

parent handbook

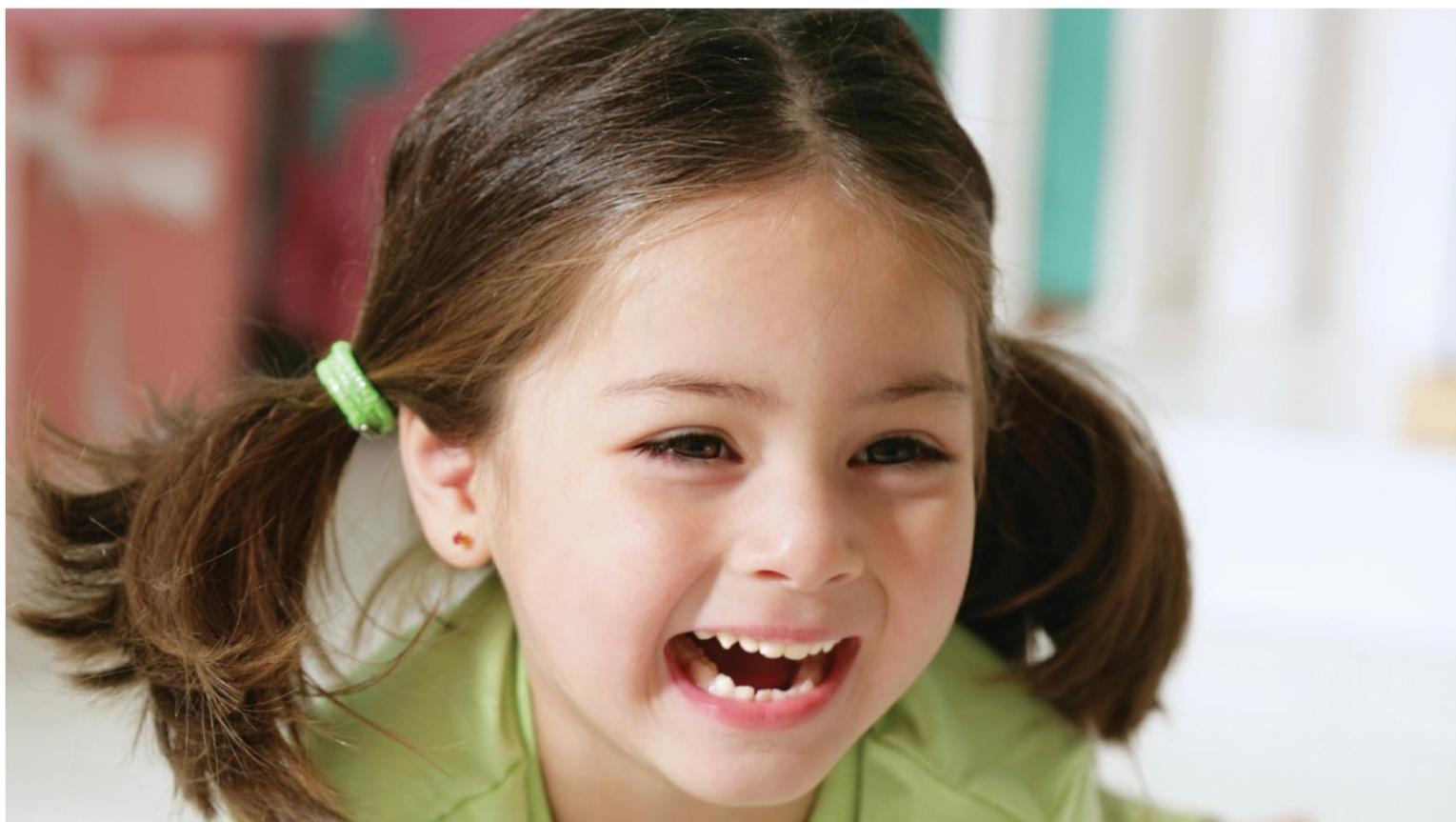
SABES JCC EARLY CHILDHOOD CENTER



sabes jcc



INFANTS–PRE-KINDERGARTEN



Welcome to the ECC!

This handbook is intended to serve two purposes:

- To provide useful information for parents;
- To provide additional information that is required by our licenser.

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SECTION 1. GENERAL INFORMATION

SERVICES

The ECC is located at:

Sabes Jewish Community Center
Jay and Rose Phillips Building
Barry Family Campus
4330 South Cedar Lake Road
Minneapolis, Minnesota 55416

Director: Jill Madsen
952-381-3430, jmadsen@sabesjcc.org
Assistant Director: Erin Striker
952-381-3441, estriker@sabesjcc.org
Assistant Director: Samantha Berenson
952-381-3435, sberenson@sabesjcc.org
Main ECC Phone Number: 952-381-3455
Fax: 952-381-3401

The ECC is currently licensed to serve 158 children between the ages of 6 weeks and five years old (20 infants, 172 toddlers and preschoolers; but not to exceed 72 toddlers). We have various enrollment options to meet the needs of families including: fulltime, school days, half days, and two or three days per week.

Infant program (*Ahavah*):

Serves children 6 weeks to 16 months old using a ratio of 1:4.

Our toddler program (*Kehillah Alef and Bet; Kavod Alef and Bet*):

Serves children 16 months to 33 months old using a ratio of 1:6.

Our preschool program (*Shalom Alef, Bet, and Gimel*):

Serves children 34 months old to 4 years old using a ratio of 1:8.

Our PreK program (*Ruach Alef and Bet*):

Serves children 4 to Kindergarten using a ratio of 1:10.

The ECC is eager to accept children with special needs to the program if the ECC is equipped to meet the child's special needs. The JCC has a full-time inclusion coordinator, Anita Lewis, to assist in ensuring that all children who attend the ECC are able to develop to their fullest potentials.

Daily breakfast, morning and afternoon snack are prepared on-site and served to children. Dairy lunches are provided by families. During school year (September through May) Kosher hot lunch, prepared by Taher our in-house caterer, can be ordered for an additional fee.

LICENSING

The ECC is licensed by the State of Minnesota and is an approved facility of the Minnesota Department of Child Welfare. The department's phone number is 651-431-6500. The ECC is licensed by the State of Minnesota to have a maximum of 158 children per day in our facility, and carries more than \$100,000/\$300,000 in liability insurance. There exists a written child care program, which details daily programming offered, that may be reviewed by parents at their request. It is located in the Director's office. Parents of students are welcome to visit at any time during hours of operation.

THE STAFF

All center staff is hired and evaluated by the ECC Director. All hired staff meet the licensing requirements outlined by the Department of Health and Human Services for rule 3 child care licensed programs.

Each year the center staff is required, by law, to participate in relevant training equal to at least 2% of their annual hours worked.

Composition:

Administration

- 1 fulltime Director
- 2 fulltime Assistant Directors

Infant Room

- 2 fulltime Lead Teachers
- 4 fulltime Teachers/Assistant Teachers

Toddler Programming

- 8 fulltime Teachers/Assistant Teachers
- Aides as needed to maintain ratio

Preschool Programming

- 6 fulltime Teachers/Assistant Teachers

PreK Programming

- 4 fulltime Teachers/Assistant Teachers

VISION

Explore... Imagine... Create...

At the ECC children will explore Jewish life and values; imagine and engage in enriching experiences; all while creating a meaningful community.

To provide an inclusive, Jewish environment, while meeting the guidelines set forth by the National Association for the Education of Young Children regarding five interrelated dimensions of early childhood professional practice. These dimensions are: (1) creating a caring community of learners; (2) teaching to enhance development and learning; (3) constructing appropriate curriculum that dovetails with Minnesota Early Learning Standards through a variety of multi-sensory activities and follows the ECC's curriculum themes; (4) continually observing and assessing children's learning and development; and (5) establishing reciprocal relationships with all families.

EDUCATIONAL PHILOSOPHY

The *child educational philosophy* at the ECC supports a "whole-child" concept of development by meeting each child's emotional, social, cognitive, physical, spiritual, and emerging cultural needs. Our programs are based on the assumption that a child's growth is a sequential process and that children pass through predictable stages of development in all areas and within age ranges. A fundamental belief at the ECC is that children have the right to be cared for in a safe, healthy, nurturing, fun, and respectful environment by adults who are well trained in child development principles. Furthermore, children learn best through play and playful interactions within this kind of environment.

A team teaching approach is practiced in each classroom. Together the professional staff implements overall program goals and objectives through curriculum units intended to meet the children's individual development needs, as well as the needs of the group. We embrace an eclectic curriculum style that celebrates the diversity of our staff and our

families and is theme-based throughout the whole center. In addition, we are fortunate to implement components of **Ethical Start™**, a character development curriculum in our program. Some characteristics and their corresponding Jewish values we believe to be important for teachers to help children acquire within a group setting are:

Self-esteem; a sense of identity, self-respect, and confidence (B'tzelem Elohim).

Competence in body and mind; a sense of mastery (Shmirat HaGuf).

Problem solving and conflict resolution ability; a sense of reasoning and responsibility (Shalom).

Personal and interpersonal strengths; ability to communicate with and be sensitive to others, to get along with others (Kehillah, G'milut HaSadim).

Appreciation of diversity; a sense of understanding and respect for differences (Hachnasat Orchim).

Creativity and innovation; a sense of confidence and growth, a desire to learn (Chochma).

Openness; a sense of trust and honesty.

Awareness of change; a sense of inner strength, self-control, and coping skills.

Recognition of emotions; ability to understand and express feelings in appropriate ways (Kavanah, Shmirat HaOzen).

