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ABOUT OUR SCHOOL

SCHEDULE: (2A.07,2A.11)

We offer **2, 3 & 5 half day** sessions for 2 1/2 hours, a **school day** session for 6 hours, and an **extended day** of nine hours for working parents between the hours of 6:30 AM and 5:30 PM, Monday through Friday. An optional hour may also be added to the half day program either before the session or after the session. We offer a 5 half day Pre- Kindergarten program with extended hours for working parents. Children attend the program based on a school year calendar of 180 days with optional childcare days available when the public school is closed and an optional summer program for year round childcare.

MISSION STATEMENT: (2A.05)

Our objective is to provide a safe, supportive, nurturing environment in which children can learn and grow in confidence & abilities in all aspects of development: physically, socially, emotionally, intellectually, & creatively.

EDUCATIONAL PHILOSOPHY & GOALS: (2A.01;02,03,09,10,12)

We believe that learning is an active process for young children, learning through play and actual experiences designed to stimulate and sustain emerging skills. Children make choices and experience success within a carefully arranged environment that promotes exploration and cooperative play. Teachers facilitate learning and positive social interactions among children to develop the "Whole Child" and they individualize for the variations in development that occur in children's learning.

Our goals for children are: (2B.01-07)

- To become competent in developing relationships of trust, independence, initiative and self- esteem;
- To become competent in social interaction with both adults and children; functioning successfully as part of a group, making friends, expressing emotions and learning mutual respect and cooperation;
- To become competent in the care and management of their bodies acquiring both large and small muscle skills; exhibiting body & manual coordination and the ability to move to music.
- To become competent in thinking for themselves, reasoning, solving problems, generating ideas, developing number understanding; verbal & nonverbal communication and using oral & written language effectively;
- To become competent in representing ideas and demonstrating both creativity and imagination through pretend play, drama, creative movement, music, art and construction.(building)

ACCREDITATION:

The National Association for the Education of Young Children launched its program accreditation system in the mid 1980's to help families find the best care for their young children and identify programs that strive to meet standards of excellence. We are proud to state **our program has been continuously accredited from 1992.** Early childhood programs voluntarily undergo a comprehensive process of internal self-study, improvement and external review and must meet all 10 Early Childhood Program Standards. Each standard is based on the latest research and represents an essential element of high-quality programs for children from birth through kindergarten. The primary focus area is **Children** and incorporates five standards, each advancing children's learning and development: *Relationships, Curriculum, Teaching, Health, and Assessment of Child Progress*. The other standards focus on three areas - *Teaching Staff, Partnerships with Families & Community and Administration* which establish an effective support structure for a quality program. The standards help to ensure that teachers help children develop, learn, & achieve their full potential.

LICENSING: (10.B.04)

The *Manual of Requirements* contains the official New Jersey licensing requirements governing early childhood programs that serve children below the age of six, and school-age programs that serve children younger than 13 years of age when their school is not in session. The Office of Licensing reviews our compliance with the requirements through annual unannounced visits and re-licensing visits.

QUALITY RATING & IMPROVEMENT SYSTEM:

The New Jersey QRIS assists early childhood programs in providing quality care for children and will recognize a provider for meeting specific indicators of quality above licensing requirements with a rating of 1 through 5. We have volunteered to participate in this program.

CURRICULUM: (2.A.01;02)

Children are actively engaged in a continuous learning process. Our curriculum serves as a framework for integrating the needs, interests and learning of the whole child with a variety of multi-sensory activities which are guided by key experiences in language and literacy, mathematics and science, social-emotional development, physical development and the creative arts. Children make choices, carry out plans and recall learning in a supportive environment that promotes initiative and independence and play. Throughout the day, children participate in individual, small and large group activities. We balance curriculum between active and quiet, social and academic, indoors and outdoors. The addition of our music specialist brings the great learning potential of music to all of our children in their classrooms and their families through our *Music Together* program and optional Parent & Child classes. We also offer optional programs for active play such as gymnastics on the Fun Bus and Soccer Shots during the school year.

The benefits of Active Play include increased strength, coordination and fitness. It also improves self-esteem and is linked to academic achievement. Daily **outdoor play** of at least **60** minutes per day improves attention span, memory and problem solving skills. Preschoolers should participate in at least **120** minutes of active play per day that includes both structured (teacher led) and unstructured (child led) physical activity including moderate to vigorous active play. Scheduled active play is a requirement of licensing.

TEACHERS; (1B.01;07,15)

The role of teachers and teacher assistants is to support and extend children's learning by listening, asking open-ended questions, engaging in conversations and challenging children to explain their thinking. But the teaching staff also fosters children's emotional well-being by creating a positive emotional climate and varying their interactions to be sensitive and responsive to differing abilities, temperaments, activity levels, social situations and cognitive development.

PARTNERSHIPS with Families; (1A.01 - 05)(7.A.01-05)

It is important for "Teachers to work in partnership with **Families**," establishing and maintaining ongoing two-way communication. Through mutual sharing, we can ensure the needs and interests of children are met and there is a smooth transition between home and school. Teachers share information with families about happenings in the classroom, rules and/or expectations. And families are encouraged to share cultural traditions and other information families feel would be helpful to teachers. We encourage parents or family members to come into the classroom to **read to the children**, share a talent, chaperone a field trip, assist with classroom parties, do a craft with the children, demonstrate a cooking activity or assist the teacher by making play dough, or helping out during choice time. We want nursery school to be a meaningful experience for the whole family. We define family as those who are committed to each other over the lifetime of the child.

STAFFING: (6.A.05,10B.12-13,10.E.11)

Our professional staff qualifications **exceed** New Jersey licensing requirements with varying degrees and experience. Most of our Teachers have a bachelor's degree as well as some of our Teacher Assistants. Other staff have an associate degree or a child development associate. All staff receives a minimum of 20 hours of on-going training each school year to develop and strengthen their skills. All of the professional staff are required to maintain CPR and First Aid certification.

Staff ratios vary by age group and **exceed** New Jersey minimum staffing requirements of **1:4 for Infants; 1:6 for Toddlers/Twos; 1:10 for 2 1/2 up to 4 years, 1:12 for Fours and 1:15 for 5 year olds**. Typically we staff for 1:3 or 4 for Infants depending on age, 1:6 for toddlers/twos; 1:8 for 3 year olds, 1:9 for 4 year olds.

ENROLLMENT

ENROLLMENT PROCEDURES: (10.B.10)(10.E.02)

Priority is given to families currently enrolled. Children from **8 weeks to 5 years** may be admitted anytime of the year based on availability. Enrollment is granted without regard to race, color, religion, national origin, creed, or gender. We begin enrolling students for the school year (September to June) during the month of **February**. Enrollment is contingent upon receipt of a completed enrollment form available at: www.beachwoodnurseryschool.com and the **non-refundable registration fee**. The summer program requires a separate enrollment form & fee.

For new enrollment, parents need to complete an enrollment form; a parent questionnaire; the Universal Health form with attached immunizations, the yellow Release Information/Medical Emergency Card and the Signature Receipt Form for the documents **received** and/or **reviewed on our Web Site***. All enrollment forms, including the Universal Health Record, must be returned by July 1st or prior to the first day a child attends our program. This is a requirement of Licensing. (*Paper copies are available upon request.)

Infants, Toddler & Twos' require additional forms for enrollment and an **in-person** visit prior to the first day of school to complete an **Individual Care Plan** with your child's "**Primary Care Giver**".

For re-enrollment, parents need to complete an enrollment form and the **Universal Health** form annually.

Confirmations are mailed confirming the program your child is enrolled in, the hours, the days, the monthly tuition for the program, and the date the tuition deposit is due. Class placement is contingent upon receipt of the **Tuition Deposit**. **All children** and parents **must visit** the school and classroom and meet the teachers and administrative staff prior to their first day. This ensures a proper transition for each and allows us to make an initial determination if our program is suitable for the child and family. Parents are **required** to attend our Open House/Orientation during the first days of school. Pre-School & Pre-Kindergarten children must be potty-trained and meet the October 1st cut-off date.

SPECIAL NEEDS children are evaluated on an individual basis and we make reasonable modifications to accommodate a child with disabilities or special needs while ensuring an undue burden (expense or significant difficulty) is not placed on our program. We will request a copy of the child's I.E.P. We will schedule a parent-provider meeting prior to your child starting Beachwood Nursery School to discuss the I.E.P, developmentally appropriate expectations & to foster the Home-School relationship. Children can attend our program and the district **Pre-School Program** with the public school providing transportation. If you suspect a delay, parents may request an evaluation by the Child Study Team at Toms River Schools (**732-505-5575**). Other resources are the Special Needs Child Care Project (**609-984-5321**) or Children's Specialized Hospital, 94 Stevens Road, Toms River (**732-914-1100**). **For children younger than three years**, parents should seek assistance through **Early Intervention: 888-653-4463; (www.njeis.org.)**

WAIT LIST POLICY:

In order to be placed on the wait list for a future opening at Beachwood Nursery School & ELC, a family will be asked to complete an enrollment form and then submit a non-refundable \$150.00 Wait List Fee. The wait List fee insures the family's commitment to the school. When the school calls to notify a family of an available opening, the family may accept or reject the opening. If the opening is rejected, the family will be placed at the bottom of the wait list with the date of the rejection. If a family is offered an opening a second time and again rejects the opening, the family will be removed from the wait list and forfeits the registration fee.

If you are currently expecting a child, please put the anticipated start date on the enrollment form. We will only hold an infant opening beginning September 1st for a maximum of 12 weeks of Family Leave. If your child does not start school on the date indicated on the enrollment form, you will be required to pay 50% tuition

per month to continue holding your child's class placement or you may choose to withdraw forfeiting the registration fee. If you choose to register at a later date, you will be required to pay another registration fee.

