

Parent Handbook

2020-2021 School Year



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1. PHILOSOPHY OF TEMPLE SOLEL EARLY CHILDHOOD CENTER

We provide a nurturing, stimulating, and safe environment in which our children can grow socially, emotionally, cognitively, physically, and spiritually every day. Within a framework rich in Jewish values, we strive to nurture, guide, and encourage each child according to his or her stage of development and individual learning style. We adhere

to an integrated and hands-on approach aimed at building self-esteem, fostering creative expression, and creating a lifelong love of learning.

2. PROGRAM DESCRIPTION AND OBJECTIVES

Providing for the total well being of each child, our Early Childhood Center creates a loving, nurturing environment, nourishing a natural transition from the home to the outside world. We stimulate our children's curiosity through appealing to the senses, instilling the confidence to attempt challenges and awakening a lifetime love of learning in a Jewish environment. We support best practices that suggest children learn best through play. Children need ample time to grow through each stage of development and learn through exploration and hands-on experiences. Throughout the year we work toward achieving the following goals:

- To promote a love of learning and meet the developmental needs of children in a safe, healthy, nurturing and enriching environment,
- To help children become independent, self-confident and curious learners who can work well with others.
- To create an atmosphere where children can grow and develop at their own rate in an environment that supports the development of a positive self-concept and competence.
- To provide a wonderful first school experience that will frame all the child's future school experiences in a positive way.
- To encourage a love of Judaism and introduce and enhance Jewish customs, holiday celebrations, Jewish values, prayer and Hebrew vocabulary related to daily preschool activities.
- To create a developmentally appropriate environment that incorporates emergent curriculum from the child's ideas and interests with teacher- planned and purposeful learning opportunities.
- To provide for the total well being of each child in a fun and loving child-centered environment.
- To enhance the child's self esteem and provide the child with the tools to develop positive social relationships and problem-solving strategies.

To help us meet our goals, we have adopted well-respected, developmentally appropriate curriculum guides based on the latest research and understanding of how young children learn: The Creative Curriculum for Preschool, Fourth Edition, by Diane

Trister Dodge, Laura Colker and Cate Heroman, The Letter People and Jewish Every Day by Maxine Segal Handelman. Our Kindergarten program uses McGraw Hill Reading Wonders and Everyday Mathematics. In addition, to ensure that our program meets the current California State Standards for Kindergarten Readiness, we have also incorporated the Prekindergarten Learning and Development Guidelines published by the California Department of Education.

In addition, our students may participate in a variety of gross motor, music, Judaic, and other special activities each week including Playball, P.E. with Mr. Ben, Havdalah and Music with Craig, and Shabbat with Cantor Tiep.

CLASSES OFFERED:

Toddlers

Two Year Olds

Three Year Olds

Pre-K

Five Year Olds

STAFF:STUDENT RATIOS

In order to provide the best care possible for your child, we aim to keep our staff:student ratios low. We self-limit so our ratios are lower than state requirements.

6 weeks - 18 months 2 teachers:7 students
18-30 months 2 teachers:12 students
30 months - 6 years 2 teachers: 16 students

DAILY SCHEDULE

9am - 1pm

8:30am - 3:30pm

WEEKLY SCHEDULE OPTIONS

Toddlers (18 - 30 months)

5 days

3 days (MWF)

Twos/Threes

5 days

3 days (MWF)

Pre-K/Five Year Olds

5 days only

3. ADMISSION POLICIES AND PROCEDURES

Children will be accepted for enrollment in the Temple Solel Early Childhood Center on a first come, first served basis, with priority registration for returning students and their siblings, and then for members of Temple Solel. A waiting list will be maintained when classes reach capacity. Admission is open to all children regardless of gender, color, creed, race, religion or ethnic origin. The Center serves children from the ages of 18 mos. to six years.

All enrolled students must be fully immunized according to Department of Public Health requirements or have a medical exemption form signed by a physician.

4. TUITION PAYMENT POLICIES

Please see your online registration form for payment plan and method options.

