



PARENTS MANUAL

We would like to welcome all of you to the Sari Isdaner Early Childhood Center and outline the exciting plans for the upcoming school year.

It is our goal to enhance our family atmosphere with an expansion of family programming and implementation of intergenerational activities in the classroom. The extended day curriculum for our pre-school and full day programming will also include special events designed specifically for those children who are with us in the afternoon.

You are a very important part of our program as we aim to develop a partnership between school and home. Parents are invited to participate in classroom activities, field trips and special school events as part of our "open - door" policy. We would encourage each one of you to become an active member of our Early Childhood Parents Committee. This committee was instrumental in the planning and huge success of our Baby and Toddler Expo held last year. We believe that a strong partnership between parents and staff remains vital to a child's success in school.

We look forward to getting to know you and your family. Please stop by and say hello at any time.

(NOTE: We keep all information in a locked file and maintain the confidentiality of all information.)

Sincerely,

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We emphasize the following skill areas in our curriculum:

- **Social/Emotional Skills**
- **Literacy and Language Development**
- **Listening Skills**
- **Visual Discrimination Skills**
- **Large Motor Skills**
- **Manipulative and Fine Motor Skills**
- **Social Studies and Community**
- **Art**
- **Music and Drama**
- **Math**
- **Science and Technology**
- **NEW this year is STEAM; Science, Technology, Engineering, Arts, Mathematics**

Curriculum Framework

To Maintain a Safe and Healthy Physical Environment

1. Teacher /child ratios meet the suggested ratios of the National Association for The Education of Young Children (NAEYC) and generally provide better supervision than our state requirements.
2. Staff conducts a brief wellness check as each child begins the day.
3. Rooms, equipment and materials are routinely inspected and kept in clean working order.
4. All staff is trained in appropriate methods of preventing illness and maintaining a safe environment.
5. Children are never to be left unattended, and always within sight and sound supervision.

To provide a developmentally appropriate Program that Offers Children Choices in a Supportive and Stimulating Environment.

1. Space, routines, materials, and equipment are used as resources for activities, that is appropriate to the developmental levels and individual learning styles of the children.
2. Activities are designed at appropriate developmental levels to build self-esteem and to encourage curiosity, exploration, and problem solving.
3. All children are encouraged to explore a variety of individual, small and large group options so that boys and girls have the opportunity to experience different roles and feel free to experiment with all materials, equipment and toys.

To Promote the Social/Emotional Development of Each Child

1. The environment is conducive to developing relationships with other children and adults. Cooperation efforts, mutual respect, appreciation of diversity, and shared leadership characterizes all activities.
2. Emotional security grows as each child is guided in self-knowledge, self- acceptance and pride in individual accomplishments. Children are also helped to maintain a comfortable separation from their parents as they join in activities that promote a sense of competence and independence.
3. Social skills are developed under the guidance of the staff that helps set the stage for problem solving, cooperative play, and shared responsibility.

To Promote Cognitive Growth

1. Activities involving communication, literacy, math, science, music, drama and art are offered at appropriate developmental levels to foster each child's growth and competence.
2. Children are encouraged to express thoughts, ideas, and feelings as they expand their understanding of the world and to represent these ideas to others cerebrally, graphically, and through dramatic play.
3. Children are encouraged to explore new materials, investigate new areas, and develop confidence in their ability to process and integrate new knowledge.
4. Listening and thinking skills are naturally developed through story reading and conversations. Children are read stories daily and we encourage parents to continue this activity at home.
5. Children are given the opportunity to make choices as they solve problems, join in activities and plan their day.

To Promote Physical Development

1. Physical development is promoted through daily structured and choice activities, such as playground (indoor and outdoor), movement activities and gym.
2. Fine motor development is promoted by the inclusion of manipulative and age appropriate tools.

Curriculum Learning Experienced

Art: Mediums of all types provide an opportunity for the child to experience satisfaction with manipulation, experimentation, and exploration of the medium, and provide outlets for the expression of ideas, feelings and emotions.

Dramatic Play: This enables the child to re-enact the experiences in his/her world to understand and explore their meaning. With the help of props such as dolls, hats, and other items, a child may explore being a parent caring for a baby, or an astronaut on the moon. Children can express their new knowledge and use their new vocabulary through Dramatic Play.

Concept Development: Young children are in the process of forming many concepts about their world. The teacher provides experiences in relevant areas of interest to expand each child's knowledge of cognitive skills, language, curiosity, and problem-solving skills.

