually began in 1978 under the auspices of the Medical and Education Fund for the Handicapped which was the original name of Enable, Inc. The program relocated to 611 Neponset St. in 2018. The program has three classrooms and serves approximately 72 children on a weekly basis.

### **Cole-Harrington Infant Toddler Enrichment Center**

The Cole-Harrington Infant Toddler Enrichment Center serves 32 children aged 3 months – 2.9 years old in three classrooms. The program was started in 1999 and is located at 605 Neponset St. It serves children from the Canton community and surrounding communities and includes children from different economic and cultural backgrounds.

### **Department of Early Education and Care**

Enable, Inc. has held contracts with the Department of Early Education and Care (DEEC) since 1981 to provide center based childcare to children from low income families and children who are at risk for abuse and neglect. This contract is awarded through a competitive bid. We have low income childcare slots for 7 toddlers, 30 preschoolers and 9 school age children and have at-risk childcare slots for 1 infant, 7 toddlers, 28 preschoolers and 7 school aged children. Childcare must be provided for a minimum of 10 hours for 248 days a year. Childcare is provided at our four licensed centers in the town of Canton, two of which are located in Canton Public School buildings.

### **Cole-Harrington Family Child Care System**

Enable, Inc. also holds contracts with DEEC to provide family child care to 110 low income children and 140 children at-risk for abuse and neglect aged 3 month – 6 years of aged through sub-contracts with 80 licensed family child care homes located in 30 towns in Norfolk, Barnstable, Bristol and Plymouth counties. The program also serves an additional 100 children through state funded vouchers. A structured family child care system employs 7 degreed early childhood educators to provide ongoing professional support via home visits and monthly in-service workshops held in the evening and Saturdays.

## XI. STATE TAX CERTIFICATION FORM

All providers of goods or services to any agency of the **Commonwealth of Massachusetts** or of any subdivisions shall be required to attest that he/she is in compliance with all the laws of the **Commonwealth of Massachusetts**. The form of attestation shall also provide space for the provider to furnish his/her:

1. Social Security Number or;
2. Federal Identification Number

It should be noted that submission of a Social Security Number or Federal Identification Number is purely voluntary.

The attestation shall be in the following form:

*"Pursuant to M.G.L. Ch. 62C, Sec. 49A, I certify under the penalties of perjury that, to the best of my knowledge and belief, the bidder has filed all state tax returns and paid all state taxes required under law."*

### **PLEASE PRINT**

Enable, Inc.

Individual or Corporate Name of Bidder

605 Neponset Street

Street

Canton

MA

02021

City

State

Zip

Enable, Inc.

*has complied with all laws of the Commonwealth of Massachusetts relating to taxes, reporting of employees and contractors, and withholding and remitting child support.*

*Baile H. Beaton, President/CEO*

Signature and Title of Person Making Certification

042 734 184

Social Security Number or Federal Identification Number

## XII. CERTIFICATE OF NON-COLLUSION FORM

The undersigned certifies, under penalties of perjury, that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

**PLEASE PRINT**

Gail H. Brown

Name of Person Signing Bid or Proposal

Enable, Inc.

Name of Company or Business

Deil H Brown, President/CEO 3/4/20

Signature Date

**XIII. AFFIDAVIT  
of  
CLERK OF CORPORATION VENDOR**

I, Lindsey Moore, certify as follows:  
(print full name)

I am the Clerk of Enable, Inc.  
(print exact name of corporation)

which is duly authorized and incorporated under the laws of Massachusetts.  
(state of incorporation)

That the names and addresses and title of the officers of the above named corporation are as follows:

**Mark Brenner**

\_\_\_\_\_  
President Vice-President

1 Nathaniel Way  
Address Address

Canton, MA 02021  
City Zip City Zip

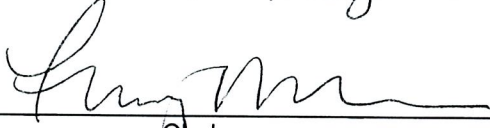
Frank Cucinotta  
Treasurer Resident Agent

That the above named corporation was incorporated on June 12, 1981.

The Federal tax identification number of said corporation is: 042 734 184.

That the above named corporation is in good standing with the Secretary of the Commonwealth or the Secretary of the State of Massachusetts (state if incorporated under the laws of a foreign state.)

Signed under the pains and penalties of perjury this 26<sup>th</sup> day of February in the year of 2020.

  
Clerk

#### XIV. INSURANCE CERTIFICATE FORM

The Town shall be named as an additional insured on the Certificate on Insurance to be provided by the Contractor.

➤ **THE CONTRACTOR AGREES TO CARRY:**

All insurance shall be maintained with limits of liability not less than the following:

<b><u>Coverage</u></b>	<b><u>Limits</u></b>
Workers' Compensation	Statutory
Employers Liability*	\$ 500,000 each accident \$ 500,000 each employee - Disease \$ 500,000 policy limit - Disease
Commercial General Liability	\$ 3,000,000 general aggregate \$ 1,000,000 per occurrence \$ 1,000,000 aggregate, completed Operations \$ 1,000,000 personal injury
Automobile Liability	\$ 1,000,000 combined single limit
Umbrella Liability	\$ 5,000,000 per occurrence \$ 5,000,000 general aggregate

\*must provide coverage for claims alleging sexual abuse or molestation.

**No cancellation, change, or revision in the insurance by the Insurer of Insured, the existence of which insurance is evidenced by this certificate, shall be valid unless written notice thereof is given to the Canton Public Schools, 960 Washington Street, Canton, MA 02021, at least thirty (30) days prior to the intended date of cancellation, change, or revision by mail, postage prepaid and evidenced by a return receipt, or if the insurance is canceled, the contract is null and void.**

**PLEASE ATTACH CERTIFICATE HERE**



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

02/24/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Roger Keith & Sons Insurance Agency 1575 Main St  Brockton MA 02301	<b>CONTACT NAME:</b> Anna Bailey <b>PHONE (A/C, No, Ext):</b> (508) 583-1106 <b>FAX (A/C, No):</b> (508) 583-8478 <b>E-MAIL ADDRESS:</b> abailey@rogerkeith.com														
<b>INSURED</b> Enable, Inc. 605 Neponset Street  Canton MA 02021-1981	<table><tr><th>INSURER(S) AFFORDING COVERAGE</th><th>NAIC #</th></tr><tr><td>INSURER A: Philadelphia Insurance Company</td><td></td></tr><tr><td>INSURER B: ASSOCIATED INDUSTRIES OF MASS</td><td>10700</td></tr><tr><td>INSURER C:</td><td></td></tr><tr><td>INSURER D:</td><td></td></tr><tr><td>INSURER E:</td><td></td></tr><tr><td>INSURER F:</td><td></td></tr></table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Philadelphia Insurance Company		INSURER B: ASSOCIATED INDUSTRIES OF MASS	10700	INSURER C:		INSURER D:		INSURER E:		INSURER F:	
INSURER(S) AFFORDING COVERAGE	NAIC #														
INSURER A: Philadelphia Insurance Company															
INSURER B: ASSOCIATED INDUSTRIES OF MASS	10700														
INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															

**COVERAGES****CERTIFICATE NUMBER:** CL197306971**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y		PHPK1839680	07/01/2019	07/01/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Professional Liability \$ 1,000,000
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY	Y		PHPK1839665	07/01/2019	07/01/2020	COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ \$1,000,000 BODILY INJURY (Per accident) \$ Included PROPERTY DAMAGE (Per accident) \$ Included Underinsured motorist BI \$ 100,000
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			PHUB634937	07/01/2019	07/01/2020	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 PER STATUTE OTH-ER
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	WMZ-800-8006927-2018A	07/01/2019	07/01/2020	E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The Town of Canton is additional insured for General Liability and Auto Liability. The Umbrella is follow form.

**CERTIFICATE HOLDER****CANCELLATION**

Town of Canton  
Canton Public Schools  
960 Washington Street  
Canton  
MA 02021

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



Northeast Region  
40 Wantage Ave.  
Branchville, New Jersey 07890  
800 777 9656

2/24/2020

Town of Canton  
Berry Nectow, School Business Administrator  
Canton Public Schools  
960 Washington Street  
Canton, MA 02021

RE: Enable Inc, Loss History – Policy Numbers: S2228535 & A9104689

Dear Mr. Nectow,

As requested from our insured, Enable Inc, the claims history is as follows:

07/08/2016 – Closed - Insured Backed Into Claimant  
08/23/2016 – Closed – Claimant Failed to Yield Right of Way  
11/10/2016 – Closed – Glass Claim  
11/18/2016 – Closed – Glass Claim  
11/18/2016 – Closed – Claimant Failed to Yield Right of Way  
02/15/2017 – Closed – Insured Hit Parked Claimant  
05/26/2017 – Closed – Insured Hit Parked Claimant  
08/07/2017 – Closed – Glass Claim  
08/18/2017 – Closed – Glass Claim  
09/20/2017 – Closed – Insured Failed to Obey Stop Sign  
12/20/2017 – Closed – Glass Claim  
01/11/2018 – Closed – Hit and Run, Vehicle Parked  
01/18/2018 – Closed – Claimant Liability, Sideswipe  
06/06/2018 – Closed – Insured Struck Claimant Pedestrian at Intersection/Crosswalk

As of the date of this letter, we are not aware of any potential suits with regards to the insureds claim history.

Sincerely,

*Bryan Lloyd*

Bryan Lloyd  
Underwriter  
Northeast Region  
Selective Insurance Company of America  
973-948-1855



# PHILADELPHIA INSURANCE COMPANIES

A Member of the Tokio Marine Group

P.O. Box 950, Bala Cynwyd, Pennsylvania 19004-0950  
800.765.9749 • Fax 800.685.9238 • PHLI.com

Philadelphia Consolidated Holding Corp.  
Philadelphia Indemnity Insurance Company  
Philadelphia Insurance Company  
Maguire Insurance Agency, Inc.

March 2, 2020

Town of Canton  
Barry Nectow, School Business Administrator  
Canton Public Schools  
960 Washington Street  
Canton, MA 02021

RE: Claim Experience – Enable, Inc.

Dear Mr. Nectow,

As requested by Enable, Inc., I have reviewed the claims history under any policy issued by Philadelphia Insurance for the last five years. I have found one lawsuit filed against Enable Inc. during those policy terms. It was an auto accident where the insurance carrier for the other vehicle involved filed a small claim action to recover its payment to its insured. The action was resolved before the hearing for a compromised amount of \$1,900 and the matter is now closed.

If you need additional information please feel free to contact me.

Sincerely,

David Long, CPCU, AIM, AIC  
Assistant Vice President  
Philadelphia Insurance Companies  
One Bala Plaza, Suite 100  
Bala Cynwyd, PA 19004  
(610) 617-7090

## XV. SIMILAR CONTRACTS

**The Bidder is required to include a complete list of all Contracts under which it has performed work within the last six (6) years. The following must be included:**

#1.	Brenda Lee Boris	Program Director
	<b>Contact Name</b>	<b>Title</b>
	Enable, Inc/Cole-Harrington School Age	781-828-3453 x200
	<b>Company/Organization</b>	<b>Phone</b>
	55 Pecunit Street	Canton
	<b>Street</b>	<b>City</b>
	MA/02021	1986 - Present
	<b>State/Zip</b>	<b>Dates of Contract</b>
#2.	Debbie Ritson	Program Coordinator
	<b>Contact Name</b>	<b>Title</b>
	Enable, Inc/Early Learning Center	781-989-5037
	<b>Company/Organization</b>	<b>Phone</b>
	960 Washington Street	Canton
	<b>Street</b>	<b>City</b>
	MA/02021	1986 - Present
	<b>State/Zip</b>	<b>Dates of Contract</b>
#3.	Linda Feller	Program Coordinator
	<b>Contact Name</b>	<b>Title</b>
	Enable, Inc/Cole Harrington Preschool Enrichment	781-828-1519 x 400
	<b>Company/Organization</b>	<b>Phone</b>
	611 Neponset St.	Canton
	<b>Street</b>	<b>City</b>
	MA/02021	1978- Present
	<b>State/Zip</b>	<b>Dates of Contract</b>

## XV. SIMILAR CONTRACTS (Cont.)

#4.	Kelly Cavanaugh	Program Coordinator
	<b>Contact Name</b>	<b>Title</b>
	Enable, Inc/Cole Harrington Children's Place	781-828-1519 x 402
	<b>Company/Organization</b>	<b>Phone</b>
	611 Neponset St.	Canton
	<b>Street</b>	<b>City</b>
	MA/02021	1978- Present
	<b>State/Zip</b>	<b>Dates of Contract</b>
#5.	Karen Heavey	Program Director
	<b>Contact Name</b>	<b>Title</b>
	Enable, Inc/Cole Harrington Infant Toddler	781-821-4422 x 315
	<b>Company/Organization</b>	<b>Phone</b>
	605 Neponset St.	Canton
	<b>Street</b>	<b>City</b>
	MA/02021	2002 - Present
	<b>State/Zip</b>	<b>Dates of Contract</b>
#6.	Michelle Bradford	Program Director
	<b>Contact Name</b>	<b>Title</b>
	Enable, Inc/Family Child Care System	781-821-4422 x 308
	<b>Company/Organization</b>	<b>Phone</b>
	605 Neponset St.	Canton
	<b>Street</b>	<b>City</b>
	MA/02021	1988 - Present
	<b>State/Zip</b>	<b>Dates of Contract</b>

## XVI. CORPORATE AUTHORITY

I, Lindsey Moore, certify as follows:  
(print full name)

I am the Clerk of Enable, Inc.  
(print exact name of corporation)

which is duly authorized and incorporated and in good standing with the Secretary of the Commonwealth  
or the Secretary of the State of under the laws of Massachusetts.  
(state of incorporation)

That the names and addresses and title of the officers of the above named corporation are as follows:

**Mark Brenner**

\_\_\_\_\_  
President

\_\_\_\_\_  
Vice-President

1 Nathaniel Way  
Address

\_\_\_\_\_  
Address

Canton, MA  
City

02021  
Zip

\_\_\_\_\_  
City

\_\_\_\_\_  
Zip

Frank Cucinotta  
Treasurer

\_\_\_\_\_  
Resident Agent

That the above named corporation was incorporated on June 12, 1981.

The Federal tax identification number of said corporation is: 042 734 184.

Signed under the pains and penalties of perjury this 26<sup>th</sup> day of February in the year of 2020.

  
Clerk

## XVII. LITIGATION HISTORY

All submission must include the following information:

1. Identify any judgments, outstanding claims, arbitration proceedings, and lawsuits pending against the offeror, or its officer or directors;
2. Identify any lawsuits or arbitrations involving the offeror within the past five(5) years that relate to contracts or projects for services comparable to those contemplated in this RFP were performed and indicate the current status of any litigation involving those transactions;
3. State whether, within the past five(5) years, the offeror has defaulted, terminates (either for fault or convenience), or has had any liquidated damages or other contractual penalties assessed against it, and so, describe the circumstances in detail;
4. List and provide a complete and accurate description of any all criminal convictions against the offeror and/or any individual member of the offeror's team during the past ten (10) years related to the injury or death of any employee or contact worker;

List and provide a complete and accurate description of all proceedings brought within the past five (5) years, against the offeror or any owner or partial owner of the offeror, or any person in any way associated with or employed by the firm, to debar, suspend, disqualify or otherwise preclude the offeror from bidding or offering a proposal on contracts with any municipality or any agency or department of the Commonwealth of Massachusetts, or states, or the Federal Government.



# Enable, Inc.

*Aspiring to provide individuals and families with the means,  
opportunity and power to develop their full potential in the community*

March 4, 2020

Office of the Superintendent of Schools  
960 Washington Street  
Canton, MA 02021

Awarding Authority:

In response to questions 1-3 we have not had any judgements, outstanding claims, arbitration proceedings or lawsuits against Enable, Inc. or its officers or directors within the past five (5) years.

With regards to question 4 there have been no criminal convictions against Enable, Inc. or its officers or directors during the past ten (10) years related to the injury or death of any employee or contract worker.

Sincerely,

Gail H. Brown  
President/CEO

## XVIII. FINANCIAL STATEMENTS

**Contractor** shall include the most recent company financial statement, including balance sheet, income statement and statement of cash flow, and a list of bank and accounting references, or such other information that the Town of Canton deems satisfactory evidence of Bidders stability and ability to provide the required services throughout the term of the project.



# Enable, Inc.

*Aspiring to provide individuals and families with the means,  
opportunity and power to develop their full potential in the community*

February 26, 2020

Office of the Superintendent of Schools  
960 Washington Street  
Canton, MA 02021

To Whom It May Concern:

As requested in section XVIII. Financial Statements of the RFP for Education Child Care at the Marilyn G. Rodman Education and Administration Center and School Age Enrichment program at the William H. Galvin Middle School, we have included our most recently audited financial statements for the year ending June 30, 2019. Additionally, the contact information for our accounting and banking references is listed below.

**Accounting reference:**

Karen A. Kent, CPA, Partner  
Kevin P. Martin & Associates, P.C.  
10 Forbes Road, Suite 200  
Braintree, MA 02184  
[kkent@kpm-us.com](mailto:kkent@kpm-us.com)  
Office: (781) 380-3520 x130  
Direct: (781) 849-5305

**Banking reference:**

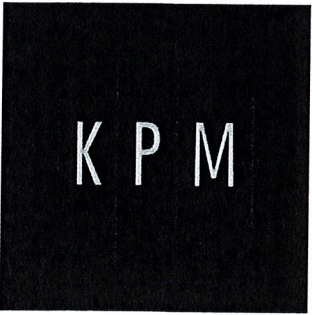
Joan Richards  
VP Commercial Lending  
HarborOne Bank  
770 Oak Street  
Brockton, MA 02303  
Office: (508) 895-1291

Sincerely,

Sharon Colwell  
Director of Finance & Administration

# Kevin P. Martin & Associates, P.C.

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Enable, Inc.

Financial Statements

June 30, 2019

**Enable, Inc.**

**Index**

June 30, 2019

**Independent Auditors' Report**

**Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***

**Independent Auditors' Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance**

**Financial Statements:**

Statement of Financial Position as of June 30, 2019 with Comparative Totals as of June 30, 2018	1-2
Statement of Activities for the Year Ended June 30, 2019 with Comparative Totals for the Year Ended June 30, 2018	3
Statement of Cash Flows for the Year Ended June 30, 2019	4
Statement of Functional Expenses for the Year Ended June 30, 2019	5
Notes to Financial Statements	6-14
Schedule of Findings and Questioned Costs	15-16
Schedule of Expenditures of Federal Awards for the Year Ended June 30, 2019	17



## Kevin P. Martin & Associates, P.C.

ASSURANCE TAX RISK MANAGEMENT IT ADVISORY

### Independent Auditors' Report

To the Board of Directors of  
Enable, Inc.

#### Report on the Financial Statements

We have audited the accompanying financial statements of Enable, Inc. (a nonprofit organization), (the Organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

#### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Other Matters***

#### **Supplemental and Other Information**

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### ***Emphasis of Matter***

As discussed in Note 1 to the financial statements, the Organization has adopted ASU No. 2016-14, *Not-for-Profit Entities (Topic 958) - Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to that matter.

### ***Report on Summarized Comparative Information***

We have previously audited the Organization's 2018 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 12, 2018. The prior year summarized comparative information is not intended to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018, is consistent, in all material respects, with the audited financial statements from which it has been derived.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2018, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

*Nevin P. Martin & Chute P.C.*

Braintree, Massachusetts  
November 13, 2019



## Kevin P. Martin & Associates, P.C.

ASSURANCE TAX RISK MANAGEMENT IT ADVISORY

### **Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards**

To the Board of Directors of  
Enable, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Enable, Inc. (a nonprofit organization), (the Organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 13, 2019.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

AN INDEPENDENT  
MEMBER OF

**B K R**  
INTERNATIONAL

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### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Nevin P. Martine & Chantel P.C.*

Braintree, Massachusetts  
November 13, 2019



## Kevin P. Martin & Associates, P.C.

ASSURANCE TAX RISK MANAGEMENT IT ADVISORY

### **Independent Auditors' Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance**

To the Board of Directors of  
Enable, Inc.

#### **Report on Compliance for Each Major Federal Program**

We have audited Enable, Inc.'s (a nonprofit organization), (the Organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on the Organization's major federal program for the year ended June 30, 2019. The Organization's major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

#### ***Management's Responsibility***

Management is responsible for compliance with the requirements of federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

#### ***Auditors' Responsibility***

Our responsibility is to express an opinion on compliance for the Organization's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

#### ***Opinion on Each Major Federal Program***

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2019.

## Report on Internal Control Over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on the major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Miriam P. Martini & Associates, P.C.*

Braintree, Massachusetts  
November 13, 2019

**Enable, Inc.**

**Statement of Financial Position**

As of June 30, 2019

With Comparative Totals as of June 30, 2018

<b>Assets</b>	<b>2019</b>	<b>2018</b>
<b>Current Assets</b>		
Cash and cash equivalents	\$ 1,380,831	\$ 1,411,286
Accounts receivable, net	1,336,992	1,403,073
Prepaid expenses	92,319	77,265
Total Current Assets	2,810,142	2,891,624
<b>Land, Buildings and Equipment</b>		
Leasehold improvements	1,809,970	1,809,970
Furniture and equipment	624,326	572,424
Vehicles	517,475	477,066
Total land, buildings and equipment	2,951,771	2,859,460
Less: accumulated depreciation	(2,340,679)	(2,255,547)
Total Net Land, Buildings and Equipment	611,092	603,913
<b>Other Assets</b>		
Prepaid security deposits	30,171	30,171
Total Other Assets	30,171	30,171
<b>Total Assets</b>	<b>\$ 3,451,405</b>	<b>\$ 3,525,708</b>

The accompanying notes are an integral part of the financial statements.

Enable, Inc.

Statement of Financial Position - continued

As of June 30, 2019

With Comparative Totals as of June 30, 2018

	<u>2019</u>	<u>2018</u>
<b>Liabilities and Net Assets</b>		
<b>Current Liabilities</b>		
Accounts payable	\$ 163,078	\$ 265,413
Accrued expenses	1,179,943	1,192,820
Long term debt, current portion	-	25,444
Child care deposits	<u>121,610</u>	<u>111,327</u>
Total Current Liabilities	<u>1,464,631</u>	<u>1,595,004</u>
<b>Long Term Liabilities</b>		
Long term debt, net of current portion	-	138,847
Deferred rent liability	<u>118,240</u>	<u>58,930</u>
Total Long Term Liabilities	<u>118,240</u>	<u>197,777</u>
<b>Total Liabilities</b>	<u>1,582,871</u>	<u>1,792,781</u>
<b>Net Assets</b>		
Net assets without donor restrictions	<u>1,868,534</u>	<u>1,732,927</u>
<b>Total Net Assets</b>	<u>1,868,534</u>	<u>1,732,927</u>
<b>Total Liabilities and Net Assets</b>	<u>\$ 3,451,405</u>	<u>\$ 3,525,708</u>

The accompanying notes are an integral part of the financial statements.

Enable, Inc.

Statement of Activities

For the Year Ended June 30, 2019  
With Comparative Totals for the Year Ended June 30, 2018

	<u>2019</u>	<u>2018</u>
<b>Support and Revenues</b>		
Program service fees	\$ 13,915,602	\$ 13,621,796
Grants	434,641	366,637
Other revenue	<u>2,414</u>	<u>20,207</u>
<b>Total Support and Revenues</b>	<u>14,352,657</u>	<u>14,008,640</u>
<b>Operating Expenses</b>		
Program services	13,349,389	13,025,278
Management and general	<u>867,661</u>	<u>905,810</u>
<b>Total Expenses</b>	<u>14,217,050</u>	<u>13,931,088</u>
<b>Change in Net Assets From Operations</b>	135,607	77,552
<b>Non-operating Revenue (Expense)</b>		
Write-off of abandoned construction project	<u>-</u>	<u>(11,065)</u>
<b>Total Non-operating Revenue (Expense)</b>	<u>-</u>	<u>(11,065)</u>
<b>Change in Net Assets</b>	135,607	66,487
<b>Net Assets at Beginning of Year</b>	<u>1,732,927</u>	<u>1,666,440</u>
<b>Net Assets at End of Year</b>	<u>\$ 1,868,534</u>	<u>\$ 1,732,927</u>
<b>Changes in Net Assets Without Donor Restrictions</b>		
Net assets without donor restrictions		
Beginning of year	\$ 1,732,927	\$ 1,666,440
Change in net assets	<u>135,607</u>	<u>66,487</u>
<b>Net Assets Without Donor Restrictions, End of Year</b>	<u>\$ 1,868,534</u>	<u>\$ 1,732,927</u>

The accompanying notes are an integral part of the financial statements.

**Enable, Inc.**

Statement of Cash Flows

For the Year Ended June 30, 2019  
With Comparative Totals for the Year Ended June 30, 2018

	<u>2019</u>	<u>2018</u>
<b>Cash Flows from Operating Activities</b>		
Change in Net Assets	\$ 135,607	\$ 66,487
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	85,132	106,837
Write-off of abandoned construction project	-	11,065
Decrease (increase) in assets		
Accounts receivable	66,081	14,343
Prepaid expenses	(15,054)	15,705
Prepaid security deposits	-	(1,238)
Increase (decrease) in liabilities		
Accounts payable	(102,335)	(6,938)
Child care deposits	10,283	5
Accrued expenses	(12,877)	6,568
Deferred rent liability	59,310	58,930
<b>Net Cash Provided by Operating Activities</b>	<u>226,147</u>	<u>271,764</u>
<b>Cash Flows from Investing Activities</b>		
Purchase of fixed assets	<u>(92,311)</u>	<u>(40,985)</u>
<b>Net Cash Used in Investing Activities</b>	<u>(92,311)</u>	<u>(40,985)</u>
<b>Cash Flows from Financing Activities</b>		
Repayments of long term debt	(164,291)	(124,099)
Repayments on line of credit	-	(250,000)
Proceeds from line of credit	<u>-</u>	<u>250,000</u>
<b>Net Cash Used in Financing Activities</b>	<u>(164,291)</u>	<u>(124,099)</u>
<b>Net (Decrease) Increase in Cash and Cash Equivalents</b>	(30,455)	106,680
<b>Cash and Cash Equivalents - Beginning</b>	<u>1,411,286</u>	<u>1,304,606</u>
<b>Cash and Cash Equivalents - Ending</b>	\$ <u><u>1,380,831</u></u>	\$ <u><u>1,411,286</u></u>
<b>Supplemental Disclosure of Cash Flow Information</b>		
Cash paid during the year for interest	\$ <u><u>7,817</u></u>	\$ <u><u>15,219</u></u>
<b>Supplemental Data for Noncash Investing and Financing Activities</b>		
Disposal of fully depreciated fixed assets	\$ <u><u>-</u></u>	\$ <u><u>15,895</u></u>

The accompanying notes are an integral part of the financial statements.

Enable, Inc.

Statement of Functional Expenses

For the Year Ended June 30, 2019  
With Comparative Totals for the Year Ended June 30, 2018

Functional Expenses	2019			2018
	Program Services	General and Administrative	Total Expenses	Total Expenses
Salaries	\$ 6,450,969	\$ 498,921	\$ 6,949,890	\$ 6,789,230
Employee benefits	895,443	25,440	920,883	883,456
Payroll taxes	494,729	28,540	523,269	522,061
Subcontractors	3,199,291	-	3,199,291	2,934,019
Occupancy	838,932	97,354	936,286	923,954
Professional and administrative	301,365	202,829	504,194	508,704
Consultants	432,875	1,053	433,928	539,799
Vehicle expense	255,993	-	255,993	229,551
Training, meetings and conferences	242,548	7,954	250,502	263,542
Program costs	157,683	-	157,683	229,935
Depreciation	79,561	5,570	85,131	106,837
<b>Total Functional Expenses</b>	<b>\$ 13,349,389</b>	<b>\$ 867,661</b>	<b>\$ 14,217,050</b>	<b>\$ 13,931,088</b>

The accompanying notes are an integral part of these financial statements.

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(1) Summary of Significant Accounting Policies**

The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP). The significant accounting policies followed by Enable, Inc. (the Organization) are described below to enhance the usefulness of the financial statements to the reader.

**(a) Nature of Activities**

The Organization is a Massachusetts not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the U.S. Internal Revenue Code (IRC). The Organization's purpose is to provide for a variety of educational, social rehabilitative, vocational and therapeutic services to children, adolescents and adults by creating for individuals and their families, a continuum of unique and innovative services that facilitate individual growth and family integration.

The following program divisions are listed in order of relative importance based upon total program expenditures:

**Cole-Harrington** - The Cole-Harrington division provides services to families and children, from all cultural and economic backgrounds, aimed to provide care for low income families, families who received transitional assistance and at risk children. The Cole-Harrington division accounted for 65% of total program expenditures for the year ended June 30, 2019.

**Networks Supported Living Services** - The Networks Supported Living Services division provides case management to individuals with disabilities allowing them to live independently, allowing individuals in the programs to explore their options and make informed decisions in order to empower and promote growth and independence. The Networks Supported Living Services division accounted for 15% of total program expenditures for the year ended June 30, 2019.

**Early Intervention** - The Early Intervention division provides comprehensive, developmental services for children from birth to 3 years of age and their families for whom there are developmental concerns due to biological, medical or environmental factors. Early Intervention services are provided individually in the home and in a range of community settings. The Early Intervention Division accounted for 14% of total program expenditures for the year ended June 30, 2019.

**First Steps** - The First Steps division aims to protect children and their families from abuse and neglect in order to strengthen and promote positive individual and family functioning and to preserve the integrity and dignity of the family while addressing the developmental needs of individuals. The First Steps division accounted for 6% of total program expenditures for the year ended June 30, 2019.

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(1) Summary of Significant Accounting Policies - continued**

***(b) Basis of Presentation***

The statement of activities reports all changes in net assets, including changes in net assets without donor restrictions from operating activities. Operating revenues consist of those monies received and other contributions attributable to the Organization's ongoing efforts.

***(c) Standards of Accounting and Reporting***

The Organization's net assets (excess of its assets over liabilities) and its revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions.

The statement of financial position presents two classes of net assets (net assets without donor restrictions and net assets with donor restrictions) and the statement of activities displays the change in each class of net assets. The class of net assets applicable to the Organization is net assets without donor restrictions. Net assets without restrictions are not subject to donor imposed restrictions. Net assets without restrictions consist of assets and contributions available for the support of operations. These net assets may be designated for specific purposes by management or the Board of Directors.

***(d) Income Taxes***

The Organization qualifies as an organization formed for charitable purposes under Section 501(c)(3) of the IRC and therefore is generally not subject to income tax. However, income from certain activities not directly related to the Organization's tax-exempt purpose is subject to taxation as unrelated business income. In addition, the Organization is not a private foundation under Section 509(a)(1) of the IRC.

***(e) Cash and Cash Equivalents***

The Organization considers all highly liquid investments purchased with an original maturity of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash equivalents. Cash and highly liquid financial instruments restricted to building projects, endowments that are perpetual in nature, or other long-term purposes are excluded from this definition.

The Organization maintains its cash balances at one financial institutions located in Massachusetts. The cash balances are insured by the Federal Deposit Insurance Corporation. At times these balances may exceed the federal insurance limits; however, the Organization has not experienced any losses with respect to its bank balances in excess of government provided insurance. Management believes that no significant concentration of credit risk exists with respect to these cash balances as of June 30, 2019.

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(1) Summary of Significant Accounting Policies - continued**

***(f) Revenue Recognition***

The Organization earns revenue as follows:

The Organization's revenues are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions.

Program Service Fees - Program service fees revenue is earned and recognized by the Organization when units or services are provided and billed under various agreements funded primarily by governmental agencies. All contracts consist of two types, unit-rate and cost-reimbursement contracts, all with ceiling amounts. Unit-rate contracts provide that revenue is to be earned and recognized at a negotiated or class rate for each unit-of-service that is provided under the terms of the contract. Under the cost-reimbursement contracts, revenue recognition takes place as costs related to the services provided are incurred. Billings on the contracts are subject to final approval by the governmental agency. Medicaid, MasHealth, private fees and other third party revenue is generated through billing units of service delivered to pre-approved and covered individuals.

Contributions - Contributions are recorded upon receipt or pledge as net assets without donor restrictions or net assets with donor restrictions depending on the existence and/or nature of any donor restrictions. Contributions with donor-imposed restrictions are recognized as temporarily restricted support unless the restrictions are met in the same year, in which case they are recognized as unrestricted support. All contributions are considered to be available for unrestricted use unless specifically restricted by the donor.

Grants - Grants are recorded as revenue as costs related to the services provided are incurred.

Substantially all of the Organization's revenue is derived from its activities in Massachusetts. During the year ended June 30, 2019, the Organization derived approximately 56% of its total revenue from governmental agencies, 39% from insurance, vouchers and private pays and 5% from Medicaid/MasHealth. All revenue is recorded at the estimated net realizable amounts.

***(g) Accounts Receivable***

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable. As of June 30, 2019, management has determined any allowance would be immaterial.

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(1) Summary of Significant Accounting Policies - continued**

***(g) Accounts Receivable - continued***

The Organization does not have a policy to accrue interest on accounts receivable. The Organization has a policy to collect child care deposits of up to one month of child care fees.

As of June 30, 2019, 48% of the Organization's accounts receivable is due from governmental agencies, 37% is due from insurance, vouchers and private pays and 15% is due from Medicaid/MassHealth.

***(h) Land, Buildings and Equipment***

Land, buildings and equipment are recorded at cost or if donated, fair value on the date of receipt. Depreciation is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated service lives. Improvements, including planned major maintenance activities are capitalized, while expenditures for routine maintenance and repairs are charged to expense as incurred. Upon disposal of depreciable property, the appropriate property accounts are reduced by the related costs and accumulated depreciation. The resulting gains and losses are reflected in the statement of activities.

The Organization computes depreciation using the straight-line method over the following estimated lives:

Leasehold improvements	3-15 years
Furniture and equipment	3-10 years
Vehicles	3-5 years

Land, buildings and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator or possible impairment is noted. If the carrying amount for the asset is not recoverable, the value is written down to the asset's fair value.

***(i) Fundraising***

Fundraising relates to the activities of raising general and specific contributions to the Organization. Immaterial amounts of fundraising are included in administration expenses.

***(j) Functional Allocation of Expenses***

The costs of providing various programs and other activities have been summarized on a functional basis in the statement of activities and in the statement of functional expenses. Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are allocated to programs and supporting services. Administration expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Organization.