1. Enrollment in Temple Solel Early Childhood Center is for the entire school year.
2. Temple Solel Early Childhood Center does not adjust tuition for children who are sick, away on holidays, or leave school for an extended time period. If you choose to leave the school during the year, you will be billed through the end of the month in which you give notice.
3. Should you enroll after the start of school, you will be required to pay the first month's tuition and prepay the following month to ensure that your payment is not late for that next month. Anyone enrolling on or after March 1, 2021 will be required to pay the remaining school tuition in full.
4. There will be a late fee of \$35 for any payment made after the designated due dates.
5. There will be a handling fee of \$50 for any check or credit card/debit card not honored due to insufficient funds or an account being closed.

6. As a general policy, Temple Solel does not provide refunds. If your child does not conform to the rules of the school or if Temple Solel is not deemed to be an appropriate fit as determined by the Early Childhood Center staff, the school will refund paid tuition for the unattended portion of the school year. However, security fees are non-refundable.
7. Should the school incur attorney fees, court costs, or other expenses in collecting the balance due, I, the enrolled child's Parent or Guardian, shall agree to pay all such costs forthwith, and that the same shall be considered as additional fees due. Deposits, fees, and expenses shall be paid in full within 10 days of invoice date.
8. For a child who is currently enrolled in the school, the school will not accept the enrollment for the 2020/2021 school year if the tuition for the previous school year has not been paid in full.
9. There will be no fee assessed for the first class schedule change and payment option change. After the first change, a \$50 fee will be assessed for each additional change.
10. If you are planning on joining the Temple, we request that you complete the Temple membership application now and turn it in with the ECC paperwork.
11. Temple Solel membership is required to receive financial aid. Families applying for financial aid may accept either the multiple child tuition discount OR financial aid, but not both.
12. For those enrolling multiple children, registration monetary adjustments for siblings will be made on monthly statements after registering your children.
13. In the event of a COVID-19 related closure to the extent that a classroom, or the entire school, is closed, you will receive a prorated tuition refund.
14. This contract is not binding on the school until executed by an appropriate school official.

5. FINANCIAL ASSISTANCE

We have a very limited amount of funds available for financial assistance for the school year only. Financial assistance is not available for camps. In order to be considered for financial assistance you must be a Temple Solel member. You must re-apply every year. Please contact the ECC Office if you are interested in applying for financial aid. The process is confidential.

6. WITHDRAWALS

Families wishing to withdraw from the program are required to furnish 30 days written notice whenever possible. We reserve the right to ask a parent to withdraw their child from the program if, after sincere effort and a reasonable length of time, the staff concludes that the program is unable to meet the needs of the child, or if the child is unable to adjust to the program. This policy is necessary to protect the health and well being of all children in the program, and to enable us to provide an environment free from safety hazards or excessive disruption. In the rare instance of such a case, parents will be given notice whenever possible, and any remaining tuition will be refunded.

Examples of situations which may cause the need for a child to be withdrawn from the program:

1. Aggression, which does not cease after a reasonable period of time despite teacher's efforts to redirect the behaviors, e.g.: hitting, biting, scratching, pinching, and kicking;
2. Verbal abuse and inappropriate interaction towards other children or staff, e.g.: taunting, teasing, cursing, and threatening;
3. Inability to adjust to school routines and schedules, or to follow directions to an extent that the functioning of the class is disrupted; and/or
4. Behaviors, which endanger the child to himself/herself, or unwillingness to follow the safety rules or the school.

In the event that any of the above situations occur, we will work together as a team with the ECC Director, teachers, and parents to establish a systematic procedure of timely intervention, including a timeline. You may be asked to pick up your child. It is imperative you have a back-up person in case you are unavailable.

Procedure for Implementing a Plan of Intervention:

1. Teacher intervenes with child. Teacher works with child using positive techniques in an attempt to guide and redirect the behavior.
2. Teacher conferences with parent to inform parent of the situation and identify the steps taken to redirect the behavior, so that both parents and teacher can work cooperatively to support resolution of the problem.
3. Director/Teacher conference with parent. If the child is not responding to the intervention program established by the parent and teacher, a director conference with parent and teacher may be required in a continuing effort to resolve the situation. A further plan of intervention or alternative method may be suggested to support the situation. The director may request that the parent consult with a

professional expert if further intervention is needed. A clear and definitive time period will be established in which the problem needs to be resolved.

4. Request for withdrawal. If, after continued reasonable effort, or if the parents are unwilling to comply with, or support the plan of intervention, the school reserves the right to request the withdrawal of the child.