Large and Small Motor Activities: Climbing, running, pushing and pulling are a few of the large muscle activities encouraged by the availability of slides, balance beams, and various climbing apparatus. Activities such as cutting and pasting, art activities, puzzles, and other manipulative materials, provide opportunities for the practice and development of small motor skills.

Music: Opportunities include singing, rhythms, listening, rhythmically moving, experimentation with various instruments, and creation and interpretation of music.

Experiences with Literacy: Provide books, child-dictated stories, discussions, puppets, storytelling, and many experiences with printed materials which aid in the child's development and help him/her learn about the world.

Science and Math: Experiences offer the child first-hand opportunities for scientific discovery and an understanding of number and quantity. Such experiences include cooking activities, planting seeds, counting, sorting and numerous others.

Blocks: Provide opportunities for dramatic play, social interaction and cooperative activity, as well as opportunities for perceptual and spatial learning.

Judaic: Children will have the daily opportunities to learn about their Judaic heritage through stories, songs, games, art, creative play, cooking and weekly Shabbat celebrations.

Outdoor Play: Children have daily opportunities (weather permitting) to play outdoors on the playgrounds. The playgrounds are designed for climbing, balancing, running, exploring, sliding, bike riding and other gross motor activities. In addition, the preschool playground has play stations to enhance outdoor exploration and imagination.

Physical Education Program: A Physical Education instructor works weekly with all preschoolers in the gymnasium. Please be sure your child wears sneakers to school on his/her appropriate gym days. Activities are planned to promote gross motor skill development, body awareness, and physical fitness.

Holidays

While we celebrate cultural diversity and various national and Jewish holidays, we do not participate in the celebration of Halloween, Christmas, St. Valentine's Day, St. Patrick's Day, or Easter. **Please refrain from sending in cards or candy related to these holidays for distribution to the children while in our school.**

The following are brief explanations of the Jewish Holidays we celebrate weekly and during the school year. See the calendar for Jewish Holiday closings.

Shabbat: The Jewish Sabbath starts at sundown every Friday and lasts until sundown on Saturday. In many Jewish homes the tradition of lighting candles and saying prayers to welcome the Sabbath are observed. Although Shabbat lasts from sundown Friday to sundown Saturday, all the children in our program join together on Friday mornings to celebrate the coming Shabbat. Traditional prayers and Shabbat songs and stories make this weekly program special. In addition, each preschool classroom has an additional Shabbat celebration on Friday mornings with Challah (twisted bread) and "wine" (juice)

Rosh Hashanah: This two-day holiday is the Jewish New Year and usually falls in September. It is a time of personal reflection of our past and future behavior. The children enjoy apples and honey, which are symbolic of hope for a sweet year.

Yom Kippur: This is the most solemn holiday of the year—the Day of Atonement. It is an adult fast day and a day of prayer. We discuss with the children how to be the best we can be.

Sukkot: This holiday recalls the journey of the Jews from Egypt to the Promised Land when they lived in sukkots (booths). It is also a harvest holiday symbolized by the Lulav (palm branch) and Etrog (citron) which are intricate parts of the celebration. We decorate our Sukkah with fruit and greenery, and enjoy our snack in the Sukkah.

Shemini-Atzeret: This holiday occurs on the eight day of Sukkot and is considered a holiday in itself. It is a solemn day with special prayers for rain (geshem).

Simchat Torah: On this joyous holiday, we complete the reading of our Torah for the year and immediately start reading the torah all over again. This is a happy holiday for children as they march around the JCC singing songs and carrying flags.

Chanukah: “Festival of Lights” celebrates the Maccabean victory, when brave Judah Maccabee and his small band of followers saved the Jewish Nation from the Syrians. For the eight days of Chanukah (eight-branched candelabra) is lighted to recall their rededication of the Temple in Jerusalem and to give thanks for the great miracle of the survival of the Jewish people. At school, we light the Chanukah and say the blessings, prepare potato latkes (pancakes), as well as other special activities.

Tu B'Shevat: On Tu B'Shevat we celebrate the New Year of the Trees. Trees are a symbol of life, a symbol of Jewish people. Children may plant trees, as well as collect money for trees in Israel and sample a variety of fruits and nuts.

