



Family Handbook 2018-2019

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Dear Families,

Welcome to Temple Emanu-El's Early Childhood Education Program. We are so excited to have *your* family be a part of *our* family!

We are committed to creating a school environment that values the importance of Judaism, education, family, community, and the individual needs of each child. We also hope that you feel a part of our temple community as well. The clergy and professional staff play an important role in our school and they look forward to getting to know you.

We hope you will find this handbook informative and helpful. If you have any questions at any time, we are here to answer them!

We look forward to a successful and fun-filled school year!

L'Shalom,



Jill Cimafonte

Director of Early Childhood Education

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Temple Emanu-El Mission Statement

Temple Emanu-El, a Reform synagogue affiliated with the Union for Reform Judaism, is committed to ensuring the vitality and continuity of our Jewish heritage. We emphasize Jewish worship, tradition, education, youth development and social justice. We strive to be a caring community, one which answers the spiritual and social needs of our diverse and growing population.

Early Childhood Education Program

MISSION STATEMENT

At Temple Emanu-El's Early Childhood Education Program, we create an environment that encompasses the importance of Judaism, family, community, and the individual needs of each child. We respect children for who they are now, as well as for their potential. In our warm and nurturing environment, children learn through active play and exploration. Our Jewish values and traditions are the foundation of our program and we welcome all early childhood families into our temple community.

LICENSING AND ACCREDITATION

Temple Emanu-El's Early Childhood Education Program is licensed by the State of New Jersey Department of Children and Families (DCF; formerly Department of Human Services). Staff members are required to follow all DCF procedures. Additionally, having demonstrated substantial compliance with nationally-recognized criteria for high-quality early childhood education programs, our program has been accredited by the National Association for the Education of Young Children (NAEYC) since 2000, and most recently becoming re-accredited in 2014. We will be undergoing the re-accreditation process again during the 2018-19 school year.

CURRICULUM

We believe that children are competent and capable learners and that they learn best through active play and exploration. We strive to meet the needs of the individual child through developmentally appropriate practices. Our curriculum incorporates components from a variety of early childhood approaches including emergent curriculum, nature-based learning, and principles of the Reggio Emilia philosophy. As a Jewish school, we frame our work through Jewish lenses, values, and culture.

Children have a strong disposition to explore and discover. Our curriculum builds on this natural curiosity, enabling children to interact, question, connect, problem-solve, communicate and reflect. The ideas for our thematic classroom units emerge from the children's play and through their interests. By studying large thematic units for several weeks, the children will investigate and explore topics through movement, science, literature, math, art, music, nature and Judaic activities.

TEVA, our outdoor classroom, enables children to take their learning one step further into a natural environment. Explorations in this natural setting build valuable skills such as observation, experimentation, and sorting while allowing for both individual experiences and group sharing. The children's outdoor discoveries also provide great subjects for all manner of artistic and verbal expression. It develops curiosity and joy while practicing key social skills such as sharing, waiting one's turn, and following simple directions.

The classroom day is comprised of opportunities for small group interaction, large group time, and individual play. The classroom design incorporates a variety of centers which offer the children the opportunity to discover and learn. For the infants, our youngest learners, we work collaboratively with families to follow feeding and sleep routines established at home while offering a warm, nurturing, and stimulating environment that supports and encourages their language, motor, cognitive, and social-emotional development.

We emphasize the development of positive Jewish identity through experiences involving Shabbat, Jewish holidays, blessings, culture, and values.

ASSESSMENT

See Appendix A starting on page 34 for a complete description of our Assessment Plan.

Objectives for Development and Learning (Infants through Pre-K)

There are 36 objectives that are organized into nine areas of development and learning. Each child's progress will be observed and documented on a regular basis with formal assessments taking place twice a year. A copy of the Teaching Strategies GOLD Objectives for Development and Learning is available in our ECE office for parents to borrow, read, and discuss with our teachers or administrative staff. Please note that not every developmental area or objective is appropriate for every age group. Your child will be observed and progress documented and communicated to you in the areas that are developmentally appropriate for their age group.

Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language

- b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Show flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically

- b. Engages in sociodramatic play

Literacy

- 15. Demonstrates phonological awareness
 - a. Notices and discriminates rhymes

- b. Notices and discriminates alliteration
- c. Notices and discriminates smaller and smaller units of sound

Objectives for Development and Learning (Infants through Pre-K)

Literacy continued

- 16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
- 17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
- 18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
- 19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

- 20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
- 21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
- 22. Compares and measures
- 23. Demonstrates knowledge of patterns

Science and Technology

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials

- 27. Demonstrates knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge

The Arts

- 33. Explores the visual arts
- 34. Explores musical concepts and expressions
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

Objectives for Development and Learning (*Kindergarten*)

The Kindergarten objectives emulate the report cards of the local area public schools. Each child's progress will be observed and documented on a regular basis with formal assessments taking place at least twice a year.

Social and Emotional Development

Child will be able to:

- get along well with others
- contribute to a group
- work independently
- show self-control
- communicate with the teacher
- follow teacher directed tasks
- follow classroom rules and routines
- respect the rights and properties of others
- be responsible for personal belongings
- demonstrate effort
- use time appropriately

Reading, Writing, and Handwriting Development

Child will be able to:

- use listening, speaking, writing and reading to communicate
- appreciate and enjoy various genres of literature
- learn to associate oral language with print
- understand and use left to right progression
- seek and discover information in pictures and books
- use class discussions, stories, or experiences as part of dramatic play or role playing
- dictate own stories
- relate a story in sequence
- identify, recall, and discuss ideas of stories read
- identify and form upper and lower case letters and associate them with their sounds
- hear and identify rhyming words
- express him/herself through various media

Mathematic Development

Child will be able to:

- count forward and backwards
- skip count by 2's, 5's, and 10's
- identify the order of numerals on a number line

Mathematic Development (continued)

- select the numeral that comes before and after on a number line
- demonstrate understanding of 1:1 correspondence
- recognize, continue, and create patterns
- identify geometric shapes
- identify coins
- demonstrate an understanding of time
- interpret simple graphs
- understand the concept of zero
- identify object sets least to greatest
- recognize numerals in random order taught to date

Thematic Studies

Child will be able to:

- show curiosity about the world
- have a growing understanding of their environment
- contribute to discussions and activities
- show an understanding of subject related vocabulary
- make predictions based on experiences and observations
- describe similarities and differences in objects, people, animals and plants
- use and understand comparative vocabulary

Motor Skills

Child will be able to:

- hold a pencil with the proper grip
- manipulate scissors properly
- demonstrate sportsmanship
- develop proficiency in large muscle activities

Art, Music, and Judaica

Child will be able to:

- enjoy expressing his/herself through art projects
- enjoy participating in music activities
- express an appreciation for Jewish holidays, customs, and values

Registration and Enrollment

ENROLLMENT

Enrollment is open to all children without regard to sex, race, color, national origin, political beliefs, religion or the status, behavior, religion, or beliefs of their parents. Every effort is made to accommodate children with special needs to participate in the same routines and play experiences as the other children. Accommodation will be made whenever possible and we will work with shadows and any specialists as needed to create a positive learning environment for the child. The school is wheelchair accessible.

REGISTRATION PROCEDURE

Materials will be available to anyone interested in registering for the following fall term during the end of December. In order to register for the following school year, currently enrolled families must be up to date with their tuition payments. Registration will take place on a priority basis, which will be detailed in the registration packet. Class placement is a detailed process that considers many important factors. Our goal is to provide the best learning environment for each child so that he or she can grow to his or her best potential. We balance each class according to each child's learning style, personality, gender, friendships, and the teacher's teaching style. The teachers and administrative staff collaborate together to determine the best placement for each child. In order to do this successfully, we will not accept ANY requests unless the child has special needs issues with extenuating circumstances. Ultimately, placement is determined at the Director's discretion.

TEMPLE MEMBERSHIP

Temple Emanu-El has a special ECE Temple Membership rate for families that do not have older children that are eligible to attend the Religious School (if your oldest child is enrolled in our ECE Full Day Kindergarten you are eligible for this rate). For more information, you may contact our Executive Director.

If you first become a member during the registration period, but then resign your Temple membership prior to paying a full year's membership dues* for any reason other than "good cause" (as determined in the sole discretion of the Temple's Executive Committee) your child will not be allowed to attend school and there will be NO REFUNDS of any prior tuition, dues or other payments previously made.

*as your dues might be adjusted pursuant to dues relief

TUITION/PAYMENT POLICY

Tuition and Payment

For our Almost 2s through Kindergarten, our annual tuition is based upon the September through June school year. The total tuition amount is divided into 10

payments, two of which are required as the deposit. The remaining eight payments will be billed from October through May. For our full day infant care, tuition is based on a 12 month calendar year. Total tuition is divided into 12 payments, one of which is required as a deposit at the time of registration (which will be applied to August's monthly payment). Members of Temple Emanu-El receive a tuition discount. Families with more than one child enrolled in our school in the same year will receive a 10% discount on the lesser tuition. Families with more than two children enrolled will receive a 10% discount on all but the highest tuition.

