

Goldman Family Preschool



Family Handbook

Dear Families,

We are so excited to welcome you to the Goldman Family Preschool! We are NAEYC accredited and beginning our 32nd year, and we are proud of our rich history and strong reputation.

We approach our work through Jewish values, lenses and culture. Through the 'High Scope' curriculum, combined with a Reggio Emilia approach, and the JCC Association's Sheva Learning Framework, we serve children between ages of six weeks-five years in our child centered, family-oriented program. Educated and trained professionals bring deep commitment and a love of children to our classrooms. 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 relationships between parents, children, and teachers create a strong sense of community which is critical to the life of the school. We invite families through ongoing, regular and meaningful conversations, to partner with us in the education and social emotional growth of their children. We support families on their parenting journey and together celebrate life.

The Goldman Family Preschool is committed to the admission of children of all ethnic backgrounds, cultures, faiths and traditions. 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.

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. Join with us in making the coming year one of joyous discovery and development for your child.

Sincerely,

Wendy Getchell, *Goldman Family Preschool Director* wgetchell@mainejewish.org

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.

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:

Director's Letter	3
---	---

Welcome

COVID 19 Disclaimer.....	6
Our Philosophy.....	6
Our Mission.....	7
NAEYC.....	7
Our Curriculum.....	7

Beginning School

Registration.....	8
Application Process for New Students.....	9
Enrollment Forms.....	9
Orientation.....	9
Starting School.....	10
Arrival and Departure.....	10
Weather Cancellations.....	11
What to Bring to School.....	12
Transition Items from Home.....	12
Favorite Items from Home.....	12

Our Programs

Infant.....	13
One Year Old's.....	13
Two Year Old's.....	13
Nursery.....	14
Pre-K.....	14
Napping.....	15
Toilet Learning.....	15
Outdoor Play.....	16
Vacation Camp.....	17

Family Involvement

Stay Connected	18
Parent Committee	19
Room Parents	19
Grievance Procedure	19
Shabbat	19
Klahr Jewish Family Services	20

Staffing

Our Teachers	20
Primary Caregivers	20

Health Policy

Maintaining a Healthy Environment	21
Pest Management	22
Cleaning & Sanitation	23
Hand Washing	23
Immunizations	24
Health Screening	22
Tooth Brushing	22
Exclusion Policy	24
Medication Policy	27
Kashrut Policy	27
Nutrition	28
Snacks and Lunches	28
Special Health Considerations	30

Behavioral Issues

Guiding Behavior	31
Incident Reports	32
Procedures for Managing Challenging Behaviors	32

Diversity

Inclusion Policy	34
------------------------	----

Special Needs.....	35
English Language Learners.....	35

Keeping Our School Safe

Confidentiality.....	36
Security.....	36
Release of Children.....	37
Child Abuse and Neglect.....	37
Alcohol/Substance Abuse.....	38
Emergency Response and Relocation Plan.....	38
Hazard Protection Policy.....	39
Taking Photos.....	40

Payment Policies & Procedures

Registration.....	40
Payment Plans and Financial Aid.....	41
Late Pickup Policy.....	41
Additions/Withdrawal/Cancellation.....	41
Tax Credit.....	42

Holiday Closures.....	42
-----------------------	----

Closing Thoughts.....	43
-----------------------	----

2021 Addendum and COVID 19 Policy.....	44 - 52
--	---------

WELCOME

COVID-19 Disclaimer

During the COVID-19 Pandemic, the Goldman Family Preschool has implemented a variety of new policies and procedures that are not outlined or may vary from what is presented in the family handbook. We have left the family handbook as is and added a Pandemic Addendum which includes an updated Health & Illness Policy. Both the addendum and the updated health policy at the end of this document highlight the areas in which there were changes. The policies outlined in the Pandemic Addendum override the policies and practices listed in the handbook until further notice. We thank our families for their partnership in building a healthy and safe community during this challenging time.

