



Early Childhood Center
Parent Manual
2018-2019



JEWISH COMMUNITY CENTER *of*
THE GREATER ST. PAUL AREA

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Dear Parents,

Welcome to the St. Paul JCC Early Childhood Center. The purpose of this manual is to answer questions you may have about the program. Ask us questions if you don't understand our policies and procedures. If you wish to reach your child's teacher, please call the Childcare Desk at 651-255-4760. If your child's teacher is able to come to the phone, they will, otherwise you can leave a message. The Infant Room can be reached at 651-285-1152.

We invite you to call us with any questions or concerns you may have. We encourage you to provide us with feedback about our program at any time during the course of the school year.

We look forward to a great school year.

Sincerely,
Sarah Hessler
Early Childhood Director
651-255-4759 or sarahh@stpauljcc.org

PHILOSOPHY

The philosophy behind our curriculum is that young children learn best by doing. Learning isn't just repeating what someone else says; it requires active thinking and experimenting to find out how things work, and to learn firsthand about the world we live in. The key to a successful early childhood educational experience is the development of a positive self-image in each child.

MISSION STATEMENT

"We strengthen the Greater St. Paul Community by nurturing physical, intellectual, social and spiritual growth in an inclusive environment defined by Jewish values and culture."

GENERAL INFORMATION

VISION STATEMENT

“The St. Paul JCC continues to be a vibrant, engaged and thriving community center welcoming a diverse and expanding membership. The JCC will create new and unique ways for members and the community to experience, appreciate, deepen and enrich their connection to contemporary Jewish culture. The center will recognize and embrace change to meet emerging needs, imagining the impossible, within and beyond its walls.”

VALUES STATEMENT

The St. Paul JCC creates a welcoming tent by valuing:

- *Kavod* – Respect for one another
- *Kehillah* – Community
- *L’dor V’dor* – Connections at all stages of life
- *Ha’ashara* – Enriching the mind, body and spirit
- *Hitz’tayinut* – Excellence
- *Hemshechiyut* – Sustainability

PLURALISM POLICY

The JCC welcomes members and participants of all backgrounds, and seeks to provide a variety of multicultural programming. The Board of Directors approved a multicultural mission statement for the agency.

GOALS OF THE EARLY CHILDHOOD PROGRAM

1. To continuously attend to the needs of each individual child, helping them feel safe, happy and comfortable throughout the day.
2. To develop in each child independence, confidence and a feeling of self-worth as an individual and as a member of a group.
3. To stimulate each child’s curiosity, sense of wonder and motivation to learn about the world around them by establishing an age-appropriate, hands-on and stimulating environment.
4. To develop in children social responsibility by teaching good will towards others and respect for the environment.
5. To develop in children a love for music, art and drama. To give your children and their families a sense of Jewish identity and culture.
6. To specifically develop in our children age-appropriate, cognitive and physical skills in the following areas: language, listening, visual discrimination, large and small motor, handwriting, math and science.

HOURS OF OPERATION

The Early Childhood Program is open from 7:30 am – 6 pm. We are open year-round, Monday through Friday, except on days that the JCC is closed. (See calendar on our website under “School Calendar”.) Our school year runs from June – June, with children graduating to the next classroom once per year in mid-June. You may visit the center any time during our regular operating hours. It is helpful if we know ahead of time that you will be visiting.

Our program offers two (Tuesday/Thursday), three (Monday/Wednesday/Friday), and five full day options for infant, toddler and preschool programs. We also have a half-day (9-11:30 am) option for preschool only.

ENROLLMENT PROCEDURES AND WAITING LIST

To enroll your child in the Early Childhood Program, please call Sarah Hessler at 651-255-4759. Waiting lists are maintained for most programs, but a space may be available. Several forms must be completed before your child can begin the program.

Current JCC membership is required for enrollment in all Early Childhood programs.

We encourage you to set up a time to visit the Early Childhood Program to familiarize yourself with the staff, our policies, goals and objectives before your child begins the program.

When you register your child for the Early Childhood Program, a \$200 deposit is required. You do not need to make additional deposits for re-enrollment or summer programming.

Every year the fees are reviewed by the Early Childhood Director and the Executive Director. Fees increase once per year in June. Fees are based on the actual cost of care, staffing, program supplies and equipment. Fees cover all holidays. We do not reduce rates for vacation, sick or snow days.

SUPERVISION OF CHILDREN

The children enrolled in any of the programs of the JCC’s Early Childhood Department are under adult supervision at all times. A teacher, assistant teacher or an aide accompanies children to the bathrooms or whenever they move to a different location in the building.

Age Categories and Number of Children Served

The infant program serves children from six weeks to 16 months. Our licensed capacity is for 24 infants and the children are divided into age-appropriate rooms. Our ratio for infants is one staff for every four infants.

The toddler program serves children from 16 to 36 months. Our licensed capacity is for 52 toddlers and the children are divided into age-appropriate rooms. Our ratio for toddlers is one staff for every seven toddlers.

The preschool program serves children from three to five years. Our licensed capacity is for 80 children and they are divided into age-appropriate rooms. Children must be three by September 1

to be in the three year-old classes, and four by September 1 to be in the four year-old classes. Our hours of operation are M-F, 7:30 am – 6 pm. Our ratio for preschool is one staff for every ten preschoolers.

Licensing Information

The State of Minnesota, Department of Human Services (651-296-3971) and the City of St. Paul Department of Public Health (651-266-2400) license our Early Childhood Program. This agency makes periodic unannounced visits to insure we are meeting both state and city regulations. A copy of our most recent licensing is available upon request.

REGISTRATION

We must have all of the following forms on file **before your child can attend the program.** If a problem exists, please see the Childcare Services Director. This is in accordance with a Minnesota State law. These forms will be updated annually as your child moves up through the program.

1. Health Summary
2. Immunization Record (child must have a DPT shot before starting)
3. Emergency Form
4. Permission for: Photography, Non-Prescription medication, Class List
5. Financial Agreement
6. Development Form
7. Email Form

These forms are kept in your child's confidential file until they graduate from preschool. Upon graduation, files are stored for two years, then shredded and recycled. Parents and program administrators are the only people that are allowed access to these files. Information regarding your child will not be distributed to anyone for any purpose, unless we have received written approval to do so.

TUITION POLICY

You will receive a financial agreement before your child begins the program. Please read, sign and return it to reserve your spot in the infant program.

A \$200 non-refundable deposit and the first week's tuition are due with the Financial Agreement. If you choose to forfeit your spot before you begin the program, you will lose the entire amount of the deposit and the first week's tuition.

There are two methods of payment available for tuition. You may choose automatic payment deductions from your checking/savings account, or automatic credit card payments.

The Early Childhood Program is a non-profit service, which operates on tuition fees. Therefore, it is essential that fees be paid promptly and regularly as stated in the Financial Agreement.

CHANGES OR WITHDRAWAL FROM THE CHILDCARE PROGRAM

Written notification of all changes in scheduling must be submitted to the Director at least two weeks in advance. Notice of a child's withdrawal from the program must also be submitted in writing to the Childcare Services Director two weeks in advance.

IMMUNIZATIONS

Before a child can be enrolled in any of the Early Childhood Programs, you must provide evidence that the child has received the immunizations required by Minnesota Statutes 1980, Section 123.70. The immunizations include red measles, German measles or rubella, diphtheria, tetanus, pertussis, polio and HIB.

When you receive your registration information you will find an immunization record that can be completed by your physician or clinic. If your child receives any further immunizations during the school year, please provide an updated immunization record to be in accordance with the Minnesota statutes. In addition, in accordance with Minnesota Statutes, you must obtain a physical examination signed by your clinic and/or physician.

