Dear Families,

Welcome to the Goldman Family Preschool, where our focus is on children and their families. We are NAEYC accredited and beginning its 28th year, and we are proud of our rich history and strong reputation.

Through the 'High Scope' curriculum, combined with a Reggio Emilia approach, we offer child centered, family-oriented programs for ages 6 weeks through 5 years old. Educated and trained professionals bring deep commitment and a love of children to our classrooms. We strive to meet the needs of all families in our community by providing full and part time child care options. We pride ourselves on the wonderful year-round educational activities we offer for young children in our community.

We have an open-door policy and invite you to visit us at any time during the school day.

The Goldman Family Preschool is committed to the admission of children of all ethnic origins, cultures and/or religions. We promote acceptance, while at the same time valuing uniqueness. We encourage respect for cultural, physical, economic and religious differences. Striving to create a nurturing and trusting environment, we foster self-esteem, competence and confidence. It is our hope that the experiences we provide will have a lasting positive effect on the children and families we serve.

The Goldman Family Preschool does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin or citizen status, age, disability or veteran's status. We comply with section 504, Title IX, and the ADA in employment, education, and all other areas.

This handbook is just one of many forms of communication with our families. It provides only the basics. We invite you to write or talk with us often. Ask questions and share ideas. Think together with us as we work with your child. Join with us in making the coming year one of joyous discovery and development for your child.

Sincerely,

Mary Lilly
Preschool Director

Mary Lilly, Goldman Family Preschool Director mlilly@mainejewish.org
We want to help make your family’s transition into the program as smooth as possible. Please review our policies and contact us with any questions:

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Our Philosophy

Children are unique individuals with innate curiosities about the universe of people, places, and things around them. At the Goldman Family Preschool, we foster these natural instincts by providing a safe, nurturing, comfortable and developmentally age-appropriate environment. Through the High Scope curriculum, our program engages children in a broad range of experiences, including meaningful Jewish cultural exploration. By nurturing the minds and spirits of children throughout their first school experience, we give them the foundation to be lifelong learners.

Our Mission

To provide a safe and nurturing environment for children to learn at their own pace and to grow socially, physically and emotionally.

In addition, we provide a sense of positive identity and belonging by incorporating Jewish values, songs and games into our daily activities. Through the celebration of Jewish holidays, children explore how they fit within the broader diversity that our school’s families represent.

NAEYC

Since its founding in 1926, the National Association for the Education of Young Children (NAEYC) has been working to define quality in programs for young children. In 1985, NAEYC established its accreditation system to set professional standards for early childhood programs and to help families identify high-quality programs. The Goldman Family Preschool is very proud of our NAEYC Accreditation and is committed to its maintenance. We believe this accreditation ensures the quality of the children’s daily experiences and promotes positive outcomes for children.

Our Curriculum

Our educational vision is based on the High Scope Preschool Curriculum. Research based and child focused, High Scope uses a carefully designed process — called "active participatory learning" — to achieve powerful, positive outcomes. By creating a classroom environment that allows for open-ended learning and discovery, we give children a chance to build their understanding of the world. We also believe that learning is a cooperative venture which includes other children, their teachers, their families and our larger community.

In our program, literacy, math, social studies, science, music, and arts are emphasized through a framework of hands-on contextualized experiences. High Scope not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving — fundamental skills that help support lifelong success.
Registration

To better meet the needs of our families and to create a easier to navigate registration process we are making some changes for next school year. By limiting complexity, we will be able to offer scheduling options that offer more continuity, which we know is better for children and learning.

Currently enrolled children have top priority in enrollment for the following year. Registration opens at the beginning of January, and the first two weeks are for currently enrolled families to sign up.

- To guarantee a child’s spot for the upcoming year, parents must fill out the online registration form along with a $350 deposit, which secures your spot in the preschool and includes registration and activity fees. It also provides you JCA Family membership, which gives you priority registration and discounted prices for JCA programs and affiliated local vendors.
- You can register for the number of days your child currently attends. We have two, three or five-day options available, as well as full day, half day, early care and extended care.
- If your register for two days per week, your child will attend on Tuesdays and Thursdays, if you register for three days, your child will attend on Mondays, Wednesdays and Fridays, or your child can attend all five days.
- If you would like to add days to your child’s schedule, you may request the change via email to the director. If demand exceeds the allotted number of spaces available, we will have a lottery.
- If you wish for your child to return to the same number of days as this current school year, you will be guaranteed a spot if you fill out your registration form with a deposit within the time frame.
- Families who are currently enrolled can also enroll siblings during this time. Please note that currently enrolled children will get priority over siblings.
- You will be notified if your child did not get into your first-choice schedule.
- We will open registration to the public after the priority registration period is over.

To get priority registration over alumni or new preschool families, you must register within the priority registration period. In all cases, final schedules depend on availability.

- To enroll at the start of the school year, a child must be age-appropriate by October 15th. If a child turns of age after the deadline and openings exist, we will assess a prospective child in the environment to ensure that the child is emotionally and cognitively ready to join the class before enrollment.
  - As a general principal, we do not move children from one class to the next except at the start of a new school year or during our summer program. Our philosophy is to determine classroom enrollment primarily by a child’s chronological age. Equal attention, however, is given to the child’s developmental level. Every child is placed in the most appropriate classroom from both a chronological and developmental perspective.
- To enroll in the program, we require that children be up to date on vaccinations as specified by the CDC unless they fall within an exempt category under Maine law.
Application Process for New Students
For all new families, an online registration form must be submitted with a $350 deposit. Based on availability, parents will receive a confirmation letter letting them know their child has been enrolled in our program. We will continue admitting students on a rolling basis until all spaces are filled.

Enrollment Forms
Two forms must be on file for every child enrolled at the Goldman Family Preschool: a child record form and an immunization record. Both forms are requested annually to parents before the opening of school in September and must be returned by the first day of classes. Once you have registered online and before school begins, we will send you a child record form. This form also includes an emergency contact list that the school will use in case of an emergency. An immunization form from the doctor is required yearly. Please note that parents are also responsible for updating forms if any additional information is needed or circumstances change.

Orientation
The Preschool director will contact enrolled parents about bringing new students for a visit over the summer. A week before school begins we will have a Back to School Pot Luck Dinner and Information Night. During this evening you will hear more about the school from the directors and meet with your child’s teachers. This is a fantastic opportunity for new and returning families to meet the teachers and explore their new rooms.

Starting School
We are eager to help all our students successfully adjust to Preschool. Talk to your child about school and all the great things to look forward to. Tell them about the wonderful things that they are going to explore. In addition to visiting the school, children often enjoy being able to go to the store for a lunchbox and school bag before school begins. Tell your child the teacher’s name and remind them that you will be coming to pick them up at the end of the day.

Separation is natural and affects different children in diverse ways. On your child’s first few days of school, please make arrangements so that you can spend time in the classroom with them. After putting your children’s belongings in their cubby, please help your child wash their hands, then help your child choose an activity to engage in. When it is time to leave, please give your child a clear goodbye. The teachers will take over and engage your child and start developing a relationship and comforting them.