Children possess innate curiosity about the universe of people, places, and things around them. At the Goldman Family Preschool, we foster these natural instincts, we believe in a strong image of the child and that education is a process, brought on by the child's interaction and investigation of their world. It is through these interactions that each child is encouraged to wonder, explore, question and discover, using their own unique learning style and interests. Through the High Scope curriculum, Sheva Framework and inspiration from Reggio Emilia, 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 deliver an excellent early childhood educational program that meets the needs of each child and promotes continuous growth in social/emotional, cognitive, physical, and creative areas of development. As a Jewish school we approach our work through Jewish values, lenses, and culture which follow the JCC Associations Sheva Framework.

In addition, we provide a sense of positive identity as 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.

BEGINNING SCHOOL

Registration

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 registration fee, which secures your spot in the preschool and includes registration and activity fees. It also includes family Membership at the JCA, which offers priority registration and discounts at wonderful restaurants and affiliated local vendors.
- 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.
- You can register for the number of days your child currently attends. We have two, three or five-day options available, as well as early care and extended care.
- If you 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.
- Families who are currently enrolled families 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 Alumni families, community members, and then 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, children must be up to date on vaccinations as specified by the CDC, unless they are medically unable to be vaccinated on schedule.

Application Process for New Students

For all new families, an online registration form must be submitted with a \$350 registration fee. 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

Several forms must be on file for every child enrolled at the Goldman Family Preschool: a child record form, an immunization record, a medical treatment form, a tuition agreement form, and an ACH form. These forms must be completed before the opening of school in September and **must be returned by the first day of classes**. Once you have registered and before school begins, we will send you all necessary forms including a child record form. This form also includes an emergency contact list. An immunization form from the doctor is required yearly. Please note that parents are also responsible for updating forms during the school year if any additional information is needed or circumstances change.

Orientation

The Preschool director will contact enrolled parents about new student visits over the summer. A week before school begins, we will have opportunities for children, families, and teachers to meet before school begins. These get-togethers are a fantastic opportunity for new and returning families to meet the teachers, make new friends and explore their new rooms.

Starting School

Please talk to your child about school and all the wonderful things to look forward to. Tell them about the fun things that they are going to explore. In addition to visiting the school, children often enjoy the process of selecting a lunchbox and school bag before school begins. Tell your child their teacher's name and remind them that you will be coming to pick them up at the end of the day.

Separation anxiety is natural and affects children in diverse ways. On your child's first few days of school, please plan so that you can spend time either in the classroom or on the playground with them. After putting your children's belongings in their cubby, please help your child wash their hands, then help them 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.

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. Separation can be tough on parents too! 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 important that your child is picked up on time to ensure that we always have adequate staff on hand. 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 early or extended care 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, and is based on current information regarding road conditions to ensure safety for our families and staff.

Families are advised of morning or all-day closings by announcements beginning at approximately 6:00am on COR app. You will be asked to join COR at the beginning of the school year. Announcements will also be made on Facebook and through email. You can also check the local TV channels 6 and 13, You may also call the JCA at 772-1959 for a message on the answering machine. 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

Label everything with your child's name or initials.

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. Please note that children will spend time outside daily. The teachers will give recommendations throughout the year as seasons change on optimal clothing for your child to be comfortable in the expected weather.
- **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 your child's cubby and any personal space. The family photo will make your child feel at home.

To Bring in Daily:

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

Transition Items from Home

Please feel free to bring an item to help your child make the transition from home smoother. 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, or action figures, and ask that toys with violent themes also be left at home.

OUR PROGRAMS

Infant Room

Our infant program fosters the physical, sensory, social, emotional, and intellectual development of babies in a safe, gentle, and caring environment. Our maximum group size is eight infants with three teachers. Babies grow and learn best when they feel secure, so each baby is assigned a primary caregiver who attends to their individual needs and works in partnership with parents to ensure that they are being provided the best possible care. Infants develop trust and security when they know their teachers will be right there to meet their needs and help when they are upset. In this environment, infants begin to develop a sense of trust and security from which to grow and explore.

One Year Old Room

This program slowly and gently introduces children 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 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 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 in an environment that provides opportunities for social interaction. 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 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 activities involve sensory exploration so they can 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 out 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 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 hands-on experiences. They have the time and the adult assistance, as needed, to experiment with materials and problem solve.