PICK UP POLICY/LATE FEES

The Early Childhood Program closes at 6 pm. Please make every effort to be here by 5:45 to allow you and your child time to reunite, and gather his/her belongings. If you need more time, please arrive before 5:45 pm, so staff will be able to leave promptly at 6 pm.

You will be charged a late fee of \$1 per minute if you pick up your child after 6 pm, in accordance with the policies established by the Early Childhood Committee.

The following guidelines have been established:

- The first time you are late, you will receive a warning notice, but no fee. We will of course make exceptions to the late fee rule when there are emergencies.
- You must call the Child Care Desk at 651-255-4760 as soon as possible, to notify staff you are going to be late.
- The late fee is payable to the Early Childhood Director, and late fees will then be paid to the staff member who stayed late.
- If staff is unsuccessful with reaching parents and emergency contacts, our public health nurse recommends that we contact the police at 7 pm.

Notify the Childcare Desk when someone other than you is picking up your child. We will only release your child to a person authorized by you in writing. We will not be able to release a child without this written notification. Please inform the person picking up to bring a form of identification with a picture ID. The staff will card anyone that they do not recognize.

NOTIFICATION OF ABSENCES

Please notify the Childcare Desk at 651-255-4760 if your child is not coming to school for any reason. There are no make-ups for absences.

COMMUNICATION

We strive to maintain clear and consistent communication. Here is what you can expect in the way of communication:

- Each classroom publishes its own calendar on the website, and is posted in the classroom.
- Teachers are available for short verbal communication at the beginning/end of the day.
- Two conferences will occur during the year (November and April).
- Daily nap sheets are posted.
- Monthly snack calendars are posted.
- Infants and toddlers will receive a daily report in their file folders.
- For preschool, a daily report will be posted in each classroom.
- Flyers will be emailed or posted throughout the year to call attention to important events, reminders, etc.
- Interpretive services will be provided for families upon request.

ARRIVAL

Programming begins at 9 am each day your child's class is scheduled to meet. It is very important to have your child **arrive on time** because of the scheduled activities. Children may be disappointed if they miss the morning greeting, an art project, or any activity. For the safety of the children, they must be brought directly into their classrooms. Please do no drop your children off outside the building or in an unattended room.

SEPARATION/GOOD-BYES

When you drop your child off for any of our programs, if you anticipate that your child may have a hard time saying good-bye, please ask a staff person for assistance. The staff will be happy to make the leaving as easy as possible. For your child's sake, please say good-bye to them, give them a hug or kiss, and leave promptly. Do not delay your departure as this will make the separation process much more difficult for your child. Feel free to call later and get a progress report on how your child is doing.

GRIEVANCE PROCEDURE FOR CHILDCARE PROGRAMS

When a concern, action or event occurs, the following grievance procedure will be followed.

1. The concern should be addressed to your child's teacher to see if the concern can be resolved at this level. The issue should be addressed within one week.
2. If the concern is not addressed to your satisfaction, the Childcare Services Director should be contacted.
3. Again, if the concern is not addressed to your satisfaction, the Chief Operating Officer should be contacted.
4. Finally, the Executive Director may be contacted if the grievance has not been resolved at the first three levels.

VIOLENCE-FREE CLASSROOM ENVIRONMENT

We promote a safe, violence-free environment, so we ask that you **do not send any action figures or toy weapons**. We do, however, welcome books, stuffed toys, photos and puzzles from home. Please help us make our classroom a peaceful place for your child.

Some children may need to bring a transitional object such as a stuffed animal or “blankie.” Security objects from home are allowed, but please remind your child that there is the risk of loss or damage to their special item, therefore the item should be kept safe in the cubby and only taken out at nap time.

GUIDANCE AND DISCIPLINE

Positive techniques for discipline and behavior guidance are always used in the Early Childhood Programs at the JCC to help young children learn appropriate behavior and self-control. Based upon our knowledge of child development, our responsibility as teachers is to guide children in learning appropriate behavior based on each child’s individual developmental level.

The specific objectives of our behavior management guidelines are as follows:

1. To use a variety of positive guidance methods to help children control their undesired behavior.
2. To help children establish acceptable limits for their behavior.
3. To help children handle any of their feelings through appropriate outlets.
4. To help children with their conflict resolution skills.
5. To utilize outside resources, if necessary, such as Think Small (formally Resources for Child Care).

Although teachers expect to deal with the impulsive behavior of the young child, frequent or dangerous aggression, disruptive and/or inappropriate behavior cannot be permitted. We will notify families immediately if their child’s behavior is unduly disruptive, or if the child does not respond to the teacher’s efforts at discipline. We rely on the family’s cooperation in handling such behavior. When family and JCC staff, when working together, cannot control a child’s disruptive behavior, the JCC retains the right to terminate care for the child.

CONFLICT RESOLUTION

Conflict is a very natural part of any group experience. The JCC staff will help children learn to resolve conflict in a healthy, non-violent way. Daily communication between staff and parents is critical, especially when their child displays persistent unacceptable behavior, or when a child is hurting themselves or others. If the behavior requires separation from the group, it must be recorded in a log with the time and reason for separation. JCC staff always try other techniques before resorting to separation. The parent will be notified and will have access to the log at any time.

The St. Paul JCC staff is trained in conflict resolution on a model used by the public schools. We encourage children to resolve all conflicts themselves with staff participation as needed. When a child resolves a conflict, he/she feels very good about him/herself, builds confidence and increases his/her sense of self-esteem. When children learn to resolve conflicts, they find solutions that really work. Children are encouraged to talk about feelings and ideas instead of solving problems

with force. Staff encourage pro-social behaviors in children such as cooperating, helping, taking turns, talking to resolve their problems, developing empathy and understanding of their and other's feelings.

CHILDREN WITH SPECIAL NEEDS

The childcare programs at the JCC are committed to providing the best possible early childhood experience for all children, regardless of developmental levels or disabilities. Parents must inform the center of any special needs, allergies or medical conditions. Children with a variety of diagnoses (autism, cerebral palsy, hearing impairment, epilepsy, developmental delays) have been served in the preschool.

Children's abilities are emphasized, not disabilities. Teachers will receive training on how to include a child with special needs into group activities. Non-disabled peers will receive awareness orientations about disabilities, and will learn to interact with children who have disabilities. There is an Inclusion and Accessibility Coordinator available at the JCC to train staff and work with peers. The childcare departments also work with St. Paul Public Schools and other agencies when needed or requested.

CLASS LISTS

For your convenience, a directory of children enrolled in the school is available at the Childcare Desk. Please advise your child's teacher of any car pools you may form. You must sign a release form before we will add your phone number and address to the class lists.

SNACKS

We will provide milk with morning and afternoon snacks. Snacks provided by the center are low in sugar, and are peanut/tree nut free. A monthly snack calendar is posted in your child's room. Spoons, bowls and forks are available if needed. **WE ASK THAT YOU FEED YOUR CHILD BREAKFAST BEFORE BRINGING HIM/HER TO THE CENTER.** Because of the other children in the room, and the transitions between rooms in the morning, we ask that you do not send breakfast with your child to eat in his/her classroom. Morning snack is served at approximately 9:15 am. Please do not send candy or gum to school.

WE STRIVE TO BE A PEANUT/NUT FREE ENVIRONMENT IN CONSIDERATION OF THOSE WITH ALLERGIES.

LUNCH

We ask you to pay special attention to this section in order to avoid unnecessary confusion and problems. Please provide a lunch of "finger foods" that have been cut and are ready to eat, i.e. sandwiches, fruit, vegetables, etc. Staff does not have access to a microwave; all food will be served cold/room temperature. Because we serve milk for morning and afternoon snack, juice/water will be provided for your child's lunch. All of the snacks and juices we serve are kosher.