Note: Steps 1-4 may need to be taken simultaneously only if the immediate safety or health of the children is jeopardized. In every instance, the Center staff will work with a sincere and dedicated effort to resolve any problems and to work with each family individually. It is only when any of these situations have become extreme, posing a risk to the child involved or other children, or the parent is unwilling to work with the Temple Solel Early Childhood Center to achieve resolution, that the last resort will be called upon.

The ECC Director may request the child's withdrawal from the program if the parents are unwilling to cooperate with the procedures and policies of the program, as outlined in this Parent Handbook.

7. ECC STAFF

Our teachers and staff are carefully selected for their dedication to the needs of the young child, for their educational expertise and for their experience. These dedicated and caring professionals follow an enriching and seamlessly integrated secular and Judaic program. Each staff member is required to be thoroughly vetted and complete a Live Scan (which includes clearance from the FBI, DOJ, and Child Abuse Central Index) and first aid and CPR certification as well as Mandated Reporter training and annual professional learning.

8. SEPARATION SUGGESTIONS

We are sensitive to those of our children and families who are experiencing their first separation. We have lots of experience helping children transition to preschool. We know that separation is a process and does not happen overnight. The following strategies help you and your children prepare for early experiences with separation:

- Role-play the day with your child. Talk about all of the fun learning activities that he/she will participate in at school. Talk about the fact that you will leave, but you will come back.

- Practice brief “goodbyes” and “hellos”, which help to affirm your child’s trust that you are coming back when you said you would.
- Let your child know that you trust the ECC staff members and know that he/she will have a wonderful day with them. This sends a message that it is ok to have fun at school.
- Practice separation games and playful activities that support positive separation. Ex. Tell your child when you are leaving the room or house and tell them you will be back.
- Read stories or sing songs that address separation and reunion.
- “_____ (mommy/daddy/grandma/etc.) always comes back to get you” is a very helpful reminder to use as a mantra.
- Be consistent and patient. For some students, separation is a seamless process. For others, it takes several weeks or months.
- Participate in our Back to School Events and meetings to familiarize your child with the facility and staff.

Transitional Objects:

To help your child feel comfortable at school, he/she may bring a transitional object that stays at school. A family picture is also a source of comfort.

Other Items from Home:

Since we have many curriculum materials and toys for the children to use at school, we request that your children leave their personal toys, other than transitional items, at home.

Play guns, weapons, and toys that make loud noises should not be sent to school, as these types of toys can be distracting; if they do make their way to school, they will be stored in the office until the end of the day, at which time parents may pick them up.

9. REDIRECTING CHILDREN'S BEHAVIOR

We employ a philosophy of Positive Discipline which respects the dignity of the child and which best can be described as loving guidance. Guidance is employed as a positive teaching tool and not as a punitive measure.

Classroom rules and guidelines created at our school are developed along age appropriate expectations and are designed to help children know what is expected of them, to interact more successfully with others and to deal with conflict. The following are simple “rules” intended to help children know what is expected of them:

- Keep yourself safe.
- Keep your friends safe.
- Keep your environment safe.

Our guidance approach is individually geared to the needs of each child and each situation. As our environment is designed to minimize the opportunity for behavior problems, our approach is pro-active from the onset. Beyond this, situations which do occur are regarded as teaching opportunities, as we consciously help children find positive ways to solve their problems. By role modeling and providing children with the strategies and verbal tools for positive conflict resolution, we are preparing children for lifelong positive interactions.

There are rare cases when a child’s behavior is beyond the scope of developmentally appropriate behaviors or poses a safety risk to him/herself or others. These situations will be addressed on a case by case basis with the ECC Director and may require an intervention plan and/or disenrollment.

10. SPECIAL NEEDS

Please alert the ECC Director and your child’s teacher of any special needs that your child may have. If your child has a specific diagnosis or an IEP and requires any therapies or educational modifications, we ask that you inform the school so that we can support you and your child.

Research shows that early intervention is vitally important when it comes to diagnosis and intervention of developmental delays and behavior disorders. In an effort to provide the best care and guidance for all of our students, our staff members may notice signs and symptoms and suggest that you have your child evaluated by a developmental pediatrician, speech pathologist, or other professional. *Note: We are not diagnosticians and do not employ a child development specialist on staff, however we can make recommendations of local providers.