Purim: Purim is the jolliest of all the holidays, commemorating how Queen Ester and her uncle, Mordechai, saved the Jews of Persia from Haman. This day we eat hamantaschen (triangle shaped cookie), which the children enjoy making. During the reading of the Megillah, the children make loud noises by shaking groggers and stamping their feet whenever the name Haman is read. The children send Shalach Manot (gifts) to be shared with friends and the less fortunate.

Passover: Passover (Pesach) commemorates the experiences and ordeals of slavery in Egypt, and the Exodus following them. The Seder is a special family occasion. Prayers and songs from the Haggadah (the story of Passover) are read, and certain foods are eaten. The best known of these is matzah, or unleavened bread. The children will prepare their own model Seders.

Lag B'Omar: This holiday celebrates Jewish survival. At school, we celebrate with outdoor activities.

Yom Ha'Atzmaut: Yom Ha'Atzmaut is the independence day of modern Israel. We celebrate by learning songs and making Israeli flags.

Shavuot: A thanksgiving and harvest feast, also commemorates the giving of the Ten Commandments on Mount Sinai.

More detailed information about your child's classroom activities for these holidays, as well as activities which expose your child to Jewish values, will be in the monthly newsletter and daily communications.

The Parent-Teacher Partnership

Your child's success in our program depends on an on-going partnership between you, the parent, and our staff. Your child's teacher, next to the parent, is the most important person in your child's everyday life. Some parents are under the misconception that bringing problems to the teacher's attention will put their child in a negative light. We believe just the opposite - we encourage your immediate communication between parents and teachers when there is a concern about your child. If you feel the teachers are not addressing your concerns, please call upon our directors to help resolve any issues. We foster cooperation among parents, teachers, and administrators.

We encourage parents to inform teachers of any changes in their child's personal life, such as death, divorce, birth of a sibling, moving to a new home, upcoming vacation, etc. Any change-positive or negative-that disrupts a child's environment or routine can impact on a child's participation in school

or interaction with peers. Keeping teachers apprised will help them approach your child discreetly with additional understanding and compassion.

We appreciate positive feedback as well. Let the teacher know when you are pleased with your child's progress and show her that you value her contribution to your child's development.

We keep you informed about our school activities throughout the school year:

- ❖ Classroom activities posted on the school website, and monthly online newsletter.
- ❖ Daily reports from your child's teacher lets you know how he/she spent his/her day.
- ❖ "Month-at-a-glance" calendars are on the school website which includes monthly curriculum units, themes and activities planned.
- ❖ Newsletters written by classroom teachers keep you informed concerning class curriculum, trips, special events, etc.
- ❖ A "Back-to-School" night in the fall will give you an overview of your child's classroom and activities.
- ❖ A formal teacher/parent conference is held once a year in January or February with an optional second conference if requested in June. Individual meetings on an informal basis may be scheduled at the initiative of the parent or teacher. Informal assessments are done at conferences. These are confidential reports. The results are used to plan curriculum for the children and the classroom.
- ❖ Memos regarding administrative policies, JCC announcements of special events, Parents' Committee meetings, fundraising projects, etc. are distributed to each child via e-mail or the school website.

We want you involved

Your skills, talents and ideas help to enrich our children's experience in school. Your participation in school functions, holiday celebrations, class trips, library and swimming lessons will strengthen the bond between home and school, and provide treasured moments for you and your child.

Feel free to bring your own professional skills to your child's classrooms. If you enjoy storytelling, if you can perform a science experiment, do magic tricks, or build a sukkah, come in and share your talent with your child and his/her class. Field trips can also be arranged—take the children to your place of work, whether it is a hospital, a factory, a restaurant, a TV studio or construction site.

Be part of our Early Childhood Parents Committee!

The Early Childhood Parents Committee is comprised of parents from our Infant and Toddler, Full Day, Nursery and Parenting Place programs. Working with early childhood administrators, these parents meet informally several times during the year to give input on curriculum and programming ideas, policy, parent education, resource networking, and fundraising activities.

Early Childhood Policies and Guidelines

To ensure the safety of your child and to help us maintain consistency and organization, please adhere to the following policies and guidelines.

Immunization Policy

All children entering the Sari Isdaner Early Childhood Department including Early Childhood Camps must have an up to date immunization record on file prior to admission. This immunization must include:

- Name of Child
- Name of parent/guardian
- Child's birth date
- Vaccine administration dates
- Date of issue
- Name and address of physician

Parents are required to provide updated immunization records each time their child receives a vaccination.