TUITION POLICY

REGISTRATION FEES: Infant to Pre-K: \$150 Additional Child: \$75 School Age: \$25 each

The Annual Tuition is based on the Toms River Schools' Calendar of 180 days for a 5 day program, 105 days for a 3 day program and 75 days for a 2 day program. Parents may add the Early Learning Center Calendar which adds **15 additional days** of child care when Toms River Schools is closed, and the summer program for year-round childcare. A custom rate must be figured for year-round childcare. A mailbox is located in the hallway of both buildings for tuition. Our school year will have the same **FIRST** day and **LAST** day as Toms River Schools including any weather related make-up days unless we advise you otherwise. **Tuition does NOT include charges** for days our school is not open for **holidays, vacation weeks, or snow days**. *No deductions may be made for absences, vacations, or emergency closings as the school maintains the continuous cost of staff salary and programs expense.*

Tuition is divided into 10 equal payments for your convenience and to save our monthly billing. The first payment is a tuition deposit (security) equal to one month's tuition and is due according to the Tuition Agreement Schedule. The monthly tuition and all enrollment forms must be received prior to the first day of attendance. **Thereafter, tuition is due the 1st week of each month, September to May, for a total of 10 payments. The tuition deposit is applied to June Tuition or the last month of attendance, when 4 weeks** written notice of withdrawal has been provided. Tuition does not include fees for field trips, extra-curricular activities, student books, developmental screenings or assessments. Tuition payments by Credit Card will be assessed 2.75% service fee. Tuition payments may also be arranged to coincide with a bi-weekly pay schedule. Special payment arrangement must be made during school day **office hours: 9:00 AM to 3:00 PM daily**. Please use black or blue ink when writing a check.

Available Discounts (only 1 may apply): A 2.5% discount is applicable for prepaid annual tuition paid by October 1st. A 2nd child discount is available for siblings registered in either a 2 or 3 **half** day program.

A late fee of \$15.00 will be added to tuition received after the 7th of the month. Children may not attend school if tuition is in arrears after the **15th of the month**. Non-payment of tuition is cause for immediate disenrollment from our program. Past due balances must be paid within 30 days or the account will be referred to Collections. The collection agency has advised us that additional costs of **40 %** may be added to any claim to cover collection fees and court costs. **Returned Checks** will be assessed a service fee of **\$25.00**, and must be replaced with **cash** or money order within 7 days. Future payments must be made in cash or credit card.

BILLING:

Schedule changes must be in **writing on our form, with a 2 week notice**. A service fee of \$10 will be billed. **Occasional prearranged hourly care** is **\$7.00 per hour** or any portion of an hour payable when used. Parents adding Before- or After-school hourly childcare or the Lunch Hour to the monthly tuition save 10% on the hourly rate.

Drop-In Care for registered families is **\$47 daily** (potty trained) or **\$50 daily** (not potty trained) will be billed. The daily cost for the week of Spring Break or any of the Early Learning Calendar child care days may be added to the monthly tuition also.

Late pick-up fees of \$10 for each 15 minutes past 5:30 PM or any portion of the 15 minutes will be billed.

SUMMER PROGRAM:

This begins the Monday after the school year ends and provides the **continuity of care & learning** children need over the summer. Parents must choose a consistent schedule. Tuition is due in June and July. An activity fee is due with the enrollment form. School is closed the last week of August.

EXTENDED SICKNESS POLICY:

Parents pay 50% of the tuition each month to retain the child's class placement.

Our school expense and teacher salaries are entirely supported by parent tuition and fund raisers during the school year. The fall fund raider supports Professional Development for our Teaching Staff including first aid and CPR certification. A spring fundraiser supports replacement of equipment. Our goal is to provide a clean, inviting environment with staff that are current in Early Childhood practice.

CALENDAR

SCHOOL-CALENDAR

We follow the Toms River Schools' Calendar of 180 school days observing the same days that Toms River Schools are closed and the weather related closings. However, we have provided an additional 15 days in the school year that our Early Learning Center will be open for **childcare only**. Parents may choose all or some of the days listed on the ELC Calendar at a per diem rate. If you are using all of the days listed, please speak with the billing manager to add the **ELC days** to the **monthly tuition** prior to use.

SCHOOL CLOSINGS

We follow Toms River Schools' decisions on weather related school closings, delays and early dismissals. Should Toms River Schools close on the 1st day of inclement weather, Beachwood Nursery School and Early Learning Center will also close. All Toms River Schools' closings beyond the snow days **included** in the calendar are made up at the end of the year. BNS would also make up additional snow days at the end of the school year unless we advise you otherwise. It is important to have alternative childcare arrangements when your child begins attending any program in case of school closings or illness.

DELAYED OPENINGS & EARLY DISMISSALS

If we have a delayed opening, we will open at 8:00 AM for morning childcare. Children attending a half-day session or a school day should arrive at 9:00AM. Early dismissals due to inclement weather will be announced on www.wobm.com and on **Ocean County Storm Watch**. Please pick-up children **by 3:00 PM**. There would be no after- school childcare. Please also refer to our **BNS Facebook** Page or the Remind text messaging system. Subscribe to your classroom teacher's **Remind Code**. Our policy is to follow Toms River Schools' decisions on weather closings, delays, or early dismissals.

TRANSPORTATION/ CAR SEATS

Parents provide their child's transportation to and from school. New Jersey law requires all children under the age of 8 years to be restrained in a child safety seat or booster seat until a child meets the weight and height requirements of 80lbs, and 48 inches tall. Children under the age of two must be placed in a rear facing car seat. The law specifies that as the parent, you are responsible for providing a child safety seat to anyone who transports your child. Children under the age of 12 years, must ride in the back seat and use a safety seat belt. (The back seat is recommended for all children.)

BUSSING

Children attending Beachwood Elementary school may be bussed to / from our school. Parents must complete a **Transportation form** for bussing to our School before the first day of school. Go to: www.trschool.com (Parent Info: Transportation: Babysitter Transportation Form)

PARKING;

Please **do not park** in front of either building in the fire lanes. You could be ticketed by the police department. Park in designated parking spots and observe extreme caution when entering and leaving the parking lot.

- Hold your child's hand when going to and coming from the car.(Do not allow your child to run ahead)
- Do not leave your car running. This is illegal and an unsafe practice.
- Do not leave children of any age unattended in the car. (This is considered " Child Neglect")
- Please talk with other parents within the fenced play yard and not in the parking lot for safety reasons.
- Children need to be buckled into an appropriate car seat or booster in the back seat before you leave.

All parents and family members in our program are expected to follow the rules above. We realize that on occasion a parent or family member may need some help dropping off or picking up a child. Please speak to the office manager or director so that we may work out a solution for you.

ATTENDANCE POLICIES

IDENTIFICATION AND RELEASE INFORMATION: (10.D.06)

In accordance with our licensing regulations, we must have on file the names, addresses and telephone numbers of individuals authorized by the parents to pick-up their child from school including **custodial and non-custodial parents**. Children will be released from our school ONLY to authorized persons whose names appear on the enrollment form or, in the classroom, the yellow Identification-Release Information Card.

We will accept a note from a parent in advance. However, you may not send a note along with the person who is picking up. The Identification-Release Information Card has a space for parents to enter a 4-digit pass code number (#) for pick-up by a person not listed on the card but verbally authorized by a parent to pick-up.

If you car pool with other parents, please obtain additional cards to add these parents as authorized to pick up. The Release form also permits us to give out phone numbers or addresses to parents of classmates for social occasions on a request basis only and to photograph your child engaged in regular school activities. We use these photos to document your child's participation in varied activities for portfolios. These photos are not for public display outside of school without your written permission.

ATTENDANCE - ARRIVAL* (10D.06)

A Parent or guardian must bring a child directly into the classroom and wait until a staff member acknowledges the child's arrival releasing responsibility of the child to the teacher or teacher assistant. The parent is welcome to help the child find his name tag, hang up his coat and help the child **wash his or her hands at the sink**. We ask that the person dropping off or picking up a child sign in or out as required. Children that are at school for an extended day, or a school day must use the **electronic key pad** using the assigned pass code. Children arriving late or leaving early must be signed in or out on the log in the hallway. **Please do not leave a child unattended in a classroom.**

DISMISSAL* (10D.06)

Children are dismissed individually from the classroom. Please wait outside the classroom until we can acknowledge the arrival of each parent or guardian releasing responsibility for the child back to a parent or guardian. Anyone who is picking up a child and is unfamiliar to a teacher or staff member must show a **picture driver's license** and be listed as an Authorized Person to Pick-Up before the child can be released. Anyone who does not provide identification will be turned away including a parent we are unfamiliar with. Please give the teachers in your child's classroom (and the office staff) advance notice if someone else is picking up your child. A telephone call will only suffice in the case of an emergency. (The person picking-up the child should know the 4-digit pass code on the child's Release Information Card as an additional measure of security.)

If a court order has been issued denying a parent permission to pick up a child, please bring in the **original** court order which we will photo-copy and return. We must have the court order before we can abide by it. Otherwise, a child may be released to **either parent**. The custodial parent must authorize visits or pick-ups by the non-custodial parent on the child's enrollment form and on the Identification-Release Information form. Individuals authorized to pick-up must be at least 16 years of age. If you know you will be **LATE PICKING-UP** your child, please call us (**732-244-1550**) so that we may reassure your child that you are coming.

CELLPHONES:*

Please refrain from using your cell phone as you are **dropping off & picking up** your child(ren). This allows for better communication with teachers & a chance to greet your child without disruption.

NOTIFICATION OF ABSENCES;

We appreciate a phone call (732-244-1550) when children will be absent from school for any reason, If your child has a communicable illness, we need to know so we can inform other families; flu, strep, etc, et.

DROP-IN CARE: (Early Learning Center Calendar Days)

We will provide drop-in care for children currently enrolled in our program & **alumni children** through age 8 when the public school is closed on a **1st come basis**. Call the office to register for specific days in advance. The daily rate must be paid when used.