Many children have difficulty separating and feel anxious about their new environment. The separation may well have the same effect on you! It is important to have a positive attitude to convey the expectation that your child will have a wonderful time at preschool. We believe that open communication is at the heart of a positive preschool experience. Please do not hesitate to share your thoughts and emotions with us during this transition.
**Arrival and Departure**

Our school is open from 7:30am to 5:30pm, Monday through Friday. Please call by 9:00am if your child will be late or absent that day. All children in the program are expected to arrive no later than 9:00am, so that the morning schedule will not be disrupted. However, you know your child best; some children need more (or less) time to make a smooth transition.

It is especially important for the morning and afternoon sessions that your child is picked up on time to ensure that we have adequate staff on hand at all times. Please allow enough time to collect all the child’s belongings and touch base with the teachers at the end of your child’s day.

If your child is not scheduled for morning or afternoon sessions throughout the year, and you wish to use these options, please notify us. We understand emergencies arise and do our best to accommodate as space permits.

**Weather Cancellations**

The decision to close the school is made by the Jewish Community Alliance leadership team, including the school director. This decision is made only if weather conditions are judged sufficient to cause danger or undue hardship.

Families are advised of morning or all-day closings by announcements beginning at approximately 6:00am on your “Remind” app. You will be asked to join Remind at the beginning of the school year. Announcements will also be made to local TV channels 6 and 13, as well as area radio stations, including WGAN and WMGX. You may also visit the JCA’s Facebook page or call the JCA at 772-1959 for a message on the answering machine. If you would like to sign up for text message alerts you may do so. You will receive a letter in the beginning of the winter explaining the details. If weather conditions worsen during morning hours, a midday closing is possible. We attempt to reach all parents/guardians by phone and e-mail in such an event, but on days when storms are threatening, parents/guardians should monitor carefully all closing announcements and other storm information.

**What Your Child Will Need at School**

*To Leave at School:*

- **Water bottles** - Children use their water bottles both in the classrooms and out on the playground. Please label your child’s water bottle.
- **Disposable diapers and wipes** (if necessary) - Each child will have their own supply of diapers and wipes kept at the changing table or by the bathroom. The staff will notify you when your child’s supplies are low.
  - Parents choosing to use cloth diapers must supply an adequate daily supply, as well as a wet bag for storage of soiled diapers.
- **A complete change of (seasonally appropriate) clothes** - shirt, bottoms (pants, shorts or skirt), underpants and socks. Please label all items with your child’s name. Children who are in
the process of toilet training should bring several changes of clothes and possibly an extra pair of shoes.
- **A blanket and a cot sheet for naptime** - At the end of each week, the sheet and blanket will be returned home. Please wash the items and return them to school on your child’s next day here.
- **Photos** - Please bring in an individual picture of your child and a framed family photo. We will use the individual photo to identify the child’s cubby and any personal space. The family photo will make your child feel at home and remind us all that we are a partnership between home and school.

**To Bring in Daily:**

- **A lunch and snacks.** We suggest you put an icepack in your child’s lunch bag.
- **A bag or backpack** for carrying home important papers, artwork and assorted treasures.

   *Everything should be labeled with your child’s name or initials.*

**Transition Items from Home**

If your child needs an item to help her/him make the transition from home smoother, please feel free to send it. This can include a blanket, stuffed animal or any other item your child needs. Please do make sure it is labeled. **These items are different from favorite items from home (below).**

**Favorite Items from Home**

Toys like stuffed animals, a favorite book, or a blanket can be very comforting. In general, any toys brought from home should be clearly labeled and kept in the cubbies during school hours. Parents are encouraged to inform the teachers of any problems concerning these guidelines. They are flexible and can be modified to meet individual needs.

**We do not allow toy guns, swords, action figures, or knives, and we ask that toys with violent themes also be left at home. Some children are intimidated by these toys and they may foster aggressive behavior. Therefore, we, ask that these types of toys remain away from school.**

**Children’s Mailboxes**

On top of each child’s cubby there is a mail slot. In the infant room there is a cubby immediately to your left in the entryway. Please check this mail slot daily; you will often find precious artwork that your child has made, as well as mail, flyers, book orders, Clynk bags etc. The JCA and other Jewish communal organizations will share information let you know of upcoming events that are open to everyone. In an effort to limit the total number of materials we give out, we do limit the posting of other items; feel free to check with Mary if you have questions about this. We also ask that you not use mailboxes to share birthday party invitations unless you are inviting the entire class.
**Infant Room**

Our infant program is designed to foster the physical, sensory, social, emotional, and intellectual development of babies in a safe, gentle and caring environment. Our teachers know that babies grow and learn best when they feel secure. Our maximum group size is eight infants with three teachers. Each child is assigned a primary caregiver that attends to the child’s individual needs and works in partnership with parents to ensure that their child is being provided the best possible care while at school. Infants develop trust and security when they know their teachers will be right there to help by supporting their learning through growth and joy and meeting their needs and helping when they are upset. In this environment, infants begin to develop a sense of trust and a secure environment from which to explore.

**One Year Old Room**

This program slowly and gently introduces children moving to the joys of being part of a group. Our young toddler classroom has a maximum group size of ten children with three teachers. The curriculum in this classroom is designed to support young toddlers as they learn to master both expressive and receptive language, to play cooperatively with peers, and practice making their way in a world where they long for independence yet still require support from a loving, affectionate and trusted adult. Each child is allowed the space, support and time to develop newly acquired skills at their own pace with support and guidance from their teachers.

**Two-Year-Old Room**

The general focus of the two-year-old program is to offer developmentally appropriate activities for the children in an environment that provides opportunities for social interaction. As research and our own observations have shown, two-year old’s first develop relationships with the adults in the classroom and then gradually begin peer interactions. For this reason, we maintain a four to one child/teacher ratio. The program is structured to facilitate growth in the individual child’s independence and learning through play exploration as well as positive peer interactions. Two-year old’s love to do things for themselves, so we provide a physical environment that allows them to practice self-help skills safely; materials are at their level and in manageable sizes for little hands. Most of the activities involve sensory exploration because young children learn by doing. We provide many opportunities to muddle in water, sand, play dough, glue, paint and more!

Because sharing is a difficult concept for two-year old’s, we provide materials in quantity. The teachers model cooperation and sharing and positively reinforce children when sharing occurs naturally.

**Nursery Classroom**

As three-year old’s, children in the Nursery are beginning to seek more interactions with peers and are exploring how to be a member of a group. We maintain a six to one ratio in our Nursery Classroom. We provide activities that allow children to explore and play individually, in small
groups, and in large groups. The schedule reflects planning for active as well as quiet times for children.

During indoor time, children choose from a variety of activities, including art, blocks, dramatic play, manipulatives, language, books and sensory experiences. The schedule also includes a quiet book time and an outdoor activity time. We believe that children learn through the discovery process, so we set up activities that encourage children to have a hands-on experience. They have the time and the adult assistance, if needed, to experiment with materials and figure out for themselves all the different possibilities.

**Pre-Kindergarten**

The primary focus of the Pre-k program is helping children develop the skills needed to become productive members of a learning community who feel competent in their abilities and who approach learning with eagerness and curiosity. Because children at this age are learning to play more cooperatively with each other and because play with friends involves more planning and compromise, a new set of social interaction skills is needed. To support these developing skills, attention is given to providing opportunities for all children to develop and sustain ongoing positive relationships with teachers and peers, assisting children in developing problem-solving skills and helping children learn to play cooperatively. We maintain a seven to one ratio in this classroom. Teachers facilitate development by offering suggestions and working with children to solve problems, providing props, modeling ways of interacting, interpreting children’s needs and feelings to each other, and offering comfort and support when play attempts are not successful. Teachers realize that although children at this age are learning to interact in ways that are more sophisticated and, for the most part, choose to engage in play with other children, time and space is also needed for playing independently and in less structured ways.