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 eagerly approach learning. Because children at this age are learning to play more cooperatively with each other and because social play with friends involves more planning and compromise, a new set of skills is needed. 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. We maintain our child to staff ratios during all hours of operation in classrooms and other indoor settings as well as outside.

Pre-K Children are innately curious, 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 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

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.

Toilet Learning

We know that toilet learning is both an exciting and a challenging time for children and parents. As teachers, we are committed to facilitating each stage of your child's growth and development with a positive attitude and approach. Some signs that your child is ready to start toilet learning are:

- Child can indicate that they have to go pee or poop
- Child tells you when they have soiled their diaper
- Child can pull up/down their pants

- Child can sit on the toilet for 3-5 minutes at a time
- Child can maintain dry diapers for at least two hours at a time

If your child is exhibiting some of these skills please communicate this with your teacher so we can partner with you on this here at school and support your efforts at home. Things you will need to think about providing for your child at school during this time are plenty of extra clothes. Some families use a system with rewards we cannot offer the same treats/privileges at school. Instead, we offer encouragement and praise when a child sits on the potty, and nonchalantly accepts accidents as a normal part of the potty training process.

A Note on Pull-Ups:

Many parents see pull-ups as an essential part of the transition from diapers to underwear, but they are in fact not necessary. Pull-ups are more expensive than regular diapers, and the main benefit they provide is practicing the motion of pulling them up and down. However, children get that same practice with their pants and can transition from diapers to underwear just as easily.

Outdoor Play

We use the outdoors each day (in the rain, snow, and chilly weather) and we are careful to dress all of our children for the weather. We feel that fresh air, sunshine, nature exploration and experiencing all of the beautiful Maine seasons is a gift we can provide for your children.

Barefoot Play Outside

We allow children to take off their shoes if they would like while playing outside. We feel there can be many benefits to barefoot play. Children can choose to remove their shoes to splash in the water, run around, or put them on to play after they have had enjoyed barefoot play. If it seems cool or unlikely weather for barefoot play then teachers will ask the children to keep their shoes on. During the summer months while we provide shaded areas, it does get hot and sunny in places. Children should have the following in the summer months:

- A Sunhat
- Bathing suit or water clothes
- Water shoes
- Towel
- Sunscreen

In the fall and spring will we play outside in the damp and rainy weather. suggested rain clothes are:

Waterproof rainsuits (they are amazing!)

rain jackets – these can be made with rubber or another repellent

Waterproof boots

Mittens that are more water repellent than not

Extra set of clothes (always!)

During the winter months, how children are dressed to go outside impacts their enjoyment, play, and amount of time outdoors. We appreciate the saying “there is no bad weather, just bad clothes.” Temperature and wind chill are two factors that guide us to safely dress the children. The temperature can actually be quite cold and still be conducive to outdoor play, or wind chill could make outdoor play dangerous. Therefore, we monitor this carefully each day. Here is a list of suggested winter clothing:

- Full undershirt (preferably wool) or a synthetic blend
- Long underwear pant layer (preferably wool) or a synthetic blend (we have found that base layers make a huge difference)
- Warm socks (wool or a synthetic blend)
- Snow suit or jacket and snow pants (overalls keep their torsos warmest)
- Mittens (that go up and over their jackets to the elbows) – 2 pairs
- Hat
- Neck Gaiter
- Boots

Vacation Camp

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

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. 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. We utilize the COR app for drop off notes, as well as daily notes from teachers, moments (pictures) and newsletters. You will be provided information as to how to access the COR app once you are enrolled and your child starts attending school. For more in-depth discussions about issues that cannot be 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. Important notices are posted on a designated board in the Mary Lilly Gathering Space. This board is updated frequently and contain valuable

notes, curriculum information, JCA information, child development articles and other materials.

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

Caregivers 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 and activities.

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 financial nature, the JCA's Finance Director Bonnie and the Goldman Family Preschool director will be happy to meet with the parents at a mutually agreeable time. If families have a grievance that is not resolved with the director, they may meet with the executive director of the JCA to discuss and resolve.

