



Early Childhood Center
Parent Manual
2023-2024

Minnesota JCC
Capp Center St. Paul

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Dear Parents,

Welcome to the Minnesota JCC Capp Center St. Paul Early Childhood Center. The purpose of this manual is to answer questions you may have about the program. Ask us questions if you don't understand our policies and procedures. If you wish to reach your child's teacher, please call the Childcare Desk at 651.255.4760. If your child's teacher is able to come to the phone, they will, otherwise you can leave a message. The Infant Room can be reached at 651.285.1152.

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

We look forward to a great school year.

Sincerely,
Lisa Rosenfield
Early Childhood Director
651.255.4736 or lisar@minnesotajcc.org

PHILOSOPHY

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

MISSION STATEMENT

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

CHILD CARE PROGRAM PLAN

Please note that the childcare program plan is included in this manual. It can be found on page 45. It is also available at all times.

GENERAL INFORMATION

VISION STATEMENT

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

VALUES STATEMENT

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

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

PLURALISM POLICY

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

GOALS OF THE EARLY CHILDHOOD PROGRAM

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

HOURS OF OPERATION

The Early Childhood Program is open from 7:30 AM–5:30 PM. We are open year-round, Monday through Friday, except on days that the J is closed. (See calendar on our website under “School Calendar”.) Our school year runs from June–June, with children graduating to the next classroom once per year in mid-June. You may visit the center any time during our regular operating hours.

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

ENROLLMENT PROCEDURES AND WAITING LIST

To enroll your child in the Early Childhood Program, please call Lisa Rosenfield at 651.255.4736. Waiting lists are maintained for most programs, but a space may be available. Several forms must be completed before your child can begin the program.

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

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

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

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

SUPERVISION OF CHILDREN

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

Age Categories and Number of Children Served

The infant program serves children from 6 weeks to 16 months. Our licensed capacity is for 24 infants and the children are divided into age-appropriate rooms. Our ratio for infants is one staff for every four infants.

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

The preschool program serves children from 3 to 5 years. Our licensed capacity is for 80 children, and they are divided into age-appropriate rooms. Children must be 3 by September 1 to be in the 3-year-old classes, and 4 by September 1 to be in the 4-year-old classes. Our hours of operation are M-F, 7:30 AM–5:30 PM. Our ratio for preschool is one staff for every 10 preschoolers.

Licensing Information

The State of Minnesota, Department of Human Services, Division of Licensing (651.431.6500) and the City of St. Paul Department of Public Health (651.266.2400) license our Early Childhood Program. This agency makes periodic unannounced visits to insure we are meeting both state and city regulations. A copy of our most recent licensing is available upon request.

REGISTRATION

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

1. Health Summary
2. Immunization Record (children must be immunized)
3. Emergency Form
4. Permission for: Photography, Non-Prescription medication, Class List
5. Financial Agreement
6. Development Form
7. Email Form

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

TUITION POLICY

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

A \$200 non-refundable deposit is due with the Financial Agreement. If you choose to forfeit your spot before you begin the program, you will lose the entire amount of the deposit.

There are two methods of payment available for tuition. You may choose automatic payment deductions from your checking/savings account, or automatic credit card payments. Tuition is due on the first of every month.

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

CHANGES OR WITHDRAWAL FROM THE CHILDCARE PROGRAM

Written notification of all changes in scheduling must be submitted to the Early Childhood Director a month in advance. Notice of a child's withdrawal from the program must also be submitted in writing to the Early Childhood Director two weeks in advance.

IMMUNIZATIONS

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

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

PICK UP POLICY/LATE FEES

The Early Childhood Program closes at 5:30 PM. Please make every effort to be here by 5:15 PM to allow you and your child time to reunite and gather their belongings. If you need more time, please arrive before 5:15 PM, so staff will be able to leave promptly at 5:30 PM.

You will be charged a late fee of \$2 per minute if you pick up your child after 5:30 PM.

The following guidelines have been established:

- The first time you are late, you will receive a warning notice, but no fee. We will of course make exceptions to the late fee rule when there are emergencies.
- You must call the Child Care Desk at 651.255.4760 as soon as possible, to notify staff you are going to be late.
- The late fee will be added to the next monthly billing cycle, and late fees will then be paid to the staff member who stayed late.
- If staff is unsuccessful with reaching parents and emergency contacts, our public health nurse recommends that we contact the police at 6:30 PM.
- Notify the Childcare Desk when someone other than you is picking up your child. We will only release your child to a person authorized by you in writing. We will not be able to release a child without this written notification. Please inform the person picking up to bring a form of identification with a picture ID. The staff will card anyone that they do not recognize.

NOTIFICATION OF ABSENCES

Please notify the Childcare Desk at 651.255.4760 if your child is not coming to school for any reason. There are no make-ups for absences. You can also notify staff using Brightwheel.

NOTIFICATION OF OBSERVATION/RESEARCH

We love working with local universities when they have research or students that wish to observe the classroom. Parents will be notified if that happens. Written parental consent is needed for any research, experimental procedure or public relations activity involving a child.

COMMUNICATION

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

- Teachers are available for short verbal communication at the beginning/end of the day.
- Two conferences will occur during the year (November and April).
- Daily nap sheets/reports will be reported on Brightwheel
- Monthly snack calendars are posted.
- Daily reports will be reported on Brightwheel.
- Flyers will be emailed or posted throughout the year and shared on daily connect to call attention to important events, reminders, etc.
- Interpretive services will be provided for families upon request.

ARRIVAL

Programming begins at 9 AM each day your child's class is scheduled to meet. It is very important to have your child **arrive on time** because of the scheduled activities. Children may be disappointed if they miss the morning greeting, an art project, or any activity. For the safety of the children, they must be brought directly into their classrooms. Please do not drop your children off outside the building or in an unattended room.

SEPARATION/GOOD-BYES

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

GRIEVANCE PROCEDURE FOR CHILDCARE PROGRAMS

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

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

VIOLENCE-FREE CLASSROOM ENVIRONMENT

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

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

GUIDANCE AND DISCIPLINE

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

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

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

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

CONFLICT RESOLUTION

Conflict is a very natural part of any group experience. The J staff will help children learn to resolve conflict in a healthy, non-violent way. Daily communication between staff and parents is critical, especially when their child displays persistent unacceptable behavior, or when a child is hurting themselves or others. If the behavior requires separation from the group, it must be recorded in a log with the time and reason for separation. All separations from the group must be noted on a daily log that must include the following:

- If a child is separated from the group three or more times in one day, the parents of the child will be notified, and the parent notification shall be indicated on daily log.
- If separated five or more times in one week or eight times or more in two weeks, the procedures for Persistent, Unacceptable behavior must be followed.

J staff always try other techniques before resorting to separation. The parent will be notified and will have access to the log at any time.

The J staff is trained in conflict resolution on a model used by the public schools. We encourage children to resolve all conflicts themselves with staff participation as needed. When a child resolves a conflict, they feel very good about themselves, builds confidence and increases their sense of self-esteem. When children learn to resolve conflicts, they find solutions that really work. Children are encouraged to talk about feelings and ideas instead of solving problems with force. Staff encourage pro-social behaviors in children such as cooperating, helping, taking turns, talking to resolve their problems, developing empathy and understanding of their and other's feelings.