Payroll and associated costs are allocated to functions based upon actual time charges. Occupancy costs are allocated based upon square footage.

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(1) Summary of Significant Accounting Policies - continued**

***(k) Use of Estimates***

In preparing the Organization's financial statements in conformity with GAAP, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

***(l) Summarized Financial Information for 2018***

The financial statements do not include a full presentation of the statement of functional expenses, as certain prior year summarized comparative information is presented in total but not by functional classification. In addition, the financial statements do not include full financial statement disclosures for the prior year. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2018, from which the summarized information is derived.

***(m) Recent Accounting Standard Adopted***

In August 2016, the Financial Accounting Standards Board issued ASU 2016-14, Not-for-Profit Entities (Topic 958) - *Presentation of Financial Statements of Not-for-Profit Entities*. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources and the lack of consistency in the type of information provided about expenses and investment return. ASU 2016-14 is effective for fiscal years beginning after December 15, 2017. As a result, the Organization has adopted this ASU as of and for the year ended June 30, 2019 with retrospective application for the 2018 financial statements. The Organization opted to not disclose liquidity and availability information for 2018 as permitted under the ASU in the year of adoption. In addition, the Organization changed its presentation of its net asset classes and expanded the footnote disclosures as required by the ASU, with no effect on previously reported change in net assets. Other than these reclassifications, the adoption of ASU 2016-14 did not have a material impact on the Organization's financial position, results of activities or cash flows.

***(n) Reclassifications***

In addition to the reclassifications described in the above disclosure, certain amounts in the prior year have been reclassified to conform to the current year presentation.

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(2) Debt**

***(a) HarborOne Bank Line of Credit - Operations***

The Organization has available a demand line of credit with HarborOne Bank of \$250,000 to be drawn upon as needed, with interest at the prime rate plus 1.5 percentage points, 7% as of June 30, 2019. The line is secured by the Organization's business assets and expires February 2, 2020. There were no borrowings outstanding as of June 30, 2019.

***(b) HarborOne Bank Line of Credit - Equipment***

The Organization has available a demand line of credit with HarborOne Bank of \$150,000 to be drawn upon as needed with interest at the prime rate plus 1.5 percentage points, 7% as of June 30, 2019. The line is secured by the Organization's business assets and expires February 2, 2020. There were no borrowings outstanding as of June 30, 2019.

***(c) HarborOne Bank Note Payable***

The Organization had a note agreement with HarborOne Bank in the original amount of \$300,000. The note was due in monthly installments of \$3,203, bore variable interest at the Federal Home Loan Bank of Boston Five (5) Classic Advance Rate plus 2.5 percentage points. The rate was subject to change every five years. The note was secured by the Organization's business assets. The final payment on the note was due in December 2026. As of June 30, 2019, the loan was fully satisfied.

***(d) Debt Interest***

Interest expense on all debt amounted to \$7,817 for year ended June 30, 2019.

**(3) Operating Lease Commitments**

The Organization leases various properties under tenant at will and non-cancelable, operating lease agreements with various expiration dates through January 2032. Monthly payments on the operating lease agreements range from approximately \$1,237 to \$21,388. The Organization is also liable for certain real estate tax increases and operating cost adjustments under the lease terms. Facilities lease expense amounted to \$701,972 for the year ended June 30, 2019. Additionally, the Organization leases various equipment under an operating lease agreement with an expiration date in October 2021. The monthly payment on the equipment lease is \$1,411. Equipment lease expense amounted to \$20,990 for the year ended June 30, 2019.

Rent expense from leases with escalations are recorded on a straight-line basis over the life of the lease. The difference between the monthly rent payments and the straight-line method are recorded as an asset or liability. As of June 30, 2019, deferred rent was \$118,240 and is included in long term liabilities on the statement of financial position.

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(3) Operating Lease Commitments - continued**

The minimum annual operating lease commitments are as follows:

2020	\$ 463,469
2021	465,614
2022	383,641
2023	395,068
2024	389,567

**(4) Unemployment Compensation Appropriation**

The Organization elects to make payments-in-lieu-of contributions with regard to unemployment compensation under the state statute. Under this method, the employer pays actual benefits rather than making contributions based on payroll to the state unemployment fund. The Organization has accrued an amount to fund future unemployment claims based upon a history of prior unemployment claims and current staffing trends. For the year ending June 30, 2019, the Organization paid \$21,529 for unemployment claims. As of June 30, 2019, accrued unemployment compensation was \$43,471.

**(5) Commitments and Contingencies**

The Organization receives a portion of its funding from governmental agencies. The ultimate determination of amounts received under these programs generally is based upon allowable costs reported to and audited by the governmental agencies. Until such audits have been completed, if any, and final settlement reached, there exists a contingency to refund any amount received in excess of allowable costs. Management is of the opinion that no material liability will result from such audits.

The Organization's operations are concentrated in the social service provider field. As such, the Organization operates in a heavily regulated environment. The operations of the Organization are subject to administrative directives, rules and regulations of federal, state and local regulatory agencies, including, but not limited to the following:

- United States Department of Health and Human Services
- United States Department of Education
- Massachusetts Department of Early Education and Care
- Massachusetts Department of Children and Families
- Massachusetts Department of Development Services
- Massachusetts Rehabilitation Commission
- Massachusetts Department of Public Health
- Massachusetts Operational Services Division

Such administrative directives, rules and regulations are subject to change by an act of Congress, act of the state and local legislature or an administrative change mandated by, the United States Departments or Commonwealth of Massachusetts Departments listed above. Such changes may occur with little notice or inadequate funding to pay for the related cost, including the additional administrative burden, to comply with a change. Additionally, contractual funding may decrease or be withdrawn with little notice.

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(6) Employee Benefits**

***(a) Defined Contribution Plan***

The Organization provides eligible employees an elective deferral plan under IRC section 403(b). The Plan enables employees to make elective deferrals of funds for retirement, from their salaries and from an Organization-provided benefits allowance, from which latter source Organization contributions of \$381,830 were made to the Plan during the year ended June 30, 2019.

***(b) 457(b) Retirement Plan***

The Organization has established a non-qualified deferred compensation plan for two key employees of the Organization. The Organization may, but is not required to, contribute for each plan year that the key employees are employed. The Organization contributed \$37,000 to the plan during the year ended June 30, 2019.

**(7) Schedule of Federal Awards**

Determination of federal major programs was made using a risk based approach. For the fiscal year ended June 30, 2019, the Organization did qualify as a low-risk auditee. The major programs tested are disclosed as such in the schedule of findings and questioned costs.

**(8) Liquidity and Availability of Resources**

The following reflects the Organization's financial assets as of June 30, 2019, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year from the statement of financial position date.

Financial assets at year end	
Cash and cash equivalents	\$ 1,380,831
Accounts receivable, net	<u>1,336,992</u>
Total	<u>2,717,823</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>2,717,823</u>

The Organization is supported by program service fees and government grants. As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due. In the event of an unanticipated liquidity need, the Organization also could draw upon \$400,000 of available lines of credit (as further discussed in Note 3).

**Enable, Inc.**

Notes to Financial Statements

June 30, 2019

**(9) Subsequent Events**

The Organization has performed an evaluation of subsequent events through November 13, 2019, which is the date the Organization's financial statements were available to be issued. No material subsequent events have occurred since June 30, 2019 that required recognition or disclosure in these financial statements.

lead by example and help your children buy into a culture of wellness. Building daily and seasonal traditions around cooking together helps strengthen your family's commitment to a healthy lifestyle (</English/healthy-living/nutrition/Pages/Healthy-Active-Living-for-Families.aspx>).

4. **Keep it safe.** Teach kids the importance of staying safe while cooking (</English/safety-prevention/at-home/Pages/Kitchen-Safety.aspx>) by showing them how to hold kitchen tools safely, how to use oven mitts to protect hands from heat (</English/safety-prevention/all-around/Pages/First-Aid-For-Burns.aspx>), and how to turn appliances (</English/safety-prevention/at-home/Pages/Microwave-Safety.aspx>) on and off safely. Always supervise children when cooking to ensure they are sticking with safe and age-appropriate tasks. The best way to keep cooking safe is to know your child's abilities and his or her stage of development. A four-year-old child, for example, may not be ready to sauté vegetables over a hot pan, but may have the fine motor skills to rinse fruits or tear salad leaves. Keeping safety in mind, it is not difficult to get kids—even toddlers—involved in the kitchen.
5. **Ask for input.** Children feel more included in mealtime when they are asked to be a part of meal preparation. Collaborate with your kids when selecting recipes for main dishes or sides. Let them help you make the shopping list and find groceries in the store or farmers market. When cooking together, let children offer a critique of the foods you are preparing. Together you can decide what ingredients you should add to enhance the flavor. Talk about how people enjoy different tastes, and share your preferences with each other. Letting children be "in charge" of details like how to set the table will help them feel invested in mealtime.

Over many years, cooking as a family will help develop a happy, adventurous eater with some pretty valuable life skills—and plenty of happy memories in the kitchen. With enough practice, your child will someday be able to cook YOU a delicious meal!

## Additional Information from HealthyChildren.org:

- The Benefits & Tricks to Having a Family Dinner (</English/family-life/family-dynamics/Pages/Mealtime-as-Family-Time.aspx>)
- Making Healthy Food Choices (</English/ages-stages/gradeschool/nutrition/Pages/Making-Healthy-Food-Choices.aspx>)
- Food and TV: Not a Healthy Mix (</English/family-life/Media/Pages/Food-and-TV-Not-a-Healthy-Mix.aspx>)
- Feeding & Nutrition Tips: 4-to 5-Year-Olds (</English/ages-stages/preschool/nutrition-fitness/Pages/Feeding-and-Nutrition-Your-4-to-5-Year-Old.aspx>)
- Energy In: Recommended Food & Drink Amounts for Children (</English/healthy-living/nutrition/Pages/Energy-In-Recommended-Food-Drink-Amounts-for-Children.aspx>)

## About Dr. Fernando:



Nimali Fernando, MD, MPH, FAAP is a practicing pediatrician and the founder of the Doctor Yum Project (<http://www.doctoryum.org/>), a nonprofit organization that provides cooking instruction and nutrition education to families. She is also the co-author of "Raising a Healthy, Happy Eater" and owner of Yum Pediatrics, a general pediatrics practice in Spotsylvania, Virginia which features a teaching kitchen and garden and focuses on prevention of illness through nutrition education. Follow her on Twitter @Doctor\_Yum ([https://twitter.com/Doctor\\_Yum](https://twitter.com/Doctor_Yum)).

**Author** Nimali Fernando, MD, MPH, FAAP  
**Last Updated** 12/14/2016



Healthy Children (/English) > Healthy Living (<https://www.healthychildren.org/English/healthy-living>) > Nutrition (<https://www.healthychildren.org/English/healthy-living/nutrition>) > Tips for Preventing Food Hassles

## HEALTHY LIVING

# Tips for Preventing Food Hassles

Young children need nutrients from a variety of foods to stay healthy. But what if your child only eats macaroni and cheese or will not eat any vegetables?

Read on for information from the American Academy of Pediatrics on how to encourage positive eating habits and how to prevent food hassles. If you have specific questions about your child's nutrition, talk with your child's doctor or a registered dietitian.



## How to encourage positive eating habits

When children learn positive eating habits at a young age, they will make healthy food choices as an adult. Parents can

- Set a good example. The best predictor of a child with a healthy weight (</English/health-issues/conditions/obesity/Pages/Determining-Body-Mass-Index.aspx>) and lifestyle is parents with a healthy weight who make wise food choices and exercise (</english/healthy-living/fitness/Pages/default.aspx>) regularly.
- Get your child involved in meal planning. Read recipe books (</English/healthy-living/nutrition/chop-chop-magazine/Pages/default.aspx>) together. Put your child in charge of writing down a grocery list and go shopping together. During trips to the grocery store you can introduce new foods and also teach your child how to make healthy and nutritious choices. Ask your child to help with measuring out ingredients.
- Try to serve snacks (</English/healthy-living/nutrition/pages/Choosing-Healthy-Snacks.aspx>) and meals around the same time each day.
- Schedule at least one meal together as a family. Research suggests that having dinner together as a family on a regular basis has positive effects on the development of children. And time spent together can be fun and bring family members closer together. Remember to turn off the TV.
- Give your children a 5-minute warning before mealtime. A 5-minute warning will give your children a moment to calm down, wash their hands (</English/health-issues/conditions/prevention/Pages/Hand-Washing-A-Powerful-Antidote-to-Illness.aspx>), and get ready to eat. (Encouraging your children to wash their hands thoroughly before meals will help prevent foodborne illness (</English/health-issues/conditions/prevention/Pages/Food-Borne-Illnesses-Prevention.aspx>).)
- Set up mealtime rules. Children who are anxious, excited, or tired may have trouble settling down to eat. Sometimes a simple "food rules" chart on the refrigerator helps to keep things in order. Examples of food rules include (1) come to the table with clean hands, (2) help when asked, and (3) do not make bad comments about food served or what others are eating.

## What to do when mealtime is a hassle

Well-meaning adults often view a child's odd food and eating behaviors as a problem. However, childhood food jags, a fear of new foods, and other feeding challenges are usually a part of normal development.

There's no need to worry if a child skips a meal or won't eat the vegetables on his or her

plate. Keep the big picture in mind. Offer a variety of healthy, nourishing foods. Be creative! A variety of colors, kid-friendly shaped foods, and foods arranged on the plate in an appealing manner can entice children to try foods they might otherwise avoid. Provide nutritious snacks to help round out picky eating habits (/English/healthy-living/nutrition/Pages/How-To-Please-Fussy-Eaters.aspx) during meals. Over time, a child will get everything needed to grow and develop normally.

Do not force your children to eat. While parents are the best judges of what children should eat and when, children are the best judges of how much they should eat. Food should be used as nourishment, not as a reward or punishment. In the long run, food rewards or bribes usually create more problems than they solve.

Children often use the table as a stage for showing their independence. Sometimes food is not the issue at all. The eating process is just one more way children learn about the world.

## Work up an appetite!

Active play, along with eating right, promotes good health...and a healthy appetite! And it is the best exercise for toddlers (/english/ages-stages/toddler/fitness/Pages/default.aspx)and young children (/English/ages-stages/preschool/nutrition-fitness/Pages/default.aspx).

## The feeding challenge...

**Food jags:** Eats only one food, meal after meal

- Make sure your child is hungry when mealtime comes. Offer only healthy snacks, and do not offer snacks too close to mealtime.
- Let your child eat what he wants if the jag food is healthy.
- Offer other foods at each meal before the jag food.
- Be patient. After a few days, your child likely will try other foods. Food jags rarely last long enough to cause any harm.

**Food strikes:** Refuses to eat what's served, which can lead to "short-order cook syndrome"

- Make sure your child is hungry when mealtime comes. Offer only healthy snacks, and do not offer snacks too close to mealtime.
- Have whole-grain (/English/healthy-living/nutrition/pages/Whole-Grains.aspx) bread and rolls as well as fruit available at each meal, so there are usually choices that your child likes. You shouldn't prepare separate meals for each child, unless you want to be a short-order cook.
- Don't be afraid to let your child go hungry if she won't eat what is served.

**"The TV habit":** Wants to watch TV at mealtime

- Turn off the TV during meals. Watching TV during meals is a distraction that prevents family interaction and interferes with a child's eating. Mealtime is often the only time during the day that families can be together.

**The complainer:** Whines or complains about the food served

- If your child whines and complains about the food offered, encourage her to eat what she can. If she continues to whine and complain, have her go to her room or sit quietly away from the table until the meal is finished. She can return and finish her meal only if she promises not to complain.
- If your child is hungry and wants to come back to finish eating, let her know that it's good to have her rejoin the family.
- Avoid letting her take food away from the table to eat, return for dessert, or snack until the next planned meal or snack time.

**"The great American white food diet":** Eats only white bread, potatoes, macaroni, and milk (/English/healthy-living/nutrition/pages/Pasteurized-Milk-Myths-and-Proven-Facts.aspx)

- Encourage your child to eat what he can. Do not force your child to eat other foods. Giving more attention to finicky eating habits only reinforces a child's demands to limit foods.
- Offer a variety of foods from all the food groups.
- Be patient. Eventually your child will move on to other foods.

**Fear of new foods:** Refuses to try new foods

- Model eating and enjoyment of new foods yourself by introducing new foods at each meal.
- Encourage your child to allow a small portion of the new food to sit on her plate instead of forcing her to try new foods.
- Be patient. It may take many tries before a child is ready to taste a new food...and a lot of tastes before a child likes a new food.

**Note:** Do not feed children younger than 4 round, firm food unless it is chopped completely. The following foods are choking hazards: nuts and seeds; chunks of meat or cheese; hot dogs; whole grapes; fruit chunks (such as apples); popcorn; raw vegetables; hard, gooey, or sticky candy; and chewing gum. Peanut butter can be a choking hazard for children younger than 2.

**Last Updated** 11/21/2015

**Source** Feeding Kids Right Isn't Always Easy: Tips for Preventing Food Hassles (Copyright © 2011 American Academy of Pediatrics)

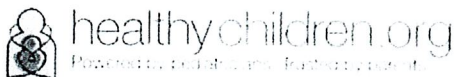
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Healthy Children (/English) > Healthy Living (<https://www.healthychildren.org/English/healthy-living>) > Nutrition (<https://www.healthychildren.org/English/healthy-living/nutrition>) > How to Please Fussy Eaters

#### HEALTHY LIVING

## How to Please Fussy Eaters

Young children need a variety of foods to get the energy they need to grow up healthy. Read on for information from the American Academy of Pediatrics (AAP) on creative ways to serve up breakfast (/English/healthy-living/nutrition/Pages/The-Case-for-Eating-Breakfast.aspx) and lunch and tips for picky eaters (/English/ages-stages/toddler/nutrition/Pages/Picky-Eaters.aspx).



If you have specific questions about your child's nutrition, talk with your child's doctor or a registered dietitian.

### Off to a good start...breakfast

Breakfast gives children energy to carry through an active morning. Children who skip breakfast may not concentrate well at school or may lack energy to play. They also tend to eat unhealthy foods as snacks.

Cereal with low-fat milk is a favorite, but sweetened cereal can have a lot of added sugar. Check the Nutrition Facts label (/English/healthy-living/nutrition/Pages/Front-of-Package-Nutrition-Labels.aspx) before buying. Although the percent daily values on food labels are based on calorie levels for adults, they can still be used to select more nutrient-rich cereals (and other foods). Choose cereals with less than 10 grams of sugar and at least 2 grams of fiber per serving. If your child prefers a sweet taste, jazz up unsweetened cereal with sliced peaches or bananas, strawberries, or blueberries.

For children who don't like traditional breakfast foods like cereal or toast, try one of the following recipes:

- **Breakfast shake:** Combine milk, fruit, and ice in a blender. (See "Milk—whole or reduced fat?")
- **Frozen banana:** Dip a banana in yogurt, then roll it in crushed cereal. Freeze.
- **Leftovers:** Serve whole wheat spaghetti or chicken hot or cold.
- **Peanut butter snack:** Spread peanut butter on whole wheat crackers, a tortilla, apple slices, or jicama slices. (See "Safety check.")

### Milk—whole or reduced fat?

The following are guidelines about what type of milk to give your child.

Age	Type of Milk
Younger than 12 months	Breast milk (/english/ages-stages/baby/breastfeeding/Pages/default.aspx) is best; iron-fortified formula should be used if breast milk is not available.

**12 to 24 months** Wholemilk. Your child's doctor may recommend reduced-fat (2%) or low-fat (1%) milk if your child is obese or overweight (/english/health-issues/conditions/obesity/Pages/default.aspx), or if there is a family history of high cholesterol (/English/ages-stages/gradeschool/nutrition/Pages/High-Cholesterol-Levels-in-Children.aspx) or heart disease (/English/health-issues/conditions/heart/Pages/Heart-Disease.aspx). Check with your child's doctor or a registered dietitian before switching from whole to reduced-fat milk. Note: Breastfeeding can continue after 12 months of age as long as is desired by mom and baby.

**Older than 24 months** Low-fat (1%) or nonfat (skim) milk

## Lunches worth munchin'

Children who help make their own lunches are more likely to eat them.

### Following are ideas to make lunches fun!

- Use cookie cutters to cut sandwiches into fun, interesting shapes.
- Decorate lunch bags with colorful stickers.
- Put a new twist on a sandwich favorite. Top peanut butter with raisins, bananas, or apple slices.
- For color and crunch, use a variety of veggies as sandwich toppers: cucumber slices, grated carrots, or zucchini.

## Picky eaters

Even the most nutritious meal won't do any good if a child won't eat it. Some children are picky eaters. Others eat only certain foods—or refuse food—as a way to assert themselves.

### Try these ideas to make your family meals pleasant:

- If your child refuses one food from a food group (/English/healthy-living/nutrition/Pages/The-5-Food-Groups-Sample-Choices.aspx), try another from the same food group.
  - Try deep-yellow or orange vegetables instead of green vegetables.
  - Try chicken, turkey, fish, or pork instead of lean beef.
  - Try low-fat flavored milk, cheese, or yogurt instead of low-fat milk.
- Boost the nutritional value of prepared dishes with extra ingredients. Add nonfat dry milk to cream soups, milk shakes, and puddings. Mix grated zucchini and carrots into quick breads, muffins, meat loaf, lasagna, and soups.
- Serve a food your child enjoys along with a food that he or she has refused to eat in the past.
- Try serving a food again if it was refused before. It may take many tries before a child likes it.
- Invite children to help with food preparation. It can make eating food more fun.
- Add eye appeal. Cut foods into interesting shapes. Create a smiling face on top of a casserole with cheese, vegetables, or fruit strips.
- Set a good example by eating well yourself. Ideally, eat at least one meal together as a family every day or try for 3 to 4 times per week.

**Note:** The amount of food and number of servings children need daily from each food group depends on their age and how active they are. Some parents worry because young children seem to eat small amounts of food, especially when compared with adult portions. Don't worry about how little a child eats. A child who is growing well is getting enough to eat. If you are concerned, talk with your child's doctor.

## Safety check

### Food safety

Remember 2 important rules to prevent food-borne illness:

- Everyone should wash their hands (</English/health-issues/conditions/prevention/Pages/Hand-Washing-A-Powerful-Antidote-to-Illness.aspx>) well before and after meals.
- Keep hot foods hot and cold foods cold. When there's no refrigerator to store a bag lunch, following are ways to keep food safe:
  - Tuck an ice or freezer pack into the lunch bag. Or use an insulated container to keep hot foods hot.
  - Add a box of frozen 100% fruit juice (</English/healthy-living/nutrition/Pages/Fruit-Juice-and-Your-Childs-Diet.aspx>)(unsweetened). Note: The AAP recommends that juice be limited to 4 to 6 ounces per day for children 1 to 6 years of age, and 8 to 12 ounces per day for children 7 to 18 years of age.
  - Freeze the sandwich bread and filling— or other freezable foods—the night before.

**Last Updated** 11/21/2015

**Source** What's to Eat? Healthy Foods for Hungry Children (Copyright © 2012 American Academy of Pediatrics)

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Healthy Children (/English) > Healthy Living (<https://www.healthychildren.org/English/healthy-living>) > Nutrition (<https://www.healthychildren.org/English/healthy-living/nutrition>) > Choosing Healthy Snacks for Kids

#### HEALTHY LIVING

## Choosing Healthy Snacks for Kids

While meals make up the majority of a child's nutritional intake, most children eat at least one snack per day. While many of the most commonly offered kids' snacks tend to be of lower nutritional value than meals, snacks still can support—or even enhance—your child's overall healthy eating plan. Here's how:



- **Use snack times as a way to increase fruits and vegetable intake.** Most kids do not eat the recommended amount of fruits and vegetables ([/English/healthy-living/nutrition/Pages/Energy-In-Recommended-Food-Drink-Amounts-for-Children.aspx](https://www.healthychildren.org/English/healthy-living/nutrition/Pages/Energy-In-Recommended-Food-Drink-Amounts-for-Children.aspx)). Snack times offer a great opportunity to increase access and exposure to these nutrient-dense foods. Consider pairing them up with dairy products or dairy substitutes (such as grapes and cheese) lean proteins (such as celery and peanut butter), or whole-grain cereals and bread (such as banana sandwich on whole grain bread).
- **Keep a range of healthy foods handy at home.** It is much easier to make easy, healthy snacks when you keep a few key items stocked at home. Ideas include different types of raw vegetables and fruit, yogurt dip, hummus, and cheese sticks.
- **Avoid processed foods and added sugars.** Processed foods (made in a factory and sold in bags and boxes) do not have many nutrients and often have a lot of added sugar and salt. In addition, children may become hungry faster after eating processed foods. See [Snacks & Sugary Foods in School: AAP Policy Explained \(/English/healthy-living/nutrition/Pages/Snacks-and-Sugary-Foods-in-School-AAP-Policy-Explained.aspx\)](https://www.healthychildren.org/English/healthy-living/nutrition/Pages/Snacks-and-Sugary-Foods-in-School-AAP-Policy-Explained.aspx) for more information.
- **Teach your children to eat a rainbow of colors.** Arrange your children's foods to show the beauty of fresh, brightly colored foods. Talk about the farms where food comes from and the farmers who help grow it.

## Snack Ideas for Families: Foods to Keep on Hand

Type	Suggestions
<b>Fresh Fruits</b>	<ul style="list-style-type: none"> <li>Apples, bananas, peaches, nectarines, pears</li> <li>Cherries, grapes, plums (sliced or pitted)</li> <li>Orange or grapefruit sections</li> <li>Strawberries, grapes (cut into half for small children)</li> </ul>
<b>Dried Fruits</b>	<ul style="list-style-type: none"> <li>Apples, apricots, peaches, pears (cut up)</li> <li>Dates, prunes</li> <li>Raisins, cranberries</li> </ul>
<b>Vegetables</b>	<ul style="list-style-type: none"> <li>Carrot sticks, celery sticks</li> <li>Raw or steamed cauliflower, broccoli</li> <li>Bell pepper strips—red, yellow, orange, and green</li> <li>Grape and cherry tomatoes</li> <li>Fresh or frozen corn and peas</li> <li>Sliced cucumbers</li> <li>Avocado slices or chunks</li> </ul>
<b>Lean Proteins</b>	<ul style="list-style-type: none"> <li>Fish (canned tuna, salmon, sardines, whitefish)</li> <li>Peanut butter or other nut butters (smooth, spread on whole grain bread or crackers)</li> <li>Edamame beans or chickpeas or hummus spreads</li> <li>Cooked tofu cubes or tofu dip</li> <li>Hard boiled eggs</li> </ul>
<b>Dairy Products</b>	<ul style="list-style-type: none"> <li>Cheese (sliced, grated, or diced)</li> <li>Cottage cheese</li> <li>Low-sugar yogurt</li> <li>Milk—cow's milk or non-dairy milks</li> </ul>
<b>Breads &amp; Cereals</b>	<ul style="list-style-type: none"> <li>Whole wheat bread</li> <li>Whole grain tortillas or tortilla chips</li> <li>Whole grain crackers</li> <li>Whole grain dry cereals</li> <li>Rice cakes</li> <li>Whole grain pitas and bagels</li> <li>Air-popped popcorn</li> </ul>

## Additional Information &amp; Resources:

- [Selecting Snacks for Toddlers \(/English/ages-stages/toddler/nutrition/Pages/Selecting-Snacks-for-Toddlers.aspx\)](#)
- [How to Get Your Child to Eat More Fruits & Veggies \(/English/healthy-living/nutrition/Pages/How-to-Get-Your-Child-to-Eat-More-Fruits-and-Veggies.aspx\)](#)
- [Energy In: Recommended Food & Drink Amounts for Children \(/English/healthy-living/nutrition/Pages/Energy-In-Recommended-Food-Drink-Amounts-for-Children.aspx\)](#)
- [Healthy Children Radio: Healthy Kid-Approved Snacks \(/English/healthy-living/nutrition/Pages/Healthy-Children-Radio-Healthy-Kid-Approved-Snacks-Audio.aspx\) \(Audio\)](#)
- [The Healthy Children Show: Energy Balance for School-Age Kids \(/English/ages-stages/gradeschool/nutrition/Pages/The-Healthy-Children-Show-Energy-Balance-for-School-Age-Kids-Video.aspx\)\(Video\)](#)

**Last Updated** 9/16/2016

**Source** Section on Obesity (Copyright © 2016 American Academy of Pediatrics)

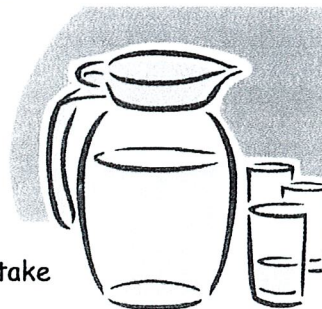
The information contained on this Web site should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

## Quenchers!

Hints to keep happy, healthy kids hydrated!

### What to drink? Water!

Water is a great drink choice for kids. It is calorie-free and low cost from your nearest tap! Water is also the best drink to keep kids hydrated. Make sure that water is available all day. Kids should drink plenty of water when they are playing and being active. Our bodies are the best judge of how much water we need. Teach kids to take a drink whenever they are thirsty.



### Why not soda, juice drinks, or sports drinks?

- They all contain **sugar**! Sugar-sweetened drinks are the top source of added sugar in kid's diets. Drinking too many high sugar drinks increases the risk for overweight in kids and adults. These drinks add extra calories our bodies don't notice.
- Soda, juice, and sports drinks can also cause dental cavities.
- There is often **caffeine** in soda and energy drinks. When kids drink caffeine, they may get headaches, upset stomach, and disturbed sleep.
- Diet sodas contain **artificial sweeteners**. They train kids to crave "sweetness" in drinks and foods. Their long-term safety is not fully known, so it is best to avoid them.
- Sports drinks are only helpful for highly intense activities that last longer than 1 hour. For example, a day at basketball camp or a hike in the mountains would be a time that kids might have a sport drink.

### Tips for Healthy Drinking

Kids drink more sugary drinks at home than anywhere else.

These tips will help you make good choices when you are shopping for your family.

#### Do Select:

- **WATER**- as much as you want!  
For extra flavor and fun, add fruit or frozen 100% fruit juice ice cubes.
- Sodium-free **seltzer water**
- Skim or low-fat milk
- **100% juice**- Limit to 4 ounces per day (about the size of a juice box). Ideas for how to stretch your child's "juice budget":
  - **Juice spritzers**- Mix a splash of 100% juice with sodium-free seltzer water
  - **Diluted 100% juice**- Mix 4 oz of water with 4 oz of juice for a refreshing treat

#### Steer Clear:

- Drinks with **added sugar**, for example:

Soda	Fruit punches and fruit-ades	Sports drinks
Sweetened iced teas	Fruit drinks	Energy drinks
- Drinks with **sugar substitutes**, like diet soda

For more information: Check out <http://www.hsph.harvard.edu/nutritionsource/healthy-drinks>

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For more information, visit [www.foodandfun.org](http://www.foodandfun.org) or [www.hsph.harvard.edu/prc/ymca/resources.html](http://www.hsph.harvard.edu/prc/ymca/resources.html)

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## Choking Prevention

Choking is a leading cause of unintended injury in children under age 4.

Injury and death from choking are preventable. The risk of choking depends on the size, shape and consistency of the object, as well as the developmental age of the child.

The most common items on which children choke are food, coins, balloons, and other toys.

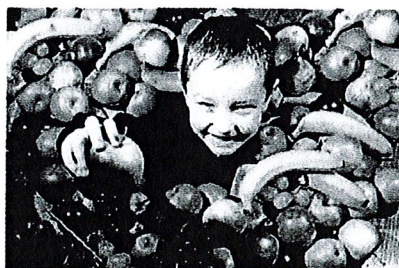
If an item can fit inside a cardboard toilet tube roll, it can become lodged inside a child's airway.

**\*Caregivers should be educated about choking hazards.**

Steps to Avoid Choking Include:

1. Learn CPR (basic life support).
2. Be aware that balloons pose a choking risk to children of any age.
3. Insist that children eat at the table, or at least while sitting down. They should not walk, run, play, laugh or lie down with food in their mouths.
4. Cut food for infants and young children into pieces no larger than one-half inch, and teach them to chew their food well.
5. Supervise mealtimes for infants and young children.
6. Be aware of older children's actions. Many choking incidents occur when older siblings give dangerous foods, toys or other objects to younger children.

7. Follow the age recommendations on toy packages. Age guidelines reflect the safety of the toy based on possible choking hazards as well as a child's physical and mental abilities at various ages.
8. Check under furniture and between cushions for small items that children find and put in their mouths.
9. Do not let infants and young children play with coins.
10. Do not prop bottles. This can cause choking and aspiration.
11. Don't feed children while driving. It is difficult to drive and supervise eating.
12. If using a rub-on teething medication, watch toddler closely as the medicine can numb his throat and interfere with swallowing.



### Tips To Make Food Safer

- Cut into quarters lengthwise, then into small pieces.
- Peel fruits and cut in half lengthwise.
- Chop finely or into thin strips.
- Spread peanut butter thinly on crackers or bread.
- Avoid round or tube-shaped foods.

Remember: *never* leave children unattended while eating.

### Never Let Young Children Play With

Latex balloons	Coins
Marbles	Small balls
Pen or marker caps	Small button-type batteries
Medicine syringes	Jewelry
Toys with small parts	Crayon pieces
Toys that can be compressed to fit entirely into a child's mouth	

## Dangerous Foods

Do NOT serve these foods to children under 4 years of age:

Hot dogs	Sausages
Chunks of meat or cheese	Whole grapes
Fish or meat with bones	Raisins
Marshmallows and marshmallow fluff	Popcorn
Hard, gooey or sticky candy	Chewing gum
Chunks of peanut butter	Lollipops
Raw vegetables	Nuts and seeds
Whole olives	Ice cubes
Potato / corn chips	Pretzels



*This list is provided for information purposes only. Please consult resources on the back of the brochure for more information about dangerous food and non-food items.*

## For Addition Information:

*Caring for Our Children, National Health and Safety Performance Standards, Guidelines of Out-of-Home Child Care (3<sup>rd</sup> Ed.).* American Academy of Pediatrics, American Public Health Association, and National Resource for Health and Safety in Child Care (2011).

American Academy of Pediatrics  
<http://pediatrics.aappublications.org/content/125/3/601.full>

<http://www.aap.org>

Center for Disease Control and Prevention.  
National Center for Injury Prevention and Control: [www.cdc.gov/injury/](http://www.cdc.gov/injury/).