Through meaningful experiences the classroom teachers provide for the children at the ECC, using the *learning through play approach*, these characteristics are developed. Play is a child's work and the way children learn. Through play, children learn about themselves, their environment, people and the world around them. When given the environment to make choices and explore different activities and experiences children learn a great deal. For example:

- When children are playing on climbing equipment they are learning: to be self-confident as they develop new skills; physical strength, coordination, and balance; to use their imagination; to solve problems; and to cooperate with others while involved in some type of dramatic play.
- When children are looking at books and hearing stories they are learning: that reading is important and enjoyable; letters on pages represent words; to exercise their own imagination; to interpret pictures to represent ideas; to handle books with care; to make up their own stories; to recognize certain words when they see them in print; and to follow the development of thoughts and ideas in the plot of a story.
- When children are riding on toys they are learning: strength, balance, coordination of large muscles of legs, torso, and arms; to use their energy in a constructive way; concepts of speed, direction, and location; to negotiate and take turns with others; to solve problems, and self confidence as they master skills.
- When children scribble and draw they are learning to: hold a pencil, pen, etc. and to control the pressure; eye-hand coordination; that their ideas have value; concepts of color, shape, and location; and sometimes how to express themselves with words to describe their drawing.
- When children finger paint they are learning: imagination and creativity; about color and how to form new colors; eye-hand coordination; and how to share ideas with others.
- When children are playing with sand they are learning: to develop their imagination and creativity; concepts of size and shape; how to use tools; how to solve problems; concepts of warm/cool, heavy/light, and wet/dry; how to play socially with others; and to observe change.

All of these skills that children learn and gain through play help children develop socially, emotionally, physically, and intellectually.

ECC Building Blocks to Kindergarten Readiness

The following are the steps taken in each classroom to ensure children are best prepared for Kindergarten. These outline the goals of the classroom and the expectations we have for teachers for implementation. We recognize there are many other components that play a part of kindergarten readiness; these just outline broad areas that are focused on throughout our program.

	Ahavah		Kehillah	Kavod	Shalom	Ruach	Kindergarten
	0-10 months	10-16 months	16-24 months	22-42 months	33months – 4 yrs	4 by Sept. 1st	5 by Sept. 1 st
Meal time	Babies are fed on their individual schedules; slowly different foods are introduced and children are encouraged to eat with hands.	A schedule is used for breakfast, lunch, and snacks. Plates and spoons are starting to be used. Children are encouraged to use their words or hands to communicate their needs. Towards the end children eat some meals at small table instead of highchairs.	For all meals these toddlers sit at a table in chairs. They feed themselves using hands and silverware. When children first transition into this room typically sippy cups are used and throughout the year they are moved to using regular cups. Toddlers are encouraged to throw away their trash when done.	Children wash hands independently before meals. Meals and snacks are served to children on plates. Children have to use their words to ask for more. Children are expected to clean up their area after a meal.	Children wash hands independently before meals. Lunch bags are put on table for children; however children are expected to unpack their lunch and try to open their items. They are expected to use their words to ask for more or if they need help. Children clean up their area and put their lunch bag away after meal.	Children wash hands independently before meals. Children get out their own lunch bags, unpack their own lunches, get silverware if needed, pour water or milk themselves, and open items themselves. If they need help they are encouraged to ask a friend before asking a teacher. Children clean up their area and put away their lunch bag away.	In most kindergarten programs children are expected to be self-sufficient. This means remembering to bring lunch to school, able to unpack and open items, and clean up after self. In addition to this if children utilize a hot lunch program children need to be able to go through a line to get food and often times remember a code to enter for payment.

	Ahavah		Kehillah	Kavod	Shalom	Ruach	Kindergarten
	0-10 months	10-16 months	16-24 months	22-42 months	33months – 4 yrs	4 by Sept. 1st	5 by Sept. 1 st
Bathroom	<p>Infants are on their own schedule for diaper changes. Children have an adult wash their hands with them.</p>		<p>The toddlers have three set diapering shifts during the day when all children are changed. At these times if they express interest they are given the chance to sit on the potty. Diapers are also changed at other times during the day on an as needed basis. At this age toddlers are assisted with hand washing.</p>	<p>The toddlers have three set bathroom shifts during the day when all children have their diaper changed and/or sit on the toilet. Children are encouraged to pull down their pants and take off diaper. Children in this class also practice getting dressed and undressed. Diapers are also changed at other times during the day on an as needed basis. Children wash hands independently with supervision.</p>	<p>The preschoolers have three set bathroom shifts during the day when all children have sit on the toilet (or have diaper changed if needed). In addition to these scheduled times children are reminded throughout the day to use the bathroom. Children dress and undress themselves with limited help and wash their hands independently with supervision.</p>	<p>The prek children use the bathroom as needed and are reminded throughout the day to try. Children are able to change themselves and wash their hands independently.</p>	<p>Children are expected to use bathroom independently, advocate for themselves if they need to use the bathroom, dress themselves, and wash their hands.</p>

	Ahavah		Kehillah	Kavod	Shalom	Ruach	Kindergarten
	0-10 months	10-16 months	16-24 months	22-42 months	33months – 4 yrs	4 by Sept. 1st	5 by Sept. 1 st
Nap/Rest	Babies are on their own schedule for napping; typically moving from three naps to two naps.	Transitions are made from one morning nap and one afternoon nap to one afternoon nap. Children become ready by 14 months for this.	Toddlers in this room have one nap from approximately 1-330. During this time calming music is played, children are on their own cot with items from home, and children are given assistance falling asleep if needed.	Toddlers in this room have one nap from approximately 1-330. During this time calming music is played, children are on their own cot with items from home, and children are given assistance falling asleep if needed.	Preschoolers have one nap from approximately 130-330. During this time calming music is played, children are on their own cot with items from home, and children are given assistance falling asleep if needed. If children wake up they can quietly look at books on their cots.	PreK have one rest from approximately 130-200. During this time calming music is played and children are on their own mat with items from home. If children fall asleep they are able to nap until 3:00. This time is slowly shortened throughout the year to ensure children are able to be successful without more than a 30 minute rest. Children that are awake after the 30 minute rest engage in quiet activities in classrooms.	No nap is provided during the day. Some all day kindergarten programs have a quiet time during the day.

	Ahavah		Kehillah	Kavod	Shalom	Ruach	Kindergarten
	0-10 months	10-16 months	16-24 months	22-42 months	33months – 4 yrs	4 by Sept. 1st	5 by Sept. 1 st
Group time	Babies have the opportunity to participate in art and music.	In addition to art and music different activities are brought out throughout the day for small groups to engage in with a teacher if they chose to. This could be building with blocks, using the sensory table, or listening to stories. Children also visit the muscle room and become familiar with the Kehillah room and teachers.	A couple of times during the day the children are encouraged to sit on the carpet for stories, music, or other activities that are teacher led. These are typically 10-15 minutes and the toddlers have the choice to participate.	A couple of times during the day the children are encouraged to sit on their specific spot on the carpet for stories, calendar, music, or other activities that are teacher led. These are typically about 15-20 minutes.	A couple of times during the morning and once in the afternoon the children are encouraged to sit on their specific spot on the carpet for stories, calendar, music, or other activities that are teacher led. These are typically about 15-20 minutes.	A couple of times during the morning and once in the afternoon the children are encouraged to sit on their specific spot on the carpet for stories, calendar, music, or other activities that are teacher led. These are typically about 20-30 minutes.	Children are expected to sit with the group for about 30 minutes various times throughout the day.

Early Literacy at the ECC

Ensuring cognitive development of the children we serve is core to our program. The term literacy embraces reading, writing, listening, and speaking skills. We work to develop each of these areas in developmentally appropriate ways to ensure kindergarten readiness. Below are some of the practices used in each program area to make sure each program area is building upon the previous program area. In addition to these details, each classroom environment is designed to be a literacy rich space!

	Ahavah	Kehillah	Kavod	Shalom	Ruach
Reading and Letter Recognition	Read aloud stories with children.	Read aloud stories with children and have children point to objects in pictures.	Read aloud stories with children; identify repeating words and letters. ABC puzzles, magnets, etc in classroom.	Read aloud stories with children. Letter of the Week (as the letters connect to children's names and objects; introduce letter of week through visuals, songs, and crafts). The goal is working towards connecting letters to objects and experiences.	Read aloud stories with children. Letter of the Week (multi-sensory approach, see letter, listen to sound of letter, and sign the letter). The goal is working towards letter identification and becoming familiar with letter sounds.
Writing	Manipulatives in classroom. Art with Jeanne.	Manipulatives in classroom. Art with Jeanne and in classroom.	Manipulatives in classroom. Art with Jeanne and in classroom. Mid-year create mini writing station.	Manipulatives in classroom. Art with Jeanne and in classroom. Writing Station in classroom and tracing activities.	Manipulatives in classroom. Art with Jeanne and in classroom. Writing Station in classroom and tracing activities. Letter of the Week (practice writing letter and create ABC book).
Listening	Listening to stories read by teachers and talk about pictures. Music.	Tape Stories and listening to stories read by teachers and talk about pictures. Music.	Tape Stories and regular stories; pose questions about the story. Music. Group Times.	Tape Stories and regular stories; pose questions about the story. Music. Group Times. Directional games. (1-2 step)	Tape Stories and regular stories; pose questions about the story. Music. Group Times. Directional games. (2-3 step) Listening Station in classroom.
Speaking	Sign Language. Narrate play and engage in regular conversations. Sound mimicking.	Sign Language. Narrate play. Voice over language modeling. Singing.	Voice over language modeling. Narrate play. Group Times. Singing.	Group Times. Singing.	Group Times. Singing.

TIMES AND LIMITS OF PROGRAM OPERATION

The ECC is open five days per week, Monday through Friday, 52 weeks a year, closing for holidays and staff development. A calendar is provided each year to highlight these closed days.

The ECC's hours of operation are 7:00a.m. to 6:00p.m. Monday through Thursday; and 7:00a.m. to 5:30p.m. on Fridays; except on holidays, staff development days, or during emergency weather conditions. Please do not enter the ECC before our opening time as teachers are setting up and preparing for the day.

