



Parent Handbook & Policy Guide

Updated August 2025

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WELCOME

Welcome and thank you for selecting the Gan of Greenwich Preschool / Tamim Academy for your child! We are proud to offer a top quality educational environment where your child's individuality is valued and nurtured. At our school, every child's gifts are nurtured and enhanced.

In our Toddler through Pre K classrooms, 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. At Tamim Academy, the teachers push beyond the traditional paradigm of separating our "real lives" from our Jewish lives. Interdisciplinary units are built with fluidity between general and Judaic studies, connecting students to the real-world application of their "whole" knowledge and selves in meaningful ways.

We hope to make you feel a part of our "family" as Chabad 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

Simone Zwany
Assistant Director

STATEMENT OF PHILOSOPHY

Our program 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 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 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 early education.

This handbook contains important information about school policies; 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: We are a licensed Child Care Center with the State of Connecticut and are 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 Parking: Our school is located at 75 Mason Street & the adjacent property at 6 Lincoln Avenue. There is a parking lot located between the two buildings, accessed via Lincoln Avenue.

To Contact Us:	Phone:	203-629-9059 (Main number at Chabad)
	Fax:	203-629-9467
	Mailing Address:	75 Mason Street / Greenwich, CT 06830
	Emails:	
	Maryashie Deren	Maryashie@chabadgreenwich.org
	Simone Zwany	Simone@chabadgreenwich.org
	Greta Finkelstein	greta@chabadgreenwich.org
	Websites:	www.ganofgreenwich.org www.tamimacaemy.org
	Federal tax number:	22-3616874

CURRICULUM

Our curriculum 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 Gan of Greenwich 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 – Toddlers thru Pre K

9:00 – Centers and Theme Based Activities
10:00 – Greeting and Circle Time
10:15 – Outside Play and Playground
10:45 – Snack
11:00 – Specialist Activity with Special Instructor
11:30 – Half Group Activities (Lunch for Toddlers)
12:00 – Lunch (3s & Pre K – Optional for 2s) Followed by Outdoor Playground or Centers
1:00 - Clubs (Optional for 3s & Pre K)

SAMPLE DAILY SCHEDULE – Tamim Kindergarten

9:00 - Independent Choice Time & 1:1 Work Time
9:45 - Morning Meeting & Tefilla
10:00 - Whole Group Literacy Lesson
10:15 - Independent Shelf Work & 1:1 Work Time
11:00 - Whole Group Judaic Lesson
11:15 - Independent Shelf Work & 1:1 Work Time
11:40 – Daily Special (i.e. Gym, Yoga, Gardening, Nature Center)
12:00 - Lunch & Story Time
12:30 - Recess
1:00 - Whole Group Math Lesson
1:10 - Independent Shelf Work & 1:1 Work Time
1:45 - Whole Group Science Lesson
2:00 - Independent Activity & 1:1 Work Time
2:40 - Closing Meeting

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 as 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." Using positive guidance acknowledges feelings and incorporates children's own ideas to find solutions.
- 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."
- Teaching staff encourages and models positive behavior, positive reinforcement, the use of peer support and clearly defined rules.
- A child who may be aggressive or who is disruptive or destructive of other children's work may be asked to make an activity choice in another area.

- 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 treatment or punishment, including, but not limited to spanking, slapping, pinching, shaking and striking children – all of which are prohibited.
- Children are never left alone and are continuously supervised during disciplinary actions.

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 (Maryashie Deren 917-576-0615 / maryashie@chabadgreenwich.org) or assistant director, Simone Zwany (203-321-9330) / simone@chabadgreenwich.org). The teachers post their email addresses and phone numbers at the beginning of the year. If a concern or issue is raised that needs more attention than a phone call or email, a meeting can be set at a mutually agreed upon time. We appreciate parent perspectives and are committed to continuous quality improvements that will make the experience within our program a positive and nurturing one for all.

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!
- Preschool classes schedule formal Parent Teacher Conferences 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 / assistant director for an appointment.
- Preschool 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.
- Tamim Academy schedules parent conferences twice a year and provides parents with two written progress reports. During conferences, teachers share and discuss the progress your children are making.

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!

We strive to ensure that the day-to-day operations of our program are aligned with the current CT Statutes and Regulations for Child Care Centers, the Program Policies, Plans and Procedures, Program Philosophy and best practice. Our program works hard to ensure that all children, families and program staff have a daily positive experience.