Withdrawal Policy

ALL notification must be made in writing. For Almost 2s through Kindergarten, an administrative fee of \$200 will be retained if the school is notified on or before March 1st. Between March 2nd and May 15th, half of the deposit will be retained. After May 15th, there will be NO REFUNDS. If a child leaves the program mid-year, the deposit will be retained.

For full day infant care, if you choose to withdraw your deposit (must be at least 60 days prior to start date), you will receive a refund less a \$200 administrative fee. No refunds will be given less than 60 days prior to start date. Once enrolled, if you choose to withdraw, you must give 30 days notice (in writing) and the deposit will be applied to the last month's payment.

For Me and My Shadow and Ready, Set, Go... a \$25 administrative fee will be charged if the school is notified prior to the first day of class. There will be NO REFUNDS once the session begins.

Summer Fun Camp Program

Registration for camp will begin in the late Fall. Half of the camp tuition is required as a deposit with the registration form. The balance is due by June 1st. An additional fee of \$75 is charged for non-member families. Withdrawal Policy for camp: If you cancel before April 1st, you will receive a refund of half of your deposit. No refunds will be issued thereafter. The non-member registration fee is non-refundable. All notification must be made in writing.

Scholarships

Scholarships are available through the Early Childhood Education Fund. This fund is designed to help offset the cost of our program to help people in need of assistance. Information can be obtained from the Director and will be kept confidential.

Calendar and Program Information

HOURS OF OPERATION

Classes offered are as follows:

- ◆ **Infants: Monday through Friday, 7:00 AM-6:00 PM (12 months)**
- ◆ **Me and My Shadow:** Thursday 9:15am-10:15am
- ◆ **Ready, Set, Go...** Tuesday, 9:05am-11:00am (2 sessions)
- ◆ **Just Two's:** Tuesday and Thursday, 9:00am-11:45am or 9:00am-12:45pm
- ◆ **Three Day 2 Year Olds:** Monday, Wednesday, and Friday, 9:00am-11:45am or 9:00am-12:45pm
- ◆ **Four Day 3 Year Olds:** Monday, Wednesday, Thursday, and Friday, 9:00am-12:45pm
- ◆ **Four Day 3 Year Olds:** Monday, Tuesday, Wednesday, and Friday, 9:00am-1:00pm
- ◆ **Five Day 3 Year Olds:** Monday through Friday, 9:00am-1:00pm or 9:00am-2:45pm
- ◆ **Pre-K:** Monday through Friday, 9:00am-2:45pm or Monday, Wednesday, and Friday 9:00am-2:45pm and Tuesday and Thursday, 11:45am-2:45pm
- ◆ **Kindergarten:** Monday through Friday, 9:00am-2:45pm
- ◆ **FunZone:** Monday and Friday, 12:45pm-2:45pm (drop-in options based on availability)
- ◆ **After School Enrichment (For Pre-K and Kindergarten):** Monday through Friday, 2:45pm-3:45pm

FUNZONE PROGRAM

FunZone is for children in the 3 year old classes and runs from 1:00pm until 2:45pm on Monday and Friday. Children engage in gross motor play, rest, have a snack, and do a special activity of the day. Children must be potty-trained to attend FunZone. Parents can sign up for these programs at the beginning of the year or may use the program on a “drop-in” basis, depending on availability.

Registration Policy

Registration will be on a first come, first served basis. If your child misses a class for any reason such as sickness or school closure, there are no make-ups.

Refund Policy

A 10% administrative fee will be charged if the school is notified before the first day of school. Once school begins, 50% of payment will be retained. All notification must be made in writing.

SCHOOL CLOSINGS DUE TO INCLEMENT WEATHER

School closings will follow the Westfield Board of Education's decision. You will be notified by our One Call Now emergency contact service. You may also check our website at www.tewnj.org. There will not be any make-up days if school is closed due to inclement weather or any unforeseen circumstance.

Daily Procedures

ABSENCES

If your child will not be attending school, please call or email our office to let us know. We do not reimburse or offer make-up days for absences.

ARRIVAL AND DISMISSAL

Infant Room: our infant room is open from 7:00 AM through 6:00 PM. You may drop off or pick up your baby from our classroom at any time between those hours. Upon arrival each day you will be asked to fill out a "Daily Infant Care" sheet with information about the last time your child ate as well as information about who will be picking up your child and at what time (approximately). We ask that you let us know if you will be picking up your baby earlier than usual to be sure that we are in the building and not out on a walk when you arrive.

If there is an emergency and you are going to be late picking up your baby (past 6:00 PM), please call the ECE office as soon as possible to let us know. If you are more than 15 minutes late, you will be charged a \$15.00 fee, which will continue to accumulate every 15 minutes.

Just 2's through Pre-K: Each child must be dropped off and picked up at their classrooms. Upon arrival, each child must wash their hands upon entering the classroom; if there is no sink in the classroom, children should use the hall bathroom to wash their hands before entering the classroom. Children should always be supervised in the hall bathrooms. Class will begin promptly. If a child is disabled or has a special need, we will work together to make an arrival/dismissal plan that is appropriate for the child. If you arrive early, you may wait with your child in the Gallery area of the building (the large hallway parallel to our first floor classrooms). Please do not enter the classroom or talk to the teachers before the bell rings, as they utilize this time to make preparations for the day. We ask that you are prompt in dropping off and picking up your child each day. Not only is a late drop off disruptive to the class, but we have found that it can be difficult for the child to adjust to the daily activities. If, for an unforeseen reason, you do arrive late to class, either go to the ECE office and someone will escort you and your child to the classroom or please knock on the classroom door and wait for the teacher to come to the door and greet your child.

Kindergarten: We offer an optional drop off at the Gallery door entrance each morning from 8:45-9:55am. Families must pull up parallel to the building and assist their child to the curb where a staff member will be waiting. Only Kindergarten children may utilize this drop off (no siblings).

Please also be prompt at dismissal time. Young children get very anxious if you are late picking them up, and many of our teachers have other commitments after class. Your child will be brought to the ECE office and supervised by one of our staff members to wait for you. If you are more than 15 minutes late, you will be charged a \$15.00 fee, which will continue to accumulate every 15 minutes. In any event, if you are going to be late, please call the office.

You must notify the school **IN WRITING** (via hard copy, Daily Infant Care sheet, or email) if someone other than the child's parents/guardians and the people designated on your approved Pick-Up List (including playdates and other situations) will be picking up your child. If there is a last minute emergency, please call (do not email less than an hour before pickup time) the ECE office in order to ensure the safety of your child. Please limit last minute arrangements to emergency situations.

In situations where the child's parents are divorced, the school must be informed (in confidence) as to the custody arrangements that have been made and whether the non-custodial parent (if any) is permitted to take the child from the school. A copy of the court order stating these conditions must be on file at the school in order for us to act in the proper legal manner. We must also be notified when court orders or custody arrangements change.

CLOTHING

Send your child to school in comfortable play clothes every day. Although smocks are provided for messy art projects, children are bound to get messy when they are engaged in developmentally appropriate play. In order to foster a sense of independence during bathroom time we ask that you dress your child in shorts, dresses/skirts, or pants that are easy to pull up and down. Belts are fashionable but are very difficult for young children to manipulate by themselves. Shirts and jackets with strings around the collar and hood are a potential choking hazard.

Sneakers or rubber sole shoes are a must for climbing on the playground apparatus. Open toe sandals, clogs, and backless shoes contribute to accidents. We have also found that *Crocs* are not safe for children when climbing on the outdoor play structure.

We play outdoors whenever possible, except in severe weather. Therefore, please dress your child accordingly. During inclement weather please send in boots, mittens, and hats. Teachers may also ask you to send in a pair of rain boots for TEVA.

Also, please send in a seasonal set of extra clothes for your child to be kept in school, and be sure to replace them if they are used and as the season changes. **PLEASE LABEL ALL CLOTHING!!!** This includes socks, sneakers and underwear.

SNACK MENU

These are the foods that are offered during snack time on a rotating basis to our Just 2s through Kindergarten classes. Each day, the children will be provided with two different food group options.

Cheerios	bananas	yogurt
Kix	oranges	cheese sticks
Graham Crackers	clementines	peppers
Goldfish	pears	raisins
Saltines	cucumbers	melon
Wheat Thins	grapes (cut in half)	blueberries
unsweetened applesauce	strawberries	apples

Pre-K and Kindergarten snack options also include:

- Pretzel rods
- Pretzel twists
- Pretzel Goldfish
- baby carrots (cut in half lengthwise)
- grape tomatoes
- sugar snap peas

Weekly, for all classes, the following beverages are offered:

- Water is served daily
- Grape juice is served optionally on Fridays

Infants will only be served the formula/milk and food provided by their parents.