It is our policy and practice at the ECC that all children are supervised by an approved program adult at all times. Children are the responsibility of their parent or other designated adult before and after official opening and closing of the center or before a child is signed in or after the child is signed out each day. All children must be signed in and out daily on the classroom attendance clipboard.

ARRIVAL AND DISMISSAL

When you bring your child or carpool to the ECC, you must accompany your child into the building. As you enter the building, do not leave any child in a classroom until a staff member has seen him/her. When picking up children, please follow the same procedure. **You must sign your child out on the sign in/out sheet, clearly indicating the time you are leaving the building (if you enter the building at 12:45 but do not take your child from his classroom until 12:55, you should write 12:55).** Once you have picked up your children, their supervision is **your** responsibility. Please do not let siblings (of any age) roam or allow children to leave the building without an adult or to run in the parking lot.

If someone other than a parent or designated carpool driver is picking up your child, you must complete a child pick-up authorization form either with the ECC office or your child's teacher. That person will be asked to show identification before your child is released to him/her. In the event that you need to call or email a change in who will be picking up your child we will ask for your security code, a number you determine upon enrollment.

If for some reason your child will not be attending on any particular day due to illness or otherwise, please call the office or classroom by 9:30am to let a teacher know.

SECURITY

The ECC has a swipe card security system installed. Parents will be given one swipe card at no additional cost and then they will be assessed \$25 per each additional card ordered. These cards are to be used to gain access to the ECC area, within the Sabes JCC. As you understand, the security system will only work if we are all (staff and families) diligent. It is imperative that anyone dropping off or picking up your child from the building on a regular basis have a swipe card. Please note an electronic photo is required to make swipe card.

EXTRA CARE PROGRAM

All policies of the ECC program will be adhered to by the extra care program, which is all care that occurs before or after the hours that your child is normally enrolled to attend. In addition, the following conditions apply:

- Extra care spots sometimes fill up. ***There are no guarantees that space will be available.***
- No refunds or make-up days are made for absences due to bad weather, power or other failures in the building, vacations or holidays.
- The dismissal time for the extra care program is 6:00 p.m. Monday through Thursday and 5:30 p.m. on Fridays. Parents must strictly adhere to these times. Please make arrangements to have your child picked up on time. **You will be charged a late fee of \$1.00 per minute if you pick up your child after school closes at the end of the afternoon.**
 - The first time you are late you will receive a warning, but no fee.
 - The second time a fee will be assessed.

- The third time a fee will be assessed and the Director will meet with the family.
- Child care may be terminated if this problem persists.
- **Children who are here before or after their program time will be billed at the \$10.00 per hour if JCC members and \$12.00 per hour for general public.**
- Extra care charges will be put in your child's mailbox at the end of each month with a detailed breakdown of the hours your child was here.

TUITION ASSISTANCE

The Sabes JCC Early Childhood Center is proud to be addressing affordability and access with our Tuition Assistance Program. The goal of this program is to enable attendance at a Jewish early childhood program for as many families as possible. Applications must be completed on an annual basis (April 15th of each year for the following program year June 1st through May 31st) and decisions are based on the amount of funds available, number of applications received, and the level of need.

SCHOOL CLOSINGS

Decisions about school closings due to severe weather, power failures, or other emergency conditions are made by the Executive Director of the JCC or his/her designee. In the event of severe weather occurring during the night or early morning hours, parents should listen to WCCO Radio (830 AM) or WCCO television. In particular, parents who use our early morning child care should check the radio or TV. In addition to this, the ECC staff will activate the emergency call system leaving a message for all families about the closing and send an email if possible.

Should a closure be necessary after our day begins, emergency numbers for parents will be called and they will be asked to pick up their children early. If a parent or guardian is unable to pick up a child, it is the parent or guardian's responsibility to make the appropriate arrangements and notify the ECC of those arrangements. If parents/guardians fail to pick up their child at the established time, the ECC will attempt to contact the person(s) listed as emergency contacts. If all attempts fail, and it is necessary to evacuate the building, the local police department and county services will be notified.

SECTION 2. PROGRAM INFORMATION

GENERAL INFORMATION

Throughout the week the children will have the opportunity to explore with play materials in their classroom, engage in large motor time, spend time with an art, music, and swim specialist to develop their whole self. The children will go outside each day, weather permitting.

Be sure to check your child's mailbox daily for artwork and communications. Also, make sure that a complete set of clothing (shirt, pants, underwear, socks, and shoes) is clean and available in your child's locker.

Teachers "check out" all children who leave the ECC. Before leaving the building, please make sure you check your child out with the appropriate staff person who is in charge of the sign-out clipboard. If someone other than a child's parent or regular carpool driver is picking up your child, we must have written notification.

COMMUNICATION

If you ever have concerns to discuss, please be assured that there will always be someone at the ECC to help you. Your child's teachers are your first resource. They are always helpful and should be able to provide you with professional insight regarding your concerns. The daily class notes on the classroom doors provide parents with daily information about the activities in which their child is engaged. Infant and toddler teachers complete daily written reports regarding each child. Teachers also prepare monthly calendars for their students' families. Parents can email or call their child's teachers on an as needed basis. All calls or email should be returned within 24 hours. The answers may be brief, given the very busy nature of the teachers' schedules. If you would prefer a longer opportunity to discuss any concerns, you can set up a conference.

CLOTHING AND PERSONAL BELONGINGS

All personal belongings and clothing should be clearly **LABELED** with the child's first and last names (especially boots, shoes, scarves, mittens and the like). Unlabeled or unclaimed items will be placed in lost in found, which is located in ECC office. Those items unclaimed will be donated to charity on a monthly basis. Children who will be going swimming will receive instructions as to what clothing will be necessary. It is a great help if all clothing has self-help features and is large enough for the child to put on with a minimum of assistance. **In winter, please leave a pair of snow pants and boots at school during the week.** There are hills for sledding and sliding on the grounds, but children without snow pants will not be allowed to play on them. We also suggest you leave a pair of inexpensive shoes, sneakers, or rubber-soled slippers at the ECC, so your child will not have to carry shoes back and forth in the winter. All children should have a complete change of clothes (including socks and underwear) in their lockers.

TOYS FROM HOME

The ECC asks that you not send toys from home to school or if children bring things they remain in their lockers during the school day. Children often have a very difficult time sharing items from home, which can cause a number of social conflicts in the classroom. In addition to this, toys easily get lost or broken which can be very upsetting to a young child. To avoid these problems we focus on using the play materials provided in the classrooms and other ECC spaces, rather than items from home. On occasion the teachers will plan special days (Show and Share, book day, game day, etc.) and ask for items to come from home to give children this opportunity.

DIAPERING

The diapering procedure has been developed with a health consultant and is posted in each diaper changing area.

- Diapers are changed only in the diaper changing area.

- Disposable diapers will be used.
- Children's diapers and diapering ointments will be labeled and stored in their individual baskets or diapering cubbies.
- Parental permission is required to administer diapering ointments.
- A change of clothing is required for each child. Soiled clothing will be placed in a sealed bag and the bag will be sent home with the parent.

Diapers are routinely changed for toddlers and preschoolers after breakfast, after lunch, after nap, and as needed.

TOILETING

Toilet learning will begin when appropriate according to the child's age and stage of development and in accordance with the parent's plan and the ECC's written toilet learning plan (which is available in the ECC office and will be distributed by classroom teachers when appropriate). Children who are in the process of beginning toilet learning will be offered frequent opportunities to use the bathroom facilities.

FIELD TRIPS

We bring in many resource people throughout the year to enrich our program via in-house field trips and other special events.

KINDERGARTEN READINESS

In the State of Minnesota children are able to enroll in kindergarten if they are 5 years of age by September 1st of that school year. In order to enroll in kindergarten families must connect with their local school district and have their child complete a kindergarten screening. This screening is free and lasts approximately 45-60 minutes. The screening utilizes various playful activities to make it an enjoyable experience for the child, while gauging where the child is at developmentally (check height, weight, hearing, and vision, review immunization record, and assess coordination of large and small muscles, speech, learning development, and social/emotional skills). This can be done any time after a child is 3 ½ years old.

If you have questions about kindergarten, types of programs, understanding the process, or determining what will be best for your child and family please let us know!

PRIMARY CARE GROUPS

The ECC follows a continuity of care model. Research has shown that providing young children with a consistent caregiver allows children to maintain a sense of security that allows them to explore more freely the world around them. In the infant program, children are assigned to one of two primary care groups led by one of the Infant Room teachers. Infants need a loving, consistent caregiver to help them with their learning process and the lead infant teachers, along with the supporting teachers for each care group, will work towards this each day.

In our toddler, preschool, and prek classrooms a similar method will be utilized. Each of these classrooms have two fulltime teachers. The children in each classroom will be divided into two groups, each group assigned a specific teacher. Teachers will use these groups to facilitate small group activities, focus their observations and documentation for conferences, and be a primary connection for parents. It is important to us that we continue to maintain the strong relationships established in our infant program in all of our other program areas as well.

TELEVISION AND VIDEO WATCHING POLICY

The ECC's educational philosophy is based on the notion that children learn through play and experiences. Our policy in regards to the use of television and videos in the classroom is aligned with this goal. The ECC will not use television in the classroom. The ECC will use only educational videos under the guidelines that such use is occasional, purposeful, noted in the curriculum plans (that is, previously considered and connected to the learning in the classroom), and limited to 20 - 30 minutes. Additionally, whenever a video is being shown as a supplement to the classroom activities there will be alternative activities for children not interested in watching the video.

MEALS AND SNACKS

At the ECC we serve a simple breakfast with milk, such as cereal, fruit, and waffles. A wide variety of healthy kosher snacks are provided mid-morning and mid-afternoon at the ECC. The snack menu is posted in the ECC hallway and emailed out to families by request at the start of each month.