Pre-K Children are intrigued with innovative ideas and new discoveries, and teachers share their excitement and encourage children to question, explore and develop theories about the world around them. Children learn by doing, by talking, writing, listening, reading, exploring, manipulating and interacting with materials and concepts. Through planned and spontaneous learning experiences developed around identified interests, children’s emerging skills in the various learning domains and curricular areas (language and literacy, math, science, social studies, the arts, physical development and health) are fostered and nurtured. This helps to develop the skills, dispositions, and concepts needed for ongoing school success.

**Napping**

All Children are provided a quiet time for rest and/or napping each day. Every child will have their own nap mat, cot, or crib as well as linens. Please bring your child’s sheets home weekly for washing.

**Special Health Considerations for Infants:**

To reduce the risk of Sudden Death Syndrome (SIDS), infants will be placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment (we cannot allow infants to
sleep in swings, seats, etc.), unless we receive written orders to the contrary from a child’s physician. After being placed to sleep on their back, infants will then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. Crib mattresses meet the standards of the U.S. Consumer Product Safety Commission. Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items will not be allowed in the cribs. Blankets will only be used after the infant is able to turn themselves over. If a blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant’s chest. The infant’s head remains uncovered during sleep.

**Vacation Camp**

Vacation camps are fun-filled weeks of special activities for children during, February and April vacations. The fee for vacation camp is not included in our regular tuition. A minimum number of enrolled children are required to run these programs. Information regarding the activities, as well as the cost of each vacation camp, will be available several weeks in advance.

**Enrichment Classes**

We offer variety of enrichment classes, such as art, cooking, movement, music, yoga and karate. You will receive flyers about all enrichment programs that are appropriate for your child’s age. Enrichment classes are not included in tuition; an additional fee is charged per class.

**FAMILY INVOLVEMENT**

**Stay Connected**

We welcome and encourage parental involvement in a variety of ways, including scheduled family activities throughout the year. These events offer great opportunities to get to know other families and to see your child in action with their school friends. Because it is important that parents/guardians and teachers work as a team to meet the needs of each child, we employ a variety of means to learn about your child’s family and culture and to keep you informed about your child’s progress and day at school. Of primary importance are the informal interactions that occur at drop off and pick up time. If you are unable to speak with a teacher at these times, please feel free to call at any time throughout the day. The classrooms have white boards for messages and accounts of daily activities. For more in-depth discussions about issues that cannot be adequately discussed in the classroom, please speak to your child’s teacher who will set up a time to meet with you.

Parent-teacher conferences are an important part of our school’s commitment to home-school communication. Teachers have insights and observations about the students to share with parents, who in turn can provide information about their child. We schedule parent-teacher conferences twice each year, and school will be closed for these two days. In addition, we encourage daily communication between parents and teachers. All the professional staff, including the early childhood education directors are available for ongoing conferences.
It is important for parents to share pertinent information with teachers; changes such as separation, divorce, illness, death, a new sibling, new sitter, moving, or even a sleepless night can influence a child’s behavior. Children often need more support and comfort during these times, and teachers can provide it if they are informed.

Other communications include: emails, teacher-initiated telephone calls about illnesses, accidents or ongoing concerns; classroom newsletters; and twice-yearly parent-teacher conferences. Parents’ Bulletin Boards are in each classroom. Important notices are posted on a designated board in the Mary Lilly Gathering Space or outside your child’s classroom; these boards change frequently and contain valuable notes, curriculum information, JCA information, child development articles and other materials.

A Family Directory is shared each year with all the families and includes contact information for each family in the program.

Families are always welcome to visit, and no appointment is necessary. You can come at any time to eat with your child, participate in classroom activities, help, or share in experiences taking place throughout the day.

**Parent Committee**

Another way to become involved at our school is to become a member of our Parent Committee. The committee is comprised of Goldman Family Preschool staff and parents/guardians of children in the program. The Committee provides valued input and feedback about many facets of our program; parents/guardians are encouraged to join the committee by expressing their interest to the director.

**Room Parents**

Room Parents are volunteers from each classroom that help coordinate family participation in school or class events. Room Parent Coordinators will organize parents to volunteer for these roles and offer suggestions and direction around specific events, such as Hot Lunch volunteers.

**Parental Grievance Procedure**

We are always available to talk to parents about pragmatic issues and policies. If a grievance arises, please discuss the issue with the teacher involved and/or the director. If the problem is of a business or financial nature the JCA’s Finance Director and the Goldman Family Preschool director will be happy to meet with the parents at a mutually agreeable time.

**Shabbat**

Friday is a special day in our week; it is when the Preschool celebrates Shabbat (day of rest) with a sing-along, blessing recitation, a fun story, and special snack of challah bread. We celebrate and remember this day of rest that separates Shabbat from the week. This tradition is fun for all the
children, even those who do not observe Shabbat at home. We say blessings for the candles, “wine” (grape juice) and challah. The blessings (brachot) are listed below for your convenience.

We welcome and encourage parents to join us for Shabbat at 12:15pm each Friday. A fun time is had by all!

- For the candles: Baruch atah Adonai, Eloheinu, melech ha’olam, asher kid’shanu b’mitzvotav vitzivanu l’hadlik ner shel shabbat. Blessed are you, our G-d, ruler of the universe, who has commanded us to kindle the Shabbat candles.
- For the Wine or Grape Juice: Baruch atah Adonai, Eloheinu, melech ha’olam, borei p’ri hagafen. Blessed are you, our G-d, ruler of the universe, who has created the fruit of the vine.
- For the Challah: Baruch atah Adonai, Eloheinu, melech ha’olam, hamotzi lechem min ha’aretz. Blessed are you, our G-d, ruler of the universe, who has given us bread from the earth.
- At the end of the hamotzi, we say “bete’avon” which means “bon appetit”

Michael Klahr Jewish Family Services (JFS)
Klahr Family Services mission is to strengthen and preserve Jewish individual, family, and community life at every stage of the life cycle. As part of that mission, KJFS works closely with the preschool. If your family needs support or assistance, please contact KJFS at 772-1959.

Our Teachers
Trained professional staff is the key to quality childcare. We are committed to hiring educated and experienced staff, who are carefully chosen based on the special qualities, experiences, and talents that they offer the children in our program. We also believe that it is important for our teaching staff to be dedicated lifelong learners themselves, and provide numerous opportunities for continuing education and professional development throughout the year, including professional conferences and staff development workshops. There are at least two staff development days each year. No child care coverage is available on staff development days.

All teachers receive the following health-related training annually (or when expired):

- Pediatric First Aid
- CPR
- Blood Borne Pathogens
- Medication Administration
Teachers meet the State of Maine and NAEYC licensing requirements and often exceed the necessary qualifications. All have taken formal early childhood education or child development classes. Most hold degrees in early childhood education or a related field, and others have early childhood education training and/or several years of experience working in an early childhood setting. They are also trained to teach Jewish values and traditions to students from all backgrounds.