Please do not send pork or shellfish in your child's lunch box. Please remember to mark your child's lunch box, and items to be refrigerated, with his/her name/

The FDA recommends that a young child's lunch should include 1 grain, 1 dairy, 1 protein and 2 vegetables or fruits. **PLEASE NOTE: The Health Department does not recommend giving children under 33 months the following food items: peanuts, whole grapes, popcorn, hot dogs (unless cut into very small pieces) or raw carrots.** These items are easily choked on. We will not serve the above foods.

CLOSINGS

A yearly calendar will be handed out at the start of each school year. This calendar can also be found posted on our website. There is no reduction in fees for holidays or days the center is closed.

The following are the holidays that the center is closed for:

Labor Day	Memorial Day
Thanksgiving	Fourth of July
Friday after Thanksgiving	Rosh Hashanah
Christmas	Yom Kippur
New Year's Day	Passover

We are also closed for Staff Development in June and August.

BEHAVIOR

The JCC strives to maintain a positive approach to managing children's behaviors at all times. Teachers will document unacceptable behaviors. It is critical that staff communicate information about any behavior concerns so that parents and staff can work together to address unacceptable behaviors.

In the event of persistent, unacceptable behavior, parents and staff will meet to discuss strategies. Sometimes a specialized consultant is used to help with the behavior. Our goal is to meet the needs of the child in a group setting. On occasion, this might not be possible, in which case the family is asked to seek other care.

STAFF

Professionally trained, early childhood educators teach our programs. The State of Minnesota, through the Department of Human Services, certifies all teachers, assistant teachers and aides. Year round staff training through classes, in-service activities and staff meetings are provided to insure the highest quality of education and care for your child. All staff are required to be trained in CPR, using the AED, First Aid and Shaken Baby Syndrome. Infant staff are also required to be trained in Sudden Unexpected Infant Death (SUID).

CURRICULUM

All activities planned are geared to your child's level. The program's goal is to establish an environment that will encourage each child's natural curiosity, desire to learn, to explore, and to develop creativity. A more detailed curriculum description for the infant, toddler and preschool programs can be found in each program's individual section of the manual.

JEWISH PROGRAMMING

A rich Jewish environment is provided through holidays, weekly Shabbat celebrations, weekly visits with Morah Tracey and a Jewish Value of the Month. Exploring Jewish life, values, culture and holidays is an integral part of a child's experiences in the Early Childhood Program at the JCC. The children learn blessings, songs, stories and customs, which familiarize them with our Jewish heritage in a fun and enjoyable way. On Fridays, Shabbat celebrations play a major part of our morning activities. Along with learning the Shabbat blessing, we will have music and art activities to emphasize the uniqueness of Shabbat. School-wide celebrations and special activities surround all of the Jewish holidays.

BLESSINGS

Blessings are said before snack and lunch. All regular Hebrew blessings start with the same six words:

Baruch atah adonai, eloheinu melech ha'olam... which means Blessed are You, Lord our G-d, Ruler of the Universe.

We sing this prayer at snack and lunch:

Baruch atah adonai, eloheinu melech ha'olam,
hamotzi lechem mein ha'aretz. Amen.

Which means:

Blessed are You, Lord our G-d, Ruler of the Universe, who brings forth bread from the earth.

For Shabbat, teachers "light candles" and the children recite the traditional blessings:

(Candles)

Baruch atah adonai, eloheinu melech ha'olam,
Asher kid'shanu b'mitzvotav, v'tzivanu l'hadlik ner shel Shabbat.

Which means:

Blessed are You, Lord our G-d, Ruler of the Universe,
who sanctifies us by your commandments and permits us to kindle the lights of Sabbath.

(Wine)

Baruch atah adonai, eloheinu melech ha'olam,
borei p'ri hagafen.

Which means:

Blessed are You, Lord our G-d, Ruler of the Universe, who has created the fruit of the vine.

(Challah)

Baruch atah adonai, eloheinu melech ha'olam,
hamotzi lechem mein ha'aretz. Amen.

Which means:

Blessed are You, Lord our G-d, Ruler of the Universe, who brings forth bread from the earth.

SPECIALISTS

Music

Musical activities are used in the classrooms daily as a vehicle to encourage and develop self-expression and creativity. In addition to daily classroom musical activities, an outside music specialist provides weekly sessions for all toddler and preschool classrooms.

Physical Activity

The use of the Sababa Room (large muscle room for infants and toddlers), gym, playgrounds and grassy area offer diverse options for large muscle development.

Preschoolers and older toddlers have a weekly physical education class with a JCC fitness staff member called "Fit Kids" in which they learn about different sports and activities, sportsmanship and how to be healthy and stay fit.

Swim Lessons (Preschool Classes)

Swim lessons are a unique aspect of our program offered in conjunction with the JCC's Aquatic Department. The swim staff are trained water safety instructors skilled in helping children adapt to water and develop beginning swimming skills. Preschool children have one 30-minute session each week. Children must be toilet trained in order to participate in the swimming program.

Morah Tracey

Tracey Agranoff is the JCC's Jewish Family Programs Coordinator, and *morah* is the Hebrew word for teacher. Weekly Morah Tracey visits, Shabbat celebrations and Jewish holiday programs help to enhance and enrich the learning we all share as a community of learners and families.

HEALTH AND SAFETY POLICIES

HEALTH PROCEDURES

It is important that children coming to childcare be in good health and free from infections of any kind. When first joining a childcare program, all children will be exposed to a greater number of bacteria and viruses. In time, the children will build up a certain amount of resistance. It is important to all of us that the children in our program remain as healthy as possible, and these guidelines have been set in the best interest of the children.

In consideration of your child and other children in the program, we request that you do not bring your child when he/she does not feel well. In the case of a communicable illness, please notify us immediately. When a communicable illness is reported in your child's classroom, you will be notified in writing of its presence and symptoms. If your child is not coming to childcare, please notify the Childcare Desk at 651-255-4760 as soon as possible.

In order to see that your child and other children in the program remain healthy, we ask that you strictly observe the following guidelines:

- When a child becomes ill at the JCC, we will call and you must make every effort to pick up your child within an hour.
- If your child becomes ill at the JCC, they will be moved away from their group to prevent the spread of illness, and will be given a cot and blanket to be comfortable until they are picked up.
- If your child has a contagious illness, please notify our staff and keep your child at home for an appropriate length of time.

Our staff reserves the right to send home any child we feel is ill. The JCC must exclude a child:

- with chicken pox, until the child is no longer infectious.
- who has vomited two or more times since admission that day.
- who has had three or more abnormally loose stools since admission that day.
- who has conjunctivitis or drainage from the eye.
- who has a bacterial infection or other contagious illness and has not completed 24 hours of antibiotic therapy.
- who has unexplained lethargy.
- who has lice, ringworm or scabies that is untreated.
- who has a fever of 100 degrees axillary (under the arm), or higher, of undiagnosed origin before fever medication is given.
- who has an undiagnosed rash, or a rash attributed to a contagious illness or condition.
- who has significant respiratory distress.
- who is not able to participate in childcare program activities with reasonable comfort.
- who has not been fever-free without fever-reducing medication, for 24 hours.
- who has not been diarrhea-free for 24 hours.
- who has not been vomit-free for 24 hours.
- who requires more care than the staff can provide without compromising the health and safety of other children in care.
- who has been under-immunized, only when a vaccine-preventable disease has been confirmed.

*A doctor's note does not exclude you from this policy. This is in accordance with the Health Department, as well as our Health Nurse Consultant. A licensed PHN does monthly site visits to our infant rooms for health and safety consultation, as well as an annual health and safety policy review for our entire program.

Please remember, you know your child best. If you suspect they may be coming down with something, please keep them home. Children are most contagious before they are noticeably ill. We appreciate your cooperation in helping make the Early Childhood program a healthy environment for your child.