For lunch, children can bring a nutritionally balanced (bread product, protein, fruit and vegetable) bagged lunch. Please send foods that are manageable for your child. Please cut sandwiches and fruits/vegetable into smaller sizes. Cut veggie dogs and grapes lengthwise and then into quarters to prevent choking. We do not recommend that you send sweets. **Children can bring dairy or pareve food, such as fish or eggs. They cannot bring meat or shellfish.** Lunches will be refrigerated and they cannot be heated. Hot lunch can be purchased most days through our arrangement with Heilicher Minneapolis Jewish Day School. Parents are provided with a monthly menu of hot lunches that can be ordered one month at a time at a cost of \$4.00 per day. Lunches ordered after the deadline cost \$5.00 each. We serve milk and water with the snacks and water with lunches. Children can bring juice or special milk.

Passover observance will be adhered to with regard to food served or brought to school during that time frame. Although your family may not partake in this practice at home, as a Jewish preschool that is respectful of our families that do celebrate Passover, we will serve only kosher for Passover style snacks. We request that you refrain from sending any cookies, crackers, breads, or pasta during this time unless they are specifically kosher for Passover.

BIRTHDAYS

Once a month the ECC will provide a special, healthy treat to all of the classrooms for birthday celebrations. In addition to this, on the school day closest to your child's birthday the classroom teachers will make a birthday crown and sing happy birthday as a group. We ask that parents not bring in food items to celebrate a child's birthday. **In lieu of a special treat**, parents or special friends are encouraged to come to a short celebration in the classroom. Please schedule a mutually convenient time and day with your child's teacher at least one week in advance. You might bring in special items such as: a picture of your child as a baby, a book to read to the class, or help with an art project.

Please do not send birthday party invitations home through the ECC, so the feelings of children who have not been invited are not hurt. We discourage any conversation about birthday parties at the ECC so as to avoid hurt feelings.

JEWISH COMPONENTS INFUSED IN ECC PROGRAMMING

We are not a Jewish school simply because of the holidays we celebrate; rather we are a Jewish school because of the values we use in structuring our programs. These are infused in the experiences we create and serve as our guide in how we interact with one another. The values we focus on are those that are the foundation of each program area Ahavah (love and unconditional nurturing), Kehillah (community, ensuring a home for everyone), Kavod (respect, honoring the uniqueness of each child and helping children understand differences), Shalom (peace, problem solving, advocating for self and others), and Ruach (spirit and joy for life and learning). In addition to infusing these values in all we do, we also incorporate blessings, rituals, and holidays in each program area in developmentally appropriate ways.

Infant Program	Toddler Program	Preschool Program	PreK Program
<ul style="list-style-type: none"> Shabbat Celebration with challah, music, and blessings. 	<ul style="list-style-type: none"> Main blessing before lunch and snacks. Shabbat Celebration with challah, music, and blessings. Holiday Activities and Celebrations. 	<ul style="list-style-type: none"> Meal blessing before lunch and snacks blessings differentiating between grains and fruit. English thank you song after lunch and snacks. Shabbat Celebration with challah, music, and blessings. Holiday Activities and Celebrations. 	<ul style="list-style-type: none"> Meal blessing before lunch and snacks blessings differentiating between grains and fruit. One line of Hebrew blessing after lunch and snacks. Shabbat Celebration with challah, music, and blessings. Weekly Havdallah Holiday Activities and Celebrations.

SHABBAT AT THE ECC

The aim of our Shabbat celebration at the ECC is to provide your child with a “hands-on” experience of what Shabbat is in all its joyous aspects. Each of the classes, including our infant class, has a special Shabbat music class on Fridays with Laurie Herstig, “the guitar lady.” In their classrooms, children eat challah and drink juice, and make the appropriate blessings. The ECC offers challah for sale each week to our families. The proceeds of these sales fund the challahs that we serve to the classes.

SOCIAL ACTION AT THE ECC

Engaging young children and families in Social Action is a core component at the ECC. Social Action is rooted in two key Jewish values, *Tzedakah* and *Tikkun Olam*. *Tzedakah* means righteousness, but is often interpreted as charity as giving to others is seen as the ultimate act of righteousness. Whether it be teaching a skill, donating goods, or giving money, *Tzedakah* is an integral part of living a Jewish life. Blending within this is the value of *Tikkun Olam*, which translates to repairing the world and making the world a better place through community service, social action, and social justice. There are many ways we blend these values into the ECC programming. Each week on Shabbat the Toddler through Prek classrooms collect *Tzedakah* (coins for charity). Each month we have a specific focus of where this money will go to support various organizations in our community working to make the world a better place! In addition to this, we have various projects throughout the year such as different drives and volunteer activities.

GUIDANCE AND DISCIPLINE

The staff of the ECC respects the dignity of children in all of their dealings with them. The staff is warm and nurturing and they work together with the parents and with each other to try to bring out the best in each child. The children are expected to respect each other, just as the staff respects them. Most children will respond well in a confident and friendly manner to adults. The ECC’s philosophy of child guidance and discipline embodies the Principles for Developmentally Appropriate Guidance established by the Minnesota Association for the Education of Young Children.

PRINCIPLE ONE—CHILDREN ARE IN THE PROCESS OF LEARNING ACCEPTABLE BEHAVIOR

It takes individuals many years to learn appropriate ways to express strong emotions and interact appropriately with others. Young children are just beginning to learn these difficult personal and social skills. Knowing that young children learn by repetition, teaching staff maintain daily routines and set clear limits with each group, thus helping children to internalize these skills, but also providing for the safety of all children, as well as promoting the individual development of each child’s self-help and self-control skills. These routines and limits are frequently discussed and defined with the

children. Consistency, or knowing what to expect throughout the day, helps children develop a sense of trust and understanding of their environment.

PRINCIPLE TWO—AN EFFECTIVE GUIDANCE APPROACH IS PREVENTIVE BECAUSE IT RESPECTS FEELINGS EVEN WHILE IT ADDRESSES BEHAVIOR

“Good discipline is in large part, the result of a fantastic curriculum.” (Young Children, March 1987) The ECC’s daily scheduling, curriculum plans, classroom arrangements, developmentally appropriate activities, and staffing patterns are designed to be preventive, as they promote positive and enjoyable learning experiences that encourage respectful and trusting relationships between adults and peers.

PRINCIPLE THREE—ADULTS NEED TO UNDERSTAND THE REASONS FOR CHILDREN’S BEHAVIOR

Children do things to see what will happen. Children learn from such actions, and from others’ reactions. At the ECC appropriate and positive behaviors are recognized daily. Teachers respond to inappropriate or negative behavior by reasonably discussing the problem with the child, and firmly redirecting the behavior by offering alternate words or behaviors that will encourage the child to express her/him in more positive ways.

PRINCIPLE FOUR—A SUPPORTIVE RELATIONSHIP BETWEEN AN ADULT AND A CHILD IS THE MOST CRITICAL COMPONENT OF EFFECTIVE GUIDANCE

Children who gain the understanding that they are valued and belong tend to develop positive self-concepts and have less need to act out against the world. The ECC staff makes every effort to build trusting, supportive relationships with each child enrolled in their classroom.

PRINCIPLE FIVE—ADULTS USE FORMS OF GUIDANCE AND GROUP MANAGEMENT THAT HELP CHILDREN LEARN SELF-CONTROL AND RESPONSIVENESS TO THE NEEDS OF OTHERS

Clear and positive verbal communication with the child is our primary guidance practice at the ECC. This form of guidance helps children develop a sense of independence, confidence, and competence in their own abilities to get along with peers and adults and to involve themselves positively in the classroom activities. Teaching staff model language and appropriate ways for the children to express their feelings and emotions. All children are encouraged to “use words” to explain what they want, what they need, and how they feel. Positive problem solving skills include adults: narrating what is happening, suggesting optional behaviors to children before a “mistaken behavior” occurs, and following through with necessary re-direction and acknowledgement of successful problem solving situations.

Corporal punishment, the use of verbal or emotional threats, and shaming or name-calling are never used in this program and are not legal responses by adults in any child care program. Any such behavior by any staff member is just cause for immediate suspension and/or termination from employment

Licensing Rule #3 guidelines extend this definition to include as unacceptable: rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking. Whether physical contact is a slap or a tap is irrelevant if the intent was punitive.

The ECC staff strives to meet Rule #3 requirements by “providing immediate and directly related consequences for a child’s unacceptable behavior.” Setting a limit of expected behavior (ex. keep water in the water table), and defining consequences if behavioral expectations are not met (if you continue to pour water on the floor, you must leave the water table), immediate consequences related to unacceptable behaviors. Consequences must never include deprivation of nap, comforts, outside play, food, light, warmth, clothing, or medical care, or untimely consequences that refer to earlier misbehavior.

In such a situation, teaching staff will narrate what is happening so that the child, other children, and other adults are fully aware of what is happening: “I’m helping you keep your body safe,” or “You hit _____ I will sit with you until I know it is safe for you to play,” or “I don’t feel safe when you are throwing toys. I will sit with you until my body feels safe.” Use of physical restraint for children with developmental disabilities is subject to the requirements in Rule #40. A staff person must be properly trained and may only use restraints as stated in Rule #40.

When necessary, a child may be removed from a group activity for a short (3 to 5 minute) separation period, but is never isolated out of view or sound of a teacher. Rule #3 Licensing guidelines mandate that separation may occur **ONLY** after teaching staff has tried less intrusive methods of guiding the child’s behavior which have been ineffective and the child’s behavior threatens the well being of the child or other children in the ECC. Separation involves teacher explanation of the behavior to the child, usually on a couch or in the “quiet space.” When separation from the group is used as a behavior guidance technique, the child’s return to the group must be contingent on the child’s stopping or bringing under control the behavior that precipitated the separation. **This practice is rarely applicable to toddlers.** The child may return to the group activity as soon as the behavior that precipitated the separation abates and the child is perceived by the teaching staff not to be harmful to herself/himself, other children, or staff. A child’s separation for unacceptable behavior is recorded on a log kept in the ECC office, and parents/caregivers are notified whenever a child needs to be separated three or more times in one day, five times or more in one week, or eight or more times in a two-week period. In the event of requesting intervention from an outside source, such documentation is required before agency visits are authorized.