Substitute teachers and floaters (extra part-time staff, usually in the afternoons) also meet all the State of Maine and NAEYC requirements. When a long-term substitute teacher is needed, the position is filled with a regular substitute. The Preschool Director trains and supervises staff on the curriculum and organizes teacher trainings and professional development opportunities.

**Primary Caregivers**

Good teaching depends on the knowledge and understanding of the children in our care, their families, and the social, linguistic, and cultural context in which the children live. To make this process easier and ensure that the needs of the children and families are met, each classroom teacher is assigned primary responsibility for a smaller grouping of children within their classroom. The teachers track the progress of their primary children through observations and developmental checklists, create a portfolio for each child, and communicate progress periodically with the children's family at parent conferences.

**HEALTH POLICY**

**Maintaining a Healthy Environment**

Illness is always an issue in child care settings. We understand the needs of working families, and we must partner with families to protect our children and staff from contagion. We are guided by common sense and professional protocol and operate in accordance with recommendations from our health consultant.

In setting our health-related policies and protocols, we rely on *Caring for Our Children – National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*. This is a joint collaborative project by the American Academy of Pediatrics, the American Public Health Association and the Health Resources and Services Administration Maternal and Child Health Bureau, U.S. Department of Health and Human Services, and is recommended by the National Association for the Education of Young Children (NAEYC). This book is available to view upon request or it can be viewed on-line at [http://nrc.uchsc.edu](http://nrc.uchsc.edu).

**Pest Management**

Structural and landscape pests can pose significant problems to people, property, and the environment. Pesticides can also pose risks to people, property, and the environment. Our policy
therefore incorporates Integrated Pest Management (IPM) procedures to control structural and landscape pests. **Pests** are population of living organisms (animals, plants, or microorganisms) that interfere with use of the school site for human purposes. Strategies for managing pest populations will be influenced by the pest species and whether that species poses a threat to people, property, or the environment.

**Pests will be managed to:**
- Reduce any potential human health hazard or to protect against a significant threat to public safety.
- Prevent loss of or damage to school structured or property.
- Prevent pests from spreading into the community, or to plant and animal populations beyond the site.
- Enhance the quality of life for children, staff, families and neighbors.

**Integrated Pest Management Procedures**
IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural or biological means. Applying IPM principles prevents unacceptable levels of pest activity and damage by the most economical means and with the least possible hazard to people, property, and the environment.

The choice of using a pesticide will be based on review of all other available options and a determination that these options are not acceptable or are not feasible. Cost or staffing consideration alone will not be adequate justification for the use of chemical control agents and selected non-chemical pest management methods will be implemented whenever possible to provide the desired control. It is our policy to utilize IPM principles to manage pest populations adequately. The full range of alternatives including no action will be considered. Communication with the Goldman Family Preschool Facilities Management will take place to garner as much information as possible. Facilities Management will apply any chemical pesticide or contract with pest management services when necessary. Natural alternatives will be used whenever possible. **Staff will refer to standard 5.073 Type and use of Pesticides and Herbicides as presented in Caring for our Children.**

**Cleaning and Sanitation**
Goldman Family Preschool cleans and sanitizes all surfaces and toys on a regular basis, as recommended by NAEYC’s Cleaning and Sanitation table. We use standard universal precautions for handling or cleaning surfaces that have come in contact with potentially infectious bodily fluids. By including illness-prevention practices in daily routines, and following clear prevention policies, caring adults can limit the spread of infections.

**Hand washing**
The single most effective practice that prevents the spread of germs in the child care setting is good hand washing by teachers, children, volunteers, and others. Children and adults’ hands should be washed, using proper hand washing technique, which is posted by all sinks:
• Upon arrival at the child care setting
• When moving from one classroom to another
• Immediately before and after eating or preparing food
• After handling bodily fluids (i.e. blowing a nose)
• After using the toilet
• Before and after diapering
• Before and after using water tables. Children with sores are not allowed at the water table.
• After playing on the playground
• After handling pets or any surface that may be contaminated by pets
• After cleaning or handling trash or whenever hands are visibly dirty
• After wearing gloves used for handling bodily fluids
• Before and after administering medication.

**Immunizations**
According to the State of Maine’s Rules for the Licensing of Child Care Facilities, a child care facility must have on file, within thirty (30) days of the child’s first admission to the facility, and updated annually thereafter, a certificate of immunization which clearly illustrates each child’s present immunization status and that they are up-to-date with routine screenings. A blood test demonstrating immunity to measles, mumps and rubella can be provided as proof of immunity, we require that children be up to date on vaccinations as specified by the CDC unless they fall within an exempt category under Maine law, for children who are not on the CDC vaccination schedule they must have proper documentation from a physician. In the event of a disease outbreak, children not vaccinated for medical reasons must be excluded from the program until the outbreak no longer exists, or until the child receives the necessary immunization.

**Health Screenings**
NAEYC also requires that we document the dates and results of routine health screenings as defined by the American Academy of Pediatrics.

**Tooth Brushing**
Children who stay at school after lunch time are provided with an opportunity to brush their teeth and clean their gums daily. We provide toothbrushes and ask that families refrain from bringing a toothbrush from home. We do not use toothpaste and ask families not to bring in toothpaste.

**Exclusion Policy**
To keep children as healthy as possible, we adhere to the following guidelines. If your child is at school, they must be well enough to participate in the program on a given day. Your child is not able to participate if:
• Your child does not feel well enough to participate comfortably in the usual classroom and outdoor activities of the program.
• The staff cannot care for your sick child without interfering with the care of the other children.
• Your child has any of the symptoms that indicate a contagious disease as indicated.
For the protection of all children and staff, your child should be kept at home, and will be sent home, if he or she displays any of the following symptoms:

- **Chicken Pox** - Exclude until all sores have dried and crusted (usually around 6 days)
- **Diarrhea** - Exclude if child has increased number of loose, watery, uncontained stools. Children, especially infants, may have incidents of diarrhea that are not necessarily a sign of illness. However, diarrhea that leaks out from diapers and clothing presents a health hazard regardless of the cause. In this case children may be excluded as well. Children should be kept home until symptoms resolve or your doctor decides he/she is well enough to return to school.
- **Eye / Nose Drainage** - Exclude if child has thick mucus or pus draining from the eye or nose.
- **Fever** - Exclude if child has oral temperature of 100 - 101 or greater, especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck, or undiagnosed rash. Child may not return to school until s/he has normal temperature for at least 12 hours and is well enough to participate in normal activities.
- **Hand, Foot, Mouth Disease** - Exclude until fever is gone and child is well enough to participate in daily activities (sores may still be present).
- **Impetigo** - Exclude until sores are healed or can be covered with bandages, or until child has been treated with antibiotics for at least a full 24 hours.
- **Itching** - Exclude if child has persistent itching (or scratching) of body or scalp.
- **Lice (Head)** - Exclude for 24 hours after treatment has been initiated. There should be no lice or nits present.
- **Measles** - Exclude until six days after the rash appears.
- **Mumps** - Exclude until swelling subsides, usually five days, but may be as long as nine days after swelling begins.
- **Oral Herpes (Cold Sores)** - No exclusion necessary.
- **Pertussis (Whooping Cough)** - Exclude until five to seven days after treatment begins.
- **Pink eye, conjunctivitis** - (discharge is thick and white or yellow, eyelid is very swollen/discolored) exclude for 24 hours after treatment has been initiated.
- **Pinworm** - exclude for 24 hours after treatment has been initiated.
- **Respiratory Symptoms** - Exclude if child has difficult or rapid breathing or severe coughing; child makes high pitched croupy or whooping sound after she coughs, and child is unable to lie down comfortably.
- **Respiratory Illness (Febrile)** - Exclude until child is without fever for 24 hours and is well enough to participate in normal daily activities.
- **Rubella (German Measles)** - Exclude until six days after rash appears.
- **Scabies** - Exclude until 24 hours after treatment begins.
- **Skin Problems** - Exclude if child has a rash, undiagnosed or contagious. Infected sore, sores with crusty, yellow or green drainage which cannot be covered by clothing or bandages.
- **Sore Throat** - Exclude if child has a sore throat, especially when fever or swollen glands in the neck are present.
- **Streptococcal Sore Throat, Scarlet Fever** - Exclude until at least 24 hours after treatment begins and child is without fever for 24 hours.
- **Vomiting** - Exclude if child has two or more episodes of vomiting within the previous 24 hours.