If the school is not able to satisfy your concerns, you may contact the CT Office of Early Childhood Licensing Division. Complaint Desk (800) 282-6063 or (860)500-4450 or, www.ctoec.org/contact-us/file-a-complaint

In the case of an emergency, the program will notify the Licensing Division as soon as the emergency is under control. In case of abuse / neglect or life-threatening situations, the program will call 911 or the Department of Children and Families (DCF) at (800)842-2288 and the OEC Division of Licensing.

All inspection reports and corrective action plans are available for your review.

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

- Important Telephone Numbers

Greta's Cell #	203-249-5141
Maryashie's Cell #	917-576-0615
Simone's Cell #	203-321-9330
Chabad Office	203-629-9059

Important Email Addresses

Greta:	greta@chabadgreenwich.org
Maryashie:	maryashie@chabadgreenwich.org
Simone:	simone@chabadgreenwich.org

- 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.**
- 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.
- 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, Simone or Greta and mention you have an urgent preschool message.
- Emails are also an excellent way to communicate for non-emergency messages.

SCHOOL SCHEDULE

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

<u>TODDLER CLASS:</u>	There is a two, three, or five day a week option. Class runs from 9:10–12:00. Drop-off window is 9:10 – 9:20. Teachers open their doors at 9:10a.m.
<u>TWOs CLASS:</u>	There is a five day (Mon/Tue/Wed/Thu/Fri), a three day (Mon/Wed/Fri), and a two day (Tue/Thu) option – 9:00 – 12:00. A lunch hour from noon to 1:00 is optional. Drop-off window is 9:00 – 9:10. Teachers open their doors at 9:00a.m.
<u>THREEs CLASS:</u>	All stay five days with lunch until 1:00. A Club hour (1:00 – 2:00 Mon-Thu) is optional. Drop-off window is 9:00 – 9:10. Teachers open their doors at 9:00.
<u>PRE K CLASS:</u>	All stay five days with lunch (until 1:00) . A Club hour (1:00 – 2:00 Mon-Thu) is optional. Drop-off window is 8:50-9:00. Teachers open their doors at 8:50.
<u>KINDERGARTEN:</u>	All stay five days. Classes end at 3:00 Mon-Thu and at 1:00 Fridays. Drop-off window is 8:50 – 9:00. Teachers open their doors at 8:50.
<u>AFTER CARE / EARLY DROP OFF:</u>	Chabad offers coverage for children if a parent is in need of a schedule outside the regular school day hours. A weekly schedule must be determined at the start of the school year for the full year. Drop-in coverage is not available.
<u>FULL YEAR / FULL DAY PROGRAM:</u>	In an effort to support families with two working parents, families have an option to enroll in our Full Year / Full Day Program. This provides an Extended day option each school day as well as coverage on certain days the preschool is otherwise not open. Enrollment in this program is for 12 months and includes tuition for seven weeks of our Summer Program.

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 at 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: For your child to have that warm beginning to their day, 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 9:00 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 classroom in order to allow for a smooth and enriching day for your child. ***Teachers open their classroom doors at:***

- 8:50 – Kindergarten
- 9:00 2s, 3s & Pre K
- 9:10 for Toddlers.

The staggered drop-off schedule helps alleviate overcrowding in our parking lot.

Dismissal: You or any other adult picking up your child should come to the door at your 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.

Late pick-ups: Children picked-up more than five minutes past their scheduled pick-up time are brought to our administrative offices. This can be upsetting and can ruin an otherwise perfectly fine day, so please be sure to be prompt. The Director or Assistant Director will call parents. If parents are not reachable, we then contact the listed Emergency Contacts.

If more than 20 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.

If a family picks up late three times, a meeting with the school Director is arranged to discuss alternative pick-up arrangements. Please be cognizant that our staff does not always have flexibility to stay late with your child.

NOTE: For children enrolled in Aftercare or the FYFD Program, pick-up is expected by 5:00 p.m each day (earlier on Fridays during the winter). Families are charged \$25 if pick-up occurs after 5:00 p.m., with an additional \$25 fee charged each five minutes thereafter. If parents do not respond to a phone call from staff, Emergency Contacts will be called. If a family picks up late three times during the year, a meeting with the school Director is arranged to discuss alternative pick-up arrangements. Please be cognizant that our staff does not always have flexibility to stay late with your child. If children continue to be picked up later than 5:00 p.m., families risk losing participation in the Aftercare / FYFD program.

We realize all families may face unexpected delays from time to time. If you know you are running late, a telephone call or text to the school is appreciated and requested. This will help pave a smooth transition for your child.