Medical Exemption

If a licensed physician, physician assistant or nurse practitioner certifies in writing that the child has a health condition which is a valid contraindication to receiving a specific vaccine, then a permanent or temporary exemption may be granted. This exemption must specify those immunizations which may be detrimental and the length of time they may be detrimental. **In the event of an outbreak, medically exempt children will be excluded from participation to avoid complications of the disease. The Department of Health will be contacted if an outbreak does occur and the length of exclusion will be determined by the Health Department based upon the incubation of the particular disease.**

Religious Exemption

A child may be exempt from vaccination if the child's parent(s) or guardian holds genuine and sincere religious beliefs which are contrary to the practice of immunization. A request for exemption must be written and signed by the child's parent(s). **In the event of an outbreak, religious exempt children will be excluded from participation to avoid complications of the disease. The Department of Health will be contacted if an outbreak does occur and the length of exclusion will be determined by the Health Department based upon the incubation of the particular disease.**

The family of the unvaccinated child may not receive money back from the JCC to compensate for days/time missed due to our contagious disease policy.

Accident Procedures

In case of an accident, we will first try to notify the parents/guardians, emergency contacts; ECC directors and teachers and assistant teachers are certified in Cardiopulmonary Resuscitation. Should emergency action be needed, staff will provide immediate care; call EMS (911), call the parent and the child's physician. A staff person will accompany the child and EMS to the hospital when necessary. Emergency Medical Forms-individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions that require medication or technology support) are on file with the teacher. Staff will contact you when your child receives any minor injury that requires more than "a hug and a kiss" so you will be aware of the accident. An "accident report" will be filled out by your child's teacher and signed by an administrator. A copy of this will be on file.

All staff members must use barriers such as gloves when bodily fluids (i.e.: blood) are involved.

Fully equipped first aid kits are taken with each group when they leave their classroom and are readily available in classrooms.

Liquids and foods hotter than 110° F are kept out of children's reach.

***** Always make sure you notify the ECC front desk and your child's teachers when any of your contact information changes. *****

TALK WITH YOUR CHILD ABOUT SCHOOL BEFORE THE FIRST DAY

Go through the daily routine and what he/she will be doing. Always stress the fact that one of your child's parents, guardians, nanny or babysitter will always come to pick him/her up. Tell your youngster why he/she is going to school. This should refer to the pleasant things about school, your job, etc. Try avoiding the word "send" for it implies that your child is being "sent away."

As the teacher helps move your child into an activity, your presence will be less vital.

Teachers are trained to help ease a child's separation from his/her parent. Please listen to the teacher and leave if asked. Many times a child will be more likely to get involved with other children when parents are not around. Never slip away without telling your child good-bye and reassuring him/her that you will return. If you have concerns about your child's adjustment or to check on your child, we are happy to assist you in any way we can. Once a child is settled and secure in his/her surroundings, we encourage you to come, visit, and be an active part of your preschooler's life.

Arrival

Each child must be escorted into the building every morning and taken to his/her classroom. Please be sure that the teacher has acknowledged the child's arrival before you leave.

- ❖ Parents should make every attempt to have their child in class on time so she/he can benefit from the full program.
- ❖ Check with your child's teacher to find out when Circle Time begins. Late arrivals can be very disruptive to the class and upsetting to your child.

Departure and policy on the release of children

- A. Each child may be released only to the child's custodial parent(s) or person(s) authorized (in writing by the custodial parent(s), to take the child from the Center and to assume responsibility for the child in an emergency if the custodial parent(s) cannot be reached.
- B. In case of emergency, the parent must call the school and give identifying information on the person picking up the child.
 - ❖ Any unfamiliar person picking up the child will be asked for identification. A child may not be released to a non-custodial parent unless the custodial parent gives permission in writing. Legal documentation must be supplied to the JCC in the event of special situations. Each child must be signed out at time of pick up with the teacher.

When arriving or departing the early childhood area, please be prepared to scan your JCC membership card or child caregiver card.

The provision that a child shall not be visited by, or released to, a non-custodial parent unless the custodial parent specifically authorizes the Center to allow such visits or releases must be in writing. This written authorization, including name, address and phone number shall be maintained in the file.

If a non-custodial parent has been denied access to a child by a court order, the Center shall secure documentation to that effect and maintain a copy on file. If teachers have any questions concerning the person picking up the child, they will call the parents. If unable to contact parents the staff member will check with one of the Directors before releasing the child.