BEFORE SCHOOL & AFTER SCHOOL CHILDCARE:

We will provide childcare before and after school for **alumni children** through age 8 for Beachwood Elementary **only**. Please complete an enrollment form and register by June 1st as space is limited. Drop-Off and pick-up will be in Building 1 from 7:15 AM to 4:15. Building 2 will be open from 6:30 AM to 5:30 PM

WITHDRAWAL POLICY:

The tuition deposit will be applied to the last weeks of attendance providing **four weeks** written notice is provided in advance. For the school year program, intent to withdraw must be given by April 30th. After April 30th, the tuition deposit will be applied to June and tuition must be paid for the month of May for a child to continue attending school during May. If you receive a confirmation letter and choose to withdraw prior to the First Day of School, you must give us the required four weeks written notice or you will be billed for the first two weeks of school based on the schedule on your signed agreement.

In some situations our program may not meet the needs of the child. We reserve the right to **withdraw** the child and waive the policy to withhold four weeks tuition, especially in the interest of the safety of children or staff or when a child requires another educational setting more appropriate for his/her needs.

TERMINATION OF SERVICES:

We reserve the right to discontinue the enrollment of any child if:

- Parents fail to cooperate reasonably with the program in the provision of educational services for their child, in the payment of **tuition fees**, or in picking up their child promptly.
- A parent is verbally abusive to staff or children or complains/**gossips** about staff or another parent or child to other parents in the program.
- A parent fails to follow stated policy & procedure that interferes with the operation, routines, goals of the program or the safe & harmonious environment of the school.

LATE PICK - UP(10D.06)

Our school closes promptly at **5:30 PM**. **Please plan to leave the building by this time.**

At **5:20 PM closing staff** have been instructed to call one or both parents of any children remaining at school. If a child has not been picked up by 5:30 PM, a **late fee of \$10.00 for every 15 minutes** will be assessed. Staff have been instructed to call the persons Authorized to Pick-Up and any other contacts until someone agrees to pick-up the child. If a child remains at school past 6:00 PM, the Director or Sponsor will be called so that closing staff may leave. One hour after closing and provided that other arrangements for releasing the child to parents or persons authorized by the parents have failed, the Director or Sponsor shall call the 24 hour child abuse hotline (1-877-652-2873) to seek assistance in caring for the child.

A child may not be released to a parent or authorized person who appears to be physically or emotionally impaired to the extent, in the judgement of the staff member, the child would be placed at risk of harm if released to such an individual.

SEPARATION (1.B.07)

Separation can be stressful for parents as well as children. We are here to help in this sometimes difficult, but common developmental process. Sometimes children are upset during the first few weeks and some don't express anxiety until a few weeks later when they feel comfortable enough to do so. This is completely understandable because they are in a new environment with people they don't know yet. It takes time for children to develop bonds and relationships with the teachers and children in their room. Please know that we will comfort and reassure your child. The teachers acknowledge and talk about feelings and we will need you to do the same. Keep in mind that children are very sensitive to the feelings of their parents. If you don't feel good about leaving your child at school, they won't feel good about it either. Please talk about your child's experience in a positive way.

When you leave your child, **do not sneak out**. Make the good-bye & hug something he or she can count on

After the good-byes, make the departure definite. Lingering can make a child unsure of what is expected. Develop a routine such as reading a book together, **washing hands together** and then saying good-bye. Consistency is the key. Over time your child will become accustomed to this routine and learn that you always come back when you say you will (after snack, outdoor play, nap, etc). Together, we will work through this important developmental process

HEALTH & SAFETY

HEALTH-RECORDS:(5.A.01,11,10.D.05)

We must have a **Universal Child Health Record** with the signature, date, and address of the examining physician completed **annually** for all children before children can attend school. The Immunization Record must be signed, dated and attached to the UCHR or include a Waiver of Exemption. We can provide you with a list of the required immunizations for the age of your child. Please be sure your medical insurance information is on the UCHR form or advise us if you do not have health insurance as a plan is available through the State of New Jersey. Parents will need to complete a **Special Care Plan** for children with severe allergies that may require treatment for the prevention of **anaphylaxis**; or emergency care for **Asthma, Diabetes, Seizures** and other health concerns such as **Food Allergies**. Parents need to monitor medications provided to us for expiration dates and replace medications for severe allergies or asthma inhalers annually.

MEDICATION (5A.11 A.)

Parents need to administer **All** medication to their children at home when possible. Many medications can be administered twice a day, which means it can be taken at home rather than at the school. Always check with your doctor. Medication poses an extra burden on staff & having medication in the facility is a safety hazard. At least one staff person per floor has specific training to administer medication

MEDICATION POLICY (5.A.01;11,10.D.05) (Abbreviated Policy)

If medicine must be administered at school, the following policy applies. The child must be in our care for four or more hours. Medication that needs to be given to a child must be in an original pharmacy container labeled with the child's first and last name, prescription #, name and strength of prescribed medication, instructions for the dose, time, method and duration of administration, prescribing physician's name, date the prescription was filled, and the expiration date of the medication. **Parents must provide the appropriate utensil for dispensing the medication. A Medication Authorization must be completed and signed by the parent.** Non-prescription medication may only be administered if we receive a signed note from the physician with the following information: the child's name, name of prescribed medication, explanation of the condition requiring the medication, the date, and dosage. The medication must be in an original manufacturer sealed container. **Please request a Health Care Provider Non-prescription Medication Form** to be completed by your Physician and the Parent. Please remember, **the first dose must be given at home** to see if the child has any type of reaction. **Refrigerated medications** must be received in a sealed, container labeled with the child's name and date to prevent accidental contamination of food in the refrigerator. The school shall have no responsibility for failure to provide the requested medication or for an adverse reaction caused by the administration of the requested medication.

Fever reducers such as Tylenol cannot be administered by our staff and should not be given to a child for that purpose prior to attending school. The medicine will wear off and, if a child is truly sick, he or she will relapse quickly and will most likely be sent home anyway. Do not allow your child to bring **cough drops** to school as this is considered a choking hazard.

ILLNESS: Please keep your child at home if he or she has been ill during the night or in the morning or has any symptoms as listed below, even if he or she wants to go to school. A child will be sent home from school when exhibiting the following symptoms:

- Fever (oral temperature of **101 degrees**) or (**100.5** with symptoms of illness or an Infant)
- Diarrhea-defined by watery stools that is not contained by the child's ability to use the toilet

- Vomiting (2 or more times with 24 hours)
- Symptoms & signs of possible severe illness (lethargy; uncontrolled coughing, persistent crying, difficulty breathing; wheezing)
- Undiagnosed skin rash; skin lesions (with fever or behavior changes)
- Persistent abdominal pain, or complaints of headache or pain any where
- Mouth sores with drooling
- Reddened Eyes with crusting
- Coughing, Sore Throat & Nasal Discharge
- Swollen Lymph Nodes or Swollen Joints
- Head Lice (from the end of the day until after the first treatment)
- Strep Throat or other streptococcal infection until 24 hours after initial antibiotic treatment & cessation of fever
- Impetigo, until 24 hours after treatment
- Any communicable illness

Staff perform a daily health check staff and may recommend that a child be sent home if he or she appears to be ill, exhibits any of the above symptoms and does not want to participate in daily activities. We will isolate the child from others and call a parent. We do record the time we called and when a parent arrived to pick-up. We are relying on parents to make good decisions regarding their child's health and not bring a child to school that has been vomiting or has had diarrhea during the night or the previous day. **Any communicable Disease must be reported to us; and a physician's note is required for a child to return to school. (Please call us at: 732-244-1550)** We do notify parents if children are exposed to illnesses at school as soon as possible. Please help us reinforce good health habits at home by encouraging your child to wash hands frequently and practice sneezing into a tissue or against the INNER arm only if a tissue is not available.

HANDWASHING (2.K.01,5.A.09,9.C.05)

To control the spread of illness, we have adopted a hand washing policy which requires all staff, volunteers,& children to wash their hands using liquid soap, running water, & rubbing vigorously for **20 seconds** at the following times:

- **Upon arrival for the day**, when moving from one group to another or when coming in from outdoors.
- Before/After eating, preparing or serving food, handling food.
- Before/After playing with sand, play dough or water
- After toileting or Diapering (The use of wet wipes is acceptable for very young infants)
- After wiping noses, mouths, sores, or handling bodily fluids
- After handling pets or animals,
- After handling garbage or cleaning

Adults must also wash their hands:

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting

ACCIDENTAL INJURIES: (10.D.09)(10B.05)

We take precaution to ensure your child's safety while at school/center. During normal child's play accidental injury does occur (We are not liable for this normal consequential injury) Staff are trained in First Aid & CPR and will immediately assess an injury & administer appropriate care or determine medical or dental attention is necessary : Our procedure is:

- Contact the Mother; If unsuccessful, Contact the Father
- Contact the First Medical Emergency Contact if neither parent can be reached;
- Contact the child's physician & explain the circumstances or contact our physician: Dr. Santo Domingo; or our dentist: Dr .Insano to seek advice.

The Director or Designee will be in charge and make decisions regarding the care of the child until a parent, guardian or emergency designee arrives. For breathing difficulties, seizure episodes, unconsciousness, or

severe bleeding our policy is to immediately call **911**. One of the child's teachers will accompany the child in the ambulance to Community Medical Center.

It is essential for parent (s) to let us know the following information:

- 1. Where you can be reached while your child is at school.**
- 2. If neither parent can be reached, does the Medical Emergency Contact have an authorization to seek medical care that has been signed by the parents and notarized?**

If injuries are not of a serious nature we will provide initial care & provide parents with a written incident report at dismissal. On occasion, a child does not tell a staff member or teacher that an injury has occurred. Please call us to inform us of such incidents as we still must **log the incident** in the classroom log book. **The Accident Insurance Policy** we carry for all children enrolled in our program provides **secondary coverage** for those families that have health insurance and primary coverage for those families that do not have health insurance. The annual cost is included in the registration fee.