ILLNESS AT SCHOOL

Parents are asked to cooperate with the school program by NOT bringing a child to school when he/she is not feeling well. When a child becomes ill at school we will call, and you must make every effort to pick your child up within an hour. We will isolate ill children in an attempt to expose as few children as possible to any communicable diseases. When an infectious disease is reported, all parents will be notified in writing within 24 hours.

MEDICATION POLICY

The staff will not administer non-prescription medications (Tylenol, Motrin, nose or ear drops, cough syrup) without a physician's written directions. These non-prescription medicines can be prescribed per case, and not kept on-hand on a full-time basis. Prescription medicines will be administered only after the parent gives us written authorization by filling out the medication dispensing form. All medicines must be kept in their original containers bearing the original label with legible information including the prescription number, name of drug, expiration date of a time-dated drug, directions for use, child's name, physician's name, date of original issue or refill, and the name and address of the pharmacy. These rules are in compliance with laws of the State of Minnesota and the City of St. Paul.

We will not administer medicines that:

- are samples of prescription medicine (unless it is accompanied by a written Doctor's note).
- have another child's name on the label.
- have a detached, excessively soiled, or damaged label.
- have exceeded their expiration date.
- are not in the original container.

IT IS ALSO IMPORTANT THAT INFORMATION REGARDING MEDICATIONS TAKEN AT HOME BE CONVEYED TO YOUR CHILD'S TEACHER, SINCE THEY CAN AFFECT BEHAVIOR WHILE IN CHILDCARE.

BITING POLICY

Many pre-verbal children go through a period of biting. They may bite for several reasons. The impulse to bite can be a natural defense when cornered, not having yet mastered other ways of defending and protecting themselves and their wants. The immediate effect of the bite may also be so gratifying, both sensually and dramatically, that the biter may be inspired to continue biting.

We recognize that while biting may not be acceptable, it is a normal and natural toddler behavior and it is not unusual for older infants, two year-olds and preschoolers. Biting frequently occurs in groups of children just on the verge of fluent language.

To keep biting at a minimum:

- Staff will carefully monitor children.
- Staff will model appropriate gentle behavior and pre-social play and encourage children to use words.
- Parents will provide JCC staff with information on specific medical conditions or allergies.

When biting occurs:

- Staff will quickly respond with a clear message to the biter: "No! You may not bite. Biting hurts!" Tone of voice, body language and facial expression will all convey disapproval.
- Staff will acknowledge the biter's feelings: "I know you are angry, but I can't let you bite."
- Staff will comfort the child who was bitten with ice and TLC until the child is ready to return to play.
- Staff will suggest alternatives to biting behavior as appropriate for the age of the children: "Next time, say BACK PLEASE."
- The seriousness of the incident may need to be reinforced: "Biting hurts. No biting."
- Parents of both children involved in the incident will be notified.

Biting is a normal part of a young child's developmental process. Each biting situation will be handled in the manner outlined above. We will not discuss personal information with any parent about a child other than their own child. Biting is a frightening but normal part of most children's development, and we ask that you trust that each biting incident will be handled in a developmentally appropriate and professional manner.

If a pattern of biting has been established, a conference with the child's parents may be necessary to discuss:

- any changes at home or in childcare that may be causing stress for the child.
- possible reasons for the behavior (teething, frustration, attention seeking, power, problems at home or in childcare, etc.)
- planned response to the behavior, both at home and in childcare.

A follow-up conference may be deemed necessary.

If the pattern of biting persists after the previous procedures, the parent may be contacted to remove the child from childcare for the day.

It will be the option of the JCC administration to exclude a child from the program on a limited, or permanent basis if it is determined that the behavior will affect the safety, health or general well being of other children in the program.

EMERGENCIES

In the event that emergency medical attention is warranted, the Childcare Services Director (or in the absence of the Director, the child's teacher) will take whatever steps are necessary to obtain medical care. In the case of an emergency, accident or illness, including poisoning, choking and burns, the paramedics will be called. All accidents that require medical attention are reported to the Department of Human Services, including animal bites and reportable diseases. We will make

every attempt to contact the parent/guardian. The nature of the injury or illness will determine the order in which the steps are taken. Staff are not allowed to transport children. Our primary objective will be to obtain medical treatment for your child as quickly as possible. The American Red Cross trains staff members in first aid and CPR.

All teaching staff are required to take First Aid and CPR training, and to renew that training regularly. If any injury or accident occurs, the nearest staff person will assist the child. If the injury may need medical attention, we will contact the parent or the emergency contact person designated by the parent.

If an injury is deemed life threatening, staff will immediately call 911. The child's parent, or emergency contact designated by the parent, will then be called. If the child must be transported to an emergency medical site, an ambulance will be used to transport the child. A staff person will accompany the child to the emergency facility if a parent is not able to arrive in time. An incident report will be completed by the staff person(s) involved, and a copy of that report will be given to the parent.

SAFETY AND INJURY PREVENTION

The program site, including the playground, will be inspected daily for identified hazards. Corrections will be made immediately. This will be done by teachers.

Potential hazards will be reported to the Director. An annual safety evaluation will be completed by the public health nurse.

Poison Prevention

- Separate storage areas, inaccessible to children, will be provided for each of the following:
 - Art
 - Cleaning products
 - Medicine
- All cleaning fluids, drain openers, etc., are kept in their original bottles with label intact.
- Plants are kept out of reach of children.
- Spilled liquids will be cleaned up promptly.
- Equipment, walls and toys have non-toxic, lead-free paint.
- Aerosol sprays will not be used.
- The phone number of the Poison Control Center is posted with other emergency numbers by all telephones.

Prevention of Choking, Aspiration, Suffocation and Drowning

- We do not give cough drops, gum, fruit containing seeds or pits, popcorn, peanuts, etc.
- All staff have training in First Aid/choking for infants and young children.
- Storage of pins, buttons, needles and all small pointed instruments in a child-proof container out of reach.
- Toys must be age-appropriate. (Example: they should contain no small pieces.)
- Children will not be allowed to play with latex balloons.
- Children are supervised in the bathroom.
- Staff trained in Pediatric CPR will be with the children at all times, in accordance with licensing requirements.

Burns and Electrical Accident Prevention

- Hot water in the handwashing sink will be set 120 degrees Fahrenheit or less.
- Children will not be allowed in the kitchen during food preparation.
- Check temperature of foods before serving to children. Food should be warm, not hot.
- Protective covers will be used on electrical outlets.
- Electrical cords will be out of reach of children.
- Smoking is not allowed on the program site.
- Hot liquids are not allowed in any classroom.

Playground Safety

- Our playgrounds have several different surface materials.
 - Infant playground: poured on surface
 - Toddler playground: sand and woodchips
 - Preschool playground: pea rock and sand
- Children will be educated on the safe use of playground equipment.
- Staff will position themselves so they can supervise the children on all areas of the playground.
- Staff/child ratios will be maintained at all times.

FIRE AND TORNADO DRILLS

All rooms have fire and tornado exits clearly posted. Fire drills are held monthly to familiarize the children with our procedures. Tornado drills are held monthly (April-October) for the same purpose. The Director is responsible to insure these procedures are followed.

WEATHER

Children go outside to play every day, weather permitting. In the summer, if the heat index succeeds 100°F, children are kept indoors. In the winter, if the wind chill is below 0°F, children are kept indoors. When weather does not allow for outdoor play, alternative physical activity is planned indoors. Children are also kept indoors when the air quality is poor or potentially harmful to children.

INCLEMENT WEATHER SCHOOL CLOSURE POLICY

The safety of our Early Childhood Center families and staff is always the main consideration when making the decision to close the school.

We make the decision to alter our schedule due to inclement weather independently of the school districts.

We take several factors into consideration including:

- Closure of the St. Paul and Minneapolis school districts
- Closure of private schools in the St. Paul area
- Hazardous travel conditions

NOTIFICATION PROCEDURES

1. We will announce the decision of closing or a delayed start no later than 5:00AM.
2. Families will be notified by email and text message from our automated system.
3. In the unlikely event of an early dismissal, we will email and call as soon as a decision is made.