PRINCIPLE SIX—ADULTS MODEL APPROPRIATE EXPRESSION OF THEIR FEELINGS

Because children are just beginning to learn complicated social skills, both with their peers and the adults who care for them, adult-child interactions can be challenging. The ECC strives to instill in all of the adult staff how important it is to attend to the needs of the distressed child first, request more information before making hasty judgments, then talk with both children to resolve the situation, all while monitoring their own mood and being aware of the adult’s impact on the effectiveness of the interaction.

PRINCIPLE SEVEN—TEACHERS CONTINUE TO LEARN EVEN AS THEY TEACH

The ECC encourages the teaching staff to ask for assistance from the Director, Assistant Director, or Sabes JCC Inclusion Director, when they observe a child exhibiting a behavior they are concerned about. The assistance may be in the form of direct observation of the team’s teaching strategies and classroom management skills, or documentation of child’s classroom behaviors, with parent/caregiver consent.

GENERAL BEHAVIOR POLICY

Some behaviors, such as tantrums, refusal to participate, and those that require individualized attention can be typical behaviors at various developmental stages. At the ECC, we know that children will have these behaviors at some point in their development and it usually corresponds with times of stress. Typical stressful events can be:

Life changes	Times of parental absence
Disruption of normal routine	Over-stimulation
Illness	Home environment stress
Lack of Sleep	

At the ECC we create an environment that is developmentally appropriate, predictable, and stable. We make every effort to provide extra support to children facing these times of stress. In a normal development process these behaviors will cease when the stressor is no longer there or they have learned effective coping strategies.

In the event that a child is exhibiting the following behaviors over a prolonged period of time in a day and/or the intensity becomes excessive, a behavior plan will be implemented.

- A child repeatedly refuses to participate in necessary program activities (hand washing, resting/napping, bathrooming, meals, or staying within sight and sound of the group) and they require one-on-one teacher assistance.
- A child becomes dependent on direct teacher assistance in order to cope with their typical emotional needs or to prevent unacceptable behaviors.
- A child displays age inappropriate tantrums that last longer than twenty-minutes and/or occur more than three times in one day.
- A child needs to be separated from the group more than two times in one day.
- A child displays consistent hurtful behavior four times in one day.

The behavior plan is as follows. The parents/caregivers will be contacted to remove (**within one hour**) the child from the Center for the remainder of the day. This is not a discipline measure and will not be conveyed that way to the child. The child obviously is having difficulty that day in our program and to remain in the program would be a negative experience for them. This would be communicated to the child by stressing that we are trying to help them be successful in school, have a positive and safe experience, and that it is important to us that they enjoy being here. We can tell them that being at school today isn't working and so a parent/caregiver is going to come and get them to give them the space they need. The child also must leave in order to ensure that our quality of care for the other children is not compromised by continual one-to-one care that we are not staffed to accommodate.

CHALLENGING / HURTFUL BEHAVIOR POLICY

Physically harming behaviors such as biting, hitting, kicking, pinching, scratching, and hair pulling are normal behaviors for young children. There are many reasons why young children hurt, including...

Frustration	Teething
Anger	Needing attention
Anxiety/stress	Impulsivity
Tiredness/fatigue	Exploration
Defending property or space	Lack of motor control
Overcrowding	Lack of social skills
Over stimulation	Lack of verbal skills
Boredom	Peer interaction
Not feeling well	Cause and Effect
Lowered Coping Ability	Hunger

At the ECC we have a specific way of handling hurtful incidents. We acknowledge the feelings of the child who did the hurting, while emphasizing that hurting is not acceptable behavior. For example, "It looks like you are very angry with Jared, but it is never o.k. to hit another person. That hurt Jared's body. That made him very sad!" We then try to help the child find a more appropriate way of expressing his/her anger: "If you are mad you can use your words to tell Jared 'I'm mad!' or you could stomp your foot if you are mad." The child who did the hurting is then redirected to an area away from the area where the hurting occurred. The child who was hurt is given the appropriate first aid when necessary and is always given more attention than the child who did the hurting. This process varies slightly between individual children and individual circumstances. When hurtful behaviors occur these are documented in a log, which is kept in the ECC office.

Because of confidentiality issues, no information about the child who did the hurting is given to anyone other than the parents of that child and the staff working with the child. If the child intentionally hurts or attempts to hurt other children or staff more than four times in one day, the parent/caregiver will be contacted to remove the child from the center for the remainder of the day. This is not a discipline measure and will not be conveyed that way to the child. Through hurtful behavior, the child is communicating that this environment is not working for him/her today. Continual and/or serious hurtful behaviors are not compatible with group care for a number of reasons. Firstly, the safety and well being of the other children need to be protected. Secondly, this behavior requires a significant amount of one-on-one attention from the classroom's primary teachers, and therefore effectively puts the classroom out of ratio. This puts a stress on the whole classroom, as teachers are not able to provide the other children with the attention that is essential for quality care.

If the hurtful behaviors are identified by teachers as a recurring or ongoing pattern of behavior the classroom teachers begin our Student Behavior Policy and Individual Child Care Assessment Procedures, which includes a great deal of communication between staff members and parents, while completing the needed observations and interventions.

STUDENT BEHAVIOR POLICY & INDIVIDUAL CHILD CARE ASSESSMENT PROCEDURES INCLUSION POLICY

The ECC believes that all children should learn together in environments that provide special services, supports, and supplements for all children as needed. The ECC also believes children should be guided by well-trained professionals. We strive to meet the individual needs of each child who receives care from our programs. We are dedicated to working with families and outside agencies to meet the needs of a child who may have some special needs. Special needs may include: autism, deafness, deafness-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment (health problems), emotional/behavioral disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairment. The ECC, working with the Sabes JCC Inclusion Director, will do everything it can to make reasonable accommodations. If we are not able to make these accommodations, as it would not be financially feasible or within our program's ability, we will not be able to provide services. In these situations we will provide families with needed resources to find programs that would be able to accommodate the child.

ASSESSMENT DEFINITIONS, PROCEDURES, AND POLICIES

Assessments serve the general purpose of evaluating children's skills, strengths, and capabilities. Based on the assessments, programs are able to make decisions about children's eligibility for special education and related services, as well as assist in preparing the children's ongoing education plans.

Assessments are done through:

1. **Initial observations** made by center staff.
2. **Screening** to identify potential concerns or delays done by the Sabes JCC Inclusion Director or an outside agency.
3. **Diagnosis** to provide information about the nature of the concern and the extent to which a child will need assistance. This is also done by the Sabes JCC Inclusion Director or an outside agency.

Procedures:

1. If persistent behaviors are documented in the hurtful behavior log then the classroom teacher will communicate concern with Director and parents.
2. The classroom teacher will observe and record the behavior of the child and all staff responses for a period of two weeks. During this time parents will receive daily updates on the child's behavior.
3. After the two week period the teacher will meet with the Director and Inclusion Director to review the observation notes. The teacher will then schedule a meeting with the parents to discuss the observations.
4. At the meeting with parents an Individual Child Care Plan will be made to modify the behaviors. The plan will include a specified period of time. If the plan does not appear to be successful within the agreed amount of time, a subsequent meeting will be arranged.

POLICIES

- Should the ECC Administration and JCC Inclusion Director determine that a child requires an advocate to maintain a safe and quality program, the JCC will work with families to secure funding for these accommodations.
- Should the ECC Administration and JCC Inclusion Director determine that a child's continued participation is not appropriate, or that the ECC cannot adequately meet the child's needs, the Sabes JCC reserves the right to suspend or discontinue enrollment.

CENTER'S ROLES

- Provide high-quality curriculum, which is carefully planned, with individualized interventions when needed.
- Plan appropriate activities and interactions for children.
- Establish an environment consisting primarily of typically developing children and materials.
- Complete initial observations and assessments of children and communicate with parents observations.
- Try a variety of different methods in working with areas of concern.

PARENT'S ROLE

- Family involvement is especially critical to our inclusion and assessment policies and procedures.

- Parent/caregivers must work in collaboration (interact, discuss problems, brainstorm together, share concerns and experiences) with the center staff to complete Individual Child Care Plan and all assessments, screenings, and diagnosis.
- Work with Inclusion Director or outside agencies to complete ICCP's and other needed assessment paperwork.
- Follow through with components of family's responsibilities as outlined on ICCP or other assessment documentation.

INCLUSION DIRECTOR OR OUTSIDE AGENCY'S ROLE

- Complete formal assessments of the children in the classroom to identify special needs.
- Monitor children's progress on a continuous basis.
- Work collaboratively with center staff to identify needed accommodations, modifications, and interventions.
- Maintain communication with families.

BITING

Biting occurs for various different reasons. Biting is typically seen with older infants and toddlers as a means of communication. Children could be communicating to us that they have a need for autonomy or control, that they are exploring through their senses, that they are teething, that they are trying to learn how to navigate peer interactions, that they are trying to understand cause and effect relationships, that they are hungry, that they are feeling imitation, that they need attention or are feeling frustrated, or they are experiencing some anxiety. Some children bite once just because they feel cornered by a peer; others develop a pattern of biting as a means of trying to communicate a need to us. No matter what the reason we work with the children to help get their needs met in alternative ways. When biting occurs teachers are clear and direct with children that biting is not allowed and hurts. Teachers follow up with working to identify the need and help that children get it met through other means.

If one of our children has bitten another child, we follow these procedures:

- **Observing** when the biting occurs and keeping data to try to determine patterns;
- **Conducting staff meetings** to review reasons for biting and strategies of prevention and intervention;
- **Providing reference materials** to share with the parents;
- **Teaching various ways of responding** to biting including: peer-shielding, prompting pro-social behavior, and prompting—giving attention to a child before poor behavior to help him to do something.