We aim to support each child's educational journey and will work in partnership with any outside specialists you have contracted with to provide supports and services for your child. Specialists are welcome to work with your child on our campus, provided they have passed a Live Scan and met other compliance requirements as determined by the ECC Director.

11. YOUR CHILD'S HEALTH

Your child must be well enough to take part in the daily class schedule. Each teacher will visually check children every day. If a child does not look well enough to participate, parents will be asked not to have their child in school that day. Please keep sick children home for their sake and the health of all our children.

Contagious Illnesses:

If your child develops a communicable disease, state regulations require that you notify the school as soon as possible. For example, please notify the school if your child has measles, rubella, chicken pox, fifth disease (slap cheek), ringworm, scabies, head lice, impetigo, strep throat, conjunctivitis, or any other contagious illness.

Important:

Your child may not attend school if he or she:

- Has a fever or has had a fever within the last 24 hours
- Is in the early stage of a cold (runny nose, sneezing, coughing)
- Has heavy nasal discharge or green or yellow nasal discharge
- Has a constant cough
- Is acting unusually irritable
- Has symptoms of a communicable disease (may include sore throat, headache, pain plus fever) or
- Has an active lice infestation. A child needs to be fully treated and checked by the ECC office before reentering the classroom.
- Has had vomiting or diarrhea within the past 24 hours. A child needs to have been symptom free for 24 hours before returning to school.

Returning to School:

If a child has symptoms on the CDC list of COVID-19 symptoms, that child must follow the San Diego County Order of the Health Officer to determine when to return to school. For all other symptoms/illness, a child needs to have been *symptom free for 24 hours* before returning to school. We must insist on parent cooperation in this matter.

Sick children belong at home, not at school, for their own welfare as well as for the protection of the other children enrolled in school.

If your child develops symptoms of illness during the day, you will be contacted to pick up your child. If you cannot be reached, names on your Emergency List will be called. Please remember to keep your emergency information up to date.

*Please see COVID specific policies in the Temple Solel Reopening Handbook.

12. ACCIDENTS OR INJURIES

We do take every precaution to ensure the safety and well being of the students in our care, but accidents and injuries do occur on occasion. First aid will be administered immediately by a staff member. In case of accidental injury requiring the aid of a physician or paramedic, the Center will immediately attempt to contact a parent. If we are unable to reach a parent, other authorized persons listed on child's Medical/Emergency form will be contacted.

It is essential to keep all information current and up-to-date. Please inform the center of all changes immediately.

You will receive an "ouch report" and/or "incident report" with the details of any accident or injury that happens at school.

13. SECURITY

We take your child's safety and security very seriously. Our campus is kept locked at all times and security personnel is present during all hours of operation. All visitors must make prior arrangements with the ECC staff and be screened before entering campus.

14. EMERGENCY PROCEDURES

We practice regular evacuation, earthquake, lockdown, and safety drills per licensing regulations. Any time the students leave the classroom, the teacher will bring an orange "go bag" equipped with a first aid kit, any necessary medications for children who require them, and an emergency roster. If we need to leave campus for any reason, you will be notified immediately with details about next steps.

15. MEDICATION

Please notify your child's teacher if he/she is taking any medication. Allergy or asthma meds, pain relievers/fever reducers, etc. can often contribute to a change in a child's demeanor.

Temple Solel ECC will only administer emergency medications at school. State regulations require the following procedure before any medication can be given to your child by school personnel:

1. A written request signed by a parent giving permission to school personnel to administer medication as prescribed.
2. Child's name, method, dosage, schedule and name of the medication must be on file. This must be on the Rx label of the medication.

16. ALLERGIES

Please fill out Allergy IMS forms that were in your packet with your physician, and the notify the Center of any allergies, particularly food allergies, since food is served at school. Due to a high incidence of allergies, Temple Solel ECC strives to be a Nut Free environment. If your child uses an Epi-pen please bring in TWO LABELED EPIPENS WITH YOUR CHILD'S NAME. Epi-pen Jr. typically requires two doses.

17. GENERAL SCHOOL INFORMATION

EXTENDED CARE POLICIES AND PROCEDURES

School schedule options are either 9am-1pm or 8:30am-3:30pm. Drop-ins for additional days/hours must be reserved in advance with the ECC Office.