Two staff persons over age 18 are always on site.

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, ((w)203-629-9059 or (c)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 school provided morning snack consisting of rice cakes or cereal and a protein (milk, cream cheese or yogurt) together with a fresh fruit or vegetable. Your tuition includes a snack fee that is used to purchase fresh fruits and vegetables each week. We post snack menus in each building 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 serve cake, but as a rule, sweets are discouraged.

Lunch: Children enrolled in the lunch program should bring a lunch to be served at noon. **Please do not include meat of any kind. We are also a Nut Aware school. Lunches should not contain nuts or peanuts.**

Note: Toddlers eat lunch in their classroom prior to the noon dismissal.

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

- Recommended lunches include, a protein, a fruit, a vegetable and a carbohydrate.
- Lunches should be brought to school in a lunch box or bag, which is *clearly labeled* with child's name.
- Pack only dairy or pareve lunches. Do not pack meat or shellfish.
- If a non-disposable container is used, please label all parts of the container (lid and bowl).
- Include a spoon or fork whenever necessary.
- Include a drink in the lunch.
- 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.
- 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 aware 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. Tamim Academy students are required to wear navy blue Tamim polos each day. The shirts can be purchased through the school for \$25 each.

- 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, 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 one way we communicate 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.

FYFD Program: Children age two and under who are enrolled in our FYFD Program should send in appropriate bedding for napping. Bedding is sent home at least once per week for parents to launder. The school provides a cot for each napping child.

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 the start of the 2024 / 2025 school year:

Monday – Gym with Jerry
Tuesday – Gardening / Stamford Nature Center
Wednesday – Yoga
Thursday – Gymnastics
Friday – Puppet Show, Music and Shabbat Celebration

Please note that this schedule is subject to change.

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.

Class bake a birthday cake for the in-school celebration. 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.

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. Preparing challah dough is something all the children look forward to!

ADMISSION AND REGISTRATION

A child's registration is complete when a Registration Application and a non-refundable Deposit are submitted to the Preschool Office. Registration Forms are completed on-line. Registration opens in October / November for the following school year. Full payment is expected prior to June 1 of the upcoming school year. 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 school office, with our Health Consultant, informs parents when a form is expiring, incomplete, 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. There is no provisional enrollment period.

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.

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.

DIAPERING PLAN and HANDWASHING

Each changing table in the preschool has diapering procedures posted nearby. Staff must follow these procedures with each diaper change. Handwashing procedures are posted by each handwashing sink. The procedures include pictures to help children understand the steps. There are some sinks in the preschool area that are not for handwashing, such as those used for food preparation or for washing paint brushes – these sinks are labeled as such.

Cloth Diapers are not allowed at the preschool.

Teachers wash their hands:

- After changing a child's diaper
- After toileting or assisting a child using the toilet
- Before eating or handling food
- After handling bodily fluids (saliva, nasal secretions, blood, vomit, etc.)
- After handling soiled items, such as garbage
- After handling animals / animal cages
- Whenever hands are visibly soiled

Children wash their hands:

- Upon entering the classroom in the morning
- after each diaper change
- After toileting
- Before eating meals or snacks
- After blowing their nose, coughing, or sneezing
- Before and after water or sensory play
- After playground and outdoor play
- After handling animals / animal cages
- Whenever hands are visibly soiled

Proper Handwashing Technique

1. Wet the hands and apply a small amount of soap to hands
2. Rub hands together vigorously with soap and water for at least 20 seconds
3. Wash all surfaces of the hands
4. Rinse hands thoroughly to remove the soap lather
5. Dry hands with a single use disposable towel
6. Turn the faucet off with the towel

The following procedure must be posted in each diapering area, and followed:

1. Program staff put on protective gloves
2. Child is placed on disposable changing paper
3. Soiled diaper is removed and child is cleaned with wipes
4. Soiled diaper, wipes, and changing paper are disposed of in a covered, washable, lined waste receptacle which is removed outside at least daily
5. Gloves are removed and a new, clean diaper applied
6. If needed, diaper cream, ointment or powder is applied using new gloves
7. Staff washed their hands and the child's hands
8. Diaper area is washed and disinfected after each use
9. Changing paper is replaced
10. Staff again washed hands and dries with a paper towel

TOILET TRAINING

Toilet training success hinges on physical, developmental and behavioral milestones, not age. Many children show signs of being ready for potty training between ages 18 and 24 months. However, others might not be ready until they are 3 years old. A child is considered toilet trained **when he recognizes the need to eliminate and is able to access and use the toilet with little to no assistance**. Most children will continue to need assistance wiping after bowel movements and using unfamiliar restrooms until they are around 4-6 years old. Teachers are happy to support you in your toilet training efforts by providing children with frequent opportunities throughout the day to use the toilet. When a child asks to use the bathroom, teachers support this request in a timely manner. Although we understand that most preschool age children have toileting accidents from time to time, it is the school's policy that children continue to wear diapers until they are trained. We encourage you to train your children over a vacation, winter or February break, or other holiday. Our school does not support the use of "potty seats", as they are considered unhygienic in a school setting.