USDA Food Safety: [www.foodsafety.gov](http://www.foodsafety.gov)

**Department of Early Education and Care**  
51 Sleeper St. 4<sup>th</sup> Floor  
Boston, MA 02210  
(617) 988-6600  
[www.mass.gov/eeec](http://www.mass.gov/eeec)



## Preventing Choking In Our Children





Healthy Children (/English) > Health Issues (<https://www.healthychildren.org/English/health-issues>) > Injuries & Emergencies (<https://www.healthychildren.org/English/health-issues/injuries-emergencies>) > Choking Prevention

#### HEALTH ISSUES

## Choking Prevention

Choking can be prevented. Food accounts for over 50% of choking episodes. Be alert for small objects that can cause choking, such as coins, buttons, and small toys. Check under furniture and between cushions for small items that children could find and put in their mouths. Toys are designed to be used by children within a certain age range. Age guidelines take into account the safety of a toy based on any possible choking hazard. Don't let young children play with toys designed for older children. Latex balloons are also a choking hazard. If a child bites a balloon and takes a breath, he could suck it into his airway.



## Choking Hazard Items

Keep items that are choking hazards away from babies and young children. These include:

- Coins
- Buttons
- Toys with small parts
- Toys that can fit entirely in a child's mouth
- Small balls, marbles
- Balloons
- Small hair bows, barrettes, rubber bands
- Pen or marker caps
- Small button-type batteries (/English/safety-prevention/at-home/Pages/Magnetic-Toys-and-Button-Batteries-Potential-Hazards-to-Children-Audio.aspx)
- Refrigerator magnets (/English/safety-prevention/at-home/Pages/Dangers-of-Magnetic-Toys-and-Fake-Piercings.aspx)
- Pieces of dog food

## Choking Hazard Foods

Some foods can cause choking. Keep foods such as grapes, hot dogs, raw carrots, or peanuts away from babies and young children. Cut food for babies and young children into pieces no larger than one-half inch. Encourage children to chew food well. Supervise meal times. Insist that children sit down while eating. Children should never run, walk, play, or lie down with food in their mouths. Be aware of older children's actions. Many choking incidents are caused when an older child gives a dangerous toy or food to a younger child.

Keep the following foods away from children younger than 4 years:

- Hot dogs
- Nuts and seeds

- Chunks of meat or cheese
- Whole grapes
- Hard or sticky candy
- Popcorn
- Chunks of peanut butter
- Chunks of raw vegetables
- Chewing gum

## Additional Information:

- Responding to a Choking Emergency (/English/health-issues/injuries-emergencies/Pages/Responding-to-a-Choking-Emergency.aspx)
- How to Buy Safe Toys (/English/safety-prevention/at-home/Pages/How-to-Buy-Safe-Toys.aspx)
- Dangers of Magnetic Toys and Fake Piercings (/English/safety-prevention/at-home/Pages/Dangers-of-Magnetic-Toys-and-Fake-Piercings.aspx)
- Prevention of Choking Among Children (<http://pediatrics.aappublications.org/content/early/2010/02/22/peds.2009-2862.abstract>) (AAP Policy Statement)

**Last Updated** 11/21/2015

**Source** First Aid for Families (PedFACTs) (Copyright © 2012 American Academy of Pediatrics)

The information contained on this Web site should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

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HONcode standard for trustworthy health (<http://www.healthonnet.org/HONcode/Conduct.html>)

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Healthy Children (/English) > Healthy Living (<https://www.healthychildren.org/English/healthy-living>) > Oral Health (<https://www.healthychildren.org/English/healthy-living/oral-health>) > Dental Health & Hygiene for Young Children

#### HEALTHY LIVING

## Dental Health & Hygiene for Young Children

As you might guess, the number-one dental problem among preschoolers is **tooth decay** (/English/ages-stages/baby/teething-tooth-care/Pages/Preventing-Tooth-Decay.aspx).

- One out of 10 two- year-olds already have one or more cavities
- By age three, 28% of children have one or more cavities
- By age five, nearly 50% of children have one or more cavities



**Many parents assume that cavities in baby teeth** (/English/ages-stages/baby/teething-tooth-care/Pages/Preventing-Tooth-Decay.aspx) **don't matter, because they'll be lost anyway. But that's not true. Dental decay in baby teeth can negatively affect permanent teeth and lead to future dental problems.**

### Teaching Good Dental Habits

The best way to protect your child's teeth is to teach him good dental habits. With the proper coaching he'll quickly adopt good oral hygiene as a **part of his daily routine** (/English/healthy-living/oral-health/Pages/Brush-Book-Bed.aspx). However, while he may be an enthusiastic participant, he won't yet have the control or concentration to brush his teeth all by himself. You'll need to supervise and help him so that the brush removes all the plaque—the soft, sticky, bacteria- containing deposits that accumulate on the teeth, causing tooth decay. Also, keep an eye out for areas of brown or white spots which might be signs of early decay.

### Toothbrushing

As soon as your child has a tooth you should be helping your child brush her teeth two times a day with a smear (size of a grain of rice) of fluoride toothpaste on a child-sized toothbrush that has soft bristles. There are brushes designed to address the different needs of children at all ages, ensuring that you can select a toothbrush that is appropriate for your child.

### Amount of Toothpaste

At age 3, you can start using a pea-size amount of **fluoride toothpaste** (/English/healthy-living/oral-health/Pages/Toothbrushing-Tips-for-Young-Children.aspx), which helps prevent cavities. If your child doesn't like the taste of the toothpaste, try another flavor. Also try to teach your child not to swallow it, although at this age they are often still too young to learn to rinse and spit. Swallowing too much fluoride toothpaste can make white or brown spots on your child's adult teeth.

## Brushing Motion

You'll hear all kinds of advice on whether the best brushing motion is up and down, back and forth, or around in circles. The truth is that the direction really doesn't matter. What's important is to clean each tooth thoroughly, top and bottom, inside and out. This is where you'll encounter resistance from your child, who probably will concentrate on only the front teeth that he can see. It may help to turn it into a game of "find the hidden teeth." Incidentally, a child cannot brush his teeth without help until he's older—about six to eight years old. So be sure to supervise or do the actual brushing if necessary.

## Too Much Sugar

Besides regular toothbrushing with the right amount of fluoride toothpaste, your **child's diet** (</English/healthy-living/oral-health/Pages/Healthy-Teeth-and-Your-Childs-Diet.aspx>) will play a key role in his dental health. And, of course, sugar is the big villain. The longer and more frequently his teeth are exposed to sugar, the greater the risk of cavities. **"Sticky sugar" foods such as sticky caramel, toffee, gum, and dried fruit—particularly when it stays in his mouth and bathes his teeth in sugar for hours—could do serious damage.** Make sure to always brush your child's teeth after a sugary food item. In addition, do not allow your child to have any sugar-containing liquid in a sippy cup (</English/ages-stages/baby/feeding-nutrition/Pages/Discontinuing-the-Bottle.aspx>) for a prolonged period.

## Dental Checkups

During regular **well-child visits** (</English/family-life/health-management/Pages/Well-Child-Care-A-Check-Up-for-Success.aspx>), the pediatrician will check your child's teeth and gums to ensure their health. If she notices problems, she may refer your child to a **pediatric dentist (pedodontist)** (</English/family-life/health-management/pediatric-specialists/Pages/What-is-a-Pediatric-Dentist.aspx>) or a general dentist with an interest in treating the dental needs of children. **Both the American Academy of Pediatrics and the American Academy of Pediatric Dentistry recommend that all children see a pediatric dentist and establish a "dental home"** (</English/healthy-living/oral-health/Pages/Why-Regular-Dental-Visits-Are-Important.aspx>) **by age one.**

As part of her dental checkup the dentist will make sure all teeth are developing normally and that there are no dental problems and give you further advice on proper hygiene. She also may apply a topical fluoride solution to provide extra protection against cavities. If you live in an area where the **water** (</English/healthy-living/oral-health/Pages/Water-Fluoridation.aspx>) is not fluoridated, she may prescribe fluoride drops or chewable tablets for your toddler. For more guidance on fluoride supplements, talk to your pediatrician.

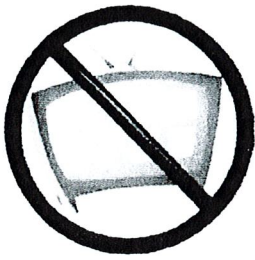
## Additional Information:

- **Toothbrushing Tips for Young Children** (</English/healthy-living/oral-health/Pages/Toothbrushing-Tips-for-Young-Children.aspx>)
- **FAQ: Fluoride and Children** (</English/healthy-living/oral-health/Pages/FAQ-Fluoride-and-Children.aspx>)
- **Why Regular Dental Visits Are Important** (</English/healthy-living/oral-health/Pages/Why-Regular-Dental-Visits-Are-Important.aspx>)
- **How to Prevent Tooth Decay in Your Baby** (</English/ages-stages/baby/teething-tooth-care/Pages/How-to-Prevent-Tooth-Decay-in-Your-Baby.aspx>)

**Last Updated** 10/14/2015

**Source** Caring for Your Baby and Young Child: Birth to Age 5, 6th Edition (Copyright © 2015 American Academy of Pediatrics)

The information contained on this Web site should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.



## Take control of TV (and other screen time)

*American children spend as much time watching TV as they spend in school or any activity besides sleep.*

Many kids watch TV for several hours each day. It can lead to less physical activity, overeating, and a higher risk for becoming overweight. Why? People are not active when they watch TV. They also snack more and see lots of advertising for high calorie, high sugar foods. Kids who watch several hours of TV each day are also exposed to the effects of violent content. School performance can also suffer if TV viewing gets in the way of time spent on reading and homework. **Setting limits on kids' TV time is important for their health now, and as they grow into adulthood.**

### SUGGESTED RULES TO LIVE BY

- 2 hours/day or less\* of total screen time—TV, non-school related computer, and video games.
- No TV during meal times.
- No TV during homework.
- No TV sets in any bedrooms.
- No eating while watching.
- No surfing—watch favorite shows only.
- Limit viewing to set days/times.

### TIPS FOR SUCCESS

**Use technology:** Screening devices can remove commercials and limit the time kids spend on the computer or watching TV. TiVo, TV Allowance, and parental controls in Windows Vista are all helpful tools.

**Be a good role model:** Keep a check on your own TV viewing habits. Kids take their cues from you!

**Endure kids' complaints:** This may be a parent's biggest challenge. But, stick with it!

**Help kids deal with boredom:** Be prepared to suggest other activities. Over time, kids will start to enjoy other pastimes even more!

### What can kids do instead?

Keeping kids busy with fun, enriching activities can be a challenge. Check into local sports and recreation programs that are offered after school and on weekends. Some programs are free through schools or towns, and many offer scholarships. You may be surprised by the number of choices you find once you begin to look. You can also check out the TV Free Network website at [www.tvturnoff.org](http://www.tvturnoff.org) for ideas on how to improve quality family time without TV.

## Early to sleep to get your ZZZzzz's

**Did you know?** Children between 6-12 years of age should sleep 10-11 hours each night?\* Getting that much sleep isn't always easy. It can be hard for children to get the sleep they need because they are busy with school, homework, sports, clubs, and social activities. Other behaviors make it hard for kids to fall asleep, like watching TV, surfing the internet, playing video games, or having caffeine. It is important for children to get enough sleep because it affects their mood, behavior, learning, memory, and ability to pay attention. Not getting enough sleep has also been related to a higher risk for obesity.



### TIPS FOR HELPING YOUR CHILD GET ENOUGH SLEEP:

- **Get into the routine!** Setting and sticking with a regular bedtime routine is important to help prepare children for sleep. Try to go to bed and wake up at the same time each day. Turning off the TV an hour before bedtime and doing a quiet activity like reading, coloring, or taking a warm bath may help children relax before they go to bed. Start the routine early so you can get your child to bed early!
- **Get cozy!** Talk with your child about what makes them comfortable at night. Would nightlights or soft background noise like music or a fan help them fall asleep? Use dark curtains or shades to keep street lights or early morning sun out of the room. Cozy blankets and pillows may also help your child look forward to bedtime and sleep better.
- **Eat and drink smart!** Avoid having caffeine (from coffee, soda, and chocolate, for example) and sugary drinks. Caffeine and sugary drinks may keep children up at night when they are ready for bed.
- **Unplug!** Keep TVs and other screentime tools (like computers, iPads, video games, and Smartphones) out of the room where your child sleeps. Kids who have TVs in their bedrooms see more violent and adult content, more ads for unhealthy junk food, don't sleep as well, and watch more TV. Having access to these in the bedroom may cause children lose sleep.

At first, you may find it challenging to change your child's bedtime routine. Don't give up! Stick with it and your child will greatly benefit from getting the sleep they need.



**References:** \*National Sleep Foundation <http://www.sleepforkids.org>  
Adapted from the STAR Study, Elsie Taveras, MD, MPH, Obesity Prevention Program,  
Department of Population Medicine, Harvard Pilgrim Health Care Institute  
KidsHealth from Nemours [kidshealth.org/parent/general/sleep/sleep.html#cat190](http://kidshealth.org/parent/general/sleep/sleep.html#cat190)  
YMCA Healthy Family Home <http://www.ymca.net/healthy-family-home/sleep-well.html>

## Transporting Children Safely

It's no accident that car seats save lives.

### Did you know?

- Massachusetts Law requires children to ride in child safety seats until they are 5 years old and weigh 40 pounds.
- Infants under 20 pounds and one year old should ride in a rear-facing child safety seat.
- Children who weigh 20-40 pounds and who are one to four years of age should ride in a forward-facing child safety seat.
- Children between 40 and 80 pounds, and less than 4'9" tall, should ride in a booster seat. A booster seat helps the seat belt to fit correctly and safely and gives children more comfort and visibility.
- Children 12 years old and under should sit in the rear seat whenever possible to reduce their risk of death and serious injury.



**Never leave children in an unattended motor vehicle!**

### 3 Things to Learn about Car Safety

1. **Right way to install a car seat** 85% of child safety seats are installed incorrectly! Ask a certified Child Passenger Safety Technician to inspect your car seat – it's **free!** Visit [www.seatcheck.org](http://www.seatcheck.org) or call 1-866-SEATCHECK.
2. **Seat belt safety rules** All children must be seat-belted. Never have more children than seat belts in your car.
3. **Airbag risks** Passenger side airbags pose significant risks to children. If the airbag deploys, an infant or toddler could die and an older child could be seriously injured. All children under 12 should not ride in the front seat if there is an airbag.



### For more information

- **About car seat safety tips**, visit the Massachusetts Department of Public Health website [www.mass.gov/dph/](http://www.mass.gov/dph/) for general information or their car seat fact sheet at [www.mass.gov/dph/fch/injury/carsafe03.htm](http://www.mass.gov/dph/fch/injury/carsafe03.htm)
- **About developing agency transportation policies**, check out EEC's latest TA Paper on Transportation [www.eec.state.ma.us/x/docs/TATransportation.pdf](http://www.eec.state.ma.us/x/docs/TATransportation.pdf).
- About EEC regulations, call your licenser or EEC at (617) 988-6600 or visit the EEC website at [www.mass.gov/eec](http://www.mass.gov/eec)

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# BED SHARING

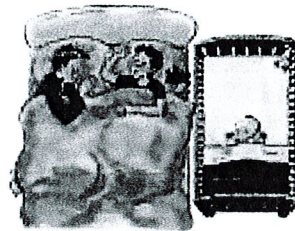
## What is Bed Sharing?

Bed Sharing refers to a sleeping environment in which the baby shares the same sleeping surface with another person.



## What is Co-Sleeping?

Co-Sleeping refers to a sleeping environment in which the baby shares the same room with a parent/caregiver.



**Infants who share a bed with another person, adult or child, are at an increased risk for SIDS**

- ✓ **DO** put the baby to sleep on his/her back – always!
- ✓ **DO** put the baby to sleep in a crib.
- ✓ **DO** keep a sleeping baby where you can hear him/her.
- ✓ **DO** check on a sleeping baby frequently.
  
- ⊗ **DON'T** place toys, bedding, pillows, and stuffed animals in the crib.
- ⊗ **DON'T** let a baby overheat during sleep — keep room temperature between 68°–72°F.
- ⊗ **DON'T** cover a baby's head or bundle a baby in heavy clothing.
- ⊗ **DON'T** allow smoking around the baby – keep the baby's sleeping environment smoke-free.
- ⊗ **DON'T** place baby in crib or bed with another person.



**Department of  
Early Education and Care**



## Attachment #4

**We would like to know how you feel about the Cole-Harrington program your child attends. Your responses to the questions in this survey are very important to us!**

**A similar questionnaire is given to staff to solicit their input, as well. Our program improvement plan will be shared with both parents and staff.**

**\* 1. How long has your child been enrolled in this program?**

- ☐ 0 - 6 months
- ☐ 6 months - 1 year
- ☐ 1 - 2 years
- ☐ 2 - 3 years
- ☐ 3 - 4 years
- ☐ 4+ years

**\* 2. What is the age of your child?**

- ☐ Infant: up to 15 months
- ☐ Toddler: 15 months - 2. 8 years
- ☐ Preschool/PreK: 2.9 - 5 years
- ☐ Kindergarten: 5 - 6 years
- ☐ School Age: 6+ years

**\*3. I have a good relationship with my child's teacher and other staff.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 4. The teacher takes good care of my child, helps my child learn to get along with others, and is a good teacher.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 5. The staff often shares information about what's happening in the program and wants to know about what my child is doing at home.**

- ☐ Yes

## Family Questionnaire – Early Learning Center

- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 6. I talk with the staff about my child at least once a week (or every day if my child is a baby.)**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 7. I have received information at enrollment and/or throughout the year about the program and my child's classroom, including information about:**

	Yes	No	I don't know	Not applicable
<b>Program mission and philosophy</b>	<input type="radio"/> Program mission and philosophy Yes	<input type="radio"/> Program mission and philosophy No	<input type="radio"/> Program mission and philosophy I don't know	<input type="radio"/> Program mission and philosophy Not applicable
<b>Goals for children</b>	<input type="radio"/> Goals for children Yes	<input type="radio"/> Goals for children No	<input type="radio"/> Goals for children I don't know	<input type="radio"/> Goals for children Not applicable
<b>Rules and expectations</b>	<input type="radio"/> Rules and expectations Yes	<input type="radio"/> Rules and expectations No	<input type="radio"/> Rules and expectations I don't know	<input type="radio"/> Rules and expectations Not applicable
<b>Procedures for drop-off, pick-up, and handling emergencies</b>	<input type="radio"/> Procedures for drop-off, pick-up, and handling emergencies Yes	<input type="radio"/> Procedures for drop-off, pick-up, and handling emergencies No	<input type="radio"/> Procedures for drop-off, pick-up, and handling emergencies I don't know	<input type="radio"/> Procedures for drop-off, pick-up, and handling emergencies Not applicable

## Family Questionnaire – Early Learning Center

**\* 8. I receive this information in a language that I understand.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\*9. The program helped my child feel comfortable by either including a visit before enrolling, having a parent meeting, or gradually transitioning into the program.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 10. I am asked about things that are important to our family. This information is used to help my child grow and learn.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 11. For families who speak a language other than English at home: The teacher and I discuss the language used to teach my child.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 12. I am invited to take part in classroom activities and events.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 13. When I disagree with how a teacher works with my child, I feel comfortable discussing the problem and working together to find a solution that works for both of us.**

- ☐ Yes

## Family Questionnaire – Early Learning Center

- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 14. I am comfortable with what my child is learning and how my child's progress is measured.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 15. Suggestions are made about books my child might enjoy and activities I might do.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 16. I know how the program makes sure that information about my child and his or her progress is kept confidential.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 17. I receive written reports about my child at least twice a year.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 18. I am told about my child's progress in a language I understand and in ways that are respectful to me and my family.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

## **Family Questionnaire – Early Learning Center**

**\* 19. The teacher and program work with me to meet my child's individual or special needs and help me get other resources within the community when needed.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 20. The program helps me to get to know other families in the program and encourages us to support each other.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 21. I am always welcome at the program and I am invited to participate by helping to plan events, being involved in decisions about the program, and taking on leadership roles.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

## Family Questionnaire – Early Learning Center

**\* 22. I am informed about the program and any policy or regulatory changes that affect it through newsletters, bulletin boards, notes sent home, meetings, emails, telephone calls (when needed) or other ways.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 23. I am provided a translator when needed.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 24. The program staff helps me learn about community events and resources that can help my child and family by posting them at the parent sign-in.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 25. The program gives me information to help my child make a smooth transition to kindergarten or first grade.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 26. When program evaluations are completed, I receive information about the findings.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 27. I generally feel respected by the program staff and that my contributions are valued.**

- ☐ Yes

## **Family Questionnaire – Early Learning Center**

- ☐ No
- ☐ I don't know
- ☐ Not applicable

**28. Overall I am satisfied with the care and education my child receives.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 29. For families with infants only: The program supports breastfeeding by providing space, storing milk, instructing staff on handling procedures, etc**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 30. For families with infants or children with special nutritional needs: Staff work with me to meet my child's nutritional needs and documents for me what my child eats each day.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable



## Attachment #5

**We would like to know how you feel about the Cole-Harrington program your child attends. Your responses to the questions in this survey are very important to us!**

**A similar questionnaire is given to staff to solicit their input, as well. Our program improvement plan will be shared with both parents and staff.**

**\*1. How long has your child been enrolled in this program?**

- ☐ 0-6 months
- ☐ 6 months - 1 year
- ☐ 1 - 2 years
- ☐ 2 - 3 years
- ☐ 3+ years

**\* 2. What is the age of your child?**

- ☒ 6 years
- ☐ 7 years
- ☐ 8 years
- ☐ 9 years
- ☐ 10 years

**\*3.I have a good relationship with my child's teacher and other staff.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 4. The teacher takes good care of my child, helps my child learn to get along with others, and is a good teacher.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

## Family Questionnaire – School Age Enrichment

**\* 5. The staff often shares information about what's happening in the program and wants to know about what my child is doing at home.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 6. I talk with the staff about my child at least once a week.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 7. I have received information at enrollment and/or throughout the year about the program and my child's classroom, including information about:**

	Yes	No	I don't know	Not applicable
<b>Program mission and philosophy</b>	<input type="radio"/> Program mission and philosophy Yes	<input type="radio"/> Program mission and philosophy No	<input type="radio"/> Program mission and philosophy I don't know	<input type="radio"/> Program mission and philosophy Not applicable
<b>Goals for children</b>	<input type="radio"/> Goals for children Yes	<input type="radio"/> Goals for children No	<input type="radio"/> Goals for children I don't know	<input type="radio"/> Goals for children Not applicable
<b>Rules and expectations</b>	<input type="radio"/> Rules and expectations Yes	<input type="radio"/> Rules and expectations No	<input type="radio"/> Rules and expectations I don't know	<input type="radio"/> Rules and expectations Not applicable
<b>Procedures for drop-off, pick-up, and handling emergencies</b>	<input type="radio"/> Procedures for drop-off, pick-up, and handling emergencies Yes	<input type="radio"/> Procedures for drop-off, pick-up, and handling emergencies No	<input type="radio"/> Procedures for drop-off, pick-up, and handling emergencies I don't know	<input type="radio"/> Procedures for drop-off, pick-up, and handling emergencies Not applicable

**\* 8. I receive this information in a language that I understand.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

## Family Questionnaire – School Age Enrichment

**9. The program helped my child feel comfortable by either including a visit before enrolling, having a parent meeting, or gradually transitioning into the program.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 10. I am asked about things that are important to our family. This information is used to help my child grow and learn.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 11. For families who speak a language other than English at home: The teacher and I discuss the language used to teach my child.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 12. I am invited to take part in classroom activities and events.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 13. When I disagree with how a teacher works with my child, I feel comfortable discussing the problem and working together to find a solution that works for both of us.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 14. I am comfortable with what my child is learning and how my child's progress is measured.**

## Family Questionnaire – School Age Enrichment

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 15. Suggestions are made about books my child might enjoy, activities I might do and ways to encourage homework completion.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 16. I know how the program makes sure that information about my child and his or her progress is kept confidential.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 17. I receive written reports about my child at least twice a year.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 18. I am told about my child's progress in a language I understand and in ways that are respectful to me and my family.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 19. The teacher and program work with me to meet my child's individual or special needs and help me get other resources within the community when needed.**

- ☐ Yes
- ☐ No
- ☐ I don't know

## Family Questionnaire – School Age Enrichment

☐ Not applicable

**\* 20. The program helps me to get to know other families in the program and encourages us to support each other.**

☐ Yes

☐ No

☐ I don't know

☐ Not applicable

**\* 21. I am always welcome at the program and I am invited to participate by helping to plan events, being involved in decisions about the program, and taking on leadership roles.**

☐ Yes

☐ No

☐ I don't know

☐ Not applicable

**\* 22. I am informed about the program and any policy or regulatory changes that affect it through newsletters, bulletin boards, notes sent home, meetings, emails, telephone calls (when needed) or other ways.**

☐ Yes

☐ No

☐ I don't know

☐ Not applicable

**\* 23. I am provided a translator when needed.**

☐ Yes

☐ No

☐ I don't know

☐ Not applicable

**\* 24. The program staff helps me learn about community events and resources that can help my child and family by posting them at the parent sign-in.**

☐ Yes

☐ No

☐ I don't know

☐ Not applicable

## **Family Questionnaire – School Age Enrichment**

**\* 25. When program evaluations are completed, I receive information about the findings.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 26. I generally feel respected by the program staff and that my contributions are valued.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**27. Overall I am satisfied with the care and education my child receives.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

**\* 28. For families with children with special nutritional needs: Staff work with me to meet my child's nutritional needs and documents for me what my child eats each day.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable

## **Family Questionnaire – School Age Enrichment**

**\* 29. A variety of activities/enrichment courses that meet my child's interests and needs are provided.**

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable



## Attachment #6

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## Large Group Provider

### Program Information

---

**Name:** Cole-Harrington School Age Enrichment Program

**Umbrella:** Enable, Inc.

**Business Name:** Cole-Harrington School Age Enrichment Program

**Type:** Large Group

**Number:** P-170175

**License Status:** Licensed

**Provider Status:** Renewal in progress LICENSOR MADE RENEWAL VISIT 2/25/20

### Your Licensor

---

**First / Last Name:** Vanessa Ward

**Phone:** 508-967-3424

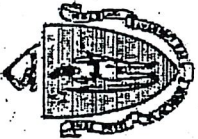
**Email:** vanessa.ward@mass.gov

➤ Other Information

➤ Provider Contact Information

➤ Main Address Information

➤ Temporary Move Information



THE COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EARLY EDUCATION AND CARE

Charlie Baker, Governor

Regular License to Operate a Large Group & School Age Child Care Program

Program Number: 211443

License Number: 9029098

In accordance with the provisions of Chapter 15D of the General laws, and regulations established by the Department of Early Education and Care, a license is hereby granted to:

Umbrella Organization: Enable, Inc.

Program Name: Cole-Harrington School Age Enrichment Program

Address: 55 Pecunit St, Canton, MA 02021-1246

Total Capacity: 190

Detail:	Infant	Toddler	Preschool	Kindergarten	School Age	IT Mixed	TP Mixed	PS Mixed	KS Mixed
	0	0	60	0	0	0	0	0	130

Children Ages: 2 year(s) 9 month(s) to 14 year(s) 0 month(s)

Condition:

Issue date: 5/8/2017

Expiration date: 5/7/2019

License printed on 5/9/2017

Licensors: 5GS01

Thomas L. Weber, Commissioner

Please Post Conspicuously

This License is Not Transferable

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

## Cole-Harrington School Age Enrichment Program(376761)

55 Pecunit Street  
Canton, MA 02021

1/1/2023

Certificate is valid until date above

is hereby awarded NAEYC Accreditation  
by NAEYC Accreditation of Early Learning Programs

Preschool, Kindergarten

A handwritten signature in cursive script, reading "Rhian Evans Allvin".

Rhian Evans Allvin  
NAEYC Chief Executive Officer



THE COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EARLY EDUCATION AND CARE

Charlie Baker, Governor

Regular License to Operate a Large Group and School Age Child Care Program

Program Number: P-177513 | 2912334

License Number: 9041060

In accordance with the provisions of Chapter 15D of the General laws, and regulations established by the Department of Early Education and Care, a license is hereby granted to:

Umbrella Organization: Enable, Inc.

Program Name: Cole-Harrington Early Learning Center

Address: 960 Washington Street, Canton, MA 02021-2574

Total Capacity: 81

Detail :	Infant	Toddler	PreSchool	Kindergarten	School Age	IT Mixed	TP Mixed	PS Mixed	KS Mixed
	7	18	30	0	26	0	0	0	0

Children Ages : 0 Year(s) 0 Month(s) to 7 Year(s) 0 Month(s)

Condition: School Year capacity 55 / summer capacity 81.

Issue date: 02/06/2019

Expiration date: 02/05/2021

License printed on: 08/26/2019  
Licensor: Deborah Cavanagh

Samantha Aigner-Treworgy, Commissioner

Please Post Conspicuously

This License is Not Transferable

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

## Cole Harrington Early Learning Center(726820)

8/1/2022

Certificate is valid until date above

960 Washington Street  
Canton, MA 02021

is hereby awarded NAEYC Accreditation  
by NAEYC Accreditation of Early Learning Programs

**Infant, Toddler/ Two, Preschool**

A handwritten signature in cursive script, reading "Rhian Evans Allvin".

Rhian Evans Allvin  
NAEYC Chief Executive Officer



THE COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EARLY EDUCATION AND CARE

Charlie Baker, Governor

Regular License to Operate a Large Group and School Age Child Care Program

Program Number: P-169404 | 200316

License Number: 9043021

In accordance with the provisions of Chapter 15D of the General laws, and regulations established by the Department of Early Education and Care, a license is hereby granted to:

Umbrella Organization: Enable, Inc.

Program Name: Cole-Harrington Children's Center

Address: 611 NEPONSET STREET, Canton, MA 02021

Total Capacity: 60

Detail :	Infant	Toddler	PreSchool	Kindergarten	School Age	IT Mixed	TP Mixed	PS Mixed	KS Mixed
	0	0	60	0	0	0	0	0	0

Children Ages : 2 Year(s) 9 Month(s) to 7 Year(s) 0 Month(s)

Issue date: 03/31/2019

Expiration date: 03/30/2021

License printed on: 12/12/2019  
Licensor: Erin Feliciano

Please Post Conspicuously

Samantha L. Aigner-Treworgy, Commissioner

This License is Not Transferable

# Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

## Cole-Harrington Children's Center(184705)

611 Neponeset Street  
Canton, MA 02021

is hereby awarded NAEYC Accreditation  
by NAEYC Accreditation of Early Learning Programs

**Preschool**

8/1/2023

Certificate is valid until date above

A handwritten signature in cursive script, reading "Rhian Evans Allvin".

Rhian Evans Allvin  
NAEYC Chief Executive Officer



THE COMMONWEALTH OF MASSACHUSETTS  
DEPARTMENT OF EARLY EDUCATION AND CARE

Charlie Baker, Governor

Regular License to Operate a Large Group and School Age Child Care Program

Program Number: P-170898 | 290972

License Number: 9051387

In accordance with the provisions of Chapter 15D of the General laws, and regulations established by the Department of Early Education and Care, a license is hereby granted to:

Umbrella Organization: Enable, Inc.

Program Name: Cole-Harrington Inf/Toddler Enrichment

Address: 605 Neponset St, Canton, MA 02021-1981

Total Capacity: 27

Detail :	Infant	Toddler	PreSchool	Kindergarten	School Age	IT Mixed	TP Mixed	PS Mixed	KS Mixed
	0	9	0	0	0	18	0	0	0

Children Ages : 0 Year(s) 0 Month(s) to 2 Year(s) 9 Month(s)

Issue date: 11/01/2019

Expiration date: 10/31/2021

License printed on: 02/07/2020  
Licensor: Vanessa Ward

Please Post Conspicuously

Samantha L. Aigner-Treworgy, Commissioner

This License is Not Transferable

# National Association for the Education of Young Children

Having met the NAEYC Early Childhood Program Standards,  
*Cole-Harrington Infant Toddler Enrichment Center*

605 Neponset Street  
Canton, MA 02021  
Program ID 602573

is hereby awarded

## NAEYC Accreditation

by the NAEYC Academy for Early Childhood Program Accreditation

10/01/2021

Certificate is valid until date above

[www.rightchoiceforkids.org](http://www.rightchoiceforkids.org)  
[accreditation.information@naeyc.org](mailto:accreditation.information@naeyc.org)  
800-424-2460



A handwritten signature in black ink, appearing to read "Jerlean E. Daniel".

Jerlean E. Daniel, Ph.D.  
NAEYC Executive Director



## Attachment #7

## List of References

	Name	Position	Department	Address	Town	Zip	Phone
1	John J. Connolly *	Board of Selectman	Canton Town Hall	801 Washington St	Canton	02021	781-760-1405(cell)
2	Sarah Shannon *	Principal	Galvin Middle School	55 Pecunit St.	Canton	02021	781-821-5070
3	Kenneth N. Berkowitz *	Chief of Police	Canton Police Department	1492 Washington St.	Canton	02021	781-821-5090
4	Dr. William Conrad *	Principal	Randolph High School	70 Memorial Parkway	Randolph	02368	781-961-6220
5	Mary Cawley *	Assistant Principal	Lt. Peter H. Hansen Elementary School	25 Pecunit St.	Canton	02021	781-821-5085
6	Lori Anne Dufresne *	Assistant Director	Thom Boston Metro Early Intervention	55 Armory St.	Jamaica Plain	02130	617-383-6522
7	Karen Shea *	Parent/Instructor	Verve Yoga	PO Box 131132	Boston	02113	617-833-2644
8	Colleen Gilmore *	Parent		165 Culloden Dr.	Canton	02021	781-413-4510
9	Charles (Chip) Yeaton *	Resource Officer	Canton High School	900 Washington St.	Canton	02021	781-414-2200 (cell)
10	Heidi Boucher *	Parent		12 Sunnyside Ave.	Canton	02021	781-910-5912
11	Ed Amico, Med	Director of Career Services & Community Service Learning Council	Canton High School	900 Washington St.	Canton	02021	781-821-5050 x 2115
12	Dr. Priya Wagner	Pediatrician/Health Care Consultant		1411 Beacon St.	Newton	02468	617-910-8204 (cell)
13	Virginia & William Martin	Parent		7 Fairway Drive	Canton	02021	781-828-1116
14	Jessica & Alex McKinney	Physical Therapists	Marathon	3 Hemlock Dr.	Canton	02021	617-365-0722
15	Sal Salvatori	Parent/Former Selectman		10 Meetinghouse Rd	Canton	02021	781-821-8948
16	Cindy Thomas	Former Canton School Committee Member		22 Longmeadow Dr.	Canton	02021	781-830-1027
17	Mike Mahan	St. Gerards Majelia Church	Youth and Outreach Program	1860 Washington St.	Canton	02021	781-828-3420
18	Donna Kilday	Early Childhood Coordinator	Early Childhood Program @ Rodman Center	960 Washington	Canton	02021	781-821-5060 x 1505
	* Reference Letter Included						

**Town of Canton, Massachusetts**  
**OFFICE OF THE SELECTMEN**

RD OF SELECTMEN

UPPER MEMORIAL HALL  
801 WASHINGTON STREET  
CANTON, MA 02021

POLICE COMMISSIONERS  
BOARD OF PUBLIC WORKS  
LICENSING BOARD

TEL: (781) 821-5000  
FAX: (781) 821-2935  
EMAIL: [caspinwall@town.canton.ma.us](mailto:caspinwall@town.canton.ma.us)

TOWN ADMINISTRATOR  
CHARLES J. ASPINWALL

March 21, 2017

Re: Cole Harrington

To Whom It May Concern,

Please accept this letter of recommendation on behalf of Cole Harrington School-Age Enrichment Program.