CHILDREN WITH SPECIAL NEEDS

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

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

CLASS LISTS

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

SNACKS

We will provide milk with morning and afternoon snacks. Snacks provided by the center are low in sugar and are peanut/tree nut free. A monthly snack calendar is posted in your child's room. Spoons, bowls and forks are available if needed. **WE ASK THAT YOU FEED YOUR CHILD BREAKFAST BEFORE BRINGING THEM TO THE CENTER.** Because of the other children in the room, and the transitions between rooms in the morning, we ask that you do not send breakfast with your child to eat in their classroom. Morning snack is served at approximately 9:15-9:30 AM. Please do not send candy or gum to school.

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

LUNCH

We ask you to pay special attention to this section in order to avoid unnecessary confusion and problems. Please provide a lunch of "finger foods" that have been cut and are ready to eat, i.e. sandwiches, fruit, vegetables, etc. Staff does not have access to a microwave; all food will be served cold/room temperature. Because we serve milk for morning and afternoon snack, water will be provided for your child's lunch. All of the snacks we serve are kosher. Please do not send pork or shellfish in your child's lunch box. Please remember to mark your child's lunch box, and items to be refrigerated, with their name. The refrigeration must have a temperature of 40° or less. The license holder must provide refrigeration for dairy products and other perishable foods, whether supplied by the license holder or supplied by the parent. USDA food guidelines are followed at this facility. Tables and highchairs used for meals are washed with soap and water before and after each use.

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

CLASS PETS

Some of our classrooms may have a class pet. Fish are the most common pets. You will be notified if there is ever a visitor like a dog or any other pet that may come visit the classroom for a special occasion.

CLOSINGS

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

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

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

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

STAFF

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

CURRICULUM

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

JEWISH PROGRAMMING

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

BLESSINGS

Blessings are said before snack and lunch. All regular Hebrew blessings start with the same six words: Baruch atah adonai, eloheinu melech ha'olam... which means Blessed are You, Lord our G-d, Ruler of the Universe.

We sing this prayer at snack and lunch:

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

Which means:

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

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

(Candles)

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

Which means:

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

(Wine)

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

Which means:

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

(Challah)

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

Which means:

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

SPECIALISTS

Music

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

Physical Activity

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

The gym is reserved for childcare use every morning.

Swim Lessons (Preschool Classes)

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

Morah Tracey

Tracey Agranoff is the Early Childhood Assistant Director, and *morah* is the Hebrew word for teacher. Weekly Morah Tracey visits, Shabbat celebrations and Jewish holiday programs help to enhance and enrich the learning we all share as a community of learners and families.

HEALTH AND SAFETY POLICIES

HEALTH PROCEDURES

ECC IMMUNIZATION POLICY

Before each school year begins, the ECC will provide the families of children enrolled in the ECC with an Immunization Form and Health Care Summary. The forms must be completed by the child's physician or primary medical source and received by the ECC before the school year begins.

Unless the child qualifies for a medical exemption verified by their physician, the ECC will not allow a child to enroll unless the forms indicate that the child has received all immunizations recommended for their age according to the schedule published by the Centers of Disease Control and Prevention and has provided all additional required information. **We do not allow exemptions based on the parent's/guardian's or child's conscientiously held beliefs.**

In the case of measles, mumps, rubella, pertussis, polio, diphtheria, rotavirus, or chickenpox occurring at the ECC, children who are not sufficiently immunized due to a **medical exemption** may be excluded for the incubation period of the disease for their own protection and to prevent the further spread of the disease. In these circumstances, ECC will work with the parents/guardians of children with **medical exemptions** to determine the most effective way to protect the safety of the child and the ECC community

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

In consideration of your child and other children in the program, we request that you do not bring your child when they do not feel well. In the case of a communicable illness, please notify us immediately. When a communicable illness is reported in your child's classroom, you will be notified in writing of its presence and symptoms. If your child is not coming to childcare, please notify the Childcare Desk at 651.255.4760 as soon as possible.

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

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

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

- with chicken pox, until the child is no longer infectious.
- who has vomited two or more times since admission that day.
- who has had three or more abnormally loose stools since admission that day.

- who has a white, yellow or green discharge from the eyes or nose, matting of the eyelids, pain, itching, or redness of the eyelids or nose, must be excluded from childcare until 24 hours after medical treatment has started.
- who has a bacterial infection or other contagious illness and has not completed 24 hours of antibiotic therapy.
- who has unexplained lethargy.
- who has lice, ringworm or scabies that is untreated.
- who has a fever of 100 degrees axillary (under the arm), or higher, of undiagnosed origin before fever medication is given.
- who has an undiagnosed rash, or a rash attributed to a contagious illness or condition.
- who has significant respiratory distress.
- who is not able to participate in childcare program activities with reasonable comfort.
- who has not been fever-free without fever-reducing medication, for 24 hours.
- who has not been diarrhea-free for 24 hours.
- who has not been vomit-free for 24 hours.
- who requires more care than the staff can provide without compromising the health and safety of other children in care.
- who has been under-immunized, only when a vaccine-preventable disease has been confirmed.

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

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

ILLNESS AT SCHOOL

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

MEDICATION POLICY

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

We will not administer medicines that:

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

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

ALLERGY PREVENTION AND RESPONSE

All allergies are identified by the parent, are documented in child's file and are posted in the child's classroom. An individual childcare program plan (ICCPP) lists the allergy along with triggers, avoidance techniques, symptoms of an allergic reaction and procedure on how to respond to allergic reaction. Each staff person that is responsible for the child must review and implement the plan. The ICCPP is updated annually. The allergy plan includes the procedure for responding to an allergic reaction including medication needed, dosage of medication, and doctor's contact information. The allergy information is available at all times and on field trips. Parent will be contacted if the child is exposed or had an allergic reaction. If epinephrine is administered 911 will be called. Allergy prevention and response training is done once every year.

FOOD AND WATER POLICIES AND PROCEDURES

- Water is offered throughout the day and served in disposable cups.
- Each day the water bottle or cup is used, the childcare center cleans and sanitizes all water bottles and cups using procedures in compliance with the Food Code under Minnesota Rules, chapter 4626
- A water bottle or cup assigned to specific child and labeled with the child's first and last name.
- Water bottles and cups are stored in a manner that reduces the risk of a child using the wrong water bottle or cup.
- A water bottle or cup is used only for water.

BITING POLICY

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

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

To keep biting at a minimum:

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

When biting occurs:

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

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

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

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

A follow-up conference may be deemed necessary.

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

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

EMERGENCIES

In the event that emergency medical attention is warranted, the Early Childhood Director (or in the absence of the Director, the child's teacher) will take whatever steps are necessary to obtain medical care. In the case of an emergency, accident, or illness, including poisoning, choking and burns, the paramedics will be called. All accidents that require medical attention are reported to the Department of Human Services, including animal bites and reportable diseases. We will make every attempt to contact the parent/guardian. The nature of the injury or illness will determine the order in which the steps are taken. Staff are not allowed to transport children. Our primary objective will be to obtain medical treatment for your child as quickly as possible. The American Red Cross trains staff members in first aid and CPR.