If teachers observe that your child cannot fully participate in the program, you will be notified that your child needs to go home. **Your child must be picked up within one hour of the request.** If a parent/guardian is not able to be reached, we will contact the next person on the emergency list. We will make every effort to reduce the ill child’s exposure to other children while providing comfort and monitoring them until s/he can be picked up by the family.

Please exercise every caution and keep your child at home if other unusual symptoms occur. If your child has been exposed to a highly contagious disease, details should be reported to us. We will post information to families regarding any communicable disease to which their child has been exposed, signs and symptoms of the disease, mode of transmission and period of communicability. We also notify the Center for Disease Control of any contagious diseases.

**Medication Policy**

No over the counter medication will be administered to children at school. Children requiring prescription medication during child care hours will receive it only on receipt of a written order (this may include the label on the prescription medication) and a dated, written request from a parent/guardian. Staff who administer medication have specific training on the administration of medication. Any child with a chronic condition must have a medication form on file completed by the child’s physician.

We ask that the first dose of any new medications be administered at home so that parents/guardians can observe any reaction. All medication must be supplied in the original container and be labeled with the child’s first and last name. All medications must be accompanied with a written order from a physician that includes the child’s first and last name, the name of the medication, the date that either the prescription was filled or the date that the recommendation was obtained from the child’s licensed health care provider, the name of the child’s licensed health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer’s instructions and the original prescription label that details the name and strength of the medication, instructions on how to administer and store it, the amount to be given and the time it should be administered. All medications are kept in a locked container at a temperature complying with manufacturer’s recommendation for storage.

Parents/guardians must take home all medication not currently being administered. No medication or treatment will be administered without written parental authorization. The only exception to this is in an emergency situation when verbal authorization from the parent/guardian may be obtained over the phone. In this situation, parents/guardians will be required to sign and date permission after-the-fact.
Written records of the administration of prescribed medication to children will be kept in the child’s medical file and will include the child’s name, the name of the medication, the time and date of each administration and the name of the staff member administering the medication.

Kashrut (Kosher) Policy:
The JCA has developed a food service and preparation policy that is designed to welcome the entire Jewish community, which in Portland encompasses a wide array of beliefs and practices related to food. Our goal is to provide comfortable space that facilitates shared experiences for all, regardless of denomination, background or perspective.

- To respect Jewish dietary (Kashrut/Kosher) laws and traditions, the JCA does not allow shellfish or pork products in our facilities, including both the Congress Street building and the Center Day Camp property. Shellfish or pork products are also not permitted for renters of any JCA properties or spaces.
- In our non-Kosher kitchen, no other dietary restrictions apply.
- The full Kosher kitchen is kept locked to ensure its maintenance as a Kosher kitchen within the framework and guidelines established by this JCA with consultation assistance from several local rabbis. Staff permitted to use the Kosher kitchen have demonstrated complete familiarity with and respect for traditional observance of Kashrut. The Kosher kitchen is available for use by renters and community members with proper supervision.
- When the JCA sponsors an event that involves food, meals will be either vegetarian, dairy or meat. With any meal involving meat, the meat will be Kosher, prepared in the Kosher Kitchen, and proper standards for all elements of the meal will be ensured.
- Where possible, the JCA will source food locally and sustainably, mindful of ethical labor practices and the environmental impact of our choices.

Designated members of our staff are happy to discuss our policies as they relate to Kosher laws and types of observance. Please let us know if you have any questions!

Nutrition, Snacks and Lunches:
GOLDMAN FAMILY PRESCHOOL IS A PEANUT FREE -AND ALLERGY AWARE- SCHOOL. Please do not send any products containing peanut or peanut traces into school with your child at any time. We do this to protect the safety of our students with severe peanut allergies. We cannot guarantee a peanut-free environment, but we will do our best.

- Lunch and snacks are not provided by the Goldman Family Preschool. We can accommodate breakfast brought from home for those children using early drop off.
- Tasty, colorful, nutritious foods and a pleasant eating environment contribute to a child’s sense of well-being. We encourage independence whenever possible. At mealtimes, this means that children self-select the order in which they eat their food. We will encourage healthy eating, but we will not insist that they eat one thing before they have another, and we ask that parents/guardians keep this in mind when selecting foods for their children’s lunches.
• To add variety and keep your child’s interest, try packing an assortment of separate foods. Please do not pack candy or soda in children’s everyday lunches.
• Fresh fruits, bite size cheese and crackers, applesauce, and yogurt are not only easy to pack, but are also very popular among young children.
• In place of chips or cookies, consider packing raw vegetables or a container of yogurt. Instead of the traditional birthday cake, a heathful alternative might be muffins with cream cheese.
• Children will have sanitary drinking water available to them during the day.
• Staff will keep foods in the refrigerator that need to be kept cold and will heat up food that needs to be heated.
• We will not store leftover foods overnight and will discard foods with expired dates.
• We ask parents/guardians not to bring hot dogs (whole or sliced into rounds), whole grapes, nuts, popcorn, raw peas, hard pretzels, peanut butter or chunks of raw carrots or meat larger than can be swallowed whole, as these foods pose a choking risk.
• We also request that foods be cut into ½ inch square for one year old and two-year-old children, which will minimize the time that teachers spend out of the classrooms preparing children’s meals.
• INFANTS
  o All new foods must be given at home first to assure that the child does not have any reaction.
  o When given a bottle all infants will be held to encourage a sense of trust and safety, engage in one-on-one eye contact and “conversation.”
  o We are not able to allow children to have bottles in the crib.
  o Cups are offered to children as soon as the family and teachers decide together that a child is developmentally ready.
  o Cups and bottles will only be offered in the specified eating area and when held.

Breastfed babies: To ensure the safe storing and serving we have the following guidelines-
• The milk needs to be in ready-to-feed sanitary containers labeled with the infant’s name and date.
• We can store it in the refrigerator up to 48 hours (no more than 24 hours if previously frozen)
• We can store it in the freezer at 0 degrees Fahrenheit or below for up to three months.
• We will gently mix, not shake, the milk to preserve the special infection-fighting and nutritional components in human milk.