- ❖ Written procedures to be followed by staff member(s) if the parent(s) or person(s) authorized by the parent(s) as specified in A above, fails to pick-up a child at the time of the Center's daily closing. The procedure shall require:
 - 1.) The child is supervised at all times.
 - 2.) Staff members attempt to contact the parent(s) or person(s) authorized by the parent(s).
 - 3.) An hour or more after closing time, and provided that other arrangements for releasing the child to his/her parent(s) or authorized person(s) have failed and the staff member(s) cannot continue to supervise the child at the Center, the staff member shall call the Division's 24-hour Child Abuse Hotline (1-800-792-8610) to seek assistance in caring for the child until the parent(s) or person(s) authorized by the child's parent(s) is able to pick-up the child; and
- ❖ Written procedures to be followed by staff member(s) if the parent(s) or person(s) authorized by the parent(s) appear(s) to be physically and/or emotionally impaired to the extent that, in the judgment of the director and/or staff member, the child would be placed at risk of harm if released to such an individual. The procedures shall require that:
 - 1.) The child may not be released to such an impaired individual;
 - 2.) Staff members attempt to contact the child's other parent or an alternate person(s) authorized by the parent(s); and
 - 3.) If the Center is unable to make alternative arrangements, as noted in C-2 above, a staff member shall call the Division's 24-hour Child Abuse Hotline (1-800-792-8610) to seek assistance in caring for the child.

Switching Days for Part- Week Children

Please note that we will do our best if/when you need to add time or days to your child's schedule. In all cases a director must give permission to do so to be sure that the classrooms remain in the correct teacher to child ratio when adding these students. We will try to be flexible when you are in need of extra time, but we must follow the state guidelines for teacher to child ratio to insure the safety of all children in our care. *When the center is closed, we are unable to accommodate any changes in schedule/days due to the 'closed day' affecting the entire school. Thank you for your understanding.*

Late Pick – Up

The Early Childhood Full-Day Program officially closes at 6:15PM (6:00PM on Fridays.) We will not leave a child unsupervised at any time. The Katz JCC asks that parents pick up their children promptly at the end of their school day barring any unforeseen emergency (traffic not included). *If the parent or other person designated to pick up the child is going to be late, the school expects that contact will be made between the person and the early childhood department.* **The Katz JCC reserves the right to charge a late fee or terminate the school contract.**

Discipline Policy

It is our objective to foster self-esteem, self –control, self-direction and cooperation. Positive redirection, logical and natural consequences and opportunities for children to problem-solve and make choices are the means of fostering all of the above.

In the event a child requires discipline by a teacher, the following philosophy shall be followed:

The methods of guidance used shall be positive, consistent with the developmental needs of the children and applied with the full knowledge and understanding of the parent(s).

There shall be NO use of hitting, corporal punishment, abusive language, ridicule, or harsh, humiliating or frightening treatment, or any other kind of child abuse/neglect, exploitation.

Discipline shall not be associated with the behavior of children in regard to rest, toilet training and food.

Children shall not be isolated under any circumstances.

Discipline shall not be associated with the withholding of emotional responses or stimulation and shall not require the child to remain silent for long periods of time.

Any acute disciplinary problems should be discussed with the Director and the parents.

Medical Forms and Illness

State licensing regulations require that **all** children have a current health form filled out by a physician. An accurate medical history and up-to-date record of immunizations and emergency information is also necessary for each child. A medical form, completed by your child's physician, must be on file with the Early Childhood Department before your child begins school in September. Should you have any questions about the medical form, please contact the Early Childhood Administration at ext. 1242.

Sick Child

Children who are ill should be kept at home until they are free of fever (without fever reducing medication) and symptoms for 24 hours and no longer contagious, or when a licensed physician indicates the child poses no serious health problem to his/herself or other children through a written note..

- ❖ Children are most contagious before they are noticeably ill. If you suspect that your child may be coming down with something, please keep him/her home. This will protect your child and other children.
- ❖ If your child has a communicable disease, please inform the school.
- ❖ If a child becomes ill at school, the parent (or other emergency contacts provided by the parents) will be called to pick the child up. In some circumstances the child may be cared for in the Early Childhood director's office until the parent arrives. We ask that you pick up within 1 hour when called regarding illness.