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, Mitzvah awards 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 and staff, whether or not they

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)

JFS works 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, or are interested in volunteer opportunities, please contact Director at 772-1959.

STAFFING

Our Teachers

Trained professional staff are the foundation of 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.

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.

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 group 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. All teachers are assigned to a classroom yearly and stay in that class for the entire school year.

HEALTH POLICY

Maintaining a Healthy Environment

The Goldman Family Preschool adheres to all CDC and DHHS Maine State Licensing recommended guidelines regarding COVID-19. Illness is always an issue in childcare settings. We understand the needs of working families, and we partner with families

to protect our children and staff from contagion. In setting health-related policies and protocols, we work closely with a health consultant and rely on Caring for Our Children National Health and Safety Performance Standards: Guidelines for Early Care and Education 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 <https://nrckids.org/CFOC>.

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 staff will refer to standard 5.073 Type and use of Pesticides and Herbicides as presented in Caring for our Children, and will then apply any chemical pesticide or contract with pest management services when necessary. Natural alternatives are used whenever possible.

Cleaning and Sanitation

The Goldman Family Preschool adheres to all CDC and DHHS Maine State Licensing recommended guidelines regarding COVID-19 cleaning and sanitation. The 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 childcare 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.

Please wash hands:

- Upon arrival at the childcare 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 animals
- 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. **The only exception to this policy is in the case of a Medically Contraindicated vaccination exemption**, for children who are medically unable to be vaccinated on schedule and 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

The Goldman Family Preschool adheres to all CDC and DHHS Maine State Licensing recommended guidelines regarding COVID-19 exclusion policies. To keep children as healthy as possible, we adhere to the following guidelines. Your child is not able to participate in our program on a given day if:

- They do not feel well enough to participate comfortably in usual classroom and outdoor activities

- 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.

For the protection of all children and staff, your child should be kept at home, and will be sent home, if they display 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. Your child should be kept home until symptoms resolve or your doctor decides they are 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 100.4 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 they are well enough to participate in normal activities without fever-reducing medication (acetaminophen or ibuprofen) for 24 hours.
- **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 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 they cough, 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.
- **Ringworm** - Scalp: exclude until 24 hours after treatment begins. Body: exclude until after treatment begins.
- **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 12 hours after treatment begins and child is without fever for 24 hours without fever-reducing medication
- **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 they need 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 they 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 must be reported to us. We will post information to families regarding any communicable disease to which their child may have been exposed, signs and symptoms of the disease, mode of transmission, and period of communicability. We also notify the Maine Center for Disease Control of any contagious diseases.

Medication Policy

No over the counter medication will be administered to children at school, unless of an emergency. Children requiring prescription medication during childcare 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.

The first dose of any new medications must 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.

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 regularly provided by the Goldman Family Preschool.
- 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 healthful alternative might be muffins with cream cheese.
- Children will have sanitary drinking water available to them during the day. Please send in a water bottle daily.
- Please pack ice packs in your child's lunch box to keep their food chilled.
- We will not store leftover foods overnight and will discard foods past their expiration 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
 - All new foods must be given at home first to assure that the child does not have any reaction.
 - 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."
 - We are not able to allow children to have bottles in the crib.
 - Cups are offered to children as soon as the family and teachers decide together that a child is developmentally ready.
 - 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.
- Teachers will document when feedings occur as well as amounts taken and share with families daily. When children move onto solid food, teachers will record those intakes as well.

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.

Special Health Considerations

If a child has special health needs, environmental allergies, or food allergies with specific 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 modify 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.

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 them 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 their behavior and the effects of their behavior on others. The child is encouraged to compose themselves 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 their feelings.

Incident Reports

Children sometimes inflict physical or verbal injury to another child or teacher. In such a situation, 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 asked 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 their safety, or that of other students or teachers. Our goals in dealing with challenging behaviors is to support the child and family and to limit or eliminate the use of suspension, expulsion and other exclusionary measures. 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 caregiver at a designated time other than drop-off or pick-up time. Partnering with caregivers 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. Teachers will clearly and consistently set limits that ensure the safety and well-being of each person at the Goldman Family Preschool, as well as encourage respect for materials and the environment.