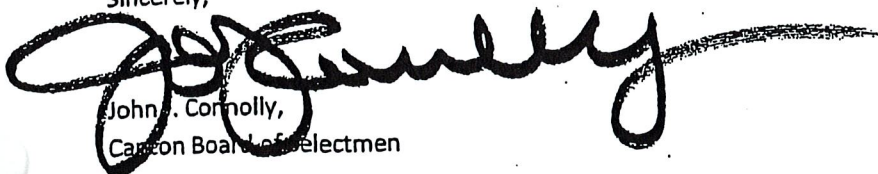
As a member of the Canton Board of Selectmen, I am familiar with Cole-Harrington School-Age Enrichment Program both personally and professionally. Brenda Lee Boris, the Program Director, has successfully collaborated with the Canton Public Schools and the Town of Canton over the past 30 years. She has proven her dedication to the children of Canton by ensuring academic and social support. She has served on Canton committees such as the School Safety Committee and the Canton Youth Commission.

The Cole-Harrington School-Age Enrichment Program is a non-profit human service agency which has been operating a before school and afterschool program for Canton children aged 4.6-10 years since 1986. The program began at the encouragement of the Superintendent of Public Schools at the time, Dr. Peter Caperneros. Over the years Cole Harrington further enhanced its programs and has developed into the current model that includes a self-contained program for children in Pre-Kindergarten, Kindergarten and the option for daily enrichment courses for children in grades 1-5.

The program welcomes children from all economic and cultural backgrounds. Cole-Harrington works with the Massachusetts Department of Early Education and Care to provide subsidized childcare to children from low income families and for children who are at risk for abuse and neglect. As a part of the agency's mission, the program actively includes and provides for the special education needs of all children and creates an inclusive, supportive environment for all children encouraging healthy physical and social-emotional development while providing an opportunity to explore a variety of academic interests and talents in the arts. The program has held the MA Department of Early Education and Care Group Care license which includes school aged children. Cole-Harrington has been relicensed every 2-3 years without incident and also maintains a NAEYC accreditation at the highest level, level 4 for QRIS (Quality Rating and Improvement System).

It is without any reservation whatsoever that I endorse and support the Cole-Harrington School Age Enrichment Program. I have the greatest confidence in this worthy organization.

Sincerely,



John J. Connolly,  
Canton Board of Selectmen



Galvin Middle School  
55 Pecunit Street, Canton, MA 02021

Telephone: 781-821-5070

Fax: 781-575-6509

[www.cantonma.org](http://www.cantonma.org)

Sarah Shannon  
Principal

James Spillane  
Assistant Principal

To develop students who are competent and creative thinkers,  
curious and confident learners, and compassionate citizens.

February 28, 2020

To Whom It May Concern:

On behalf of the Cole-Harrington School Age Enrichment Program, I would like to provide a reference regarding their bid for a rental agreement for the 2020-2021 school year at the Galvin Middle School. From what I understand, their aim is to develop a quality educational and age-appropriate before and after school program for children in grades K-5. As the principal at the Galvin Middle School since 2019, I'd like to recommend them to you.

The Cole-Harrington School Age Enrichment Program has been operating a before and after school program at the Galvin Middle School for children aged 5-10 since 1986. Initially they rented two rooms in the Galvin Middle School and then used various spaces in the school for their after school program such as the gym and library. Over the years they developed their current model that includes a self-contained program for children in kindergarten and options for daily enrichment courses for children in grades 1-5. At the conclusion of the enrichment course part of the day, children who need additional care have the opportunity to complete their homework or participate in supervised recreational activities that promote and support healthy social relationships among the children with shared interests.

Their program welcomes children from all economic and cultural backgrounds and has held contracts with the Massachusetts Department of Early Education and Care to provide subsidized child care to children from low income and children who are at-risk for abuse and neglect. As part of their agency's mission, they actively include and provide for the special education needs of all children. It is an inclusive, supportive environment for all children that supports their healthy physical and social-emotional development while providing them with an opportunity to explore a variety of academic interests and talents in the arts. Their programs have held MA Department of Early Education and Care Group Care licenses which include school aged children and have been relicensed every 2-3 years without incident.

I have no doubt that Cole Harrington will create a quality before and after school program for children at the Galvin Middle School. Thank you for your support in this matter. If you have any questions, please feel free to contact me at 781-821-5070.

Sincerely,

Sarah Shannon  
Principal

Kenneth N. Berkowitz  
Chief of Police

## Canton Police Department

1492 Washington Street  
Canton, MA 02021  
www.cantonpolice.com

Telephone: (781) 821-5090  
Emergency 911



February 18, 2016

Mr. Barry Nectow, Business Agent  
Town of Canton Public Schools  
Rodman Center-Administration  
900 Washington Street  
Canton, MA 02021

Dear Mr. Nectow:

Please allow this document to serve as both a professional and personal reference on behalf the Cole-Harrington School and its director, Mrs. Brenda Lee Boris. As Chief of Police for the Canton Police Department, I have known Brenda for over twenty years and I have worked closely with her on various town projects, boards and initiatives. Several years ago, I had the privilege to serve on the search committee for a new School Superintendent for the Town of Canton. It was there that I had the opportunity to observe Brenda, in action, first hand. She was a vital part of the committee, offering perspective from both the lens of the school administrator, as well as that of a parent of students in the district. I was so impressed by her valuable insight.

Brenda is extremely dedicated to her students. She is bright and personable. Most importantly, she is empathetic to every child and every family that she comes in contact with.

In 2004, I needed to be out of state for a 10 week period and I needed to place my then, 6 year old son, in an after school program. The place I chose to send him was the Cole-Harrington School. This program has earned a great reputation and the trust of our community. My son is now a senior in high school and has been accepted into several colleges. I have no doubt that we owe a portion of his success and his development to Cole-Harrington School and its director, Mrs. Brenda Lee Boris.

If I can be of further assistance, please do not hesitate to contact me at the above noted number, Ext. 100.

Sincerely,

A handwritten signature in black ink, appearing to read "Kenneth N. Berkowitz".

Kenneth N. Berkowitz  
Chief of Police



Galvin Middle School  
55 Pecunit Street, Canton, MA 02021

Telephone: 781-821-5070

Fax: 781-575-6509

[www.cantonma.org](http://www.cantonma.org)

Dr. William Conard  
Principal

James Spillane  
Assistant Principal

To develop students who are competent and creative thinkers,  
curious and confident learners, and compassionate citizens.

February 22, 2016

Dr. William Conard, Principal  
William Galvin Middle School  
55 Pecunit Street  
Canton, MA 02021

To Whom It May Concern:

On behalf of the Cole-Harrington School Age Enrichment Program, I would like to provide a reference regarding their bid for a rental agreement for the 2016-2017 school year at the Dean S. Luce Elementary School. From what I understand, their aim is to develop a quality educational and age-appropriate before and after school program for children in grades K-5 at the Dean S. Luce School. As the principal at the Galvin Middle School since 2011, I'd like to recommend them to you.

The Cole-Harrington School Age Enrichment Program has been operating a before and after school program at the Galvin Middle School for Canton children aged 5-10 since 1986. Initially they rented two rooms in the Galvin Middle School and then used various spaces in the school for their after school program such as the gym and library. Over the years they developed their current model that includes a self-contained program for children in kindergarten and options for daily enrichment courses for children in grades 1-5. At the conclusion of the enrichment course part of the day, children who need additional care have the opportunity to complete their homework or participate in supervised recreational activities that promote and support healthy social relationships among the children with shared interests.

Their program welcomes children from all economic and cultural backgrounds and has held contracts with the Massachusetts Department of Early Education and Care to provide subsidized childcare to children from low income and children who are at-risk for abuse and neglect. As part of their agency's mission, they actively include and provide for the special education needs of all children. It is an inclusive, supportive environment for all children that support their healthy physical and social-emotional development while providing them with an opportunity to explore a variety of academic interests and talents in the arts. Their programs have held MA Department of Early Education and Care Group Care licenses which include school aged children and have been relicensed every 2-3 years without incident.

I will also share that, as a parent, I have had my own child participate in the Cole-Harrington Enrichment Program during the summer months and have been very pleased with the service and program that my daughter received. In addition, my daughter still speaks fondly of her time with Cole-Harrington and stays in touch with their staff whenever she sees them (she is currently a 7<sup>th</sup> grade student at the Galvin). I know first-hand that they have had many other similar successes with other youth and families in Canton.

Based on both my professional and personal experience, I have no doubt that Cole Harrington will create a quality before and after school program for children at the Dean S. Luce School. Thank you for your support in this matter. If you have any questions for me, please feel free to contact me at 781-821-5070.

Sincerely,



Dr. William Conard, Principal  
Galvin Middle School



*Lt. Peter M. Hansen Elementary School*

25 Pecunit St.

Canton, MA 02021

Ph: (781) 821-5085

Fax: (781) 575-6552

David Brauning, Principal    Mary Cawley, Assistant Principal    Jane Purnell, Team Chair/Administrator

*To develop students who are competent and creative thinkers, curious and confident learners and compassionate citizens.*

February 24, 2016.

To whom it may concern:

My name is Mary Cawley. I am the assistant principal and a fifth grade teacher at the Lt. Peter M. Hansen Elementary School in Canton, Massachusetts. Over the past fifteen years, I have collaborated with Brenda Lee Boris and the Cole-Harrington staff to help support the needs of children and families who attend the Hansen and Cole-Harrington School Age Program.

Brenda's personal role with Cole-Harrington causes her to wear many hats. She works for excellence no matter which hat she must wear for the betterment of the program and students. She is astute, resourceful, enthusiastic, and thoroughly willing to assist when working with families.

Most valuable is Brenda's genuine care for student's well being and her ability to work with the Hansen School in order to provide the very best after school care for students, especially those in need. The challenges some of our students face are more than any of us can fathom navigating ourselves. Time and time again, Brenda has been an irreplaceable resource for the administration to call upon. When these challenges have shown themselves in our young student's lives, Brenda has worked, behind the scenes, to offer scholarships and placement for students. This has always been accomplished with the utmost respect for confidentiality, while allowing those involved to maintain every level of dignity. This coupled with the safe, stable and educational environment, Cole-Harrington provides is unparalleled.

In order to create a familiar environment for students, Brenda implements expectations and lessons learned during the school day into Cole-Harrington. Hansen School students are accustomed to hearing that they should be "bucket fillers." This means they should look for ways to encourage others, brighten each other's day and stand up against bullying. Brenda implemented being a "bucket filler" into Cole-Harrington's anti-bullying and social education language. It serves as a small, but important, example that Brenda and the Cole-Harrington team are not merely an after school program but an extension of the Lt. Peter M. Hansen School.

It is without reservation that I recommend Brenda and the Cole-Harrington program. Please feel free to contact me if any further information is needed.

Thank you.

Mary Cawley

781.821.5085 ext. 123

Cawleym@cantonma.org

To whom it may concern,

I would like to share my experiences as an outside consultant who comes into Cole-Harrington once a week to teach Yoga. I teach a 1<sup>st</sup> – 3<sup>rd</sup> grade Yoga class on Thursday to the children from the Canton Public Schools that attend Cole-Harrington.

First, the interactions with Brenda Lee Boris and her staff are always welcoming and professional. Each semester they have a list of children attending my course prepared for me in advance. I receive a phone call from Brenda or her assistant Karen Wheeler to discuss children's allergies, medical, social, emotional or academic concerns as they pertain to the Yoga course.

Second, the children come to the course prepared and excited to do Yoga because it is a course they self-selected. If a child is having a difficulty, is sick or needs more assistance than I can offer I know I will quickly have help from another staff member. Some of these children have difficult lives and great needs but continue to thrive in this after school environment that supports them academically and socially.

As a licensed Yoga Instructor I teach children in schools all over Boston and the surrounding suburbs and would like to say the Cole-Harrington School Age Enrichment Program is second to none. It is a wonderful environment to come too weekly and teach.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Karen Shea', with a long horizontal flourish extending to the right.

Karen Shea

Verve Yoga

[thevervedifference.com](http://thevervedifference.com)

To Whom It May Concern,

I am writing this letter of reference for Brenda Lee Boris and the Cole-Harrington Staff. My two children started at the Cole-Harrington School Age Enrichment Program at the ages of seven and six. They are both such very different children. One of my sons is totally into sports and the other one is very academic and arts driven. This program worked out amazing for my boys due to the variety in course selections for afterschool. They were able to pick courses that reflected their varied interests and my son that wasn't as academic received homework help from his afterschool teachers.

My children attended the program for 5 years until they went off to middle school. Cole-Harrington became like family to us and I knew I could always come to Brenda or the afterschool staff about anything relating to my boys' social and academic growth. Brenda was able to link us into community events and the parent's bulletin board had names of piano teachers, tutors, babysitters and fun things to do on the weekend.

We were very fortunate to be part of the Cole-Harrington Afterschool Program. I frequently recommend the program to people I meet in the community as I feel this is a top notch establishment.

Sincerely,

A handwritten signature in cursive script that reads "Colleen Gilmore". The signature is fluid and elegant, with a large, stylized initial "C".

Colleen Gilmore

**AGREEMENT BETWEEN  
THE TOWN OF CANTON, MASSACHUSETTS  
AND  
Enable, Inc.**

**I. FOR**

THIS AGREEMENT made effective \_\_\_\_\_, by and between the **Town of Canton, Massachusetts**, a municipal corporation, acting by and through its School Committee, with offices at 960 Washington Street, Canton, Massachusetts 02021 (hereinafter called the "TOWN"), and **Enable, Inc.**, whose principal office address and state of organization are as set forth on Exhibit A (hereinafter called the "CONTRACTOR").

**RECITALS:**

WHEREAS, the TOWN desires to retain the CONTRACTOR to provide certain services for the TOWN as described, below, and the CONTRACTOR is willing to accept such engagement, all on the terms hereinafter set forth,

NOW, THEREFORE, in consideration of the mutual covenants hereinafter set forth, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

**ARTICLE 1 - ENGAGEMENT OF THE CONTRACTOR**

- 1.1 The TOWN hereby engages the CONTRACTOR, and the CONTRACTOR hereby accepts the engagement, to perform certain services for the TOWN, as described in Article 2.
- 1.2. In the performance of any service under this Agreement, the CONTRACTOR acts at all times as an independent contractor. There is no relationship of employment or agency between the TOWN, on the one hand, and the CONTRACTOR on the other, and the TOWN shall not have or exercise any control or direction over the method by which the CONTRACTOR performs its work or functions aside from such control or directions which are consistent with the independent contractor relationship contemplated in the Agreement.

**ARTICLE 2 - SERVICES OF THE CONTRACTOR**

- 2.1 The CONTRACTOR will perform the services described in the Scope of Services set forth on Exhibit A (the "Work").

- 2.2 The CONTRACTOR shall report, and be responsible, to the TOWN and its designee (if any) as set forth on Exhibit A.
- 2.3 There shall be no amendment to the Scope of Services or Work provided for in this Agreement without the written approval of the TOWN. The TOWN shall be under no obligation to pay for any services performed by the CONTRACTOR which are not explicitly agreed to by the TOWN in writing. The TOWN hereby appoints Barry S. Nectow, School Business Administrator, as its designated representative with respect to this Agreement and the CONTRACTOR acknowledges and agrees that only such designee has the authority to speak or act for the TOWN in connection with this Agreement.
- 2.4 The CONTRACTOR represents and warrants to the TOWN that the CONTRACTOR (including all of its personnel, whether employees, agents or independent contractors) will be qualified and duly licensed (if necessary) to perform the services required by this Agreement and further agrees to perform services (either directly or through subcontractors) in a professional manner adhering to a reasonable standard of care and in accordance with all applicable local, state or federal ordinances, laws, rules and regulations. The CONTRACTOR will obtain any and all permits, bonds and other items required for the proper and legal performance of the work.
- 2.5 The CONTRACTOR represents and warrants to the TOWN that it is not a party to any agreement, contract or understanding which would in any way restrict or prohibit it from undertaking or performing its obligations hereunder in accordance with the terms and conditions of this Agreement.
- 2.6 All written materials and any other documents (whether in the form of "hard" copies, graphics, magnetic media or otherwise) which are produced by the CONTRACTOR pursuant to this Agreement shall be deemed to be "work for hire" and shall be and become the property of the TOWN under applicable law or, to the extent that the "work for hire" doctrine does not apply, CONTRACTOR hereby grants to the TOWN a perpetual, royalty-free exclusive license in such items, except as set forth in Exhibit A, Condition 9. The TOWN acknowledges that such materials are being prepared with respect to the specific project contemplated hereby and that any reuse of such materials by the TOWN in connection with any other project shall be at the TOWN's sole risk unless otherwise agreed to by the CONTRACTOR in writing.

### **ARTICLE 3 - PERIOD OF SERVICES**

- 3.1 Unless otherwise provided on Exhibit A, the term of this Agreement shall commence on the date hereof and continue until the Work is completed to the Town's reasonable satisfaction.

- 3.2 The CONTRACTOR shall proceed with the Work promptly after receiving authorization to proceed and will diligently and faithfully prosecute the Work to completion in accordance with the provisions hereof. In any event, the Work shall be completed not later than the date set forth on Exhibit A. The CONTRACTOR acknowledges that time is of the essence of this Agreement.
- 3.3 If the CONTRACTOR is delayed in the performance of any of its obligations under this Agreement by the occurrence of an event which may not reasonably be anticipated or avoided or is otherwise beyond its control such as fire or other casualty, abnormal adverse weather conditions, acts of God (collectively, "Unavoidable Events") which materially and adversely affect its ability to perform the Work, then the time for the CONTRACTOR to perform the Work shall be extended for such time as the TOWN shall reasonably determine is necessary to permit the CONTRACTOR to perform in light of the effects of the Unavoidable Event.

If an Unavoidable Event occurs which makes the performance of the Agreement impossible without the expenditure of additional TOWN funds, the TOWN may, at its option, elect to terminate this Agreement upon thirty (30) days written notice.

#### **ARTICLE 4 - PAYMENTS BY THE CONTRACTOR**

- 4.1 The compensation due from the CONTRACTOR shall be paid in the amounts, and in the manner, set forth on Exhibit B, attached hereto.
- 4.2 The CONTRACTOR will bill the TOWN at the completion of the work unless otherwise provided on **Exhibit A**, with one or more invoices broken down to show the quantity of work performed and the percentage of the entire project completed, categories and amount of reimbursable expenses (if any), and provide such supporting data as may be required by the TOWN.
- 4.3 The CONTRACTOR will pay the TOWN upon review and approval of such material submitted to the TOWN, as set forth in **Exhibit A**.

#### **ARTICLE 5 - TERMINATION**

- 5.1 This Agreement may be terminated, with cause, by either the TOWN or CONTRACTOR, upon written notice given by the non-defaulting party. For the purposes of this provision, "cause" shall include the failure of a party to fulfill its material duties hereunder in a timely and proper manner.
- 5.2 The TOWN shall have the right to terminate this Agreement for its convenience upon ten (10) days written notice.

5.3 Following termination of this Agreement, the parties shall be relieved of all further obligations hereunder except:

- (a) the TOWN shall remain liable for payments for the services and/or expenses of CONTRACTOR accrued prior to the effective date of the notice of termination in compliance with this Agreement (less all costs reasonably incurred by the TOWN as a result of the CONTRACTOR'S default, if any), as determined by the TOWN. but for no other amounts including, without limitation, claims for lost profits on work not performed; and
- (b) the CONTRACTOR shall remain liable for any damages, expenses or liabilities arising under this Agreement (including its indemnity obligations) with respect to work performed pursuant to the Agreement.

#### **ARTICLE 6 - INDEMNIFICATION AND INSURANCE**

6.1 The CONTRACTOR agrees to indemnify and save the TOWN harmless from any and all manner of suits, claims, or demands arising out of any errors, omissions or negligence by CONTRACTOR (including all its employees, agents and independent contractors) in performing the Work, or any breach of the terms of this Agreement by such CONTRACTOR and shall reimburse the TOWN for any and all costs, damages and expenses, including reasonable attorney's fees, which the TOWN pays or becomes obligated to pay, by reason of such activities, or breach. The provisions of this Section 6.1 shall be in addition to, and shall not be construed as a limitation on, any other legal rights of the TOWN with respect to the CONTRACTOR, in connection with this Agreement.

6.2 Before commencing work, the CONTRACTOR shall obtain and maintain, at its expense and from insurance companies of a Best Rating of A or better which are licensed to do business in the Commonwealth of Massachusetts, insurance as set forth below. If the CONTRACTOR is permitted to sub-contract a material portion of the Work, or is otherwise identifying a third party to perform services for the Town, the CONTRACTOR shall assure that such sub-contractor or other third party also has such insurance.

- (a) Workers' Compensation, covering the obligations of the CONTRACTOR in accordance with applicable Workers' Compensation or Benefits law.
- (b) Commercial General Liability Insurance on an occurrence basis with a combined single limit of not less than \$1 million. Coverage is to include premises and operations, coverage for liability of subcontractors. The policy shall contain an endorsement stating that the aggregate limits will apply separately to the work being performed under this Agreement.

- (c) Automobile Liability Insurance of not less than \$1 million combined single limit covering owned, hired and non-hired vehicle use.
- (d) Errors and Omissions Insurance of not less than \$1 million per claim.
- (e) Such additional insurance as may be required to be carried by the CONTRACTOR by law.
- (f) Such additional insurance as the TOWN may reasonably require as set forth on Exhibit A.

CONTRACTOR shall maintain such insurance during the term of Agreement and give the TOWN twenty (20) days written notice of any change or cancellation of coverage. Each insurer providing policies hereunder shall waive its rights to subrogate claims against the TOWN. The TOWN will be added as an additional named insured with respect to each such policy and such endorsement shall be reflected on an Certificate of Insurance to be delivered to the TOWN upon the execution of this Agreement and at such times thereafter as the TOWN may reasonably request.

#### ARTICLE 7 - GENERAL PROVISIONS

- 7.1 Upon the expiration or the termination of this Agreement for any reason, all data, drawings, specifications, reports, estimates, summaries and other work product which have been accumulated, developed or prepared by the CONTRACTOR (whether completed or in process) shall become the property of the TOWN and the CONTRACTOR shall immediately deliver or otherwise make available all such material to the TOWN.
- 7.2 Neither party may assign, transfer or otherwise dispose of this Agreement or any of its rights hereunder or otherwise delegate any of its duties hereunder without the prior written consent of the other party, and any such attempted assignment or other disposition without such consent shall be null and void and of no force and effect.
- 7.3 Except as otherwise expressly provided in this Agreement, any decision or action made by the TOWN relating to this Agreement, its operation, amendment or termination, shall be made by the Board, Committee or Authority of the TOWN specified in the initial paragraph of this Agreement, unless specifically authorized or delegated by a lawful vote of such body.
- 7.4 This Agreement, together with Exhibit A (Contractor, Scope of Work, Term), Exhibit B (Payments), **the Request for Proposal, dated February 18, 2020 and the Contractor's Technical and Price Proposal, dated March 6, 2020** and any additional exhibits attached hereto or referred to therein, constitute the entire agreement of TOWN and CONTRACTOR with respect to the matters set forth

therein and may not be changed, amended, modified or terms waived except by a writing signed by TOWN and CONTRACTOR. If there is any conflict between a term set forth in the body of this Agreement and a term set forth on Exhibit A or Exhibit B hereto, the term set forth in the Exhibit shall govern; however, if any term or provision of any document attached hereto or incorporated by reference conflicts with a term of this Agreement (including the Exhibits listed above), the term of the Agreement shall govern. Any notices required or allowed shall be to the person's address above by certified mail, return receipt requested.

- 7.5 This Agreement is governed by the law of The Commonwealth of Massachusetts and shall be construed in accordance therewith. The parties agree that exclusive jurisdiction for any action arising out of or relating to this Agreement shall lie with the state and federal courts having jurisdiction over the county and state in which the Town is located and the parties hereby irrevocably waive, to the fullest extent permitted by law, any objection which they may now or hereafter have to the venue of any proceeding brought in such location and further irrevocably waive any claims that any such proceeding has been brought in an inconvenient forum.

[Signatures on following page.]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first written above.

TOWN OF CANTON, MASSACHUSETTS  
By and through its School Committee

Enable, Inc.

\_\_\_\_\_  
Kristin Mirliani, Chairperson

By: Gail H. Brown President / CEO  
Signature

Gail H. Brown  
Print Name

\_\_\_\_\_  
Barry S. Nectow  
Chief Procurement Officer  
Canton School Department

Approved As To Funds Available:

By: \_\_\_\_\_  
Town Accountant

This form has been pre-approved by Town Counsel.

## EXHIBIT A

### **CONTRACTOR, SCOPE OF WORK, TERM**

1. **Name of Contractor:** Enable, Inc.
2. **State of Organization:** Massachusetts
3. **Principal Office Address:** 605 Neponset Street, Canton, MA 02021
4. **Description of Services (§2.1) (refer to bid documents, if appropriate):**  
Educational child care and a school age children enrichment program, as set forth in the Request for Proposal ("RFP") dated February 18, 2020, and the proposal from the Contractor, dated March 6, 2020, attached herein and made a part hereof.
5. **Person, Department, or Committee, if any, to whom CONTRACTOR reports (§ 2.2):**  
Business issues – Barry S. Nectow, School Business Administrator, Canton Public Schools, 960 Washington Street, Canton, MA 02021
6. **Term of Agreement (§3.1), if other than through the completion of work:**  
One (1) year, beginning July 1, 2020, ending June 30, 2021. The Canton Public Schools has the right to exercise four (4), one (1) year options, at the discretion of the awarding authority, as set forth in the RFP. The option periods are: 07-01-2021 – 06-30-2022; 07-01-22 – 06-30-2023; 07-01-2023 - 6-30-2024 and 07-01-2024 – 06-30-2025.
7. **Payment Schedule:**  
Payments due under the terms and conditions of this contract will be paid to the awarding authority based on a twelve (12) month schedule.
8. **Completion Date (§3.2)**
9. **Additional Insurance Coverage (§6.2(e)):**
10. **Curriculum and Other Written Materials:**

**X. Price Proposal Template**  
**EDUCATIONAL CHILD CARE AND A SCHOOL AGE ENRICHMENT PROGRAM**

The undersigned proposes to furnish 1 - Educational Child Care, for children age infant – 3 years of age at the Rodman Educational Center and 2 School Age Enrichment Programs, for children age 4 – 11 years of age, at Galvin Middle School, in accordance with the Scope of Services of this RFP. Bidders are encouraged to respond to both program offerings however, proposals for one program will be accepted. This form must be signed by the individual authorized to negotiate for and commit the Bidder to a binding agreement. The proposed fee per student shall be construed to cover all costs incurred by the Contractor in the performance of this contract. All prices are to be indicated in ink (or typewritten).

**Company Name:** Enable Inc.

**RODMAN BUILDING**

**LEASE PAYMENTS – Contract Period**

1. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2020 – June 30, 2021:

Room 20	\$ 16,583.33
Room 23	\$ 16,583.33
Room 25	\$ 16,583.33
Administrative Space on the 3 <sup>rd</sup> Floor	\$ 13,250.00

(1) SUB-TOTAL \$ 63,000.00

**LEASE PAYMENTS – Option Periods**

**Option Period – 1**

2. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2021 – June 30, 2022:

Room 20	\$ 17,166.66
Room 23	\$ 17,166.66
Room 25	\$ 17,166.66
Administrative Space on the 3 <sup>rd</sup> Floor	\$ 13,500.00

(2) SUB-TOTAL \$ 65,000.00

**Option Period – 2**

3. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2022 – June 30, 2023:

Room 20	\$ 17,750
---------	-----------

Room 23	\$ 17,750
Room 25	\$ 17,750
Administrative Space on the 3 <sup>rd</sup> Floor	\$ 13,750

(3) SUB-TOTAL \$ 67,000

**Option Period – 3**

4. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2023 – June 30, 2024:

Room 20	\$ 18,333.33
Room 23	\$ 18,333.33
Room 25	\$ 18,333.33
Administrative Space on the 3 <sup>rd</sup> Floor	\$ 14,000.00

(4) SUB-TOTAL \$ 69,000.00

**Option Period – 4**

5. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2024 – June 30, 2025:

Room 20	\$ 18,916.66
Room 23	\$ 18,916.66
Room 25	\$ 18,916.66
Administrative Space on the 3 <sup>rd</sup> Floor	\$ 14,250.00

(5) SUB-TOTAL \$ 71,000.00

**Galvin Middle School Modular Classrooms**

**LEASE PAYMENTS – Contract Period**

6. Total lease cost proposal for the Galvin Middle School Modular Classrooms for the one year period, July 1, 2020 – June 30, 2021:

(6) SUB-TOTAL \$ 22,000

**LEASE PAYMENTS – Option Periods**

**Option Period – 1**

7. Total lease cost proposal for the Galvin Middle School Modular Classrooms for the one year period, July 1, 2021 – June 30, 2022:

(7) SUB-TOTAL \$ 22,500

**Option Period – 2**

- June 30, 2023:  
(8) SUB-TOTAL 23,000  
\$

(9) SUB-TOTAL \$ 23,500

(10) SUB-TOTAL \$ 24,000

Date \_\_\_\_\_

**Please Note - The two (2) page Price Proposal Template must be returned to the Canton Public Schools in a separate envelope from the “Technical” or non-price proposal and Marked “Price Proposal - Educational Child Care at the Marilyn G. Rodman Education and Administration Center and a School Age Enrichment Program at the William H. Galvin Middle School.”**

**Canton Public Schools  
Canton, Massachusetts**

**Office of the Superintendent of Schools  
960 Washington Street  
Canton, MA 02021**

**Request for Proposals (RFP)**

**For**

**Educational Child Care  
at the Marilyn G. Rodman Education and Administration Center,  
960 Washington Street,  
Canton, MA 02021**

**And**

**School Age Enrichment Program  
At the William H. Galvin Middle School  
55 Pecunit Street  
Canton, MA 02021**

**Date: February 18, 2020**



**Canton Public Schools  
Office of the Superintendent of Schools  
960 Washington Street  
Canton, MA 02021**

**Request for Proposals (RFP)  
For**

<b>Educational Child Care at the Marilyn G. Rodman Education and Administration Center, 960 Washington Street, Canton, MA 02021</b>	<b>And</b>	<b>School Age Enrichment Program at the William H. Galvin Middle School 55 Pecunit Street Canton, MA 02021</b>
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The Canton Public Schools, hereafter referred to as the “*Awarding Authority*,” invites sealed proposals from childcare providers licensed or certified by the *Massachusetts Office for Children* and the Commonwealth of Massachusetts for **Educational Child Care** and a **School Age Enrichment Program**.

**Specifications and proposal forms may be obtained on February 18, 2020, beginning 8:00 AM, at the:**

**Office of the Superintendent of Schools  
960 Washington Street, Canton, MA 02021  
Phone: (781) 821-5060 - Fax: (781) 575-6500  
Monday - Friday, 8:00 a.m. to 4:00 p.m.**

Proposals will be received up to **12:00 PM.** on **March 6, 2020**, and will be publicly recorded at **\*12:00 p.m.** at the address shown above.

***\* If, at the time of the scheduled bid opening, the School Department is closed due to inclement weather or other unforeseeable events, the public recording will be postponed until 12:00 p.m. on the next normal business day. RFPs will be accepted until 11:55 a.m. on that date.***

The ***Awarding Authority*** reserves the right to waive any informalities in proposals submitted and to accept any proposal or part thereof, and to reject any and all proposals, or any part of any proposal, if it be in the interest of the **Town of Canton** to do so. A contract will be awarded within **30 workdays** of the public recording.

**For the Canton School Committee,  
Dr. Jennifer Fischer-Mueller,  
Superintendent of Schools  
960 Washington Street  
Canton, MA 02021**

<b>The Town of Canton has established a policy to extend contract opportunities to Minority/Women Businesses. Minority/Women Business Enterprises are encouraged to participate. THE TOWN OF CANTON, MA IS AN EEO/AA - H/WBE EMPLOYER</b>
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# **Canton Public Schools**

## **Request for Proposals (RFP) For Before After School Child Care**

### **TABLE OF CONTENTS**

<b>I. Introduction</b>	<b>4</b>
<b>II. Administrative Information</b>	<b>5-8</b>
<b>III. Proposal Format &amp; Required Documents</b>	<b>8-10</b>
<b>IV. Minimum Bidder Qualifications</b>	<b>10-11</b>
<b>V. Work Statement</b>	<b>11-14</b>
<b>VI. Required Day Care Insurance</b>	<b>14-15</b>
<b>VII. Evaluation Criteria</b>	<b>16-17</b>
<b>VIII. Bid Documents, Acknowledgement of Addendum</b>	<b>18</b>
<b>IX. Statement Proposer Qualifications</b>	<b>19-21</b>
<b>X. Price Proposal</b>	<b>22-24</b>
<b>XI. State Tax Certification Form</b>	<b>25</b>
<b>XII. Certificate of Non-Collusion Form</b>	<b>26</b>
<b>XIII. Affidavit of Clerk of Corporation Vendor</b>	<b>27</b>
<b>XIV. Insurance Certificate Form</b>	<b>28</b>
<b>XV. Similar Childcare Contracts</b>	<b>29-30</b>
<b>XVI. Corporate Authority</b>	<b>31</b>
<b>XVII. Litigation History</b>	<b>32</b>
<b>XVIII. Financial Statements</b>	<b>33</b>
<b>XIX. Release of Liability &amp; Indemnification</b>	<b>34</b>
<b>XX. Submission Checklist</b>	<b>35</b>

## I. INTRODUCTION

### A. Background

The **Canton Public Schools** is interested in establishing **Educational Child Care, for children age infant – 3 years of age, at the Marilyn G. Rodman Education and Administration Center, 960 Washington Street, Canton, MA 02021**, and a **School Age Enrichment Programs, for children age 4 – 11 years of age at the William H. Galvin Middle School, 55 Pecunit Street, Canton, MA 02021** (“The Programs”), beginning on or about **September 1, 2020**. Detailed information on the programs can be found on pages 11-14 of this RFP. The Canton School District has determined that the selection of a childcare provider to operate the Programs requires the School District to evaluate the experience of the company, quality of the staff, quality of programs and adequacy of safety protocols, among other matters, in order to provide the highest quality of care to Students. Thus, selection will be made of the “Most Advantageous” offer considering comparative judgments in addition to price. Bidders are encouraged to respond to both program offerings however, proposals for one program will be accepted.