Toy Cleaning Policy

Toys are cleaned and sanitized weekly or when visibly soiled. If classes are seeing an increased level of illness, the cleaning and sanitizing should occur more frequently. Chabad's maintenance staff to clean and sanitize.

Toys should be cleaned after a child has touched their mouth or a bodily fluid has come into contact with the toy. Teachers have a spot that they can easily access and put these toys throughout the day.

Toys should be collected in separate containers for cloth and stuffed toys, and wood and plastic toys.

Toys should not be shared between groups of children, but if sharing is unavoidable, they should be cleaned and disinfected between groups.

Cleaning, sanitizing, and disinfecting are different processes for removing germs and other substances from surfaces:

CLEANING: Toys are washed with hot water and soap or detergent, then rinsed and set out to air dry. Cloth toys and clothing can be washed in a washing machine. Some hard toys can be washed in a dishwasher. Cleaning removes dirt, dust, and other debris from surfaces using soap or detergent. Cleaning is an important first step to remove most germs from surfaces.

SANITIZING: Toys are sanitized with a commercial disinfectant that is EPA approved. A weakened bleach solution may also be used. Sanitizing reduces the number of germs on surfaces to a safe level using chemicals. Sanitizing is not intended to kill viruses

DISINFECTING: Kills remaining germs and viruses on surfaces using chemicals. Disinfecting can further lower the risk of spreading disease.

Here are some tips for cleaning, sanitizing, and disinfecting:

First, clean surfaces thoroughly before sanitizing or disinfecting. Dirt and other impurities can make it harder for chemicals to reach and kill germs. The EPA registers products that sanitize and disinfect, and surface disinfectants are subject to more rigorous testing requirements than sanitizers. For everyday cleaning, you probably don't need to sanitize or disinfect unless someone in the class is sick or has recently visited. Use a disinfecting solution when we are aware that children in a classroom have a virus (Disinfect rather than sanitize). Disinfecting solutions often have a stronger concentration and are left on the surface for longer than sanitizing solutions.

PET CARE PLANS

If teachers choose to have a pet in the classroom, they must have readily available a care plan for the pet that includes written procedures for care and maintenance and access to the children. Children are able to feed animals with a teacher's assistance, and must wash hands before and after.

MEDICAL INFORMATION / ADMINISTRATION OF MEDICATIONS

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 common areas. 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, Action 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. If your child requires medications be kept on site, it is your responsibility to ensure the school has these medications and related paperwork upon the start of the school year. Incomplete medications will result in your child being excluded from school.

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.

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 Our Program administers nonprescription topical medications and emergency medications which include prescribed inhalers, premeasured commercially prepared auto-injector (i.e. Epi pens Auvi-Q), emergency oral medication (Benadryl, Zyrtec), rectal medications, and injectable medications other than premeasured commercially prepared auto-injector (ie Insulin).

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

- 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 can provide 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.
- 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. Equipment and medications prescribed to treat asthma, administer glucagon, control seizures, or as an emergent first line of defense medication against an allergic response or a diabetic reaction will be stored in a safe manner, inaccessible to children to allow for quick access in an emergency. All other medications will be stored in a locked container and, if directed by a manufacturer, refrigerated. Controlled medications will be stored in accordance with 21a-262-10 of the RCSA. Only personnel authorized to administer medication will be provided with the means to access the locked medications. 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. The Program keeps accurate documentation of all medications administered. Included, but not limited in the documentation are: Name, address, DOB, Medication Name and Dosage, Pharmacy and Prescription Number, Name of prescriber, Date & Time medication was Administered, Medication Errors, Food & Medication Allergies, Signature of Staff Administering, Any Additional Comments.
- Parents are notified if a child has been administered any prescription medication. Parents will be notified of any medication error.
- A physician or nurse 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 early childhood programs (through age 4) to be immunized against the flu 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. **Our school requires each family to provide this documentation by November 1 of each year.**

School Flu Policy:

If a child is absent for 2 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.