It is essential to adhere to scheduled drop-off and pick up times. We reserve the right to charge a late fee of \$10.00 per minute if a child is picked up after closing time (3:30pm).

ARRIVALS AND DEPARTURES

Mornings (8:30 am or 9:00 am). We encourage parents to respect the starting time of the day. Young children benefit from consistent routines and being present for the start of the day helps us create a smooth and gentle transition from home to school.

Afternoon (1:00 pm or 3:30pm). Similarly, we encourage your prompt arrival at the end of the day. Your child is excited to see you at the end of the day, and any unexpected delay can cause moments of upset. Late pick ups will be charged a Yeladim fee after children's scheduled classes have ended.

PETS ON CAMPUS

To ensure the safety of our children, staff and visitors, there are absolutely no dogs allowed on campus, with the only exception being service dogs. If you must bring your dog to school in your car, please leave it in your car (with the windows cracked for ventilation, of course).

CELL PHONES

To ensure your child and staff have your full attention please have your cell phone put away once you enter the ECC classroom gate. We ask that if you need to reach a Solel ECC staff member during school hours, please call the ECC Office at (760)944-1285.

SIGN IN AND SIGN OUT PROCEDURES

We are required by State regulations to have a legal transfer of responsibility for your child from home to school on arrival, and from the school back to the parent, guardian or designated responsible adult on departure. You are required to sign your child in on our daily attendance sheet on arrival, and to sign your child out on the daily attendance sheet on departure.

A full legal (and legible) signature is required by law - initials are not acceptable. Please note any unusual pick-up arrangements (different time, different person) on the sign-in sheets and be sure to tell one of the ECC Office staff members. Also, if someone who is not on the authorized list filed in the office will be picking up your child, please add their name to this list and leave written communication for the teachers. For your child's safety, any new person picking up your child will be asked for identification.

Staff members may not sign a child out for a parent who is running late.

LUNCH/SNACK

Please send lunch for your child each day in disposable bags or containers. Lunches will be refrigerated. Snack will be provided daily by the ECC. Nutritious foods selected from at least 2 food groups are served as snacks.

Please note: Out of respect for those who observe Kashrut (Jewish dietary tradition) the school observes the policy of DAIRY LUNCHES - i.e. No meat or poultry products. Fish (e.g.tuna) products are allowed (NO SHELLFISH) as these are considered pareve (neither milk nor meat).

For school activities or functions, we ask that all items are store-bought only. Please take care in checking ingredients on purchased items so NO LARD or processed sugar or high fructose is included.

We ask that lunches also reflect a nutritious selection so we may work together to encourage the development of good eating habits.

As the health and safety of each child is our number one concern, we also request that all lunches and special snacks be NUT FREE. This includes peanuts and tree nuts (almonds, cashews, pine nuts, etc.)

BIRTHDAY CELEBRATIONS

We enjoy celebrating children's birthdays at school. The preschool has established an all-school policy regarding birthday celebrations.

If you would like to send special treats for the class, please check with your child's teacher regarding any allergy restrictions for the classroom so that we can include all children. ALL TREATS MUST BE STORE BOUGHT AND INDIVIDUALLY PACKAGED. Please consider sending mini muffins (ie. Banana, zucchini), fruit popsicles, fruit kabobs, fresh fruit cups, vegetables, bagels or any foods of nutritional value, which your child enjoys. If you must send in baked goods, we ask that you send mini cupcakes/cookies/donuts. Please avoid sugary over-sized treats as well as any items with nuts.

Each teacher has established birthday celebrations most appropriate for the age of his/her class. Please do not send in expensive party favors or decorations.

Birthday Parties Outside of School:

During COVID, birthday parties or gatherings of any kind are strongly discouraged. We encourage you to utilize Zoom or a drive-by celebration as an option. We encourage you to invite the entire class in the interest of sensitivity and avoiding hurt feelings.

BIRTHDAY BOOKS

As an ongoing reminder of your child's special day, parents are encouraged to donate a book or other item to the class or Temple Solel library in honor of their child's birthday. This is a way to teach children the pleasure in giving as well as receiving. Our program benefits greatly from such donations.