Licensing practices: To ensure safe practices we are guided by these policies-
• Formula and infant food must come to us in factory-sealed containers (ready-to-serve powder or concentrate formulas and baby food jars. No opened baby food jars will be allowed.
• Bottle feedings do not contain solid foods
• Staff will discard any formula or milk not completely consumed or is not refrigerated.
• If milk is warmed staff will use a crock pot or bottle warmer and heat it at no more than 120 degrees Fahrenheit for no more than 5 minutes.
• No milk, including human milk, and no other infant foods are warmed in microwave oven.
• We are not able to offer solid foods or fruit juices to infants younger than six months.
• We are not able to offer cow’s milk to infants younger than 12 months.
We welcome nursing mother to visit at any time during the day. This can be coordinated with the classroom teaching staff. For your comfort there is a room adjoining the teacher’s lounge for quiet time with your baby if you choose.

We request that no birthday or other celebration treats be brought into school by parents. The teachers and children will prepare a special snack for your child’s birthday or occasion to make this day special. Parents are always welcome to come in and share this special day with their child. Please speak with your child’s teacher for more information.

To plan a nutritious lunch for your child, try to include the following:

- Protein (e.g. egg, dairy, soy, fish, nuts (except peanuts))
- Fruit
- Vegetable
- Grain (e.g. bread, pasta, rice, etc.)
- A drink

*We strongly suggest keeping sugary foods to the bare minimum. We also ask that you do not pack candy in your child’s lunch or send it in to share with others*

Some popular lunch options:

- A drink or two
- Applesauce or a fruit cup
- Bagel with cream cheese/spread
- Bean or vegetable burrito
- Breadsticks
- Cereal with milk in a separate container
- Cheese and crackers, or cheese sticks/string cheese
- Cheese quesadillas
- Egg or tuna salad
- Eggs—scrambled, hard-boiled or in an omelet
- Fish sticks
- Fresh fruit
- Fruit salad
- Hummus and pita
- Mac-and-cheese (or another item brought in a Thermos, such as spaghetti)
- Muffins
- Pasta—with sauce or as a salad with cheese, egg, tuna and/or whatever veggies they will eat
- Peaches or bananas in sour cream, yogurt or cottage cheese
- Pizza or pizza bagels
- Raisins
- Sandwiches: cheese; almond/cashew/nut butter and jelly (or bananas or celery); hummus; tuna; egg salad; cream cheese (with cucumber or jelly)
- chicken nuggets
- soup (no meat base)
- lasagna
- Veggies
- Yogurt

To aid your child’s feeling of independence and to help alleviate confusion during lunchtime, please peel eggs and fruit with rinds (e.g. oranges), cut grapes, etc. Please pack a spoon or fork when necessary. For one and two-year old’s, please do not include popcorn, nuts, whole grapes, raisins or raw carrots. These foods can cause choking.

We will try to return leftover food to the lunch bag. This may give you an indication of what your child has eaten. Staff members interact with children while they are eating and work with those children who need guidance, containers opened, etc. Children and teachers use this time to work on socialization and table manners.

Please pack at least one drink. We recommend freezing your child’s drink(s) the night before to use as an ice pack in their lunch. It will keep the food cold and will thaw before lunch time (usually around noon). You may also use an actual ice pack. Glass bottles are not permitted. Please remember to label your lunchboxes and thermos.

**Special Health Considerations**

If a child has special health needs, environmental allergies or food allergies with special nutritional needs, we work with the parents/guardians and the child’s health care provider to develop an individualized care plan. If a child has specific food allergies, we will post this information, with parents'/guardians’ permission, so that all staff that prepare or warm up children’s meals will be kept aware.

**BEHAVIORAL ISSUES**

**Guiding Behavior**

We use many methods and techniques to guide children toward appropriate behavior while also allowing them to develop skills to manage their own behavior. We start by setting up the environment and materials to allow for more independence and to minimize conflicts. We offer more than one popular toy or give each child their own set of activity supplies.

At all times staff model appropriate behavior through the use of language, positive affect and problem-solving skills. By modeling appropriate behavior through our own interactions and by encouraging children’s on-task behavior, we are reinforcing positive interactions. Rather than expending a great deal of attention on a negative behavior, we focus on the child’s positive interactions.
Language is another strategy we encourage in our rooms. Even with our youngest, we model the use of words to express their feelings or wants. As children’s language skills increase, we encourage the use of language in problem-solving and conflict-resolution.

While we use redirection as the primary tool for guiding behavior with our youngest children, we encourage older ones to take turns. We encourage a problem-solving technique, allowing children to work out a turn-taking strategy among themselves. When this is not possible, teachers model a resolution.

Children are offered choices during play, throughout self-care routines (toileting, mealtime, etc.) and while resolving conflicts. By offering the child a choice, we also offer him/her a way to resolve a problem independently. For example, “Would you like to put your coat on before or after Billy puts his on?” If children are unable to make a choice we usually prompt them by counting to three, and in some cases, we make a choice for them if necessary.

As children develop, we also will use a problem-solving model when handling conflicts between/among children. It includes bringing the children together to restate the problem and to think about mutually acceptable solutions. When these more common techniques are ineffective, a teacher may suggest or require that a child take some time away from the group, child or activity generating the disturbance. This tool is more appropriate for older toddlers and preschoolers since its purpose is to allow the child time to think about the consequences of his/her behavior and the effects of his/her behavior on another child or the group. The child is encouraged to compose him/herself before rejoining the group. Teachers support the child’s efforts to refocus and become re-involved in the classroom by setting limits and encouraging the child to recognize and talk about feelings.

Incident Reports
Children sometimes inflict physical or verbal injury to another child or teacher. To document these occurrences, teachers are required to complete an Incident Report. The names of other children involved in the incident will not be included in the report. Teachers will make two copies of the report. Parents/guardians are expected to sign the report and the signed copy will go in the child’s file and the second copy of the signed report is to be given to the parent/guardian. These forms can be used as documentation for the need for a child's further evaluation or documentation of a pattern of behavior. The second copy of the signed report is to be given to the parent/guardian. The form will be kept in the child's confidential file.

Procedures for Dealing with Challenging Behaviors
On occasion, a student may exhibit a behavior that could endanger the safety of him/her, or other students and/or teachers. Such behavior may include but is not limited to biting, hitting, pushing, throwing objects, yelling, or other verbal assaults. The primary goal of the Goldman Family Preschool is to provide a safe learning environment for every student and teacher and thus any behavior that may endanger a student or teacher must be stopped.

All teachers at the Goldman Family Preschool have the skills to address difficult behavior by using a variety of common behavior management techniques. However, should these typical techniques fail to end the disruptive behavior; the following steps will be taken to resolve the issue.

We believe that consistency between home and school is one of the most effective strategies for dealing with children’s behavior. To this end, the Teachers’ communicate about a child’s day daily at drop-off and
pick-up times, either in writing, verbally or both. If there is a concern about a child’s behavior, the Teacher will communicate this in person with the parent/guardian at a designated time other than drop-off or pick-up time. Partnering with parents/guardians enhances a child’s chances of success in a group care setting, particularly when the child may be exhibiting challenging behaviors, whether at school, at home or both.