Health Exclusions

<u>Disease</u>	<u>Exclusion Policy</u>
Chicken pox	1 week after onset of rash or when all chicken pox is scabbed
Conjunctivitis	24 hours after antibiotic treatment is started
Coxsackie	Fever free and for infants- completely crusted vesicles, resolution of mouth sores
Fifth disease	No exclusion unless temperature exceeds 100
Giardiasis	Cessation of diarrhea and treatment for 24 hour
Head lice	As soon as treated, all lice and nits have been removed. Child must be checked by school personnel to be sure no nits are present.
Hepatitis A	1 week after onset of symptoms. The Department of Health must be Notified; they prefer the entire classroom receive immunoglobulin.
Impetigo	24 hours after treatment
Measles	4 days after onset of rash
Pertussis	21 days after intense coughing begins or 5 days after treatment begins
Rubella	7 days after rash begins
Salmonellosis	Cessation of diarrhea
Shigellosis	2 negative cultures or 48 hours after treatment and cessation of diarrhea
Scabies	The day after treatment has been applied
Strep Throat	24 hours after treatment has begun and child is fever free

Scarlet Fever	24 hours after treatment has begun
Runny Nose	This symptom should be minimal
Cough	May linger for many days after an acute illness, but there should be ample evidence of improvement.

- Gastroenteritis (stomach virus) Diarrhea and vomiting, whether viral or food related should be gone and child should have been on a regular diet for at least 24-48 hours. If child has 2 or more watery diarrhea, he will be sent home.
- If severe pain, cough, sore throat, itching, diarrhea, vomiting, oral temperature of 100 degrees, jaundice, difficult or rapid breathing, skin rashes lasting more than one day, swollen lymph nodes, swollen joints, blood or pus from ear, skin or stool occurs then children will need to be picked up from school and may return when they are symptom free.

Health exclusions include, but are not limited to those listed above. In any case, children who are not feeling well should not be at school. If a child is not well enough to participate in all school activities (including outdoor play and swimming) he/she should be at home.

Safety

Program staff protects children & adults from hazards such as electrical shock. (Outlets are covered), burns or scalding, (no hot liquids in classrooms), slipping, tripping, or falling, (floor coverings are secure). Please note that we try to go outside daily. However, with inclement weather, we will limit outdoor time.

Animals in Program

Teaching staff supervise all interactions between children and animals. They also instruct children on safe behavior with the animals. Program staff also makes sure that children who are allergic to a type of animal are not exposed to that animal.

Medication

The school will administer medicine to a child only if the parent gives the medication in its original package to the teacher and signs an authorization form stating the type of medication, reasons for giving it and instructions for administering. Over the counter medicines require a doctor's note, along with the prescribed dosage and time interval (also with the actual times indicated by you, the parent) that the medication is to be given to the child.

- ❖ The teacher will initial the form each time the medicine is administered.
- ❖ No medication will be administered on an "as needed" basis. (except for emergency medication for asthma, epipen) Our staff cannot make the decisions about whether or not medicine is to be given.
- ❖ All medications are kept out of the reach of children in a locked container.
- ❖ Insect repellent may be used with written parental permission on children older than 2 months once per day and must contain, "Deet".

Emergency Closing

- ❖ Every effort will be made to keep the school open. In the event of a school closing or delay we will inform you through text message or on the JCC website at Katzjcc.org.

Food

The JCC follows kosher dietary laws and we ask that you bring only dairy (no meat) products into the school. Some suggestions for acceptable foods include tuna fish, fish sticks, eggs, cheeses, cream cheese and jelly, yogurt, pasta, pizza (cheese only), vegetables, salads, French toast sticks, soy burgers or soy nuggets, and fruit. Our staff will gladly heat up any acceptable lunch items in our microwave ovens. Any questions regarding acceptable food products to bring to school should be directed to the Early Childhood Office. The school is nut aware which means we do not serve any foods or snacks containing nuts. Parent(s) sending in the "NO Nut" peanut butter for lunch must send in a note stating that it is the Nut Free Peanut butter. We ask that you refrain from sending any of these foods or snacks here as well.

- ❖ Children are given healthy snacks daily. Typical snacks include raisins, pretzels, graham crackers, cheese crackers, wheat thins, vanilla wafers, apples and bananas and more. On special occasions, we make fruit salads or bake "sweets."
- ❖ All lunches/thermos must be labeled with child's name and date.