SUPERVISION OF CHILDREN (3.C.01-05)10B.12)

Once a teacher acknowledges the arrival of parent and child, the teacher or assistant will accept the transfer of supervision of the child from the parent. Children are dismissed individually as parents arrive. The teacher will acknowledge the arrival of the parent by calling the child's name, thus transferring responsibility for the child back to the parent. Parents are responsible for the safety and well-being of their child(ren) any time in which the parent and child are together at school for programs or activities, but our staff will step in if we feel a child's behavior is unsafe for himself or herself or others.

Please do not allow your child to run off anywhere in the building without you. When entering and exiting the building, the child must remain with you at all times. We encourage parents to hold their child's hand in the parking lot and watch for cars backing out. (If you wish to talk to another parent outside, please step inside the fenced play yard.) **We adhere to the policy that no child will be unsupervised while attending our program.** At least 2 staff members are present when children are present. Teachers will **directly supervise** infant, toddler, twos and preschool children by **sight and sound** in the classroom, during outdoor activities, while eating, at rest time and during toileting procedures as appropriate for the age and developmental needs of the child. Teachers regularly **count** children as a means of **tracking** children during transitions and when moving from one place to another or from inside to outside or outside to inside. Staff continually assess the environment for opportunities to improve visibility and hearing of children's activities. Pre-Kindergarteners can be supervised by sound for short periods of time.

CLOSED CIRCUIT VIDEO MONITORING/Intercoms

The Infant, Toddler and Twos classrooms are equipped with cameras which can be viewed on multiple computer screens in both buildings and on our I-phones. The Front doors of both buildings & both playgrounds are also on cameras. We also have the capability of communicating with all of the classrooms in both buildings and the playgrounds through an intercom system.

BUILDING ACCESS

Our buildings have an updated key fob system which can be linked to a computer picture ID system limiting access to the buildings. An initial key fob will cost \$20.00 which will be refunded at the end of the school year with the return of a functioning key fob. The following will apply:

- Each person must have their assigned key fob for pick-up/drop-off to access the buildings.
- Key fobs cannot be given to another person as information we have in the computer must match the fob. (Please make sure the door is **closed** and do not hold the door for anyone.)
- If you forget your key fob at drop-off, go to the office of Building #1 to be escorted to your child's classroom. (Infant/Toddler & the Twos Staff should not be opening the front door for parents.)
- If you forget your key fob at pick-up, after 3:30 you must go to Building 2 and call for someone to let you in. Please be prepared to pay a **\$5.00 access fee** when you are let into the building.

- Key fobs will be assigned to the front doors of either Building #1 or Building #2
- Key Fobs will be assigned the times you have listed on the enrollment form with a brief window of access in the morning and afternoon.
- After 4:15, Building #1 is closed down and children will either be on the playground or in a classroom in Bldg.#2

PARENTS CAN HELP ENSURE THE SAFETY OF ALL CHILDREN BY FOLLOWING THESE PRACTICES:

- Keep us informed of any potentially unsafe or **threatening** situation that involves your family;
- Keep us informed of changes in **phone numbers**, addresses, employment, custody issues, etc.
- Keep the number of **people** who come to drop off or pick up your child to a minimum.
- Please do not **hold** the front door or any door open for anyone.
- Please pull the door **closed** with the handle if the door does not latch.
- Do not send someone to pick up your child who is **not authorized** to pick up in writing.
- Have your child **walk** with you when entering and when exiting the building;
- Do not leave children **unattended** in the car. We will have your child ready to leave if you need assistance
- Children should be **buckled** into a car seat or booster in the **back** seat only.
- Drive **SLOWLY** in this parking lot and watch for wandering children.
- Use **caution** exiting the parking lot onto Pinewald Road as we are in a curve.

THE CHILD PROTECTIVE SERVICES: (10D.03)

We are mandated to report any suspicion of abuse or neglect to appropriate authorities. We are required to notify the Division's 24 hour Child Abuse Hotline* to seek assistance in caring for a child that has not been picked up within one hour of our closing time. We are not allowed to release a child to a parent or person that appears to be physically or emotionally impaired. Staff have been instructed to call others who are authorized to pick-up the child. (*1-877- 652-2873)

CHILD ABUSE AND NEGLECT is the mistreatment of a child under the age of 18 years by a parent, guardian, caretaker, someone living in the child's home, or anyone who is responsible for the child's welfare at the time of the alleged abuse. Anyone who has reasonable cause to believe that a child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, or any neglect or exploitation by an adult is required by State Law to report the concern immediately to the State Child Abuse Hotline, toll free at 1 877- NJ ABUSE. Such reports may be made anonymously. Parents may secure information about child abuse and neglect by contacting: DCF, Office of Communications and Legislation at:1-609-292-0422 or by going to: www.nj.gov/dcf and selecting Publications.

The following behaviors are prohibited by all persons in our school setting: (This policy applies to parents also)

- Corporal punishment, including hitting, spanking, beating, shaking, pinching etc. intended to induce pain or fear;
- Threatened or actual withdrawal of food, rest, or use of the bathroom;
- Abusive or profane language
- Any form of public or private humiliation, including threats of physical punishment;
- Any form of emotional abuse, including shaming, rejecting, terrorizing or isolating a child;
- Any type of restraint that prohibits movement, except in a situation of eminent danger.

If a parent has concerns regarding **another** child's behavior, we ask that you discuss your concern with the appropriate teacher. Under **NO** circumstances will parents be allowed to approach a child or his or her

parent in an effort to deal with a situation on their own. It is our policy that we will handle **all discipline** situations that arise with the children while they are at our school/center according to our stated policy and philosophy.

THE STRENGTHENING FAMILIES initiative in New Jersey is a strategy focusing on the strengths of the family. Our early childhood programs are grounded in the principles of identifying strengths and providing encouragement that creates learning. Children's experiences and social-emotional development are enhanced when teachers and families create a working relationship through communication, cooperation and collaboration. This undertaking requires a joint effort to establish **reciprocal relationships** to share information and help families in their role as advocates for their children. Children are the ones that benefit most from reciprocal relationships between teachers and families by ensuring the following: Family members are part of the program and are welcome at all times

-Staff give genuine attention to what helps people feel comfortable, included and valued
-Daily communication is an important aspect of our program, including **e-mails**
-Parents are encouraged to observe their child through the viewing windows, or sit in on a session
-Parents are encouraged to discuss any concerns they may have about their child's development.
-Staff make an effort to learn about each family's structure, culture, values, & incorporates this into classroom activities
-Staff offer parents support in difficult times with encouragement, resources, and help in solving problems.
-Social connections are encouraged by inviting parents to participate in classroom activities, field trips, special events, music & art
-events and special outreach activities for fathers, grandparents, or other extended family members.
-Parents are informed about special guests or lectures at school or in the community that provide parenting information
-Our school has an extensive library of books to borrow on child development & parenting; .children's books & games
-Parents are welcome to join our Family Planning Meetings.
-Parents are encouraged to contribute ideas about policies, curriculum, or special events / activities they feel are important & toreview current policy and procedure, curriculum, special events/activities in order to make improvements to our programs.

LOST OR MISSING CHILDREN (10.D.06)

We have an action plan should a teacher report a child missing from her group. We will call 911, The Sheriff's Department for Search Dogs & parents within 15 minutes. On field trips, staff will notify the management to assist in the search for a missing child. (Children are required to wear a Beachwood Nursery School shirt for easy identification) We are required by licensing to have a tracking system in place. Each time a group moves from one classroom to another or inside to outside, the children must be counted to ensure no one is missing or hiding. We do ask parents to inform us if a child has previously hid from a parent or has run away from a parent or has run out of the home.

EVACUATION (10D.08)

An emergency evacuation plan is posted in each room. Children participate in a monthly fire drill/evacuation which also includes testing our alarm system and smoke detectors. We also practice alternate route evacuation in case a door is blocked for some reason. At least annually we practice a supervised drill with the Police Department to our staging area at the Beachwood Sewerage Authority.(We do have special cribs for Infant Evacuation) We have requested shelter from the Fire Department should we need to evacuate further from our building We are within the distance for a walking evacuation. Annually we review lock down procedures and any other emergency concerns with our staff.

SIGN -IN AND SIGN- OUT (Pro-Care)

Children in our **half day programs** do **not** have to sign-in and sign-out on the **Pro-Care Screen** located by the front doors in Building #1 and Building #2. The daily attendance in the classroom/sign-in sheets acknowledge attendance for a 2 1/2 hour session. **School Day** and **any Extended Day children**, including our **school age children** must be signed- in mornings and signed-out afternoons by their **PARENT daily**. A staff member must **acknowledge** the arrival of a child or the departure. Please remind or help your child to wash his/her hands & follow this procedure: water, soap, scrub for 20 seconds inside & outside; water rinse; dry hands with paper towel, shut water off with used paper towel. Thank you!

SUNSCREEN (5A.07)

Sometime in April, parents may want to think about putting sun block on their child before coming to school. Sun block should be at least SPF 15 with UVA & UVA protection. If your child stays all day, we will re-apply sun screen each time we go outside. Please sign a permission form and return it in a zip lock bag labeled with your child's name and the product of your choice. Newly purchased sunscreen is the safest and most effective. Please make sure to write a first and last name on the product.) You may also want to provide a wide-brim hat and sun glasses.

MOSQUITO REPELLENT (5A.07)

For health reasons, we don't use insect repellent unless directed by the local health department..

If insect repellent is necessary, it must contain **deet** as an ingredient to keep children safe from illness that can be transmitted by mosquitoes or ticks. Parents must sign a permission form and provide us with the product. It can only be applied once a day and only to children 2 months or older. Once the weather is warm, please check your child's entire body for ticks, especially during April, May and June. Combination insect repellent/sun screen products are **not** recommended.

INTERGRATED PEST MANAGEMENT (IPM) (9.D.08)

We believe the least hazardous means should be used to control pests and unwanted vegetation. Pesticides and herbicides, if used are applied according to the manufacturer's instructions when children and adults are not at the facility and in a manner that prevents skin contact or inhalation. Our current policy was suggested by the Rutgers Cooperative Extension Service. We use a product that is applied to the exterior foundation of the building creating a barrier preventing insect infestations within. Another product is applied to the outside perimeter of the play yards to create a similar barrier. This procedures as proved to be very effective. No product is stored on site.

ENVIRONMENTAL HEALTH (9.D.03,06,07,08 09)

For health reasons, our heating plants are equipped with April Air Filters and Humidifiers to limit exposure to air pollutants and ensure **all** rooms are heated, cooled, and ventilated to maintain room temperature and humidity levels The infant room has a hospital grade air filtration unit, minimal carpeting & window blinds to reduce allergens. It is our only **shoeless** environment. Window blinds are only on the afternoon sun side of the buildings allowing for "natural light" in the afternoon. A 2 step cleaning process of soap & water & then a sanitizing solution of bleach water is used on tables and other surfaces daily. The dish washer sanitizes dishes, utensils, and manipulatives on a rotating basis. The washer and dryer is used to clean washable toys, dress-up clothes, cot/mat sheets & covers weekly. We steam clean carpets frequently and use steam to clean classrooms that have reported illness.

FRESH AIR (9.D.03,05)

Classrooms are aired frequently, particularly during the colder months. Fresh air in the colder months does not promote illness; it actually facilitates good health by circulating the air & decreasing exposure to germs.

OUTDOOR PLAY (2A.C.03-04, 5.A.06,5.A.07) (NJ Licensing Standard: 10:122.6.1)

When children go outside to play – running, skipping, jumping – children become part of the exuberance of nature itself. Outdoor play is **so essential** because of the unparalleled opportunities for exploration, discovery & experimentation. The variables outside are endless: plants, animals, insects, water, sand, dirt, trees, rocks,- all fascinating and many change over time. For the child, both play and imagining are instinctive- rocks can serve as pretend people or pretend food in an imaginary game or decorations on sand cakes. According to Gabbard (1998) the window of opportunity for acquiring basic motor movements is **prenatal to**

age five. The brain gathers and stores information and a solid foundation for movement activities is built. The gross motor play children need to become physically adept emerges spontaneously and joyfully in the outdoors. Nature offers mental and emotional growth too. Children use time outdoors to nurture contemplative, as well as, active forms of play. Plus, sunlight provides a natural dose of **Vitamin D**.

All children who are well enough to be in attendance at school will be taken outdoors for play on a daily basis. The only exceptions are rainy days, summer days when the **heat index** is above **90** and winter days when the **Wind-chill** factor is below **32**. On these days, children may go outside for a brisk walk and return inside to participate in large motor activities. All children must go out at the same time to maintain our child-staff ratios. Parents may not request for their child to stay indoors unless requested in writing from a health care provider. Please dress your child for the weather. In the summer, children should have **large brim hats** and light weight cotton clothing. In the winter, children should be dressed in layers with **hats, mittens** (preferred) and jackets with working zippers, please!

We schedule into lesson plans a minimum of **60 minutes** of Play outside daily, **30 minutes** each in the morning and in the afternoon to encourage moderate-to-vigorous physical activity that includes both structured and unstructured activity. Structured activities could include parachute play or a simple game of Red Light/Green Light Unstructured play could be a child created follow the leader game. After 3:00 PM, children will often stay in the play-yard until parents come to pick-up. Children always have access to drinking water and we provide a snack about 4:30. Some of the activities children have access to are:

- | | | |
|----------------------------|----------------|------------------|
| • riding toys | balls | basketball & net |
| • large blocks | sand box | water table |
| • weather station | art studio | music center |
| • play house | tunnel | private spaces |
| • parachute | sidewalk chalk | bubbles |
| • bowling sets | hop scotch | science table |
| • large trucks for pushing | wagons | pipes & elbows |

The all purpose room on the lower level of building #2 provides an alternate space for active play when weather is an issue for outdoor play.

ACTIVE PLAY (2A.C.03,04)

The American Academy of Pediatrics & others recommend moderate to vigorous indoor and outdoor play activities such as: running, climbing, dancing, skipping, and jumping. All children birth to six years should participate daily in:

- 2 to 3 occasions of active play outdoors, weather permitting:
- 2 or more structured adult – led activities or games that promote movement over the course of the day
- Many opportunities to develop & practice age-appropriate gross motor and movement skills.

The total time allotted for moderate to vigorous activities is:

- Toddlers (**12-36** months) should have 60 to 90 minutes per eight hour day.
- Preschoolers (**36-60** months) should have 90 to 120 minutes per eight hour day.

Staff is encouraged to engage children in intermittent doses of activity in the form of short **10** minute bursts of some vigorous activities and some moderate activities built into the daily schedule. The opening meeting incorporates a music motor activity, yoga, a circle game or fitness activities engaging all children. During choice time children can initiate activities such as walking a balance beam or tape line or dancing with scarves, Transition activities can be used to practice locomotion skills. For example: “hop like a bunny to the table”. We do ask staff to take the first **10** minutes of outside time to play a game with the children or set up stations so that children can practice developing skills: throwing, catching, kicking, balancing, jumping, hopping etc. The final circle of a session includes a record movement activity or group game.

Children who are physically active early in life enjoy many positive benefits to their physical health. Staff would not take away physical activity as a punishment because of the importance of physical activity to good health.

BIKE HELMETS (2,K,03)

The purpose of using bike helmets is to help children develop good **safety habits** by encouraging them to wear a safety helmet when they ride a bike. Parents are invited to send in a helmet for use at school.

GENERAL POLICIES**CLOTHING:**

Please send your child in “Play Clothes.” Think of messy art materials and provide washable clothing...smocks do not cover everything. Think of your child’s comfort and provide simple clothing free from complicated fastenings, **elastic waist bands** are preferred...snaps and zippers must be in working order. Think of the play yard and provide sturdy clothing. Think of the season and provide a removable sweater and **hats and mittens in the winter.** **Outdoor play** is part of our daily routine so we do expect children to be dressed appropriately for the weather, including **snow boots.** **Girls** will be warmer in pants in the colder weather. **Sneakers or rubber-soled shoes** are preferred over open toe sandals for **safety reasons.** PLEASE do not allow your child to put on **flip flops or slip-ons in the warm weather.** Encourage independence by allowing your child to dress himself. **By age three,** most children can put on their own jackets, clothing and slip on shoes or sneakers. Children take pride in their accomplishments!

PLEASE put your child’s name on the label of jackets, hats, and mittens with a ball point pen or laundry marker Do not allow your child to wear expensive jewelry to school. We cannot be responsible for it. We keep extra clothing at school in case a child gets too wet at the water table or has a toileting accident. **Please wash the items promptly and return them on your child’s next school day.**

TOILETING:

We have a program for children who are two or three and are not ready to be potty trained. Children who are dry most of the day except for an occasional accident and are 3 by October 1st may attend a regular Preschool class. Children must be in underwear. We will assist children with clothing, tell them what to do, but they will be expected to manage themselves so that they learn to be **“independent”** in their toilet habits. Early in the school year a toileting routine is established. Children are encouraged to toilet after snack, or more frequently for younger children. We understand accidents are a natural part of child growth. We help children into clean clothes in a calm and pleasant manner reassuring them that it is okay...If a child **refuses** our assistance, we will call the parent to inform them of the situation. If a child complains of a stomach-ache and goes to the toilet several times, we will isolate the child and call the parent for pick-up to prevent the spread of a stomach upset. For the three year old who is recently trained, please send in a change of clothes in a zip-lock bag labeled with the child’s name. If your child comes home in clothing from our school, (undergarments) please wash the items and return them promptly.

ITEMS-BROUGHT-FROM-HOME:(1A.03)

Our school maintains a generous supply of toys and learning materials for children to use. Therefore, children are asked to keep toys and other personal items at home. This helps us to avoid hurt feeling if an item is lost or broken. If it helps your child to take a toy or special item with them when they leave the house each day, leaving it in your car is a safe and secure place where your child can have it later. However, the final decision on this issue is left to the discretion of your child’s teacher when there is separation anxiety. On occasion, children may be asked to bring an item to school to extend awareness of various concepts and to develop oral communication skills. The item will not be used during the choice time and it must be labeled with the child’s name. If it is a book to share, please make sure the child’s name is on the inside cover and that it can be left at school for several days. Parents will be advised when interest items can be brought to school. Children may

not bring **guns, swords, war toys or super hero items** to school as these items tend to promote aggressive play among boys and girls.

FIELD-TRIPS:(2.L.05)

The cost for renting a school bus has become prohibitive and so we have limited our trips to a Fall and Spring Trips during the week for family participation. We will consider field trips on Saturdays if there is interest from our families. Please let the Director know. A permission form must be signed by ALL parents whether their child is participating or not and returned to school by the date requested.

Parents are advised of the date, times, destination, and costs.(Usually we get a group rate which is slightly discounted) **Parents drive themselves** or car pool with other parents to participate on the field trip. On the day of the field trip, regular sessions are not held for the field trip participants as the trip is either a half day or a school day. If a child is ill on the day of the trip, we ask parents to **call** at least a half hour before the departure time so that we do not wait for you as a group. In the event we cannot secure enough drivers for a local trip, the field trip will be cancelled. If you car pool or drive another parent's child to a trip destination, you must comply with the following and provide us with a copies:

The driver has a valid Driver's License

The vehicle has a valid inspection sticker, registration and insurance card

The vehicle has a capacity of 8

The vehicle has car seats for every child

Please remember, we must have permission forms returned whether your child is participating or not.

REST-TIME:(2A.07)

Children over **three** are usually in transition to not needing an afternoon nap. However, licensing does require that a daily rest or sleep time be provided for **ALL children over 18 months of age who attend school for four or more consecutive hours.** (Children under 18 months rest according to their own physical needs morning and afternoon either in a crib or on a cot. Children between two and three years of age sleep approximately 1 ½ hours in the afternoon after lunch).We provide a clean mat and a quiet atmosphere for listening to music. Children use their blanket to cover up and are encouraged to rest quietly for 20-30 minutes. Children are not required to sleep, but teachers may assist children in resting by rubbing backs. If children are tired, they will fall asleep on their own, and we do not wake them. **(Blankets cannot be any larger than a small receiving blanket as it must fit into a one-gallon zip lock bag for health reasons.** Please do not send items (toys) in for rest time. Any special instructions should be conveyed in writing. If your child is staying through lunch, please discuss this rest-time routine with your child so that we can avoid **tears.**

SCREEN TIME:(2H.01,02, 03)

What is screen time? It is the TV, DVD's, Videos, Computer Time, Smart Phones, Tablets, etc.

The use of these types of passive media is limited to developmentally appropriate programming of 30 minutes or less a week, in increments of no more than 10 minutes at a time. This provides children opportunities to access technology that they can use by themselves, or with peers or teaching staff, but the technology used extends learning and enriches the curriculum. Some of the strategies that support children's development are:

- Screen time is interactive
- Teachers discuss the concepts, words or letters presented
- Teachers help the child connect what they are viewing to the real world
- Children take turns using a device to teach them about sharing in the classroom

Although some of the classrooms have TV Screens, we are not connected to cable. TV screens may be used to connect to educational programming on PBS, to show a video of a story read for comparison, or for physical activity purposes only. **No screen time is permitted for children under the age of 2 years.** Research has indicated for children 8-16 months, every hour of viewing is associated with 6-8 fewer words learned. It has also been associated with increased vision problems in older children. **For parents that want to reduce**

screen time use, one tip is to provide the child with 4 chips. Each can be used for one half hour of TV or video game viewing. When all the chips have been used, the screen time is over for the day.

FOOD&NUTRITION:(5:B)

All food is provided by parents because of the ever increasing number of food allergies. The morning snack should **not** be considered a child's first meal of the day. Children need to eat breakfast at home before coming to school. Snacks should consist of at least **two items from the basic food groups**; usually a variety of whole-grain crackers, natural cheese, graham crackers, fruit cookies, oatmeal cookies, dry cereal such as cheerios and water. Parents are encouraged to send in fresh fruit such as bananas, apples, grapes cut in half, or orange sections or treat the class with a half- gallon of milk or orange juice. **Safe drinking water will always be accessible** to children who can serve themselves **indoors and outdoors**. Or children may bring a labeled Water bottle .**Children will be encouraged to drink water** over juice because of the high sugar content in juice. Parent provided group snack will be posted in the classroom for your information. Please keep us informed of any food allergies that may develop during the school year. Snacks for the morning and afternoon (if applicable) should be in separate clear zip lock bags labeled AM and PM

LUNCHES:

Children bring lunch from home in a lunch box with the name clearly printed on the outside of the lunch box.

Usually a half of sandwich, fruit and milk in a thermos is enough for your preschooler. If sending a whole sandwich, please place each half in a separate zip-lock bag. USDA recommendations for lunch include: $\frac{3}{4}$ cup milk, 1 serving of lean meat, fish or poultry or cheese or protein, 2 fruits or 2 vegetables or 1 of each, and $\frac{1}{2}$ slice of whole grain bread or starch alternative. **Sample lunches:**

- Turkey & cheese sandwich on whole-grain bread with tomato & lettuce; orange wedges; milk & oatmeal cookie.
- Rice with beans (or chicken); cucumber slices & dip, apple, milk & oatmeal cookie.
- 6 oz. container of yogurt with fruit; cheese & whole grain crackers; 6 oz. orange juice
- Tortilla with cheese; tomato wedges; fruit salad cup; milk
- Macaroni & cheese, banana, & milk

A thermos for milk or the small 6 oz. orange juice box or 6 oz. water is appropriate for lunch. Do put an ice pack in the lunch box for cold foods. Purchase a “**wide-mouth**” thermos for hot foods such as macaroni & cheese. Please do not send **gum or candy, fruit roll-ups or soda or junk food items** in the lunch box as these items will be returned **unopened**. Foods that are not nutritious will not be served. **Please speak to the Director if you need help planning lunches!**

We do return un-eaten food so that you are aware of what your child is eating. We will not force a child to eat when he or she refuses, but will offer a snack later. (Sometimes, children do not eat very much the first few weeks of school as they get use to a new routine.)

FOOD-GUIDELINES:

Round firm foods that might lodge in the throat of a child less than 4 years of age are not permitted. These foods include: hot dogs, whole grapes, nuts, popcorn, raw peas, chunks of raw carrots, celery, hard pretzels, thickly spread peanut butter, meats larger than can be swallowed whole, or hard candy

To provide some **guidance** for implementing feeding best practices for optimal nutrition, some or all of the the following categories should be included at each meal and at least **two categories for snacks**: fruits and vegetables, milk, meats and meat alternates, grains and breads.

Use the suggestions following to Choose Healthy Options from Each Food Group:

Grains & Breads

- Whole grain bread, rolls, breadsticks, pitas, tortillas
- Whole grain mini-bagels, English muffins
- Oatmeal
- Cereals with 6 grams of sugar per serving or less

Rice Cakes
 Whole grain crackers
 Graham crackers
 Baked tortilla or corn chips
 Pretzels

Vegetables

Fresh, frozen, and canned vegetables without added fat, sugar or salt

Fruits

Fresh, frozen and canned fruits packed in 100% juice or water

Meats and Meat Alternates

Beef or pork that has been trimmed of all fat
 Chicken and turkey without skin
 Tuna canned in water
 Beans, peas, and lentils
 Eggs
 Peanut Butter or other nut and seed butters
 Sun flower seeds (shelled) and nuts* for children **over age 4 years**. (*choking hazard)

Dairy

Fat-free or low fat yogurt
 Fat-free or low-fat cottage cheese
 Fat free or part-skim real cheese
 Fat-free or low-fat cream cheese

Beverages

Water without flavoring or additive
 Fat-free and 1% (low-fat) milk, plain
 4 oz. 100% juice (daily)

Condiments

Ketchup
 Mustard
 Fat-free salad dressing
 Fat-free mayonnaise
 Fat-free sour cream
 Herbs & spices

BIRTHDAY-&-HOLIDAY-CELEBRATIONS:

We celebrate Birthdays and Holiday Celebrations during a group snack-time with a special treat parents provide for the occasion such as: ice-cream and ice cream cones, pudding, jello, fresh fruit such as apple wedges for dipping in yogurt, orange sections, bananas, american cheese & whole grain crackers, whole grain pretzels, Yoplait® Kids, fruit smoothies, frozen fruit pops, banana bread, home-made oatmeal cookies etc.

The emphasis is on lower sugar & healthier snacks for children instead of cupcakes or munchkins. A complete list of recommended food items is available in the office or at the end of this document. If parents wish to invite a few children to a birthday party for their child, please check with the office for addresses or phone numbers. There is a space on the Identification and Release Information Card for parents to indicate whether we may give out your address or phone number.

HOLIDAYS

Each classroom will post a list of items they would like for a classroom activity or celebration. It is suggested that perishable food from home to be shared with other children be store bought and in the original package.

DISCIPLINE-GUIDANCE-TECHNIQUES:(1.C.04,05,06;1D.01,-05)

Discipline teaches children to develop self-control and to assume responsibility for his or her actions in socially acceptable ways. It involves helping children acknowledge their **emotions**, control their **reactions** and to **manage** their own behavior. It is setting limits, it is redirecting; it is guidance, it is teaching, it is

encouragement. A nurturing and warm environment is the basis for developing positive relationships among teachers, family members, and children. Positive relationships contribute to an atmosphere of trust, protection, and mutual respect that allows children to grow in the practice of cooperation, joint problem solving and acceptable social behavior. If a child is removed from the group or an activity to gain control, it will be for a short period of time. Generally, a child having difficulty in one area will be redirected to another area to play.

Young children need the experience of interacting with other children on a consistent basis. Learning how to share and cooperate with others is an ongoing process for young children, and consequently some aggressive behavior will occur. Although we do not allow this behavior to persist, it takes time for a child to learn acceptable ways of dealing with his or her anger and/or frustration. Children learn from being exposed to a broad repertoire of possible actions and words, then from having the opportunity to try these out to see how they work. The attitudes and skills that adults help children construct in the early years provide a foundation they will carry through life.

CHALLENGING BEHAVIORS: (1.E. 01-04)

We will make every attempt to work with a child. However, if there are continual discipline problems with significant disruptive or aggressive behaviors, the parent(s) will be called in for a conference with the teachers and the director. **Our goal is to work together to help the child.** In the classroom, the teacher, along with the director, will meet with the parent(s); strategies will be implemented in the classroom and at home for a specific length of time; and then reviewed to evaluate how successful the strategies were. **Referrals** and recommendations will be made to the parent which need to be acted upon; other options such as changing classrooms or reducing child care hours will be considered. It is never our goal to discontinue care, but that will be our final option if we do not feel we can meet the individual needs of a child/family or if the child's behavior is creating an unsafe environment for himself or others. Each situation is evaluated on an individual basis and the final determination regarding a child's enrollment status will be made by the Director.

REFERRALS: (10.B.)

Parents are expected to make arrangements for children who require specialized staff or consultants & to bring the IEP (Individual Education Plan) for review with the Director and teaching team for any child that currently has been evaluated through the public school child study team or by other means. If a child has a diagnosed special need through Early Intervention, please bring those evaluations. The staff needs to be fully informed so we can provide the best care for him/her and continue to work on his/her educational goals.

The following are guidelines for staff and parents that indicate the need for a referral:

- Is the child's mental, emotional or physical well-being and development in jeopardy?
- Does a healthy parent-child relationship seem in jeopardy?
- Does the parent's own mental or physical health impair his/her ability to care for the child?
- Is the child's behavior harmful to himself/herself or to others?
- Is the child's ability to learn, or that of his or her classmates, impaired by the behavior?
- Is the classroom's social environment frequently disrupted and tense due to a child's behavior?
- Have other professionals observed and noted the same concerns/behaviors?
- Has the situation persisted regardless of multiple strategies/attempts to cope with the problem without outside help?
- Is the child's behavior/problem significantly unusual as compared to typical developmental patterns for that age?

COMMUNITY SERVICES: (10.B.10)

We can provide parents with a list of people who specialize in various aspects of early childhood education, i.e., health checks and immunizations, nutrition education, health & safety information, parenting classes, subsidy programs, health insurance information, speech evaluations, eye screenings, autism screenings, developmental delays, counseling, etc.) Some services and screenings are available free or at a reduced cost.

PARENT INVOLVEMENT

WE VALUE OUR RELATIONSHIPS WITH PARENTS, as we serve as partners in the care and education of your children. We encourage you to let us know anything that might help us in our work with your child: developmental concerns or medical needs, the birth of a baby, divorce, separation, a death in the family, a new pet, a new home or moving away, etc. We have many resources to assist you and us in addressing individual needs.

We plan an Open House/Orientation for the first days of school year for parents to get a feel for the daily routine in the classroom, & to meet the teachers, other parents and children. At our **“Back to School” Parent Meeting** we introduce our curriculum and give parents the opportunity to ask questions regarding our policies and procedures. Parents are always welcome to visit in the classroom as long as it does not affect their child’s participation in the classroom. Parents can join in activities or quietly observe through the viewing windows. We do have an open door policy. **Parents are encouraged to volunteer** in the classroom on a regular basis if they can especially at lunch time!

DAILY COMMUNICATION at drop-off and pick-up lets parent or teacher know how the day progressed for the child. To keep parents abreast of learning activities in the classroom, Teachers post **lesson plans** & other information on the classroom bulletin board. Teachers also **e-mail classroom happenings** in addition to the Director’s **monthly newsletter** which informs our school community. The school **web site** and **face book** page also includes general information, current events & links for school closings, delayed openings and early dismissals. Parents also are encouraged to sign-up for **Remind** – a text messaging service.

Family social events are planned several times during the year. Two events usually incorporate songs from our **Music Together** collection. We also can provide information for Parent & Child Music Together® Classes in the evening or on Saturday. In June, we plan a family picnic at Veterans’ Park. Parents can become involved in our parent advisory group to discuss our policy and procedures or any other areas of interest or concern.

CONFIDENTIALITY(4.E.07)

Within our school, sensitive information may only be shared with staff who have a “need to know”, in order to appropriately plan and safely care for your child. Personal or Health Information about any Child will not be disclosed without a parent’s written authorization. Confidential and sensitive information (personal or health information) about staff, parents or children will not be shared to protect everyone’s privacy.

You may observe children at our school who have a disability or who exhibit behavior that may appear inappropriate to you: biting, hitting, touching, name calling, inappropriate language. You may be curious or concerned about the other child. Please know we are always working with individual children and families and cannot disclose this information to you. Our staff are prohibited from discussing anything about another child with you. **You also are prohibited from discussing anything about another child or parent with other parents.** It is cause for the immediate dis-enrollment of your child from our program. “No one wants to be the “topic” of conversation: adult or child.”

DIVORCED OR SEPARATED PARENTS (7.A.05)

BNS tries to be aware of, and sensitive to, the families we serve. If divorced or separated parents are sharing custody and there is some way our school can help make this easier, or avoid making the situation more difficult, please let us know. We can include both parents in all School e-mails and other notices. We encourage parents to attend joint parent/teacher conferences, but we will conduct separate conferences if requested. Please understand that we cannot presume one parent has more or less rights than the child’s other parent without a legal document (copy of custody settlement or restraining order). If the enrolling parent

does not indicate the name of the other parent, we cannot presume someone has legal access to information unless they provide proof of parental rights.

We do consider the parent who signs the enrollment forms and with whom we have primary contact as the parent to whom we are accountable. We will not adhere to the requests of a parent with whom we have little contact unless the request is approved by the primary parent. If we are familiar with both parents and there is a disagreement about emergency contact information, who can pick-up the child, permission slips, etc., these issues need to be resolved by both parents (or a court order) in order to maintain care at our school. We cannot be placed in the middle of parental disputes.

PRIVACY;

We are committed to protecting the privacy of Personal or Health Information that is disclosed to us and will not disclose any information without your written authorization.

GRIEVANCES do occur & we would like to provide parents with steps to follow to assist in resolving any complaint or problem:

- Please meet with the teacher to explain the problem or complaint you have. Together determine a time frame in which to resolve the problem/complaint and the steps necessary to resolve the problem.
- If the problem or complaint you have is with the teacher or classroom assistant teacher, please schedule an appointment with the Director. The Director, Teacher or Administrative Staff must be aware of a problem or complaint before that problem or complaint can be resolved.
- If “resolution” does not occur within the specified time frame, submit in writing to the Director a statement of the problem or complaint, the proposed solutions or steps that were recommended and what actions were or are being requested.
- Our “Executive Committee” comprised of the Director and/or “Head Teacher”, a classroom teacher and a parent will review the Statement submitted and determine an appropriate course of action.

CHANGES IN CHILDREN' S RECORD:

Please tell your child's teacher immediately if you move to a new address, change your home or cell phone number, your work number or your place of employment. Please fill out a new yellow Identification and Release Information Card if you change anyone authorized to pick up your child. This card goes with us on field trips or when we evacuate the building for fire drills. We need to be able to call you in an emergency and e-mail you for important information. We also need to know if your child develops an allergy or other health information. Please keep us informed.

TRANSITIONS:

Whenever a child transitions to a new classroom during the school year, the parent is included in the decision & the transition process takes place over time to allow the child to adjust to a new classroom.

- Teachers collaborate & share information as well as observe each other's classroom.
- The classroom teacher accompanies the child to the new classroom for several visits the 1st week
- The 2nd week the child visits the new classroom for several visits without his classroom teacher.
- The parent is encouraged to meet the new teachers & become familiar with the routine in the classroom
- The 3rd week the child begins attending class in the new classroom if the child is comfortable with the new group.
- If possible, the child and a friend make the transition to a new classroom together.

AGES & STAGES ASSESSMENT TOOL AND EARLY INTERVENTION (4.A.01-02)

The first five years of your child's life are very important. Your child's healthy development forms a foundation for lifelong learning. The Ages and Stages Questionnaire (ASQ) is a reliable and valid screening tool for teachers and parents to help assess the development of young children in their care. Many professionals rely on the ASQ as a developmental and social-emotional screening for children from one month to 5.5 years. The ASQ looks at strengths, educates parents about developmental milestones, and incorporates parents' expert knowledge about their children, while addressing any concerns as early as possible – when a child's brain and body are developing so rapidly. Because **developmental** and **social- emotional delays** can be **subtle** and

can occur in children who appear to be developing typically, most children who would benefit from early intervention are not identified until after they start school. Even pediatricians, fail to detect delays more than **70%** of the time when they rely on clinical judgment alone.

The benefits of screening early are:

- Developmental delays, learning disorders, and behavioral and social-emotional problems are estimated to affect 1 in every 6 children.
- Only 20-30% of these children are identified as needing support before school begins.
- Intervention prior to Kindergarten has huge academic, social, and economic benefits for everyone
- If Social-Emotional problems are addressed early, children are less likely to be placed in special education programs.

As a parent, you are the best source of information about your child. Parents are expected to assess their child at home and return the results to the teacher. (It takes 10-15 minutes to complete). The final result will be shared with parents either prior to or during parent conferences.

PARENT CONFERENCES (7.B.01,7.C.01)

Parents are invited to talk with classroom teachers, the Head Teacher or the Director at any time concerning school matters or your child's development. It is best to talk directly to your child's teacher if you have concerns regarding your child or your child's classroom. Speak to the Director if you have concerns about a staff member, center policy or procedures.

We expect ALL parents to sign up for a conference mid-year. A parent conference must be held whenever, a parent, teacher, or director feels it is necessary. Failure to meet with the teacher regarding a child's well-being could result in the termination of services

ASSESSMENT OF CHILD PROGRESS (7.B.04,3G.02)

Assessment is the process of **observing, recording and documenting** what children do and how they do it as a basis for a variety of educational decisions that affects the child. Assessment provides information that helps programs do the following:

- *Monitor children's development and learning over time to identify strengths & needs*
- *Guide lesson planning and decision making about children's interests, needs, and abilities*
- *Identify children who might benefit from special services*
- *Report to and communicate with families information about individual children*
- Know what areas of the program need improvement (based on groups of children)

Ongoing, systematic, formal and informal assessment approaches provide information on children's experiences, learning and development. These assessments occur within the context of **reciprocal** communications with families and with sensitivity to the cultural contexts in which children develop. Cultural and ethnic factors are important in determining the types of activities and the materials.

We engage families in the assessment process in a variety of ways. **Some examples are:**

- Parents complete a Parent Questionnaire at enrollment which includes information on the Family, Preschool/Childcare History, Medical History and the Child's Development
- Parents complete the ASQ
- Parents are welcome to jot down brief descriptions of what they observe their child doing as he or she plays at home. These observations can be shared with the teacher at drop-off on a sticky note.
- Parents are encouraged to send in a note of topics they would like to discuss before conferences.
- **Parent/Teacher conferences** are held mid-year and in June upon request or at any time.
- Parents are encouraged to provide feedback regarding our assessment tools.

We use a tool for observational assessment called *The High/Scope Child Observation Record* and/or the latest **online version** of the COR called **COR Advantage** that can be used while **children are involved in normal program activities in an early childhood setting such as ours**. Children are observed initiating and participating in a wide variety of activities and behaviors in a carefully arranged environment. Observation is specific and part of the **daily classroom routine** to create a real-life profile of each child. The COR outlines the various stages of development and reflects new knowledge about brain development and behavior. COR Advantage assesses development from **infancy through kindergarten** in **eight content areas**: *Approaches to Learning; Social & Emotional Development; Physical Development & Health; Language-Literacy & Communication; Mathematics; Creative Arts; Science & Technology; and Social Studies*. It is integrated with the High Scope Key Developmental Indicators (KDIs) at all age levels providing an overlapping continuum so that children can be scored at the developmental and ability level appropriate for them 3 times during the year.

The COR is combined with a portfolio; a systematic and intentional collection of samples of each child's work. A young child's portfolio of program experiences might include samples of the child's drawing, painting, writing, a multi-step project, photographs of block structures, samples of dictation or journal writing. This is shared with parents during **conferences**.

PARENT-CONCERNS:(7.C.02)

We are a community of children, parents and staff all interacting and sharing our lives together. In a community, people work closely together and hopefully interactions are positive, helpful, kind and understanding. It is to be expected that from time to time, people will experience some concerns or difficulties. We, as a staff, will make mistakes, create misunderstandings, and occasionally mis-communicate. When these mistakes occur, we want you to tell us. Our goal is to offer your family **excellence** in care and educational services. In order to meet our goal, we need your input, your suggestions, your questions and your concerns. When you have a concern, please remember...

- Teachers want parents to feel satisfied with the care their child is receiving.
- Talk to the teachers directly whenever possible. Please ask your child's teacher first about any concern.
- Realize that if you have a concern with a teacher, the director will need to talk with the teacher directly about your concern and deal with the issue in a straightforward manner so the teacher can improve her performance and correct any mistakes.
- Be assured that teachers do not hold a grudge against your child after you have expressed a concern. We would not hire anyone who would react in such an inappropriate manner. Actually, expressing a concern will encourage your child's teacher to be more conscientious about your issue and try to improve.....
- Consider the "once is OK rule." With minor issues, allow staff to make a mistake once or twice, but when it becomes a pattern, it is definitely time to bring it to their attention.
- Don't allow concerns to build up. Share them with teachers as they occur. It is disturbing to find out later that a parent had a number of concerns and never expressed them.

PARENT VISITS (7.A.11)

Parents are welcome at any time, but keep in mind that it may be difficult for a young child to cope with separating from a parent for a second time during the day. Children typically assume they will be picked up from the center anytime they see their parent. It is difficult for them to understand that, although you are leaving, they are expected to stay. Please discuss a visit with the teacher in advance.

It is a licensing requirement that anyone who is a consistent visitor in the classroom (more than three hours per week) will be required to complete an application as a volunteer in our program. This requires a medical exam with a TB skin Test (Mantou), 2 references, and a background check. Anyone who is performing any type of duties or responsibilities that a teacher performs (interacting with a small group of children, serving food, assisting with self-help skills, etc.) would be considered a volunteer. Anyone who is visiting their own child, without significant interaction with other children, is considered a visitor.

We do encourage children and families to share traditions and activities with their classmates. This means that a child may be introduced to a variety of age-appropriate seasonal activities that have been introduced by other families and children for sharing in the classroom. If you have a family tradition, holiday or otherwise, that you would like to share in your child's classroom, we welcome you to bring this to your child's teacher who can help ensure the activity is age appropriate for the group.

If you have a job children are usually interested in: fireman, police officer, doctor, nurse, carpenter, etc., please arrange a date with your child's teacher to come in to visit.

Finally, when visiting a classroom, please sign-in on the visitors clip board.

VOLUNTEER OPPORTUNITIES; (3.F.06)

Although parents are not permitted to work with or assist other children in the classroom without going through the proper volunteer process, parents are encouraged to talk with their child's teacher about opportunities to participate in the classroom. Some ways to get involved include: making play dough for the classroom, sewing mat covers, reading a book to the children, (**mystery reader**) share a special talent (music, art, cooking, etc.) or an occupation, donate items for dramatic play, repair damaged books, serve on our Advisory Committee, help with our annual Children's Book Fair or our annual Fund Raising Event, repair broken toys, participate in Week of the Young Child, (April) decorate the All Purpose Room for a Holiday, (December) plan a program for Grandparents, help with our garden in the spring. . . as you can see, the list could go on and on. So it is up to you as to how involved you would like to become with our school. We do appreciate the help!

PARENT LIASON/ADVISORY COMMITTEE (7.A.13,10.F04)

This is an informal group of parents that meet in the Fall and Winter/Spring. The purpose is to discuss parent concerns, make suggestions, review policy and procedure, discuss fund raising activities, etc. If you are interested in serving as a parent representative, please contact the director as soon as possible.

PARENT RESOURCE LIBRARY (7.C.07)

Our school maintains a library in both buildings containing various parenting books which are available for you to check out. There is also a selection of books appropriate for reading to your child. We also have a series of articles related to the Infant/Toddler Age Group. Just write your name and the date on the book's index card & place it in the recipe box. Please return books in a week or two and cross your name off the index card

SOCIAL MEDIA POLICY

No discriminating remarks may be made against BNS, its children, enrolled family members, staff or any other person connected in any way to BNS.

Individual and group photos of children at school may not be posted on social media. You may feel comfortable sharing photos of your child, but other parents may not feel the same.

BABYSITTING

The teaching staff at BNS are professional teachers, so it is expected that parents will **not** ask our teachers to babysit for them or transport their children. We do allow enrolled parents to ask a student worker to babysit if they need care during evenings or weekends. Parents are responsible for contacting a student who indicates an interest, and for making arrangements regarding location of care, payment, etc. Please be aware that we cannot offer a recommendation for students you choose to hire. Parents are solely responsible for screening any and all potential home care providers and BNS shall have no responsibility for the actions of an individual you choose to hire outside our school. However, we would appreciate parents **not** asking our students to come to work for them during our regular business hours.

PARENT – CLASSROOM COMMUNICATION SYSTEM

Please check your individual file daily for various school information, including billing invoices and other relevant information. Please remember these files are for staff use only and cannot be used by parents to disseminate information.

PROFESSIONAL RELATIONSHIPS

Parents are expected to maintain professional relationships with school staff. Although individual friendships and bonds may develop, parents and staff need to be careful about the appropriateness of the relationship. When a deeper friendship develops between a parent and a staff member, the boundary lines of friend/parent/teacher can become blurred causing miscommunication and possible breaches of confidentiality.

Confidentiality can be significantly compromised through social networking sites, such as Facebook. Any communication related to school needs to go through appropriate channels. We encourage parents to send messages or make inquiries through our e-mail: beachwoodnurseryschool@hotmail.com. We check the messages every day and will forward a message for a particular staff member as soon as possible. Other appropriate forms of communication with staff include – calling the school to talk with a staff member directly or talking with the staff member at pick-up and drop-off.

WHAT WE EXPECT OF PARENTS:

- **Read** the bulletin boards, notices and the newsletters that are e-mailed to your home. Important information is shared with you on a regular basis, but you must make the effort to read it. (Check your child's backpack and lunch box daily)
- **Give** your child time to adjust to nursery school or child care before leaving him or her here. Parents can help set a positive tone for the rest of the day by taking a few minutes in the morning to greet the teachers, wash hands with your child and help your child get involved in an activity.
- **Value** staff members and show them common **courtesy**. Teachers are more than just babysitters. We employ teachers who have a degree in education or a related field and a minimum of 20 hours of continuing education in early childhood. In addition, Teachers are trained in recognizing and reporting Child Abuse, and trained in First Aid and Pediatric CPR.
- **Focus** on your child when you pick him or her up. Take time to greet staff and your child and see if there is anything the teacher wishes to communicate before you leave.
- **Pay your tuition** or child care fees on time. We are providing a valuable service and deserve prompt payment. Your teachers deserve a salary much higher than what can be paid from parent tuition. Don't put the director in the position of begging you for payment or terminating your services due to non-payment.
- **Be respectful and support school policies**. If we ask that you don't bring in toys, please don't allow your child to do this. It is impossible to enforce all policies at all times, but know that disregard for a policy causes a problem.
- **Make** sure your children follow school rules. Do not allow them to run away from you, leave the building without you or climb on furniture, etc. Your child's safety and well-being is our primary concern.

- **Make** sure your child is wearing **appropriate clothing** and shoes. Children will get messy playing on the playground or painting at the easel. It is not realistic to send children in good clothing and expect teachers to keep them clean. Make sure clothing has simple fastenings, snaps and zippers should be in working order. Sneakers or rubber soled shoes are preferred over open toe sandals for safety reasons. The teachers do not want to hear a child say: "I can't play in the sand box!".
- **Keep** a sick child home. The state mandates health regulations to prevent the spread of infectious illnesses. These rules also keep your child from being infected by others as well. Make sure you have **back-up child care** when your child is ill.
- **Address** concerns in a respectful way and to the appropriate person. Seek to resolve your problem with the appropriate staff member.
- **Try** to minimize your child's time in child care. Most children have had a full day after 8 hours and need to re-fuel emotionally by spending time with their family.
- **Communicate** with teachers about what's going on at home.
- **Make** sure children get a good night's rest so they are ready for a busy day.
- **Pick** children up **before 5:30PM** and call if you are held up in traffic or running late.
- **Please** pack your child a nutritious lunch. We will be happy to assist you with menus that meet USDA requirements for good nutrition.