We appreciate your understanding and cooperation and will strive to stay open.

SUSPECTED ABUSE REPORTING POLICY

Any person may voluntarily report abuse or neglect of children. Anyone who works with children in a licensed facility, such as our childcare program, is legally required or mandated to report suspected abuse or neglect of the children they care for. If our staff know, or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years, they must make a report within 24 hours to an outside agency.

Guidelines for reporting:

- Anyone knowing or suspecting a child is in immediate danger should call 911.
- Reports concerning suspected abuse or neglect of children in a licensed facility should be made to the Department of Human Services, Licensing Division's Maltreatment Intake Line at 651-297-4123.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to Ramsey County Social Services at 651-266-4444 or local law enforcement at 651-291-1111.
- Any report not involving abuse or neglect, but involving possible violations of Minnesota Statutes or Rules that govern the childcare facility should call the Department of Human Services, Licensing Division at 651-296-3971.

What to report:

- A report to any of the above agencies should contain enough information to identify the child involved, any known persons responsible for the abuse or neglect, and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by any of our staff, as mandated reporters, will be followed by a written report to the same agency within 72 hours.

The JCC shall not retaliate against any mandated reporter for reports made in good faith, or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

Any mandated reporter who knows, or has reason to believe, a child is being or has been neglected or physically or sexually abused and fails to report it, is guilty of a misdemeanor. Additionally, a mandated reporter who fails to report maltreatment, that is found to be serious or recurring may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

INFANT PROGRAM INFORMATION

GOALS AND OBJECTIVES

The goals and objectives of all childcare programs at the JCC are to provide a warm, affectionate, stimulating, safe and fun environment in which your infant can meet his/her individual social, intellectual, physical and emotional needs.

Infants learn by exploring their environment through their senses (seeing, hearing, tasting, smelling and feeling), by physically moving around, and through social interaction. Non-mobile infants absorb and organize a great deal of information about the world around them, so teachers sing and talk to them, and bring objects to them to observe and manipulate. Mobile infants increasingly use toys, language and other learning materials in their play.

Adults play a vital socialization role with infants. Warm, positive relationships with adults help infants develop a sense of trust in the world, and feelings of competence. These interactions with adults are critical for the development of the child's healthy self-esteem. The trusted adult becomes the secure base from which the mobile infant explores the environment.

The most appropriate teaching technique for this age group is to give ample opportunity for the children to use self-motivated repetition to practice newly acquired skills, and to experience feelings of autonomy and success.

In the Infant Program, as is all Early Childhood programs at the JCC, developmentally appropriate care and curriculum guidelines are followed. All of these practices were developed by the National Association for the Education of Young Children after extensive research.

Developmentally appropriate programs for children from birth to 16 months are drastically different from other programs. They are not a scaled-down version of a good program for preschool children. These program differences are determined by the unique characteristics and needs of children during the first 16 months.

From birth to 16 months...

- Changes take place far more rapidly in infancy than during any other period in life.
- During infancy, as at every other age, all areas of development (cognitive, social, emotional, physical) are intertwined.
- Infants are totally dependent on adults to meet their needs.

The following guidelines for appropriate infant care are used in the program at the JCC:

- Staff engages in many one-on-one, face-to-face interactions with infants.
- Staff speaks in pleasant, soothing voices, uses simple language and has frequent eye contact.
- Infants are held and carried frequently to provide them with a wide variety of experiences.
- Staff is especially attentive to infants during routines such as diaper changing, feeding and changing clothes. These routines are viewed as vital learning experiences for infants.
- All interactions are characterized by gentle, supportive responses. Staff listens, and responds, to sounds that infants make, and imitate them.
- Staff responds quickly to infant cries or calls of distress, recognizing that crying and body movements are the infant's only way to communicate.

- Staff frequently talks with, sings to and reads to infants.
- Infants and parents are greeted warmly and with enthusiasm each morning. Staff will hold the baby and gradually help him/her to become a part of the group.
- Staff consistently responds to infants' needs for food and comfort, thus enabling the infants to develop trust in the staff who care for them, and to find the world to be a secure place.
- Staff adjusts to infants' individual feeding and eating schedules.
- Infants are praised for their accomplishments, and are helped to feel increasingly competent.
- Staff respects each infant's curiosity about each other, while ensuring children treat each other gently.
- The environment is arranged and organized for infants, with toys, soft areas and mirrors; and space is arranged for moments of quiet play and for group activities.

AGE CATEGORIES/NUMBER OF CHILDREN SERVED

The infant program serves children from six weeks to 16 months. Our licensed capacity is for 24 infants and the children are divided into age-appropriate rooms. The younger infant room serves children six weeks to 16 months, with a ratio of 1 to 4. The emerging toddler room serves children one to two years, with a ratio of 1 to 4.

CURRICULUM

All activities planned are geared to your child's developmental level. Individual activities to stimulate your child are presented each day, and activities vary throughout the day. Children will be encouraged to touch, explore and experience as much as he/she can about the world around them. Toys will be presented to the younger infants, and older infants will be able to pick and choose toys that attract them.

The Infant Room is arranged in a way to stimulate the children. Shatterproof mirrors are placed at the children's level in several places throughout the room. There are soft and safe "climbing" areas for the children. There are contrasts in color and design to fascinate and stimulate each child. The play area changes periodically during the day to give the children different perspectives and experiences. The room is cheerful and decorated at the child's level.

A variety of musical experiences are provided. The toys are all safe, washable and too large for infants to swallow. The staff is very attentive to each child's development and needs. As the infants approach the toddler age, art projects, gym activities and special musical events are slowly added to provide your child with the richest possible experience while they are at the center. The staff encourages each child as they develop to master self-help skills through a wide variety and range of activities.

MILESTONE TRANSITIONS

Common transitions that may occur while your child is in our Infant and Toddler Programs:

1. Transition from baby food to table food, and self-feeding.
2. Transition from bottle-feeding to using a sippy cup.
3. Transition from using a crib to using a cot.

4. Transition of moving into a new room.
5. Transition from wearing diapers to using the potty full time.

You will be notified in writing when these transitions are going to occur. We will partner with you for this process to make sure that your child has the most positive experience, and that his/her needs are being met.

CONFERENCES/ASSESSMENT

Conferences are held twice per school year. Infants are assessed in the areas of social, emotional, cognitive, language, large and small motor development. Teachers record observations throughout the year. These observations culminate in formal conferences in November and April. Sign up sheets are posted on classrooms doors two weeks prior to the conference date. Completed conference forms are signed by parents and filed in the child's confidential file. These files are accessible only to program administrators. Additional conferences with your child's teacher are available, as necessary, and we will make every effort to schedule conferences at your convenience whenever you would like one. Please call 651-255-4760 or speak directly to your child's teacher.

WHAT YOUR CHILD NEEDS

Please label all items your child brings to the JCC:

- Several changes of clothing (soiled clothing will be sent home as-is in a plastic bag)
- Diapers (disposable only)
- Diaper wipes
- Ointments (if needed)
- Bottles and pacifiers
- Formula/Breast milk
- Lunch (we provide snack)
- Blanket
- Bibs
- Sippy cup

FOOD

We strive to be a peanut/nut free environment in consideration of those with allergies.

You will be responsible for bringing formula/breast milk and food for your infant. Parents will provide a bottle for each feeding at the center. Each bottle will be warmed only once, with leftovers being discarded after 45 minutes. Formula bottles are warmed in the younger infant room through the use of a bottle warmer or crockpot. Breast milk bottles are warmed through the use of warm tap water, in separately labeled containers, for each child on breast milk. All warmed bottles are initially shaken, and tested for warmth, before being served to the child. Whole milk is provided after 12 months of age and only when parents have informed us of the change.