Children communicate through their behavior. Teachers and caregivers 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 caregiver 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 caregiver 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 times. Teachers will "tag-team" with their team members when dealing with particularly challenging behaviors.

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 their caregivers 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
- Positive support strategies
- Methods of caregiver/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. The Goldman Family Preschool would not implement exclusionary measures until all other possible interventions have been exhausted and there is agreement that exclusion is in the best interest of the child

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 all ethnic origins,

cultures, and faith traditions. 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 share 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. This policy complies with the federal and state civil rights laws.

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. If the team comes to the conclusion that the Goldman Family Preschool is not the right fit for the child. The director and the team will work with the family to help find an appropriate setting for the child.

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 non-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

Goldman Family Preschool employees will protect student and family privacy to the best of their ability and will include only 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 share the information. Children's files (including any assessments) are kept in a locked file cabinet. Only the director and assistant director will have direct access to these files. Any files or a part of a file will only be released under their direct supervision. Parents/legal guardians are free to access their child's file at any time. They may also grant access to other individuals or organizations (i.e., schools, therapists, other childcare programs, grandparents, stepparents) 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 finance director will have access to a child's financial records.

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" into the building and the school wing. Please let the classroom teachers know in writing 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 staff will verify 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. Childcare 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 considers 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 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 their parent, guardian or person authorized to pick them up. 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 the staff member has reason to believe that the adult responsible for transportation is under the influence, the staff member will address their concern and offer assistance in arranging for alternative transportation for the adult and child. If, in the opinion of a center staff member, the responsible adult is impaired to the point of representing a clear and present danger and should they attempt to operate a motor vehicle, the staff member will take any and all steps necessary to protect the safety of the child in their charge, including informing the local and/or state police.

Emergency Response & Relocation Plan

Our Emergency Response Plan is posted in each classroom. Fire drills are conducted monthly. In case of an emergency that requires us to evacuate the building, we will relocate at a safe location. Once we have arrived, parents will be notified immediately once it is safe to do so.

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 that are not child safety 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 and will sanitize the shovel 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. (Both sunscreen and insect repellent must be provided by parents)

- 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.

Taking Photos

You are welcome to take pictures and video of your children at school. We ask that you be mindful of online posting and sharing of pictures that include other children. Some parents have strong feelings about the use of photos of their children. We provide all families with an opportunity to indicate on their forms in what circumstances we may use their child's photo. If you are going to post pictures to your personal social media please make sure there are no other faces visible except for your child- showing backs of heads, obscured faces, etc. is permissible.

PAYMENT POLICIES AND PROCEDURES

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 registration fee is due upon registration for the school year. Please note that registrations are not complete, and spots are not held until the non-refundable fee 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 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 July and will end in 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;
6. Our drop-in fee (am or pm) is \$15/hr. or any portion of an hour.

Financial Aid

We understand that financial challenges can be a significant barrier to participation in various aspects of our school community. If you face unexpected financial hardship, please feel free to reach out; financial aid may be available by contacting the director, 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 October 15th 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 childcare, 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.

Tax Credit

The Goldman Family Preschool is a Level 4 on the Maine Roads to Quality rating system that offers parents the ability to claim a tax credit. The director will send out a letter in January with our tax credit number.

HOLIDAY CLOSURES

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

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

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

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.

CLOSING THOUGHTS

If you have a question or a concern, please feel free to approach any of us, on the The Goldman Family Preschool team. Teachers and directors understand children's development, their individual needs, and how to address particular stages of childhood development. We are here and available to help support your family! You are always invited to bring your concerns to the Director, an invitation that is good any time, for any issue. The Director is committed to maintaining an organizational climate that fosters trust, collaboration, and inclusion. We look forward to working together to make this the best experience for you and your family!

