



Parent Handbook

Updated 9-1-2020

Facility Located at 270 Lake Avenue

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A note about this document and COVID 19: Due to current pandemic conditions, Chabad Preschool has prepared a COVID protocol document that supersedes information provided in this handbook. This handbook assumes non-pandemic conditions.

WELCOME

Welcome and thank you for selecting the Chabad Preschool for your child! We are proud to offer a top quality educational environment where your child's individuality is valued and nurtured. At our preschool, every child's gifts are nurtured and enhanced.

At Chabad Preschool, your child is offered a comprehensive curriculum that includes reading readiness, concepts in numbers, science investigations, social studies, music and movement, and art experiences. In addition, we expose the children to a rich and meaningful Jewish Program consisting of holidays, traditions and the Hebrew alphabet and language. We teach our curriculum through developmentally appropriate activities and creative play.

We hope to make you feel a part of our "family" as Chabad Preschool is a place where parents and indeed, the entire family play an integral part in the education process. Through holiday celebrations, newsletters, parent conferences, social activities and functions, your family becomes a significant part of the community.

This Parent Handbook provides information about our policies and procedures. We hope it helps you throughout the year. Please read the handbook carefully. This book does not cover all of our policies. If you have any questions or concerns, please bring them to my attention. I want to hear from you!

Maryashie Deren
Director

STATEMENT OF PHILOSOPHY

Chabad Preschool strives to create a deeply warm and caring environment with loving, well-educated and experienced teachers who are completely dedicated to helping your child create a strong foundation for all future learning and living.

Current thinking in the field of early childhood education echoes a statement by King Solomon, found in the Book of Proverbs: "Educate a child to his way, and when he is old he will not depart from it." We see each child as individuals and work to nurture their growing sense of self. We are concerned that children be educated in a positive and encouraging atmosphere, so we plan a program that respects their unique abilities and personalities and allows them each to feel successful in school.

Our program focuses on social and emotional development, the foundation for learning and living. As we are devoted to teaching children how to care for and respect others, we help them to learn friendly and effective ways of communication and cooperation.

The curriculum at Chabad Preschool stimulates a child's natural curiosity and helps them build their knowledge about and understanding of the world. We provide the excitement of new discoveries and encourage the development of analytical and independent thought. We strive to impress upon the child positive attitudes towards learning, and the skills and abilities to give them the best start in life.

Chabad Preschool shares with parents the important role of raising children to be caring, responsible, thoughtful, and creative Jewish adults. We believe that a collaborative partnership with parents is an essential component in reaching our educational goals.

Our Director and staff annually review our programs, curriculum and policies to ensure they reflect the most up to date thinking in preschool education.

This handbook contains important information about Chabad Preschool policy; please keep it handy for reference during this year. We may update this information throughout the year in newsletters and memos.

GENERAL INFORMATION

Licensing and Staff: Our program, located at 270 Lake Avenue (the Carmel Campus), is currently operating as a CT licensed camp, and is associated with various professional organizations in the realm of early education. Our staff consists of qualified and experienced teachers who are deeply devoted to their work with the children and families in our community. Our teachers participate in professional development programs in order to remain alert to the ever-changing needs of our children and to the findings of current research in the field.

Location and Entrance: Chabad Preschool is located on the campus grounds at 270 Lake Avenue in Greenwich. Cars should use the Lake Avenue entrance, passing by security. All families should park where directed by the security guard, which is generally on the grass in front of the tennis courts. Children and caregivers enter through the courtyard entrance, or to their designated Outdoor Classroom, or other designated outdoor space.

To Contact Us:

Phone:	203-629-9059 (Main number at Chabad)
	203-869-5486 (Main number for the Carmel Campus. This rings at the Director's Desk. Note: It is also the number for Camp Gan Israel)
Fax:	203-629-9467
Mailing Address:	75 Mason Street / Greenwich, CT 06830 – Chabad 270 Lake Avenue / Greenwich, CT 06830 - Carmel
Emails:	
Maryashie Deren	Maryashie@chabadgreenwich.org
Greta Finkelstein	finkels3@optonline.net , or, greta@chabadgreenwich.org
Website:	www.ganofgreenwich.org
Federal tax number:	22-3616874

OUR PROGRAM

Chabad Preschool provides a curriculum that incorporates all areas of a child's development (physical, emotional, social, cognitive, and spiritual). We aim to nurture the various ways that children approach learning and the multiple ways there are to demonstrate ability.

Throughout the year, the principle that children learn best by being actively involved in their environment guides us. We provide many opportunities for the children to interact with materials, so that they can explore, experiment and discover toward building their knowledge about the world. The way we organize the environment, the materials we select and the activities we plan are all designed to accomplish the goals of our curriculum, create inquisitive learners and give your children a successful start in school. Teachers facilitate and guide children's engagement with materials and activities and extend the children's learning by asking questions or making suggestions that stimulate children's thinking.

We also ensure that enough time is devoted to social activity and play. Play is an essential medium through which children explore the world and learn about themselves and others. Children also need experience interacting with other people in order to grow into well-adjusted, responsible adults. Indoor and outdoor physical activities provide opportunities for fine and gross motor development.

Our curriculum utilizes an interdisciplinary approach to learning. Subjects such as language arts, fine arts, math, science, social studies and Judaic studies are all integrated. The learnings emanate from a central concept or theme. We develop our most powerful themes from the Jewish and American holidays, family, community, health & wellness and nature. During the year, additional themes may emerge which reflect the interests of the class.

The classroom teachers discuss a more detailed description of the specific academic goals for each age group at our annual Back to School Night in the fall.

Educational Program Plan

Children at Chabad Preschool follow a flexible daily schedule that meets the individual needs of the diverse population of children and families served by our program including those with cultural, language and development differences. The daily schedule includes indoor and outdoor physical activities, which allow for fine and gross motor development.

The daily schedule includes opportunity for problem-solving experiences that help to formulate language development and sensory discrimination.

Children have the opportunity to express their own ideas and feeling through creative experiences in all parts of the program. This includes: Arts and media, dramatic play, music, language, motor activity, language learning experiences, experiences that promote self-reliance, health education practices, child initiated and staff initiated experiences, exploration and discovery, varied choices in materials and equipment, individual and small group activities, active and quiet play, rest sleep or quiet activity, nutritious snacks and toileting & clean up.

SAMPLE DAILY SCHEDULE – 3s & Pre K

9:00 – Centers and Tables
9:50 – Greeting and T’filah
10:00 – Outside Play
10:30 – Snack
10:45 – Circle
11:00 – Half Group Activities
11:30 – Specials (Yoga, Sports, Puppets, Art, Shabbat Celebration)
12:00 – Lunch
1:00 - Dismissal

SAMPLE DAILY SCHEDULE – Kindergarten

9:00	Centers and Tables
9:15	Greeting / Morning Meeting and T’filah
9:30	Literacy Centers and Language Art Instruction
10:30	Snack
10:45	Outdoor Play
11:15	STEM Centers and Instruction
12:00	Specials (Sports, Art, Music, Shabbat Celebration)
12:30	Lunch
1:00	Quiet Time (Rest period / Read quietly / Look through picture books)
1:30	Hebrew Language / Judaic Studies Centers and Instruction
2:15	Writers Workshop / Social Studies
2:40	Free Choice and Play centers
3:00	Dismissal

GUIDANCE AND DISCIPLINE

The goal of guidance and discipline is to help the child develop inner discipline. It takes a positive form that leaves a child's dignity intact and focuses on the learning opportunity that these moments can bring. This is an integral part of the curriculum. The following are some key elements in our guidance and discipline philosophy:

- The school follows the *Responsive Classroom Behavior Philosophy*. Daily morning meetings build the connection between the child and the teachers, and the child and his / her peers to promote positive behaviors.
- The school takes into consideration behavior that is typical and developmentally appropriate and provides developmentally appropriate equipment, materials and activities as a proactive approach to discipline.
- The school recognizes that children are unique individuals who behave and learn in different ways.
- The school strives to help the child become self-controlled, that is, to help him/her to experience the intrinsic pleasure in appropriate behavior as opposed to "behaving" just to please adults.
- The school encourages children to be independent and to learn how to solve their own problems. The teacher will lead the child to this point gradually, offering assistance and modeling along the way.
- Expectations are stated in the positive form, such as "Please walk" versus "Don't run."
- Teaching staff uses meaningful and descriptive praise.
- Teaching staff respects the child and does nothing to humiliate or shame the child.
- Teaching staff uses verbal redirection as a way of managing a child's behavior by verbally expressing a command or request. It is a way of redirecting the behavior of the child by talking to him or her. A teacher tells a child that the behavior that is occurring, or is about to occur, is not acceptable.
- Teaching staff speaks to the behavior, not the child; e.g., "Hitting hurts. Let's find another way to solve this problem," instead of "You are a bad child for hitting."

- The child experiences the natural and logical consequences of his/her behavior whenever possible. For example, the natural consequence of playing too roughly with friends is that they will not want to play with you. The logical consequence of spilling paint is that you need to help clean it up. A natural consequence requires no outside involvement. A logical consequence needs an adult to follow through.

- If necessary, in order to prevent a child from hurting himself or others or from doing damage to equipment, a teacher may calmly, but firmly, hold a child to prevent such harm. The teacher holds the child in as loving a manner as possible with a helpful attitude rather than a punishing or admonishing one – this is the only time physical restraint is used in the preschool. The child is able to express anger, frustration, sadness, hurt or fear – all of which are honest, healthy emotions. Never do teachers use abusive, neglectful, corporal, humiliating or frightening punishment. Children are never left alone.

Biting Policy:

Teachers make every effort to prevent biting in the classroom. However, young children sometimes bite. As Early Childhood Educators, we know that biting is a normal part of some children's development. There are three levels of biting behavior. Listed below is the subsequent discipline method for each level.

LEVEL ONE

If a child bites one time, they are told, "No, biting hurts" and then are redirected to another activity. Teachers give attention to the injured child and parents are notified about the incident.

LEVEL TWO

If a child bites a second time within a two week period, the same discipline method is followed in the classroom and the parent is called to pick the child up from school. The parents must meet with the teachers and director to discuss a plan to avert future biting incidents and the teachers shadow the child as much as possible in the two weeks following. The child may return the next day with this plan in place for a two-week observation period.

LEVEL THREE

If a child reaches Level Two again (two bites within a two week period), or they bite a third time within the two week observation period, the above methods are followed. In addition, we require parents to hire a professional to consult with us on the issue and shadow the child in school. If there are any additional incidents, we may ask that the child does not return to Preschool until developmentally ready. At no time will we share information about the child biting or the child bitten with any other parent other than those involved.

Severe Aggression:

Sometimes children resort to severe forms of aggression when they are extremely angry or frustrated. While we recognize that during the preschool years children are still developing impulse control and learning appropriate ways to express their feelings, we have a responsibility to keep the other children safe. The first time a child physically hurts another child or teacher (kicking, hitting, shoving), he or she is removed from the situation and disciplined appropriately by a teacher. The parents are notified. The second time a child displays severe aggression; the teacher brings he\she to the director's office for a more serious discussion that communicates to the child that the behavior is not acceptable and provides alternative strategies for handling their feelings. The school also notifies the parents. With a third incident, the school asks the parents to come in to meet with the teachers and the director to create a plan for managing the situation. If the aggressive behavior persists, it may be necessary to hire another adult to shadow the child until there has been a period of three weeks without incident. The parents are responsible for the cost of an additional staff member.

Suggestions for Helping Your Child Avoid Discipline Issues at School:

- Set a reasonable bedtime for your child.
- Allow sufficient time for breakfast and morning routines so that your child will arrive at school feeling relaxed and secure.
- Help your child separate by setting up a routine for departure and maintaining that routine.
- Inform the teacher if there is something happening at home that might affect your child.
- Establish firm and consistent limits at home. Never back down from a limit you place on your child. Make sure your expectations and limits are age appropriate.

COMMUNICATION

Effective communication is most important to an educational organization. Please feel free to contact the school with anything that is on your mind. Please discuss any questions or concerns with your child's teacher and then, if necessary with the director. The teachers post their email addresses and phone numbers at the beginning of the year. We keep you informed about what is happening at school via the following:

- Regular updates from your child's teacher (blog or newsletter).
- A calendar sent home at the beginning of the year.
- School projects and information sent home in your child's backpack. Please go through the backpack every day and review projects with your child. Your interest means so much!
- Parent teacher conferences are held twice a year; however, if you have any questions regarding your child's progress before or after the conference dates, please call the teachers or the director for an appointment.
- Teachers write anecdotal reports twice a year for each child, detailing their developmental progress in school.
- Parents can observe or visit the classroom anytime, but please call ahead as a courtesy to the teachers.

Please share any information with the teachers regarding changes that may affect your child. When teachers are aware of situations, such as a parent's absence, a hospitalization, changes at home, or even a bad night of sleep, they can often be of great help in alleviating the child's stress and providing the child with extra attention.

Please keep us informed of departures from routine, such as parents who are out of town, other people caring for your child, change in pick-up or drop-off routine, etc. This is critically important in case of an emergency.

Please be supportive of our teaching staff! They are dedicated, caring professionals. Your support and respect help them provide a quality education for your child. If you have a concern or suggestion, please schedule a time to talk. If you have a thank you or some positive comments, please pass it on to our teachers! They welcome your feedback!

If you need to reach the preschool office or teachers during the day, please keep the following in mind:

1. Important Telephone Numbers

Greta's Cell #	203-249-5141
Maryashie's Cell #	917-576-0615
Chabad Office	203-629-9059
Director's Office (Carmel Campus)	203-869-5486

Important Email Addresses

Greta:	greta@chabadgreenwich.org / finkels3@optonline.net
Maryashie:	maryashie@chabadgreenwich.org
Maruja:	maruja@chabadgreenwich.org

2. Teachers do not have the opportunity to check their emails / voice mail / texts during the school day; therefore, *if you have an important message for a teacher, or an important message about your child*, you should use one of the cell phone #s above. **Texting is always best.**
3. Non-urgent messages can go directly to a teacher, but do not expect the teacher to see / hear the message until the school day ends.
4. An outside phone service answers the Chabad Office number shown above. The service has explicit instructions for connecting callers. You can specifically ask for Maryashie or Greta and mention you have an urgent preschool message. If Maryashie and Greta are in a meeting, the service will automatically forward your call to Maruja.
5. Emails are also an excellent way to communicate for non-emergency messages.
6. if you are running late for pick-up, text Greta and / or Maryashie

SCHOOL SCHEDULE

Schedule Options: There are several different enrollment options for the school year:

THREES CLASS: All stay for five days with lunch – 9:00 – 1:00. Staying for Clubs (1:00 – 2:00) is optional. (*Clubs are not available during pandemic*)

PRE K CLASS: All stay for five days with lunch – 9:00 – 1:00. Staying for Clubs (1:00 – 2:00) is optional. (*Clubs are not available during pandemic*)

KINDERGARTEN: All stay for five days with lunch – 9:00 – 3:00

Weather and Emergency Closings: We generally follow Greenwich Public School closings. The Director decides on all school closings. Emails announcing school closings are sent by 7:00 a.m. in most circumstances. There are no refunds or “make-up” days for school closings due to weather or other emergencies. If there is an unplanned early closing, staff notifies families by email. Texts and Telephone calls may also be used. If arrangements are not made for early pick-up due to early closings, emergency contacts are called if we are not able to communicate with parents. ***No child is released to anyone other than the parent unless the parent makes such arrangements with the preschool.*** Children remain at the preschool unless there is a danger. Ratios are maintained at all times and t least two staff persons >18 yrs. old remain in the building until all children are released.

In the event of other serious weather emergencies such as tornadoes or hurricanes, staff and children remain indoors away from windows and doors. First aid staff remain on hand to administer first aid as needed, until emergency personnel can arrive. Parents are notified after the immediate danger has passed.

SCHOOL PROCEDURES

Arrival: Classroom doors open at 9:00 a.m. Our greeting time extends until 9:10, after that the focus of the staff must move forward. For your child to have that warm beginning, it is important that you arrive on time. If you are late, we do our best to smooth the way, but please understand the limits of the situation. A parent or caregiver must accompany each child into the building.

For children in Pre-K and Kindergarten, it is especially important to be in school on time. There are -important school-readiness activities in the morning that we do not want children to feel rushed through or feel upset if they do not have enough time to play before moving on with the day's schedule. It is also important for children and their families to prepare for the more stringent arrival policies in elementary schools. Please aim to be in class no later than 9:10 every morning.

Our teachers arrive early in order to prepare the classrooms for their students. Thank you for respecting the teacher's need to have this time in their classrooms in order to allow for a smooth and enriching day for your child. Teachers open their classroom doors at 9:00 sharp.

(Note: During the Pandemic, the school utilizes a staggered drop-off schedule each morning with assigned drop times.)

Dismissal: You or any other adult picking up your child should come into the building at dismissal time. A teacher dismisses children individually from the classroom door or opens the doors for parents to come inside to pick-up their children. The teacher gives each child (also check the child's cubby) any items that are supposed to go home. After pick-up you are responsible for supervising your child. Parents / caregivers sign-out children on the attendance sheets.

(Note: During the Pandemic, parents and other visitors are not allowed into the school. Pick-up is generally done from an outdoors location)

Late pick-ups are difficult for children and unfair to staff. Children who are not picked up on time are brought to the office to wait for their parents; this is upsetting to them and can ruin a perfectly fine day! So please be sure to be prompt. Two staff persons over age 18 are always on site.

If a parent is ten or more minutes late and has not contacted the preschool, teachers or office, staff call the parents. If the school cannot reach the parent, the listed Emergency Contacts are called. If thirty minutes pass without word from a parent or Emergency Contact, we contact the Greenwich Police. The main point of this policy is to ensure that the parent is safe.

Change of dismissal plans: If your child's end-of-day arrangements are different from usual, you must speak with the Pre School Administrator, Greta Finkelstein, (203-629-9059 or 203-249-5141), who then notifies the classroom teachers. This includes changes in carpool arrangements, play dates, a different person picking-up, etc. If you cannot reach Greta, call Maryashie's cell phone – 917-576-0615.

Absences: Please let us know as early as possible if your child will be absent for any reason.

SNACKS AND LUNCH

Snack: We serve a morning snack consisting of crackers or cereal together with a fruit or vegetable.

Parents provide the fruits and vegetables based on a rotating schedule. We post snack menus on school bulletin boards and serve snacks according to the posted menu unless there is a situation where this is not possible.

On some occasions, such as birthdays or holiday celebrations, we do serve cookies, cake or other treats, but as a rule, sweets are discouraged.

Lunch: Children should bring a lunch to be served at noon.

The following are a few guidelines to have in mind when packing your child's lunch:

1. Recommended lunches include, a protein, a fruit, a vegetable and a carbohydrate.
2. Lunches should be brought to school in a lunch box or bag, which is *clearly labeled* with child's name.
3. Pack only dairy or pareve lunches. ***Do not send any meat*** in the lunch.
4. If a non-disposable container is used, please label all parts of the container (lid and bowl).
5. Include a spoon or fork whenever necessary.
6. Include a drink in the lunch.
7. If including perishable items in your child's lunch, you must include an ice pack to keep the food cool. This includes items such as yogurt, cheese, tuna sandwiches, etc.
8. Items not to send in lunches: Nuts, popcorn, chewing gum, any type of candy, fruits with small pits (cherries). If we see these items, we will put them aside during lunch. Veggie dogs (unless cut into small pieces), raw carrots and grapes are not recommended; if used, they should be cut into smaller pieces. These foods are often served to young children at home, but are not considered safe in large groups.

We are a nut and peanut free pre-school. Please do not send any foods containing nuts (of any type) or traces of nuts. This is a serious health issue, and we expect everybody to uphold this policy!

SUPPLIES TO BRING ALONG

Clothing: Your child is actively involved in play of all sorts, as this is an important way children learn. This means casual, comfortable, washable clothes and sturdy, rubber soled shoes. Also, be sure your child's clothing can be easily managed during toileting. A child's self-esteem is enhanced when he/she can be independent.

The children are expected to play outside on every possible day – winter, spring, summer and fall! Please dress your child appropriately for outdoor play. In the winter, please provide mittens, hat, snow pants, a warm coat and boots when necessary. We like to go on walks when it rains too! Raincoats and boots may be necessary on those days.

Please send along to school or keep in school, a labeled pair of sneakers for daily use during the boot season.

On the first day of school, please send along a smock or an old large shirt for painting. In spite of wearing protective smocks, it is still possible for some paint to get on the children's clothing. Please dress your child in clothing that *can* get dirty.

Keep a complete labeled change of clothing (socks, underwear, shirt, pants) in school at all times.

If your child is in the process of being toilet trained or is prone to accidents, please send a number of clothing changes; include extra underwear, pants and socks.

Label all clothing with your child's name (jackets, gloves, hats, sweatshirts, sweaters etc.) We are not responsible for lost items that are not labeled.

Diapers: If your child is in diapers, please send in a full pack of diapers and a full pack of wipes in a proper, hard plastic wipe dispenser at the beginning of the school year. The teacher will label your child's supplies and inform you when the supply is low.

Backpacks: Please send a large labeled backpack to school each day with your child. This is how we send work and news. Please go through the backpack every day and read the notes or review your child's projects with him/her. Your interest and praise helps to reinforce the learning experience.

Lunch Box: Send a labeled lunch box each day your child will be staying for lunch hour.

Note: During the pandemic classes are spending as much time outside as possible, even when the weather is a little rainy or chilly. Children are asked to have a labeled raincoat, rainboots and sweatshirt that they can leave in the classroom.

Tzedakah: Our program stresses the importance of tzedakah - charity. The children have a chance to put change into the charity box each morning. This experience of giving helps develop awareness and a commitment to share with others who are less fortunate. Please send a penny with your child each morning.

Mitzvah Notes: To encourage the partnership between home and school and to acknowledge good behavior, we encourage each family to write a daily mitzvah note. A mitzvah note is a description of the child's positive behavior or actions that have occurred at home. When the teachers read the notes to the class, the children beam with pride.

Sample Mitzvah Notes:

-Max helped watch Jake when Mommy was making dinner.

-Sarah got dressed all by herself.

-Emma shared her cookie with her sister.

-Rachel was such a great hostess when her friend came over.

Toys: Children like the idea of bringing their own things to school, but in our experience it often causes problems – things break or get lost, children have a hard time sharing personal belonging, etc. Play dates at home with one or two other children are a much better format for sharing special toys. **Therefore, we ask that things from home stay at home.** The exception to this: children who are working out separation issues, or special opportunities that are part of the curriculum plans in the older classes. Some classes offer a show and tell day.

SPECIALS

Daily Specials: Each day of the week features a special activity as part of our regular curriculum. The instructors spend 20 to 30-minutes in each class. Chabad teachers remain with the children during Specials. Schedule for 2020 / 2021:

Monday – Yoga
Tuesday - Sports
Wednesday – Puppet Show
Thursday – Art
Friday – Shabbat Celebration

Note: During the pandemic, specialists are teaching outdoors to minimize any cross contamination between classes.

Birthdays: We celebrate each child’s Hebrew birthday at school. Celebrating birthdays in school is one more way of expressing the child’s uniqueness and communicating how special they are to us. Parents are invited to join the birthday celebration.

We ask you to schedule in advance a convenient time of day to celebrate.

The class bakes a cake for the birthday child. It is our policy that you bring no other food, treats, or party items because we want all the parties to be the same. Thank you for your cooperation.

One special way to celebrate a birthday is to donate a book or something from the class Wish List. If you would like some suggestions, please contact your child’s teacher.

Note: During the pandemic, classes are not baking and we are not able to allow parents into the classroom.

Shabbat Party: Friday is a very special day at Chabad Preschool. The children participate in a Shabbat Party in which they sing Shabbat songs in English and Hebrew, and have the opportunity to lead each other in various Shabbat activities and traditions.

ADMISSION AND REGISTRATION

A child's registration is complete when a Registration Form and a non-refundable Deposit are submitted to the Preschool Office. On-line registration is required and payment is expected to be made according to the communicated schedule. If you are having financial difficulties, you are encouraged to contact Maryashie Deren to work out a payment plan. Prior to starting school, each child must have a completed CT Health Assessment Form on file with the preschool office. A Health Assessment Form is current if the form is based upon a physical examination completed within one year from time on file. The Preschool Office, with our Health Consultant, informs parents when a form is expiring, and / or if immunizations are missing. A child's file, including Health Assessment Records and Registration Forms are maintained on site for two years. If documentation is not current, children are excluded from school. This is in keeping with requirements from the Town of Greenwich and the CT Office of Early Childhood.

Refunds: There are no refunds for absences, vacation, dismissals, weather related closings, or withdrawal from school (unless withdrawal is for medical reasons.) There is no provisional enrollment period.

Note: During the pandemic, there are not refunds if we are forced to move to remote learning.

Special Charges: There may be charges for special programs, field trips, etc. Your child's teacher sends home information in advance when this occurs.

* For a full schedule of tuition and fees, please visit our website: www.ganofgreenwich.org.

MEDICAL INFORMATION

The state requires us to have complete and current medical forms for each child. Please keep this information current.

Allergies: Food and other allergies are posted in the classroom and kitchen area. Staff members are aware of the allergies of every child in their care. If your child has an allergy please discuss the allergy, symptoms, etc. with the director and your child's classroom teachers before the first day of school. State required Care Plans and other forms are required to be prepared by parents and physicians each year for children with allergies and certain other medical conditions. Some forms require a doctor's signature.

Illness: Please keep your children home from school if they are experiencing any of the following symptoms: fever over 99.9 degrees, sore throat, inflammation of the eyes, loss of voice, ear ache, rash, lice, vomiting, diarrhea, hacking or continuous coughing, severe cold (with anything besides a clear runny nose), or other signs of communicable illness. When illness is diagnosed, the child must remain out of school for *24 hours after cessation of fever - 24 hours without fever reducing medications*, and 24 hours after the first dose of antibiotics. If a child has vomited or has had diarrhea, they must be symptom free for 24 hours before returning to school.

Please do not risk the health of the other children or the staff by sending a child who is not well to school.

Staff observes each child upon arrival for symptoms of illness and are vigilant for symptoms of illness throughout the day. If the teachers feel that a child is unable to participate fully in activities, seems generally unwell, or if they observe any symptoms of illness in a child, they are directed to call parents and ask them to pick up the child. We ask that you respect the teacher's assessment and if you receive a call from the school that your child needs to be picked up, please come immediately.

An isolation area is provided for the care of children who become ill. Children are separated or brought to the office to wait for a parent to pick them up. Parents are contacted as soon as possible after the illness is discovered.

Every effort is taken to reduce the spread of illness by encouraging hand washing and other sanitary practices.

Note: During the pandemic, there are additional rules around illness. We expect all families to support the school and community by adhering to the guidelines.

Communicable Disease: Please inform the school in the event of a communicable disease. Parents in the class are informed in the case of a communicable disease in accordance with the recommendation of the school's Health Consultant and the Greenwich Health Department. The school keeps the anonymity of the ill child.

A child may require a statement from a physician for re-admittance.

Medication As a policy, our staff does not administer prescriptive medication or non-prescriptive medication to a child. Parents must administer any medication before and after school.

Medication for allergic reactions, asthma, or other emergencies (such as epi-pens and inhalers) are administered by staff under the following conditions:

1. A signed, dated written authorization by the parent is on file. The Medication Administration Form must be signed by the authorized prescriber and parent / guardian, giving the center authorization to administer the medication. Chabad provides this form. Please note that there are many variations of the medication administration form that medical providers have access to. It is the parent's responsibility to ensure the medication administration form clearly states that it is for licensed child care centers. Please understand that your child may not be able to attend if he/she does not have the proper authorization.
2. All medications must be in their original child resistant safety container and clearly labeled with child's name, name of prescription, and directions for use. Except for non-prescription medications, premeasured commercially prepared injectable medications, glucagon and asthma inhalant medications, all medications will be stored in a locked container and, if directed by a manufacturer, refrigerated. Non-prescription topical medications will be stored away from food and inaccessible to children.

Staff responsibilities include, but are not limited to, ensuring the medication administration form is complete and that the medication received matches the medication orders and stored as directed. A physician trains staff in the administration of medication. At no time is an untrained staff allowed to administer prescription medications. All unused or expired medication are returned to the parent / guardian or disposed of if it not picked up within one week following the end of the school year.

FLU SHOTS: The state of CT and the Town of Greenwich require all children in licensed preschools to be immunized annually against influenza. Our preschool requires the documentation by November 1 of each year. Parents must provide documentation of the immunization to the school. Failure to have your child sufficiently immunized will result with the exclusion of your child from school.

School Flu Policy:

If a child is absent for 3 or more consecutive school days, the preschool contacts the parent to discuss the illness / symptoms. If Flu is confirmed, children attending preschool that are not fully immunized against the flu need to remain out of school until the incubation period is over, or until the child is immunized. (ie If a child in the 3s class misses school on a Monday because of Flu, all children in the facility that are not fully immunized must stay home for 5 calendar days. If another child becomes sick with Flu on Thursday of the same week, then the 5 day count begins again).

Other Vaccine Preventable Diseases:

If there is an occurrence of a vaccine preventable disease in the school, all children that are not fully vaccinated against the condition are excluded from school until the danger of the condition has passed or the student is immunized. For example, if a student at the school contracts measles, other children in the school that are not fully immunized against measles are not allowed in school until the complete incubation period (18 days from the onset of symptoms for the last case in the community) has passed.

SEPARATION – THE FIRST DAY AND BEYOND

Only one adult should accompany the child to the classroom on the first day and during gradual entry (to minimize commotion). Plan on a relaxed leave-taking. This does not mean to stay long, but rather that your child should not feel hurried while you are here. (We call it the *KISS* method – keep it short and sweet). The point to emphasize is that Mommies or Daddies (or Nannies) always come back. Keep in mind that although your presence is reassuring to your child, he/she often cannot get on with the business of coping and adjusting until you leave. Your child's teacher will work with you to determine the best adjusting style for your child. The child's anxiety is usually over by the time you reach your car, but if you are concerned, you can always call school later just to check. Please see our detailed Transition Schedule for more information.

SUPERVISION PLANS

For children in the 3s class and in Pre K, a staff ratio of no more than 10 children per staff person is followed. In our 2s and Toddler Classes (or for a mixed age group) the ratio is 1 staff person for four children. At least two staff members age 18 years and older are present at all times – this includes playground time and time at Specials and Clubs and any pre or after care.

The maximum group size for children age 3 and over is 20, and the maximum for under age 3 is eight.

Children are carefully watched while outside at play. Staff members are positioned at the equipment at all times so all children are visible. Teachers maintain proper ratios at all times and teachers take headcounts of the children under their supervision upon entering and exiting the playground and other outdoor areas.

The playground surface is woodchips. Staff are aware that the woodchips pose a choking hazard to children under age three. Teachers have cell phones and walkie-talkies with them to use in case of an emergency. There is always one CPR certified staff member on the playground whenever there are children under 3 using the playground.

When a child goes inside to use the restrooms from outdoors, a staff member accompanies him/her. Children are never allowed to travel from the outside to inside by themselves. Children are carefully watched while at play or during an activity within the building, including bathroom use. When a child or children use the bathroom, adequate staff are present. If a child is napping, they are never left unattended.

If a class takes a field trip, staff / child ratios are maintained. Permission slips must be signed for all children prior to leaving the building and staff must bring each child's emergency contact information and first aid kits with them.

EMERGENCY PLANS

1) General - Daily Precautions - staff

- Doors into buildings remain locked at all times. Doors open via a secure key card system.
- A security guard is on site during the school day.
- Security Cameras are in place.
- Staff expecting visitors must let the security guard know time and name of visitors, and provide the guard with instructions on where to direct the visitors.
- If an unexpected person arrives, the guard is to contact Chabad office personnel before allowing the visitor onto campus.
- Be aware of strangers in parking lot / playground area. Report anything out of the ordinary to the security guard.
- When on the playground, teachers have cell phones with them, along with attendance and emergency contact telephone numbers / emails.
- Teachers should know current day attendance number at all times.
- Do not hesitate to call 911 if you see something unusual or worrisome and the security guard is not nearby.
- Know who is allowed to pick-up children from school. If someone different arrives, contact the parent. Do not release child until parent/office clears it.
- Keep "classroom bag" ready - snacks, phone #s,
- All telephones in building should have a list of extensions, important cell numbers and emergency numbers nearby. Teachers should also keep this information on a clipboard and in their "classroom bags".
- The security guard, office staff and classrooms can communicate via walkie talkie.
- Staff and parents are careful to NOT hold any door open to unfamiliar individuals.
- Our Social Services Consultant maintains copies of our parent contact lists, including emergency contacts off site.

2) Fire Evacuation:

- Under staff supervision and direction, classes exit their classroom via the most logical exit.
- Staff are to feel doors before exiting. Many of our classrooms have two exit options.
- Gather on the tennis courts until emergency is cleared.
- If condition is serious and an additional safe place is needed for reconvening, proceed across the campus to Building #1 – Where the Greenwich Japanese School is headquartered.
- Teachers should take emergency bag (attendance sheet, emergency contact sheet, lollipops / snacks, first aid kits, medications).
- Teachers and / or staff notify parents as soon as children are removed from danger. Contact is made via text, phone, and / or email, depending on the situation and access to equipment.
- Planned fire drills to take place during the year.
- Teachers are responsible for maintaining a calm and safe environment and ensuring no child is left behind.
- School keeps in communication with police and / or other town services related to the emergency.

3) Shelter in Place - *for situations when it is not safe outside.* Examples of this are environmental - sudden severe weather, gas leak on the street, police activity nearby.

- Children are not to be released or allowed on the playground.
- Preschool Office to send notice to all parents letting them know of the Situation. Keep parents updated.
- When situation is safe for release, notify parents.
- Dismiss children to parents or other parent approved person only.
- Make note of any requested change in person picking up children. All changes must come from parent.
- In the event of other serious weather emergencies, such as snow storms or hurricanes, staff and children remain indoors away from windows and doors. First Aid staff are on hand to administer first aid as needed, until emergency personnel can arrive.
- School keeps in communication with police and / or other town services related to the emergency.
- Our Social Services Consultant maintains copies of our parent contact lists, including emergency contacts off site.

4) Lock Down Situation - For situations when an intruder has entered the campus or building. The office, security guard, or a classroom teacher can initiate a call for Lockdown.

- Teachers/Staff stay where they are with children.
- Teachers / Staff quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
- Take direction from Security Guard.
- Lock all classroom doors where able.
- Turn off all lights and computers.
- Teachers and staff should go into the designated lockdown area in their classroom. Take "Emergency Bag" - contains meds, contact information, first aid kit, lollipops.
- Teachers try to keep children calm and quiet.
- Stay in safe areas until directed by security guard, police or an administrator to move or evacuate.
- If an evacuation occurs, a law Enforcement Officer or administrator or security guard to a will direct all persons / classrooms to a safe area.
- Teachers should take roll to account for all students present in class.
- Teachers will practice a planned lockdown drill during the year without students present.
- School keeps in communication with police and / or other town services related to the emergency.
- Our Social Services Consultant maintains copies of our parent contact lists, including emergency contacts off site.

5) Evacuation (non fire):

- All classes exit the classroom via the most logical exit. Many of our classrooms have more than one exit option.
- Gather on the tennis courts until emergency is cleared.
- If condition is serious and an additional safe place is needed for reconvening, proceed to Building #1 on the campus – the office of the Greenwich Japanese School.
- Teachers should take emergency bag (attendance sheet, emergency contact sheet, lollipops / snacks, medications).
- Teachers and / or staff notify parents as soon as children are removed from danger. Contact is made via text, phone, and / or email, depending on the situation and access to equipment.
- Teachers are responsible for maintaining a calm and safe environment and ensuring no child is left behind.

- School keeps in communication with police and / or other town services related to the emergency.
- Ratios are maintained at all times and two staff persons 18 years or older remain with the other children until all are picked-up.
- Our Social Services Consultant maintains copies of our parent contact lists, including emergency contacts off site.

Office to notify parents of fire, lock-down or shelter-in-place situation. Children are to be released ONLY to parents. If parents want arrangements for another to pick-up, they must call.

6) Medical Emergencies: In case of a medical emergency, a qualified staff member attends to first aid as needed. Another staff member notifies the family of the child. Attempts may be made to consult with the child's physician/dentist. If neither is available, the program's medical consultant is contacted. For extreme emergencies, 911 is called. An ambulance takes the child and a staff member to the nearest hospital. A staff member notifies the family or alternate pick-up person to meet the child at the emergency room. Additional staff are called in if necessary to maintain required ratios. In the event a child becomes ill while at the Center, parents are notified and the child is moved to a designated area where the child is made comfortable. A staff person remains with the child at all times.