Sick Child in the Classroom

When a teacher believes a child is sick and should not be at school, parents are contacted via telephone and text. If a parent does not respond within five minutes, the school reaches out to the listed Emergency Contacts. The Emergency contacts you provide (via CampMinder upon registration) should be available to pick-up a sick child within 30 minutes. ***If the Emergency Contacts you listed reside over 30 minutes away, please update your Emergency Contacts at this time.***

If a child appears cranky or less active than usual, cries more than usual, or just seems generally unwell at home or school, please look for any of the following symptoms. The school will notify parents any time children have been exposed to something contagious such as Pink Eye, Chicken Pox or Lice. We rely on parent communications to let the school know if the child has been exposed to such conditions.

The list that follows is a minimum threshold for a return to school. Children must be able to fully participate in classroom activities to return to school.

CONDITION	WHEN TO RETURN TO SCHOOL
Fever (100 degrees or higher)	24 hours fever free without the use of fever reducing medications.
Severe Coughing, Croupy or Wheezing Sounds	A child must be able to cover his cough. A child should not be in school if <i>croupy</i> or wheezing, unless there is a complete written care plan on file with the school.
Difficult or Rapid Breathing	A doctor's note is required to be in school. In some circumstances, if there is a complete written care plan on file with the school a doctor's note is not required.
Yellow Skin or Eyes	A child may return to the classroom with a doctor's note.
Pink Eye	Children may not be in school when there is discharge from the eye. When a doctor prescribes drops, a child can return 24 hours after the first dose as long as there is no discharge from the eye.
Unusual Spots, Rashes or Infected Skin Patches	A child may return to the classroom with a doctor's note.
Sore throat or trouble swallowing	A child may return to the classroom with a doctor's note.
Headache and Stiff Neck	A child may return to the classroom with a doctor's note.
Vomiting	May return to school when vomit free for 24 hours without the use of medications.
Severe itching of body or scalp	A child may return to the classroom with a doctor's note.
Diarrhea	A child may return to the classroom when free from diarrhea for 24 hours AND has had at least one solid bowel movement.
A diagnosis of Strep Throat	A child may return to the classroom 24 hours after the first dose of antibiotics
COXSACKI	Fever free for 24 hours without the use of fever reducing medications / Blisters have all scabbed over / The child can fully participate in all school activities / A note from your pediatrician is presented stating that the child can attend school and is no longer contagious.
LICE	A child may return to school after receiving an approved treatment. Speak to your pediatrician for an acceptable product.

Medical Policy

TRAINING

At least one teacher from each classroom receives the following training at the beginning of each school year: Pediatric First Aid and CPR (with CT Supplemental Materials). In addition, teachers receive training in the administration of Epi Pens and other oral / topical meds. The preschool office maintains signed documentation verifying the training in the teacher files.

ADMINISTRATION OF MEDS.

Emergency Medications: The preschool administers emergency medications only. We accept emergency medications only if a complete "Authorization to Administer" form accompanies the medications, and if the medications are in original packaging with dosage and dr. info on the label. The medications and forms are kept in each class's "Emergency Bag". Care Plans are also required.

Topical non-prescription medications are accepted and used only if the state of CT Form is completed by parent. These medications are kept in the classroom with the original form in labeled zip lock bags. Staff does not administer any other medications at school other than the above.

FIRST AID KITS

Complete First Aid Kits (*as defined by the state of CT Health Dept*) are maintained in each classroom and are labeled "Playground Bags". They should be stored on a hook above the reach of the children. In addition to the first aid kit, the classroom "Playground Bag" contains: emergency medications and forms for the class as well as lollipops for occasions such as shelter in place / lock down / fire protocol, water and cups, soap, emergency contact and allergy lists for the full school. Teachers refill the water if it is low or empty.

Allergy Lists

A list of all children and their allergies is posted in each classroom and in common areas. Teachers should familiarize themselves with all children in the school with allergies – not just those in their classrooms.

On the Playground and any Field Trip

The First Aid Kits and Playground bags accompany each class on the playground and on any field trip or walk. In addition, teachers should have cell phones with them in the event of an emergency. If there is an emergency (or potential emergency) situation, one teacher at the scene should call 911 first, and then the parent. A call should be made to the school to send additional adult supervision. This teacher should also keep the other students calm. Another teacher should be with the hurt / sick child.