Goldman Family Preschool
Addendum to the Family Handbook
June 26, 2021

This document supports our return to the Goldman Family Preschool as a healthy and secure community of families and staff. It reflects best practices developed over the past three months based on DHHS and CDC guidelines, as well as conversations and planning together with JCA staff and parent community, the JCCA, and other local preschool directors. Despite necessary changes during this time, we are committed to keeping the heart of our community school vibrant and our connections strong. We continue to work hard to rebuild our program so that we can welcome you back and reassure you that the core of what we do has not changed, even if the way we do it may remain different for a while longer.

We have had a successful and safe summer program and are so excited for another return to the school year! We are committed as always to providing the best high-quality childcare for your children. We will continue to bring joy, inquiry, and healthy challenges to your children as well as supporting calm spaces that are conducive to growth and safety.

Please read this document carefully, review our health screening intake sheet and sign the form at the end stating you have read and agree to these policies – and of course, please contact us with any questions.

Plans for a healthy school environment in the time of COVID-19

While continued vaccination is helping to keep overall COVID-19 case counts down, the upswing in cases of variants of the virus—here and across the globe—is an important reminder to stay diligent in our safety practices. The following procedures and practices are designed to keep you, your family, our staff, and our community, as safe as possible. They have been developed based on Federal CDC Guidelines, Maine

CDC Guidelines, and American Academy of Pediatrics and NAEYC standards. Attention to each practice is critical to maintaining a strong and healthy environment for our families. Circumstances may change, so this document will be reviewed and modified as regularly as necessary to keep pace with emerging recommendations and studies. Please spend time reading each new iteration to ensure compliance and understanding and help support the safety of our school.

SCREENING:

- Each staff person and child will be screened through daily health checks upon arrival.
- Parents are required to complete the **5 screening questions** via the school App
- Parents must take their child's temperature at home prior to arrival each day.
- Staff will greet you outside or at your designated drop off area each morning.

1. Does your child have any of the following symptoms of COVID-19?

- Fever (body temperature above 100.4°Fahrenheit) or chills,
- Cough,
- Shortness of breath or difficulty breathing,
- Fatigue, Muscle, or body aches,
- Headache,
- New loss of taste or smell,
- Sore throat,
- Congestion or runny nose (in conjunction with other symptoms),
- Nausea or vomiting, or Diarrhea

2. Has your child or anyone in the household traveled outside the country in the past month?

- **We** encourage anyone traveling to make safe decisions when interacting with individuals outside of your immediate household or making plans with those outside of your household. We encourage families to follow [CDC Travel guidance](#).
- As of May 1, 2021, all states are exempt. Maine moved to an "all states exempt unless specified" model. This means that domestic travelers coming to or returning to Maine are not required to quarantine or show proof of a negative test unless coming from a non-exempt state.
- **For people fully vaccinated (at least 14 days past their final COVID-19 dose) who arrive in Maine:**
 - Quarantine is not required unless you are experiencing symptoms.

- Testing is recommended 3-5 days after arrival in the US.
- If the COVID-19 test is positive, [isolate](#).
- For all people **not fully vaccinated** and arrive in Maine within 7 days of entering the United States:
 - For requirements to enter the US from international travel, see these [US CDC guidelines](#).
 - Quarantine for 7 days from arrival in the US AND get a COVID-19 molecular or antigen test 3-5 days after arrival in the US.
 - If the COVID-19 test is positive, [isolate](#).
 - Even if the COVID-19 test is negative, complete the 7-day quarantine after travel.
 - If individuals arriving from international travel do not get a COVID-19 test after their arrival, they should quarantine for 10 days after their arrival in the US.
 - Avoid being around anyone who is at increased risk of severe COVID-19 illness for 14 days following arrival in the US, regardless of COVID-19 test results.

3. Has your child come into contact with anyone who has tested positive with COVID-19?

4. Is anyone in your child's household experiencing signs of illness or waiting for COVID-19 test results?

5. Please report your child's temperature today.

- Questionnaires will be maintained in accordance with State requirements and guidelines and is subject to change.
- Staff and children are required to stay home if they show symptoms of illness. Guidelines on return to school after symptoms end are provided below.