Additionally, if a child has been bitten the teachers will:

1. Evaluate the extent of the bite—did the bite break the skin and produce an open or puncture wound and/or cause bleeding?
2. If so, wear gloves when providing first aid; wash the area with soap and water, flush the wound with clean water.
3. Provide comfort and reassurance to the bitten child.
4. Apply cold pack if needed.
5. Document incident using the **Accident Report** form. The parent needs to sign it, and then they get a copy of it, one goes to the child's file, and another to the Accident Report Forms book. Enter this into the Accident Log.
6. Inform parents of both children about the biting incident. Due to HIPPA laws and confidentiality, we are not allowed to use the names of children when having these conversations.

NURTURING POLICY

Physical touching is an important part of care and nurturing of young children. Children feel loved, accepted, and supported through the sensation of touch by nurturing adults and peers. However, physical touch should be respectful of children's body cues and with their permission. Staff members are sensitive to children's responses and requests for physical interaction and model appropriate nurturing touches. **Except for safety reasons, children will always have the right to refuse touch.** Children are also taught to respect adults' and other children's touch preferences. The most common categories of touch used with young children are described below:

- Nurturing touch is necessary for every child's emotional growth. Specific teacher styles may differ and appropriate touch depends in part on the age of the child. Affectionate nurturing of children is expressed through such interactions as: hugging, holding on lap, rocking, kissing, carrying, and rubbing/patting backs. **Children always have the right to refuse these touches.** While tickling is frequently an appropriate playful touch, it is kept at a minimum because of its potential for getting out of hand; children will have control over when this playful touch occurs and ends.
- Personal care touch includes cleaning and dressing, and nap time routines and is done in a gentle and respectful manner. Children learn healthy respect and appreciation for their bodies and respect for others' privacy needs from adults' physical care giving and modeled attitudes. We encourage independence in toileting and children are encouraged to tend to their own needs. Genital areas are touched gently for purposes of cleaning only. First aid is administered as gently as possible and accompanied by verbal explanation and appropriate comfort.
- Disciplinary touch is used only to protect the safety of children and staff to provide the least restrictive guidance necessary in a given situation. Children are taught, through modeling and verbal guidance, to use words rather than physical interaction to settle their differences with others. Corporal punishment, which means the non-accidental infliction of pain on a child by an adult, is **never** used.

SPECIAL NEEDS

Parents/caregivers have the responsibility to inform the center when their child has any special medical conditions, needs, or allergies so that we can provide appropriate care and support.

If your child has a special need and is (one or more of the following):

- Eligible for care management through the state and has an Individual Service Plan (ISP),
- Receiving services through the local school district and has an Individual Education Plan (IEP),
- Determined by a licensed physician, psychiatrist, psychologist, or consulting psychologist to have a condition related to physical, social, or emotional development, you will be asked to share the ISP and/or IEP with us. In addition, state licensing regulations require us to develop an Individual Child Care Plan (ICCP) with you that will assist us to meet your child's needs.

This plan must be signed by you and your child's source of licensed health care as listed above and reviewed annually to assure that necessary modifications are made to the care plan.

If you feel like your child needs additional services please let us know and we are happy to put you in contact with your local school district who would complete the assessment.

SOCIAL SKILLS GROUPS AT THE ECC

At the ECC it is important to us that we work to develop the whole child. While a great deal of emphasis is put on cognitive development ensuring Kindergarten readiness, a child's social and emotional development is just as critical for their success. The ECC has a wonderful partnership with early childhood consultant Kari Barth, who will be joining us one morning per week. Each week she will work with a small group of preschool and prek children on various social skills such as sharing, self-advocacy, and empathy through games and activities.

If families feel their child/family would benefit from additional services connected to social/emotional development and childhood mental health Kari Barth is also available for individual consultant. More information about Kari can be found at her bio link at: <http://pcsmn.com/clinical-staff/child-psychotherapists/kari-barth/>.

SPEECH THERAPY AT THE ECC

The ECC works to support families that have children that would benefit from speech therapy. We work with Lauren Brand, who has her bachelor degree in Speech and Hearing Sciences and her Masters in Speech Language Pathology. She is board certified in both Minnesota and Florida. Speech Language Pathology or “Speech therapy” is becoming more of a widely known field for many reasons. Previously, people thought it was solely used for correction of articulation errors, stuttering or stroke rehabilitation and still to this day serves these purposes with children and adults. Speech pathology, much like anything else in today’s world, has grown tremendously as our population is ever-changing. More and more of our children are being diagnosed with speech, language, learning, feeding, sensory, social, and behavioral issues that affect the way they learn, interact, and grow as individuals. Lauren has been a practicing clinician for over five years and specializes in children ages birth to 3 years old, including neonatal infants. Lauren can observe or service your child at the ECC or in your home. If you have questions about her services she can be contacted at LBSpeech@gmail.com.

NAP POLICY FOR TODDLERS AND PRESCHOOLERS

Each child is provided with his or her own labeled cot or mat. Children are helped to remain quietly on their cots for a 30 minute rest period. If a child has rested quietly for 30 minutes and is almost asleep, the staff may allow the child to continue to lie on the cot and complete his/her nap. If the child does not fall asleep, he or she may be allowed to get up and choose a quiet activity.

When a child falls asleep during our quiet rest period it is because his or her body is tired and needs a nap. If the child’s parent(s)/caregiver are concerned the child is sleeping too much at the ECC, we will help the child wake up gently but only after at least ½ hour of sleep and only if the child awakens to a gentle approach of awakening by the teacher. If the child does not awaken with the first try, another gentle approach will be tried after another 1/2 hour of sleep. Staff will not forcibly awaken a child because it may look and/or feel abusive, not only to the individual child, but to other children and adults, as well.

ORIENTATION AND CONFERENCES

At the beginning of the summer program an Open House will be held, as well as at the start of the school year, a Back to School Night will be held. This is an opportunity for parents to meet their child’s teacher’s and learn more about the structure of their child’s day. In addition to this, an intake will be coordinated for all infants when they begin and are available at a parents request at other transitions. Parent-Teacher Conferences are also scheduled twice during the school year.

PARENT INVOLVEMENT

Parents are a vital part of the ECC. Throughout this handbook, many instances are noted regarding ways that parents can be involved and connected with the ECC. We believe that parents, teachers, and administrators working together can provide the best learning environment for young children. There are many committees parents can be a part of to assist with things such as fundraising, graduation, social action, or other special classroom programming. If you are interested in any of these groups please send an email to the Director, Jill Madsen, at jmadsen@sabesjcc.org, or call her at 952-381-3430 for further information.

ECFE AT THE ECC

ECFE stands for Early Childhood Family Education. The purpose of ECFE is to bring families together while offering a variety of classes and resources for parents and children birth through kindergarten age. At the Sabes JCC our ECFE will meet once a month. Families can sign-up for one or all of the sessions based on their individual interests and needs. Sessions will be one hour in length with the education component infused into hands on activities appropriate for young children. These classes are free for ECC families.

At the ECC we see our role to support and educate the whole family! To ensure we are regularly providing resources for parents monthly a text study will be emailed out highlighting and summarizing a text connected to early childhood development. These text studies will blend together best practices and actual strategies you can use with your child(ren).

If you seek additional opportunities for family education you can also reach out to your local school district all of which also offer similar programming.

VISITORS/VOLUNTEERS

Many visitors/volunteers want to observe or participate in the program in a variety of ways. We receive many types of requests for visitations or volunteer opportunities. It is a policy requirement that all visitors except parents/caregivers of enrolled children must sign in with the ECC Office and wear a visitor tag. If someone has a long term volunteer commitment to the ECC they will have a badge similar to the ECC Staff and will be highlighted on our who's who board.

School age children: A child under the age of 13 years who has attended a kindergarten program is, by state Rule 3 day care licensing standards, "considered a school age child and cannot be present in the child care center unless the program is licensed for school age children." The only exceptions here are when the child accompanies the parent/caregiver or staff person into the classroom to drop-off or pick-up an enrolled child. **School age children may visit the facility if they are supervised and accompanied by the parent/caregiver or other authorized adult at all times, but they cannot be present in child care program areas of the ECC during operation hours while children are present.**

Teenagers over the age of 13: If a teenager requests to participate in the program, prior approval by the Director and the Teachers is required. They must wear a name tag and their name must be written in the weekly staffing schedule. A volunteer who is not counted in the ratio may be between the ages of 13 to 18 but cannot be left alone with the children and must be closely supervised at all times by a teacher.

Preschool age child: A child who has never attended kindergarten is, by state licensing standards, defined as a preschool age child. Visits must not exceed ½ hour and must have prior approval of the Director and Teacher. The parent or other authorized adult designated by the parent must accompany and supervise the child at all times, since that child is not legally enrolled and thus may not be cared for by ECC staff.

The ECC RESERVES THE RIGHT TO DENY VISITATION TO ANY ONE AT ANY TIME FOR THE PURPOSE OF PROTECTING THE RIGHTS OF CHILDREN, PARENTS, AND STAFF AND ITS PROGRAMMATIC INTEGRITY.

PETS

Parents will be informed at the time of admission that a pet is present. The pet will be properly housed, cared for, inoculated and licensed in accordance with local health ordinance and Department of Human Services. At this time the ECC does not have any pets that children have contact with.

PICTURES

The Sabes JCC and the ECC take photos of the children engaging in daily activities. These are used for displays around the classroom or school, center newsletter or flyers, or program marketing for the JCC or ECC. By signing the acknowledgement of the handbook you are giving the Sabes JCC and ECC permission to photograph and videotape your child in any form of media or presentation of ECC activities, and to reproduce and use such images in any of its advertising, publications, or the presentation of ECC programs to the community, unless notified in writing to the Director.

DIRECTORY

Annually the ECC will develop a Center Directory to distribute to the families. By signing the acknowledgement of the handbook you are giving the ECC permission to include your child's name and family's contact information in this directory.