LUNCH

Your child's class may include a lunch time. Each day of the week you have the option to sign your child up to receive a special lunch (chicken nuggets, pizza, bagel or grilled cheese). In order to be sure that your child is receiving a complete meal based on USDA CACFP guidelines, the registration information includes suggested recommendations of foods that you may pack to go along with the main meal.

If you are packing a lunch from home for your child, please make sure that all sippy cups and containers are clearly labeled with your child's name.

KOSHER POLICY

Our facility follows a "kosher-style" philosophy during all meal times. Snacks or lunches should never contain food from both the meat and dairy categories. Also, shellfish or pork products are prohibited.

REST TIME

In our infant classroom, children will nap based on their individual schedules. Children in our 3 year old classes that attend for more than four hours a day are required by state regulations to rest. The resting times vary according to the children's ages. Children in the Pre-K classes that attend for more than four hours will have an optional rest time/quiet time. You may purchase a rest mat sheet in the ECE office for \$10. It will be sent home occasionally to be washed, depending on how often your child is resting. Your child's teacher will let you know of the classroom resting procedures.

SHABBAT

Shabbat Celebration at School

A joyous Shabbat celebration occurs every Friday morning (for our two and three year old classes and every Friday afternoon (for our Pre-K and Kindergarten classes) in our chapel. A member of our clergy leads the children in Shabbat blessings, as well as in song and dance. The children also learn about an upcoming holiday or tradition or about an interesting facet of Judaism or its traditions.

At the beginning of the year, each family can sign up to be the "Shabbat Guest" for his/her child's class for a particular week. We invite the Shabbat Guest to join us for that week's Shabbat celebration. Your family will be asked to participate in the Shabbat blessings and to stay for a few moments at the end of the service for a special blessing. The Shabbat Guest may also bring a book to read to the class before or after the Shabbat service and is also responsible to donate healthy snacks for the week leading up to Shabbat. Please speak with your child's teacher regarding timing and specifics.

Our infants will attend either Shabbat celebration time, depending on individual children's schedules. There will not be a formal sign-up for parents/family members to attend as Shabbat guests, but they are always welcome to join us – just let us know at drop off.

Shabbat/Birthday Snack Policy

If a parent/guest joins the class on Friday as a Shabbat guest, but it is NOT the child's birthday, then they should NOT bring in a special snack. Instead, the children will receive a slice of challah and a second food group item from the healthy snack weekly donation.

If a parent/guest joins the class for a child's birthday (on either Shabbat or any day of the week), we encourage the guest to bring in a "healthy" birthday treat. If the guest prefers to bring in a "more sugary" treat, the size of the treat should be a child-appropriate portion. Families should bring in store bought packaged treats only. The treats must not contain nuts or indicate that they were manufactured in a facility that produces nuts.

Shabbat Family Dinner

Each year our school has a Shabbat Family Dinner. We encourage you to bring your entire family for this very special event, which includes dinner, a craft project for the children, singing, and an opportunity to stay for the Temple's Shabbat service.

Tiny Tot Shabbat

Tiny Tot Shabbat is a monthly Shabbat morning experience for young children and their families offered monthly on a Saturday morning at 9:30am. Each month, a different class is designated to be the host and the children will share a special song that they've learned connected to that month's theme. It is open to the public and led by our Assistant Rabbi and Assistant Cantor.

TOYS FROM HOME

We request that your child leave his/her toys and special treasures at home, except for special show and tell or sharing days. Personal toys often get lost or broken, causing the child to become very upset. Also, keeping track of these items is a difficult responsibility for the staff.

TZEDAKAH

According to Jewish tradition, it is a mitzvah ("commandment", but typically referring to acts of kindness or good deeds) to contribute to tzedakah ("charity"). Sharing with others who are less fortunate is a valuable learning experience for children. All of the children in our school are provided with small containers in order for them to bring coins to class each Friday. This is, of course, at the discretion of each family. Children will put the coins into the classroom's "tzedakah box." In previous years, the coins that the children brought to class on Fridays were donated to various local, national, and international causes. Our Early Childhood Education Committee in conjunction with the Early Childhood Director and Temple Emanu-El's Board of Trustees will determine where the funds are distributed.

In addition to the contribution of money, the families in our school are often given the opportunity to give of their time and efforts to help others less fortunate. For instance, in previous years, families have been asked to donate games, books, and craft supplies to homeless shelters. We are always looking for appropriate projects, so please feel free to bring new ideas to the Director or the Early Childhood Education Program.

Special Events

BIRTHDAYS

We welcome birthday celebrations at school. However, we ask that the celebration be kept modest. Please discuss your child's birthday with his/her teacher before the day arrives, and we will make arrangements to celebrate during snack time. Please see the Shabbat/Birthday Snack Policy on the prior page and please refrain from sending in "goody bags" or prizes.

In order to alleviate hurt feelings, if you are having a birthday party outside of school, please **DO NOT** distribute the invitations in school, unless you are inviting **ALL** of the children in the class. Otherwise, please use the addresses found on the class list to mail invitations. In addition, please do not schedule your child's birthday party during school time. This places both parents and staff in an awkward situation.

In honor of your child's birthday, you may wish to donate a special book or toy to his/her class. Please speak to the teacher to determine what is most beneficial to the class.

FIELD TRIPS

Periodic class trips will occur throughout the school year for children age 3 and up. Families will be notified and given a description of the trip in advance of each field trip. Field trips are a wonderful and integral part of our program, and they enable us to expose children to some of our community resources, such as museums, theaters, and the library. State law requires a signed permission slip in order for your child to travel on field trips. The children may be transported on a school bus, or we may ask families to volunteer to drive the children in their cars. Those driving will be required to provide current copies of their driver's license, registration, and insurance prior to the trip. State law requires that any child under the age of 8 years old or less than 80 lbs. must be restrained in a car seat if riding in a car. Prior to leaving for the trip, it is each family's responsibility to provide and install their child's car seat into the car that their child will be traveling in. Parents/guardians are welcome to accompany us on our field trips, and volunteers are sometimes necessary to transport the children. If a parent is joining us for the trip, we ask that the parent pay whatever fees are incurred. However, if the parent is unable to cover the fees, financial assistance is available. We try our best to offer chaperone opportunities to anyone interested throughout the year. At times, there is limited availability, and we will do our best to see that anyone interested will have at least one opportunity to chaperone during the year. Class parents are given the first opportunity to pick the trip they would like to attend. It is the chaperone's responsibility to diligently supervise the children at all times. The use of cell phones is prohibited except for taking pictures.

Additionally, for all children ages 3 months and up, families will be asked to sign a permission slip for neighborhood walking trips. This enables us to take spontaneous walks within a few blocks of our school.

On all field trips, teachers carry with them basic first aid items and a current class list including emergency contact phone numbers. They also carry at least one cell phone. Should there be a problem with the bus while on a trip, the bus company will provide alternate and safe transportation. Should there be a problem with a family's car on the trip, we have a parent/guardian who has agreed to be a back-up driver. This person's driver's license, registration, and insurance will be on file in the office.

HOLIDAY CELEBRATIONS

We consider holidays, both American and Jewish, as special occasions to celebrate. Class celebrations and special events are held for many of the Jewish holidays, as well as some American holidays. The Union for Reform Judaism (URJ), of which our synagogue is a member, does not recognize Halloween or Valentine's Day, even though they are considered American traditions. Thus, we do not celebrate these traditions. Please do not send your child to school in Halloween attire, and please do not distribute Valentine's Day cards in school.

We invite families to celebrate with us during school time (infant celebrations TBD) for the holidays of Chanukah and Passover. We also have a Sukkot Dinner which is a wonderful opportunity to decorate our Temple's beautiful sukkah and enjoy a meal together inside the sukkah; before dinner, the children and families will participate in a short service comprised of singing and sharing the blessings together. Please look on the school calendar for the dates of these celebrations.

SPECIAL GUESTS

Several times during the year, we invite special guests from the community to share their talents or information with the children. These guests may include musical performers, traveling museum exhibits, or community helpers. Special guest visits are not only enriching, entertaining, and informative for the children, but they enable us to expose the children to some of our community resources.

General Program Information

CLERGY SUPPORT

Rabbi Doug Sagal, our senior rabbi, is the member of the clergy that supervises the Early Childhood Education Program. In addition to the Early Childhood Education Director, he is also available at any time to speak with you regarding any questions or concerns that you may have. Rabbi Ethan Prosnit is also very involved in our early childhood program, teaching Jewish values and customs to our Pre-K and Kindergarten children on a regular basis. Cantor Rubel is our Associate Cantor and will be involved in our ECE during Jewish holidays and special occasions. All of the clergy is available at any time to speak with you regarding questions or concerns that you may have.

CONFERENCES/FAMILY COMMUNICATION

Family/Teacher Communication

Communication between you and your child's teacher is crucial to the success of our program. To this end, our teachers and administration use a variety of opportunities to communicate with families. Before school begins, we ask families to provide information regarding their family structure, their child's habits and preferences, and, if families wish to share, information about their family's socioeconomic, linguistic, racial, religious, and cultural backgrounds. We also ask about children's interests, approaches to learning, and developmental needs. Additionally, please feel free to discuss any of these issues with your child's teacher or the Director. This information enables our staff to become acquainted with and learn from the families and children in our program, helping us with classroom planning. It is the hope of our staff that families will feel comfortable talking to us during the course of the year and will take many opportunities to help us get to know their children and their goals for them. In turn, our teachers will share any information and will answer any questions you may have.