Children communicate through their behavior. Teachers and parents/guardians need to be detectives to discover the messages that are hidden in a child’s behavior. Examples of such messages may include: “I have a need that isn’t being met”, “I don’t know how to do it”, or “I feel uncomfortable”. Teachers will work with the parent/guardian to find out why a child is behaving a certain way. The child’s teacher will provide documentation of daily observations to identify triggers for the particular behavior. The parents/guardians will also be asked for their feedback regarding the child’s behavior, whether the child exhibits the behavior at home, and whether there are circumstances in the child’s life that may contribute to this behavior, such as a new sibling, move, death in the family, etc. Teachers will employ typical classroom strategies, such as: changing the environment, supporting a child’s play with friends, having more than one particular toy, or helping a child to use language to express their feelings, etc. At no time shall staff use shaming, the withholding of food or physical punishment of any kind. Additionally, Teachers’ tone of voice shall remain calm at all time. Teachers will “tag-team” with their team members when dealing with particularly challenging behaviors, as it can be stressful.

If a child’s non-cooperative behavior has not been resolved using typical classroom approach (redirection, positive reinforcement, modeling), the teacher will present their observations of the child’s behavior to the director, who will set up a meeting with the parents/guardians to develop a behavior plan together. A team will be convened, comprised of the child’s parents/guardians, the teacher and the directors. The team will meet to discuss the situation and will work collaboratively to find a solution to improve the behavior. Together, the team will develop a plan about a consistent response to the behavior, both at home and at school, as appropriate.

This plan will include the following elements:

- Changes in the classroom environment
- Contingencies for consistent teacher response to the behavior
- Methods of parent/teacher communication
- A timeframe for review of the plan

If the behavior does not stop after the plan is in place, the team will reconvene. The team may decide to seek outside resources and/or consultants to support the school staff and family. Such outside resources will most likely include: The University of Maine School for Community Inclusion and Disability Studies or Child Development Services. Goldman Family Preschool will not contact outside assistance without the express written consent of parents/guardians. If outside experts are brought on board, the school staff, the team and the director will determine if their recommendation can be carried out within the scope, philosophy and resources of the Goldman Family Preschool. The team will reconvene to determine how next to proceed.

Goldman Family Preschool is committed to making every effort to ensure a child’s success in our programs. A child may be asked to take a “rest” from school for a week or two. Should this occur, there will be no tuition reimbursement. If the child is asked to withdraw from the school permanently, reimbursement for tuition paid for the remainder of the year will be made. If the team finds that the Goldman Family Preschool
is not an appropriate setting for a child, we will work with the family and community resources to find a more suitable placement.

**DIVERSITY**

**Inclusion Policy**
The Goldman Family Preschool is deeply committed to the provision of programs and services that are enriched through the admission of children of any ethnic origin, culture and/or religion. We promote acceptance, while valuing differences. Integral to the curriculum are activities involving sensitivity to gender, disabilities, culture, sexual orientation, socioeconomic status, family composition and ethnicity. As part of our philosophy we strive to hire staff that shares a commitment to our culture of inclusion. We support the right of all children, regardless of their diverse abilities, to participate actively in our group-care setting. By building on Developmentally Appropriate Practice (DAP), we incorporate individualized approaches to learning that ultimately benefit all children in the program.

**Special Needs**
If a child already has an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP) with Child Development Services (CDS), we will work with the family and CDS’s family service worker to make sure the goals of the plan are imbedded into the classroom curriculum. If a child has not been identified with a diagnosed special need, but the family or teachers suspect that a child may have a developmental delay, we will support the family through the early intervention screening and evaluation process. We participate in the Early Childhood Team (ECT) meetings to help to determine a child’s goals and document a child’s progress in meeting those goals. At all times, we work towards identifying the “least restrictive environment” that ensures successful participation for all children. We may also contact local resources, to find out if there are other supports available to help us ensure a child thrives in our care.

**English Language Learners**
The Goldman Family Preschool welcomes children from many cultures, some of whom may speak English as a second language. We will honor the child’s language and provide enriching experiences for native English speakers. Each classroom will endeavor to learn a few words in each represented language, many of which will be displayed as part of our print-rich environment. Teachers help children to learn basic words in Hebrew and other languages, such as numbers, colors, foods or names of family members. Children who come to the school with little or no English will be encouraged to participate as fully as possible. If a family needs assistance in understanding paperwork, we will provide interpreter services.

**KEEPING OUR SCHOOL SAFE**

**Confidentiality**
Confidentiality is an essential component of the provision of quality child care services. Goldman Family Preschool employees will protect client privacy to the best of their ability and will include information directly relevant to the delivery of services in our documentation and data collection. Goldman Family
Preschool employees will not discuss confidential information in places where they could be overheard by those not authorized to have the information. Children’s files will be updated frequently and are kept in a locked file cabinet. Only the director and administrative assistant will have direct access to these files. Any files or a part of a file will only be released under the direct supervision of the aforementioned people. Parents/legal guardians are able to access their child’s file at any time. They may also grant access to other individuals or organizations (i.e., schools, therapists, other child care programs, grandparents, step parents, boy/girlfriends) by written consent. Teachers, who have or will have direct supervision of the child, may request only the assessment section of a child’s file. Teachers will not have access to children’s financial records. The manager of finance will have access to a child’s financial records. Children’s individual assessment will be stored in locked file cabinets.

**Security**

The security of our school and the JCA building is of critical importance, and we ask that you carefully review our security policies and take them seriously. Everyone who enters the school wing will have a private access card. Your access card is unique to you, and we ask that you never share it with anyone else. **Please also do not hold the door open for other adults when entering the building.**

Those who are visiting the school or individuals authorized to pick up a child occasionally will need to be “buzzed” in to the building and the school wing. Please let the classroom teachers know whom to expect, and they will alert the front desk. Any legal documents regarding child custody will be placed in individual child’s files.

**Release of Children**

The Goldman Family Preschool will release children to parents or their designees only. To release a child to someone other than the parent(s)/guardian(s), teachers must:

- Verify with the parent/guardian that one of the parents’/guardians’ designees is going to pick up the child on that day.
- In the event that the designee has not picked up the child before and cannot be identified by the Goldman Family Preschool staff, teachers and/or office personnel will verify the escort’s identity by requesting photo identification (valid driving license passport or other).

**Child Abuse and Neglect**

Maine law provides for the reporting to the Department of Health and Human Services (DHHS) when there is a reasonable cause to suspect abuse or neglect. Child care personnel are mandated reporters (Maine Law: 22 MRSA Chapter 1071 §§4011-4015). Goldman Family Preschool takes very seriously the trust that families place in us when enrolling their children in our school. Essential to that trust must be a parents’/guardians’ belief that Goldman Family Preschool consider physical, sexual, or emotional abuse intolerable and that immediate action will be taken if such an allegation is made.

Parents/guardians should be assured of the following procedures in the event of an allegation of child abuse or neglect:

- Any observation/incident that results in the suspicion of abuse or neglect will be reported immediately to the Director.
- The alleged victim will be of primary concern regarding safety, protection, and comfort.
• The director, in concert with the Executive Director of the JCA, will determine what action should be taken.
• If it is determined that a report is warranted, the accusation, suspicion, or risk of harm will be reported immediately to the DHHS licensing specialist at (822-0189). The report will be documented with the "Abuse and Neglect Report Form".
• If a staff person is accused, they will be suspended immediately with pay until the investigation by either DHHS or the JCA is completed and a report issued.
• If it is someone other than a staff person who is accused, we will notify the person who is being accused that we are making a report to the proper state authorities prior to the report being made only if it is determined by the Goldman Family Preschool staff that the child would not be put in any immediate harm by sharing the potential report.
• The Goldman Family Preschool will cooperate fully with any institutional abuse investigation.
• The Goldman Family Preschool will act responsibly when the investigation is over to ensure that all children in our program are protected.
• The director will keep the Jewish Community Alliance Executive Director and board president apprised of the status of the allegation.
• If it is determined that a report is not warranted, the observation/incident will be documented, and the director will report back to the initiator the rationale for this decision.
• If the person who made the accusation still believes that a report is warranted, the initiator will be encouraged to call the proper state authorities.