PRIVATE BABYSITTING

The ECC does not endorse the hiring of our staff members as babysitters for ECC families in their private homes. Additionally, ECC Staff is also not permitted to transport ECC students in their private cars to and from the ECC as well as to and from ECC sponsored events.

COURT ORDERS

In the event that there is a court order connected to child custody and/or visitation it is expected that these documents be shared with the ECC office to ensure we met all legal expectations. In the event that the ECC has questions or needs clarification regarding these orders it is up to the parent to work with the courts to provide the needed information and documentation. It is critical that we have all up-to-date information to ensure we are following the courts expectations and cannot make changes to the procedures we are following unless the order expires or we receive new information.

SECTION 3. ADMISSION/ENROLLMENT POLICIES

NEW CHILDREN

Upon completing an application and submitting a non-refundable payment of \$200 (\$400 for infant), families will be offered a spot if their enrollment needs match our enrollment openings. If we currently do not have a spot available the family's application will be placed on our wait list.

Once a family has been offered a spot and accepted it, they will be invited into the center to do an intake with either the Director or Assistant Director. At this time all required forms will be reviewed with parent(s).

Before a child's first day **all forms must be turned in** and families are encouraged to visit their child's classroom with their child to assist with the transition process.

WAIT LIST POLICIES

The ECC maintains a waitlist. The date of application, preferred start date, and the age of the child determine a child's position on the waiting list. As openings occur, enrollment of a child in one of the areas is determined by these criteria in the following priority order:

1. Internal movement (from classroom to classroom)
2. Child of a JCC staff member needing care
3. Sibling of currently enrolled families

CONTINUING FAMILIES

Enrollment is done on an annual basis, to match our fiscal year of June 1st to May 31st. Prior to the start of the fiscal year families will receive an application for the summer programming and school year programming. This application will provide families with current rates and enrollment options.

MOVEMENT BETWEEN CLASSROOMS

Parents will be notified prior to when a movement is going to occur. Children and parents will have the opportunity to visit the area to which they are moving prior to the movement actually taking place. Children will have scheduled visits during their school day to ease this transition.

Transition Process

- Whole School June 1st (or September 1st if not participating in summer program)
 - Prior to this families will receive packet that includes:
 - i. Program overview (what are the goals of the classroom; developmental focus)
 - ii. Class list
 - iii. Bio on staff for classroom
 - iv. Daily Schedule
 - v. List of supplies/things your child will need for participation
 - vi. Any necessary forms to be completed
 - Open House will be held near the start of the summer and fall program to give families an opportunity to connect with the teachers, see the classroom, and find out more about the day to day routines
- Ongoing Infant/Toddler Transition
 - 1st or 15th of month based on birthday or child's development
 - Try to move more than one child at a time
 - Extensive visiting occurs prior to transition

- Prior to move families will receive package that include:
 - i. Program overview (what are the goals of the classroom; developmental focus)
 - ii. Class list
 - iii. Bio on staff for classroom
 - iv. Daily Schedule
 - v. List of supplies/things your child will need for participation
 - vi. Any necessary forms to be completed

Criteria for Classroom Placement

- Majority of placement is done based on age.
- Where there are more than one classroom within that program area ECC administrative staff will make sure:
 - There is a blend of enrollment options represented in each classroom
 - There is a blend of boys and girls in each classroom
 - Previous year's groupings have been adequately divided up
 - Teachers will review placements to ensure placements meet the individual and group needs
 - In situations where children will do more than one year of Preschool they will start in Shalom Gimel and then have their second year in Shalom Alef or Bet.
- Parent requests will not be solicited; parents can share requests however they cannot be guaranteed.

ENROLLMENT FORMS

Emergency Card

This is the most important part of your child's paperwork. This contains all of your child's emergency contact information and persons authorized to pick your child up. Parents are required to update this form any time information changes as well as sign off annually if information has not changed.

Health Care Summary

State law requires that each child's physician complete this form to verify the child's current physical status. An updated report is required annually for children under the age of 24 months of age and whenever a child advances to another age group. Families have 30 days from a child's start date or 30 days from transition to another age group to turn this form in. Failure to respond to the second request to provide an updated Health Care Summary will result in a charge of \$10.00 to be added to your billing statement and may result in termination of child care services.

Immunization Record

This record must give dates (month, day, and year) of immunizations your child has received. It must be current and is due on admission. Immunization records must be updated whenever your child receives additional immunizations. Failure to respond to the second request to provide an updated Immunization Record will result in a charge of \$10.00 and may result in termination of child care services.

Non-prescription Medication Form

This form gives the ECC permission for any external medical care or preparations such as sunscreen, diaper wipes and creams, soap, etc. Parents are asked to check which items on the list they are giving the ECC to administer.

Intake Forms

Infant and toddler and preschool families will complete an intake form providing the teachers with pertinent information about their child to ensure developmentally appropriate care is provided.

Emergency Care Plan for Child with Severe Allergies or Asthma

In the case that your child has severe allergies you will also need to complete an emergency care plan.

Emergency Phone List Contact

This form identifies which telephone numbers for your family you wish to have on our emergency phone system which we activation in the event of a school closing.

Communication Security Code

In the event that you need to email or call the office with a change in who is picking up your child we will ask you to identify yourself and the security code you will generate upon enrollment. This will ensure children are never released into anyone's custody without parental permission.

CHANGE IN ENROLLMENT

If you decide to change your enrollment option after the program period has started you must complete a change form in the office thirty days prior to the change occurring. There is a \$150 charge for lowering enrollment option.

TERMINATION OF ENROLLMENT

If you decide to withdraw your child from care within the program period you must submit this in writing to the Director. Thirty days notice is required to terminate care and you will be billed until the 1st day of the month after the 30 days.

Example: notice given on September 15th; you will be billed through October 31st.

SECTION 4. HEALTH, SAFETY, AND MEDICAL INFORMATION

HEALTH CONSULTANT

We are required by our licenser to engage a health consultant who advises our program and who makes monthly visits and recommendations to our program. Our health consultant is Barbara Stoll of Health Consultants for Child Care.

FIRST AID/CPR/SIDS/SBS

All teachers and assistant teachers are required to have eight hours of first aid training every three years which must be completed within 90 days of employment. All classroom teachers are trained in infant/child CPR and the treatment of obstructed airways.

If first aid is required, it will be administered by the first person on the site. The second teacher/aide will remain with the rest of the children. If additional help is needed, staff from other rooms will be called. All first aid procedures administered will be documented and kept in the center.

All ECC staff also complete regular SIDS and SBS training.

EMERGENCIES

Emergency numbers are posted in a prominent place by a telephone that is not coin-operated.

In the event of an emergency or accident, for a minor accident, first aid will be administered and a parent would be notified. For a major accident requiring immediate medical attention, first aid will be administered and 911 will be called. The child will be transported to the nearest available hospital as determined by 911. Staff will not transport children.

After calling 911, the parents and physician will be contacted immediately. Parents will sign a parent permission form for emergency medical care. The parents are responsible for keeping the information on the emergency card up to date. This includes office and home phone numbers of at least two people authorized to act on their behalf should the center not be able to reach the parents.

The ECC does monthly drills for fire, tornado (April-September), and lock-down procedures.

ACCIDENTS

Staff is informed of emergency and accident policies at orientation and these policies are reviewed yearly during staff workshops.

All accidents, injuries, and emergencies that occur to children, staff, or visitors at the center are recorded in an accident log and on an accident report form.

The accident report form and log is kept in the ECC Office.

Information recorded includes: name, age, date, place of incident, type of incident, action taken by staff, and to whom the incident was reported.

The accident reports will be reviewed semi-annually. When hazardous equipment or areas are found, they are removed, repaired, or disposed of. Staff is always on the lookout for potential hazards on the premises or on field trips.

A head injury report is also given to parents/caregivers when a child sustains a blow or bump to the head.

OUTDOOR PLAY AND SUNSCREEN

Regular physical activity has important health benefits. Weather permitting, it is expected that classrooms will have daily outdoor play. Going outside offers an environment that encourages exercise and an opportunity to explore different settings. For infants and toddlers, getting dressed to go outside is valuable one-on-one time for teachers and children. Being outside reduces the spread of infectious disease. Weather will be checked throughout the day to ensure it is safe for the children to be outside. Please make sure you send the appropriate clothes with children each day so they can participate in all ECC activities.

In summer months (April – September) sunscreen will be applied to all children 30 minutes prior to outside play time. Please supply your child with sunscreen to keep at school that is not aerosol. In addition to this, if you drop off your child within 30 minutes of them being outside, please apply sunscreen before you leave.

We encourage you to check all skin products you ask us to apply on your child with the Parent's Buying Guide: Safety Guide to Children's Personal Care Products at www.cosmeticsdatabase.com/special/parentsguide) to ensure products are safe for your child.

CHILDRENS HEALTH RECORDS

Prior to the first day of school, a medical record (health care summary) and documentation of current immunizations for each child must be submitted to the Director. It must include a current examination and it must be signed by each child's source of medical care. A health care summary is required annually for children under 24 months of age and whenever a child 25 months or older advances to an older age group.

INADEQUATELY IMMUNIZED CHILDREN

In a case of measles, mumps, rubella, pertussis, polio, diphtheria, rotovirus, or chicken pox, occurs in the child care setting, children who are inadequately immunized or incompletely immunized will be excluded for the incubation period of the disease. This exclusion is necessary because these children may become infected and contribute to further disease spread. This exclusion also applies to children who have not been immunized for conscientiously held belief or medical contraindications.

ALLERGIES/HEALTH ISSUES

The ECC must be informed before the beginning of each school year if your child has any special health issues or allergies. Children requiring an "Emergency Care Plan for Children with Severe Allergies/Asthma" will not be allowed to begin the school year at the ECC without a current plan completed by a physician. This completed plan must be submitted to school at least three weeks before classes begin and must be updated or signed with "no change" by a physician every six months.