### B. Purpose of RFP

The **Canton Public Schools** is seeking the services of a childcare company licensed or certified by the **Massachusetts Department of Children** and the **Commonwealth of Massachusetts** to establish and operate the Programs. This RFP is designed to identify the most qualified respondent to the work statement and bidder qualifications.

### C. Responses to RFP

Responses to this solicitation will be in the form of a proposal according to the format described in **Section III, Proposal Format & Required Documents**. The proposal shall document the bidder's qualifications to perform the tasks described in the **Section V, Work Statement**.

### D. Contract Amendments

The **Awarding Authority** reserves the right to modify the work agreement or to increase or decrease the amount of this contract to meet budget or program requirements.

### E. Contact Person

Questions or clarifications about this RFP should be directed to:

**Barry S. Nectow**  
**School Business Administrator**  
**Canton Public Schools**  
**960 Washington Street**  
**Canton, MA 02021**  
**Telephone: (781) 821-5060**  
**Fax: (781) 821-5060**  
**Email: [nectowb@cantonma.org](mailto:nectowb@cantonma.org)**  
**Monday through Friday - 8:00 a.m. to 4:00 p.m.**

### F. Key Action Dates

Key activities and times for this RFP are presented below:

- |   |                                       |
|---|---------------------------------------|
| ■ RFP Available -   | Tuesday, February 18, 2020 at 8:00 AM |
| ■ RFP Notice in Newspaper -                                   | Thursday, February 20, 2020           |
| ■ Deadline for Written Questions -                            | Friday, February 28, 2020 at 4:00 PM  |
| ■ Distribute Questions/Answers and Addendum (if any) to RFP - | Tuesday, March 3, 2020, by 4:00 PM    |
| ■ Deadline to Submit Proposal                                 | Friday, March 6, 2020 at 12:00 PM     |
| ■ Bidder Presentations (Possible) -                           | Week beginning March 9, 2020          |
| ■ Award Contract -  | By March 31, 2020                     |
| ■ Commence Program -  | September 1, 2020 (Approximately)     |

## II. ADMINISTRATIVE INFORMATION

### A. Background on RFP

The competitive method used for this procurement of services is a **Request for Proposal (RFP)**. A proposal submitted in response will be reviewed for compliance with the **RFP's** stated qualifications and services. Every proposal must establish, in writing, the bidder's ability to perform the **RFP's** requirements. Every proposal will be scored based on the criteria described in **Section VII, Evaluation Criteria**.

### B. Definitions

Important definitions for this **RFP** are presented below:

#### **Word Term:**

- Awarding Authority
- Committee
- RFP - Request for Proposal
- Proposal
- Bidder
- Contractor
- Lessor
- Lessee

#### **Definition:**

Canton Public Schools  
Canton School Committee  
This entire document  
Formal written response to this document  
Respondent to this RFP  
Respondent to this RFP and vendor awarded the contract  
The Canton Public Schools  
The Contractor

### C. Pre-Bid Conference

Intentionally left blank.

### D. Bidder Presentation

The Awarding Authority, at its sole discretion, **may** require each bidder to make a brief presentation about their company and its capabilities to successfully complete the contract requirements. Presentations will be scheduled during the week of March 9, 2020.

### E. Questions about RFP

Potential bidders may ask questions about the requirements of this **RFP**. Bidders must prepare their question in writing and send the questions by email, posted mail or Fax to the **Contact Person**. All questions will be answered in writing and distributed to recipients of the **RFP**.

**Deadline for written questions is Friday, February 28, 2020 at 4:00 PM**

### G. The Awarding Authority Can Cancel RFP

If it is in the **Committee's** best interests, the **Awarding Authority** reserves the right to do any of the following:

- Cancel this **RFP**;
- Modify this **RFP** as needed or;
- Reject any and all proposals received in response to this **RFP**.

## II. ADMINISTRATIVE INFORMATION (Cont)

### H. Term of the Contract

The initial contract will be effective for one (1) year. The awarding authority will have the right to extend the contract for four (4) years, exercisable annually and at the discretion of the awarding authority. The awarding authority will give six (6) months written notice to the Contractor if it intends to exercise one of its four, one-year options. In addition, any contract which is awarded pursuant to this Request for Proposals will include the provision that the contract may be terminated upon Thirty (30) days written notice, by registered mail, from the **Awarding Authority** to vendor if, in the **Awarding Authority's** sole judgment, the vendor's service(s) have not been timely or satisfactory.

### I. RFP in Final Contract

At the **Committee's** discretion the content of this **RFP** will be incorporated into the final contract.

### J. Verbal Communication

Any verbal communication from an **Awarding Authority** employee concerning this **RFP** is not binding on the **Committee**, and shall in no way alter a specification, term, or condition of the **RFP**.

### K. Bidder's Cost

The cost of developing a proposal is each bidder's responsibility and cannot be charged to the **Committee**.

### L. Addendum

If it is necessary to amend this **RFP**, the **Awarding Authority** will mail written addendum to all parties in receipt of the **RFP**. The **Awarding Authority** will mail any addenda on or before Tuesday, March 3, 2020, by 4:00 PM

### M. Proposal Submission Date

Each bidder is solely responsible for delivery of proposal to the **Awarding Authority**. The **Awarding Authority** will not accept late proposals.

**The Deadline For Proposal Submission Is Friday, March 6, 2020, by 12:00 PM**

### N. Methods to Deliver Proposals

A bidder may deliver a proposal by:

- U.S. Mail;
- In person or;
- Messenger Service

If a bidder chooses either of the last two methods, delivery must be made during the normal business hours of 8:00 a.m. to 4:00 p.m.

## II. ADMINISTRATIVE INFORMATION (Cont.)

### O. Proposal Submittal Location

All proposals must be delivered by **Friday, March 6, 2020, by 12:00 PM** to:

Barry S. Nectow  
School Business Administrator  
Canton Public Schools  
960 Washington Street  
Canton, MA 02021  
Telephone: (781) 821-5060  
Fax: (781) 821-5060  
Email: [nectowb@cantonma.org](mailto:nectowb@cantonma.org)

### P. Withdrawal Modification

A bidder may, by letter to the **Contact Person**, withdraw or modify a submitted proposal **PRIOR** to the proposal submission date.

### Q. Standard Documents

Bidders are required to complete all documents and answer all questions in the RFP. Incomplete proposals will be rejected. The district reserves the right to allow bidders to correct minor informalities.

### R. Proposals are Committee Property

On the proposal submission date, all proposals and related material submitted in response to this **RFP** become:

1. The Property of the Awarding and;
2. A Public Record.

### S. Immaterial Defect

The **Awarding Authority** may waive any immaterial defect or deviation contained in a bidder's proposal. The **Awarding Authority** waiver shall in no way modify the **RFP** or excuse the successful bidder from full compliance.

### T. Sub-Contractors

If a bidder intends to use subcontractors to conduct any of the work described in the proposal, the bidder must identify the subcontractors in its proposal. The bidder must provide a summary of each subcontractor's qualifications, experience, and duties that would be performed under **Section V, Work Statement**.

### U. Drug-Free Workplace

The successful bidder, by signing the final contract, certifies compliance with a drug-free workplace.

### V. American with Disabilities Act

The successful bidder, by signing the final contract, certifies compliance with the ***Americans with Disabilities Act (ADA) of 1990, (42 U.S.C. 12101 et seq.)*** which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the **ADA**.

## II. ADMINISTRATIVE INFORMATION (Cont.)

### W. Award of Contract

- a. The **Awarding Authority** will award the contract for this **RFP** to the successful bidder on or before: **Friday, March 6, 2020, by 12:00 PM.** The successful bidder will be determined by a selection committee based upon bidder qualifications, the quality of the program proposal, the cost of the program to participants, *and the total dollar amount of lease payments paid to the awarding Authority.*”
- b. **The Awarding Authority retains the right to award a contract to two (2) Contractors, if it finds it is in the best interest of the Canton Public Schools and the Town of Canton. If the Awarding Authority elects to award two (2) contracts, all conditions of this RFP will apply to both Contractors, including the evaluation criteria set forth in Section IV and VI herein. Additionally, one (1) contract would cover the Educational Child Care, for children age infant – 3 years of age at the Rodman Educational Center and a second contract would cover the School Age Enrichment Programs, for children age 4 – 11 years of age, at Galvin Middle School.**

### X. No Contract Until Signed and Approved

No agreement between the **Awarding Authority** and the successful bidder is in effect until a contract has been signed by successful bidder and the **Awarding Authority**.

## III. PROPOSAL FORMAT & REQUIRED DOCUMENTS

### A. About this section

This section provides bidders with information about how to prepare a proposal in response to this **RFP**, including the:

- Mandatory format for every proposal
- Documents and statements required in every proposal
- Number of copies required for every proposal

The **Awarding Authority** may reject any proposal that fails to comply with the items presented in this section.

### B. Mandatory Format

The following information/documents, further described below, constitute the mandatory format and order of presentation for a proposal:

1. Cover Letter
2. Table of Contents
3. Summary: program philosophy, description staff training, health & safety procedures, procedures for release of children, emergency procedures, policies for discipline and drug-free environment, parent communications, staff-to-child ratios
4. Bidder's Qualifications
5. Proposed Personnel and Resume Synopsis
6. Description of Organization
7. Approach to Tasks Outlined in Work Statement

### III. PROPOSAL FORMAT & REQUIRED DOCUMENTS (Cont)

8. Required Documents and Statements:
  - State Tax Certification Form
  - Certificate of Non-Collusion
  - Affidavit Sheet
  - Insurance Certificate
  - Similar Child Care Contracts
  - Corporate Authority
  - Litigation History
  - Financial Statements and information
  - Release of Liability/Indemnification
9. Cost Proposal (to be submitted under separate cover)

#### C. Cover Letter

Each bidder will submit a cover letter that includes, but is not limited to:

- \* Summary of the bidder's ability to perform the services described in the **Work Statement** and;
- \* Statement that the bidder is willing to perform those services and enter into a contract with the **Awarding Authority**.
- \* The cover letter must be signed by a person having the authority to commit the bidder to a contract.

#### D. Table of Contents

Each proposal must include a **Table of Contents** organized in the order cited in **Section III(B), Mandatory Format**, and with page numbers for each topic.

#### E. Summary

Summarize the bidder's overall approach in completing the tasks outlined in the **Section V, Work Statement**.

#### F. Bidder's Qualifications

Document the bidder's qualifications as they apply to performing the task described in the **Section V, Work Statement**. Describe the nature and quality of recently completed work. Identify client references for these projects, include title and phone number of individual contacts. Describe the bidder's experience with public agencies.

#### G. Proposed Personnel and Resume Synopsis

Identify key staff members who would be committed to the tasks and describe their roles. Describe relevant experience and education, including professional licenses, of these key staff members.

#### H. Description of Organization

Describe the organizational structure of the bidder. Describe reliability, continuity, professional awards, location of the bidder, and sub-contractors, if any. Include type of organization, composition, functions to be performed by members of the bidder or sub-contractors and how they pertain to this contract. Identify a primary contact person for the Bidder. This person should attend the interview session.

### III. PROPOSAL FORMAT & REQUIRED DOCUMENTS (cont)

#### I. Approach to Tasks

Bidders must provide a detailed approach for the primary tasks described in the **Section V, Work Statement** and describe why each approach is the most appropriate one.

#### J. Required Documents

**State Tax Certification Form, Certificate of Non-Collusion, Insurance Certificate, Affidavit Sheet, List of Similar Contracts, Pending Litigation, Financial Statements, and Release of Liability & Indemnification** must be submitted, utilizing the forms included in this **RFP**, for a proposal to be considered “responsive” and complete. Non-responsive proposals will be rejected.

#### K. Proposal Submittal

Bidders must submit the technical (non-price) and price proposals in **SEPARATE SEALED ENVELOPES** marked: “**Technical Proposal - Educational Child Care at the Marilyn G. Rodman Education and Administration Center and a School Age Enrichment Program at the William H. Galvin Middle School**” and “**Price Proposal - Educational Child Care at the Marilyn G. Rodman Education and Administration Center and a School Age Enrichment Program at the William H. Galvin Middle School**” respectively.

#### L. Copies of Proposal

Each bidder must mail or deliver an original proposal and four (4) copies to the address given in **Section II, Item O, Proposal Submittal Location**. The bidder must submit the copies in a sealed envelope labeled “**Technical Proposal - Educational Child Care at the Marilyn G. Rodman Education and Administration Center and a School Age Enrichment Program at the William H. Galvin Middle School.**”

\*\*\* An original and four (4) copies of the “**Price Proposal**” must be delivered at the same time in a separate sealed envelope labeled “**Price Proposal - Educational Child Care at the Marilyn G. Rodman Education and Administration Center and a School Age Enrichment Program at the William H. Galvin Middle School.**”

### IV. MINIMUM QUALIFICATIONS OF BIDDERS

#### A. Introduction

A bidder for this **RFP** is required to provide specific background information and meet certain minimum qualifications before the **Awarding Authority** will consider the bidder’s proposal. To comply with this section, each bidder must:

1. It is a requirement of the Canton Public Schools for the bidder to be currently licensed by The **Massachusetts Early Education and Care** and the **Commonwealth of Massachusetts**.
2. It is a requirement of the Canton Public Schools for the bidder to currently have three (3) or more similar contracts in greater Boston.

## IV. MINIMUM QUALIFICATIONS OF BIDDERS (Cont)

Bidders are required to follow the proposal format described herein and fill out the RFP in its entirety. Incomplete proposals are unacceptable and will be rejected.

### B. History and Background

Each bidder must provide a brief history and background, including:

1. Date and location where bidder's business was established
2. Major services and activities
3. Date bidder first engaged in child care services
4. Current number of employees
5. Evidence of licensing by Commonwealth of Massachusetts and the Mass. Office for Children.

### C. Experience

Bidders are required to provide a list of at least five (5) current or former references where programming similar to the programming proposed herein was performed.

### D. Personnel

Every bidder must:

1. Describe lead personnel and anticipated supporting personnel to be employed during the contract (by classification and title) and their qualifications to perform the work
2. Identify the site manager (or similar title) or person in charge of each location
3. Provide resumes for each major contract participant who will exercise a major policy, administrative, or consultive role in carrying out the services of this contract.
4. Identify sub-contractors; describe why they were selected, what work the sub-contractors will perform, and the estimated amount associated with the work. Provide resumes of each major sub-contractor participant, and a description of how sub-contracted work will be controlled, monitored, and evaluated.
5. Submit Criminal (C.O.R.I.) forms to the Awarding Authority for all personnel prior to their working in the Canton Schools, and by August 15 of each contract year and as hired.
6. Follow the Canton Public Schools fingerprinting guidelines and have all employees working at the both locations fingerprinted by the start of school in each year of the contract.
7. The Contractor must demonstrate at least five (5) years of financial stability as evidenced by annual corporate financial statements (please provide a copy of the most recent financial statement).

## V. WORK STATEMENT

### A. About This Section:

In this section, the **Awarding Authority** describes the tasks the successful bidder will be asked to perform during the term of the/contract.

### B. Primary Tasks:

The **Canton Public Schools** is interested in establishing **Educational Child Care, for children age infant – 3 years of age, at the Marilyn G. Rodman Education and Administration Center, 960**

**Washington Street, Canton, MA 02021, and School Age Enrichment Programs, for children age 4 – 11 years of age at the William H. Galvin Middle School, 55 Pecunit Street, Canton, MA 02021 (“The Programs”)**, beginning on or about September 1, 2020. The following is a brief description of the programs to be located at the two (2) locations:

- The Canton Public Schools requires the Educational Child Care program at the Marilyn G. Rodman Education and Administration to serve infants, toddlers and preschoolers. The program must be open year round.
- The Canton Public Schools requires the School Age Enrichment Programs at the William H. Galvin Middle School to be as follows:
  - A before and after school program from children in grades kindergarten – 5. The hours of the program should be 7:00 AM to 9:00 AM and 2:30 PM – 6:00 PM. This program should be available for the 180 days school is in session for the Canton Public Schools. The Canton Public Schools would like this program to be offered during school vacation weeks and during the summer.
  - A pre-kindergarten program, open year round, during the hours of 9:00 AM – 3:00 PM.

**C. Form of Contract**

The contract awarded will be in the form of a space lease. The contractor will be responsible for the cost of room rental, custodial costs, trash removal, and utilities (at the Galvin location only). If the lessor and lessee agree by mutual consent, arrangements can be made for the Awarding Authority to provide custodial services, including emptying trash, the cost of which will be the responsibility of the lessee.

**D. Space Available to Rent**

- I. Rodman Education and Administration
  - a. Three (3) classrooms (rooms 23, 25, 20)
  - b. A large indoor space area, on the third floor (Included at no cost)
  - c. Administrative space, on the third floor
- II. Galvin Middle School
  - a. Stand alone modular building of approximately 5,200 square feet in the rear of the Galvin Middle School located at 55 Pecunit Street, Canton, MA.
  - b. Use of space in the Galvin Middle School, at the sole discretion of the principal of the Galvin Middle School. Availability of space in the Galvin Middle School will be determined monthly and is subject to change based on the needs of the Galvin Middle School

**E. Hours of Operation**

**The hours of operation are set forth in condition B herein. The district reserves the right to change the hours of operation, with 30 days’ notice to the contractor.**

- i. The vendor shall NOT operate its programs when the Canton Public Schools are NOT in session due to inclement weather or other emergency conditions.
- ii. To utilize premises space at other times than the Operating Hours in order to hold program functions, the vendor must acquire the prior written consent of the Awarding Authority at least two weeks in advance.

**F.** The successful bidder will provide a cost effective and reasonably priced program for families utilizing these services. It is the strong preference of the Canton Public Schools for the contractor participate in programs, services and contracts with the Massachusetts Department of Early Education and Care offering care to at risk and low income families.

**G.** The successful bidder will provide high quality, educationally sound, structured, supervised programs that is consistent with the philosophy and goals of the Canton Public Schools and

which will include the provision of educational, recreational and other enrichment activities, and associated supplies.

- H. The successful bidder will maintain an off-site office location and mailing address.
- I. The successful bidder will provide adequate safety and health procedures, parent communication mechanisms, as well as school communication mechanisms.
- J. The successful bidder will be a respectful user of all buildings and will be responsible for building area cleanliness.
- K. The Lessee will be responsible for the installation and monthly costs associated with telecommunications and internet connectivity. The Lessee shall not sublet or assign its interest without the prior written approval of the Lessor.
- L. Any contemplated physical changes to the rooms must have the prior written approval of the Superintendent of Schools or his/her designee.
- M. The Lessee staff, participants and visitors are subject to the rules and regulations of the Canton School Committee.
- N. The Superintendent of Schools, or his/her designee, shall have access to the leased space at all times.
- O. The Lessee shall keep the leased premises neat, clean, safe, orderly and attractive at all times.
- P. The Lessee shall agree that children of residents of Canton and employees of the Canton Public Schools will be given priority with regard to acceptance in the child care service's program.
- Q. The Lessor will provide transportation Between the Galvin Middle School location and the Luce Elementary School and the Galvin Middle School location and the Kennedy Elementary School if, at the discretion of the Awarding Authority, it is practicable and does not interrupt the bus routes of the Canton Public Schools. If transportation is provided, the Lessee will be responsible for all of the costs. No transportation will be provided for the Lessee's students located at the Rodman Building location.
- R. If students from the Galvin Middle School location attend the Hansen Elementary School, it will be the responsibility of the Lessee to provide transportation between the Galvin Middle School and the Hansen Elementary School.
- S. The Lessee shall mutually agree with the Lessor to provide the Canton Public Schools an amount of child care for special events at no charge.
- T. The specifications shall be incorporated in and become part of the written consent between the Canton School Committee and the successful proposer.
- U. The successful bidder will provide the following indemnification:

Neither **CANTON** nor its officers, employees, boards, committees, agents and representatives shall in any way or manner be answerable for, or suffer loss, damage, expense, or liability for, any loss or damage that may happen as a result of the transportation services or child care services required by this **Contract**. The **Contractor** shall assume all liability of every kind or nature arising from such services either by accident, negligence, theft, vandalism, or any cause whatsoever, and shall, to the fullest extent permitted by law, indemnify, defend (with counsel acceptable to CANTON) and hold harmless CANTON and its officers, employees, boards, committees, agents and representatives from and against any and all loss, liability, damages, claims, causes of action, suits, and costs, including reasonable attorney's and expert witness

fees, caused in whole or in part by the **Contractor's** failure to provide services as required under this **Contract** or of the willful misconduct or negligent act or omission of the **Contractor** or its officers, employees, or agents in connection with the services to be performed under this **Contract**, regardless whether such loss, liability, damages, claims, causes of action, suits, or costs are caused in part by a party indemnified under this provision.

## VI. REQUIRED INSURANCE

Prior to the start of the Contractor's work, the Contractor shall procure for the Contractor's work, and maintain in force with companies licensed to sell insurance in Massachusetts the following:

- Workers' Compensation and employer's Liability Insurance.
- Commercial General Liability insurance including contractual liability to cover the contractor indemnification obligation. Completed operations coverage to continue in force for 2 years beyond completion of work for the Town.
- Automobile Liability insurance on all owned, leased, hired and non-owned Vehicles.
- Umbrella Liability Insurance

The Town of Canton shall be named as additional insured on all of these policies except for Workers' Compensation. The additional insured endorsement shall limit that status to the acts or omissions of the Contractor, or the acts or omissions of any party for whom the contractor is responsible.

All insurance shall be maintained with limits of liability not less than the following:

<u>Coverage</u>	<u>Limits</u>
Workers' Compensation	Statutory
Employers Liability	\$ 500,000 each accident \$ 500,000 each employee - Disease \$ 500,000 policy limit - Disease
Commercial General Liability	\$ 3,000,000 general aggregate \$ 1,000,000 per occurrence \$ 1,000,000 aggregate, completed operations \$ 1,000,000 personal injury
Automobile Liability	\$ 1,000,000 combined single limit
Umbrella Liability	\$ 5,000,000 per occurrence \$ 5,000,000 general aggregate

The successful bidder must comply with all insurance regulations required by the State and the Town of Canton, including Worker's Compensation Insurance. Appropriate insurance certificates must be provided to the **Awarding Authority** by August 1 of each year during the contract period.

The general liability policy must be amended to provide coverage for claims alleging sexual abuse or molestation.

The Contractor shall maintain in effect all insurance coverage required under this agreement at the Contractor's sole expense and with insurance companies acceptable to the Town.

All insurance policies shall contain a provision that the coverage afforded shall not be canceled or non-renewed, nor restrictive modifications added, until at least 30 days prior written notice has been given to the Town, unless otherwise specifically required in contract documents. Underwriter will certify annually that there is no impairment of aggregate limits on each policy.

In the event the Contractor fails to obtain or maintain any insurance coverage required under this agreement, the town may purchase such coverage and charge the expense thereof to the contractor or terminate this agreement.

A letter by a reputable insurance company must accompany the bid proposal signifying that the bidder (contractor) is insurable to the amount stipulated in the bid specifications. The Town shall be named as an additional insured on the Certificate on Insurance to be provided by the Contractor. The certificate of any insurance policy must be delivered to the Superintendent of Schools or his/her designee before the contract may be signed.

No cancellation of, change, or revision in the insurance by the Insurer of Insured, the existence of which insurance is evidenced by this certificate, shall be valid unless written notice thereof is given to the Canton Public Schools, 64 West Main Street, Canton, MA 02766, at least thirty (30) days prior to the intended date of cancellation, change, or revision by mail, postage prepaid and evidenced by a return receipt, or if the insurance is canceled, the contract is null and void.

Within ten (10) business days after notice of the contract award, the Contractor shall deposit with the Superintendent, a Certificate of Insurance from the insurer stating that the insurance policies required in the above section have been issued to the Contractor.

The Contractor must file a copy of these policies with the Superintendent by August 1 of each school year during the contract period.

Evidence of Workers' Compensation coverage shall be filed with the Superintendent of Schools by August 1 of each year that the contract is in effect.

The Town of Canton is not responsible for any loss or damage whatsoever to the property of the Contractor.

Bidder must submit a statement indicating the number of accidents and any and all lawsuits, insurance settlements or out-of-court settlements, during the past five (5) years. The information regarding the lawsuits should include all pending and/or previously settled lawsuits directly relating to school bus transportation and day care services. Supporting evidence from the bidder's insurance company's accident data must be included.

Failure to provide and continue in force the required insurance shall be deemed a material breach of this contract and shall be cause for immediate termination.

## VII. EVALUATION CRITERIA

### **Minimum Criteria:**

- |   |            |           |
|---|------------|-----------|
| 1. Can the bidder meet the bidder qualifications outlined in <b>Section IV?</b>   | <b>Yes</b> | <b>No</b> |
| 2. Can the bidder meet the required deadlines in Section I, F, on Page 4?   | <b>Yes</b> | <b>No</b> |
| 3. Does the bidder currently have three (3) or more similar contracts in greater Boston to the services contemplated in this RFP?   | <b>Yes</b> | <b>No</b> |
| 4. Does the bidder provide a list of at least five (5) current or former references where programming similar to the programming proposed herein was performed?   | <b>Yes</b> | <b>No</b> |
| 5. Does the bidder have the appropriate resources and staff to meet the requirements outlined in the work statement?  | <b>Yes</b> | <b>No</b> |
| 6. Can the bidder provide programs consistent with the tasks outlined in Section V?   | <b>Yes</b> | <b>No</b> |
| 7. The bidder must demonstrate at least five (5) years of financial stability as evidenced by annual corporate financial statements (please provide a copy of the most recent financial statement).   | <b>Yes</b> | <b>No</b> |
| 8. The proposal must include all required documentation signed by the appropriate corporate officer including;  |            |           |
| <ul style="list-style-type: none"> <li>a. Statement of Proposer Qualifications, Section IX, Page 19-21</li> <li>b. Statement of Tax Compliance, Section XI, Page 25</li> <li>c. Certificate of Non-Collusion, Section XII, Page 26</li> <li>d. Affidavit of Clerk of Corporation, Section XIII, Page 27</li> <li>e. Insurance Certificate Form, Section XIV, Page 28</li> <li>f. Similar Contracts, Section XV, Page 29-30</li> <li>g. Corporate Authority. Section XVI, Page 31</li> <li>h. Litigation, Section XVII, Page 32</li> <li>i. Financial Statements, Section XVIII, Page 33</li> <li>j. Release of Liability and Indemnification Form, Section XIX, Page 34</li> <li>k. Submission Checklist, Section XX, Page 35</li> <li>l. Signed Price Proposal, in a separate envelope, Section X, Page 22-24</li> </ul> |            |           |

## VII. EVALUATION CRITERIA (Cont.)

### Comparative Evaluation Criteria

The criteria listed below for bidders are rated on a three-point scale:

- \* H.A. (Highly Advantageous) = 2
- \* A. (Advantageous) = 1
- \* N.A./U. (Not Advantageous/Unacceptable) = 0

Proposals will be evaluated on the above and the below criteria, terms, and conditions in the **RFP**, its attachments and addenda (if applicable.) **Proposers should submit information addressing these evaluation criteria.** Failure to follow the instructions, meet the criteria, or agree to terms and conditions in this **RFP** may cause rejection of the proposal as non-responsive. Judgment rendered in the evaluations shall be final and incontestable. The **Awarding Authority** reserves the right to apply varying weights to all criteria found in this **RFP** as deemed in the best interest of the Canton Public Schools.

1. The Canton School Committee is interested in the relative experience of the proposer.  
Highly Advantageous:  
Fifteen (15) or more years of licensed child care services' experience (2 pts.)  
Advantageous: ten (10) to fourteen (14) of licensed child care services' experience (1 pt.)  
Not Advantageous: nine (9) years or less of licensed childcare services' experience (0 pts.)
2. The Canton School Committee is interested in the relative education background of the site director and overall director.  
Highly Advantageous: both the overall director and site director s) possess a Bachelor's degree in Early Education. (2 pts.)  
Advantageous: either the overall director or site director possesses a Bachelor's degree in Early Education. (1 pt.)  
Not Advantageous: neither the overall director or site director possesses a Bachelor's degree in Early Education. (0 pts.)
3. The Canton School Committee is interested in the relative experience of operating child care services' programs in public school districts.  
Highly Advantageous: currently operate three (3) or more child care services' programs in greater Boston. (2 pts.)  
Advantageous: currently operate one (1) or two (2) child care services' programs in greater Boston. (1 pt.)  
Not Advantageous: currently operate zero (0) child care services' programs greater Boston. (0 pts.)
4. The Canton School Committee is interested in the quality of the program offerings.  
a) Offers a structured physical education curriculum, fitness instruction, preventative health and wellness initiatives aimed at combating obesity, and other health concerns;  
b) Offers homework assistance;  
c) Offers enrichment activities including foreign language;  
d) Offers summer day camp.  
Highly Advantageous: offers a, b, c, and d. (2 pts.)  
Advantageous: offers d, and two others (1 pt.)  
Not Advantageous: does not offer any of the above listed offerings (0 pts.)

**VIII. BID DOCUMENTS**  
**PLEASE RETURN THIS ENTIRE PACKAGE (Pages 18 to 34)**  
**This Form and All Accompanying Bid Documents Must Be Typed or Legibly Printed**

Please Print:

\_\_\_\_\_  
Company Submitting the Bid

\_\_\_\_\_  
Agent Submitting Bid (Full name)

\_\_\_\_\_  
Title

(\_\_\_\_\_) \_\_\_\_\_  
Phone(s)

(\_\_\_\_\_) \_\_\_\_\_  
Fax

\_\_\_\_\_  
Street

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_ a.m. to \_\_\_\_ p.m. \_\_\_\_\_  
Office Hours Days

\_\_\_\_\_  
Agent's Signature

\_\_\_\_\_  
Date

.....

**Acknowledgement of Addendum (If Any)**

Number

Date

Initials

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Return One (4) Copies of This Package and Retain One (1) For Your Files

## IX. STATEMENT OF PROPOSER QUALIFICATIONS

**The following is required as evidence of the proposer's qualifications to perform the contract, as bid upon, in accordance with the proposal documents. All questions must be answered. Additional data may be submitted on separate sheets.**

1. Name of Proposer

---

2. Permanent Main Office Address

---

3. When Organized

---

4. Where Incorporated, if a Corporation

---

5. Years of Contracting Under Present Name

---

6. List of contracts Provided, and those completed similar in nature to this project.

---

---

7. List any work the firm has failed to complete, where and why.

---

---

8. If you have ever defaulted on any contract, state where and why?

---

## IX. STATEMENT OF PROPOSER QUALIFICATIONS (Cont.)

9. List Full Names and Residences of All Principals (i.e. Officers, Directors, Partners, Owners) interested in this proposal.

NAME	RESIDENCE	TITLE	FIRM
------	-----------	-------	------

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10. List Bank References for Verifying Financial Ability of Your Company.

NAME                      ADDRESS

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### 11. Reference Form

**Proposer must provide (3) references for contracts performed within the past five (5) years of similar size and scope to this contract.**

Reference: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Description and date (s) of supplies or services provided:

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---

---

Reference: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Description and date (s) of supplies or services provided:

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## IX. STATEMENT OF PROPOSER QUALIFICATIONS (Cont.)

Reference: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Description and date (s) of supplies or services provided:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Attach additional sheets if necessary

12. The Undersigned hereby Authorizes and Requests Any Person, Firm, or Corporation, to Furnish Information Requested by the Owner Relative to the Recitals Comprising This Statement of Qualifications.

Dated at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Print Name of Bidder

By: \_\_\_\_\_

**X. Price Proposal Template**  
**EDUCATIONAL CHILD CARE AND A SCHOOL AGE ENRICHMENT PROGRAM**

The undersigned proposes to furnish 1 - Educational Child Care, for children age infant – 3 years of age at the Rodman Educational Center and 2 School Age Enrichment Programs, for children age 4 – 11 years of age, at Galvin Middle School, in accordance with the Scope of Services of this RFP. Bidders are encouraged to respond to both program offerings however, proposals for one program will be accepted. This form must be signed by the individual authorized to negotiate for and commit the Bidder to a binding agreement. The proposed fee per student shall be construed to cover all costs incurred by the Contractor in the performance of this contract. All prices are to be indicated in ink (or typewritten).