Allergies

Please indicate your child's allergies on the enrollment/intake forms. We are happy to work with you in ensuring your child is safe in our care. If it is a life threatening allergy, we will need specific information on treatment in case of contact as well as the appropriate supplies (for example an EpiPen). We have several children highly allergic to nut; therefore our school is deemed "NUT AWARE". Popcorn, grapes & hard pretzels will not be served to children under 4 due to choking hazard. Parent(s) sending in the "NO Nut" peanut butter for lunch must send in a note stating that it is the Nut Free Peanut butter.

Birthdays

Families celebrate their children's birthdays in different ways and some do not celebrate birthdays at all. We try to recognize and respect these differences. We are also aware that a little bit of excitement goes a long way in groups of young children. We intentionally keep birthday observances low key. If you would like your child to celebrate a birthday, we welcome you to bring in store-packaged kosher cupcakes, cookies, donuts or other treats to share with the class. Other acceptable suggestions are Entenmanns, Classic Cake, TastyKake or anything at the Kosher Experience at the Garden State Shoprite. You should make arrangements with your child's teacher in advance, and remember that **any items to be shared with the class need to be marked with a kosher symbol and be nut free.**

Please do not send in any home-baked items. We also ask that you limit the birthday celebration to the special treat and not bring in paper goods, party hats, favors, balloons or goody bags. Invitations to birthday parties are to be mailed to your child's classmates-PLEASE DO NOT USE THE CUBBIES FOR THIS PURPOSE unless all classmates are invited. A roster with student names, telephone numbers and addresses is available upon request from the ECC front desk.

We welcome you to join the class for the celebration of your child's birthday. Please make arrangements with your teacher. Some parents like to bring in a special snack (kosher only designated by a "U label") and spend time singing or doing a special craft with the children.

Clothing and Blankets

We encourage children to be active, explore their environment and participate in art projects. This means they get dirty. Please dress your child comfortably in clothes that are easily laundered. It is difficult for a child to play freely if he or she is worried about getting messy. For safety purposes, children should wear sneakers or closed toe shoes with rubber soles daily. Sneakers must be worn to participate in gym classes. Socks must be worn to play in the Imaginarium.

Please send, in a shoebox, a complete set of labeled clothing suitable for the season. Please include:

One pair of socks	one pair of pants or shorts
One set of underwear	one shirt

Please Note: Should your child need a bath, we have facilities in the family changing room in the Health & Wellness Department.

NOTE: ALL ARTICLES OF CLOTHING AND BEDDING MUST BE LABELED

- ❖ If a child brings home a set of soiled clothing, replace the extra set the next day. In the winter please send gloves, hat and boots, as we enjoy outdoor play whenever weather permits. Please label all items. Please dress your child appropriately for today's weather.
- ❖ Children attending full day care may keep a labeled blanket at school for naptime. It will be sent home for laundering every week.

Outdoor Play & Air Quality Procedures

Outdoor play is an important element of the Early Childhood Program. Children will play outdoors daily. Children benefit from experiencing many kinds of weather conditions. The American Academy of Pediatrics supports outdoor play even in cold weather. Layering your child's clothing is desirable during cold weather, so he/she may adjust clothing to maintain a comfortable body temperature. When outdoor opportunities for large motor activities are not possible because of environmental conditions (below freezing temperatures, heat index above 90 degrees, etc.), similar activities are provided inside.

Personal items from home

Except for sleeping companions, **toys may not be brought to school**. Toys have a tendency to get lost or broken and are difficult to share. Candy and gum are not allowed at school at any time.

The children are encouraged to bring in and share items of special interest. Books, pictures, or other items which have educational value are welcomed. We especially enjoy items to current curriculum themes.

Guns and other "war toys" are not permitted at the JCC.

Toys –Sanitizing

Any toys that have been placed in the mouth or touched by bodily fluids are washed in soap and water, rinsed, sanitized and air dried.

Traffic and Safety in the Parking Lot

The JCC provides services for children on a daily basis. We are asking everyone who uses our parking facilities to **drive slowly**, as children walk through our lots to enter the building. Please **do not** park in the handicap spots or crosswalk spot in front to pick up and drop off your child unless you are authorized to park in these spots.

Please refrain from **talking on your cell phone** when pulling in and out of parking spots as it is a distraction and there are many children crossing.

Dismissal

The Director reserves the right to cancel any child’s enrollment or dismiss a child whose mental condition, conduct, influence or behavior is deemed unsatisfactory to the best interests of the school. You will have 10 days to make other arrangements for your child. No refund will be made.