Listed below are some guidelines that we ask you to keep in mind:

- Decide how many feedings you think your baby will need while in our care. Give your provider enough breast milk for each day.
- Fresh breast milk is best. Frozen milk in hard plastic bottles is good to have as a back up on days when your baby needs more, or you pumped less breast milk than usual.
- All formula and jar baby food must be in its original container with its original label
- Give us a hard plastic bottle for each feeding.
- Start with 2 to 4 ounces of breast milk for each feeding. As your baby gets older, you can put more breast milk in each container.
- Label all breast milk bottles with your baby's name, and the date you expressed it.
- Any leftover breast milk will be put into your child's cubby for you to dispose of.

Collection

Collect breast milk in a hard plastic bottle. Hard plastic bottles are best because they don't break and are easy to handle. Disposable plastic liners may leak or break. Label all containers with your child's name and date. Keep breast milk cool in a refrigerator.

Storage

Use fresh breast milk for your baby whenever possible, because it best meets your baby's needs. If you need to freeze your breast milk, rotate the milk so that you use the oldest milk first.

Parents are responsible for taking home and washing bottles and nipples daily. Staff are responsible for washing their hands before each bottle preparation. It is a state law that we must receive monthly written dietary instructions from the parent of an infant. When your child is eating solid foods, please provide a lunch of "finger foods" that have been cut and are ready to eat. All snacks and foods served at the JCC are kosher. Please do not send any pork or shellfish products for your child's lunch. Please remember to label your child's lunch box, containers, and any items that must be refrigerated.

DIAPERING PROCEDURE

Please Post

<i>Preparation</i>	<p>Wash hands</p> <p>Assemble supplies (within reach)</p> <p>Cover diapering surface</p> <p>Put gloves on</p>	<p>Thoroughly with soap and warm running water for 15 seconds using posted procedure.</p> <p>✓ Clean disposable diaper. ✓ Disposable wipes or paper towels. ✓ Clean paper (Roll paper or nonabsorbent paper sheets). ✓ Gloves, when used. ✓ Possibly: ointment, cotton swabs, clean clothes. Put ointment on a paper surface to avoid handling or contaminating the tube or container.</p> <p>The paper needs to be the length of the child; have clean paper within reach.</p> <p>See recommendations per program policies.</p>
<i>Dirty Phase</i>	<p>Place child on diapering surface</p> <p>Remove soiled diaper</p> <p>Cleanse diaper area of child</p> <p>Remove gloves</p>	<p>1. Keep one hand on child entire time. 2. Keep others away from diapering area. 3. Remove child's clothing, put soiled clothing aside.</p> <p>Roll diaper inward. Place diaper directly into a covered waste container or out of child's kick space/reach.</p> <p>1. Cleanse from front to back (once per wipe) and include skin creases. Use the child's own disposable wipes or the three paper towel method (soap, rinse, dry). 2. Place wipes in waste container or out of child's kick space/reach.</p> <p>Place gloves in waste container or out of child's kick space/reach.</p>
<i>Clean Phase</i>	<p>Put clean paper under child</p> <p>Ointment, as directed</p> <p>Diaper and dress child</p> <p>Wash child's and provider's hands</p> <p>Return child to activity</p>	<p>If soiled.</p> <p>Use clean glove, swabs, or tongue blades to apply, remove glove.</p> <p>Thoroughly with soap and warm running water for 15 seconds using posted procedure.</p> <p>Return to diapering area.</p>
<i>Clean Up</i>	<p>Dispose of soiled items</p> <p>Clean and disinfect</p> <p>Wash hands</p>	<p>1. Put soiled clothing, without rinsing, in a plastic bag for parent/guardian to take home. 2. Put diaper, wipes, paper towels, changing paper, cotton swabs, and gloves into the plastic-lined waste container. (Foot operated is recommended.)</p> <p>Diapering surface, waste container lid, faucet handles, and all surfaces touched.</p> <p>Thoroughly with soap and warm running water for 15 seconds using posted procedure.</p>
<i>Communicate</i>	<p>Record</p> <p>Report</p>	<p>Diaper change.</p> <p>Concerns to parents (unusual color, odor, frequency, or consistency of stool; rash).</p>

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SUID PREVENTION

Sudden Unexpected Infant Death (SUID) is the sudden and unexplained death of an infant under one year of age. SIDS is the major cause of death in children between the ages of one month and one year. Most SUID deaths occur between one and four months of age, strike more boys than girls, and are more common in the winter months.

To reduce the risk of SUID:

- Place all healthy babies on their back to sleep – unless indicated in writing by a health care provider that the child needs a different sleep position due to medical conditions. An infant who independently rolls onto its stomach after being placed to sleep on its back may be allowed to remain sleeping on its stomach if the infant regularly rolls over at home.
- Place baby on a firm, tight-fitting mattress in a crib that meets current safety standards.
- Do not place baby on a water bed, sofa, soft mattress, beanbag cushion, pillow or other soft surface to sleep.
- Remove soft bedding: pillows, quilts, comforters, blankets, sheepskins, stuffed toys, bumper pads.
- Avoid overdressing or overheating baby.
- Consider using a sleeper or infant sleep sack as an alternative to blankets, with no other covering.
- Devices to keep babies on their back or side are not recommended.
- Keep baby's head uncovered during sleep.
- Encourage prenatal care, breast feeding, regular check-ups and routine immunizations.
- Create a smoke-free environment for the baby, prenatally (before birth) and thereafter.

Sources: National Institute of Child Health Development (NICHD) Fact Sheet, Sudden Infant Death Syndrome 4/97 NIH News Alert: Incidence of SIDS Increases during Cold Weather: A Winter Alert to all Caregivers of Infants 1/14/98 SIDS Alliance: Consumer Product Safety Commission (CCPSC) Raises Recommendations to Prevent Infant Deaths from Soft Bedding 4/9/99

JCC INFANT SLEEP POSITION POLICY

The following are the rules regarding infant sleep position and surroundings:

- Infants under 12 months of age shall be placed on their backs on a firm, tight-fitting mattress for sleep in a crib.
- Soft mattresses, blankets, pillows and other soft surfaces shall be prohibited as infant sleeping surfaces.
- All pillows, quilts, comforters, sheepskins, stuffed toys, and other soft products shall be removed from the crib.
- Only sleep sacs are allowed, or nothing at all.
- The infant's head shall remain uncovered during sleep.
- Use safety-approved cribs and firm mattresses.
- Sleep only one baby per crib.
- Keep the room at a temperature that is comfortable for a lightly clothed adult.
- Visually check on sleeping babies often.
- No smoking around babies.
- A physician's note is needed for 'no-back sleepers' that explains why the baby should not use a back-sleeping position.

- We will only accept a medical reason for a sleep position other than on the back. This note will be kept on file and all staff, including substitutes and volunteers, will be informed of this special situation.
- When infant can easily turn over from the supine to the prone position, they shall be put down to sleep on their back, but allowed to adopt whatever position they prefer for sleep, if they are six months or older.
- Have supervised “tummy time” for awake babies. This will help babies strengthen their muscles and develop normally.
- Teach staff about safe sleep policy, and to review these practices often.

Sources: The American Public Health Association and the American Academy of Pediatrics have written guidelines for childcare centers called Caring for Our Children – National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs.

TYPICAL INFANT DAY SCHEDULE

In our younger infant room, it is so important for teachers and parents to work together as partners in making your infant’s day successful. We will work with your schedule to the best of our ability in fulfilling all of your child’s needs.