MEDICATION

All medications are kept in a specially marked box in the ECC office (Infant medications are stored in their classroom). Written permission from the parent is required for the administration of any **over-the-counter products** such as: diaper wipes, insect repellants, and sunscreen. These will be administered according to the manufacturer's instructions on the original container.

Please alert your child's teacher and the Director when your child is receiving **medication at home**. This is particularly important in the event of an adverse reaction.

Written permission from a pediatrician for children under 33 months and a parent for children older is required to administer **non-prescription medication** such as ibuprofen. A Non-Rx form must be completed. The medication must be in its original container, labeled with the child's first and last name. Manufacturer's instructions will be followed

unless accompanied by a physician's/nurse practitioner's written permission. A separate authorization is required for each medication and each episode of illness.

Written permission from the physician or nurse practitioner is required to administer **prescription medication**. A proper label on medication in its original container which indicates the child's name, date, name of medication, dosage, instructions, doctor's/nurse practitioner's name, pharmacy name and telephone number constitutes the physician/nurse practitioner's order. A prescription medication form must be completed and signed by parent.

SICK CHILDREN

The Department of Human services requires that we exclude a child with an illness or condition that the Commissioner of Health determines to be contagious and a licensed physician determines has not had sufficient treatment to reduce the health risk to others. We will follow the exclusion guidelines listed below which are taken from **INFECTIOUS DISEASES IN CHILD CARE SETTINGS**; prepared by Hennepin County Community Health Department, Epidemiology Program. We must exclude a child with any of the following conditions:

- **Chicken Pox** ~ until all of the lesions are completely crusted over.
- **Conjunctivitis (Pinkeye)** ~ until 24 hours after treatment begins.
- **Diarrhea (Infectious)** ~ until diarrhea has stopped; meaning 24 hours without diarrhea and solid BM. For some infections, the person treated must also be treated with antibiotics before returning to child care.
- **Diarrhea (Uncontrolled)** ~ two or more abnormally loose stools since admission that day or loose stools that cannot be contained within a diaper. If we already know that we have a diarrhea problem at the ECC, such as rotavirus, we will send children home with one very loose stool. Child must be excluded until uncontrolled diarrhea stops, or until a medical exam indicates that it is not a communicable disease.
- **Fever** ~ axillary (armpit) temperature of 100 degrees Fahrenheit or higher-children may return to school after being fever free without use of fever reducing medication for 24 hours, unless otherwise instructed by a doctor.
- **Impetigo** ~ until child has been treated with antibiotics for at least a full 24 hours and sores are drying or improving.
- **Lice (head)** ~ until after the first treatment and no nits are seen.
- **Rash With or Without Fever** ~ until a medical exam indicates these symptoms are not that of a communicable disease (i.e. Chickenpox, fifth disease, measles, roseola (with fever), rubella, shingles, strep throat).
- **Respiratory Infections (viral)** ~ until child is without fever for 24 hours and is well enough to participate in normal activities. No exclusion for other mild respiratory infections without fever as long as child can participate comfortably.
- **Ringworm or scabies**—until 24 hours after treatment has started.
- **Signs/symptoms of possible severe illness** ~ unusually tired, uncontrolled coughing, irritability, persistent crying, difficulty breathing, or wheezing should be evaluated by the child's health care provider to rule out severe illness.
- **Streptococcal Sore Throat** ~ until at least a full 24 hours after treatment begins and child is without fever for 24 hours.
- **Vomiting**- children will be sent home after they vomit once and they may return to school 24 hours after the last incident.
- **Any child who is unable to participate in child care program activities** with reasonable comfort or who requires more care than the staff can provide thereby compromising the health and safety of the other children.

If a child becomes ill during the day, he/she will be kept isolated from the other children. A staff member will remain with the child and make him/her as comfortable as possible. A parent or emergency contact person (as specified on the child's emergency health card) will be notified and asked to pick up the child within one hour of the call.

Parents are required by state law and school policies to notify the center within 24 hours or after a weekend or holiday if their child contracts a communicable illness. Communicable illnesses will be reported to all parents the same day the

information is received. The staff will post a notice in a prominent place stating the illness, incubation period, early signs to watch for and exclusion recommendations and families in classroom will be notified by email.

ILLNESS ASSESSMENT

On occasion children are exhibiting behaviors that communicate they are not feeling well, but may or may not be connected to one of the specific infectious diseases listed above. The teaching staff will utilize the following check list and procedures in these situations. First the teachers will identify if the child is demonstrating any of these behaviors:

- Not eating normally
- Not drinking normally
- Not playing normally
- Not sleeping normally
- Needing more attention than normal

If two or more of these behaviors are identified, the classroom teacher will call to notify the parents. During the phone call questions such as: did the child have a typical night or weekend; did they notice anything out of the norm; did child have a typical night sleep; and is anyone else ill that the child has come in contact with. Based on these responses the teacher will determine if the child should be seen by a doctor or go home for the day. This is to ensure we are meeting the individual needs of each child we serve while also reducing the spread of illness.

HANDWASHING

We take hand washing very seriously at the ECC. It is the single most important way to reduce the spread of disease. The more often caregivers' and children's hands are washed, the less spread of disease. Proper hand washing lasts for 20 seconds and includes vigorous rubbing with liquid soap. Chemical hand sanitizers can result in accidental poisonings and are not a substitute for good hand washing; thus we do not use any soap that contains antibacterial chemicals.

We encourage children and staff to be germ busters. Please take your child into the bathroom and wash his or her hands when s/he enters school each morning and when s/he leaves each day.

CHILD ABUSE AND NEGLECT REPORTING

Children need a safe, nurturing environment that assists them to grow, learn, and feel loved by their caretakers. In order to grow and learn, children's minimum needs for good nutrition, shelter, medical care, bathing, clean clothes, intellectual stimulation, appropriate discipline, love and a feeling of importance must be met. When these needs are not met, a child cannot grow and learn as easily.

The ECC expresses a commitment to provide an environment that encourages the child's safe growth and learning. If you feel that our staff is not meeting your child's needs, we encourage you to talk with the Director. Should you have difficulty in providing for your own child's emotional or physical needs, you are encouraged to ask for help. Our staff can help you find a community resource, which can offer assistance. Some 24-hour community resources which can help you when you find that you are experiencing more stress than you can handle, include:

Hennepin County Crisis Hotline	(612) 379-6363
Hennepin County Child Protection	(612) 348-3552
Ramsey County Child Protection	(651) 266-4500

Should we feel your child's needs are consistently not being met, our staff will work with you to identify your child's needs and assist you in meeting those needs.

If you are temporarily unable or unwilling to meet your child's minimal needs, as described in the first paragraph of this section, our staff is mandated by Minnesota State law to file a report with a county child protection agency. It then becomes the role of the child protection unit to work with your family to ensure that your child's needs are being met.

As mandated reporters, the ECC staff are required to make a report if there is reason to believe or suspect that a child is being neglected or abused, or has been within the past three years. All child care staff is required by Minnesota law to report any suspected incidents of child abuse or neglect to appropriate authorities. Striking a child hard enough to leave a mark is considered child abuse in Minnesota. If a member of the ECC staff notices this kind of mark on a child's skin, it will be reported, first to the Director, and then to the appropriate authorities.

Driving a child who is not safely buckled in a car seat is considered neglect in the state of Minnesota. If a member of the ECC staff witnesses this neglect, they are mandated to report it.

If you suspect abuse or neglect of children occurring in the licensed facility reports should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line at 651-431-6600.

MISSING CHILD POLICY

Although ECC has never lost a child in its years of service operation, the following procedures will be followed in the unlikely circumstance that a child is discovered to be missing:

The Director will be notified immediately upon the discovery that the child is missing.

A staff person from each area appointed by the Director will be assigned to search their classroom and other rooms throughout the building as an appointed second group covers the grounds of the Sabes JCC. All staff of the Sabes JCC will be notified. If the missing child is found they will be comforted and returned to the classroom. The Director will call the parents and notify them of the situation. If the child is still missing after these immediate searches, the police and the child's parents/caregivers will be contacted.

SECTION 5. INFANT CARE

See Infant Program Guide

SECTION 6. GRIEVANCE AND ACCOUNTING INFORMATION

GRIEVANCE PROCEDURES

Any parent has the right to initiate a grievance procedure. The grievance procedure should be initiated only after all other attempts to resolve the matter have been exhausted. All grievances must be in written form.

The first step a parent should take is to attempt to resolve the matter informally with the person directly involved. If the matter is with the child's teacher, an attempt should be made to talk to the teacher and discuss what happened within one week of the incident.

If this attempt does not resolve the matter, the parent should talk to the Director of the ECC. The Director will attempt to bring the sides together to discuss the matter and try to resolve it. The attempt should be made within two weeks of the incident. The intent of the ECC is to handle all grievances internally.

PAYMENT OPTIONS

Classes are held weekdays year round. School holidays and special events are generally noted on the school calendar. Additional special events are highlighted in the *Weekly Updates*. It is understood that a child admitted to the ECC is to be enrolled for the entire school year, which begins in June.

Tuition shall be paid using one of the following options:

1. EFT from your banking institute.
2. Pay the entire tuition upon enrollment.
3. Pay your monthly or total tuition using your Visa or MasterCard credit card.

Tuition will be posted for the full program year on your membership account, however only the current month's tuition will be charged on the 1st business day of the month.

Heather Saulsbury is the Member Account Manager at the JCC. She can be reached by email at hsaulsbury@sabesjcc.org or by phone at 952-381-3409. She generally works between 7:00 a.m. and 3:00 p.m.

Sabes JCC Early Childhood Center Parent Handbook

PARENT ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES

I _____ the parent/guardian of _____ have read and understand the Parent Handbook. I am aware that I am responsible for knowing the information contained therein.

I agree to abide by all policies and procedures.

Signed _____ Date _____