



Parent Handbook 2017-2018

The Jack and Lee Rosen Jewish Community Center
Early Childhood Learning Center



Early Childhood Learning Center



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Philosophy, Mission and Goals

Thank you for choosing the JCC Early Childhood Learning Center. You've made a very important decision, one that will affect your child's outlook, adjustment and future success in and out of school. Our mission is to guide children in their development of social-emotional, academic, creative, cultural and physical skills so that they embrace a love for learning and gain confidence. The end result will be a child who meets the world head-on saying, "I can do it".

The goals of our Early Childhood Learning Center are to:

1. Provide for the health and safety of the children.
2. **Provide opportunities for social development. Recognize the child's need to get along with other children and adults, provide materials which encourage group activity, and help children to develop techniques which allow them to be accepted members of a group.**
3. Be challenging without being over-stimulating, permitting the child to go at his own pace and according to his own ability.
4. Provide opportunities for emotional growth; help the child gain independence. To help children express their feelings in acceptable ways.
5. Maintain an unhurried atmosphere where a child learns by doing and where the **value lies in "the joy of", rather than in the finished product.**
6. Provide plenty of time and materials for free spontaneous play, for creating with a variety of materials, and for investigating and experimenting.
7. Meet the nutritional needs of the child while he is in school and help him develop good health habits.
8. Maintain a calm, attractive, stimulating and motivating physical environment.
9. Provide for group and individual activities according to the needs, interests and potential of the children while recognizing the children who may have special needs and interests.
10. Provide opportunities for **parents to be involved in the child's school experiences.**
11. Provide experiences for families to enrich and enhance Jewish values, traditions and culture.
12. Strengthen and support the family.

The environment we provide is warm and loving, enriching, and developmentally appropriate. We strive to provide a program where children are learning every minute of the day. Join us...become involved in your child's future. We are delighted that you are a part of our "JCC Family". We look forward to a wonderful year working together.

Licensing and Accreditation

The Florida Department of Children and Families licenses the Early Childhood Learning Center. You have chosen an early childhood program for your child that follows the guidelines of a national accreditation program.

Early childhood programs that follow a national accreditation voluntarily undergo a comprehensive process of internal self-study, invited external professional review to verify compliance with the criteria for high quality early childhood programs, and have been found to be in compliance with the criteria.

This accreditation means lower staff-to-student ratios, more qualified teachers, less turnover, excellent parent-staff communication and a stimulating, developmentally-based curriculum.

Inclusion Policy

The JCC staff believes that our school should be a place where all children can have the opportunity to be successful. It is a time for children to learn new and exciting things, to make friendships, to try out their wings, and to learn to be a part of a group while retaining **their unique individuality**. In believing that every child has his or her own “special needs,” it has always been the policy of the JCC to be a school that includes all children.

When a child is having difficulty in the classroom, we will try to work together with parents, teachers, and school administrators to determine what is preventing the child from having an optimum experience. Then together, we will try to come up with an individual action plan **to meet the child’s needs**. Sometimes this will include asking the parents to set up an assessment of the child in such areas as speech and language development, a psychological assessment, or something as simple as a hearing test.

Occasionally it is determined that a child needs to be withdrawn from the Early Childhood Learning Center. This is only recommended after very careful observation of the child and ongoing meetings with the parents. One or more of the following conditions must be present **to suggest exclusion: the child’s behavior is harmful to himself or the other children in the program; we are unable to meet the individual needs of the child; or the child’s behavior is disruptive to the point of preventing the other children from learning**. This is done only after all reasonable options have been attempted. This decision is made with input from the classroom teachers, the parents, and the school administration.

Discipline

The JCC staff believes that camp/school should be a place where all children can have the opportunity to be successful. It is a time for children to learn new and exciting things, to make friendships, to try out their wings, and to learn to be a part of a group while retaining their unique individuality. In believing **that every child has his or her own “special needs,”** it has always been the policy of the JCC to be a camp/school that includes all children.

Occasionally it is determined that a child needs to be withdrawn from the Early Childhood Learning Center. This is only recommended after very careful observation of the child and ongoing meetings with the parents. One or more of the following conditions must be present to suggest **exclusion: the child’s behavior is harmful to himself or the other children in the program; we are unable to meet the individual needs of the child; or the child’s behavior is disruptive to the point of preventing the other children from learning.** This is done only after all reasonable options have been attempted. This decision is made with input from the classroom teachers, the parents, and the school administration. We will also attempt to assist parents in finding more suitable learning arrangements for their child.

It is our policy to use conscious discipline, and positive reinforcement whenever possible in eliciting proper behavior. It is our belief that one of the most important things that children learn in Early Childhood is how to get their needs met in socially acceptable ways. Therefore, a child needs patient, loving adults to model the appropriate negotiation and problem-solving skills for them to become successful and non-violent members of a group. Corporal punishment, yelling and humiliating tactics are never permitted. Parents will be notified of any problems to ensure that we work together to help our students. Behavior that is either dangerous or disruptive to the teaching atmosphere cannot be permitted. The school does reserve the right to require parents to pick up any child who is unruly.

For more information on Conscious Discipline by Becky Bailey please visit www.consciousdiscipline.com

Biting and Young Children

In children under three years of age, biting is often an expected response. Young children bite others for various reasons. They do not have a good enough command of language to get their needs met and unfortunately, biting often accomplishes their goal. Biting will get **another child’s arm out of their face, will get a buddy to drop a dearly desired toy, or will let another know the depth of their anger.** Children often bite because their territory has been invaded and they see this as a threat. Biting a child who is in close proximity will get the offending child to quickly move away. Young children learn through their senses, which include their sense of taste. Often children will bite to learn more about their world and the people in it. Teething children also will bite frequently to soothe their gums.

Biting is quick and is rarely premeditated. It happens in the blink of an eye. Biting is also considered to be contagious. When a child is bitten, that child will often imitate the behavior and bite another child. In children under three years of age, biting is considered to be developmentally typical behavior. After three, it is considered a discipline problem and is handled in a different manner. However old the child is, biting is a very upsetting incident for the biter, the victim and the families of both children. While we know the causes of biting and that it is normal in young children, we do take the situation very seriously.

When a young child bites another, we offer comfort, wash the area with soapy water and apply ice. We also give the victim the words to use should this type of incident occur again. **We tell the child to say, “ouch, don’t bite!” in a loud voice. Next we take the biter aside, (who is also probably quite frightened by now) and get down to his or her eye level and tell the child in a stern voice that biting hurts and that he or she may not hurt his or her friends. We try to determine whether the bite was out of frustration, territorial, inquisitive or provoked. Then we try to give the child the words to use in a future situation. “I know that Billy was too close to you and it bothered you; next time say “please move”. It is the policy of the school to notify the parents of the biter, as well as the parents of the child who has been bitten. We will not give out the name of the child who has bitten. We further ask parents not to come into the classroom and scold the child who has bitten their youngster. We will handle all discipline problems that occur during school hours.**

When a child has bitten several times, the teacher will begin to “shadow” that child. This means that the child will be close to one of the teachers at all times until we believe that the biting phase has passed. During shadowing, the teacher will catch the child in attempts to bite and will try to talk the child through the correct way to handle the situation. If shadowing doesn’t work and we believe that the behavior is either dangerous to the other children in the class or is taking away from the quality of the program, we will ask the family to withdraw the child for a determined length of time. The faculty and the administration will determine whether or not a child needs to be withdrawn based on several considerations, including: severity of bites; frequency of occurrence; and reason and extenuating circumstances. Each case will be handled individually. The parents will be notified and consulted from the beginning. We have excellent staff-to-student ratios. Our staff is trained in how to deal with biting, as well as other challenging behaviors. The good news is that it is rare that a child bites another after the age of three. With correct, immediate, compassionate handling, biting is just another childhood stage that we will get through.

Clothing for School

Each child should wear simple, comfortable play clothes which can be managed independently for toileting. Clothes with elastic waists are ideal. Do not dress your child in clothing he has to keep especially clean. **We encourage the child’s use of materials and we would not like clothing to inhibit a child’s freedom to investigate and explore. While we will**

make every reasonable effort to provide smocks, the school will not be responsible for clothing that might get torn or damaged during art or play activities. Also remember that open-toed shoes are dangerous for our active play periods. Please avoid sending your child in clothing with superhero logos.

Conferences and Communication

The school will provide an opportunity for parents to learn about their child's progress and needs through individual progress reports sent home in the fall. Conferences will be held once during the school year. Should a question or problem occur, we are always available to meet with you. Curriculum, themes, skills, classroom documentations, schedules, and important flyers will be posted on each classroom bulletin board.

School news, and many program flyers and updates will be sent via brightwheel and occasional e-mails. Brightwheel is our main form of communication. You will receive real-time feed of activities throughout the day, including nap time, bottle and food updates. You can watch your child's day unfold with snap shots delivered to your mobile device. Stay in touch with your teachers. Easy digital check-in/check-out with personal passcodes. Invite grandparents and caregivers to receive information through Brightwheel.

It is important that we have everyone's e-mail address so that we may communicate school events on a regular and timely basis.

Cubby Notes

If you wish to send a note, invitation, etc. home to the parents of the children in the class, please remember that it directly reflects on the school. Therefore, please keep the following in mind:

- **Anything going into a child's backpack** or into the cubbies must be approved in advance by the Director.
- We would prefer that birthday invitations and thank you notes be sent out through the mail.
- We will gladly provide a class address list.
- **Remember that Valentine's Day, Halloween, Christmas, St. Patrick's Day and Easter** are not celebrated at the JCC and we cannot pass out cards or candy in class.

The purpose of the children's cubbies is to keep parents up-to-date on school happenings and business. Thank you for your cooperation.

Child Centered Approach to Education

The JCC Early Childhood Learning Center strives to give each child a balanced early childhood education. Through creative, hands-on learning, the children will explore concepts that enhance their social and emotional, intellectual, physical, and cultural skills. Our weekly program includes literacy, perceptual activities, music, outdoor play, art, storytelling, critical thinking skills and comprehension, manipulative toys, learning centers, dramatization, dance, science, cooking, and Kabbalat Shabbat. Children visit with our physical education, music, and Judaic specialists weekly.

An Integral piece of the curriculum is projects or in-depth learning. Project work offers children and teachers opportunities to come together within the environment and deeply investigate topics that are of interest to the children. Along with High Scope we integrate Building Language for Literacy **in the Three's** and Land of the Letter People and Handwriting Without Tears in Pre-K.

One of the BEST ways to get children interested in what they are learning is to make the learning ACTIVE!

Here are the ingredients for active learning:

1. Materials

The materials can be used in many ways, and are open-ended. The materials include natural and found materials, practical objects, large and small objects. In order to really understand the materials, the children will need time and space to use them.

2. Manipulation

The activity should use as many senses as possible. The children should have the opportunity to combine and transform materials.

3. Choice

The children should have the opportunity to participate in activities that grow from their personal interests. (The children will want to participate if they are interested in what they are being exposed to in the classroom.)

4. Language From the Children

The children should be able to describe what they are doing, so they can realize that they are indeed learning. They should be given the opportunity to talk about their experiences.

5. Support From Adults

The adults should use adult-child interaction strategies and form partnerships with the children. The adults should help the children understand where they are developmentally.

They should also use the materials that the children are using in the same way, and ask about their intentions with the material.

The Jewish culture has a wonderful tradition of teaching Jewish values through stories, melodies and positive engagement starting at a young age. We utilize *The Rosenfeld Legacy Project: Exploring Jewish Values Through Children's Literature- Early Childhood* from the Jack and Harriet Rosenfeld Foundation Program in Jewish Education from the University of Miami. **Its purpose is to build students' understanding of Jewish values and discover ways we live these values.** We also utilize PJ Library books to explore the meaning of the Jewish holidays, their customs, and traditions. We have many celebrations to experience and learn about the Jewish holidays.

Diversity Statement

The center does not discriminate in the enrollment of children or selection of staff or volunteers upon the basis of race, cultural values or beliefs, age, gender, national origin, mental or physical disability, or status as a veteran.

We acknowledge a primary responsibility to bring about collaboration between the home **and school in ways that enhance the child's development.** We have committed ourselves to recognizing that children are best understood in the context of family, culture, and society, and respect the dignity of each family and its culture, language, customs and beliefs.

Decisions that have a major impact on children, such as enrollment or placement, are never made on the basis of a single developmental assessment or screening device but are based on multiple sources of relevant information, particularly observations by teachers and parents. Developmental assessments and observations are used to plan appropriate curriculum for children who have special learning or developmental needs.

Fees and Center Membership

Family membership in the JCC is required of all school registrants. Dues must be current prior to admittance into the school program. Every family must select one of the pre-approved payment plans for their tuition (payment in full for the school year or Electronic Funds Transfer). Families must be up-to-date with payments for children to remain in school. For specific details of agreement, please refer to the ECLC application.

The part-time school program begins at 9:00 A.M. Please do not drop children off earlier since this takes away from teacher planning time. Pickup is at 12:30 P.M. or 3:00 P.M. As a courtesy when a parent is running late, children will be put in our extended care program and charged a fee of \$10.00 per hour. Teachers are paid for the hours they work. Late fees offset these additional costs.

The full day program opens at 7:00 A.M. and school closes promptly at 6:30 P.M. After 6:35 P.M. the late fee is \$1.00 per minute. Many staff have evening commitments including classes or family plans and it is not considerate to be late on a regular basis. After the second time that a parent is late, these fees double.

A payment plan through EFT (Electronic Funds Transfer) is required for tuition. Payment in full for the entire school year may be made by credit card. Once again, we are always available to help our families with setting up financial assistance or payment plans.

Grievance Procedure

Customer service is very important to the staff at the JCC. Your family is the reason we come to work every day. If you have a problem, a question or need our help, don't hesitate to call the administrators:

Sr. Director of Early Childhood Services – Dr. Phyllis Bochman (321) 319-4702

ECLC Coordinator – Amanda Davis (407) 387-2748

ECLC Office Manager - Jill Schwartz (407) 239-7411 (account and registration information)

If you have spoken with your classroom teacher and do not feel fully satisfied with the solution, the next step would be to contact Dr. Phyllis Bochman. If you wish to bring your point further you may contact the CEO. With a cool head and mutual respect, it is our belief that all issues can be resolved in a “win-win” manner.

Health Policies

Children must have a health form and shot record on file prior to beginning school. A child should not be sent to school if he or she is not feeling well. Please notify us if your child has been exposed to a contagious disease. We will keep your name confidential, but it is very important that we let parents know what signs and symptoms to watch for. Occasionally there is an illness that is dangerous to pregnant women and we can only be helpful if we are notified. If the health concern is specific to a classroom, either a letter or bulletin board posting will be used to notify parents. Parents will be notified by Brightwheel if the health issue warrants a school health advisory. Children may not attend school with any of the following symptoms:

- Chicken Pox - Excluded until all lesions are dry and scaly.
- Conjunctivitis – Excluded the entire next day. Treatment must be in progress for 24 hours before the child may return.
- Croup – Excluded the entire next day. Treatment must be in progress at least 24 hours before child may return.

- Fever - (101° _rectal, 100° _oral or 99° _axillary) – Excluded the entire next day. Child must be fever-free for 24 hours before returning. Child may return the next day with **doctor’s written statement of diagnosis if fever-free.**
- Diarrhea – (2 or more loose watery stools in 8 hours) Treatment must be in progress at least 24 hours before child may return.
- Fifth Disease – Pregnant women should consult with their physicians about their immune status and risks of infection.
- Head Lice, Scabies – Child may return to ECLC after treatment, but must bring a note from the doctor or health department certifying she/he may safely return.
- Strep Throat – Excluded the entire next day. Treatment must be in progress at least 24 hours before child may return.
- Severe cold with sneezing and excessive nose drainage.
- Bronchitis, which may begin with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful and then become loose.
- Rashes that have not been diagnosed by a physician.
- Pain
- Any of the usual childhood contagious diseases. Some of these are: measles, mumps, rubella, chicken pox, roseola and Fifth Disease.
- Herpes infection (fever blisters) in the mouth or on the lips, often at the site of broken skin. Infections are usually mild, but can become very painful and make eating difficult for the child.
- Vomiting – 2 or more episodes in the previous 24 hours. Excluded the entire next day. Child may return no sooner than 24 hours after last episode.
- During certain periods of time, the school might require children with diarrhea to be tested for giardia. Children diagnosed with giardia will need 3 negative stool samples to return to class.

Minor bruises, scratches and scrapes are treated as such. Should something occur which we feel requires the attention of a physician, you will be notified immediately.

If a child develops any of the conditions requiring exclusion while at the ECLC, parents will be personally notified and will have to pick up the child within one hour. A sick child will rest comfortably in an office under close supervision. Parents will be given written notification of illness and school restrictions. Parents may be called, but will not be required to pick up the child if she/he is unusually listless, pale, irritable or has a low grade fever.

IT IS THE ECLC PARENT ADVISORY COMMITTEE’S WISHES THAT WE STRICTLY ENFORCE THESE POLICIES.

Prescription Medications

For prescription medication to be dispensed by the school it must be in the original prescription bottle. The name of the doctor, child and directions must be written on the

label. Parents must administer the first dose of medication from a new bottle. Parents must come into the office to fill out a medication authorization card stating the time and amount of dosage and the name of the medication to be given to the child. Medication to relieve pain or reduce fever will not be administered, except in rare circumstances, since children with fever or in pain should not be in class. It is against the law to send any medication in the **child's lunch bag or box (since it could get into the hands of the wrong child)**. All prescriptions must be brought to the ECLC office.

For children under the age of 2, both prescription and non-prescription medications may be administered only when in the original container. Non-prescription medications must be **supported by a physician's note**. In addition, a medication card must also be completed, signed by a parent and updated every two weeks.

Medication Delivered by a Device (ex. Epi-Pen, Inhaler, Nebulizer)

In order for medications to be delivered to children by a device, the following procedures will be followed:

- Parents or a health care professional provide written instructions on indications for use that includes signs and symptoms that the medication is needed.
- Parents or a health care professional demonstrate use of device and any special care after use to all staff who will be administering the medication.
- Documentation of the demonstration for use and care is made on the medication form including date and staff in attendance.
- Medication is given only by staff trained on use of device.
- Training on use and care of the device is provided annually or as needed with staff or device changes.
- A list of staff members trained to administer medication using the device is listed on the medicine card.

Immunization Policy

For the health, safety, and welfare of **both staff and students**, the Rosen JCC's Early Childhood Learning Center follows all State of Florida vaccination requirements for students entering our center. Documentation of compliance with these requirements must be provided for all students. The center will monitor on-going vaccination compliance for children 2 months to 2 years. This follows the standards and policies of the American Academy of Pediatrics, the Center for Disease Control and the American Council on Immunization and Prevention. There are no religious exemptions to this policy. Medical exemptions will be reviewed by the Director with medical consultation as necessary.

Toilet Training

It is the policy of the JCC to work closely with parents during the toilet training stage. This can be either a very simple or emotionally charged period, depending on how it is handled.

Please notify the classroom teacher when you begin toilet training. As long as your method is developmentally appropriate, we will work closely with you to ensure continuity of plan.

Once your child is 80% successful using the toilet at home, it's time to begin in the classroom. Teachers will work with parents to set up a routine (much like the one you use at home) to complete your child's toileting skills. Teachers will not take children to the bathroom every 30 minutes. This would only serve to train the teacher, as well as interrupt your child's play. Rather, the teacher will have certain routine times to take your child, and will also expect your child to voice the need to go at other times. Be sure to send in extra clothing during this learning time. For sanitary reasons, children may not come to school without diapers or pull-ups until they are 90% accident-free. **Remember, your child's age** when he/she is fully independent on the toilet is simply another developmental milestone in the growing years-relax and enjoy them.

Sometimes, due to an absorbing activity, an upset bowel system, or when a child just doesn't want to give in to his body demands, a child may soil himself. On the first day of school, please be sure that we have a ziplock bag with a complete change of clothing from underwear out. **Your child's name should be marked clearly on the ziplock bag.** The teachers can further assist you as your child begins learning to use the toilet.

Issues of Custody

Family conflicts can have a substantial impact on the children involved and school personnel. We cannot allow personal family disputes to adversely affect the children or the operation of the school. We will strive to remain impartial in all family disputes. We will not voluntarily meet with, or assist, a parent's representative involving a dispute between parents. This includes giving out lists of who picked up the child at school or attendance information without a court order. We cannot allow the school to become involved in the highly charged emotional situations that occur in custody arguments. We require that parents agree that either one, both or neither will be permitted to pick up the child. If the parents cannot agree, we have no choice but to require that the child be removed from the school. We will honor all court orders.

The school cannot be the messenger between parents. Please do not send messages or supplies (other than those needed by the child) to the school to go from one home to another. Please take the time to do this yourself. One copy of newsletters, notes, memos, etc. **will be placed in the child's cubby.** If you wish to have duplicate sets made up, please notify the teacher and specify where it is to be sent. The same applies for phone calls. One parent

will be notified of upcoming events, conferences, injuries, etc. If both parents wish to be called, let us know.

As a social service agency, we take very seriously our responsibility to help families in crisis. We want to help our children and their families. We believe that we do this best by remaining impartial and by following the policies, which allow us to serve all of our children.

Discover: CATCH Wellness Program **(Coordinated Approach to Child Health from JCC Association)**

Based on a foundation of Jewish Values, Discover: CATCH Early Childhood nurtures a love of physical activity in young children, and encourages them to develop life-long healthy habits. They learn to differentiate between “go” foods (healthy) and “whoa” foods (less healthy-approach with caution). Included is “What’s on your plate?”, a resource from USDAChooseMYPlate.gov. See Appendix 1.

Food Policies

- All products brought in for class consumption (birthday parties and holiday celebrations) must be from a Kosher source, and may include whole fruits or commercially prepared packaged foods in factory-sealed containers.
- Food provided by the JCC at the facility shall be Kosher, dairy, vegetarian or fish.
- Some foods that DO NOT require kashrut (Kosher) certification are:
- All fresh fruit
- Pure fruit juices (with the exception of grape juice)
- Do not mix meat and dairy.
- Under no circumstances is anyone to bring pork or shellfish to any program.
- Note dairy ingredients in certain products such as Cheese Doodles, Nachos etc.
- At lunch children may not share foods.
- Be sure to observe all “Kosher for Passover” recommendations.

Kosher Products

- Pepperidge Farm Cookies
- Hershey’s Products
- M & M’s
- Drake’s Cakes
- Stella D’Oro Cookies
- Kedem Grape Juice
- Entenmann’s Baked Goods
- Krispy Kreme

- Express Snacks
- Any Del Monte Dried Fruits
- Dutch Mill Baked Goods
- Klein's Natural

Kosher Suppliers and Bakeries

- Publix Supermarkets
- Sprinkles
- Bagel King
- Costco
- Kosher Kats
- Krispy Kreme

Kosher Symbols (Hechsherim)



Union of Orthodox Jewish Congregations of America
 11 Broadway
 NY, NY 10004
 212.613.8241



Kof-K Ko
 201 The Plaza
 Teaneck, NJ 07666 201.837.0500



The Organized Kashruth Laboratories
 391 Troy Ave.
 Brooklyn, NY 11213 718.756.7500



The Diamond K
 100 Woodcliff Road
 Brookline, MA 02467 617.469.5000



Florida K and Florida Kashruth Servies
 642 Green Meadow Ave.
 Maitland, FL 32751 407.644.2500



Star-K Kosher Cert. (Chalav Yisrael) & Star-D Cert. (non-chalav Yisrael)
 122 Slade Ave. #300
 Baltimore, MD 21208 410.484.4110

Birthdays

If a child's birthday falls within a school year, advance arrangements may be made to plan a birthday snack at school. It is important that we remain mindful of our healthy habits initiative and school-wide curriculum. Children are learning every day about healthy food choices and lifestyles. With this in mind you will find alternatives to cookies, cakes and cupcakes when planning a classroom celebration for a birthday or holiday.

- Fruit kabobs
- Mini bagel and cream cheese
- Fruit parfaits
- Fruit Salad with whipped cream
- Banana boats
- Rice cake faces with cream cheese and raisins
- Veggies and dip
- Apple slices with honey, yogurt or soy butter
- Fruit Popsicles

Be sensitive to Shabbat (the Sabbath) when planning birthday parties. Many of your child's classmates might attend synagogue and would appreciate birthday parties offered on Sundays, or late afternoon Saturday.

If you plan to have a home birthday party for your child, please do not ask the teacher to distribute invitations unless you have invited all the children in your child's class. Please send those out in the mail. We do not want any child to feel excluded.

It is a special treat to sponsor a Kabbalat Shabbat in honor of your child's birthday. The cost is \$30 and the donation is used to purchase Judaic books, puppets and toys for the school.

Infants and Babies

Parents are required to bring in daily bottles prepared at home. Number of bottles and quantity should suffice baby's nutritional daily needs, should be clearly labeled, and teachers informed of name and type of formula. Prepared bottles containing formula may be stored in the refrigerator for up to 48 hours. Bottles may not contain solid foods, i.e. cereal, fruit, etc. mixed with formula or milk, unless advised in writing by a healthcare provider. Human milk may be refrigerated for up to 24 hours thawed. Frozen human milk should be clearly labeled with name and date and may be stored for up to 2 months. Since bottles may not be refilled at school, parents should provide teachers with a clean, sterilized empty bottle and spare formula to keep for use if needed.

Staff will not offer solid foods and fruit juices to infants younger than six months without a healthcare provider's note.

Infants will be placed in cribs on their backs. Infants will be allowed to sleep on their tummies when they are able to roll over by themselves, and choose to stay in that position.

Parents wishing to have their infants placed on their stomachs must provide written communication from their healthcare provider.

Medications, including both prescription and nonprescription, and routine medications, may **be administered only when supported by a physician's note and kept in original container.** In addition, a medication card must also be completed, signed by the parent and updated every 2 weeks.

Lunches and Snack at School

Children who are registered for classes that extend beyond 12:00 are expected to bring their lunch to school. Parents are required to send lunches in a lunch box with a thermos for a drink, including a freezer pack or frozen beverage to keep the lunches cool. Be sure to label the lunch box, all parts of the thermos and any silverware that you send.

We do offer parents the opportunity to purchase hot lunches daily. Since we order exact amounts, lunches must be ordered in advance. Please order online at www.rosenjcc.org/lunch.

Lunch is a pleasant, social, learning time for the children. They are encouraged to taste everything, finish what they can, and share pleasant conversation with their friends and teachers. Children are not forced to eat at any time. Leftover foods that will spoil are thrown out. Unopened packages will be sent home. Parents will be notified by the teacher if there is **a change in their child's appetite or if there is a particular food that their child is choosing not to eat. If you have special feeding needs for your child, speak to your child's teacher.**

Remember to observe the Kosher policy of the JCC.

Children with peanut butter allergies will be included in all classrooms and accommodations must be made to ensure their health and safety. For some children this is a life-threatening allergy. If your child is placed in a room where we have identified a peanut allergy, the room will be a peanut-free environment. Many times this feels burdensome to parents; however, we recommend that you look at this as an opportunity to teach inclusion, tolerance and wider food choices.

A nutritious snack and beverage will be served to the children mid-morning and mid-afternoon. Children are encouraged to taste everything. Alternate choices are not offered. A snack menu will be sent home monthly. If your child has specific food allergies or special needs, parents are encouraged to speak with either the teacher or an administrator and arrangements can be made to store whatever snack you need to send in.

Registration Procedure

Fall 2018 registration will take place on the following schedule:

1. Fall Registration information will be sent home mid-January.
2. Early Bird Registration fees will be effective till March 1.

School Staff

The Center's school staff has been carefully selected for their training and experience in early childhood education. Our teachers are talented, well- trained, creative, highly motivated individuals who provide love, instruction and guidance to the child, as well as support and aid to the parents.

Parents as Partners

Our school believes that two-way communication between parents and the program is **essential**. Parents know their children best and are the principal influence in their children's lives. It is important that staff and parents build mutual trust and respect and that parents feel supported and welcomed as contributors to the program.

Parent Committee

Our Early Childhood Learning Center proudly supports a vibrant, active parent committee. The subcommittees plan special family programs, a parent education series, fundraising events, etc. If you are interested in becoming involved, contact Dr. Phyllis Bochman, Sr. Director of Early Childhood Services or ECLC committee chairpersons. Parents are also welcome to become substitutes at the school. For more information about this opportunity, call Amanda Davis at (407)387-2748 or Jill Schwartz at 407-239-7411.

Readiness to Read

At the Early Childhood Learning Center we believe that children must learn many basic skills and concepts before learning to read. These skills include:

1. Identifying the main idea
2. Noting details
3. Comparison and contrast
4. Vocabulary development
5. Sequence of events
6. Classification
7. Identify real vs. pretend
8. Opposites
9. Rhyming words

10. Understanding the concept that reading is thoughts written down
11. Visual and auditory discrimination and memory
12. Logical and critical thinking skills
13. Left to right, top to bottom progression

To achieve these skills we will use:

1. Reading stories and poems
2. Labeling objects and pictures-creating a “print-rich” environment
3. Dictation and experience charts
4. Scholastic Building Language for Literacy for Twos and Threes
5. **Alpha “Letter People” program for Pre-K** to teach the children to recognize upper and lower case letters and to identify the sounds of each letter
6. Language and writing centers
7. A “whole language” approach utilizing cooking, science, math, music etc. to stretch each lesson
8. **“Mathematics Their Way,”** a program structured for all preschool levels. The program uses manipulatives to introduce patterning, sequencing, sorting, classifying, counting and more
9. **“Handwriting Without Tears,”** a developmentally appropriate manuscript program that will introduce our Threes and Pre-K children to stroking, letter formation and a 3-point grip

These activities are taught by “hands-on” active learning methods. Children learn best through play.

Seating at Special Events

The school is proud to offer numerous special events throughout the school year. There will be at least two school-wide events where your child will perform for their parents. Doors to the auditorium will be opened 30 minutes prior to the event for seating. We ask people not to arrive any earlier to save seats. To do so would cause an unsafe crowd of people in the lobby. To be fair to everyone, including our working parents, the saving of seats will not be permitted.

Security at the School

To ensure that all of our children and families are in the safest environment possible we need everyone to practice the following:

In The Car

- Drive with caution in the parking lots-observe the 5 mph speed limit.

- Look behind you and to both sides before pulling out of a parking spot.
- Keep all children in car seats and seat belts until the car is at a full stop.
- Follow designated drive patterns. Park in the front parking area only.
- Never park in fire lanes or up against the building, unless instructed by a staff member to do so. Doing so prevents emergency vehicles from access and presents a security risk.
- It is against the law to leave children in cars unattended (for any length of time).
- Cell phones are distracting and should be turned off when you enter the JCC parking lot.

In The School

- **Bring photo ID with you into the building at all times. All members must “swipe” their fob as they enter the building.**
- Use your key fob every time you enter through the ECLC doors.
- Remind children not to run down the hallway all the way to the lobby.
- Only adults should open the heavy doors leading out of the ECLC wing.
- Do not allow children to pull on the front entrance doors.
- Do not press the handicap button unnecessarily.
- Do not run through the lobby.
- Provide school with a pick-up list for your child. Keep it updated.
- Provide the school with any address or phone number changes.
- Be sure to sign your child out of the classroom or from the playground when you pick up.
- **If there is ever a change in your child’s usual pick-up procedure, please send a note that morning. Also, be sure your child is informed of this change. Please reserve any last minute changes to bona fide emergencies.**

You can help us keep dismissal time free of confusion. No child will ever be allowed to leave school with anyone but the parent or designated car pool parent without written or verbal permission. **This policy is for your child’s safety and your family’s protection.**

Cell Phone Restrictions

For safety reasons, we require that cell phones not be used:

- In the JCC parking lot
- Upon entering the school
- When walking in the school halls
- When in classrooms

Campus Evacuation

Each parent is required to provide us with all updated phone numbers including home, work, cell, beeper or other appropriate numbers. In the event of a campus evacuation, you will be notified through Brightwheel with a location for immediate pick-up. The evacuation site is My First Academy at Buena Vista, 11508 South Apopka Vineland Rd, 32836. In the event of a weather alert, please follow appropriate instructions.

Kabbalat Shabbat

Feel free to join your child any Friday at our Kabbalat Shabbat celebration. Please observe our rules of decorum as we teach our children proper manners:

- Sing, dance and celebrate, but do not talk with other adults during the program.
- Turn off all cell phones before entering the auditorium.
- Take crying or disruptive children out of the room until they are able to return in a calm matter.

Share-A-Shabbat

We are pleased to offer our “Share-A-Shabbat” program. Proceeds from this program will be used toward the purchase of Judaica materials for our boys and girls to use in the classroom.

For \$30 you can be a Shabbat Sponsor! You can choose to sponsor Shabbat; in memory of; in honor of; for a child’s birthday, etc. Acknowledgement will be sent if requested.

On the date that you choose to sponsor, please join us to light the candles with your child. You and your child will receive a challah and Shabbat flowers to take home. Call the school office if you would like to sponsor a particular Kabbalat Shabbat.

Supplies Provided by Parents

Full Day Students:

- Bed Roll
- Any type of stuffed animal or toy that is usually needed to cuddle with during rest time. (This item must be washable and able to fit into the zippered bag).
- Zippered bag large enough to fit items 1 and 2

Full Day and Part Time Students:

- Art smock. Plastic gives the children the best protection
- Complete change of clothes in a ziplock bag-think “head to toe” and include socks
- Diapers (if applicable)

- Wipes
- Art materials that are recycled from home such as: toilet paper rolls, pretzel barrels, coffee cans, strawberry baskets, buttons, cloth, bottlecaps, old toothbrushes for painting, colorful magazines, baby food jars, sequins, spools, Jewish holiday greeting card, etc.
- Creative play/dress-up items such as infant clothes for dolls, handbags, ties, pretty scarves, and any clothing that would be fun to dress up in

Teacher/Classmate Requests

The early childhood years are the times that a child is most flexible. Young children have a natural curiosity about people and a willingness to make new friendships. Requests for specific teachers or classmates are not being accepted. However, you may submit a written description of your child and his/her needs to me and it will be looked at carefully as assignments are made.

It is very difficult for us to honor requests for particular teachers. We place children in classes, trying hard to assure that we have an equal ratio of boys to girls. After that we separate those children who teachers have recommended do better apart, and place children with special needs with the appropriate teacher.

Temporary Situations

Please notify the school if you plan to be out of town, if either parent is hospitalized, or of any other emergency or unusual situations. This information should include who will be responsible for the children, who we should contact in an emergency, car pool changes, etc. This information also enables us to effectively help your child since home disruptions may affect his or her behavior at school.

Parent Expectations

As part of the mission of the JCC Early Childhood Learning Center, it is our goal to provide a stimulating, nurturing environment for our children, our families and our staff. We believe that to achieve this goal it is important that parents and staff work together. You can expect a high quality early childhood experience, a rich Judaic program, a willingness for us to be flexible and put individual needs first, plus outstanding customer service. For the school to function best, we have listed our most important expectations for our parent body. From this point on, parents, staff and children will be referred to as our school community. Your cooperation is needed and appreciated.

Open Door Policy

Parents are welcome visitors in the program at all times (for example, to observe, eat lunch with a child, or volunteer to help in the classroom). Parents and other family members are encouraged to be involved in the program in various ways, taking into consideration employed parents and those with little spare time. As visitors in our classrooms, please be respectful of what is happening and keep your conversations with staff at a minimum. **Be aware of your child's needs and ability to separate from you.**

Courtesy and Respect

One of the most important values that we try to teach our children is to treat all persons the way they wish to be treated, and to always behave in a respectful, courteous manner. Children learn from example. It is expected that all members of the school community abide by the following guidelines, so that we serve as proper role models for our children:

1. Speak in a respectful manner to staff, parents and children.
2. Please follow the appropriate grievance procedure should you have a concern or issue to be addressed (as listed in parent manual on page 7). We want to be helpful.
3. When discussing sensitive topics, speak privately with the person it concerns. This includes not talking about your children in their presence.
4. Calling parent meetings to discuss school related issues may only be done by the administration. Please give us the opportunity to try to be helpful.
 - A. Administrators or ECLC Chairpersons must be notified of all authorized committee meetings.
5. Cell phone courtesy
 - A. Cell phones and beepers must be on vibrate or mute at Kabbalat Shabbat and other school-wide programs.
 - B. Please accept emergency only calls during meetings or conferences and take them outside.
6. Program Etiquette
 - A. Please refrain from talking during performances, Kabbalat Shabbat and when we have speakers.
 - B. Please take disruptive or crying babies from the room.
 - C. Follow photography instructions for each program.
7. Discipline
 - A. It is inappropriate to discipline children other than your own at school.
 1. Please share your concerns with staff.
8. Classroom Courtesy
 2. While parents are welcome to visit the program at any time, please:
 - A. Enter quietly if the class is in the middle of an activity.
 - B. **Follow the teacher's advice as to how long you should remain in the room.**

- C. Please do not play with your child in a classroom that does not have a teacher present.