Suspicion of Impairment Due to Alcohol or Other Substances
Safety is a primary concern at the Goldman Family Preschool. This concern is extended through the release of the child during the program day to his/her parent, guardian or person authorized to pick up the child. Therefore, for the protection of children, the following procedures have been developed regarding the release of children to individuals who are apparently impaired and who may not be able to transport a child home safely.

If a parent, guardian or other person authorized to pick up the child exhibits behaviors (such as but not limited to) slurred or incoherent speech, difficulty walking or standing, or other unusual behaviors or physical conditions (i.e. the smell of alcohol on the breath), staff will make a determination about the situation. If the staff person’s decision is that there is an indication of impairment due to the use of drugs, alcohol or unknown causes, The Goldman Family Preschool staff will call the police immediately.

Emergency Response & Relocation Plan
Our Emergency Response Plan is posted in each classroom. Fire drills are conducted monthly. The following relocation plan is included in case of an emergency that requires us to evacuate the building.

If we need to evacuate the Goldman Family Preschool building, we will relocate at a safe location. Once we are there parents will be notified.
Hazard Protection Policy
The Goldman Family Preschool makes every attempt possible to ensure that children and adults are not exposed to environmental hazards.

- All electrical outlets are kept covered at all times when not in use. This includes all classrooms, office, staff rooms and hallways.
- Liquids and foods hotter than 110 degrees Fahrenheit will be kept out of children’s reach.
- Spills are wiped up immediately to prevent slipping.
- If there is an incident which involves areas that are contaminated with body fluids, blood products, or human tissue, the area will be considered as “infectious” and will be dealt with appropriately.
- Floors are maintained and kept free of tripping hazards.
- All materials are kept in good repair.
- All staff members are responsible for maintaining a safe environment. Staff will periodically check play areas for sharp edges, rust, peeling paint, protruding nails or screws, missing parts and the like. Staff will make minor repairs themselves or may utilize the expertise of parent/guardian volunteers. Our maintenance manager will be called by the director for jobs requiring more time and expertise.
- All areas will be kept free from broken glass, trash, sharp or hazardous items.
- Rather than air freshening or deodorizing sprays, ventilation and sanitation, will be used to control odors in the inhabited areas of the facility and custodial closets.
- Outdoor areas will be inspected by staff daily for evidence of animal excretions. When this occurs, staff will remove any debris with an adult work shovel; sanitize the shovel with bleach, and the area where the debris was found.
- All children will be protected against cold, heat, sun injury and insect-borne disease by using the appropriate protective measures recommended by a health professional and with parental permission. Such measures include: children will wear protective clothing, sunscreen with UVP and UVA protection of SPF 15 or higher will be applied (only with written parental permission) to exposed skin, and insect repellent will be applied (only with written parental permission) and no more than once a day if recommended by the public health authorities due to a high risk of insect-borne disease.
- Emergency lighting will keep building entrances and exits well-lighted and unobstructed at all times.
- All emergency exits will be clearly marked and illuminated with emergency lighting.
- Program staff protects children and adults from exposure to high levels of air pollution from smog or heavy traffic by limiting outdoor and physical activity as a precaution during smog or other air pollution alerts.
- Areas that have been recently painted, carpeted, tiled, or otherwise renovated are ventilated before they are used by children.
For your convenience, Goldman Family Preschool accepts credit card payments at the time of online registration. Tuition will be set up for monthly ACH withdrawals unless other arrangements are made with the JCA Finance Director Bonnie Ryan.

**Registration**

A $350, non-refundable deposit is due upon registration for the school year. Please note that registrations are not complete, and spots are not held until the non-refundable deposit is received. If payments are in arrears, the Goldman Family Preschool maintains the right to fill the class spot. Prior to processing registration for any Goldman Family Preschool activity, accounts are reviewed for outstanding balances. Registration cannot be processed until past-due balances are reconciled. Unless otherwise specified, fees for enrichment classes and vacation camps are due in full at the time of registration.

**NOTE:**
1. Tuition includes a full family membership to the JCA.
2. Credit card payment for the deposit is accepted at the time of registration. You may also opt to pay in full at the time of registration and use your credit card.
3. If payment is not made in full at the time of registration, tuition will be paid through 10 monthly automatic (ACH) withdrawals. The first withdrawal will occur in June and will cover your last month’s tuition. There will then be 9 additional monthly automatic (ACH) withdrawals from August through April. These withdrawals will happen on the 5th of each month unless the 5th of the month falls on a holiday or weekend. In this case, the withdrawals will be on the next business day.
4. We offer 10% discount for second child and any additional children. The discount is applied to the child with the lowest tuition.
5. Our drop-in fee (am or pm) is $15/hr. or any portion of an hour.

**Financial Aid**

Financial aid may be available; please contact Mary Lilly, the JCA front office, or Bonnie Ryan for an application.

**Late Pickup Policy**

Parents will be charged $5.00 for being more than 5 minutes late at pick-up times. For every additional 5 minutes a $5.00 charge will be incurred. This fee will be charged for lateness at all pick-up times and will be billed directly to you through the finance office.

**Additions/Withdrawal/Cancellation**

One month’s written notice to the Early Childhood Education Director is required for withdrawal or decrease in schedule during the contracted period. There will be no withdrawals after January of the current school year, unless there are families on the waiting list and the space can be filled. On a space-available basis, a family may increase attendance at child care, provided their account is in good standing. Any changes made to your child’s schedule after registration that result in decreasing time will incur a $250 fee.
Should any tuition payment be past due for a period of 20 days, and arrangements for prompt payment have not already been made with the finance manager, the Goldman Family Preschool reserves the right to restrict further attendance. The Goldman Family Preschool will also pursue collections procedures if deemed necessary.

**THE GOLDMAN FAMILY PRESCHOOL RESERVES THE RIGHT TO WITHDRAW A FAMILY FROM THE PROGRAM.**

### HOLIDAY CLOSURES

The Goldman Family Preschool will be closed on the following secular and Jewish holidays when applicable:

- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day and the day after Thanksgiving
- Christmas Day
- New Year’s Day
- Martin Luther King Jr. Day
- Memorial Day
- Rosh Hashanah
- Yom Kippur
- Passover
- Patriots Day
- Presidents Day

In addition, we are closed for public school vacation breaks in December, February, and April. We also close one week at the end of the school year, the week of the fourth of July and one week at the end of August for teacher training and preparation for the upcoming school year.

When our program is open for a Jewish holiday (such as Hanukkah, Purim, or Sukkot), our students learn about and celebrate the holiday during the relevant school day.

While we respect the diversity of our families’ observances in the home and outside of school, we do not celebrate the holidays of Halloween, Christmas, Valentine’s Day or Easter at the Goldman Family Preschool. Child initiated conversations may take place around these holidays in individual classrooms.