**Company Name:** \_\_\_\_\_

**RODMAN BUILDING**

**LEASE PAYMENTS – Contract Period**

1. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2020 – June 30, 2021:

Room 20	\$ _____
Room 23	\$ _____
Room 25	\$ _____
Administrative Space on the 3 <sup>rd</sup> Floor	\$ _____

(1) SUB-TOTAL \$ \_\_\_\_\_

**LEASE PAYMENTS – Option Periods**

**Option Period – 1**

2. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2021 – June 30, 2022:

Room 20	\$ _____
Room 23	\$ _____
Room 25	\$ _____
Administrative Space on the 3 <sup>rd</sup> Floor	\$ _____

(2) SUB-TOTAL \$ \_\_\_\_\_

**Option Period – 2**

3. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2022 – June 30, 2023:

Room 20	\$ _____
---------	----------

Room 23	\$ _____
Room 25	\$ _____
Administrative Space on the 3 <sup>rd</sup> Floor	\$ _____

(3) SUB-TOTAL \$ \_\_\_\_\_

**Option Period – 3**

4. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2023 – June 30, 2024:

Room 20	\$ _____
Room 23	\$ _____
Room 25	\$ _____
Administrative Space on the 3 <sup>rd</sup> Floor	\$ _____

(4) SUB-TOTAL \$ \_\_\_\_\_

**Option Period – 4**

5. Rodman Building - Total lease cost proposal for the one (1) year period, July 1, 2024 – June 30, 2025:

Room 20	\$ _____
Room 23	\$ _____
Room 25	\$ _____
Administrative Space on the 3 <sup>rd</sup> Floor	\$ _____

(5) SUB-TOTAL \$ \_\_\_\_\_

**Galvin Middle School Modular Classrooms**

**LEASE PAYMENTS – Contract Period**

6. Total lease cost proposal for the Galvin Middle School Modular Classrooms for the one year period, July 1, 2020 – June 30, 2021:

(6) SUB-TOTAL \$ \_\_\_\_\_

**LEASE PAYMENTS – Option Periods**

**Option Period – 1**

7. Total lease cost proposal for the Galvin Middle School Modular Classrooms for the one year period, July 1, 2021 – June 30, 2022:

(7) SUB-TOTAL \$ \_\_\_\_\_

**Option Period – 2**

8. Total lease cost proposal for the Galvin Middle School Modular Classrooms for the one year period, July 1, 2022 – June 30, 2023:

(8) SUB-TOTAL \$ \_\_\_\_\_

### Option Period – 3

9. Total lease cost proposal for the Galvin Middle School Modular Classrooms for the one year period, July 1, 2023 – June 30, 2024:

(9) SUB-TOTAL \$

### Option Period – 4

10. Total lease cost proposal for the Galvin Middle School Modular Classrooms for the one year period, July 1, 2024 – June 30, 2025:

(10) SUB-TOTAL \$

[illegible]

**Signature**

Date \_\_\_\_\_

Name &amp; Title (Please Print)

## Company

**Please Note - The two (2) page Price Proposal Template must be returned to the Canton Public Schools in a separate envelope from the “Technical” or non-price proposal and Marked “Price Proposal - Educational Child Care at the Marilyn G. Rodman Education and Administration Center and a School Age Enrichment Program at the William H. Galvin Middle School.”**

## XI. STATE TAX CERTIFICATION FORM

All providers of goods or services to any agency of the **Commonwealth of Massachusetts** or of any subdivisions shall be required to attest that he/she is in compliance with all the laws of the **Commonwealth of Massachusetts**. The form of attestation shall also provide space for the provider to furnish his/her:

1. **Social Security Number or;**
2. **Federal Identification Number**

It should be noted that submission of a Social Security Number or Federal Identification Number is purely voluntary.

The attestation shall be in the following form:

*"Pursuant to **M.G.L. Ch. 62C, Sec. 49A**, I certify under the penalties of perjury that, to the best of my knowledge and belief, the bidder has filed all state tax returns and paid all state taxes required under law."*

### **PLEASE PRINT**

\_\_\_\_\_  
Individual or Corporate Name of Bidder

\_\_\_\_\_  
Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
***has complied with all laws of the Commonwealth of Massachusetts relating to taxes, reporting of employees and contractors, and withholding and remitting child support.***

\_\_\_\_\_  
Signature and Title of Person Making Certification

\_\_\_\_\_  
Social Security Number or Federal Identification Number

## **XII. CERTIFICATE OF NON-COLLUSION FORM**

The undersigned certifies, under penalties of perjury, that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

### **PLEASE PRINT**

\_\_\_\_\_  
Name of Person Signing Bid or Proposal

\_\_\_\_\_  
Name of Company or Business

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**XIII. AFFIDAVIT  
of  
CLERK OF CORPORATION VENDOR**

I, \_\_\_\_\_, certify as follows:  
(print full name)

I am the Clerk of \_\_\_\_\_  
(print exact name of corporation)

which is duly authorized and incorporated under the laws of \_\_\_\_\_.  
(state of incorporation)

That the names and addresses and title of the officers of the above named corporation are as follows:

_____ President	_____ Vice-President
_____ Address	_____ Address
_____ City	_____ City
_____ Zip	_____ Zip
_____ Treasurer	_____ Resident Agent

That the above named corporation was incorporated on \_\_\_\_\_.

The Federal tax identification number of said corporation is: \_\_\_\_\_.

That the above named corporation is in good standing with the Secretary of the Commonwealth or the Secretary of the State of \_\_\_\_\_ (state if incorporated under the laws of a foreign state.)

Signed under the pains and penalties of perjury this \_\_\_\_\_ day of \_\_\_\_\_ in the year of 2020.

\_\_\_\_\_  
Clerk

## XIV. INSURANCE CERTIFICATE FORM

The Town shall be named as an additional insured on the Certificate on Insurance to be provided by the Contractor.

➤ **THE CONTRACTOR AGREES TO CARRY:**

All insurance shall be maintained with limits of liability not less than the following:

<b><u>Coverage</u></b>	<b><u>Limits</u></b>
Workers' Compensation	Statutory
Employers Liability*	\$ 500,000 each accident \$ 500,000 each employee - Disease \$ 500,000 policy limit - Disease
Commercial General Liability	\$ 3,000,000 general aggregate \$ 1,000,000 per occurrence \$ 1,000,000 aggregate, completed Operations \$ 1,000,000 personal injury
Automobile Liability	\$ 1,000,000 combined single limit
Umbrella Liability	\$ 5,000,000 per occurrence \$ 5,000,000 general aggregate

\*must provide coverage for claims alleging sexual abuse or molestation.

**No cancellation, change, or revision in the insurance by the Insurer of Insured, the existence of which insurance is evidenced by this certificate, shall be valid unless written notice thereof is given to the Canton Public Schools, 960 Washington Street, Canton, MA 02021, at least thirty (30) days prior to the intended date of cancellation, change, or revision by mail, postage prepaid and evidenced by a return receipt, or if the insurance is canceled, the contract is null and void.**

**PLEASE ATTACH CERTIFICATE HERE**

## XV. SIMILAR CONTRACTS

**The Bidder is required to include a complete list of all Contracts under which it has performed work within the last six (6) years. The following must be included:**

#1.	_____	_____
	Contact Name	Title
	_____	_____
	Company/Organization	Phone
	_____	_____
	Street	City
	_____	_____
	State/Zip	Dates of Contract
#2.	_____	_____
	Contact Name	Title
	_____	_____
	Company/Organization	Phone
	_____	_____
	Street	City
	_____	_____
	State/Zip	Dates of Contract
#3.	_____	_____
	Contact Name	Title
	_____	_____
	Company/Organization	Phone
	_____	_____
	Street	City
	_____	_____
	State/Zip	Dates of Contract

## XV. SIMILAR CONTRACTS (Cont.)

#4. \_\_\_\_\_  
Contact Name Title  
\_\_\_\_\_  
Company/Organization Phone  
\_\_\_\_\_  
Street City  
\_\_\_\_\_  
State/Zip Dates of Contract

#5. \_\_\_\_\_  
Contact Name Title  
\_\_\_\_\_  
Company/Organization Phone  
\_\_\_\_\_  
Street City  
\_\_\_\_\_  
State/Zip Dates of Contract

#6. \_\_\_\_\_  
Contact Name Title  
\_\_\_\_\_  
Company/Organization Phone  
\_\_\_\_\_  
Street City  
\_\_\_\_\_  
State/Zip Dates of Contract

## XVI. CORPORATE AUTHORITY

I, \_\_\_\_\_, certify as follows:  
(print full name)

I am the Clerk of \_\_\_\_\_.  
(print exact name of corporation)

which is duly authorized and incorporated and in good standing with the Secretary of the Commonwealth  
or the Secretary of the State of under the laws of \_\_\_\_\_.  
(state of incorporation)

That the names and addresses and title of the officers of the above named corporation are as follows:

_____ President	_____ Vice-President
_____ Address	_____ Address
_____ City	_____ City
_____ Zip	_____ Zip
_____ Treasurer	_____ Resident Agent

That the above named corporation was incorporated on \_\_\_\_\_.

The Federal tax identification number of said corporation is: \_\_\_\_\_.

Signed under the pains and penalties of perjury this \_\_\_\_\_ day of \_\_\_\_\_ in the year of 2020.

\_\_\_\_\_  
Clerk

## **XVII. LITIGATION HISTORY**

All submission must include the following information:

1. Identify any judgments, outstanding claims, arbitration proceedings, and lawsuits pending against the offeror, or its officer or directors;
2. Identify any lawsuits or arbitrations involving the offeror within the past five(5) years that relate to contracts or projects for services comparable to those contemplated in this RFP were performed and indicate the current status of any litigation involving those transactions;
3. State whether, within the past five(5) years, the offeror has defaulted, terminates (either for fault or convenience), or has had any liquidated damages or other contractual penalties assessed against it, and so, describe the circumstances in detail;
4. List and provide a complete and accurate description of any all criminal convictions against the offeror and/or any individual member of the offeror's team during the past ten (10) years related to the injury or death of any employee or contact worker;

List and provide a complete and accurate description of all proceedings brought within the past five (5) years, against the offeror or any owner or partial owner of the offeror, or any person in any way associated with or employed by the firm, to debar, suspend, disqualify or otherwise preclude the offeror from bidding or offering a proposal on contracts with any municipality or any agency or department of the Commonwealth of Massachusetts, or states, or the Federal Government.

## XVIII. FINANCIAL STATEMENTS

**Contractor** shall include the most recent company financial statement, including balance sheet, income statement and statement of cash flow, and a list of bank and accounting references, or such other information that the Town of Canton deems satisfactory evidence of Bidders stability and ability to provide the required services throughout the term of the project.

## **XIX. RELEASE OF LIABILITY AND INDEMNIFICATION FORM**

I/We \_\_\_\_\_ expressly agree to defend, indemnify and hold harmless from, and waive against, the Town of Canton, the Canton Public Schools and their employees, agents and assigns, any and all claims for injury to person or property, death, medical expenses, loss of services, loss of consortium or any other claims that may occur as a result of Educational Child Care at the Marilyn G. Rodman Education and Administration Center and a School Age Enrichment Program at the William H. Galvin Middle School.

I/We have read and understand this Form and sign it voluntarily with full knowledge of its significance.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2020.

\_\_\_\_\_  
Contractor

## XX. SUBMISSION CHECKLIST

### Request for Proposals Educational Child Care at the Marilyn G. Rodman Education and Administration Center and a School Age Enrichment Program at the William H. Galvin Middle School

#### THE FOLLOWING MUST BE SUBMITTED WITH THE RFP

Cover Letter	[ ] Yes [ ] No
Summary: program philosophy, description staff training, health & safety	[ ] Yes [ ] No
Procedures, procedures for release of children, emergency procedures, policies for discipline & drug testing, parent communications, staff-to-child ratios	
Bidder's Qualifications/References	[ ] Yes [ ] No
 Proposed Personnel & Resume Synopsis, Licensure	 [ ] Yes [ ] No
Description of Organization	[ ] Yes [ ] No
Approach to Tasks Outlined in Work Statement	[ ] Yes [ ] No
 Required Documents:	
State Tax Certification Form	[ ] Yes [ ] No
Certificate of Non-Collusion/Tax Compliance	[ ] Yes [ ] No
Affidavit Sheet	[ ] Yes [ ] No
Insurance Certificate or Proof of Insurability	[ ] Yes [ ] No
List of Similar Contracts for Last Six Years	[ ] Yes [ ] No
Copy of Accident Record for the Past Five (5) Years	[ ] Yes [ ] No
Pending Litigation – Every Bidder Shall Provide a List of Every Judicial or Administrative Proceeding Relating to the Procurement or Performance of Any Child Care Contract Instituted or Concluded Adversely Against the Bidder's Company or Any Subsidiary of the Company Within the Last Three (3) Years. If None, the Bidder Will Attest to This on Company Letterhead	[ ] Yes [ ] No
Audited Financial Statements	[ ] Yes [ ] No
Release of Liability & Indemnification	[ ] Yes [ ] No
Acknowledgement of Addendum	[ ] Yes [ ] No
Cost Proposal	[ ] Yes [ ] No

(To be submitted under separate cover)

By: \_\_\_\_\_

Date: \_\_\_\_\_

Canton Public Schools  
Canton, Massachusetts  
Office of the Superintendent of Schools  
960 Washington Street  
Canton, MA 02021

Educational Child Care  
at the Marilyn G. Rodman Education and Administration Center,  
960 Washington Street,  
Canton, MA 02021

And

School Age Enrichment Program  
At the William H. Galvin Middle School  
55 Pecunit Street  
Canton, MA 02021

**ADDENDUM I**  
March 3, 2020

The following are the questions and answers to questions received through Friday, February 28, 2020:

**Question 1**

Will you consider moving the Pre-K to the Pre-School portion of the RFP as opposed to lumping it in with the Before and After-School Program, as this is more in line with Department of Early Education and Care licensing practices.

**Answer – Question 1**

There are preschool classrooms in both locations. Demand from the Canton community appears to warrant it. There is not enough space at the Rodman Building to combine both programs in the Rodman.

**Question 2**

If not, will you accept proposals that only provide Before and After-School programming.

**Answer – Question 4**

Yes, although both the before and after school program and the pre-K program would have to coordinate their space needs while operating in the modular classrooms.

<b>FY20 Special Education Reserve Request Analysis</b>		
<b>Preliminary Estimate</b>		<b>7/15/2020</b>
FY20 Operating Budget Negative Balance		-\$457,559
Addition Spending/YE Adjustments		-\$75,000
Adjusted - FY20 Operating Budget Negative Bal.		-\$532,559
Offsets		
Covid Transfers to Cares Act		\$32,539
Preschool		\$100,000
Total Transfer Before Special Ed. Reserve		\$132,539
Adjusted - FY20 Operating Budget Negative Bal.		-\$400,020
Spec Ed Reserve Transfer		\$400,020
FY20 Operating Budget Balance		\$0
<b>Circuit Breaker (CB) Reconciliation</b>		
Beginning of FY		\$1,837,042
CB Receipts*		\$2,438,009
Total CB Available		\$4,275,051
CB Used		\$2,000,000
CB Balance - EOY		\$2,275,051

<b>FY20 Special Education Reserve Request Analysis</b>		
<b>Preliminary Estimate</b>		<b>7/15/2020</b>
<b>Spec. Ed. Reserve Fund Reconciliation</b>		
Beginning of FY		\$0
Appropriation		\$700,000
Available Funds		\$700,000
Expenditure		\$400,000
Balance - EOY		\$300,000
<b>Note:</b>		
FY21 Special Education Reserve Fund appropriation is \$500,000.		
Balance to begin FY21 is \$800,000.		

# CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller  
*Superintendent of Schools*



Patricia Kinsella  
*Assistant Superintendent*

Debra L. Bromfield  
*Director of Student Services*

960 Washington Street, Canton, MA 02021  
Telephone: 781-821-5060  
Fax: 781-575-6500  
www.cantonma.org

Barry S. Nectow  
*School Business Administrator*

To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

TO: Dr. Jennifer Fischer-Mueller, Superintendent of Schools  
FROM: Barry Nectow/Brian Lynch  
SUBJECT: Disposition of Surplus Property  
DATE: June 16, 2020

I hereby declare the following item(s) as surplus and request disposition as per School Committee Policy DN:

<u>Quantit</u> <u>y</u>	<u>Item Description</u>	<u>Age</u>	<u>Condition</u>	<u>Reason for Surplus</u>	<u>Check</u> <u>Here if</u> <u>Valued for</u> <u>\$500 or</u> <u>More</u>
	✓ SEE ATTACHED				
1		7 10yrs	Good	Duplicate	

(Please attach extra sheets if needed)

Josh Fagel  
Administrator

Do Not Write Below  
Disposition Action:

\_\_\_\_\_ Transfer to other school or town department

\_\_\_\_\_ Sold Price: \_\_\_\_\_ Purchaser: \_\_\_\_\_

\_\_\_\_\_ Disposal

\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools

*The Canton Public Schools does not discriminate on the basis of race, color, religion,  
national origin, sex, gender identity, sexual orientation, age, disability or homelessness.  
Equal Opportunity Employer (EOE)*

The grinding machine is used to finish workpieces, where the grinding head is applied to stones or metals. The pedestal mount two stone grinder is a duplicate and the other is sparingly used within the practical Art curriculum. The grinder measures 10" <sub>w</sub> x 12.4" <sub>L</sub> x 30" <sub>H</sub>. New grinders are valued at or near \$100. Retired CHS educator, Kirk Pantos, has respectfully requested to acquire this instrument.

Best,

Josh Fogel

CHS Assistant Principal



# Remote Learning Survey Results:

Spring 2020  
Staff and Families

July 16, 2020

School Committee Presentation



# Survey Results Data

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## Staff Survey

198 Respondents

## Family Survey

722 Respondents  
1,101 Students

## **Additional contextual data sources**

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- Educator Forums
- Principal interviews



# Staff Survey



July 16, 2020

# Sections by Level: PreK-5, GMS, CHS

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Technology/Devices

Technology/Support

Communication

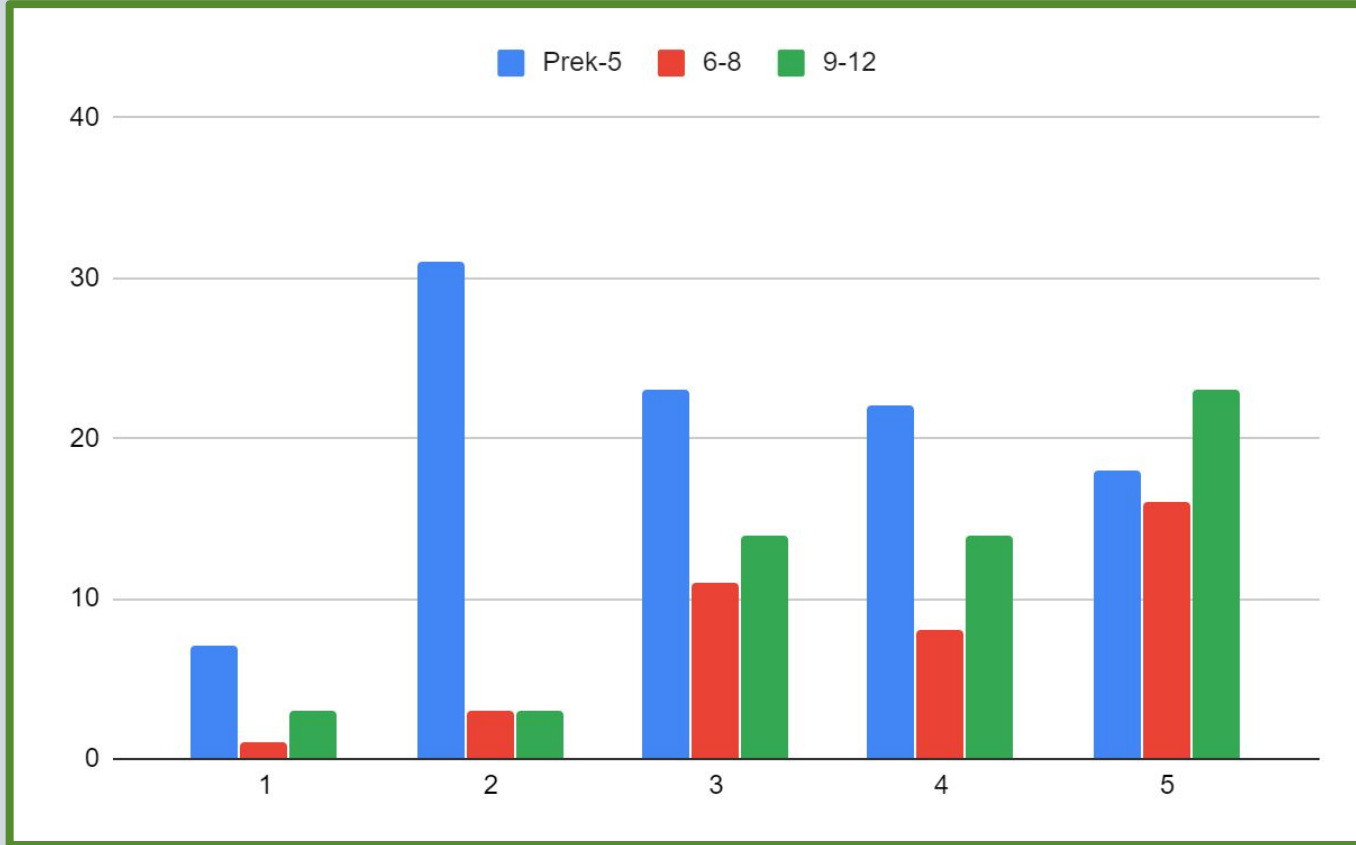
Resources and Software

The Staff Experience

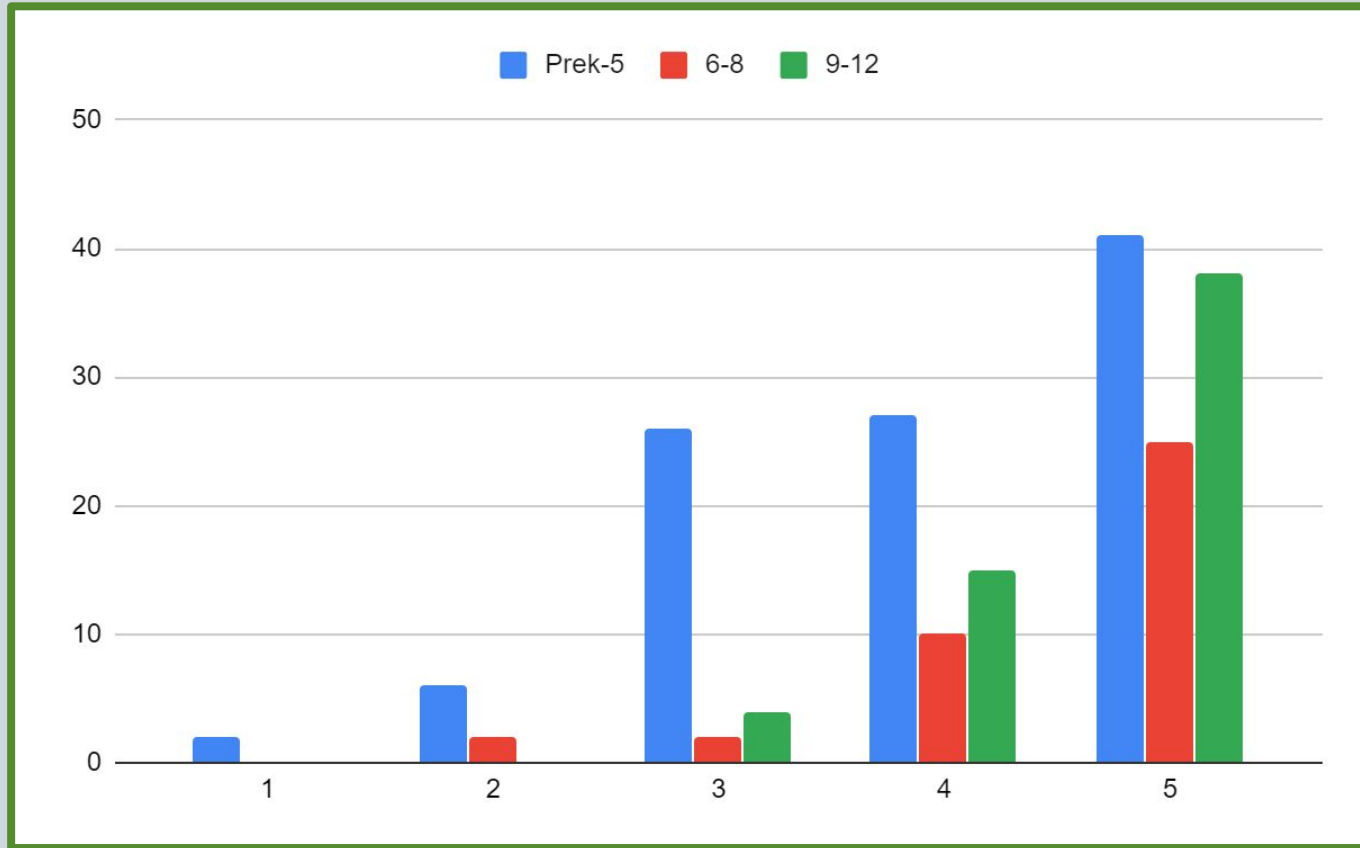
# Technology/Devices

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# Technology as an essential tool in the classroom; before school closure



# Technology as an essential tool in the classroom; after school closure



# Device Takeaways

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- Teachers utilized what they had, and there are real needs
- Communication was incredibly difficult being remote and needing to speak with families
- Teachers realize how technology can be an essential and effective tool in teaching and learning; we need to capitalize on the momentum

# Technology Support

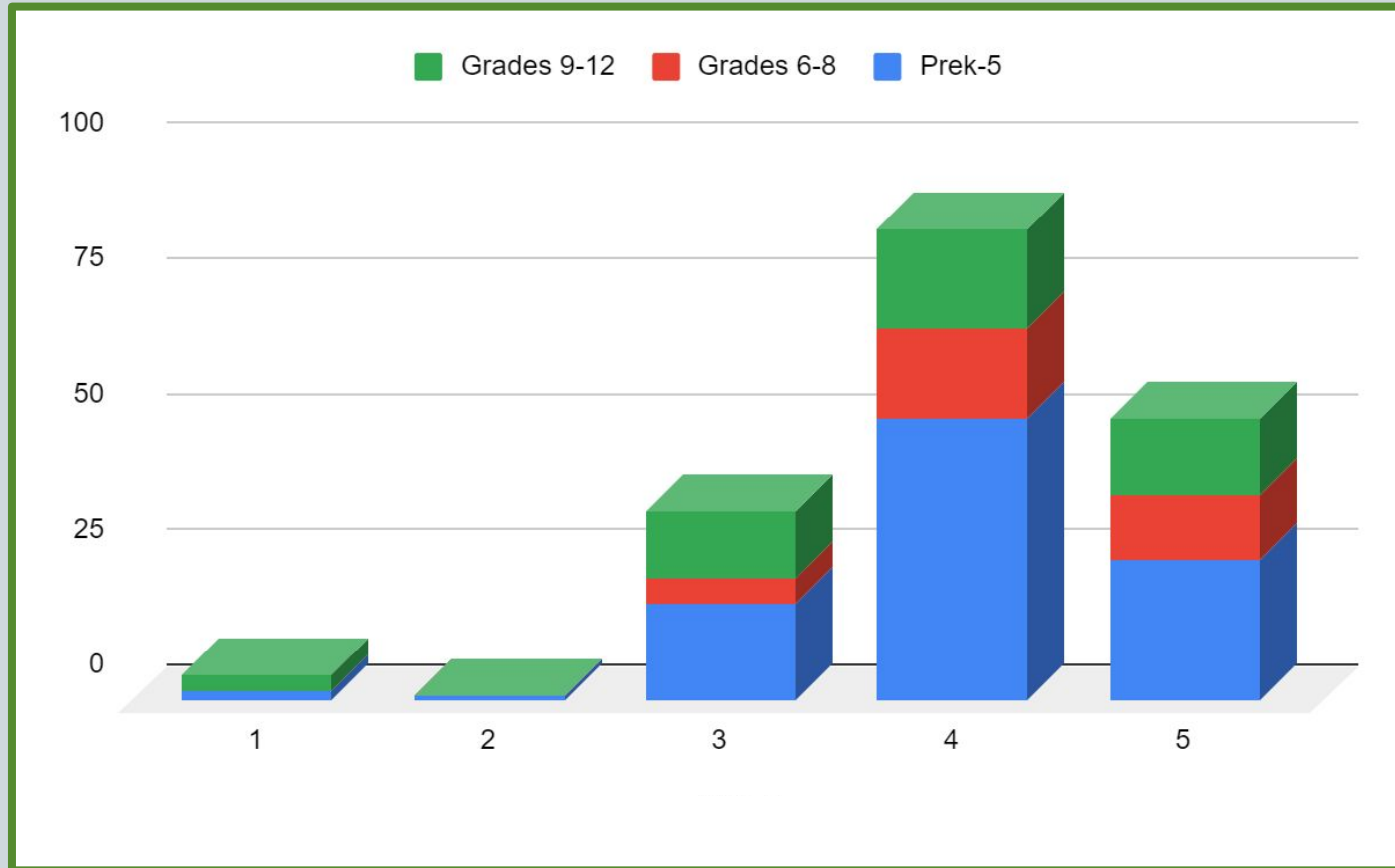
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# Our Technology Support “Strategy”

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- Created a help email for staff and families;  
[cpstechhelp@cantonma.org](mailto:cpstechhelp@cantonma.org)
- Provided virtual direct instruction and support of various topics; specifically Google Classroom, Zoom, Google Meet and many more
- Provided drop in sessions for staff
- Provided scheduled 1:1 support
- Created the [CPS Educator Resource and Training Center](#)
- Answered direct reach out from staff, students, and families

# How effective were the technology team's support strategies?



# Technology Support Takeaways

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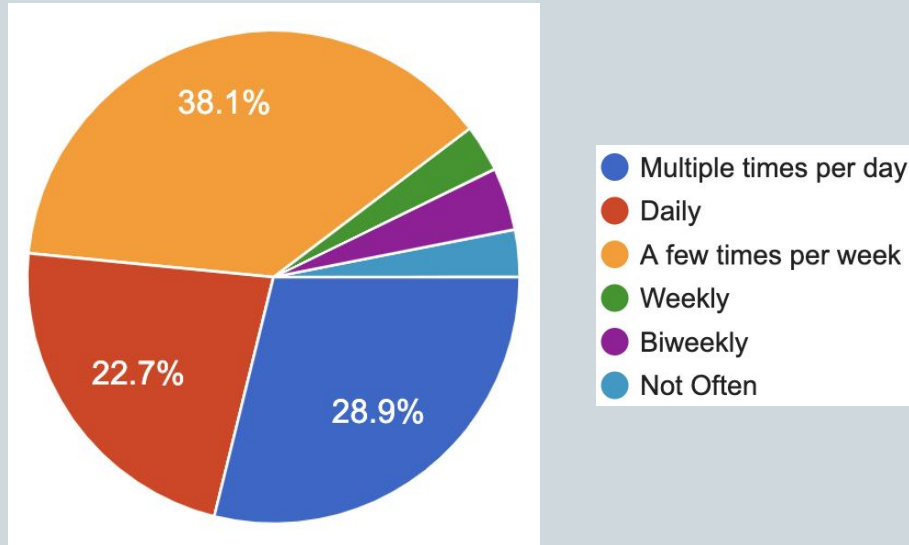
- Given the timeline and the immediate pivot, educators felt that the support provided was solid, but we can do better
- Need to diversify and differentiate the offerings
- Need to stagger trainings throughout the day and offer evening options
- Need to better prepare staff and students
- Lots of great suggestions and new thinking

# Communication

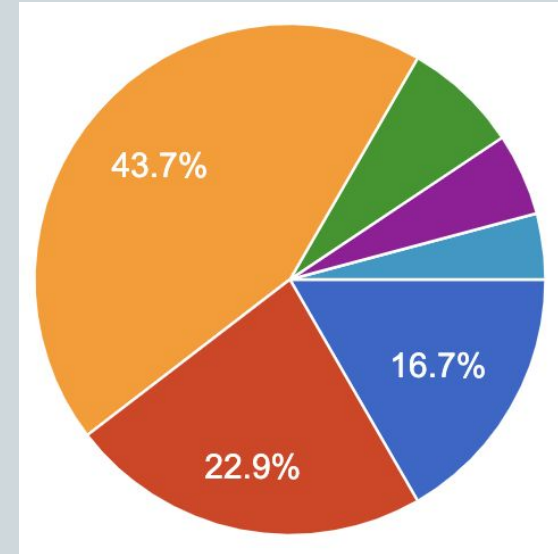


# PreK-5

How often did you offer video communication?

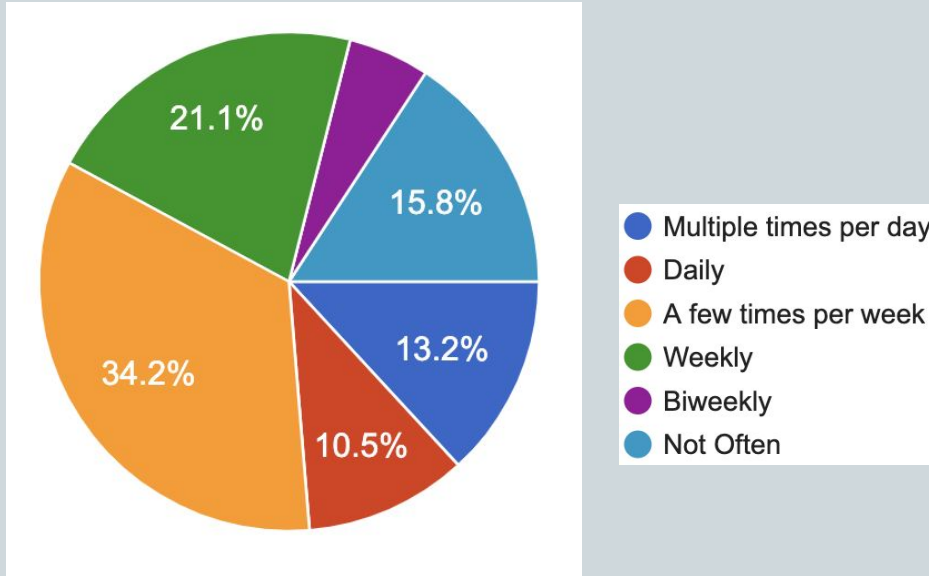


How often did students engage in video communication?

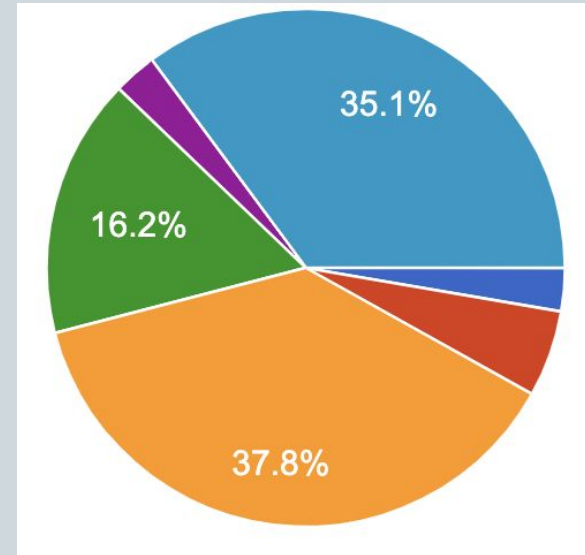


# GMS

How often did you offer video communication?