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

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

SAFETY AND INJURY PREVENTION

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

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

Poison Prevention

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

Prevention of Choking, Aspiration, Suffocation and Drowning

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

Burns and Electrical Accident Prevention

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

Playground Safety

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

FIRE AND TORNADO DRILLS

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

WEATHER

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

INCLEMENT WEATHER SCHOOL CLOSURE POLICY

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

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

We take several factors into consideration including:

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

NOTIFICATION PROCEDURES

1. We will announce the decision of closing or a delayed start no later than 6 AM.
2. Families will be notified by email and/or Brightwheel.
3. In the unlikely event of an early dismissal, we will email and call as soon as a decision is made.

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

Maltreatment of Minors Mandated Reporting

This form may be used by any provider licensed by the Minnesota Department of Human Services, except family child care. The form for family child care providers can be found in eDocs #7634C.

What to report

- Maltreatment includes egregious harm, neglect, physical abuse, sexual abuse, substantial child endangerment, threatened injury, and mental injury. For definitions refer to [Minnesota Statutes, section 260E.03](#), and pages 3-6 of this document. Maltreatment must be reported if you have witnessed or have reason to believe that a child is being or has been maltreated within the last three years.

Who must report

- If you work in a licensed facility, you are a “mandated reporter” and are legally required (mandated) to report maltreatment. You cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility.
- In addition, people who are not mandated reporters may voluntarily report maltreatment.

Where to report

- If you know or suspect that a child is in immediate danger, call 9-1-1.
- Reports concerning suspected maltreatment of children, or other violations of Minnesota Statutes or Rules, in facilities licensed by the Minnesota Department of Human Services, should be made to the Licensing Division’s Central Intake line at 651-431-6600.
- Incidents of suspected maltreatment of children occurring within a family, in the community, at a family child care program, or in a child foster care home, should be reported to the local county social services agency at or local law enforcement at 651-266-4500.

When to report

- Mandated reporters must make a report to one of the agencies listed above immediately (as soon as possible but no longer than 24 hours).

Information to report

- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the maltreatment (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected maltreatment occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.

Failure to report

- A mandated reporter who knows or has reason to believe a child is or has been maltreated and fails to report is guilty of a misdemeanor.
- In addition, a mandated reporter who fails to report serious or recurring maltreatment may be disqualified from a position allowing direct contact with, or access to, persons receiving services from programs, organizations, and/or agencies that are required to have individuals complete a background study by the Department of Human Services as listed in Minnesota Statutes, section 245C.03.

Retaliation prohibited

- An employer of any mandated reporter is prohibited from retaliating against (getting back at):
 - an employee for making a report in good faith; or
 - a child who is the subject of the report.
- If an employer retaliates against an employee, the employer may be liable for damages and/or penalties.

Staff training

The license holder must train all mandated reporters on their reporting responsibilities, according to the training requirements in the statutes and rules governing the licensed program. The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

Provide policy to parents

For licensed child care centers, the mandated reporting policy must be provided to parents of all children at the time of enrollment and must be available upon request. The definitions section (p. 3-6) is optional to provide to parents.

The following sections only apply to license holders that serve children. This does not include family child foster care per [Minnesota Statutes 245A.66, subd. 1](#).

Internal review

- When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review within 30 calendar days and take corrective action, if necessary, to protect the health and safety of children in care.
- The internal review must include an evaluation of whether:
 - related policies and procedures were followed;
 - the policies and procedures were adequate;
 - there is a need for additional staff training;
 - the reported event is similar to past events with the children or the services involved; and
 - there is a need for corrective action by the license holder to protect the health and safety of children in care.

Primary and secondary person or position to ensure reviews completed

The internal review will be completed by Director. If this individual is involved in the alleged or suspected maltreatment, ECC Services Director will be responsible for completing the internal review.

Documentation of internal review

The facility must document completion of the internal review and make internal reviews accessible to the commissioner immediately upon the commissioner's request.

Corrective action plan

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan to correct any current lapses and prevent future lapses in performance by individuals or the license holder.

Definitions

Found in [Minnesota Statutes, section 260E.03](#)

Egregious harm ([Minnesota Statutes, section 260E.03, subd. 5](#))

"Egregious harm" means harm under [section 260C.007, subdivision 14](#), or a similar law of another jurisdiction. [Minnesota Statutes, section 260C.007, Subd. 14](#):

"Egregious harm" means the infliction of bodily harm to a child or neglect of a child which demonstrates a grossly inadequate ability to provide minimally adequate parental care. The egregious harm need not have occurred in the state or in the county where a termination of parental rights action is otherwise properly venued. Egregious harm includes, but is not limited to:

1. conduct towards a child that constitutes a violation of sections [609.185](#) to [609.2114](#), [609.222, subdivision 2](#), [609.223](#), or any other similar law of any other state;
2. the infliction of "substantial bodily harm" to a child, as defined in section [609.02, subdivision 7a](#);
3. conduct towards a child that constitutes felony malicious punishment of a child under [section 609.377](#);
4. conduct towards a child that constitutes felony unreasonable restraint of a child under [section 609.255, subdivision 3](#);
5. conduct towards a child that constitutes felony neglect or endangerment of a child under [section 609.378](#);
6. conduct towards a child that constitutes assault under section [609.221](#), [609.222](#), or [609.223](#);
7. conduct towards a child that constitutes solicitation, inducement, or promotion of, or receiving profit derived from prostitution under [section 609.322](#);
8. conduct towards a child that constitutes murder or voluntary manslaughter as defined by United States Code, title 18, section 1111(a) or 1112(a);
9. conduct towards a child that constitutes aiding or abetting, attempting, conspiring, or soliciting to commit a murder or voluntary manslaughter that constitutes a violation of United States Code, title 18, section 1111(a) or 1112(a); or
10. conduct toward a child that constitutes criminal sexual conduct under [sections 609.342](#) to [609.345](#).

Maltreatment ([Minnesota Statutes, section 260E.03, subd. 12](#))

"Maltreatment" means any of the following acts or omissions:

1. egregious harm under subdivision 5;
2. neglect under subdivision 15;
3. physical abuse under subdivision 18;
4. sexual abuse under subdivision 20;
5. substantial child endangerment under subdivision 22;
6. threatened injury under subdivision 23;
7. mental injury under subdivision 13; and
8. maltreatment of a child in a facility.

Mental injury ([Minnesota Statutes, section 260E.03, subd. 13](#))

"Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

Neglect ([Minnesota Statutes, section 260E.03, subd. 15](#))

- A. "Neglect" means the commission or omission of any of the acts specified under clauses (1) to (8), other than by accidental means:
 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so;
 2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in their care;
 4. failure to ensure that the child is educated as defined in sections [120A.22](#) and [260C.163, subdivision 11](#), which does not include a parent's refusal to provide the parent's child with sympathomimetic medications, consistent with section [125A.091, subdivision 5](#);
 5. prenatal exposure to a controlled substance, as defined in section [253B.02, subdivision 2](#), used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
 6. medical neglect, as defined in section [260C.007, subdivision 6](#), clause (5);
 7. chronic and severe use of alcohol or a controlled substance by a person responsible for the child's care that adversely affects the child's basic needs and safety; or
 8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.
- B. Nothing in this chapter shall be construed to mean that a child is neglected solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.
- C. This chapter does not impose upon persons not otherwise legally responsible for providing a child with necessary food, clothing, shelter, education, or medical care a duty to provide that care.