Our older infant room (Emerging Toddlers) is as follows:

Summer/Fall Schedule

7:30 – 8:30	Drop-off/Free play in Room 109
8:30	Move to our room (112)
8:30 – 8:45	Free play
8:45 – 9:15	Morning snack
9:15 – 9:30	Diapers
9:30 – 10	Small activity/Free play
	Outdoor play/Large muscle room
10 – 11	Morning nap
11:15 – 11:30	Diapers
11:30 – 12	Small activity/Art/Sensory
12 – 1	Lunch
1:15 – 1:30	Diapers
1:30 – 2	Small activity/Free play
2 – 3	Afternoon nap
3:15 – 3:30	Diapers
3:45 – 4:15	Afternoon snack
4:15 – 5:15	Small activity/Free play
	Outdoor play/Large muscle room
4:45	Diapers
5:15	Combine with Room 109
	Free play/Pick-up

Fall/Winter Schedule

7:30 – 8:30	Drop-off/Free play in Room 109
8:30	Move to our room
8:30 – 8:45	Free play
8:45 – 9:15	Morning snack
9:15 – 9:30	Diapers
9:30 – 10	Art/Sensory
10 – 11	Group activity/Free play/Outdoor play/Large muscle room
11 – 12	Lunch
12	Diapers
12:30 – 3	Nap
3 – 3:30	Afternoon snack
3:30	Diapers
4 – 5	Group activity/Free play/Outdoor play/Large muscle room
4:45	Diapers
5:15	Combine with 109
	Free play/Pick-up

TODDLER PROGRAM INFORMATION

GOALS AND OBJECTIVES

The goals and objectives of the Toddler Program are to provide a warm, affectionate, stimulating, safe environment for toddlers in which your child can meet his/her individual social, intellectual, physical and emotional needs. We allow each child to learn by hands-on activities and experiences through the freedom of choice. The main emphasis is placed on the development of a positive self-image for each individual child.

CURRICULUM

All activities planned are geared to your child's level. Toddler activities include free exploration play, sensory, music, language development, art, storytelling, cooking, playground and gym activities.

The curriculum encourages self-growth and confidence through varied hands-on learning experiences based on the Creative Curriculum, a developmentally appropriate practice. The program's goal is to establish an environment that will encourage each child's natural curiosity, desire to learn, to explore, and to develop creativity. The staff is well trained in understanding the appropriate expectations at each age level, and in implementing a curriculum that enables each child to move along at his/her developmental level.

PHYSICAL DEVELOPMENT

The use of the Sababa Room, gym and playgrounds play an important part in the development of your child's large muscle skills and coordination. Your child's teachers supervise the large muscle activities.

COMMUNICATION/PARENTAL INVOLVEMENT

Daily contact between parent and teachers is essential to the success of the program. Information log sheets recording the day's activities as well as personal news (food intake and elimination records) concerning each child are written daily. By sharing information, we can work together to bridge the gap between home and the center, and develop consistency in such daily routines as napping, eating, diapering and toilet habits. You will find these daily notes in your child's file folder.

We encourage parents to be involved in their child's experience. If you have any special skills or talents you would like to share, please contact us. (READING counts as a talent!) You are encouraged to help out in your child's room by joining us for snack or lunch, reading, or just participating in classroom activities. We welcome you year round, between the hours of 7:30 am – 6 pm.

CONFERENCES/ASSESSMENT

Conferences are held twice per school year. Toddlers are assessed in the areas of social, emotional, cognitive, language, large and small motor development, and self-help skills. Teachers record observations throughout the year. These observations culminate in formal conferences in November and April. Sign up sheets are posted on classrooms doors two weeks prior to the conference date. Completed conference forms are signed by parents and filed in the child's confidential file. These files are accessible only to program administrators. Additional conferences with your child's teacher are available, as necessary, and we will make every effort to schedule conferences at your convenience whenever you would like one. Please call 651-255-4760 or speak directly to your child's teacher.

WHAT YOUR CHILD NEEDS

The children should dress informally for their daily activities. Please have them wear clothes that are comfortable. **Please label all of your child's belongings.**

Please provide for your child:

- Several changes of clothing (soiled clothing will be sent home as-is in a plastic bag)
- Diapers (disposable only), if needed
- Diaper wipes, if needed
- Ointments, if needed
- Lunch (we provide snack)
- Blanket, sheet, stuffed animal, pacifier
- Sunscreen (must be lotion form, not spray)

Please plan on keeping an extra change of weather-appropriate clothes at the center year-round.

TOILET TRAINING

Teachers will assist your child in toilet training when signs of interest are shown at home and at the center. At this time, you and your child's teacher can discuss the toilet training process. Patience and consistency between home and school will bring pride in your child's efforts.

Adult terms for the body's functions are used by the teachers in the center. However, we urge you to feel free to substitute terms that you may like better. In spite of all you have been led to believe about toilet training, it is almost never as difficult as it seems.

When your child enters the Toddler Program, you will receive a packet called "Toilet Training Your Child." It will also be located in your child's classroom. These guidelines have helped us to form the JCC Policy/Process in toilet training.

REST TIME

Childcare regulations state that children in a full-day program need rest and quiet as a part of their daily schedule. Length of rest time may vary with the age of the toddler. Your child will have one long afternoon nap each day.

Changing Pull-ups/Toilet Learning Procedure

*Note: This procedure is recommended for wet pull-ups only. For soiled pull-ups follow diapering procedure.

<i>Preparation</i>	<p>Wash hands</p> <p>Assemble supplies (within reach)</p> <p>Put gloves on</p>	<p>Thoroughly with soap and warm running water for 15-20 seconds using posted procedure.</p> <p>1. Clean disposable pull-up*. 2. Disposable wipes or paper towels. 3. Gloves, when used.</p> <p>See gloving recommendations per program policies.</p>
<i>Dirty Phase</i>	<p>Stand child by the toilet</p> <p>Teach child to remove pull-up</p> <p>Teach child to wipe bottom</p> <p>Remove gloves</p>	<p>1. Provide privacy. 2. Assist child to remove clothing, if necessary. Put soiled clothing in a plastic bag.</p> <p>Tear sides of pull-up to remove. Place pull-up directly into plastic bag, tie and place in a plastic lined waste container.</p> <p>1. Teach child to wipe from front to back (once per wipe). Use the child's own disposable wipes. 2. Place wipes in waste container.</p> <p>Place gloves in waste container.</p>
<i>Toileting</i>	<p>Encourage Independent Toileting ...</p>	<p>1. Allow child to sit on toilet. 2. Praise for toileting attempt/success. 3. Allow child to wipe bottom. 4. Encourage child to flush toilet.</p>
<i>Clean Phase</i>	<p>Teach child to put on pull-up and clothes.</p> <p>Wash child's hands</p> <p>Return child to activity</p>	<p>Thoroughly with soap and warm running water for 15-20 seconds using posted procedure.</p> <p>Staff returns to diapering area.</p>
<i>Clean Up</i>	<p>Clean and disinfect</p> <p>Wash hands</p>	<p>Any soiled areas including cleaning and disinfecting toilet seat.</p> <p>Thoroughly with soap and warm running water for 15-20 seconds using posted procedure.</p>
<i>Communicate</i>	<p>Acknowledge Toilet Learning Process</p> <p>Record</p> <p>Report</p>	<p>Praise child for all attempts/successes in toilet learning process.</p> <p>Toileting results.</p> <p>Toileting results and any concerns to parents (rash, unusual color, odor, frequency, or consistency of stool).</p>

* A disposable diaper may be substituted for a pull-up if necessary.

MILESTONE TRANSITIONS

Common transitions that may occur while your child is in our Infant or Toddler programs are:

1. Transition from baby food to table food and self-feeding.
2. Transition from bottle feeding to using a sippy cup.
3. Transition from using a crib to using a cot.
4. Transition of moving to a new room.
5. Transition from wearing diapers to using the potty full time.

You will be notified in writing when these transitions are going to occur. We will partner with you for this process, to make sure your child has the most positive experience, and that his/her needs are being met.