HEALTHY PRACTICES:

- Children and staff will wash hands for at least 20 seconds with warm soapy water and will cover coughs and sneezes. Hand washing will occur upon arriving at the Preschool, after breaks, before and after preparing food/bottles, before and after eating, handling food, or feeding children, before and after administering medication or medical ointment, before diapering, after toileting/diapering, after coming in contact with bodily fluid, after playing outdoors, after handling garbage, after cleaning.

- The Maine Department of Health and Human Services recommends the following for mask wearing in childcare:
 - o No child under the age of 2 should be wearing a cloth face covering
 - o If a parent would like their child to wear a cloth face covering in childcare they should be allowed to do so if they are at least 2 years old.
 - o Staff will wear masks both inside and outside.
- Staff have been trained on proper mask management. Staff will continue to be provided with up to date information and training on an ongoing basis.
- GFP has secured all necessary supplies to support healthy hygiene behaviors and will provide ample soap, hand sanitizers with at least 60% alcohol, masks, gloves, and paper goods.

INCREASED CLEANING:

- Staff will clean, sanitize, and disinfect "high touch" surfaces such as door handles, countertops, railings etc. throughout the day.
- GFP staff will clean diaper areas, tabletops, and other surfaces prior to and/or after use. All disinfection will be conducted with EPA approved disinfectant for SARS-CoV-2 and used in a manner that ensures that the appropriate contact time is achieved before touch or use.
- GFP staff will clean toys that children use during the day with warm soapy water and then a disinfectant solution. Attention will be paid to highly used toys and toys that are mouthed. All toys will be washed frequently and rotated through the day so that there is a selection of clean toys available all the time.
- The playground equipment and toys will be washed and disinfected after each group plays as well as at the end of each day.
- The Goldman Family Preschool will limit the use of the HVAC system and windows will be open as much as possible. Fans may be used for cooling and to support air flow within rooms.

SOCIAL DISTANCING:

GFP will continue to limit the adults in the school wing to those caring for children and overseeing the Preschool's operations. Nursing parents and drop off/pick up for children in the infant room and one's room may be the exception in order to meet the needs of separation.

- Children will stay in their designated pod group play spaces and in their rooms; Teachers will minimize mixing of larger pod groups whenever possible. Infant through toddler ages and Nursery and PreK may operate as a cohort in order to maximize staffing, coverage of teacher breaks and planning time, and during early care and aftercare in accordance with ratios whenever needed.
- Nap bedding will be arranged in head-to-toe positioning to six feet apart when possible.
- Meals:
 - Children will be seated at tables with as much distance as possible between them.
 - Staff will continue to help children with their lunches and sit with them at lunch.
- Staff will continue to snuggle, cuddle, and comfort children throughout the day, keeping in mind best practices to prevent the spread of illness.

MANAGEMENT OF BELONGINGS:

- Each child's belongings will be kept separately in individual bags or back packs in their cubbies, including extra clothing and napping materials. Each child's items must fit in the closed bag.
- Staff will minimize exposure to high-touch materials and will clean and disinfect shared items between use.
- Children may bring, a crib sheet, blanket, and small pillow for naptime.
- Children's lunch boxes should contain an ice pack to keep food cold for the day. Food kept lunch boxes should be easy to serve with the minimum amount of

assistance during the meals. We will microwave food if necessary; please make sure food is in a glass container.

- We ask parents to wipe down and wash lunchboxes regularly.

REVISED HEALTH PRACTICES:

Together with our families, GFP is committed to taking extra precautions during this time. We are not able to provide care for mildly ill children, and we ask for your partnership in remaining vigilant and not to send ill children to school. If your child exhibits illness of any kind while in the program, you will be notified and be expected to pick your child up within a half an hour. Please note the following modifications to our illness-related exclusion guidelines:

- Children with elevated temperatures over 100.4 degrees axillary will be sent home for 24 hours. They may return after the 24 hours and their temperature has returned to normal without fever reducing medication like Advil, Tylenol, etc. regardless of the cause of the fever.
- If a child has diarrhea, they will not be able to return to the program until the diarrhea has ceased for the past 24 hours and solid food is eaten so that stools are appearing more normal.
- If a child is vomiting, they will not be able to return to the program until the vomiting has ceased for 24 hours and appetite has returned. Pediatricians are helpful in diagnosing and managing exclusion for other GI illnesses.
- Children may not arrive at the Goldman Family Preschool having taken any pain killers or fever reducing medication such as Advil or Tylenol. If a child is teething, they must arrive at the Preschool without a fever and without pain killers or fever reducing medication.
- Children with coughs, running noses, shortness of breath, wheezing will not be able to participate in the program without a doctor's note explaining that symptoms have been assessed and are not COVID related.

MANAGING A COVID-19 ILLNESS IN OUR SCHOOL COMMUNITY:

- If a child exhibits symptoms of illness during the day, they will immediately be isolated in a designated room with a staff person, and we will contact their parents to come pick them up.
- In the event a person diagnosed with COVID-19 is determined to have been in the building we will notify local health officials immediately and we will consult our health consultant and may close for anywhere from a few days to 14 days based on their recommendations.
- If someone in your household is being tested for COVID-19 symptoms, anyone in close contact with that person is required to quarantine for 48 hours or until test results come back. If test results are positive, follow State guidelines to continue to quarantine for 14 days. If the results are negative, then consider the exclusion guidelines for the Goldman Family Preschool.
- All children and staff in the group that has come in contact with any infected person must follow the State Preschool health guidelines for exposure to an ill person suspected to have COVID-19 (stay home, self-monitor for symptoms, and check in with a physician if symptoms develop). They will not be cleared to return until they have met the CDC criteria to discontinue home isolation.
- Anyone diagnosed with COVID-19 must self-isolate until they have experienced 3 days without a fever and other symptoms have improved, and at least 10 days have passed since symptoms first appeared.
- GFP will continue to communicate with parents about health and illness as usual using established processes that have been effective for years. You will be notified if there are any communicable illnesses including COVID- 19.

Acknowledgment of Infection Control/COVID19 Policy

Our priority at the JCA Goldman Family Preschool Summer Program is to ensure the safety of the children and staff every day. We have created new procedures to achieve this goal, but we will not be successful without your help! The JCA is following all communicable disease guidelines set forth by the Maine Department of Social Services, state licensing, state and local health departments and the CDC. We understand that we must do our part to keep your children safe.

In order to provide care for your child during this time, we are asking each of our families to acknowledge and agree to the following procedures. We only need 1 form per family. This form must be turned into the school office no later than August 27, 2021, for your child to be admitted to our program for the August 30, 2021 start date of school.

Parent/Caregivers Name: _____

Name of Child or Children: _____

I agree to be aware of my child's health. If my child(ren) or any person within my household show any of the following symptoms, I agree to keep them home.

- Fever over 100.4
- Shortness of breath
- Racing heartbeat
- Gastro-intestinal issues
- Mild respiratory illness/ issue
- New cough of any kind
- Muscle aches
- Rash
- Lethargic, overly tired, unusually calm or quiet
- Cold-like symptoms

The JCA has created this **Infection Control/COVID 19 Policy** to minimize the potential spread of infection:

- I will wear a mask according to the state of Maine and CDC guidelines in all public spaces, including throughout drop off and pickup.
- I agree to only have my child in attendance if they are symptom free without the intervention of any medication.
- If my child or anyone living within my household has any of these symptoms, I understand that my child will not be allowed in attendance until 2 days after symptoms resolve without medical intervention.
- If my child or anyone living within my household travels domestically or internationally, I understand that I must notify the school and follow the state of [Maine requirements](#) which may involve having to quarantine or test before my child can rejoin the Goldman Family Preschool.
- I agree to notify the school office of any conditions or changes in my child's health status.
- I agree to inform the Early Childhood Administration if my child tests (or has tested) positive for Covid 19 so that they can take necessary mandated steps related to reporting to the state of Maine.

I certify and acknowledge that I have read and understand the Infection Control/Covid 19 Policy and agree to the terms listed above.

Signature: _____

Print Name: _____ Date: _____