CLOTHING

Please dress your child in comfortable play clothes. Children come to school to play with sand, water, paint, etc. Children must wear safe, well-fitting, shoes with rubber soles to protect them when running and climbing on the playground. We strongly suggest close-toed shoes with secure back straps for safe play.

EXTRA CLOTHING

It is essential that children have TWO EXTRA SETS of clothes at school at all times. Please label each item with your child's name and place in a labeled bag to be stored in his/her cubby.

RECOMMENDED ITEMS:

- 2 pair of shorts/pants
- 2 shirts
- 2 pairs of socks and underpants
- 1 sweater or jacket (for unexpected changes in the weather)
- 1 pair of shoes

SUNSCREEN

Please apply sunscreen to your own child before coming to school. Sunscreen cannot be reapplied during the day by our staff. We suggest that you send a hat for outdoor play.

COMMUNICATION

Regular newsletters from our ECC and your child's teacher will keep you informed of classroom activities, school-wide activities and special events. Please be sure to read

the newsletter, as important information will be included in it! You will also receive an invitation to our private classroom Shutterfly pages where teachers will post pictures and important information. Please “like” our Temple Solel ECC Facebook page and join our private Parent Association: Temple Solel ECC group.

We invite you to be in regular communication with us via phone, email, and social media. Please keep us informed of any changes to your child’s routine, travel plans, custody situations, illnesses, etc. so that we may support your child through times of transition.

If you have a lengthy or private issue to discuss with your child’s teacher, please make an appointment so that we can focus our attention on you.

HOLIDAYS

Please remember that we are a Jewish Preschool, and we do not observe Halloween, Christmas, St. Valentine’s Day, St. Patrick’s Day, or Easter. We ask that you respect this policy and refrain from bringing in holiday related treats, etc.

ABSENCES

We ask that you let the ECC Office know if your child will be absent or tardy, or if he/she has been exposed to or has contracted a communicable illness. Each child’s presence is missed when absent and an explanation for the rest of the children in the program helps to set their minds at ease.

CONFERENCES

Conferences between teachers and parents will be set up by appointment for all programs twice a year. They are designed to allow parents and teachers the opportunity to discuss each child’s individual progress with regard to developmental stages, involvement in school, and observed behaviors. The conferences also provide an excellent opportunity for discussion of parental questions, comments and concerns.

In addition, to better understand and meet your child’s needs, if there are any important events or developments in your child’s life outside of school, please feel free to share this information with us. We, in turn, will share any significant events that we observe about your child during his or her day. Lastly, please do not hesitate to schedule an appointment with your child’s teacher and/or director at any time throughout the year.

PARENT ASSOCIATION & ROOM PARENTS

Each classroom will have one or two room parent volunteer/s that help the teachers with classroom responsibilities such as: organizing classroom projects; distributing emails and letters; helping with Scholastic book orders and collections; planning for teacher appreciation times and gifts; and if interested, helping with the implementation of our annual fund-raising event. The room parents are part of our Parent Association, which supports our ECC with community building, fundraising, and teacher appreciation efforts. We invite you to share your input and talents with us at our monthly meetings. We will utilize Zoom as a meeting platform while we cannot gather in person.

SCHOOL CALENDAR

Please see the Temple Solel Early Childhood Calendar enclosed in your Back to School packet. We follow the school year calendar and Jewish holiday calendar. Please refer to our calendar when planning for your child's school weeks throughout the year. This calendar is also available in the ECC front office and on our website.

DIAPER CHANGING/POTTY TRAINING

Teachers will change diapers on a regular schedule and when children are soiled or wet. We use gloves and follow sanitizing guidelines in order to ensure that your child's health and safety are top priority.

We ask that you send in plenty of diapers labeled with your child's first and last name. We provide fragrance-free sensitive baby wipes for everyone. If you would like your own wipes to be used, please let your child's teacher know.

Potty training is a developmental skill and we believe in following the child's lead in this milestone. Signs that your child is ready for potty training include showing interest in using the potty, asking to be changed, having dry diapers for hours at a time, and verbalizing when he/she has to go potty.

Once your child is ready for potty training, we ask that you initiate the process at home and only send your child to school in underwear when he/she has had some success in staying clean and dry at home. Please send several changes of clothes (complete with socks and shoes) to school for the potty training process.