You are always welcome to talk to teachers briefly either before or after class. If more time is needed and your child's teacher is unavailable following pick up, please ask the teacher to schedule a meeting time with you. You may feel free to ask the teacher to give you a call at home, or you may leave a message in the office for the teacher to call you at a mutually convenient time.

It is also important that staff and parents communicate with each other on an ongoing basis. Please let us know about any changes in the child's home (such as a new baby or a parent's unexpected business trip) or other issues that may affect your child in class. Head Teachers will communicate with parents on an as-needed basis, regardless of conference scheduling. Please note that our school and Temple policy is that staff will not email or communicate in any way during Shabbat which is sundown on Friday through sundown on Saturday.

We encourage you to raise concerns with the Head Teacher or with the Director. We will work collaboratively to find mutually satisfying solutions. If you are having difficulty communicating with your child's teacher or are having trouble finding a mutually satisfying solution with the teacher, please speak to the Director. The Director will work with you and with the teacher to find a solution that will be satisfactory to you and will work for the teacher and the class. If after talking to the Director, the family is not satisfied with the result, the Senior Rabbi is available to further discuss and address the family's concerns.

Method of Communication

In our Infant room, a Daily Information Sheet will be filled out for each child documenting when they ate, slept, had their diapers changed, and any other noteworthy information about their day. The person picking up their child at the end of the day will receive this document.

Parents will be contacted via telephone, text, or email, depending on the urgency of the information. In the event of an emergency regarding a specific child, we will attempt to reach parents via telephone first. If that is not successful, we will attempt to text and email as well. If at that point, we still have not reached either parent, then we will follow the same protocol using the emergency contact information provided by the parents. In the event of an all-school emergency, families will be contacted with our One Call Now Emergency System which will contact families via telephone and email, and also text if the family opts in.

Kaymbu

We use Kaymbu, a digital family engagement and classroom documentation tool, to share photos, videos, and anecdotes with our families. Teachers may also use Kaymbu to send messages to families as needed during the school day. You will receive a weekly Kaymbu Storyboard via email from your child's Head Teacher each weekend; photos, videos, and other documentation will be emailed one or more times during each week. Families can access Kaymbu online at <https://www.kaymbu.com/>; the Kaymbu for Parents app can be downloaded and accessed from smartphones and tablets.

Director Communication

The Director will send a weekly email to all families with reminders for school events and committee meetings, as well as any important Temple happenings. The Director will highlight upcoming community events in which families might be interested, as well as early childhood and Judaic resources from which families can benefit. Additionally, the Director is always available for questions or concerns that may arise during the school year.

Parent/Teacher Conferences

Formal parent/teacher conferences are offered twice during the school year. This is an opportunity to review your child's growth and development, to share any noteworthy behaviors that are occurring at home or in school, and to discuss any concerns that may exist.

Our staff will use various recording tools to monitor your child's natural development. The information gathered using the following tools will be shared with you during conference meetings or other appropriate times:

- ◆ Anecdotal Records: logging your child's behavior, interests and any information given to us by parents regarding changes in the child's home life or environment.
- ◆ Portfolio: samples of your child's work in various areas.
- ◆ Student Progress Reports: using the developmental goals that are part of our curriculum to assess how your child is progressing in each of those areas.

At any time, if you have concerns or if you have witnessed your child reaching a milestone or developmental goal, please communicate this with the teacher.

Following each of the two conferences, you will receive a copy of your child's progress report, which will include the formal assessment as well as the teacher's open-ended comments.

If you have any questions or concerns, you may request a conference with your child's teacher at any time during the school year. You may also request a conference with the Early Childhood Education Director at any time.

CONFIDENTIALITY

At Temple Emanu-El's Early Childhood Education Program, we strive to protect everyone's right of privacy. Child records are kept in a secure cabinet in the office, with the Director, Administrative Assistant, and the child's teachers having access on a "need to know" basis.

Confidential and sensitive information about faculty, other families and/or children will not be shared with families. Staff members are strictly prohibited from discussing anything about another child with you. Within our program, confidential and sensitive information will only be shared with staff members who have a "need to know" in order to most appropriately and safely care for your child. Confidential information includes, but is not limited to: special needs and disability information, disciplinary information, and health-related information of anyone associated with our program. For instance, if a child harms another child, the identity of the involved children will be kept confidential during discussions with the families of the children.

Outside of our program, confidential and sensitive information about a child will only be shared with relevant professionals when the parent/guardian of the child has given express written consent, except where otherwise provided for by law. Parents/guardians will be provided with a document detailing the information that is to be shared outside of our program, persons with whom the information will be shared, and the reason(s) for sharing the information.

MODIFICATIONS TO POLICIES

All ECEP policies may be modified or amended from time to time, in whole or in part, at any time in Temple Emanu-El's sole discretion.

GUIDANCE AND DISCIPLINE POLICY

Children of all ages need to explore their environment and test their curiosities. Exploration is imperative to the learning process and is encouraged within our program in a safe environment under the guidance of our teachers. As a child explores, s/he experiences many trials and errors before a concept is understood or learned. Our school's discipline policy flows from this understanding. Just as children are not expected to learn a color the first time it is experienced, they too are not expected to learn appropriate behavior without constant modeling, positive reinforcement, and

practice. Our goal is to work cooperatively with children and families to help children develop self-control. We hope to help children of all ages become increasingly independent. We want children to feel good about themselves and to learn about their needs along with those of other people. We want children to learn to control themselves, to see the possible consequences of their actions, and accept alternate behaviors. We believe that consistency in all areas of a young child's day is important at home and at school. You are welcome to discuss disciplinary issues with your child's teacher and the Director at any time.

We use a combination of the following steps to insure positive discipline:

1. We change the environment to eliminate potential difficulties.
2. We redirect the child to another activity before the behavior becomes an interruption - positive and constructive direction.
3. We refer to do's instead of don'ts.
4. We recognize that occasional inappropriate behavior is best ignored.
5. We encourage the child to think of alternative solutions and the possible effects of choosing those alternatives when challenging situations arise.
6. We try to determine why a particular situation has occurred and what can be done to avoid it next time.
7. We use time away from the group to help an individual child calm down.
8. We recognize and acknowledge positive behavior.
9. We involve the child in the decision-making process when possible.
10. We contact the parent/guardian about the child's behavior to gain insight as well as to work together to resolve the issue.
11. If a child harms another child, the identity of the involved children will be kept confidential during discussions with the families of the children.
12. If a serious situation occurs, the child may be asked to leave school for the remainder of the day.
13. Under no circumstances shall discipline of a child at our program involve physical punishment, psychological abuse, or coercion, including but not limited to: hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, unsupervised isolation, withholding of emotional responses or stimulation, enforced silence for long periods, association of a negative behavior with rest, toileting or food, or any form of child abuse, neglect, or exploitation. Appropriate use of restraint for safety reasons is permissible.

We strive to keep an open communication with the parent(s) or guardian(s) concerning all facets of their child's development. If there is an ongoing problem with a child, the Teacher and/or Director will meet with the parent/guardian to discuss the problem. Together, we will establish an action plan to help alleviate the negative behavior. If there are repeated serious episodes of inappropriate behavior, the family may have the option to pay for a responsible party to "shadow" the child during his/her attendance. The Temple may be able to subsidize the cost of the shadow. This person must be mutually acceptable to the family and the Director. Alternatively, a child may be asked to leave our program if it is determined that we are unable to provide an appropriate environment for the child or other children in the class are in danger of being harmed. Our program may also bring in a consulting psychologist or other professional(s) to observe a child or children in their class and make appropriate recommendations to our staff regarding classroom management techniques and acceptable age-appropriate behavior. If appropriate, we will work with the family and relevant professionals to develop an individualized plan to address the behavior. Any individualized plan will include positive behavior support strategies. This information is confidential between the professional and our staff.

EXPULSION POLICY

We strive to limit or eliminate the use of suspension, expulsion, and other exclusionary measures, however, in rare circumstances it may become necessary for the school to terminate a child's enrollment. Possible causes are when the child or his/her family continually violates the rights of others to learn or feel safe at school, the family breaks school policies, the family threatens physical or intimidating actions towards a staff member, parent, or a child, the tuition is overdue, or the program does not meet the educational needs of the child. Before a decision to exclude is considered, we will follow the steps outlined in our Discipline Policy, above; if exclusionary measures must be taken, the program will offer assistance to the family in accessing services and obtaining an alternate placement. Our Guidance and Discipline Policy complies with federal and state civil rights laws.