Physical abuse ([Minnesota Statutes, section 260E.03, subd. 18](#))

- A. "Physical abuse" means any physical injury, mental injury under subdivision 13, or threatened injury under subdivision 23, inflicted by a person responsible for the child's care on a child other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized under section [125A.0942](#) or [245.825](#).
- B. Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by section [121A.582](#).
- C. For the purposes of this subdivision, actions that are not reasonable and moderate include, but are not limited to, any of the following:
1. throwing, kicking, burning, biting, or cutting a child;
 2. striking a child with a closed fist;
 3. shaking a child under age three;
 4. striking or other actions that result in any nonaccidental injury to a child under 18 months of age;
 5. unreasonable interference with a child's breathing;
 6. threatening a child with a weapon, as defined in [section 609.02, subdivision 6](#);
 7. striking a child under age one on the face or head;
 8. striking a child who is at least age one but under age four on the face or head, which results in an injury;
 9. purposely giving a child:
 - i. poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner in order to control or punish the child; or
 - ii. other substances that substantially affect the child's behavior, motor coordination, or judgment; that result in sickness or internal injury; or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances;
 10. unreasonable physical confinement or restraint not permitted under [section 609.379](#), including but not limited to tying, caging, or chaining; or
 11. in a school facility or school zone, an act by a person responsible for the child's care that is a violation under section [121A.58](#).

Sexual abuse ([Minnesota Statutes, section 260E.03, subd. 20](#))

"Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child, or by a person in a current or recent position of authority, to any act that constitutes a violation of section [609.342](#) (criminal sexual conduct in the first degree), [609.343](#) (criminal sexual conduct in the second degree), [609.344](#) (criminal sexual conduct in the third degree), [609.345](#) (criminal sexual conduct in the fourth degree), [609.3451](#) (criminal sexual conduct in the fifth degree), or [609.352](#) (solicitation of children to engage in sexual conduct; communication of sexually explicit materials to children).

Sexual abuse also includes any act involving a child that constitutes a violation of prostitution offenses under sections [609.321](#) to [609.324](#) or [617.246](#). Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes child sex trafficking as defined in section [609.321](#), subdivisions 7a and 7b.

Sexual abuse includes threatened sexual abuse, which includes the status of a parent or household member who has committed a violation that requires registration as an offender under section [243.166, subdivision 1b](#), paragraph (a) or (b), or required registration under section [243.166, subdivision 1b](#), paragraph (a) or (b).

Substantial child endangerment ([Minnesota Statutes, section 260E.03, subd. 22](#))

"Substantial child endangerment" means that a person responsible for a child's care, by act or omission, commits or attempts to commit an act against a child under their care that constitutes any of the following:

1. egregious harm under subdivision 5;
2. abandonment under section [260C.301, subdivision 2](#);
3. neglect under subdivision 15, paragraph (a), clause (2), that substantially endangers the child's physical or mental health, including a growth delay, which may be referred to as failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
4. murder in the first, second, or third degree under section [609.185](#), [609.19](#), or [609.195](#);
5. manslaughter in the first or second degree under section [609.20](#) or [609.205](#);
6. assault in the first, second, or third degree under section [609.221](#), [609.222](#), or [609.223](#);
7. solicitation, inducement, and promotion of prostitution under section [609.322](#);
8. criminal sexual conduct under sections [609.342](#) to [609.3451](#);
9. solicitation of children to engage in sexual conduct under section [609.352](#);
10. malicious punishment or neglect or endangerment of a child under section [609.377](#) or [609.378](#);
11. use of a minor in sexual performance under section [617.246](#); or
12. parental behavior, status, or condition that mandates that the county attorney file a termination of parental rights petition under section [260C.503, subdivision 2](#).

Threatened injury ([Minnesota Statutes, section 260E.03, subd. 23](#))

- A. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.
- B. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care, as defined in subdivision 17, who has:
 1. subjected a child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under subdivision 5 or a similar law of another jurisdiction;
 2. been found to be palpably unfit under section [260C.301, subdivision 1](#), paragraph (b), clause (4), or a similar law of another jurisdiction;
 3. committed an act that resulted in an involuntary termination of parental rights under section [260C.301](#), or a similar law of another jurisdiction; or
 4. committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative under Minnesota Statutes 2010, section [260C.201](#), subdivision 11, paragraph (d), clause (1), section [260C.515, subdivision 4](#), or a similar law of another jurisdiction.
- C. A child is the subject of a report of threatened injury when the local welfare agency receives birth match data under section [260E.14, subdivision 4](#), from the Department of Human Services.

How to Report Concerns You May Have?

We want participants and staff to feel safe and we want to give you multiple avenues to report any concerns you have regarding inappropriate behavior.

How to report directly or anonymously

You always have a right to report concerns to a teacher, supervisor, Director, CEO/COO.

If you or your child do not want to report directly to those listed above, you also can report concerns anonymously.

To make a report to our tip-line:

1. Call 612.999.9001
2. Once you have dialed the number, you will be directed to a pre-recorded message
3. Our tip-line voicemail will be checked daily

What will the JCC do when a concern is reported?

We have a formal grievance investigation procedure in place, and our procedure is communicated to all employees and volunteers at the JCC. As part of this procedure, we commit ourselves to investigating all concerns promptly, to preserve your confidentiality as much as we can, and to resolve your concerns to the best of our ability.

While all concerns are different, if you report a concern we may take the following steps:

- Interviewing key individuals or witnesses
- Keeping stakeholders informed as the investigation proceeds
- Asking for assistance from outside investigators or neutral parties where appropriate
- Taking decisive action to ensure concerns are involved and to ensure that any inappropriate behavior is remedied or prevented.

How We Respond to Reports of Inappropriate Behaviors and/or Policy Violations

Because our organization is dedicated to maintaining zero tolerance for abuse, it is imperative that employees and volunteers participate in the protection of vulnerable populations. In the event that employees and volunteers observe any inappropriate behaviors and/or policy violations on the part of other employees and volunteers, we make it clear that it is their personal responsibility to immediately report their observations.

All reports of inappropriate behavior will be taken seriously, and we make it clear that our employees and volunteers must report any such concerns.

WHAT WE EXPECT OF OUR EMPLOYEES AND VOLUNTEERS

1. **Employee and Volunteer Response** – In the event that an employee or volunteer witnesses inappropriate behaviors or policy violations from another employee or volunteer, the employee or volunteer has been instructed to do the following:

Guidelines for Employees and Volunteers Response to Suspicious or Inappropriate Behaviors and/or Policy Violations

1. Interrupt the behavior.
2. Immediately report the behavior to a supervisor, director, or other authority.
3. If the employee or volunteer is not comfortable making the report directly, they can make it anonymously
4. If the report is about a supervisor or administrator, the employee or volunteer must contact the next level of management.
5. Document the report but do not investigate- the issue without outside assistance
6. Keep reporting until the appropriate action is taken.

2. Supervisor and Administrator Response –

When a director or program leadership receives a report of inappropriate behaviors or policy violations from an employee or volunteer, the director has been instructed to do the following:

Guidelines for Supervisor and Administrator Response to Suspicious or Inappropriate Behavior

7. Report to the next level of administration and determine the appropriate administrator to respond to the concern.
8. Investigate the report by, among other things, speaking with the employee or volunteer who has been reported and any witnesses.
9. Review the file of the employee or volunteer to determine if similar complaints were reported.
10. Document the report and ensure the concerns are fully investigated.
11. If at any point in gathering information about a report of suspicious or inappropriate behavior, a concern arises about possible abuse, contact the state authorities and file a report.
12. If appropriate, notify parents and/or guardians.
13. Advise the person who reported the behavior that the report is being taken seriously.