We have small toilets that are accessible from each classroom. Teachers will monitor a child's use of the toilet and help with wiping as needed while encouraging age appropriate independence.

BITING

Biting is a very common behavior among children birth to three years of age and is most often a form of expression or a response to a stressor. Biting can also occur due to teething, frustration, boredom, lack of language skills, etc. For many toddlers, biting is a normal phase of development that will pass. For other children, biting is a persistent and chronic problem.

In order to alleviate some of the triggers for biting, the ECC has many practices in place that are known to help prevent incidences of biting in small children.

- Quality relationships: Staff develops nurturing relationships with the children and gets to know each child individually.
- Environmental influences on child's behaviors: Children are given opportunities to play in both small and large groups; there is a variety of play and children are taught how to take turns and share toys.
- Targeted social-emotional supports: Children have a daily routine that they follow which consists of circle time, time to pursue their own interests, and snack time. Children learn early how to navigate classroom transitions in a way that helps them build confidence and alleviate stress. Staff talks with children about emotions/feelings through books as well as through other mediums and strategies such role playing and yoga to help children learn to calm themselves.

When Biting Occurs:

1. The biter is immediately removed with no emotion, using words such as "biting is not okay - it hurts." Tone of voice, body language, and facial expression all will clearly express disapproval. We will avoid any immediate response that reinforces the biting or calls attention to the biter. Caring attention will be focused on the child who was bitten and first aid will be administered.
2. The biter will temporarily be removed from the activity and will be talked to on a level which he/she can understand. "I can see that you want that truck, but I can't let you hurt him. We don't put our teeth on people. Teeth are only for chewing our food."

3. The child will be redirected to other work/play.
4. An Ouch Report will be written for the bitee and an Incident Report for the biter. Parents will receive one copy and the other will be kept in our files.
5. Classroom staff will confer with the director to review the context of the biting incident and make supervision or environmental changes if necessary.

If Biting Continues:

1. Classroom staff will meet with the director on a routine basis for advice, support and strategy planning.
2. Staff will chart every occurrence, including attempted bites, and indicate location, time, participants, behaviors, staff present, and circumstances.
3. When necessary additional staffing will be used to help in the classroom as an aide to:
 - Head off biting situations before they occur by redirecting behavior.
 - Teach non-biting responses to situations and reinforce appropriate behavior.
 - Adapt the program to better fit the individual child's needs.
 - Teach responses to potential biting situations: "No. Stop." or "That hurts!"
 - Act as a buddy in order to prevent biting from occurring by redirecting the child.
 - Staff will work together as partners with the parents of both biting children and frequent victims to keep all informed and develop a joint strategy for change.
 - Teachers will hold a conference with the parents of the biting child to develop a written plan of action. Schedule follow-up meetings or telephone conversations as needed.
 - We may ask that a child leave our program for the day if he/she has bitten more than 3 times in a school day, has drawn blood from another child, or is older than 3 years of age (beyond the developmentally appropriate biting phase). This can provide a behavioral "reset."

Biting Confidentiality:

In compliance with NAEYC confidentiality guidelines, the ECC staff will maintain complete confidentiality of all children involved when notifying parents that their child has been bitten or bit another child.

NAPPING

Children under 3 years of age will nap from 1:00 p.m. - 3:00 p.m. in one of our napping rooms, supervised by a teacher or aide, following our ratio requirements. Parents must provide a clean crib sheet and blanket for nap time. Nap linens will be sent home weekly, or when soiled, for laundering.

PHOTOS/VIDEO:

During the school year, the ECC staff will take photos/videos of the children during the normal course of their day for use in projects for school, to post on private Shutterfly pages, or for use in publicity materials. We will not use your child's image without your permission.

STUDENTS' RIGHTS

Parents will be informed of students' rights upon enrollment as contained in Section 101223 of Community Care Licensing Regulations. We pledge to uphold all students' rights as detailed.

RIGHTS OF THE LICENSING AGENCY

Rights of the Licensing Agency: Section 101200 (b) & (c) The Department or Licensing Agency shall have the authority to interview children, or staff, and to inspect and audit child or facility records without prior consent. The licensee shall make provisions for private interviews with any children or staff members. The Department has the authority to inspect, audit, and copy child or child care center records upon demand during normal business hours. Records may be removed for copying if necessary.