SOCIAL MEDIA POLICY

This social media policy applies to all families and staff members of Temple Emanu-El's Early Childhood Education Program. This policy includes (but is not limited to) the following:

- Social networking sites (ie. Facebook, Instagram, Snap Chat)
- Blogs
- Discussion Forums
- Media Sharing Services (ie. YouTube)
- Micro-blogging (ie. Twitter)
- Kaymbu

In order to protect our ECE children's privacy, photos, images, and/or videos taken of the children attending our ECE or at ECE special events or outings MAY be posted on social media, but MUST NEVER mention the child(ren)'s name or include any

personally identifiable information. Temple Emanu-El is not responsible for the use, download, or reprint of any photos/videos/images. If a parent has a special circumstance whereas they believe that posting a photo of the child would be detrimental to the child's safety, they should speak with the Director so that accommodations can be made.

It is expected and understood that all families and staff members will adhere to the procedures below:

- Personal security settings should be managed to ensure that information is only available to people that you choose to share information with.
- Remember that no information sent over the web is totally secure, and as such, if you do not wish the information to be public, refrain from sending it through social media.
- Maintain professionalism, honesty, and respect.
- Apply a "good judgement" test for every social media post that you make.
- Any comment or posting may not
 - breach confidentiality
 - bring the ECE, Temple Emanu-El and its employees into disrepute
 - be of detrimental nature to the ECE, Temple Emanu-El or other employees

FAMILY VISITATION/OPEN DOOR POLICY

Our school maintains an open door policy. Parents/guardians are encouraged to visit and observe our program at any time during our regular operating hours. Arrangements may be made with the Director or Head Teacher in order to be sure that the visitation will not disrupt class dynamics or the class schedule. Family members are also invited into the classroom at any time to share a special skill, talent or information that you may have. Please arrange a mutually convenient time with your child's teacher.

LOST AND FOUND

We ask that all clothing, towels, blankets, etc. be labeled for easier identification. All items misplaced around school are put in the Lost and Found box located in the office. You are welcome to check this box at any time.

PARKING

The reserved parking spaces are set aside for senior staff members, the auction winner and handicapped spaces are provided for individuals with handicapped parking permits. These spaces are reserved at **ALL** times and should **NEVER** be used by families, even during drop-off or pick-up. Curbside parking is also prohibited and dangerous.

REFERRALS

It is so important for families and staff to work together to meet the needs of your child. Should you need help finding a specialist in any field, your child's teacher or the Director will provide you with a list of recommendations. We will provide any necessary support

as families negotiate physical health, mental health, assessment, and education services for their children.

SPECIAL NEEDS

We strive to create an environment that will meet the needs of each child. Whether it has already been determined that your child has a development delay or special need, or if this is something that our staff brings to your attention, we are committed to working together to create a positive learning environment for your child. We believe that collaboration and open communication are paramount in this process. In order to create a positive learning environment, parents must share with our staff important information regarding any supplemental services or medications that your child is receiving or taking. It is important for the child's teachers to communicate with the child's specialists (such as speech therapist, occupational therapist, child psychologist, psychiatrist, etc.). Specialists are welcome and encouraged to observe the child in the classroom and discuss best strategies that the teachers should implement with the child. Families must sign a written consent form in order for the school and specialists to communicate and to protect the child's confidentiality. If a child requires additional support in the classroom, we will work with the family to find a Shadow or Aide that will be the best fit. Families are responsible for the cost of this person. If the staff and/or the family determines that our school is unable to meet the needs of the child, we will do our best to help the family find an environment better suited.

TRANSITIONING INTO SCHOOL

The first week of school can be very difficult for both children and parents. Separation anxiety is a normal phase of development beginning with mobility at around six months and intensifying from 12 to 18 months. It is during this phase that children may experience intense emotions when separated from loved ones. Separation problems are often rooted in a fear of the unknown. Some helpful tips:

- *Explain to your child that they are going to go to school in a positive and happy tone of voice.
- *Ease your child into the school environment slowly.
- *Bring a familiar object from home or pictures of family members.
- *Be sure you say goodbye to your child.

Even for children who have been to our school before, returning to school after summer vacation can be intimidating. Before school begins, read a few books together with a starting school theme. Books can help your child get in touch with his/her feelings about going to a new place, making new friends, and separating from you. Reading together also gives your child an opportunity to talk about feelings or to ask questions about what to expect.

On the first day of school, be sure to arrive in plenty of time. When it is time to leave, don't slip out when your child is not looking. Children need to know when you are going and to be able to say goodbye. Say goodbye and give your child a point of reference for when you will return. A comment such as, "I will be back after lunch," is very helpful.

When you do leave the classroom, feel free to call the school to check on your child. We will check the classroom to see how everything is going and provide you with an honest report. We will let you know if you should return to school for an earlier pick up time.

In order to assist children in transitioning toward independence and to ensure a smooth and happy adjustment for all involved, all of the children in the Ready, Set, Go, 2-, and 3 year old classes undergo a gradual transitional process where the first day of school is shorter than the full class time and the classes get progressively longer each day. You will receive a schedule with the exact dates and times when information is emailed to you over the summer.

Our Early Childhood Education Committee also sponsors a “Parent Coffee” in the morning for the first two days of school.

TRANSITIONING INTO OTHER SCHOOLS OR PROGRAMS

Our school strives to help families and children as they make the transition from our program into elementary schools or early childhood special needs programs. We help to prepare our Pre-K children to enter Kindergarten and our Kindergarten children to enter first grade by talking to them about what to expect and by, whenever possible, inviting elementary school representatives and students to visit with our classes. We also provide general information about local elementary schools’ enrollment practices and visiting opportunities. Also, a list of Parent Representatives from local elementary schools will be available to all families that will have a child entering the public schools for the next year. For all children transitioning into other schools, we can provide information and support to assist families in communicating with other programs. With written consent of the family, our staff is also happy to complete any paperwork requested by other programs.

Safety and Health Procedures

ADMINISTRATION OF MEDICINE

Medication will be administered to your child only under the following circumstances:

- ◆ The child’s health care provider has provided written authorization detailing the necessary steps to be taken.
- ◆ The parent/guardian has also provided written authorization.
- ◆ Medications are labeled with the child’s first and last names, the date that either the prescription was filled or the recommendation was obtained from the child’s health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer’s instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.

BUILDING ACCESS

All doors to the building are locked. Entry to the building must be through our buzzer system. Each person is required to identify him/herself. At times, you may be asked to provide identification if the person in charge of the door does not recognize you or is not familiar with you. We all share responsibility for preventing entrance to the building of someone we don't know. Please do not allow anyone to enter the building that you do not recognize.

DIAPER POLICY

Children's diapers are changed on a changing table. The mat on the table is covered with a disposable changing pad and disposed of after each child has been diapered. The table is then cleaned with a disinfectant. Staff members wear fresh gloves for each child, and diapers and gloves are discarded. We encourage families to dress their children in elastic waist pants and without belts. We understand that children potty train at different ages and rates. We will work with families to meet each child's individual need. We will encourage the use of the toilet, but children are not pressured. If you prefer that a staff member NOT wipe your child, it is your responsibility to inform the school in writing. Otherwise, when a child is in the process of potty training, staff members will assist wiping a child while encouraging independence. Once a child is fully potty trained, it is assumed that they will wipe themselves independently unless the child has a messy bowel movement.

EMERGENCY INFORMATION

Please be sure that all of your emergency contacts, business addresses, phone numbers, email addresses, and approved pick-up list are kept up-to-date. Emergency contacts must be located within a half-hour radius of the school.

In the event of an emergency in which evacuation from the building is necessary, we will take temporary shelter either in the Lavy House located next door to our building or Wilson Public School, depending on the situation. An additional copy of our school's emergency contact list and other emergency supplies are kept on both sites. Once we have safely relocated, we will be in contact with all parents/guardians and/or emergency contacts.

FIRST AID

We do the very best that we can to keep our children as safe as possible; however, sometimes during play, accidents will occur. If a child receives a minor injury (bump, scraped knee), the Head Teacher will communicate this information with whomever is picking your child up that day, or via email or telephone. If appropriate, our staff will wash the area with soap and water and if needed, apply a band aid. If any serious injuries or illnesses occur, you will be notified immediately. If a child is injured due to an accident, an accident report must be filled out and signed by a staff member and a copy will be kept on file.

FOOD ALLERGIES

You must notify the Director, in writing, of any food allergies that your child may have and we will make every effort to accommodate your child's needs. Additionally, please be sure to speak to all teachers that work with your child so everyone is aware of the allergy. Temple Emanu-El's ECE has a nut aware policy. Please see the next section for details. If your child has a food allergy other than nuts, then you will work together with the Head Teacher to plan appropriate recipes for special cooking projects or other activities involving food that occur as a part of the classroom curriculum. As these are an important and frequent part of the school day, we would like all children to be able to participate as fully as possible.