TODDLER DAILY SCHEDULE

7:30 – 9	Arrival and greeting time, Free play in Room 115
9 – 9:15	Handwashing, Snack
9:15 – 9:45	Diapering/Toileting
9:30 – 10	Group time, Art, Music
10 – 11	Outside/Gym activity
11 – 12	Handwashing, Lunch
12 – 12:30	Diapering/Toileting
12:30 – 3	Nap time
3 – 3:15	Diapering/Toileting
3:15 – 3:45	Handwashing, Snack
3:45 – 4:15	Group time, Finger play, Flannel board, Music, Story, Art
4:15 – 5	Puzzles, Playdough, Water play, Coloring, Outdoor play
5 – 6	Departure, Free play, Group stories, Table toys, Sababa Room

PRESCHOOL PROGRAM INFORMATION

GOALS AND OBJECTIVES

The Preschool's goals are:

1. To continuously attend to the needs of each individual child helping them feel safe, happy and comfortable throughout the day.
2. To develop in each child independence, confidence, and a feeling of self-worth as an individual and as a member of a group.
3. To stimulate each child's curiosity, sense of wonder, and motivation to learn about the world around them by establishing an age-appropriate, hands-on and stimulating environment.
4. To develop in children social responsibility by teaching goodwill towards others and respect for the environment.
5. To develop in children a love for music, art, and drama. To give young children and their families a sense of Jewish identity and culture.
6. To specifically develop in our children age-appropriate, cognitive and physical skills in the following areas: language, listening, visual discrimination, large and small motor, handwriting, math and science.

CURRICULUM

A variety of educational methods and resources are used to meet the individual needs of children three to five years of age. The curriculum encourages self-growth and confidence through varied hands-on learning experiences based on the Creative Curriculum, a developmentally appropriate practice. The program's goal is to establish an environment that will encourage each child's natural curiosity, desire to learn, to explore, and to develop creativity.

Reading and math readiness are an integral part of the program. The staff is well trained in understanding that appropriate expectations at each age level, and in implementing a curriculum that enables each child to move along his or her developmental level. Story time, arts and crafts, games, science, cooking, free play, dramatic play, group time, activity centers and elementary Hebrew are important in your child's preschool experience.

We believe a young child learns about his/her environment through direct and concrete experiences. The experience of "getting messy" is another important part of learning. Your child will have the freedom to explore clay, paint, **play-doh**, markers and other messy materials, so please dress him or her appropriately. The preschool has developed a curriculum guideline and program plan for each age group and this is available for you to review at any time.

COMMUNICATION

We strive to maintain clear and consistent communication. Here is what you can expect in the way of communication:

- Once per month there is a department newsletter emailed to you.
- Each classroom also publishes its own calendar which will be posted in the classroom and on our website.
- Teachers are available for short verbal communication at the beginning and end of the day.

- Two conferences will occur during the school year.
- Daily nap sheets are posted.
- Monthly snack calendars are posted.
- A daily report is posted on the dry erase board in each classroom.
- Flyers will also be emailed or posted throughout the year to call attention to important events, reminders, etc.

Daily contact between parent and teachers is essential to the success of the program. Daily reports are posted on the dry erase board in each classroom. By sharing information, we can work together to bridge the gap between home and the center, and develop consistency in such daily routines as napping, eating and toilet habits.

If you should need to contact your child's teacher, please call the Childcare Desk at 651-255-4760. If your child's teacher is unable to take your call at that time, please leave your name, your child's name, and a phone number, and your child's teacher will return your call as soon as possible.

CONFERENCES/ASSESSMENT

Conferences are held twice per school year. Preschoolers are assessed in the areas of social, emotional, cognitive, language, communication, large and small motor development. Teachers record observations throughout the year. These observations culminate in formal conferences in November and April. Sign up sheets are posted on classrooms doors two weeks prior to the conference date. Completed conference forms are signed by parents and filed in the child's confidential file. These files are accessible only to program administrators. Additional conferences with your child's teacher are available, as necessary, and we will make every effort to schedule conferences at your convenience whenever you would like one. Please call 651-255-4760 or speak directly to your child's teacher.

PARENT INVOLVEMENT

We encourage parents to be involved in their child's experience. This involvement will help your child feel that you believe his/her school experience is important. If you have any special skills or talents you would like to share, please contact us. (READING counts as a talent!) You are encouraged to help out in your child's room by joining us for snack or lunch, reading, or just participating in classroom activities. We welcome you year round, between the hours of 7:30 am – 6 pm.

SWIM

Swimming lessons are a unique aspect of our preschool program offered in conjunction with the JCC's Aquatics Department. The swim staff is trained water safety instructors skilled in helping children adapt to the water and develop beginning swimming skills. Each class has one 30-minute class once per week. Children **must be toilet trained** in order to participate in swimming lessons.

You can help by volunteering to assist the teachers on swim days in the process of getting the children dressed and undressed. The children usually greet these lessons with enthusiasm. As parents, you can also help by encouraging your child to participate in swim lessons and by making sure your child has his/her swimsuit on days swim lessons are scheduled. There are some children

who may be fearful of the water and we never force a child to go into the pool. Just sitting on the edge of the pool is a first step in the process of learning to like the water.

REST TIME

We realize that many of our children no longer are required to take naps or rest at home, but we feel that the school day presents a schedule that is more active, and therefore requires a rest period. All children rest for at least a half-hour. This rest period can be a story time, listening to restful music or quiet games. We do have non-napping rooms after this short relaxation period. A child who has completed a nap or rested quietly for 30 minutes will not be required to remain on a cot.

FIELD TRIPS AND SPECIAL EVENTS

You will need to sign a field trip permission slip before each field trip. School buses are always used on field trips. In addition to the field trips, we will bring special activities to the preschool. We provide adequate adult supervision on all field trips.

DRESS

The children should dress informally at school. The only rule is to wear clothes that are comfortable. Remember that the children do many art and cooking activities that can be very messy despite the use of smocks. All clothes should be labeled with your child's name. Please send appropriate clothing for outdoor activities all year as we try to go outside every day, unless it is too cold or wet. Please send your child in closed-toe, closed-back, rubber-soled shoes.

Each child must have a complete change of clothes. We have very limited extra clothing in reserve. If your child uses any items from the JCC, it is essential to wash and return them the following day. Outgrown clothing, to donate to our reserve, is always welcome.

BIRTHDAYS

It is our policy to ensure birthday celebrations are a positive experience for every child. To avoid hurt feelings, we have adopted the following guidelines:

- We will make your child's birthday, or the day closest to his/her birthday, special at school with a snack-time celebration. You are encouraged to send snack on that day.
- Three important items to remember when choosing a snack
 - It must be kosher.
 - It cannot be home-baked.
 - It must be tree nut/peanut free so we can serve it to all the children in the classroom.
- The class will sing "Happy Birthday" to your child.
- Birthday plates and napkins may be brought, however, we ask that you do not bring decorations, balloons, party favors, etc.
- If you have a birthday party outside of school, we ask that you mail invitations if you are not including the entire class. Please do not ask the teacher to put them on cubbies. You may choose to do that if you are including everyone in the classroom.

It is always best to make birthday snack arrangements with your child's teacher.

PRESCHOOL DAILY SCHEDULE

7:30 – 8:55	Free play, story telling, table games in opening room (Room 109)
9 – 10	Snack
10 – 10:30	Toileting
9 – 11:30	Preschool curriculum/Outside play/Gym
11:30 – 12:30	Lunch
12:30 – 1	Toileting
1 – 3	Nap/Rest/Awake Room
3 – 3:30	Toileting
3 – 4	Snack
3:30 – 4	Special classes/Activities/Swim
4 – 4:30	Gym/Outside play
4:30 – 6	Games/Stories/Activity centers