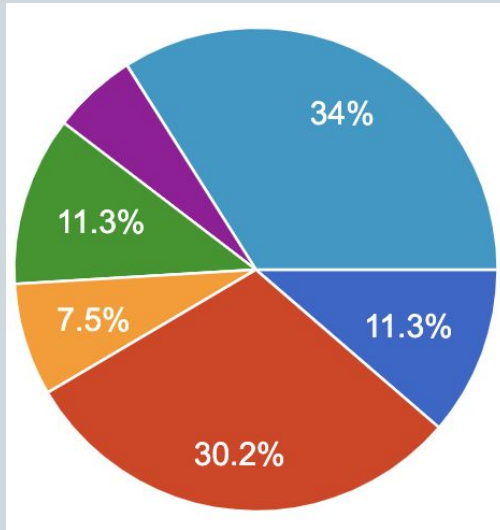


How often did students engage in video communication?

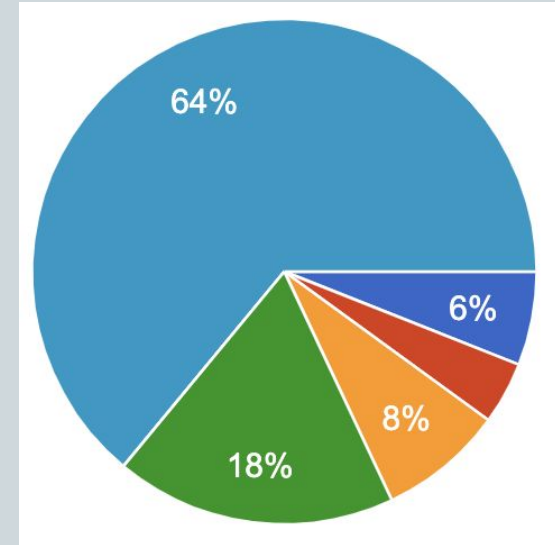


# CHS

How often did you offer video communication?



How often did students engage in video communication?



# Challenges for the educator?

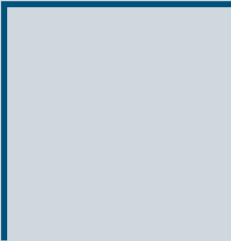
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- Technology Tools
- Keeping a regular schedule
- Childcare concerns
- Collaboration with other staff
- Access to tools, materials, and info
- Physical workspace

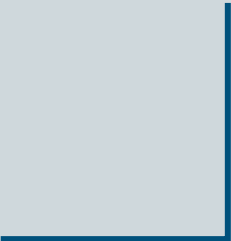
# The Overall Experience

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- Educators rose up and learned a great deal from this experience. They were challenged to grow, adapt and performance in an entirely different environment. Moved out of their comfort zone
- Placed great value on caring for students, connecting with families and pushing their thinking. Missed school greatly -- “seeing students” is the spark for an educator
- A call for a higher standard regarding expectations, conditions of learning, consistency and engagement
- Lack of accountability of students was a concern
- Willingness to keep learning and desire for readiness in the fall



# Family Survey



Sections by Level: PreK, K-2, 3-5, GMS, CHS

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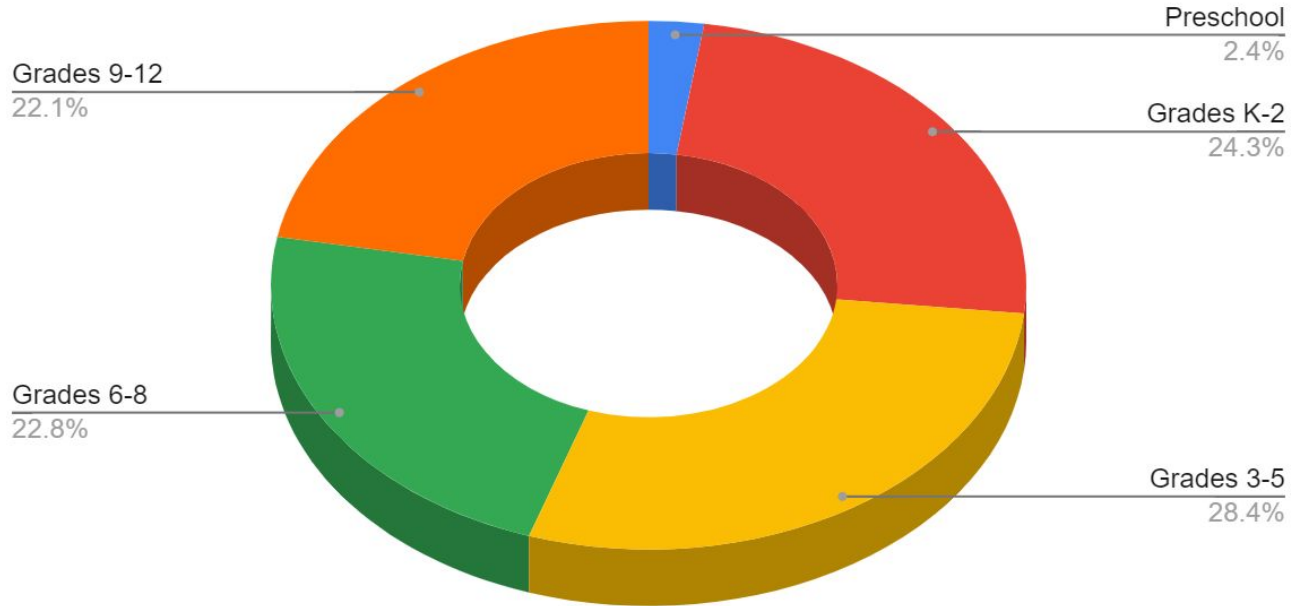
Remote Learning Student Experience

Remote Learning Family Experience

Communication

Planning for Fall

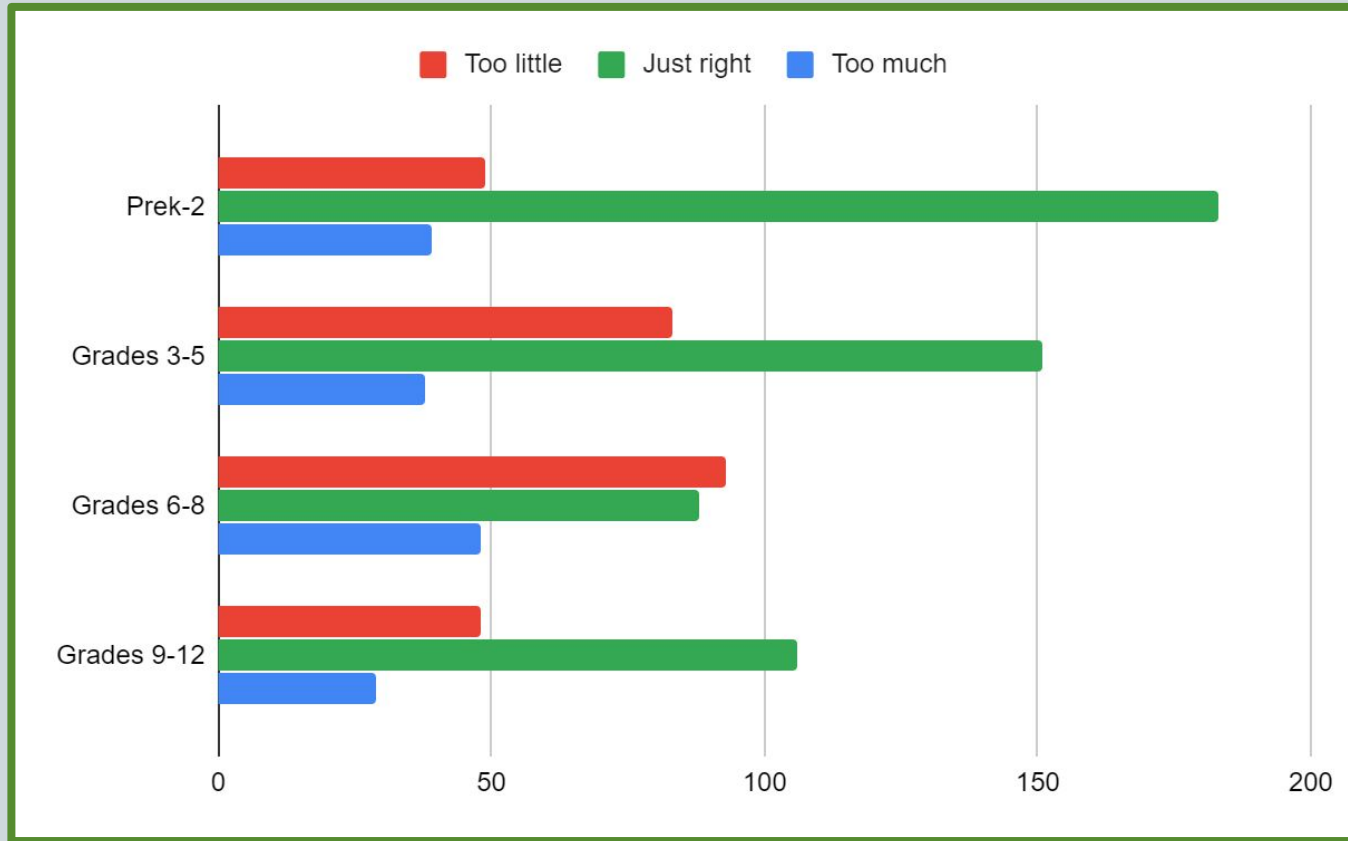
# Grades Span of Student Data



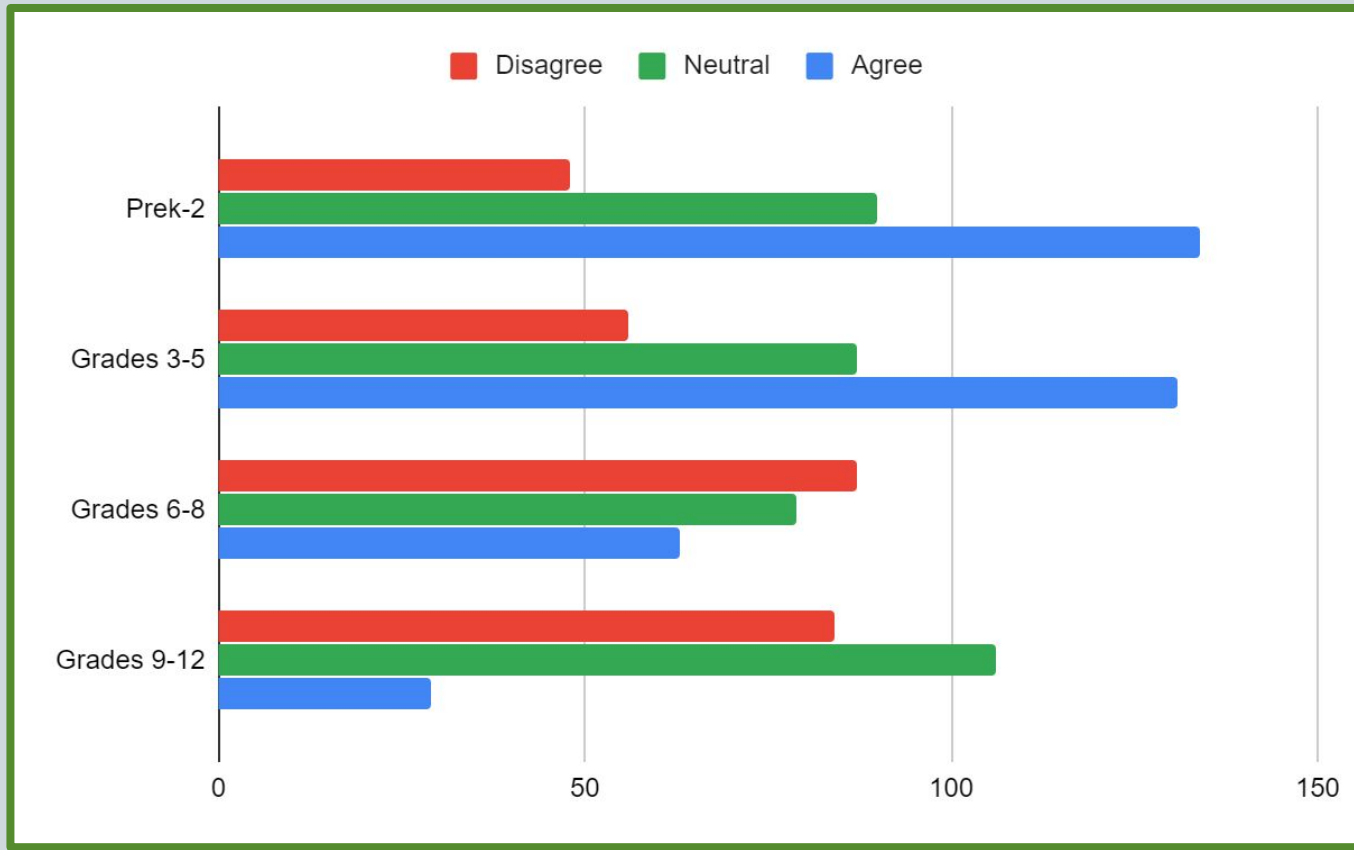
# Remote Learning Student Experience



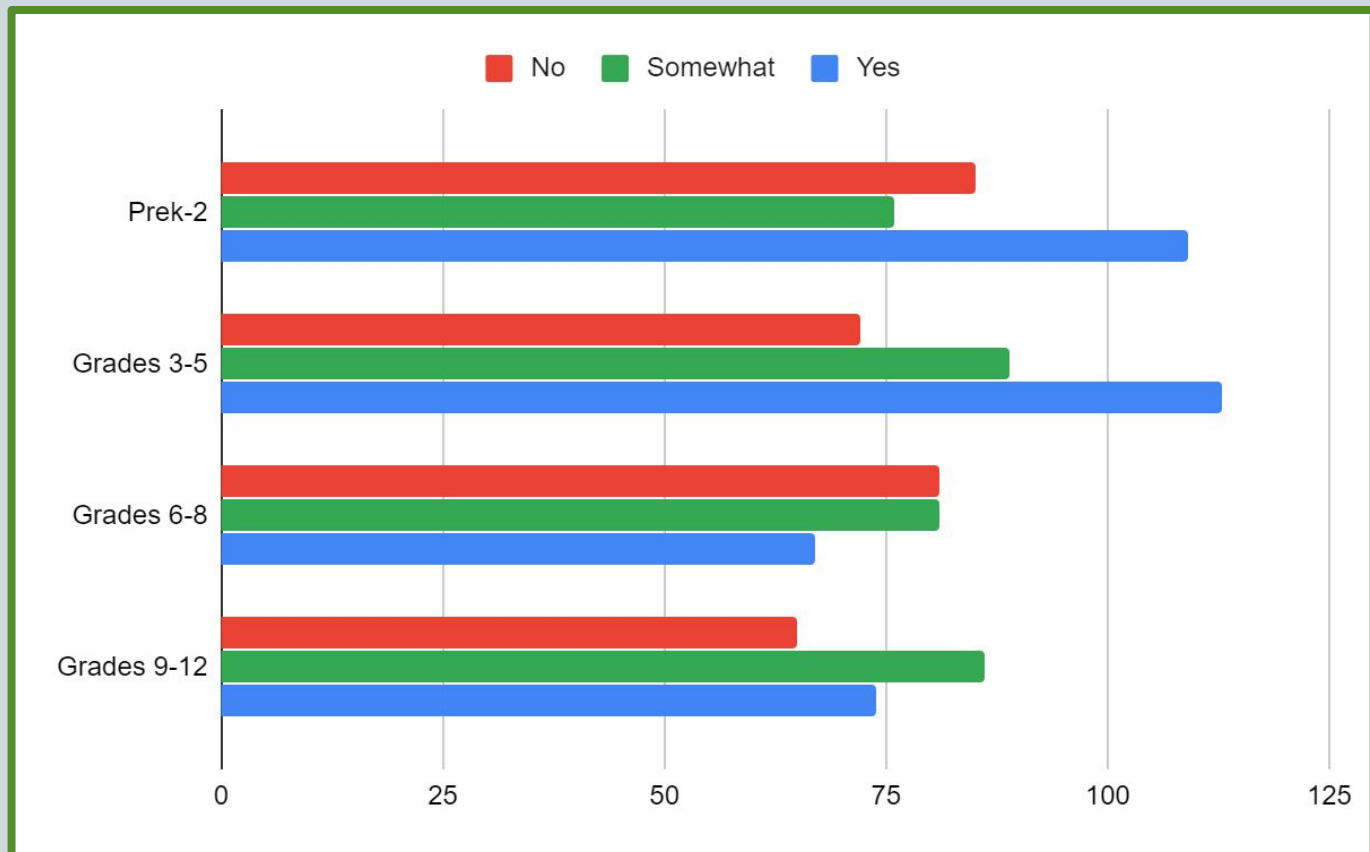
# Overall, the remote learning activities/assignments were:



# My child feels connected to school through teacher interactions



# Was your child comfortable asking their teacher for help when they didn't understand something?

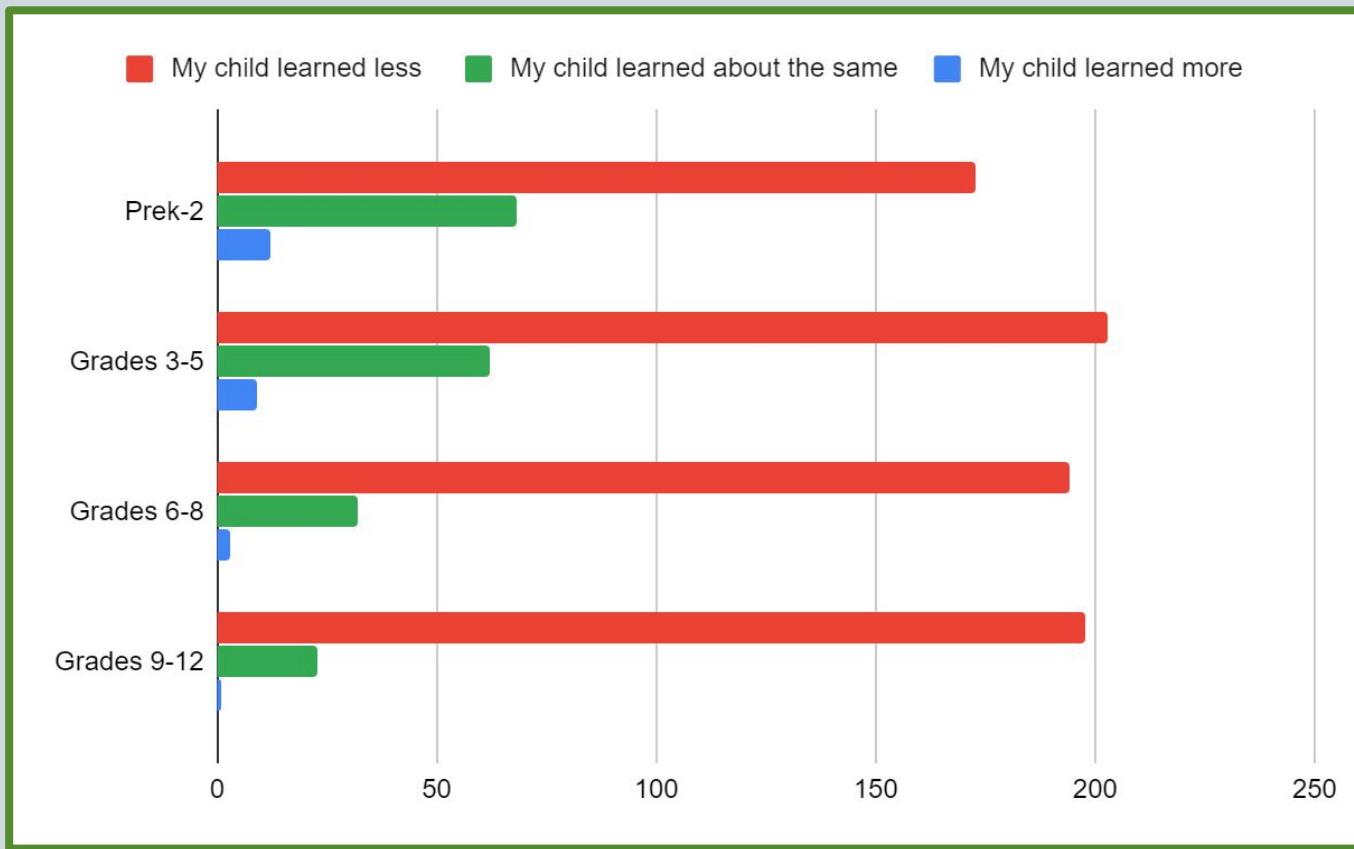


# The remote learning strategies that worked best for my child were (top 5)

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- A set daily activity schedule
- Live video instruction
- Self-paced projects and assignments
- Online learning software and apps
- Live video conferencing check ins

# To what degree do you believe your child learned during remote learning?



## Benefits your child experienced

- Development of technology skills and navigating different learning apps and platforms
- Independence and self reliance
- Time Management
- Adjusting to change
- Communicating through a variety of means

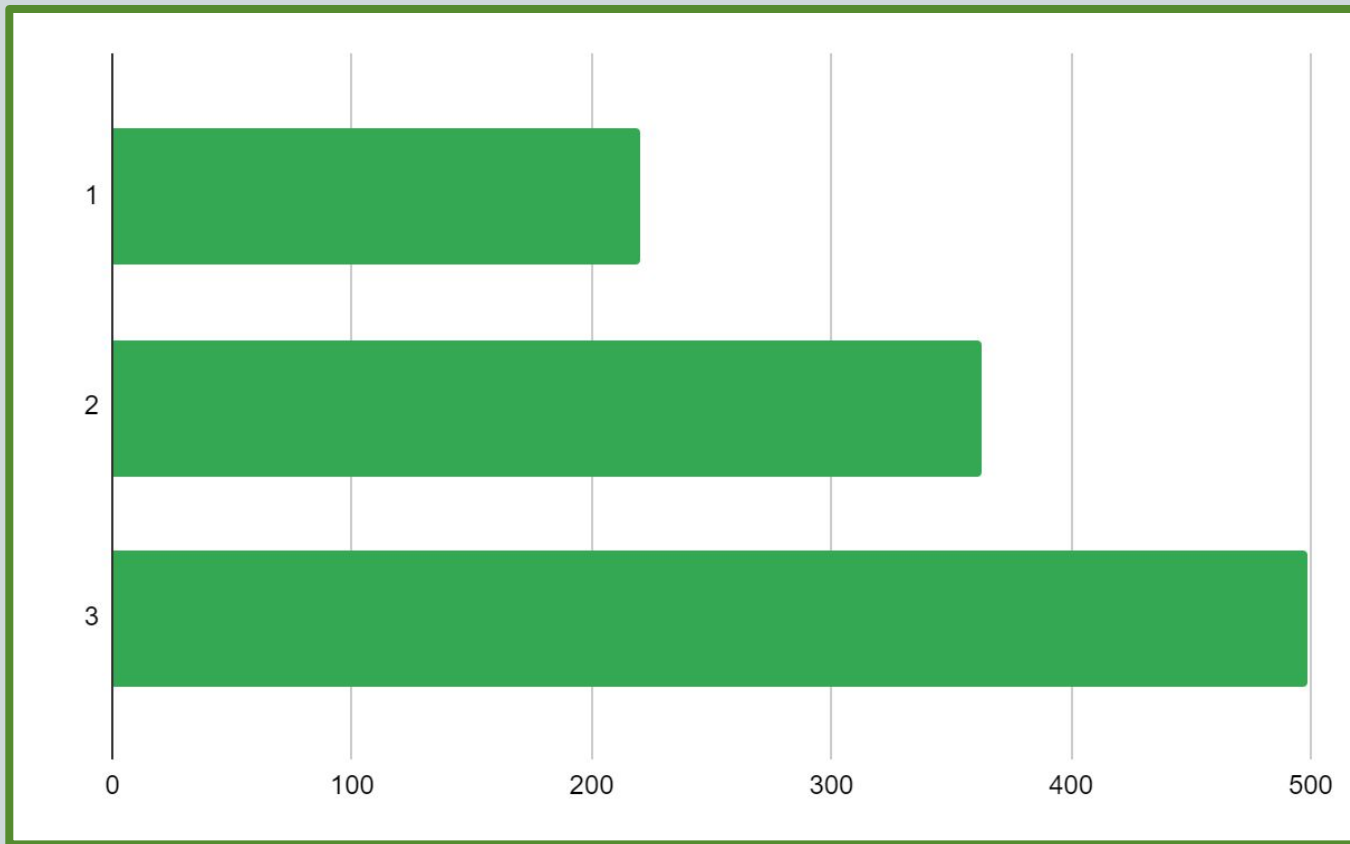
## Challenges your child experienced

- Lack of live teaching and learning
- Disconnected with school, peers, teachers
- Lack of structure and routine
- Low motivation and minimal feedback
- Learning new apps and platforms

# Remote Learning Family Experience



# The expectations of remote learning have been manageable for our family (1- disagree/3-agree)



## **As a parent/guardian, what are your biggest concerns and challenges about remote learning?**

---

- The effects of social isolation on my child
- The need for live instruction
- Motivating my child to do the work
- Amount of screen time for my child
- Juggling remote learning while working

# What was your overall feedback on Remote Learning?

## PreK-5

“Our son’s teachers did a really nice job communicating expectations and helping us....to figure out lessons.”

“There was a lot of work required by parents, which is extremely hard to manage with two working parents and multiple children at home.”

“I think my child suffered most socially.”

“It is a challenge when you have to work and help your student with remote learning.”

“If remote learning is going to continue, you need to make sure there is live instruction.”

“I feel we were very lucky to have the teachers we had this year”

“The lack of structure was problematic. He needs more direct instruction from the teacher.”

---

# What was your overall feedback on Remote Learning?

## GMS

"My child requires structured learning. While his particular team was fantastic in both group and personal work, my child did not adapt well to the lack of structure that online work lends itself to."

"The stress of the workload and isolation wore on him as the weeks went by."

The teachers did a great job under the most unusual of circumstances. We have no complaints. But--there's no real comparison between online and in the classroom."

"Expectations were clear, they were just too low."

"It was mostly busy work with no real advancement of learning new skills/concepts"

"It seems assumed that kids will learn on own....They could have broken the day up into shorter two-hour segments..."

"It is a challenge when you have to work and help your student with remote learning."

"My biggest concern is the lack of online instruction. There really was none. My son is a great student but he thrives from the class discussions and teacher presentations."

# What was your overall feedback on Remote Learning?

## CHS

"I understand it was a difficult time and the teachers were amazing but it was a horrible way for a child to learn and I hope he never has to be taught that way again."

"I have observed very limited feedback....it was a missed opportunity for a some coaching/dialogue that would have helped her develop her skills."

"No interaction with teacher, no interaction with other students. This is not just virtual, it's completely on your own....I am very concerned about the fall."

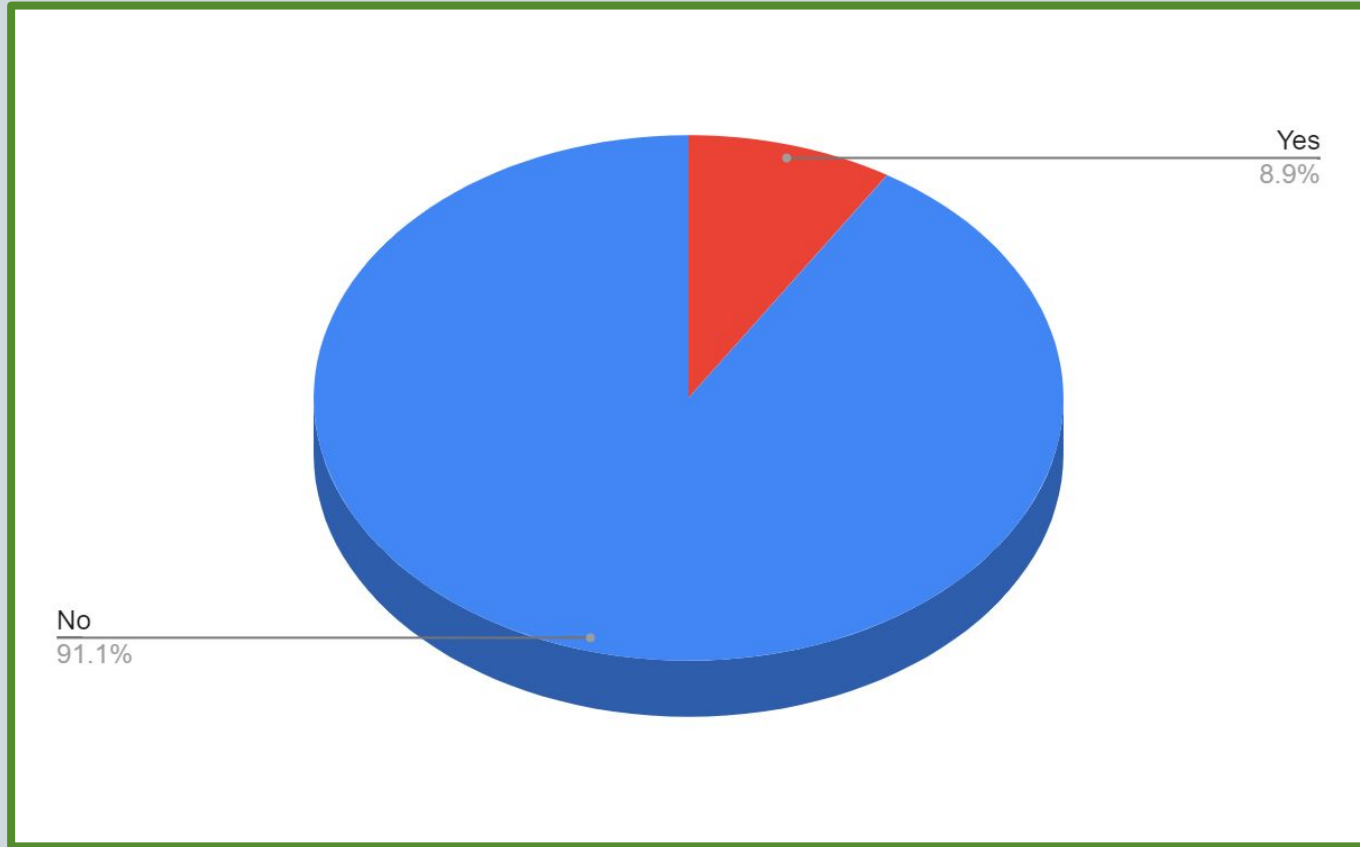
"Social connection and conversation were sorely missed. The office hours were a poor substitute for dialogue...and shared experiences were absent. This is understandable considering how quickly the team was forced to modify, but I would hate for us to either omit those elements from next year's schooling."

"Disappointed" by lack of face-to-face interactions. "It would have been nice to have had mandatory class time where students can engage more."

"There were no synchronous lessons, office hours, or instruction offered at the HS level. It was quite frustrating... We need structure and live instruction/classes."

"My child seemed to do very well academically with remote learning. [But] this type of learning can never replace the benefit of in person interaction in a school classroom."

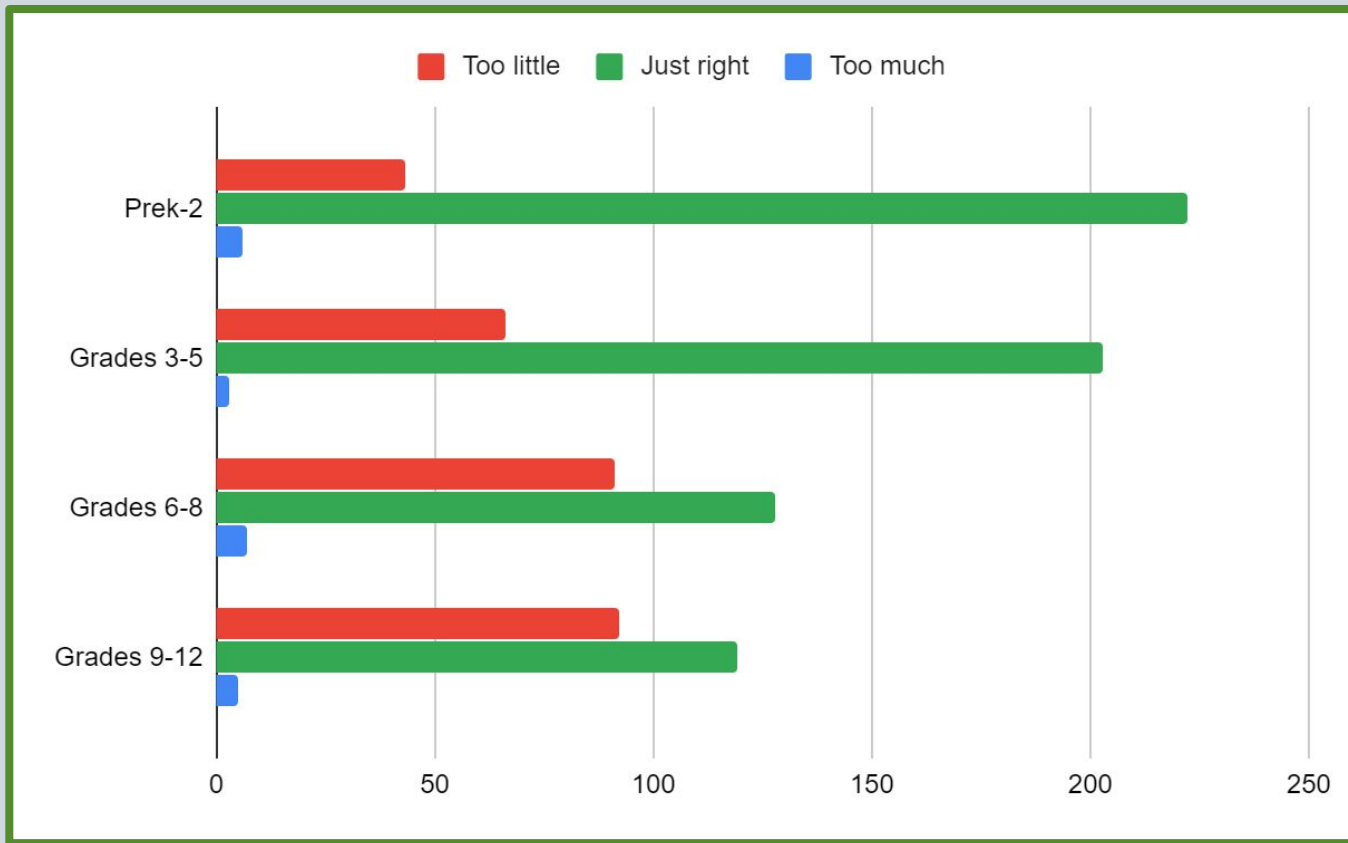
# Did you have any concerns with internet access during remote learning?