It is the parent's responsibility each year to supply the school with appropriate medication, labeled with your child's name, and an Emergency Action Plan signed by the child's physician to be used in the event of an allergic reaction. All allergy medications must be given directly to your child's teacher or the Director; do not leave them in your child's lunch box or backpack. We require a written procedure approved by the child's parents and pediatrician detailing the proper steps for our staff to take in the event of an allergic reaction. If the food allergy is very severe, the Director may, in her discretion, request that your child not stay for lunch.

If you are notified that a child with a severe airborne allergy will be in your child's lunch class, we will kindly request that you refrain from sending in products that contain the allergen (e.g., bananas) in order to ensure the safety of the allergic child.

NUT AWARE POLICY

Temple Emanu-El's Nut Aware Policy

Temple Emanu-El's ECEP recognizes that allergies to peanuts and/or tree nuts can cause serious life threatening conditions for some children. We will strive to keep each child safe by aiming to eliminate all nuts from our school. We cannot completely guarantee a nut-free environment – for example, other activities and programs occur at Temple Emanu-El outside of school hours, we cannot guarantee that all food brought into the building will be nut-free, and we cannot guarantee that every parent will adhere to the policy at all times. We will, however, maintain a nut aware environment in our classrooms during ECE hours and attempt to minimize exposures to children within our community who have these dangerous allergies by implementing the following guidelines.

1. Food served in the school should not contain nuts.

Temple and Staff Responsibilities

- Snacks that are served by the school may not contain nuts or indicate that they were manufactured in a facility that produces nuts.

- Any foods used for classroom cooking activities may not contain nuts or indicate that they were manufactured in a facility that produces nuts. Prior to cooking, the Head Teacher will confirm with the parents of the child that has nut allergies whether all of the food items are safe for their child.
- Prior to serving any food other than those approved on the “Approved Snack List”, the Head Teacher will confirm with the parents of the child that has nut allergies whether all of the food items are safe for their child.
- Lunch options from outside vendors may not contain nuts. However, the ECE Director will confirm with the parents of the child that has nut allergies whether the lunch options being offered are safe for their child.
- For foods that need to be heated up in Temple Emanu-El’s ovens, the Head Teacher will confirm with the parents of the child that has nut allergies whether such food items are safe for their child.
- Teachers will be certified in First Aid and trained annually prior to the start of school on proper emergency protocol for food allergies.

Parents’ Responsibilities

- Lunches sent from home should not contain any nuts or nut products. Parents should read food labels to make sure that they do not expressly state that they contain nut or nut products in the ingredient list.
 - Nuts or nut products should not be brought onto the premises during ECE hours.
 - For special occasions and birthdays, any treats brought into the classroom should be store-bought, and left in their original packaging. The treats may not contain nuts or indicate that they were manufactured in a facility that produces nuts.
2. Additional safety measures will be taken in the classroom to minimize the risk of incidental contact to nuts.
- Classroom tables will be wiped down with a bleach solution prior to arrival, after food is eaten, and at the end of the classroom day.
 - Children and staff must wash their hands upon arrival at school, before snack and lunch, and any other times deemed necessary to ensure that hands are nut-safe.
 - Staff will maintain a nut aware environment in the common areas of the building during ECE hours.

3. Parents of a child with a nut allergy:
 - Should speak directly to the outside vendors that provide lunches for the ECE and determine whether it is safe for their child to eat their food.
 - Must provide the school with an Allergy Action Plan that is completed and signed by their child's physician. This should be updated annually and appropriately throughout the year if changes occur. Information must outline the child's allergen, allergic response, and emergency drug protocol.
 - Prior to the first day of school, parents must provide 2 doses of all emergency medications; one to be stored in the teacher's emergency bag (which travels with the child throughout his/her day in school) and one which will be stored in the ECE office.
 - Must review all snacks and give approval for the year whether they are safe for their child.
 - Whenever foods are going to be served to the child that are not on the "Approved Snack List" (cooking in class, if a parent brings in a snack for special occasion or birthday, or if Temple Emanu-El's ovens will be used), the Head Teacher will reach out to the parents and the parents must review the ingredients and confirm whether all of the food items are safe for their child.
 - Should remind their child not to share food with other children.

[Temple Emanu-El's Nut Aware Policy, as with all ECEP policies, may be modified or amended from time to time, in whole or in part, at any time in Temple Emanu-El's sole discretion. The Director of the ECE shall have discretion to construe and interpret the Temple Emanu-El's Nut Aware Policy.]

FRONT LAWN

Children are NOT permitted to play anywhere on the front lawn. It is not safe for the children. They are permitted to be on the cement area, as long as they are being closely supervised by their parent/caregiver. We also ask that you make sure that the children do not play in the bushes or flower beds in order to maintain the landscaping.

HEALTH INFORMATION

We are required to have an up-to-date Universal Child Health Form, including immunizations, on file for each child. Children who are 2 ½ years of age or younger must have had a health examination by a licensed physician six months prior to admission. Children above 2 ½ years of age must have had a health examination by a

licensed physician one year prior to admission. The Universal Child Health Form must be updated annually and is due in the child's birth month. An immunization record only needs to be provided when there are updates. Children entering our Kindergarten class must provide an updated immunization record (including the required 5 year old immunizations) no later than October 1st. Each year flu vaccines are required for all children 6-59 months. Proof of vaccine is required no later than December 31st of each school year. We reserve the right to suspend the child from school until valid proof is provided. At any time, if your child's health status changes, it is your responsibility to notify the ECE office immediately. The contents of each child's health and safety file is confidential but is immediately available upon request to: administrators and teaching staff who have consent from a parent or legal guardian to access the records; the child's parents or legal guardians; and regulatory authorities.

IDLING VEHICLES

We encourage all of our families and school visitors to turn off their vehicles while in our parking area unless necessitated by extremely hot or cold weather. Our playground and TEVA are directly adjacent to the parking lot.

IMMUNIZATION EXEMPTION POLICY

In keeping with the Jewish principle of "shmirat haguf" (the safeguarding of health and the prohibition of engaging in self-injury or injuring another - see Deuteronomy 4:15) we will not accept children who have not been immunized per the NJ State regulations. If immunizations for the child are contraindicated for medical reasons, the family must provide official documentation from the child's health care provider attesting to the reason the immunization is medically contraindicated and the specific time period that the immunization is medically contraindicated. If a religious exemption has been previously granted, the exemption will be honored for the duration of the child's enrollment.

ILLNESS POLICY

According to state law, we will not permit any child who has had the following symptoms or illnesses **WITHIN THE PAST 24 HOURS** to attend school:

- a. severe pain or discomfort
- b. acute diarrhea, characterized as twice the child's usual frequency of bowel movements with a change to a looser consistency within a period of 24 hours, or bloody diarrhea
- c. two or more episodes of acute vomiting within a period of 24 hours
- d. elevated oral temperature of 101.5 degrees Fahrenheit or over or axillary temperature of 100.5 degrees Fahrenheit or over in conjunction with behavior changes
- e. lethargy that is more than expected tiredness
- f. yellow eyes or jaundiced skin
- g. red eyes with discharge
- h. infected, untreated skin patches

- i. difficult rapid breathing or severe coughing
- j. skin rashes in conjunction with fever or behavior changes
- k. weeping or bleeding skin lesions that have not been treated by a health care provider
- l. mouth sores with drooling
- m. stiff neck

Additionally, a child must be **FEVER FREE (WITHOUT FEVER-REDUCING MEDICATIONS) FOR 24 HOURS** before returning to school. Once the child is symptom free or a licensed physician has given written indication that the child poses no serious threat, the child may return to school. If a child becomes ill in school or exhibits any of these symptoms, the child will be brought to the Director's office, and the parent or emergency contact will be called immediately to pick up the child.

In the best interest of your child, staff, and the other children, we recommend that you refrain from sending your child to school if s/he exhibits symptoms of a cold, flu, stomach virus, or any other contagious infection.

COMMUNICABLE DISEASE POLICY

The following is a list of communicable diseases that a child or staff member will not be allowed to return to school *without a note from their physician*:

Respiratory Illnesses

Chicken Pox**
 German Measles*
 Hemophilus Influenza*
 Measles*
 Meningococcus*
 Mumps*
 Strep Throat
 Tuberculosis*
 Whooping Cough*

Gastro-Intestinal Illnesses

Campylobacter*
 Escherichia coli*
 Giardia Lamblia*
 Hepatitis A*
 Salmonella*
 Shigella*

Contact Illnesses

Impetigo
 Lice
 Scabies
 Shingles

* Reportable diseases that will be reported to the health department by our program.

** Note: If your child has chicken pox, a doctor's note is not required for re-admitting the child to school. A note from the parent or guardian is required, stating either that at least six days have elapsed since the onset of the rash or that all sores have dried and crusted.

If your child is exposed to any excludable disease at school, you will be notified in writing. If your child has a fever or blisters that have not yet healed s/he should be excluded from contact with other children and should not be in school. Upon returning to school, a doctor's note is required as well as a visual check by the Director to ensure that the child is healthy enough to return to school.

LICE POLICY

Our program has a “no nit” policy, consistent with The National Pediculosis Association, This public health standard is intended to keep children lice free, nit free, and in school.