Based on the information gathered, the JCC may take the following action:

- a. Increased monitoring or supervision of the employee, volunteer, or program.
- b. Disciplinary action up to and including termination and prosecution.
- c. Further investigation.

3. Program Response – After the internal review determine if system changes are necessary, such as:

Guidelines for Program Response

- 14. Review the need for increased supervision.
- 15. Review the need for revised policies or procedures.
- 16. Review the need for additional training.

INFANT PROGRAM INFORMATION

GOALS AND OBJECTIVES

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

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

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

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

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

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

From birth to 16 months...

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

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

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

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

AGE CATEGORIES/NUMBER OF CHILDREN SERVED

The infant program serves children from 6 weeks to 16 months. Our licensed capacity is for 24 infants and the children are divided into age-appropriate rooms. The younger infant room serves children 6 weeks to 16 months, with a ratio of one to four. The emerging toddler room serves children 1 to 2 years, with a ratio of one to four.

CURRICULUM

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

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

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

MILESTONE TRANSITIONS

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

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

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

CONFERENCES/ASSESSMENT

Conferences are held twice per school year. Infants are assessed in the areas of social, emotional, cognitive, language, large and small motor development. Teachers record observations throughout the year. These observations culminate in formal conferences in November and April. Sign up sheets are posted two weeks prior to the conference date. Completed conference forms are signed by parents and filed in the child's confidential file. These files are accessible only to program administrators. Additional conferences with your child's teacher are available, as necessary, and we will make every effort to schedule conferences at your convenience whenever you would like one. Please call 651.255.4760 or speak directly to your child's teacher.

WHAT YOUR CHILD NEEDS

Please label all items your child brings to the J:

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

FOOD

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

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

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

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

Collection

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

Storage

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

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

- We do not give any child supplements while in our care unless it is prescribed by a doctor.
- Children are provided water in disposable cups or in cups that are sanitized after each use. We follow the procedure in compliance with the Food Code under MN Rules, chapter 4626.

DIAPERING PROCEDURE

Please Post

<i>Preparation</i>	Wash hands	Thoroughly with soap and warm running water for 15 seconds using posted procedure.
	Assemble supplies (within reach)	<ul style="list-style-type: none"> ✓ Clean disposable diaper. ✓ Disposable wipes or paper towels. ✓ Clean paper (Roll paper or nonabsorbent paper sheets). ✓ Gloves, when used. ✓ Possibly: ointment, cotton swabs, clean clothes. Put ointment on a paper surface to avoid handling or contaminating the tube or container.
	Cover diapering surface	The paper needs to be the length of the child; have clean paper within reach.
	Put gloves on	See recommendations per program policies.
<i>Dirty Phase</i>	Place child on diapering surface	<ol style="list-style-type: none"> 1. Keep one hand on child entire time. 2. Keep others away from diapering area. 3. Remove child's clothing, put soiled clothing aside.
	Remove soiled diaper	Roll diaper inward. Place diaper directly into a covered waste container or out of child's kick space/reach.
	Cleanse diaper area of child	<ol style="list-style-type: none"> 1. Cleanse from front to back (once per wipe) and include skin creases. Use the child's own disposable wipes or the three paper towel method (soap, rinse, dry). 2. Place wipes in waste container or out of child's kick space/reach.
	<u>Remove gloves</u>	Place gloves in waste container or out of child's kick space/reach.
<i>Clean Phase</i>	Put clean paper under child	If soiled.
	Ointment, as directed	Use clean glove , swabs, or tongue blades to apply, remove glove.
	Diaper and dress child	
	Wash child's and provider's hands	Thoroughly with soap and warm running water for 15 seconds using posted procedure.
	Return child to activity	Return to diapering area.
<i>Clean Up</i>	Dispose of soiled items	<ol style="list-style-type: none"> 1. Put soiled clothing, without rinsing, in a plastic bag for parent/guardian to take home. 2. Put diaper, wipes, paper towels, changing paper, cotton swabs, and gloves into the plastic-lined waste container. (Foot operated is recommended.)
	Clean and disinfect	Diapering surface, waste container lid, faucet handles, and all surfaces touched.
	Wash hands	Thoroughly with soap and warm running water for 15 seconds using posted procedure.
<i>Communicate</i>	Record	Diaper change.
	Report	Concerns to parents (unusual color, odor, frequency, or consistency of stool; rash).

SUID PREVENTION

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

To reduce the risk of SUID:

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

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

J INFANT SLEEP POSITION POLICY

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

- All cribs are in sight and sound of staff. Safety crib checks are completed routinely.
- Infants under 12 months of age shall be placed on their backs on a firm, tight-fitting mattress for sleep in a crib.
- Soft mattresses, blankets, pillows and other soft surfaces shall be prohibited as infant sleeping surfaces.
- All pillows, quilts, comforters, sheepskins, stuffed toys, and other soft products shall be removed from the crib.
- Only armless sleep sacs are allowed, or nothing at all.
- The infant's head shall remain uncovered during sleep.
- Use safety-approved cribs and firm mattresses.
- Sleep only one baby per crib.
- Keep the room at a temperature that is comfortable for lightly clothed adult.
- Visually check on sleeping babies often.
- No smoking around babies.

- A crib must be provided for each infant for which the center is licensed to provide care. The equipment must be safe and sturdy construction that conforms to the Federal Crib Standards under code of Federal Regulations Title 16, part 1219 for full size baby cribs or Code of Federal Regulations, Title 16, part 1220 for non-full size baby cribs. See Minnesota Statutes, section 245A.146 subdivision 4, for additional crib safety standard including routine crib inspections requirements.
- A physician's note is needed for 'no-back sleepers' that explains why the baby should not use a back-sleeping position.
- We will only accept a medical reason for a sleep position other than on the back. This note will be kept on file and all staff, including substitutes and volunteers, will be informed of this special situation.
- When infant can easily turn over from the supine to the prone position, they shall be put down to sleep on their back but allowed to adopt whatever position they prefer for sleep.
- Have supervised "tummy time" for awake babies. This will help babies strengthen their muscles and develop normally.
- Teach staff about safe sleep policy, and to review these practices often.
- Bedding is provided for each child and is washed weekly or when it becomes soiled. Bedding is not shared with other children.
- Babies are not swaddled or use any other sleeper with an attached system.
- Babies are moved to their crib as soon as possible once they have fallen asleep in providers arms or in a bouncy seat.

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

TYPICAL INFANT DAY SCHEDULE

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

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

Schedule

7:30-8:30	Drop-off/Free play
8:30-8:45	Free play
8:45-9:15	Morning snack
9:15-9:30	Diapers
9:30-10	Small activity/Free play
	Outdoor play/Large muscle room
10-11	Morning nap
11:15-11:30	Diapers
11:30-noon	Small activity/Art/Sensory
Noon-1	Lunch
1:15-1:30	Diapers
1:30-2	Small activity/Free play
2-3	Afternoon nap
3:15-3:30	Diapers
3:45-4:15	Afternoon snack
4:15-5:30	Small activity/Free play
	Outdoor play/Large muscle room

POLICIES AND GUIDELINES FOR BEHAVIOR MANAGEMENT

Positive techniques for discipline and behavior guidance are always used in all Early Childhood programs to help young children learn appropriate behavior and self-control. Based upon knowledge of Early Childhood development, **discipline is not used as a punishment for inappropriate behavior**, but rather as a way of teaching children appropriate behaviors. Our responsibility is to guide children in learning appropriate behaviors based at each child's developmental level.

Developmentally Geared

All positive discipline guidelines are geared to the developmental level of each child.

Redirection

Redirection of the children toward a constructive activity in an effort to reduce conflict and to avoid problems is used in all classrooms. Children may become so upset they are unable to respond verbally. Activities should be utilized to help the child regain control. Water play, Play-Doh and finger painting may help relieve negative energy. Books can also help in stressful situations.

Acceptable Alternatives

Staff teach the children how to use acceptable alternatives in order to reduce conflict. **Negative feelings and actions are a natural part of a child's development.** Negative behavior or actions need to be anticipated and alternatives to problem behaviors must be made available. Acceptance of feelings does not mean approval of the action and understanding that "bad" feelings exist will let the child know that their feelings are valid, and help them learn appropriate actions. Encouraging children to verbalize their feelings is one method of teaching a child what behavior is appropriate and what options they have within the classroom.

Safety

All of the behavior guidance policies are to protect the safety of the children and staff.

Directly Related Consequences

In order to teach children appropriate behaviors, help the children by setting clear, simple limits. Children need to know that they will not be allowed to hurt themselves or others, or damage equipment. Consequences for children who exhibit inappropriate or unsafe behaviors must be immediate, and the consequences must be directly related to the child's unacceptable behavior. Setting clear limits with consequences directly related to the inappropriate or unacceptable behavior will make the children feel secure in the environment.

Persistent Unacceptable Behavior

Behavior, appropriate or inappropriate, is learned as children react to their environment and the people in it. As children interact with peers and adults, they learn ways of responding, reacting and behaving. As a result, children adopt behaviors that appear to them to meet the expectations of others. Acceptable behavior continues if it is reinforced, and similarly problem behavior can continue if it is reinforced.

Inappropriate behaviors exhibited by young children stem either from patterns that have evolved from their past, or from a lack of understanding of what is expected from them.

For persistent unacceptable behavior, the following steps are taken:

1. Consult with your supervisor and report all persistent unacceptable behavior. Observe and record the behavior of the child and staff involved.
 - a. Explore possible ways of eliminating the behavior (i.e. room arrangement or physical setting).
 - b. Consider alternative ways of guiding behavior.
 - c. Work with the parents, discussing and informing them of any behavior plans.
 - d. Set goals and a behavior plan for the child.
2. When all of the above steps have been implemented and the unacceptable behavior continues, the following steps are taken:
 - a. A conference time is set with the parents, for the teacher and the Childcare Services Director to discuss what further action, if any, needs to be taken.
 - b. If it is determined that outside consultants are needed, the parents will sign a release to do so before any outside personnel are employed. It is important to remind the parents that while we advocate for all children in our program, as the parent they have to make the final decision. We will respect whatever decision that they make.

Children with Special Needs

The Early Childhood center is committed to providing the best possible Early Childhood experience for all children, regardless of developmental levels or disabilities. Parents must inform the center of any special needs, allergies or medical conditions. Children with a variety of diagnoses (autism, cerebral palsy, hearing impairment, epilepsy, developmental delays) have been or are currently being served in the program.

Children's abilities are emphasized, not disabilities. Teachers will receive training on how to include a child with special needs into group activities. Children without disabilities receive awareness orientation about disabilities and will learn to interact with children who have disabilities.

The Inclusion and Accessibility Services Coordinator is available to train staff and work with children. The Early Childhood center also works with the St. Paul Public Schools and other agencies when needed or requested.

Prohibited Actions

The following actions are prohibited in the Early Childhood center:

1. Subjection of a child to corporal punishment. Corporal punishment includes, but is not limited to: rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, punching and hitting., pinching or spanking
2. Subjection of a child to emotional abuse. Emotional abuse includes, but is not limited to: name calling, ostracism, shaming, derogatory remarks about the child or child's family and using language that threatens, humiliates or frightens the child.
3. Separation from the group, except as outlined in the following section.
4. Punishment for lapses in toilet training.
5. Withholding of food, light, warmth, clothing or medical care as a punishment for unacceptable behavior.
6. The use of physical restraint other than to physically hold a child when confinement is necessary to protect a child, or others, from harm.
7. The use of mechanical restraints, such as tying.

Separation from the Group

Separation from the group (time-out) does not teach appropriate behavior and will only teach the child what not to do, rather than a positive alternative. As an alternative to a time-out, it is suggested that the child be removed from the situation to sit alone with something to do. No child may be separated from the group unless less-intrusive methods of guiding behavior have been ineffective, and the child's behavior threatens the well-being of the child or other children.

A child who requires separation from the group must remain within an unenclosed part of the classroom where the child can be continually seen and heard by a staff person. When separation from the group is used as a behavior guidance technique, the child's return to the group must be contingent on the child's stopping, or bringing under control, the behavior that precipitated the separation. The child must be returned to the group as soon as the behavior abates or stops. Children six weeks to 16 months cannot be separated from the group as a means of behavior guidance.

Separation Report

All separations from the group must be noted in a daily log as part of a formal behavior modification plan. The notation in the log must include the child's name, staff person's name, time, date, and information indicating what less intrusive methods were used to guide the child's behavior, and how the child's behavior continued to threaten the well-being of the child or other children in the group. If a child is separated from the group three times or more in one day, the child's parents must be notified, and this information should also be put in the daily log. All separations from the group must be noted on a daily log that must include the following:

- If a child is separated from the group three or more times in one day, the child's parent shall be notified, and the parent notification shall be indicated on the daily log; and
- If a child is separated five or more times in one week or eight times or more in two weeks, the procedures for Persistent Unacceptable Behavior must be followed.

TODDLER PROGRAM INFORMATION

GOALS AND OBJECTIVES

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

CURRICULUM

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

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

PHYSICAL DEVELOPMENT

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

COMMUNICATION/PARENTAL INVOLVEMENT

Daily contact between parent and teachers is essential to the success of the program. Brightwheel shares information throughout the day about diapering, napping and eating. By sharing information, we can work together to bridge the gap between home and the center, and develop consistency in such daily routines as napping, eating, diapering and toilet habits.

We encourage parents to be involved in their child's experience. If you have any special skills or talents you would like to share, please contact us. (READING counts as a talent!) You are encouraged to help out in your child's room by joining us for snack or lunch, reading, or just participating in classroom activities. We welcome you year-round, between the hours of 8:30 AM–5:30 PM.

CONFERENCES/ASSESSMENT

Conferences are held twice per school year. Toddlers are assessed in the areas of social, emotional, cognitive, language, large and small motor development, and self-help skills. Teachers record observations throughout the year. These observations culminate in formal conferences in November and April. Sign up sheets are available at the childcare desk two weeks prior to the conference date. Completed conference forms are signed by parents and filed in the child's confidential file. These files are accessible only to program administrators. Additional conferences with your child's teacher are available, as necessary, and we will make every effort to schedule conferences at your convenience whenever you would like one. Please call 651.255.4760 or speak directly to your child's teacher.

WHAT YOUR CHILD NEEDS

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

Please provide for your child:

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

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

TOILET TRAINING

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

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

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

REST TIME

We realize that many of our children no longer are required to take naps or rest at home, but we feel that the school day presents a schedule that is more active, and therefore requires a rest period. All children rest for at least a half-hour. This rest period can be a story time, listening to restful music or quiet games. A child who has completed a nap or rested quietly for 30 minutes will not be required to remain on a cot. Parents provide a blanket for their child. JCC will wash blankets weekly. Cots are spaced around the classroom to create a safe path, distance between each child and soft, quiet music is played. The lights are turned off to provide a calm atmosphere. Children are supervised at all times during rest time. Napping children are separated from children that are awake.

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Changing Pull-ups/Toilet Learning Procedure

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

<i>Preparation</i>	Wash hands	Thoroughly with soap and warm running water for 15-20 seconds using posted procedure.
	Assemble supplies (within reach)	<ol style="list-style-type: none"> 1. Clean disposable pull-up*. 2. Disposable wipes or paper towels. 3. Gloves, when used.
	Put gloves on	See gloving recommendations per program policies.
<i>Dirty Phase</i>	Stand child by the toilet	<ol style="list-style-type: none"> 1. Provide privacy. 2. Assist child to remove clothing, if necessary. Put soiled clothing in a plastic bag.
	Teach child to remove pull-up	Tear sides of pull-up to remove. Place pull-up directly into plastic bag, tie and place in a plastic lined waste container.
	Teach child to wipe bottom	<ol style="list-style-type: none"> 1. Teach child to wipe from front to back (once per wipe). Use the child's own disposable wipes. 2. Place wipes in waste container.
	Remove gloves	Place gloves in waste container.
<i>Toileting</i>	Encourage Independent Toileting ...	<ol style="list-style-type: none"> 1. Allow child to sit on toilet. 2. Praise for toileting attempt/success. 3. Allow child to wipe bottom. 4. Encourage child to flush toilet.
<i>Clean Phase</i>	Teach child to put on pull-up and clothes.	
	Wash child's hands	Thoroughly with soap and warm running water for 15-20 seconds using posted procedure.
	Return child to activity	Staff returns to diapering area.
<i>Clean Up</i>	Clean and disinfect	Any soiled areas including cleaning and disinfecting toilet seat.
	Wash hands	Thoroughly with soap and warm running water for 15-20 seconds using posted procedure.
<i>Communicate</i>	Acknowledge Toilet Learning Process	Praise child for all attempts/successes in toilet learning process.
	Record	Toileting results.
	Report	Toileting results and any concerns to parents (rash, unusual color, odor, frequency, or consistency of stool).

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

Rev. 5/5/2008

Minnesota Visiting Nurse Agency Child Care Consultants

MILESTONE TRANSITIONS

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

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

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

TODDLER DAILY SCHEDULE

7:30-8:30	Arrival, Greeting time and Free play
8:30-9:15	Handwashing, Snack
9:15-9:45	Diapering/Toileting
9:30-10	Group time, Art, Music
10-11	Outside/Gym activity
11-noon	Handwashing, Lunch
noon-12:30	Diapering/Toileting
12:30-3	Nap time
3-3:15	Diapering/Toileting
3:15-3:45	Handwashing, Snack
3:45-4:15	Group time, Finger play, Flannel board, Music, Story, Art
4:15-5:30	Puzzles, Playdough, Water play, Coloring, Outdoor play Departure, Free play, Group stories, Table toys, Sababa Room

PRESCHOOL PROGRAM INFORMATION

GOALS AND OBJECTIVES

The Preschool's goals are:

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

CURRICULUM

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

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

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

COMMUNICATION

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

- Each classroom also publishes its own calendar which will be posted in the newsletter.
- Teachers are available for short verbal communication at the beginning and end of the day.
- Two conferences will occur during the school year.
- Daily nap sheets are posted.
- Monthly snack calendars are posted.
- A daily report is posted on the dry erase board in each classroom.
- Flyers will also be emailed or posted throughout the year to call attention to important events, reminders, etc.

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

If you should need to contact your child's teacher, please call the Childcare Desk at 651.255.4760. If your child's teacher is unable to take your call at that time, please leave your name, your child's name, and a phone number, and your child's teacher will return your call as soon as possible.

CONFERENCES/ASSESSMENT

Conferences are held twice per school year. Preschoolers are assessed in the areas of social, emotional, cognitive, language, communication, large and small motor development. Teachers record observations throughout the year. These observations culminate in formal conferences in November and April. Sign up sheets are posted on classrooms doors two weeks prior to the conference date. Completed conference forms are signed by parents and filed in the child's confidential file. These files are accessible only to program administrators. Additional conferences with your child's teacher are available, as necessary, and we will make every effort to schedule conferences at your convenience whenever you would like one. Please call 651.255.4760 or speak directly to your child's teacher.

PARENT INVOLVEMENT

We encourage parents to be involved in their child's experience. This involvement will help your child feel that you believe their school experience is important. If you have any special skills or talents you would like to share, please contact us. (READING counts as a talent!) You are encouraged to help out in your child's room by joining us for snack or lunch, reading, or just participating in classroom activities. We welcome you year-round, between the hours of 7:30 AM-5:30PM.

SWIM

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

You can help by volunteering to assist the teachers on swim days in the process of getting the children dressed and undressed. The children usually greet these lessons with enthusiasm. As parents, you can also help by encouraging your child to participate in swim lessons and by making sure your child has their swimsuit on days swim lessons are scheduled. There are some children who may be fearful of the water, and we never force a child to go into the pool. Just sitting on the edge of the pool is a first step in the process of learning to like the water.

REST TIME

We realize that many of our children no longer are required to take naps or rest at home, but we feel that the school day presents a schedule that is more active, and therefore requires a rest period. All children rest for at least a half-hour. This rest period can be a story time, listening to restful music or quiet games. A child who has completed a nap or rested quietly for 30 minutes will not be required to remain on a cot. Parents provide a blanket for their child. JCC will wash blankets weekly. Cots are spaced around the classroom to create a safe path, distance between each child and soft, quiet music is played. The lights are turned off to provide a calm atmosphere. Children are supervised at all times during rest time. Napping children are separated from children that are awake.

Cribs, cots and beds must be placed so there are clear aisles and unimpeded access for both adults and children on at least one side of each piece of napping equipment. Cribs, cots, and beds must be placed directly on the floor and must not be stacked when in use.

FIELD TRIPS AND SPECIAL EVENTS

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

DRESS

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

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

BIRTHDAYS

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

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

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

PRESCHOOL DAILY SCHEDULE

7:30-9	Free play, storytelling, table games in opening room (Room 109)
9-10	Snack
10-10:30	Toileting
9-11:30	Preschool curriculum/Outside play/Gym
11:30-12:30	Lunch
12:30-1	Toileting
1-3	Nap/Rest/Awake Room
3-3:30	Toileting
3-4	Snack
3:30-4	Special classes/Activities/Swim
4-4:30	Gym/Outside play
4:30-5:30	Games/Stories/Activity centers

JCC Child Care Plan

The Minnesota JCC is a high-quality program able to serve a wide range of children and to develop strategies to meet their individual needs so that they will be successful in school and the community. The ECC program serves 8 infants, 8 older infants, 52 toddlers and 80 preschoolers. Children in our program are supervised at all times. We are open Monday-Friday, 7:30 AM–5:30 PM. One of our main goals in the Early Childhood Department is to ensure that children are ready to begin Kindergarten. The ECC program promotes intellectual, physical social and emotional development of a child in a manner consistent with the child's cultural background

In addition, the Early Childhood Department works with children to develop relationships with JCC staff to enhance the growth of developmental assets. Conflict resolution, building self-esteem and self-help skills, and working on social and emotional development are a critical part of our program. The program's goal is to establish an environment that will encourage each child's natural curiosity.

Infant Room – We work closely with parents in the Infant Room. The two Infant Rooms and one Emerging Toddler Room serve children ranging from approximately 6 weeks to 16 months of age. Parents are provided with a daily sheet which informs them of their child's activities throughout the day. Each infant is on their schedule, depending on their developmental needs. Infants will be changed, fed and allowed to nap throughout the day, according to their individual needs. Teachers are responsive to children, and treat children of all races, family backgrounds and cultures with respect. Infants go on walks outside and utilize the infant playground. A pre-enrollment conference is done before families begin the program.

Toddler Rooms – Toddler teachers provide a balance of age-appropriate large and small group activities designed to stimulate children's learning, self-control and ability to make choices. Children in the toddler rooms are approximately 16 months to 3 years of age. There is a ratio of one to seven. Lesson plans will be appropriate for each age group served. Staff will interact with children during play activities. Daily reports describing each child's day are given to parents. Conferences are provided twice per year. Activities include large muscle time in the gm or outside. The daily schedule includes a balance of quiet and active, teacher directed, and child initiated. Children are able to access books, dramatic play, art materials, sensory table, blocks, small manipulatives and various other equipment in the classroom.

Preschool Rooms – There are four preschool classrooms: two rooms for 3 years old's and two rooms for prekindergarten age children. Each classroom has a one to 10 ratio. The preschool program maintains a one to eight ratio. The developmentally appropriate Creative Curriculum is implemented in each of the classrooms. Learning centers are designed to provide children with "hands-on" self-directed learning experiences. Staff provide guidance as needed and add vocabulary and direction to the activities. The development of new centers is on-going, and in response to the children's changing interests. This method offers children a combination of visual, verbal, auditory and sensory feedback, which validates the children's experiences and provides the opportunity to gain in mastery and self-worth. We are in the process of implementing the zones of regulation in both toddler and preschool rooms. Activities include large muscle time in the gm or outside. The daily schedule includes a balance of quiet and active, teacher directed, and child initiated. Children are able to access books, dramatic play, art materials, sensory table, blocks, small manipulatives and various other equipment in the classroom.

The curriculum is enhanced by specialists in the areas of music and Jewish education. All classes have a weekly music time with the music specialist. Toddlers have in-center specialists, while the preschool children have in-center specialists to enhance their awareness of community, and to highlight curriculum plans. Swim lessons are an important part of the preschool program. Children enjoy free swim two times per week.

Each group has the opportunity to use the gym or the playground. Infants, toddlers and preschoolers each have a developmentally appropriate outdoor space to utilize, weather permitting.

Greeting each child individually at arrival time, and providing each child a separate, labeled space for personal belongings, enhances each child's feeling of self-worth.

Teachers keep a record of each child's progress and offer parent/teacher conferences at regular intervals to relay information on each child's growth and development. Teachers post a daily synopsis of classroom activities and are also available on a daily basis to respond to parental concerns.

All allergies are identified by the parent, are documented in child's file and are posted in the child's classroom. An individual childcare program plan (ICCPP) lists the allergy along with triggers, avoidance techniques, symptoms of an allergic reaction and procedure on how to respond to allergic reaction. Each staff person that is responsible for the child must review and implement the plan. The ICCPP is updated annually. The allergy information is available at all times and on field trips. Parent will be contacted if the child is exposed or had an allergic reaction. If epinephrine is administered 911 will be called. Allergy prevention and response training is done once every year.

All employees are expected to maintain the highest standard of professional conduct at all times. All staff are required to participate in in-service to complete their training/education requirements. The Early Childhood department has a staff meeting once a month to provide some of the required in-service time. All staff working with children are mandated reporters under the child abuse/neglect act in the state of MN.

Jewish identity is explored through a variety of on-going experiences:

- Holidays are observed through art activities, stories, songs, creative dramatics and cooking.
- Blessings are said before eating, and Shabbat is celebrated twice per month as a large group.
- Hebrew words are introduced through songs, counting, and identifying common objects.
- Picture and storybooks by Jewish authors, reflecting Jewish themes, are used.
- A Jewish Value of the Month is examined by the children in relation to their lives.
- A specialist visits toddler and preschool classrooms once per week to enhance the teaching of Jewish values and holidays.

Parent involvement is a crucial piece of the program. Parents' constructive criticism is not only welcome but is needed for us to maintain a quality program. We continue to offer programs for families throughout the year to help build community in our program.

Assessment and intervention are an important part of our program. Teachers maintain evaluations on skill development. Early Intervention services are identified and utilized when necessary. We work closely with families to ensure that Early Intervention is successful. Our goal is to prepare children to be successful in kindergarten.

Our program is one of the few child centers in the Twin Cities which offers scholarships to families in need. We are very lucky to have endowment funds designated for childcare scholarships. The need for scholarships continues to rise due to the economy. This program plan is available for parents on request and is evaluated by the director each year.

TYPICAL INFANT DAY SCHEDULE

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

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

Schedule

7:30-8:30	Drop-off/Free play
8:30-8:45	Free play
8:45-9:15	Morning snack
9:15-9:30	Diapers
9:30-10	Small activity/Free play
	Outdoor play/Large muscle room
10-11	Morning nap
11:15-11:30	Diapers
11:30-noon	Small activity/Art/Sensory
Noon-1	Lunch
1:15-1:30	Diapers
1:30-2	Small activity/Free play
2-3	Afternoon nap
3:15-3:30	Diapers
3:45-4:15	Afternoon snack
4:15-5:30	Small activity/Free play
	Outdoor play/Large muscle room

TODDLER DAILY SCHEDULE

7:30-8:30	Arrival, Greeting time and Free play
8:30-9:15	Handwashing, Snack
9:15-9:45	Diapering/Toileting
9:30-10	Group time, Art, Music
10-11	Outside/Gym activity
11-noon	Handwashing, Lunch
noon-12:30	Diapering/Toileting
12:30-3	Nap time
3-3:15	Diapering/Toileting
3:15-3:45	Handwashing, Snack
3:45-4:15	Group time, Finger play, Flannel board, Music, Story, Art
4:15-5:30	Puzzles, Playdough, Water play, Coloring, Outdoor play Departure, Free play, Group stories, Table toys, Sababa Room

PRESCHOOL DAILY SCHEDULE

7:30-9	Free play, storytelling, table games in opening room (Room 109)
9-10	Snack
10-10:30	Toileting
9-11:30	Preschool curriculum/Outside play/Gym
11:30-12:30	Lunch
12:30-1	Toileting
1-3	Nap/Rest/Awake Room
3-3:30	Toileting
3-4	Snack
3:30-4	Special classes/Activities/Swim
4-4:30	Gym/Outside play
4:30-5:30	Games/Stories/Activity centers