# Communication



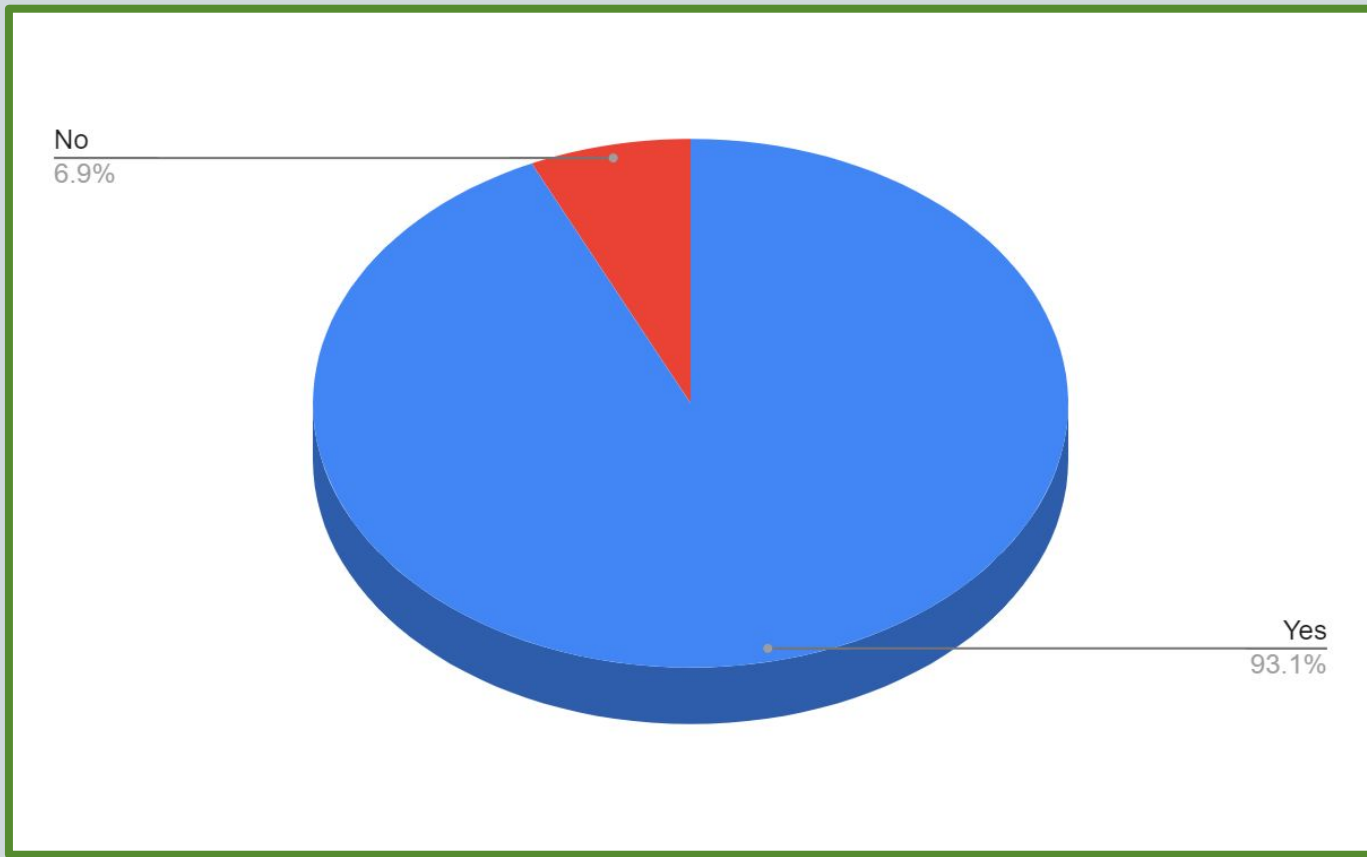
# During remote learning, communication with my child's teacher was:



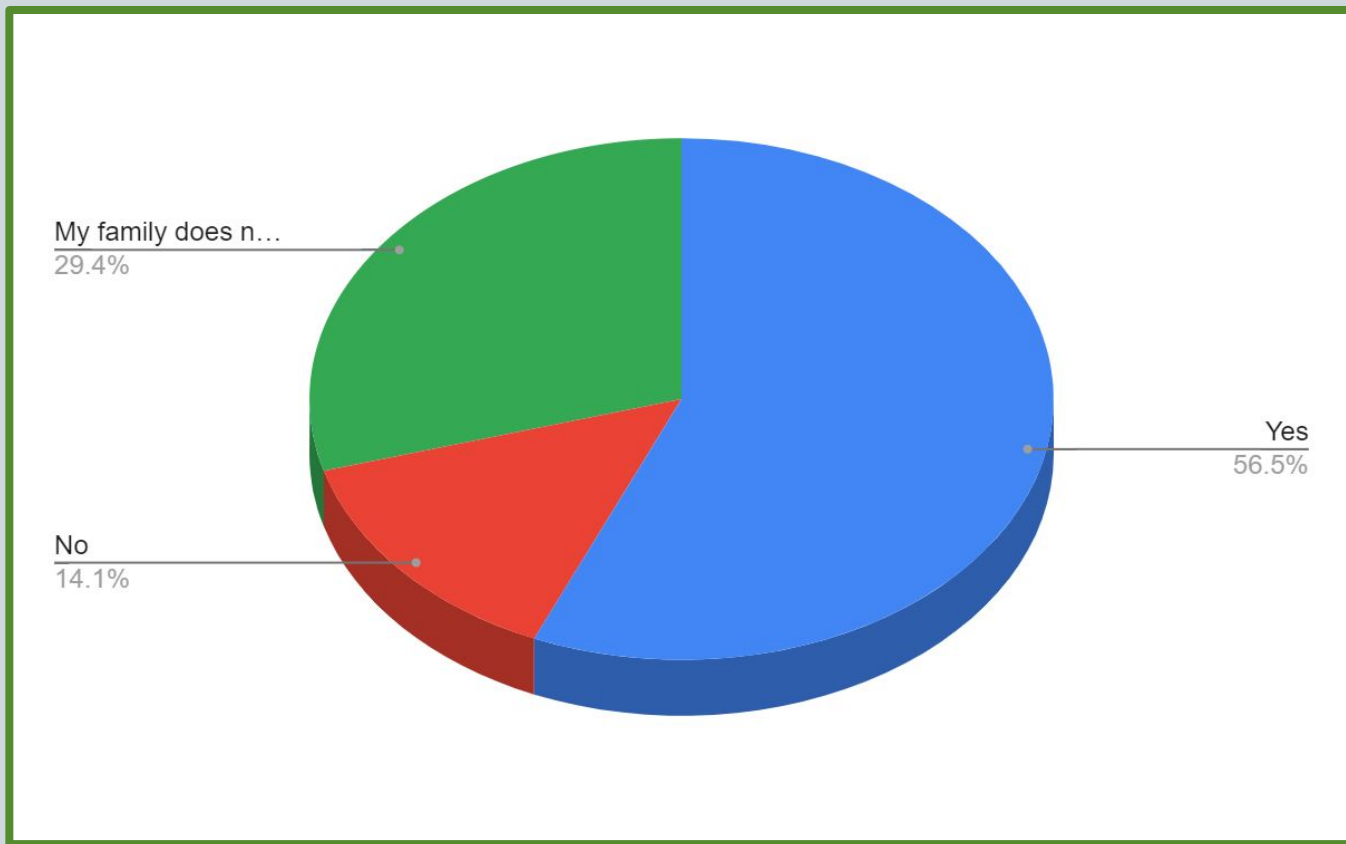
# Planning for Fall

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**Regardless of the structure, if all recommended and mandated safety precautions are in place, do you intend to send your child to school in the fall?**



**Regardless of the structure, if your children ride the bus and all recommended and mandated safety precautions are in place, do you intend to use the district-provided bus transportation?**



# Overall Analysis



# Key Takeaways

- Live instruction by the teacher
  - Rigor and advancing the curriculum
  - Structure and routines to the school day
  - Special education services
- Social isolation
  - Student and parent/guardian communication with teachers
  - Accountability, grading, feedback
-

# Moving Forward

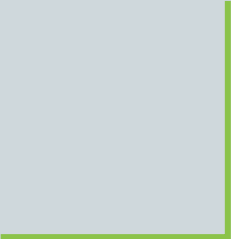
- Reimagining and Redesigning Remote Learning 2.0
- Developing the Commitments for the Conditions for Learning
- Developing the Conditions for Learning



# **Overview of Models for Reopening Schools**

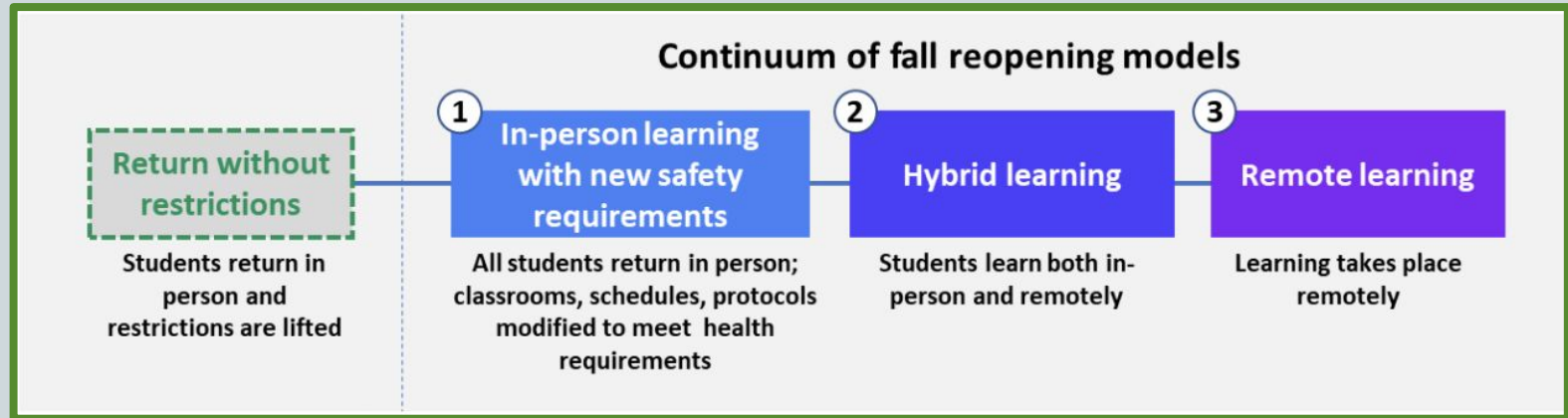


Presentation for School Committee  
July 16, 2020



# School Committee Approval

1. The model for reopening schools September 2020
2. Commissioner's required plan of models



# Commitments

- Student and staff safety
  - Equity and advancing excellence
  - Rigorous, high quality teaching and learning
  - Students' authentic sense of belonging and joy
- Communication and collaboration with stakeholders
  - Continuous improvement and reflection
  - Adaptive and innovative approach
-

# Creating the Conditions for Learning

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- Safety
- Teaching and Learning
- Social Emotional Supports
- Structural Supports for Students
- Technology and Digital Learning System

# Technology and Digital Learning System

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- Devices- Staff and Students
- Technology System
- Software and Learning Tools

# Cleaning and Collaboration Wednesdays

- Students Learning at Home
- Educator Collaboration for Instructional Design / Curriculum Review and Calibration
- Supported by Canton Safety and Health Officials
- Weekend Cleaning
- Disinfecting Separation Rooms

# Models for Reopening



# Model 1.1: Full return to in person school with 6'

Social Distancing	6' for students, 6' for staff
Avg Class Size	Elementary: 14, GMS and CHS: 16
Facility Impact	All spaces need to be re-organized to remove excess furniture and materials Need 35 new teachers and classrooms at Elementary, GMS TBD, 19+ FTEs and additional classrooms/spaces at CHS
Personnel	Heavy staffing needs: Teachers, Counselors, Ed Assistants, Custodians, School Aides
Transportation	3 tiers of buses, 2 loops per tier (impacting start/end times)
Food Services	Students eat in classrooms, longer transition times for meal service due to social distancing requirements

## Model 1.1: Full return to in person school with 6'

Strengths of this model (+)	Challenges of this model (-)
<ul style="list-style-type: none"><li>• All students benefit from in school instruction</li><li>• Minimizes risk of social isolation for all students</li><li>• 6' of social distancing</li></ul>	<ul style="list-style-type: none"><li>• Classrooms will need to be cleared out to allow for 6" social distancing</li><li>• Hygiene Routines and Transitions within the building will take more time with larger groups of students</li><li>• Additional sections/homerooms will need to be created, resulting in staffing needs and space concerns</li><li>• High volume of students passing in hallways at GMS and CHS</li><li>• Budget impact due to additional transportation and staffing costs</li></ul>

## Model 1.2: Full return to in person school with 4.5'

Social Distancing	4.5' for students, 6' for staff
Avg. Class Size	Elementary: 24, GMS and CHS: 24
Facility Impact	No additional classrooms needed All spaces need to be re-organized to remove excess furniture and materials
Personnel	Moderate staffing needs: Counselors, Ed. Assistants, Custodians, School Aides
Transportation	3 tiers of buses, 2 loops per tier (impacting start/end times)
Food Services	Additional space needed to ensure 6' without masks while eating, longer transition times for meal service due to social distancing requirements

## Model 1.2: Full return to in person school with 4.5'

### Strengths of this model (+)

- All students benefit from in school instruction
- Minimizes risk of social isolation for all students

### Challenges of this model (-)

- Classrooms will need to be cleared out to allow for social distancing
- Hygiene routines and transitions within the building will take more time with larger groups of students
- High volume of students passing in hallways at GMS and CHS
- Budget impact due to additional transportation and staffing costs
- Some sections at CHS and GMS may be less than 4.5' social distance due to larger class size
- Need additional spaces for lunch, due to no masks and less than 6'

## Model 2: Hybrid 50/50

Social Distancing	6' for students, 6' for staff
Avg Class Size	Elementary: 14, GMS and CHS: 16
Facility Impact	No additional classrooms needed All spaces need to be re-organized to remove excess furniture and materials
Personnel	Less than All-In staffing needs: Custodians, Ed. Assistants and School Aides
Transportation	Traditional busing model of 3 tiers of buses, 1 loop per tier
Food Services	Students eat in the classroom Some students at home will receive meal delivery Impact on food service budget

## Model 2: Hybrid 50/50

### Strengths of this model (+)

- All students have some time in school
- Less students in the physical space at one time
- Traditional busing model due to reduction in the number of students in school

### Challenges of this model (-)

- Some students In-School and some students At-Home at the same time
- Parents/Families need to provide child care during at home learning

# Hybrid 50/50 Model Options

Model 2: Hybrid 50/50	Mon.	Tues.	Wed.	Thurs.	Fri.
In-School	A	B	All students learning at home	A	B
At-Home	B	A	All students learning at home	B	A

Model 2: Hybrid 50/50	Mon.	Tues.	Wed.	Thurs.	Fri.
In-School	A	A	All students learning at home	B	B
At-Home	B	B	All students learning at home	A	A

Model 2: Hybrid 50/50	Mon.	Tues.	Wed.	Thurs.	Fri.
In-School	A	A	All students learning at home	A	A
At-Home	B	B	All students learning at home	B	B

# Model 3: Remote Learning 2.0

Social Distancing	None required
Avg Class Size	Elementary: 24, GMS and CHS: 24
Facility Impact	Facilities closed
Personnel	Minimal staffing needs
Transportation	No transportation needed
Food Services	Prepare meals for delivery on Monday/Wednesday schedule

## Model 3: Remote Learning 2.0

### Strengths of this model (+)

- Minimal risk of virus spread
- Consistent experience for students and teachers
- Access to new tech tools supports improvements in Teaching and Learning

### Challenges of this model (-)

- Impact of social isolation on child development
- Difficult for parents

# Next Steps

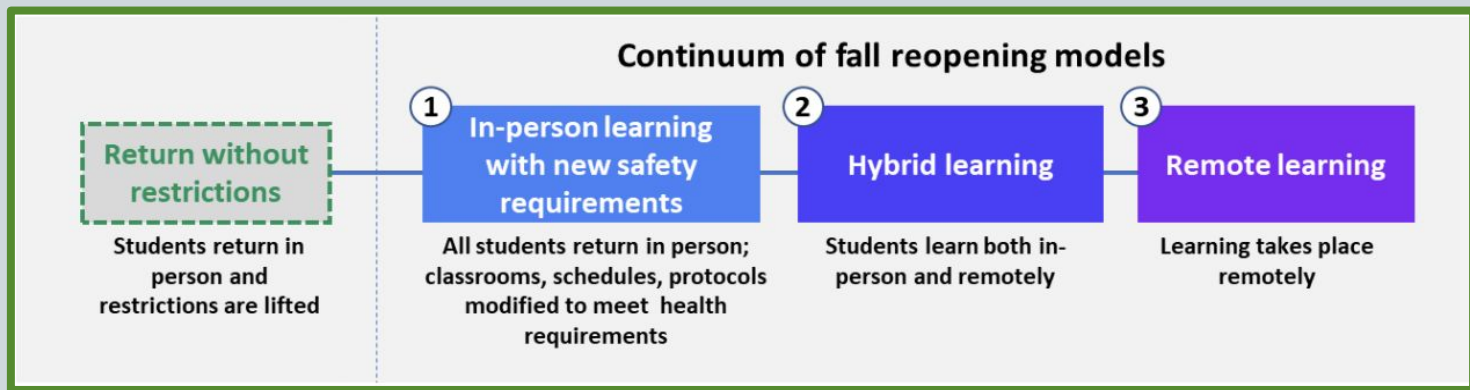
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- Series of surveys and ongoing communication
- Working groups with educators
- Principals planning for models
- Impact bargaining with CPS Unit A and Unit E
- Revisit the district calendar and student start date
- Further sharing and development of details

# Next Steps

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1. The CPS model for reopening schools September 2020 (“... *not until early August*”)
2. *Preliminary Reopening Plan July 31; Comprehensive Plan August 10*



—

## NON-DISCRIMINATION AND HARASSMENT

The Canton Public Schools ("District") does not discriminate against students, parents, employees, or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. The Canton Public Schools are also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. The District also does not discriminate against students on the basis of homelessness in a manner consistent with the requirements of the McKinney-Vento Act.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to the inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, age, disability, or homelessness.

In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish a grievance procedure for addressing reports of discrimination and/or harassment under the protected classes identified in this policy. The grievance procedure shall identify the name, office address, and telephone number for the compliance officer for the above-referenced statutes and this policy. The grievance procedure shall be published in each student handbook and be made available on the District's website.

If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, or disability, their complaint should be registered in accordance with the District's grievance procedures for discrimination and harassment.

LEGAL REFS.: Title VI, Civil Rights Act of 1964; Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Executive Order 11246, as amended by E.O. 11375; Equal Pay Act, as amended by the Education Amendments of 1972; Title IX, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Individual with Disabilities Education Act; M.G.L. 71B:1 et seq. ~~(Chapter 766 of the Acts of 1972)~~  
M.G.L. 76:5; ~~Amended 201~~; 603 C.M.R. 26.00; 603 C.M.R. 28.00  
**M.G.L. 151B:1 et seq. and 151C:1 et seq.**

## NONDISCRIMINATION, TITLE IX, CHAPTER 622 AND SECTION 504

Title IX states "No person in the United States shall, on the basis of sex, be excluded from participation, in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Chapter 622 states, "No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on accounts of race, color, sex, religion, national origin, sexual orientation, or homelessness."

Section 504 of the Rehabilitation Act of 1978 states "No person shall be excluded from or discriminated against in any educational programs or activities or in employment on the basis of handicap."

Any person who feels his or her rights have been violated under any of these provisions may forward complaints/concerns to:

Title IX, Chapter 622, and Section Compliance Officers may be contacted via phone (781) 821-5060 or in writing to: Compliance Officer, 960 Washington Street, Canton, MA 02021.

Any principal who receives reports of alleged violation of any of these laws either written or verbal shall put them in writing within 48 hours and forward them to the appropriate Compliance Officer and the Superintendent of Schools.

Except as otherwise provided in the District's grievance procedure, the Compliance Officer shall investigate all complaints within ten (10) school days with care taken during the investigation to ensure that due process is observed.

Except as otherwise provided in the District's grievance procedure, the Compliance Officer shall submit a written report to the Superintendent upon completion of the investigation. If a complaint is deemed actionable, the Superintendent shall take steps to correct the violation.

The District shall provide for the right to confidentiality of both of the complainant, the alleged target, alleged aggressor and witnesses to the extent practicable given the District's obligation to investigate and address complaints of discrimination and of the accused will be respected during any investigation and the Canton Public Schools will not tolerate retaliation against any person who reports an alleged violation of Title IX DC, Chapter 622 or Section 504.

Please be advised that Canton School System operates in compliance with the above-mentioned regulations.

Students who feel that they have been discriminated against should make a written complaint to the Title IX Coordinator for the Canton School System.

## NONDISCRIMINATION ON THE BASIS OF SEX

The Canton Public Schools, in accordance with Title IX of the Education Amendments of 1972, declares that the School System does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The Canton Public Schools will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Superintendent of Schools will designate an individual to act as the School System's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

LEGAL REFS.: Title IX of the Education Amendments of 1972  
~~34 CFR 106.45 CFR, Part 86, (Federal Register, 6/4/75)~~  
Title VII, Civil Rights of 1964, as amended by the Equal Employment Opportunity Act of 1972  
~~M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)~~  
~~Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78~~  
~~Board of Education 604 CMR 26:00~~  
M.G.L. 151B:1 et.seq. and 151C:1 et.seq.

Approved:  
Reviewed:  
Revised:

**HARASSMENT POLICY****I. General Statement of Policy**

The Canton Public School System maintains a firm policy to provide a safe learning environment that is free from any form of harassment. Harassment is "conduct or speech which is unwelcome, intimidating, derogatory, hostile and/or offensive, and has the purpose, or effect, of unreasonably interfering with a student's ability to learn or a /staff member's ability to work." Harassment can occur on the basis of an individual's race, color, gender, sexual orientation, religion, natural origin or disability. Harassment that disrupts the educational process will not be tolerated under any circumstances. Examples of harassment include sexual harassment, bullying, hazing, fighting, taunting, use of profanity, misuse of the Internet, racial, ethnic, or religious slurs, and threats of violence in any form.

The Canton Public School System will act promptly to investigate all complaints. The appropriate disciplinary action will be taken to end the harassment and prevent its recurrence. The purpose of disciplinary action is to stop the harassment and prevent its recurrence and may include detention, counseling, anger management education, suspension, or expulsion.

The Canton Public Schools will discipline any individual who retaliates against any person who reports alleged harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a harassment complaint. Retaliation includes but is not limited to any form of intimidation, reprisal or harassment. Testifying, assisting, or participating in any investigation will not affect the individual's future employment, grades, or work assignments.

**II. Definitions**

Examples given below are for illustration and are not an exclusive list of the ways in which prohibited harassment can occur.

**A. Sexual Harassment** Sexual harassment consists of un welcomed sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

**Examples of conduct which may constitute sexual harassment include:**

1. verbal harassment or abuse of a sexual nature
2. subtle pressure for sexual activity
3. inappropriate patting or pinching, unwelcome leering, whistling or sexual gestures
4. intentional brushing against a student's or employee's body
5. demanding sexual favors accompanied by implied or overt threats concerning an individual employment or educational status
6. displaying any sexual suggestive objects, pictures, cartoons, photos, videos, or films
7. any sexually motivated unwelcome advances, whether they involve physical touching or not
8. inquiries into one's sexual experiences or activities
9. inappropriate epithets, jokes, gossip written or oral references to sexual conduct or comments regarding an individual's sex life or body

Condoning sexual harassment will not be tolerated. Condoning includes ignoring harassment, or any other act that can be perceived as approving the actions of the harasser.

**The Grievance Officer:**

The Superintendent will annually appoint a sexual harassment grievance officer who will be vested with

the authority and responsibility of processing all sexual harassment complaints.¶

¶

**B. Racial Harassment or Harassment on the Basis of Color** Racial harassment of an individual consists of verbal or physical conduct relating to an individual's race or color.¶

**C. Harassment on the Basis of Sexual Orientation** Harassment based upon sexual orientation of an individual consists of verbal or physical conduct relating to an individual's actual, asserted or perceived sexual orientation.¶

¶

¶

**D. Harassment Based on Religion, National Origin or Ethnicity** Harassment based on religious, ethnic or national origin of an individual consists of verbal or physical conduct relating to an individual's national origin, religion, ethnicity, the religion or national origin of the individual's parents, family members, or ancestors.¶

¶

**E. Harassment Based on Disability** Harassment of an individual with a disability consists of verbal or physical conduct relating to a physical or mental impairment that substantially limits a major life activity of the individual, an individual's history or record of such an impairment, the perception of such an impairment, or an individual's association with another person who has such an impairment.¶

Examples of conduct that may constitute any form of harassment include:¶

1. graffiti or written materials that contain offensive language¶
2. name calling, jokes or rumors¶
3. threatening or intimidating conduct directed at another¶
4. any slurs, negative stereotypes, or hostile acts¶
5. written or graphic material containing offensive comments or stereotypes which is posted or circulated¶
6. a physical act of aggression or assault¶
7. threat or damage to property¶

**F. Bullying** The Canton Public Schools recognizes that bullying behaviors often lead to greater and prolonged violence. We expect all individuals to treat each other with respect. Bullying behaviors will not be tolerated under any circumstances. Our school community relies on a partnership among students, staff, and families to create a healthy and safe learning environment.¶

¶

Bullying is defined as intentional, repeated, hurtful acts, words, or other behaviors when someone uses real or perceived power to hurt or scare others. Bullying may be physical, verbal, social, emotional, or sexual.¶

**Bullying may include but is not limited to the following:**¶

**Physical bullying** includes punching, poking, fighting, tripping, hair pulling, spitting, biting, body language, and excessive tickling.¶

¶

**Verbal bullying** includes such acts as hurtful name calling, teasing, gossip, rumors, sarcasm, and threats.¶

¶

**Social/Emotional bullying** includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.¶

**Sexual bullying** includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment, and abuse involving actual physical contact and sexual assault.¶

¶

**G. Hazing** The Canton Public Schools defines hazing as any intentional action taken or situation

~~created, whether on or off school premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. This would include any action intended as an initiation ritual. (MGL Chapter 269; Section 17, 18, and 19.)~~

### ~~III. Reporting Procedure~~

~~In responding to and resolving complaints, administrators will be guided by five goals:~~

- ~~1. focus on changing behavior rather than simply punish the offender;~~
- ~~2. engage students and staff in dialogue so that they may learn more about the impacts of behaviors and attitudes;~~
- ~~3. maintain, as much as practicable, the confidentiality of the alleged victims and offenders by~~  
~~involving as few people as possible in the resolution of the problem;~~
- ~~4. protect the complainant from retaliation; and~~
- ~~5. insure prompt and thorough attention to all complaints.~~

~~If a student or employee believes that he/she has experienced any form of harassment, bullying, or hazing, or has witnessed such behaviors, he/she shall take the following steps:~~

- ~~1. He/she should verbally tell the individual(s) to stop the offensive behavior; he/she feels he/she has experienced;~~
- ~~2. If the individual(s) does/do not stop the offensive behavior, he/she should file a complaint with any one of the following: (Use attached form)~~
  - ~~• the principal, a teacher, a counselor or a nurse;~~
  - ~~• The Title IX / Chapter 622 Compliance Officer;~~
- ~~3. If a student or employee is told about a complaint, that individual must notify the Principal, or Title IX/Chapter 622 Compliance Officer.~~

### ~~IV. Investigation and Action~~

~~Upon receiving the complaint, the Compliance Officer will notify the building principal of the process and begin the investigation immediately. Unless circumstances require otherwise, the investigation will be completed in 10 (ten) working days. If all the parties involved within the complaint process agree to extend the days for investigation, the 10 (ten) working day process may be waived, in all cases involving harassment, all parties involved will be given the utmost protection of privacy and the assurance of due process.~~

~~The Investigation shall consist of interviewing both the complainant and the alleged harasser, individually and privately. The investigator shall document the statements of both the complainant and the harasser.~~

~~The alleged harasser shall be informed of the complainant's identity. The alleged harasser will also be informed verbally and in written form that retributions/reprisals against the complainant shall not be tolerated and are unlawful.~~

~~If there are any witnesses to the incident of harassment, they shall be interviewed, individually or privately, without either the complainant or the alleged harasser present. The investigator shall document the statements of the witnesses. It is unlawful to retaliate against any witness for cooperating in the investigation.~~

~~The Compliance Officer shall make a written report to the principal and the Superintendent or designee upon completion of the investigation. The report shall include a determination of whether the allegations~~

have been substantiated as factual and whether they appear to be violations of the district's policy.¶¶

If it has been determined by the investigation that harassment has occurred, the harasser shall be subject to disciplinary action. The action taken for the employee will be through the progressive discipline procedure, and for the student as noted in the current student handbook.¶¶

¶¶

If the investigation does not substantiate the complaint of harassment, no record of the incident will be placed in the alleged harasser's personnel File unless requested by the alleged harasser. Retaliation or reprisal against any individual for filing a complaint under this procedure or with any state or federal agency, for providing evidence during the investigation or for cooperating in the investigation is unlawful and shall constitute a separate violation of the provisions of this policy for which discipline shall be imposed.¶¶

Both parties shall be provided with a copy of the investigator's report after review by the Superintendent.¶¶

If either party is dissatisfied with the results of the investigation of the harassment charge, he/she may direct his/her dissatisfaction in writing to the Superintendent or designee within a timeframe for further action.¶¶

¶¶

¶¶

¶¶

Approved:  
Reviewed:  
Revised:

## POLICY PROHIBITING AND ADDRESSING HARASSMENT

In accordance with the Canton Public Schools' Nondiscrimination Policy, the Canton Public Schools is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability.

### A. Definitions

**Harassment** includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their employment, educational programs, or school sponsored-events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

Sexual Harassment. While harassment based upon all classifications as outlined above is prohibited by this policy, sexual harassment requires particular attention. It includes not only the types of conduct listed above when they are based upon gender, but can also include unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Specifically, under regulations promulgated under Title IX, sexual harassment includes three types of misconduct:

1. Any instance of "quid pro quo" conduct (conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct) by an employee.
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access.
3. Any instance of sexual assault, dating violence, domestic violence, or stalking (all as defined by federal laws).

While it is not possible to list all circumstances that may constitute sexual harassment, the following are examples of such conduct.

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and;
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

## **B. Harassment and Retaliation Prohibited**

Harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals (1) on school grounds and (2) at all locations and events where the district exercises substantial control of the context of the harassment and the person accused of it. The District may also address circumstances where conduct that may have taken place in other locations creates a hostile environment in school for the target or that otherwise materially and substantially disrupts the education process or the orderly operation of the school.

In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited.

Individuals who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination from employment, or other sanctions as determined by the school administration, subject to applicable procedural requirements.

## **C. Reporting Incidents of Harassment**

All individuals who believe that they may have been harassed or who may have witnessed or learned about the harassment of another as defined above should inform the principal or the appropriate Non-Discrimination/Harassment Compliance Officer in the district immediately. Reports may be made at any time, in person, by mail, by telephone, by email, or any other means that results in the Compliance Officer receiving a verbal or written report.

All employees of the Canton Public Schools including, but not limited to principals, teachers, school counselors coaches, paraprofessionals, school bus drivers, administrative assistants, custodians, food service staff who observe harassment or who receive a report of harassment relating to a student or another staff member are required to immediately report such conduct. All employees must recognize that under the Title IX regulations, the District is deemed to have actual knowledge of an alleged incident of sexual harassment (and must thus address it) when any employee has knowledge of such conduct. Thus, all employees who have knowledge of sexual harassment must report it and do not have the option of ignoring it.

The Superintendent or designee shall publish the names and contact information for all Compliance Officers on the District's Website and in Student Handbooks. In the event an individual seeks to report an allegation of harassment, but is unsure whom to contact, the report may be made to the Superintendent (or in the event of an allegation against the Superintendent to the Chair of the School Committee).

The District will comply with obligations to report suspected child abuse to the Massachusetts Department of Children and Families. In some instances, the District will also report allegations of harassment directly to the police.

## **D. Response to Allegations of Harassment**

The appropriate Compliance Officer or designee will promptly respond to any notice of alleged harassment in accordance with procedures appropriate to the nature of the alleged offense and the role of the individuals involved.

Even prior to investigating an allegation of harassment, the Compliance Officer or designee will offer supportive measures to the alleged target and the alleged aggressor where deemed appropriate. Supportive measures are non-punitive, non-disciplinary measures designed to ensure equal educational access, to protect safety or to deter harassment. Such measures might include counseling, modifying class schedules or restricting contact between the individuals involved.

In further addressing alleged incidents of harassment, the Compliance Officer or designee will follow the steps set forth in grievance and/or investigatory procedures applicable to the alleged offense, including grievance/investigatory procedures specific to Title IX. Any investigation conducted must support the alleged target and treat both the alleged target and aggressor fairly.

If the District determines that harassment or retaliation has occurred, action will be taken to end the harassment, to prevent recurrence, and to remedy its effects. Such steps may range from counseling to discipline, which could include suspension for a student or suspension or termination of an employee, subject to applicable procedural requirements.

Nothing in this policy is intended to restrict the Canton Public School's authority to address conduct that is inappropriate for a school setting, whether or not it meets the definition of harassment.

LEGAL REFS.: Title VI, Civil Rights Act of 1964; Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Executive Order 11246, as amended by E.O. 11375; Equal Pay Act, as amended by the Education Amendments of 1972; Title IX, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Individual with Disabilities Education Act;

M.G.L. 71B:1 et seq.

M.G.L. 76:5; M.G.L. 151B: 151C; 603 C.M.R. 26.00; 603 C.M.R. 28.00

Approved:

Reviewed:

Revised: