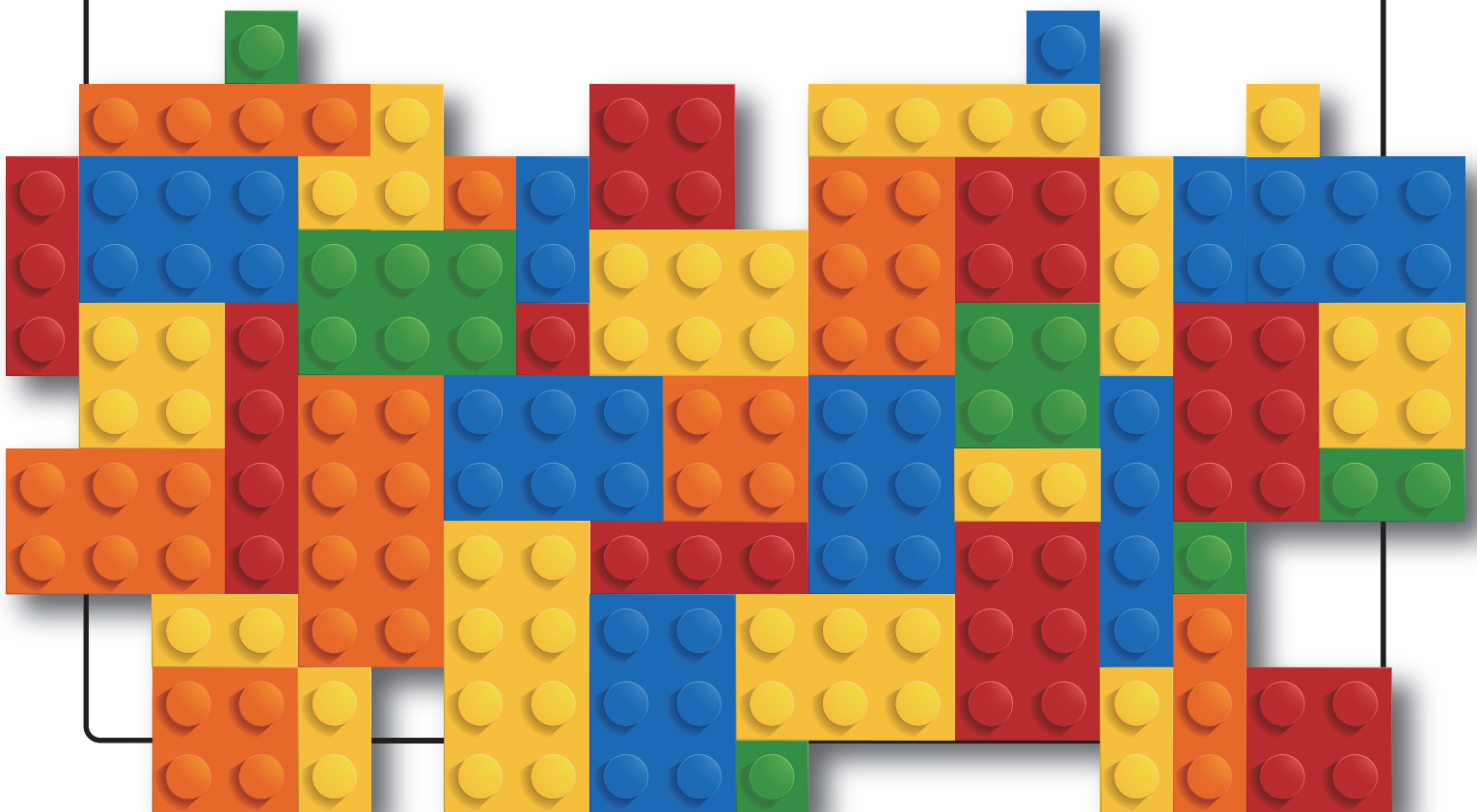


bt preschool ^{and}
family center

Parent Guide





Parent Guide

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Parent Guide

Welcome

Shalom! Welcome to the Barnert Temple Preschool. Your visit is the most important step you will take in choosing the right school for your child. As you walk through our halls, your senses will be awakened by what is all around you:

- The sounds of giggles, of children negotiating with each other, of cognitive exploration
- The sights of artwork made by children the way they want it, at their developmental level, and children at work with materials carefully chosen for their age and stage of development
- The smell of Play-Doh, of *challah* baking and, during Day Camp, sunscreen (my favorite!)
- The touch of your child's hand in yours as (s)he gets excited by the idea of taking those first tentative steps towards independence
- The taste of a healthy new snack

This Parent Guide is filled with policies. It includes pages from the New Jersey State Department of Education. The wording on State policy forms is very strong. Be aware that by law we include them in our guide.

Though it is, admittedly, a lot to read, the content is important. **We feel strongly that every family needs to find the right school.** It isn't easy, but it is vital to find the right "fit." Here are the most important things I hope you will learn from your visit, from the Parent Guide, and from speaking to people involved with our school (parents, teachers, me):

- Our number-one priority: that our children develop a **lifelong love of, and confidence in learning.**
- Our curriculum's most important aspect, Developmentally Appropriate Practice, is based upon research from the National Association for the Education of Young Children (NAEYC).
- **Parents are a vital part of our school community.** We want you to share your thoughts, your ideas, your needs. We want you — and indeed your extended family — to be comfortable visiting us, learning with us, celebrating Jewish culture and traditions with us, and making connections. The BTPPA (Barnert Temple Preschool Parents' Association) is our greatest supporter!
- Our school is a **caring, safe, stimulating place** where every child — and by extension, the child's family — will thrive, emotionally, socially, physically, and cognitively.
- We consider raising children to be a **team effort.** Therefore, we work hard to gain the trust of each and every parent who walks through our doors.
- For those of you raising Jewish children, joining our school is, we hope, a first step in your family's journey towards becoming members of the Barnert Temple, and to continuing your family's Jewish path as part of our Jewish community.

We hope that you will feel excited by what you see and hear at our school. If at any time you have any questions, please do not hesitate to call our school office. I hope I will be able to welcome you and your child into the Barnert Temple Preschool next fall. Enjoy the journey!

Warmly,

Sara Losch
Director of Lifelong Learning



Parent Guide

Registration Policy

Registration begins in January for the upcoming fall term.

When a particular class is very large, Temple members are given the courtesy of priority in the registration process. Temple members must be in good standing in order to receive this priority.

Students are not accepted for enrollment until the previous school year's tuition has been fully paid.

After the completion of priority registration, applications are accepted from new families.

Registration is accepted on a first-come, first-served basis. Forms must be completed, signed and delivered with the appropriate fees.

✓ All class sizes are limited. Minimums must be met in order for a class to take place.

Because of the need to manage Barnert Temple resources carefully and conservatively, it is school policy that withdrawals following written acceptance notice from the school or expulsion (see pg. 17) will result in forfeiture of all non-refundable as well as prorated tuition fees. Occasional exceptions for rare and unavoidable circumstances may be considered by the chair of the Lifelong Learning Committee, the VP of Education, the Financial Secretary of the Barnert Temple, and the Director of Lifelong Learning.

✓ We are very proud to offer the very best security for our children. The grounds are secured at all times that our children are on the premises. Each family in the school is charged a security fee towards this service. You will see this charge reflected on your invoice.

✓ Most preschool families pay a yearly \$675 member fee. (All billing information is detailed on the back of the application.) The exception is for families with older children in our Jewish Journeys Project.



Parent Guide

Curriculum

The primary goal of our program is to provide a warm, safe, nurturing environment. Each class plans a developmentally appropriate curriculum for the age span of the children within the group. Attention is paid to the different needs, interests, and developmental levels of those individual children. The curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive, through an integrated approach, using a number of spaces on our incredible campus, including classrooms, social hall, playground, and forest.

Our curriculum emphasizes learning as an **interactive process**. Teachers prepare the environment for children to learn through active exploration. Learning activities and materials are concrete, real and relevant to the lives of young children. The curriculum provides for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Teachers are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range (see NJS Standards, page 18).

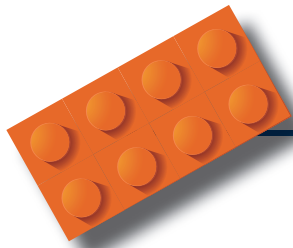
The core teachings of Judaism are woven throughout our curriculum so that children learn vital life skills such as mutual respect, a love of learning, and a sense that there is something bigger out there to care about than themselves. This is true for all of our children, from all cultures and faith backgrounds.

Little Sprouts: Our very youngest students, ages 15 months to two years, have the opportunity to participate in a full learning program. With a very low ratio of students to teachers, the children get the one-on-one attention they need at this age. Children are stimulated and learn social skills in a loving environment.

Rising Stars: Our two-year-olds are ready to be introduced to new environments. Teachers help to guide parents through the emotional first school separation experience. We never know who will have the more difficult time: parent or child! Once everyone is settled, children are off and running — literally. Though they are small, Rising Stars have a full morning of singing, story-telling, painting, snack, cooking, and use manipulative and other objects which lay the foundation for the development of pre-reading and math skills. Not bad for two- and three-year-olds!

Big Shots: Our three- to four-year-olds begin to show the emergent skills leading up to reading, writing and math. Though there are often still separation issues, Big Shots develop cognitive, social and motor skills that will serve them the rest of their lives. Their increasing cognitive skills enable them to participate in more varied and sophisticated learning activities. Full-day students are enriched with fun and learning activities that build on the concepts presented in the morning.

Pre-K Fantastics: If we set the foundation in the first two years, it is here, in Pre-K, where we see the success. Children now have the ability to confidently explore independently, to seek out various materials, books, supplies and friends. Children's interests are supported and we continue to encourage their emergent reading and math skills, while preparing them for Kindergarten. Afternoons are critical for allowing children the time they need to delve further into topics and materials that interest them. We utilize the outdoors for deeper learning and venture into the surrounding forest for graphing and recording nature, weaving, experimenting, and just enjoying being part of these beautiful surroundings.



Parent Guide

School Policies

We highly recommend that you familiarize yourselves with these policies.

ATTENDANCE

Half-day school hours are from 9:00 a.m. to 12:30 p.m. Full days are from 9:00 a.m. to 3:00 p.m. No child should be dropped off or picked up more than five minutes before or after their registered time unless early-morning drop-off or after-care arrangements have been made with the school office. A late fee of \$5 per 10 minutes may be charged if your child is picked up more than 10 minutes late. If your child will be absent from school, please call the school office. We like to know how the children are and be sure they are well.

THERE ARE NO MAKE-UP DAYS UNDER ANY CIRCUMSTANCES. Since we cannot fairly make up days for all, we simply cannot make exceptions to this rule.

DISMISSAL OF CHILDREN

Student files include a release form giving permission to release the student to specific people. Your child can only be released to those on the list. Any additional person must be added in writing to the school office or classroom teacher, and in your emergency contacts on ShulCloud.

BILLING

Statements are sent on or about the first of each month. QUARTERLY AND MONTHLY BILLS MUST BE PAID PRIOR TO THE MONTHS OF ATTENDANCE. A late fee of \$50 is charged for payments made after the 10th of the month. Families with account balances greater than 90 days delinquent, including late fees, will have school access terminated. If you make a change to your child's schedule, you must pay the additional cost or begin a payment plan before the change of schedule can take effect. Invoices may be paid by check, eCheck or credit cards. Credit cards will incur a 3% processing fee. New applications for school, enrichment or camp cannot be considered unless the family's account is current.

SNOW CLOSURE POLICY

In the event of inclement weather or when it is considered hazardous to open school, you will receive a telephone call the prior evening (when possible) or very early that morning. We use an automated phone call system called One Call Now, which allows calls to go out efficiently and quickly. Please be sure to keep us up to date on any changes in your contact information. If we need to close school during the day, we will call you at home or work, or contact someone on your emergency list. We will also change our answering machine to reflect the school's closing. Please make certain someone is always easily reachable.



Parent Guide

Illness, Medication, Immunizations and Seasonal Allergies

This could be the toughest part of our jobs, as parents may not always agree with our assessment of their child's health. We are concerned about the health of your, and every other, child. We carefully observe the children while they are at school for any signs of being ill. **We will send your child home if we observe that your child is sick, so someone should be available to pick your child up at all times.** It is common for children to arrive at school with some mild symptoms and for the symptoms to escalate as they begin to run around. Again, we make decisions based on observation. We appreciate your help by accepting those decisions.

We use the New Jersey State policies on the management of communicable diseases as our guide. (See page 16.)

MEDICATION: The Barnert Temple School staff will dispense prescription medication to children, ONLY IF THEY ATTEND SCHOOL FULL DAY.

Medication must:

1. be brought in its original container, labeled with the child's name, the name of the medication, the date it was prescribed and directions for its administration
2. be accompanied by a written permission slip from the parent

WE CANNOT ADMINISTER TYLENOL® OR OTHER NON-PRESCRIPTION MEDICATIONS.

IMMUNIZATIONS: According to the New Jersey State Sanitary Code, "A principal, director or other person in charge of a school, preschool, or childcare facility shall not knowingly admit or retain any child whose parent or guardian has not submitted acceptable evidence of the child's immunization, according to (legal) schedules." All students are required to have a yearly flu shot.

Any parent who wishes to declare a medical or religious exemption must declare their intentions during registration. They will then need to work with the state of New Jersey to provide all applicable documents and paperwork.

SEASONAL ALLERGIES: Though we will try to accommodate your child's severe seasonal allergy issues according to parental request (eg. keeping a child inside during playground time), we cannot guarantee our ability to provide this special supervision. Your child may need to be picked up.

Please see page 8 for information about food allergies.



Parent Guide

Lunch

Rules/guidelines when packing a child's lunch.

- Your child's lunch should be packed in a labeled lunch bag or box. If a lunch item is untouched, we will try to send it home. We discard leftovers. Please prepare and wrap each lunch so your child can manage it without help. Sandwiches and fruit should be pre-cut, the way your child likes it. Do not use glass containers. SORRY, WE CANNOT WARM UP LUNCHES.
- We do offer a hot lunch program. You can prepay for lunches and the program is a fundraiser for the school. Detailed information will be distributed with Back-to-School Packets.
- Kosher-style guidelines apply: no pork products or shellfish, please.
- Nut-aware facility: This means that foods in your child's lunchbox cannot contain peanuts or tree nuts of any kind. Please be sure to check all labels on packaged items like granola bars, cookies and crackers. If they are made in a plant with nuts, do not send them to school.
- Choking hazards: To reduce the risk of choking, foods like grapes and cherry tomatoes should be cut in half. Hot dogs should be sliced down the middle lengthwise. If this is not done, the teachers are not permitted to serve these items to your child.

Lunchtime is educational at Barnert. Children learn about healthy eating, manners, and recycling. We encourage parents to help us by sending balanced lunches, with just one sugary snack, if any. Try to use reusable containers whenever possible. Children are encouraged, and expected, to eat their lunch before snacks. The teachers monitor the children while they eat.

Food allergies: More and more children are diagnosed each year with specific food allergies. We take this very seriously and work hard to protect the safety of all of our children. You must fill out an allergy form and have a doctor's plan attached.

Clothing

Dress your child in sensible, comfortable school clothes. We strongly recommend simple polo shirts and pants for both boys and girls. This way, no child, teacher or parent need be overly concerned about wear, tear and paint spills on clothing. We are a "doing" school and **we do get dirty – DAILY!!**

Every child must have a full change of clearly labeled clothing in school. If your child goes home in his spare clothing, please be sure to send a new set THE VERY NEXT DAY. Hoop earrings, necklaces, fancy shoes or sandals, and tight belts are examples of accessories or clothing items we do not allow, either for safety or because they will limit your child's ability to play freely and unencumbered.

Children play outside in all weather conditions. They should have rubber boots (to be kept in school), and be dressed appropriately for the day.



Parent Guide

Day-to-Day Things

Rest time: Full-day children are required by the State to have a 30-minute quiet time after lunch. They rest quietly on mats, and watch carefully selected DVDs. We provide a mat for your child to ensure cleanliness and to give each child a sense of his or her own rest space.

Holidays: We invite parents to join us in all of our holiday celebrations. You will get special notices before major holiday programs. We are happy to send home ideas for bringing Jewish holidays into your home and for creating your own Jewish traditions.

Birthdays: Tell your child's teacher a few days in advance that your child is going to celebrate a birthday in school. Each class celebrates birthdays in a fun and age-appropriate way. Ask your child's teacher for details. Children can bring "breakfast food" like mini bagels or a healthy snack recommended by the teacher. In order to protect the feelings of all of our children, if you are making your child a party outside of school, **please mail your invitations.** They cannot be given out at school, **nor can birthday presents or party bags be given out in school. We encourage you to consider inviting all the children in your child's class.**

Tot Shabbat

Every Friday, children participate in *Shabbat* (Sabbath) rituals. Each is given a piece of *challah* dough to mold and braid, which is then baked in school. As the building becomes warm with the smells of baking *challah*, Sara Losch plays her guitar and we sing songs together to welcome in the *Shabbat* Queen, and bring a relaxation to end our busy week.

Once a month, the rabbi invites all families with young children to attend *Tot Shabbat* services. (See school calendar for dates and times.) *Tot Shabbat* is a great way to meet other young families, to learn more about Jewish rituals, and to develop a relationship with our clergy and our temple membership. *Tot Shabbat* is joyous, fun, and either ends with a child-friendly dinner or *Tot Oneg!*

Additionally, there is a monthly early *Shabbat* service (7–8 pm). Participants of all ages enjoy an abbreviated, song-filled service, followed by a potluck dinner. Check our temple website for additional programming and schedule changes. Our web address is www.barnerttemple.org.



Parent Guide

Communication

We use an application called “Remini” as a communication tool within the school. At the beginning of the year, your email will be added to the class list and you will be sent a confirmation message that you are part of that classroom. You will be able to see posts, pictures, and messages from the teacher on what’s happening in the classroom.

Daily: Teachers are available to speak to you through email and scheduled meetings. They are also available through telephone for pressing matters during the school day. Please call the school office to leave a message for your child’s teacher and they will return the call when classroom time allows. Sara Losch (Director), and Nan Sumner (Assistant Director of Preschool Education) are always available to speak to you about concerns or questions you may have about your children or school policies. We ask that you reach out to your teachers first as most inquiries can be resolved with their skills and experience.

Parent Orientation: All parents (even returning parents) are urged to attend Parent Orientation and Back-to-School Night. You will have questions we’d like to answer. Orientation is the best time to find out about “housekeeping” details like where to sign in. Back-to-School Night will give you a taste of preschool classroom fun. Here is where you’ll get a hands-on taste of what it is your children do all day, and understand why it matters so very much. And, you’ll meet new grown-up friends!

Student Assessments: One of the pleasures of having a small intimate setting is that we get to speak to parents on a daily basis, keeping current on the children’s progress. Each child has an individual **Portfolio Assessment**, which allows us to record the child’s individual and group growth. By using these and other assessments, we can spot any potential delays or other developmental issues. Parents are contacted in case of any concerns. The decision to arrange formal parent-teacher conferences is up to the discretion of each head teacher. Mid-year progress reports are compiled and sent out. Additionally, if at any time you feel you would like a more formal talk (besides the morning and afternoon chats) just let us know.

There are many ways to contact us:

School phone: 201-848 1027

Temple phone: 201-848 1800

Temple fax: 201-847 0044

Temple address: 747 Route 208 South

Franklin Lakes, NJ 07417

Sara Losch email: saralosch@barnerttemple.org

Office email: schooloffice@barnerttemple.org

Nan Sumner email: btfantastics@gmail.com

website: www.barnerttemple.org

We send out frequent emails for regular notices. Please make certain to keep your email information updated in the school office.



Please note:

The School Office receives emails Monday-Friday from 9:30 am to 4 pm. If you send something outside of those hours, we will not receive it until the next morning. We do not do any work on Shabbat, from 4 pm on Friday until Saturday after sundown. Therefore, if you must speak to Sara Losch or contact a teacher in an emergency, please wait until after sundown on Saturday.



Parent Guide

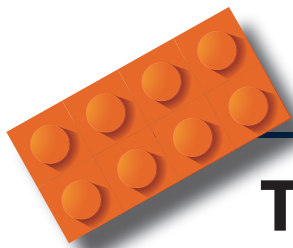
Separation

Things will be unfamiliar to a new child coming to our school. Even children who are changing classrooms need time to adjust to their new surroundings. For returning children, validate their feelings of uncertainty, confusion or worry. Remind them of the things they felt comfortable about before, reinforcing the fact that most of those things will stay constant. We make transitions to a new room as smooth as possible by keeping things familiar, safe and comfortable. For first-time children of any age, try to set the mood for your child. Talk about school like it is an interesting story, describing concrete things like our class pets, playground or activities like painting at the easel. School is a place where children come to play, learn, and have fun. End the story with a reminder that mommy or daddy (babysitter or grandparent — be specific) will ALWAYS COME BACK. If your child doesn't want to talk, that's okay too. On the first day of school, mommy or daddy should accompany the child and plan to remain in the classroom for up to one hour, on a chair, near the door. Depending on your child's reactions, you may say goodbye or remain. Follow the teacher's lead. By working together, we can design the best separation schedule for your child's (and your) needs.

NEVER SNEAK OUT WITHOUT SAYING GOODBYE. Your child needs to trust that when mommy or daddy says "I'll be back after..." whatever time, they always tell the truth. It is better to be honest, even if it causes your child to cry for a short time. You will both feel better soon (someone is always around to give your child and you a hug!), and a foundation of positive separation will be formed which will last throughout your relationship.

TIPS FOR POSITIVE SEPARATION EXPERIENCES:

1. **DO** SHOW YOUR CHILDREN THAT YOU FEEL SAFE AND HAPPY.
2. **DO** ALLOW YOUR CHILDREN TO CRY. THEY EXPRESSES THEIR NEEDS THAT WAY. IT'S ALL RIGHT.
3. **DO** RESPOND TO THEIR STATEMENTS, RATHER THAN ASKING QUESTIONS ("Yes, daddy will see you later", rather than, "Do you want to stay here?")
4. **DO** BE ON TIME. Don't disappoint your children by failing to pick them up when you promised.
5. **DO** BE PATIENT. Your children should not be pushed into joining the others if they are reluctant to do so. Some children need warm-up time. Teachers will help them get into the action.
6. **DO** CALL US WHEN YOU FEEL INSECURE. We'll always tell you the truth, and will be here to reassure you.
7. **DO** EXPECT US TO CALL YOU ON THE FIRST DAY YOU LEAVE. We'll let you know how your children are doing.



Parent Guide

Toilet Training/Diaper Changing

Children who are in diapers will be changed when needed. Please inform the teacher if you think that your child needs to be changed more frequently. Bring a box of diapers and a box of wet wipes to leave in school. Make sure you have a change of clothing that fits.

(Remember: children do outgrow their clothing, and seasons do change.)

We do not rush children through toilet training, and change them without complaint, but please do not leave your child in the morning with a soiled diaper.

When you and we agree that your child is showing signs of readiness to begin toilet training, you and the teacher will discuss techniques. **Do not simply bring your child to school in underpants.**

Keep in mind the following:

1. A child needs to show a willingness to use the toilet in school, not just at home.
2. The most important step in toilet training is making the child feel successful. Certain situations, such as moving cars, cold or anxiety will almost certainly cause a child to have an “accident,” and to feel he or she has failed. We will help you through all the stages when the time comes.

Positive Discipline

The Safe Place: Positive discipline differs from punishment in that it tells children what they should do, teaches them self-control and builds self-esteem. Punishment, on the other hand, tells children what they should not do and teaches fear. Autonomy is the goal, and individual needs and feelings are always taken into consideration. The child is never criticized. If a child needs time to work out feelings (and we consider ALL feelings to be valid, including anger), the child is encouraged to go to THE SAFE PLACE, a special classroom spot, a safe place, providing the angry or frustrated child with opportunities to release frustrations and energy without being forced to deal with the watchful eyes of friends. The Safe Place is one way that we support the development of Executive Functioning Skills, like self-regulation.

Biting/Scratching: These are not uncommon behaviors in young children. Though generally short-lived, these reaction behaviors are most common in children 13 to 36 month old. The safety of all of our children is our primary concern and our staff is trained to manage biting or scratching. In all such incidents, parents of both the “biter” and the “bitee” are contacted and a meeting with parents is offered.

If a child bites another child more than three times, the parents will be asked to pick up the child, who may return the next day when parents will be requested to meet with the teacher and Sara Losch. If it is deemed to be in the best interest of the child and/or the preschool, the child’s registration may be suspended until the proper support can be identified. This could include but not be limited to outside therapy for the child, or a one-on-one classroom support person, paid for by the parents. Sara Losch is always happy to meet with parents to help you set up your family’s Safe Spaces and to learn appropriate parenting language and techniques. Call or write to make an appointment.



Parent Guide

Policy for Use of TV/Computer/Video

Televisions/Videos

We do not have televisions in the individual classrooms. It is not part of the daily curriculum to watch television. Occasionally, a special education video that fits into a specialized curricula unit may be shown.

It is a State rule that all full-day children rest for a period of 30 minutes during the day. During that time, the children rest quietly on their mats and watch a carefully chosen educational video/CD.

School Photos and Videos

As part of our marketing and community building efforts, we often use photos and videos of our students in local media and on our website. By signing the letter of agreement (which comes with your enrollment package following our receipt of your child's application), you are giving us permission to use these images of your child. Your child's name is not used without further permission from you.

If for any reason you are not comfortable with this, you must notify the preschool office in writing.



Parent Guide

Parent Roles and Responsibilities

Parents are our partners, so participation in school activities is always welcome and encouraged. We emphasize close contact and invite all parents and relatives to share special skills. We offer many opportunities for parents to get involved at the school.

In order for parents to truly understand each class's unique character, we encourage parents and/or caregivers to attend First-Day Orientation, Back-to-School Night, and informational sessions throughout the year.

As children continue to make their adjustment to school, there will be ongoing opportunities for parents to visit their child's class and to speak to their child's teacher.

- *Derech Eretz* (the right path): This Jewish value guides our behavior, reminding us to be the best of ourselves.
- Parents are role models and asked to behave with respect, kindness and civility at all times in our school and synagogue.
- We strongly ask that **cell phones not be used in the school when you are dropping off and picking up your child.** Your presence in our school is very important to us and, more importantly, to your child. Cell phones are a distraction and communicate to your children that they are not going to receive your full attention at the crucial time of separation and reconnecting.
- **Parents MUST be diligent in supervising children in the parking lot and in the temple atrium and hallways.**
- Our security guard is here to help us maintain the most secure environment possible, but neither he nor our teachers can supervise your children when they are on "your time."
Please follow his directions in and around the parking lot and the temple.

Our Parent Association (BTPPA) will help to organize many activities and speakers throughout the school year. Sara Losch, the Director, will provide an opportunity to discuss subjects pertinent to specific ages and stages of development at the request of the Parent Association and is always available for parent consultations on any area of concern.

- Please do not drop into the classroom to discuss issues while your child, or any child, is there. Confidentiality is essential to the home/school relationship. Additionally, children will become uncomfortable around grown-up conversation which is inappropriate for them to hear.

The Barnert Temple Preschool is an important part of the Barnert Temple. We enthusiastically open our arms to families to consider full membership in the Barnert Temple, and to attend monthly *Tot Shabbat* services held throughout the year on Friday evenings. Interfaith families are not only welcome, but highly encouraged to use us as a resource. We hope all school families will avail themselves of temple programs, classes and worship opportunities.

We are a Jewish-based school. We do not celebrate certain secular holidays, as they either grew out of religious or pagan ritual (Halloween and St. Valentine's Day, for example). We do joyfully celebrate all Jewish holidays and will share materials throughout the year which will help you to find ways to include Jewish practice and tradition in your home.



Parent Guide

Final Thoughts

Do come to the Barnert Temple Preschool because:

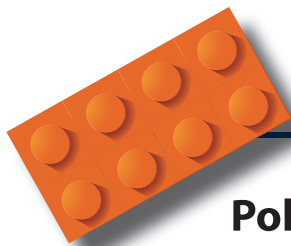
- You believe in the philosophy outlined in this guide
- You believe that your children will flourish and will become lifelong learners
- You believe that you, the parents, will flourish too
- You have a desire to raise your children in an environment with Jewish values, which will teach holidays, traditions, and the concept of *tikkun olam* (healing the world) through *tzedakah* collections and various food and clothing drives
- You want your children to grow up and become *menschs* (good people)
- You are ready to be an integral part of something truly special

We are not like most schools. We believe strongly that teachers and parents are making a commitment to raise your children together, as a team. As such, we get intimately involved with you and your children — in a good way. We will tell you if we think your children need more (or fewer) playdates, and even with (or not with) a specific child. We will be very direct with you if you consistently bring your children to school late, causing them to miss a very precious time of the day.

With the above, however, we also promise that you will know how much your child is cherished when we have concerns that may need outside professional attention. And we will share every funny, wonderful thing your children have done. You will get our attention when you need it, for all the years you are with us, and for as many years after that you may need us. Most importantly, we will love your children unconditionally, for the individuals they are.

When you have your children in the school that is right FOR YOU, your family and the school all benefit. When you decide that school is our school, we are then entered into a *brit*, a sacred contract, in which we work as the most loving and supportive team your child could have.

Welcome. We can't wait to get started!



Parent Guide

Policy on the management of communicable diseases

(From the State of New Jersey, Department of Human Services) 10:122-7.11

If a child exhibits any of the following symptoms, the child should not attend the center. If such symptoms occur at the center, the child will be removed from the group, and parents will be called to take the child home.

- Severe pain or discomfort
- Acute diarrhea
- Episodes of acute vomiting
- Elevated oral temperature of 101.5 degrees Fahrenheit
- Lethargy
- Severe coughing
- Yellow eyes or jaundice skin
- Red eyes with discharge
- Infected, untreated skin patches
- Difficult or rapid breathing
- Skin rashes in conjunction with fever or behavior changes
- Skin lesions that are weeping or bleeding
- Mouth sores with drooling
- Stiff neck

Once the child is symptom-free, or has a health care provider's note stating that the child no longer poses a serious health risk to himself/herself or others, the child may return to the center.

TABLE OF EXCLUDABLE COMMUNICABLE DISEASES

A child who contracts any of the following diseases may not return to the center without a health care provider's note stating that the child presents no risk to himself/herself or others:

Respiratory Illnesses

Chicken Pox**
German Measles*
Hemophilus Influenzae*
Measles*
Meningococcus*
Mumps*
Strep Throat
Tuberculosis*
Whooping Cough*

Gastrointestinal Illnesses

Campylobacter*
Escherichia coli*
Giardia Lamblia*
Hepatitis A*
Salmonella*
Shigella*

Contact Illnesses

Impetigo
Lice
Scabies
Shingles

*Reportable diseases that must be reported to the health department by the center.

** Note: If a child has chicken pox, a health care provider's note is not required for re-admitting the child to the center. A note from the parent is required, stating either that at least six days has elapsed since the onset of the rash, or that all sores have dried and crusted.

If a child is exposed to any excludable disease at the center, parents will be notified in writing.



Parent Guide

Expulsion Policy

Excerpt from

State of New Jersey Department of Human Services Office of Licensing Document 10:122-6.8 Expulsion Policy

IMMEDIATE CAUSES FOR EXPULSION

- * The child is at risk of causing serious injury to other children or to him/herself
- * Parent threatens physical or intimidating actions toward staff members
- * Parent exhibits verbal abuse to staff in front of enrolled children
- * Child is not current with State mandated immunizations

PARENTAL ACTIONS FOR CHILD'S EXPULSION

- * Failure to pay/habitual lateness in payments

CHILD'S ACTIONS FOR EXPULSION

- * Failure of child to adjust after a reasonable amount of time
- * Uncontrollable tantrums/ongoing angry outbursts
- * Ongoing physical or verbal abuse to staff or other children
- * Excessive biting or other chronic negative physical behavior

SCHEDULE OF EXPULSION

- * If remedial actions have not worked, the parent/guardian will be advised verbally and in writing about the child's or parent's behavior warranting an expulsion. An expulsion action is meant to be a period of time that the parent/guardian may work on the child's behavior or to come to an agreement with the center. The period of time and action plan will be decided by the Director.
- * Failure of the child/parent to satisfy the terms of the agreement may result in permanent expulsion from the center.



Parent Guide

Excerpt from

The New Jersey State Department of Education Preschool Teaching & Learning Expectations: Standards of Quality - PTM#1503.18 September, 2004

(Copy of complete document available upon request)

LEARNING ENVIRONMENT

Introduction

A supportive learning environment is created through the interaction of the indoor and outdoor physical environment, the instructional materials, furnishings, interpersonal relationships (adults with children, adults with adults and children with children) and daily routines. It is within this supportive environment that each child's optimal development takes place. The child's development in the four domains – social, physical, cognitive and emotional – is being supported, sustained, extended and enhanced primarily through activities which promote purposeful play. While the adults provide the conditions and the materials that influence how the child plays and extend the activity so that more sophisticated levels of interaction and expression are realized, it is the child who determines the roles and the rules shaping the play.

The learning environment must, therefore, accommodate planned and unplanned, as well as structured and unstructured experiences. Unstructured play should take up a substantial portion of the day. Structured activities such as circle time, small-group time and lunch include the routines that provide stability and familiarity necessary for young children, as well as learning activities integrating the content areas and having specific goals planned by the adults. For structured and unstructured activities, the environment must provide welcoming, safe, healthy, clean, warm and stimulating areas to promote the development of critical thinking skills, foster awareness of diversity and multiculturalism and provide the supports to strengthen, expand and deepen learning.

The instructional materials provide opportunities for children to broaden and deepen their knowledge by providing a variety of firsthand experiences and by helping children acquire symbolic knowledge through representing their experiences in a variety of media, such as drawing, painting, construction of models, dramatic play and verbal and written descriptions.

The foundation for creating learning environments that foster optimal development of young children comes from the National Association for the Education of Young Children's (NAEYC's) principles of child development and learning that inform the developmentally appropriate practice. Two principles of these hold special significance:

- Development proceeds in predictable directions towards greater complexity, organization and internalization; and
- Play is an important vehicle for the children's social, emotional, and cognitive development, as well as a reflection of their development

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Parent Guide

Preschool Teaching & Learning Expectations: Standards of Quality

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A rich learning environment contains the following elements:

Physical Environment

- Provides learning centers that encourage integration of multiple content areas (e.g., in the library center there will be big books, picture books with words for adults to read, books representing a broad range of topics: in the block center there will be large unit blocks, hollow blocks, cardboard vehicles, audio tapes, pencil, paper and architectural magazines)
- Accommodates active and quiet activities (e.g., the library area may be for children wanting to read alone, quietly listen to a book read by an adult or listen to music through head sets, while the block area encourages lots of movement and discussion to plan and complete projects)
- Allows children easy access to materials
- Provides an ample supply of materials
- Offers opportunities for solitary, parallel and group play in view of an adult
- Provides space for individual, small and large group experiences, both indoors and out doors
- Displays classroom materials at children's eye level
- Creates a literacy-rich environment through a variety of sources for print, audio and non-print media

Daily Routines

- Encourages the development of self-confidence by offering multiple opportunities for making choices, such as deciding on projects, selecting centers or inviting classmates to be a part of an activity
- Encourage curiosity, problem-solving and the generation of ideas and fantasy through exploration
- Include activities to meet the individual needs of all children and provide opportunities for success (e.g., recognizing that a particular student would benefit from more fine motor activities by collaborating on a painting activity)
- Provide opportunities for talk and self expression
- Encourage and model the use of language in different social groups and situations
- Stimulate questioning and discussions during all activities

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Parent Guide

Preschool Teaching & Learning Expectations: Standards of Quality

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The Documentation/Assessment Process

Introduction

Assessment of young children is an ongoing process which includes identifying, collecting, describing, interpreting and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings and constructions, as well as photographs of and anecdotal notes describing their behaviors.

Documentation, a preliminary stage in the assessment process, focuses on identifying, collecting and describing the evidence of learning in an objective, non-judgmental manner. Teachers of young children should take the time to identify the learning goals, collect records of language and work samples, and then carefully describe and review the evidence with colleagues. However, beyond documentation, the evidence must be connected back to the learning goals and, based on these findings, new curriculum strategies may be designed and new questions about the child's learning may be posed.

Referral for an Evaluation

When a parent or teacher has a concern about a child's development and suspects a potential disability, the parent or teacher may submit a written request for a special education evaluation to the district's child study team. The written request (referral) must be submitted to the appropriate school official. This may be the principal at the neighborhood school, the director of the preschool program where the child attends, the director of special education or the child study team coordinator for the district in which the child resides. The child may be eligible for special education. The parent, preschool teachers and the child study team (school psychologist, school social worker, learning disabilities teacher-consultant, speech-language specialist) will meet to determine the need for evaluation, and if it is warranted, discuss the assessments to be completed. After completion of the evaluation and a determination of eligibility is made, an Individualized Education Program (IEP) is developed for the child by the IEP team. The team will determine if modifications, interventions, support and supplementary services necessary to support the child. To maximum extent appropriate, preschoolers with disabilities will receive their early childhood education with their non-disabled peers.

(Note: If a Barnert Temple student shows delays or difficulties in any given area, parents will be included in discussions, given suggestions for home-based remediation, and given a recommended list of outside professionals from whom to seek guidance, e.g., Occupational Therapists, Speech Therapist, Developmental Pediatrician, or Child Psychologist).

Assessment

- ✓ If a child cannot behave in a safe manner in school, parents will be expected to seek professional advice on the child's behavior. In a case when a child's behavior is a chronic problem, dangerous to the other children, the staff or to himself, his registration in the preschool will be suspended, and we will work with the family to find needed help and a more appropriate school environment for the child. Our staff will do everything possible to help families find any and all interventions which could benefit their child, and will continue to support the parents in every way.
- ✓ If the staff has a concern about your child, or needs professional assistance in designing individual plans for your child, a mental health consultant will be called in to observe the class at our cost. Parents will be notified such an observation occurred. Any further work with an outside professional will be the responsibility of the parent and will be discussed together with the child's teachers and the school director.



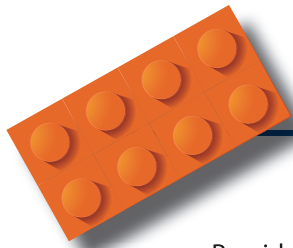
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10:122-3.6 Information to Parents

The center shall give to the parent(s) of every enrolled child and to every staff member a written Information to Parents document designated by the Office of Licensing and indication that the center is required to:

- Be licensed by the Office of Licensing, Department of Children and Families;
- Comply with all applicable provision of the Manual of Requirements for Child Care Centers;
- Post its license in a prominent location within the center;
- Retain a current copy of the manual and make it available for parent's review;
- Indicate how parents can secure a copy of the manual and obtain information about the licensing process from the Office of Licensing;
- Make available to parents, upon request, the Office of Licensing's Life/Safety and Program Inspection/ Violation and Complaint Investigation summary report(s) on the center, as well as any letters of enforcement or other actions taken against the center during the center's current licensing period.
- Post a listing or diagram of those rooms and/or areas that have been approved by the Office of Licensing for children's use.
- Comply with the inspection/investigation functions of the Department, including the interviewing of staff members and children;
- Afford parents the opportunity and time to review and discuss with the center director or sponsor/sponsor representative any questions or concerns about the policies and procedures of the center or whether the center is in compliance with all applicable provisions of the manual;
- Advise parents that if they believe or suspect that the center is violating any requirement of the manual, they may report such alleged violations to the center sponsor/sponsor representative or director or to the Office of Licensing;
- Afford parents of enrolled children an opportunity to participate in the center's operation and activities and to assist the center in complying with licensing requirements;
- Afford parents of enrolled children the opportunity to visit the center at any time during the center's hours of operation to observe its operation and program activities without having to secure prior approval;
- Provide parents with advance notice of any field trip, outing or special event involving the transportation of children away from the center, and, for each event, secure the written consent of the parent(s) before taking a child on such a field trip, outing or special event.
- Post a copy of the center's written statement of policy on the disciplining of children by staff members in a prominent location within the center, and make a copy of it available to parents upon request;
- Indicate through this document that any person 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, or harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect, or exploitation by an adult, is required by State Law to report such allegations to the State Central Registry Hotline (1-877 NJ ABUSE/1-877-652-2873) immediately, and indicate that such reports may be made anonymously;
- Indicate through this document how parents and staff members may secure information about child abuse and/or neglect from the Department;
- Inform parents of the center's policy on the release of children;
- Inform parents of the center's policy on administering medications and health care procedures;
- Provide parents with a copy of the center's policy on management of communicable diseases;

(Continued on page 22)



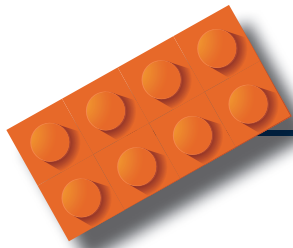
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- Provide parents with a copy of the center's policy on the expulsion of children from enrollment; and
- Inform parents that the center is required to provide reasonable accommodations for children and/or parents with disabilities and to comply with the New Jersey Law Against Discrimination (LAD), P.L. 1945, c. 169 (N.J.S.A. 10:5-1 et seq.), and the Americans with Disabilities Act (ADA), P.L. 101-336 (42 U.S.C. 12101 et seq.), and indicate that anyone who believes the center is not in compliance with these laws may contact the Division on Civil Rights in the New Jersey Department of Law and Public Safety for information about filing an LAD claim at (609) 292-7701, or may contact the United States Department of Justice for information about filing an ADA claim at (800) 514-0301 or (800) 514-0383 (TTY); and
- Inform parents that the center is required to maintain and update at least annually, a list from the Consumer Product Safety Commission (CPSC) regarding unsafe products and make the list available to staff and parents and/or provide parents with CPSC website at <http://www.cpsc.gov/cpscpub/prerel/prerel.html>.

(b) The center shall provide the Information to Parents document to each child's parent(s) upon enrollment, and to every person upon becoming a staff member.

1. The center shall secure and maintain on file a record of each parent's and staff member's signature attesting to receipt of the document.
2. The center shall maintain on file a copy of the Information to Parents document.



Parent Guide

Policy on the Release of Children

Each child may be released only to the child's parent(s) or person(s) emergency contacts, authorized by the parent(s) to take the child from the center and to assume responsibility for the child in an emergency if the parent(s) cannot be reached.

If a non-custodial parent has been denied access, or granted limited access, to a child by a court order, the center must be provided with documentation to that effect, maintain a copy on file, and comply with the terms of the court order.

If the parent(s) or person(s) authorized by the parent(s) fails to pick up a child at the time of the center's daily closing, the center shall ensure that:

- The child is supervised at all times;
- Staff members attempt to contact the parent(s) or person(s) authorized by the parent(s) and
- Only after every attempt has been made and failed, and the staff member(s) cannot continue to supervise the child at the center, the staff member shall call the 24-hour State Central Registry Hotline 1-877-NJ-ABUSE (1-877-652-2873) to seek assistance in caring for the child until the parent(s) or person(s) authorized by the child's parent(s) is able to pick-up the child.

If the parent(s) or person(s) authorized by the parent(s) appears to be physically and/or emotionally impaired to the extent that, in the judgement of the director and/or staff member, the child would be placed at risk of harm if release to such an individual, the center shall ensure that:

- The child may not be release to such an impaired individual
- Staff members attempt to contact the child's other parent or an alternative person(s) authorized by the parent(s); and
- If the center is unable to make alternative arrangements, a staff member shall call the 24-hour State Central Registry Hotline 1-877-NJ-ABUSE (1-877-652-2873) To Seek assistance in caring for the child.
- If the impaired parent is unwilling to leave the child at the center, the police will be called.