Privacy

The privacy of our school community is a critical cornerstone of our values. To respect this, all parents should refrain from gossiping about children, parents and staff. Again, should you have a concern, please let us know and we will try to be helpful.

Statement of Confidentiality

Children's records will be confidential. Access to records will be limited to the Director and team supervisor in order to plan appropriately for each child's needs. Classroom anecdotal records, conference forms and notes regarding parent conversations will be kept by the lead teacher in the classroom.

Individual records will be kept in a locked cabinet either in the classroom or administrative offices. Parents will have access to all records and information will not be shared outside of the facility without written permission from the parent or guardian.

Children's records will be used to screen and assess growth and development. This information will be used for referrals to area specialists, individualized plans for children, and parent-teacher conferences.

Parent Orientation/Education

We believe that the parents are the most significant people in the child's life, and we strive to motivate and empower the parents to develop the skills needed to be effective and confident nurturers and educators of their children. To ensure the success and readiness of each child, parents and school faculty need to work closely together to guide, teach and set limits for our children. Parent meetings will be offered to discuss important new school policies and procedures. It is a required condition of enrollment that all parents attend one of these meetings. Your questions and concerns will also be addressed. It is strongly encouraged that all new parents attend parent education workshops offered at various times throughout the year. They are a marvelous opportunity for us to learn together.

This Parent Manual has been designed and approved by the early childhood administration and updated on July 2017. We believe that these guidelines will ensure the smooth, safe operation of our school. Parents who repeatedly behave in a manner that either endangers our membership, promotes discord or inhibits the functioning of the school will be spoken to by a school administrator. This will be followed up by a letter and then, if necessary, the parent will be asked to withdraw their child from the program. We will do everything possible

to ensure that your child has a wonderful school experience, but we truly need your cooperation and support.

Your signature in the Early Childhood registration form packet indicates that you have read and agree to the terms of enrollment, including the discipline policy.

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Appendix 1: What's on Your Plate

A resource from USDA ChooseMyPlate.gov

What's on your plate?



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to skim or 1% milk.



Vary your protein food choices.

Vegetables	Fruits	Grains	Dairy	Protein Foods
<p>Eat more red, orange, and dark-green veggies like tomatoes, sweet potatoes, and broccoli in main dishes.</p> <p>Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.</p> <p>Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.</p>	<p>Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.</p> <p>Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.</p> <p>Select 100% fruit juice when choosing juices.</p>	<p>Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.</p> <p>Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name.</p> <p>Choose products that name a whole grain first on the ingredients list.</p>	<p>Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.</p> <p>Top fruit salads and baked potatoes with low-fat yogurt.</p> <p>If you are lactose intolerant, try lactose-free milk or fortified soy milk (soy beverage).</p>	<p>Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.</p> <p>Twice a week, make seafood the protein on your plate.</p> <p>Choose lean meats and ground beef that are at least 90% lean.</p> <p>Trim or drain fat from meat and remove skin from poultry to cut fat and calories.</p>

For a 2,000-calorie daily food plan, you need the amounts below from each food group.
To find amounts personalized for you, go to ChooseMyPlate.gov.

Eat 2½ cups every day	Eat 2 cups every day	Eat 6 ounces every day	Get 3 cups every day	Eat 5½ ounces every day
<p>What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens</p>	<p>What counts as a cup? 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit</p>	<p>What counts as an ounce? 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal</p>	<p>What counts as a cup? 1 cup of milk, yogurt, or fortified soy milk; 1½ ounces natural or 2 ounces processed cheese</p>	<p>What counts as an ounce? 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas</p>



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Cut back on sodium and empty calories from solid fats and added sugars



Look out for salt (sodium) in foods you buy. Compare sodium in foods and choose those with a lower number.

Drink water instead of sugary drinks. Eat sugary desserts less often.

Make foods that are high in solid fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not every day foods.

Limit empty calories to less than 260 per day, based on a 2,000 calorie diet.

Be physically active your way

Pick activities you like and do each for at least 10 minutes at a time. Every bit adds up, and health benefits increase as you spend more time being active.

Children and adolescents: get 60 minutes or more a day.

Adults: get 2 hours and 30 minutes or more a week of activity that requires moderate effort, such as brisk walking.

Appendix 2: Areas of Content

Approaches to Learning:

1. Initiative
2. Planning
3. Engagement
4. Problem solving
5. Use of resources
6. Reflection

Social and Emotional Development

7. Self-identity
8. Self-competence
9. Emotions
10. Empathy
11. Community
12. Building relationships
13. Cooperative play
14. Moral development
15. Conflict resolution

Physical Development and Health

16. Gross-motor skills
17. Fine-motor skills
18. Body awareness
19. Personal care
20. Healthy behavior

Language, Literacy, and Communication

21. Comprehension
22. Speaking
23. Vocabulary
24. Phonological awareness
25. Alphabetic knowledge
26. Reading
27. Concepts about print
28. Book knowledge

29. Writing

30. English language learning

Mathematics

31. Number words and symbols
32. Counting
33. Part-whole relationships
34. Shapes
35. Spatial awareness
36. Measuring
37. Unit
38. Pattern
39. Data analysis

Creative Arts

40. Art
41. Music
42. Movement
43. Pretend play
44. Appreciating the arts

Science and Technology

45. Observing
46. Classifying
47. Experimenting
48. Predicting
49. Drawing conclusions
50. Communicating ideas
51. Natural and physical world
52. Tools and technology

Social Studies

53. Diversity
54. Community roles
55. Decision making
56. Geography
57. History
58. Ecology