Families should be aware of signs that a child may be infested with lice or nits. Signs include scratching the head and/or the appearance of small, oval yellowish-colored eggs attached to the hair, many times located behind the ears or the nape of the neck. If lice is suspected or found, you must inform the office immediately and keep your child home from school.

If lice is suspected or found in any of the children at school, the family will be immediately contacted, and the child must be taken home until the child has been cleared of all nits and lice. Once it has been determined that one child in a class is infested with lice, an email will be sent to the families of all classmates alerting them of the situation and asking them to regularly check their child for a two-week period. In addition, all classmates will be checked by the Director or the teachers. When deemed necessary by the Director, a lice specialist may be called in to inspect children’s heads. All classmates’ belongings will be placed in separate plastic bags to be sent home. All items in the classroom that can harbor lice such as hats, dress-up clothes, and stuffed animals, will be placed in a tied plastic garbage bag and stored for one month.

Children who have been infested with lice will be allowed to return to school only after the head is inspected by the Director or if you provide a written note from a lice specialist that confirms that the child was successfully treated under their care.

NUTRITION

Our program is dedicated to the development of the whole child, which includes proper nutrition. Positive habits learned in early childhood lead to a healthier, more productive life. Our school embraces these philosophies as represented in the snacks that are provided daily for all of our students in Me and My Shadow through Kindergarten. They are generally low in sugar and also contain a limited amount (if any) of hydrogenated oils or trans fatty acids. In order to meet proper USDA CACFP standards for snack (which includes having more than 1 food group as a snack), we have a healthy snack sign up sheet for families to volunteer to bring in fruits, vegetables, or dairy products for a week at a time. In general this coincides with whoever is the Shabbat guest for that week. We also encourage healthy eating habits and appropriate table manners in a group atmosphere. Children are encouraged to participate in serving and feeding themselves, while supervised by staff. Significant portions of an unfinished lunch will be sent home. We recommend that you refrain from sending in foods with little or no nutritional value at all times.

SUNSCREEN

During the times of year when the sun is strong, we recommend that you apply sunscreen to your child before he or she comes to school. If your child attends school for the full day, you may provide the Head Teacher with sunscreen that has an SPF of 15

or higher that can be reapplied to the child in the afternoon. The sunscreen must be properly labeled and a parent/guardian must sign the Sunscreen Reapplication Permission Form.

Family Involvement

EARLY CHILDHOOD EDUCATION COMMITTEE

We are fortunate to have a very active and involved parent committee. The Early Childhood Education Committee is comprised of parents from our school that meet monthly with the Director of Early Childhood Education. There are two positions that oversee the committee. The Chairperson is also a member of Temple Emanu-El's Board of Trustees, representing our Early Childhood Education Program. This person works very closely with the Parent Coordinator. The Parent Coordinator co-leads the monthly meetings with the Chairperson and helps to oversee the parent volunteers throughout the year. The committee is responsible for all fundraising for the school. It also functions as a forum to discuss various topics relating to the school and the Temple. All parents are welcome to be on the committee and to attend all committee meetings. If you are interested in getting involved, you may speak with the committee Chairperson, Parent Coordinator or the ECE Director. The Early Childhood Education Committee meetings will occur one time per month in the morning at 9:05am (some exceptions may apply). A schedule of meetings will be included in the Master Calendar, and reminders will be provided as well. Minutes from each meeting will be distributed via email within a week following the meeting. We strongly recommend that you read the minutes in order to keep up to date on school happenings and discussions. Please feel free to discuss the contents of the meeting with either the Director, the Chairperson or the Parent Coordinator.

FAMILY PARTICIPATION/VOLUNTEERING OPPORTUNITIES

Families are invited and encouraged to be involved in many school activities throughout the year. There are many different ways in which family members can participate and volunteer at school. Each class needs two class parents to help the teacher with field trips, distributing information to class families, and organizing teacher gifts. All families in the class may volunteer to attend field trips, to read in the classroom, and to share special talents or information with your child's class.

Additionally, we strongly encourage you to become involved in the Early Childhood Education Committee. Families can be involved to whatever extent they would like, from simple one-time commitments to full-year commitments. For instance, volunteers are always needed to help with special events. Each event needs one or more chairpersons, as well as many volunteers to help with preparations, to work during the event, to set up, and to clean up. In addition, for parents who are unable to commit time during the school day, some events involve tasks that can be done during off hours, and many events need families to bake or donate food items.

Volunteering is not only a wonderful way to be involved in our school, but it is also a great way to get to know other families in the program and also a way to work with our Director and other staff members.

Of course, attending our celebrations and events is also a wonderful way to be involved in our school!

CHILD ABUSE AND NEGLECT POLICY

Staff members are required by the Division of Youth and Family Services to immediately report any suspected incidences of child abuse or neglect to the State Child Abuse Hotline (1-877-NJ ABUSE (652-2873)). These allegations may include reasonable cause to believe that a child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, or harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect or exploitation by an adult, whether working in the program or not.

Staff members have been trained to recognize the signs of child abuse and neglect and are familiar with reporting procedures. Staff members shall and will report any suspicion of abuse or neglect to the Early Childhood Director and will document any suspicion before reporting to the authorities.

Reporting Student Abuse by Employees

Employees are only required to report abuse by another employee when they have reasonable cause to suspect abuse. Hearsay from a credible, reliable source can support a report but the report should indicate that hearsay evidence is the only basis for the suspicion. Staff who report suspicions of child abuse/neglect are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.

Reports should be made only to the Director, and suspicions should not be discussed with other staff members.

At the discretion of the Director and the Senior Rabbi, staff members who are accused of abuse or neglect of a child in the program shall be asked to refrain from coming to work during the investigation.

Additionally, in order to protect the confidentiality of the child and the accused employee, the employee is prohibited from discussing the report with anyone but an administrator and local law enforcement or child and youth agency staff performing an investigation.

POLICY ON THE RELEASE OF CHILDREN

Each child may be released only to the child's parent(s) or person(s) authorized by the parent(s) to take the child from the school and to assume responsibility for the child in an emergency, if the parent(s) cannot be reached.

If a non-custodial parent has been denied access or granted limited access, to a child by court order, the school shall secure documentation to that effect, maintain a copy on file, and comply with the terms of the court order.

If the parent(s) or person(s) authorized by the parent(s) fails to pick up a child at the time of the school's daily closing, we shall do the following to ensure that:

1. The child is supervised at all times;
2. Staff members attempt to contact the parent(s) or person(s) authorized by the parent(s); and
3. An hour or more after closing time, and provided that other arrangements for releasing the child to his/her parent(s) or person(s) authorized by the parent(s) have failed and the staff member(s) cannot continue to supervise the child at the school, the staff member shall call the 24-hour State Central Registry Hotline 1-877-NJ ABUSE (1-877-652-2873) to seek assistance in caring for the child until the parent(s) or person(s) authorized by the child's parent(s) is able to pick-up the child.

If the parent(s) or person(s) authorized by the parent(s) appears to be physically and /or emotionally impaired to the extent that, in the judgment of the Director and/or staff member, the child would be placed at risk of harm if released to such an individual, the school shall insure that:

1. The child may not be release to such an impaired individual.
2. Staff members attempt to contact the child's other parent or an alternate person(s) authorized by the parent(s); and
3. If the school is unable to make alternate arrangements, a staff member shall call the 24-hour State Central Registry Hotline 1-877-NJ ABUSE (1-877-652-2873) to seek assistance in caring for the child

For school –age child care programs, no child shall be released from the program unsupervised except upon written instruction from the child's parent(s).

INFORMATION TO PARENTS AS PER THE DEPARTMENT OF CHILDREN AND FAMILIES

Under provisions of the Manual of Requirements for Child Care Centers (N.J.A.C. 3A:52), every licensed child care center in New Jersey must provide to parents of enrolled children written information on parent visitation rights, State licensing requirements, child abuse/neglect reporting requirements and other child care matters. The center must comply with this requirement by reproducing and distributing to parents this written statement, prepared by the Office of Licensing, Child Care & Youth Residential Licensing, in the Department of Children and Families (DCF). In keeping with this requirement, the center must secure every parent and staff member's signature attesting to his/her receipt of the information.

Our center is required by the State Child Care Center Licensing law to be licensed by the Office of Licensing (OOL), Child Care & Youth Residential Licensing, in the Department of Children and Families (DCF). A copy of our current license must be posted in a prominent location at our center. Look for it when you're in the center.

To be licensed, our center must comply with the Manual of Requirements for Child Care Centers (the official licensing regulations). The regulations cover such areas as: physical environment/life-safety; staff qualifications, supervision, and staff/child ratios; program activities and equipment; health, food and nutrition; rest and sleep requirements; parent/community participation; administrative and record keeping requirements; and others.