Adjustments and daily transitions

Adjustments to Preschool

We are excited to welcome you and your child to the preschool. Below are a few tips for easing your child into the program.

Separation anxiety is a real fear for some children. There are many reasons that children are afraid to leave the parent or to have the parent leave them. There are many degrees of anxiety...from simple clinging, quieter than usual, to tears, or temper tantrums. The teachers and directors have a lot of experience dealing with children’s adjustment processes and separation anxiety is very common among young children, particularly toddlers and two year olds. Parents should not be embarrassed or worried if their child cries when they leave.

When your child enters a new situation, he/she may feel uneasy. A new place, new people, separation from parent, and the number of other children can all be stressful to a child. Be sure to bring your child to the ECC before he/she starts. It’s important for your child to know what we look like and become familiar with the new surroundings. You can help by not being upset during the first few days if your child clings to you when you leave him/her. Be sympathetic and understanding. Discuss the experience with your child at home.

We plan visits before children move to new classrooms. We also encourage parents to meet with the teacher before their child transitions from one group to another.

Supervision

Children are supervised by staff at all times. Children are not out of sight at anytime.

<u>Hours:</u>	
Full-Day	6:45 am- 6:15 pm (6:00 pm on Friday)
Half-Day	9:00 am- 11:45 am
School Hours	9:00am- 3:15 pm

Unfortunately, there are sometimes reasons we have to expel a child from our program either on a short term or permanent basis. We want you to know we will do everything possible to work with the family of the child(ren) in order to prevent this policy from being enforced. The following are reasons we may have to expel or suspend a child from this center.

Immediate Causes for Expulsion

The child is at risk of causing serious injury to other children or himself/herself.
Parent threatens physical or intimidating actions toward staff members.
Parent exhibits verbal abuse to staff in front of enrolled children.

Parental Actions for Child's Expulsion

Failure to pay/habitual lateness in payments.
Failure to complete required forms including the child's immunization records.
Habitual tardiness when picking up your child.
Verbal abuse to staff.
Other (explain)

Child's Actions for Expulsion

Failure of child to adjust after a reasonable amount of time.
Uncontrollable tantrums/angry outbursts.
Ongoing physical or verbal abuse to staff or other children.
Excessive biting.
Other (explain)

Schedule of Expulsion

-If after the remedial actions above have not worked, the child's parent/guardian will be advised verbally and in writing about the child's or parent's behavior warranting an expulsion. And expulsion action is meant to be a period of time so that the parent/guardian may work on the child's behavior or to come to an agreement with the center.
-The parent/guardian will be informed regarding the length of the expulsion period.
-The parent/guardian will be informed about the expected behavioral changes required in order for the child or parent to return to the center.
-The parent/guardian will be given a specific expulsion date that allows the parent sufficient time to seek alternate child care (approximately one to two weeks notice depending on risk to other children's welfare or safety; which could result in immediate expulsion). Failure of the child/parent to satisfy the terms of the plan may result in permanent expulsion from the center.

A Child Will Not Be Expelled

If a child's parent(s):
-Made a complaint to the Office of Licensing regarding a center's alleged violations of the licensing requirements.
-Reported abuse or neglect occurring at the center.
-Questioned the center regarding policies and procedures.
-Without giving the parent sufficient time to make other child care arrangements (unless there is a safety factor).

Proactive Actions That Can Be Taken in order to Prevent Expulsion

Staff will try to redirect child from negative behavior.
Staff will reassess classroom environment, appropriate activities, supervision.
Staff will always use positive methods and language while disciplining children.
Staff will praise appropriate behaviors.
Staff will consistently apply consequences for rules.
Child will be given verbal warnings.
Child will be given time to regain control.
Child's disruptive behavior will be documented and maintained in confidentiality.
Parent/guardian will be notified verbally.
Parent/guardian will be given written copies of the disruptive behaviors that might lead to expulsion.
The director, classroom staff and parent/guardian will have a conference(s) to discuss how to promote positive behaviors.
The parent will be given literature or other resources regarding methods of improving behavior.
Recommendations of evaluation by professional consultation with collaborating organization.
Recommendation of evaluation by local school district child study team.

I confirm that I received the JCC ECE Parent Handbook and Expulsion Policy.

Print Name: _____ Signature: _____ Date: _____