Our center must have on the premises a copy of the Manual of Requirements for Child Care Centers and make it available to interested parents for review. If you would like to review our copy, just ask any staff member. Parents may view a copy of the Manual of Requirements on the DCF website at www.state.nj.gov/dcf/providers/licensing/laws/CCCmanual.pdf or obtain a copy by sending a check or money order for \$5 made payable to the "Treasurer, State of New Jersey", and mailing it to: NJDCF, Office of Licensing, Publication Fees, PO Box 657, Trenton, NJ 08646-0657.

We encourage parents to discuss with us any questions or concerns about the policies and program of the center or the meaning, application or alleged violations of the Manual of Requirements for Child Care Centers. We will be happy to arrange a convenient opportunity for you to review and discuss these matters with us. If you suspect our center may be in violation of licensing requirements, you are entitled to report them to the Office of Licensing toll free at 1 (877) 667-9845. Of course, we would appreciate your bringing these concerns to our attention too.

Our center must have a policy concerning the release of children to parents or people authorized by parents to be responsible for the child. Please discuss with us your plans for your child's departure from the center.

Our center must have a policy about administering medicine and health care procedures and the management of communicable diseases. Please talk to us about these policies so we can work together to keep our children healthy.

Our center must have a policy concerning the expulsion of children from enrollment at the center. Please review this policy so we can work together to keep your child in our center.

Parents are entitled to review the center's copy of the OOL's Inspection/Violation Reports on the center, which are issued after every State licensing inspection of our center. If there is a licensing complaint investigation, you are also entitled to review the OOL's Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center during the current licensing period. Let us know if you wish to review them and we will make them available for your review or you can view them online at https://data.nj.gov/chilcare_explorer.

Our center must cooperate with all DCF inspections/investigations. DCF staff may interview both staff members and children.

Our center must post its written statement of philosophy on child discipline in a prominent location and make a copy of it available to parents upon request. We encourage you to review it and to discuss with us any questions you may have about it.

Our center must post a listing or diagram of those rooms and areas approved by the OOL for the children's use. Please talk to us if you have any questions about the center's space.

Our center must offer parents of enrolled children ample opportunity to assist the center in complying with licensing requirements; and to participate in and observe the activities of the center. Parents wishing to participate in the activities or operations of the center should discuss their interest with the center director, who can advise them of what opportunities are available.

Parents of enrolled children may visit our center at any time without having to secure prior approval from the director or any staff member. Please feel free to do so when you can. We welcome visits from our parents.

Our center must inform parents in advance of every field trip, outing, or special event away from the center, and must obtain prior written consent from parents before taking a child on each such trip.

Our center is required to provide reasonable accommodations for children and/or parents with disabilities and to comply with the New Jersey Law Against Discrimination (LAD), P.L. 1945, c. 169 (N.J.S.A. 10:5-1 et seq.), and the Americans with Disabilities Act (ADA), P.L. 101-336 (42 U.S.C. 12101 et seq.). Anyone who believes the center is not in compliance with these laws may contact the Division on Civil Rights in the New Jersey Department of Law and Public Safety for information about filing an LAD claim at (609) 292-4605 (TTY users may dial 711 to reach the New Jersey Relay Operator and ask for (609) 292-7701), or may contact the United States Department of Justice for information about filing an ADA claim at (800) 514-0301 (voice) or (800) 514-0383 (TTY).

Our center is required, at least annually, review the Consumer Product Safety Commission (CPSC), unsafe children's products list, ensure that items on the list are not at the center, and make the list accessible to staff and parents and/or provide parents with the CPSC website at <https://www.cpsc.gov/Recalls>. Internet access may be available at your local library. For more information call the CPSC at (800) 638-2772.

Anyone who has reasonable cause to believe that an enrolled child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect, or exploitation by any adult, whether working at the center or not, is required by State law to report the concern immediately to the State Central Registry Hotline, toll free at (877) NJ ABUSE/(877) 652-2873. Such reports may be made anonymously. Parents may secure information about child abuse and neglect by contacting: DCF, Office of Communications and Legislation at (609) 292-0422 or go to www.state.nj.us/dcf/ .

Appendix A

Temple Emanu-El Early Childhood Education Program Assessment Plan 2018-2019

Purpose of Assessment

- Identifying children's interests and needs
- Describing the developmental progress and learning of children
- Improving curriculum and adapting teaching practices and environment
- Planning program improvements
- Communicating with families
- Arranging for developmental screening and referral for diagnostic assessment when indicated

Tools and Instruments

- Parent Input:
 - Child Information Sheet (September)
 - Parent Survey (May)
 - Daily Communication (on going)
 - Parent-teacher conferences (twice a year)
- Teaching Strategies GOLD Child Assessment Portfolio (twice a year)
- Kindergarten Student Progress Report
- Anecdotal records
- Samples of child's work- art, scribbles, drawings, writing samples, journals, and child made books (on going)
- Photographs of the child (on going)

Our program uses two forms of formal assessment based on the different age groups we serve. In our infant, toddler, and preschool classrooms, we use *The Teaching Strategies Gold Assessment Program*. This program is directly aligned with our curriculum goals for each of these age groups. Teachers are to fill-out Teaching Strategies GOLD Child Assessment Portfolio twice yearly in preparation for parent-teacher conferences. The Teaching Strategies GOLD Child Assessment portfolio, allows our teachers to grade each child on a continuum for each objective. Each objective level on the continuum is color coded (each color represents a different age bracket). Our toddler and preschool teachers can easily see how a child is performing on the continuum. In our Kindergarten, we use our Kindergarten Student Progress Report. This checklist report is based directly on our local public school's student report card. This checklist is aligned with our curriculum goals for our Kindergarten children. Both of these methods for assessment involve observations, checklists, rating scales, and work sampling. These assessments are performed by the classroom teacher who is able to observe the children's strengths, interests, and needs on an on-going basis. All of our Head Teachers are trained in the use of the Teaching Strategies GOLD Child

Assessment; they receive additional training and support on the assessment process through grade level meetings, staff meetings, and professional development opportunities. There are no formal standardized tests used at our program.

Child assessment forms are filled out by our infant, toddler, and preschool teachers summarizing each child's assessment twice yearly. In our Kindergarten program, teachers fill-out the Kindergarten Student Progress Report twice yearly. This information is shared with families during parent-teacher conferences in the late fall and spring. Teachers and the Administration are always available to meet with families throughout the year in addition to the two formally scheduled conferences.

Assessment Conditions

The children at our program are assessed in their classrooms by their own teachers on a daily basis. There are no standardized tests or formal evaluations performed. The teaching team observes and documents on an on-going basis throughout the school year.

Child Portfolios

In each classroom, the Head Teacher maintains a portfolio on each child. All collected samples of work, photographs, anecdotal records, developmental checklists, and parent input documentation is organized in a secure file. This file is stored in a locked classroom cabinet when not in use by the teacher.

Interpreting Assessment Results

All teachers refer to curriculum goals and developmental expectations when interpreting assessment results. Twice yearly, the teachers interpret the information from the Teaching Strategies GOLD Child Assessment portfolio. This portfolio illustrates where each child falls on the continuum of development for each objective. When a child is below their age bracket in any objective area it signals to our teachers that further screening and developmental assessments are necessary. At that point, the teachers and at times, the director or assistant director, will meet with the parents to discuss the need for a more in depth screening and developmental assessment. We will provide the family with both public and private options for additional screenings. Additionally, each week our teachers perform an informal weekly review where they look back at the children's growth and their executed lessons. The teachers evaluate where the children are and what was gained developmentally from the previous week's lessons. This time allows for the teachers to reflect on their teaching strategies, curriculum, children's developmental strengths and weakness, and interests in order to plan for the week ahead appropriately.

Use of Assessment Results

Assessment Results:

- Align with curriculum goals
- Provide an accurate picture of all children's abilities

- Provide a point of communication between parents and teachers
- Provide meaningful and stable results for all learners
- Provide teachers with clear ideas for curriculum development and daily planning

Family Involvement in Assessment

It is crucial for the families to be involved in the assessment process. The parent perspective and information regarding the child's behavior in his/her home is an invaluable resource for our teachers. Each family completes a child information sheet before school year begins. Parents provide us with medical information, a description of the child's personality, likes, and dislikes, and key family background information.

Additionally, the information sheet acquires information about the child interests, fears, and family goals for the year. At conferences, teachers present a summary of developmental progress to the family. Then, families and teachers fill-out the "next steps at school and at home" section of the child progress and planning report together where they jointly formulate goals for the individual child. Families are encouraged to raise questions or express any concerns they have with regard to the assessment

Confidentiality

The administrative staff are the only people who have access to the locked children's file cabinets. Medical records, child information sheets, developmental checklists, and child progress and planning reports are all stored in the locked child's file. The child portfolios are stored in a locked cabinet in the classroom unless the teacher is working on them. Teachers only discuss results with those who have a right or need to know.

Program Improvement

The Lead Teacher team (comprised of representation of each age group and the ECE Director) meet twice monthly to discuss the curriculum and any modifications required based on child assessment results. In addition, age-level teams meet alternating weeks of the Lead Teachers, twice monthly.