A Sick or Hurt Child in the Classroom

If a child appears sick, the classroom teacher decides if a parent should be called to take the child out of school. The classroom teacher, the Director, or assistant can call the parent. If deemed necessary, a staff person removes the child from the classroom area and brings him/her to the designated, isolated area while waiting for a parent to arrive. A cot is available if the child needs to lie down. (There are portable cots at each preschool location. A child should never be left unattended.

If a child is hurt, the teacher uses first aid training to properly clean and care for the injury. If blood or vomit is present, the teacher uses proper cleaning materials to cleanse the area. Maintenance can be contacted.

In an emergency, teachers are to use the landline or cell phone to call 911. One teacher calls 911 and the parent, and another teacher stays with the child. Other adults in the building (director, rabbi, administrator) can be called into the room as needed to help care for the other children in the class during the “crisis period”.

Sick Child in the Classroom

If a child shows any of the symptoms listed below while at school, the classroom teacher calls parent to come immediately to get the child. This protects the other children. If a child has any of these symptoms at home, parents are to keep the child out of school until the symptoms are gone or until the physician says it is all right to return.

- Fever (100 degrees or higher) – 24 hours fever free without pain reducing medications
- Severe coughing (child gets red or blue in the face; croupy or whooping sounds) – or coughing without being able to “cover one’s cough”
- Difficult or rapid breathing
- Yellowish skin or eyes
- Pinkeye – (tears, redness of eyelid lining, followed by swelling and discharge of pus)
- Unusual spots or rashes
- Sore throat or trouble swallowing
- Infected skin patches
- Headache and stiff neck
- Vomiting
- Severe itching of body or scalp or scratching of scalp
- Diarrhea

If a child appears cranky or less active than usual, cries more than usual, or just seems generally unwell at home or school, please look for any of the above symptom. The school will notify parents any time children have been exposed to something contagious such as Pink Eye, Chicken Pox or Lice. We rely on parent communications to let the school know if the child has been exposed to such conditions.

Medical Forms to be On File

Medical records on file at the school include a written statement from a physician that indicates the child has had a complete physical within one year prior to admission, and an immunization record. These files are kept in registration binders on site in the office area. This physical examination is valid only for one year, and must be renewed thereafter. If a physician feels that immunizations are contraindicated, then written documentation to that effect must be kept in the child's file. If it seems to the school staff that there are indications that a dental check-up or check of vision or hearing is warranted, then the school will request that the child be provided with the appropriate check-ups.

Plan for Managing Infectious Disease

The staff reminds all children to wash hands upon arriving at school, after bathroom trips, before snacks and at additional times when deemed necessary. Children are encouraged to cover mouths for sneezes and coughs (using an arm) and tissues are readily available. Hand washing procedures are posted in the bathroom and sink room areas. These procedures will be periodically reviewed with the staff during the year, and observations of each classroom's hand washing routines will indicate that children and staff are learning and following appropriate hand washing procedures. Teachers should also wash hands upon entering the classroom each day and follow proper hand washing before handling any food, and after cleanups and diaper changes, and after using the bathroom themselves.

Procedures for Clean-up of Blood Spills and Bodily Fluids

Spill Kits are maintained on site. Kits include all necessary equipment and materials for clean-up of blood spills and bodily fluids.

* Please note: Any clothing, etc. that has become soiled should be wrapped in a plastic bag and placed in the child's cubby, to go home for cleaning the same day.

SUPERVISION PLANS

For children in our 3s, Pre K & 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. If **ALL** children in a 2s class have reached their 2nd birthdays, then the ratio is 1 staff person for five children.

The maximum group size for children age three and over is 20, the maximum for children age two is 10, and for under age two 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 ratios at all times and teachers take headcounts of the children under their supervision upon entering and exiting the playground area.

A portion of the playground surface is woodchips. Staff are aware that the woodchips pose a choking hazard to children under age three. Teachers have cell phones with them to use in case of an emergency. There is always at least two staff persons on the playground, one of whom is CPR certified, 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. Where toilets and sinks are shared by children and adults, program staff will ensure that the bathrooms are not in use by adults prior to the children entering the bathroom facility. Program staff will supervise and offer assistance to children when needed. At no time shall a child and adult use the toilets at the same time.

If a child is napping, they are never left unattended.

If a class takes a field trip, staff / child ratios and group size 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.

NO CHILD/CHILDREN SHOULD BE LEFT ALONE FOR ANY PERIOD OF TIME.

EMERGENCY PLANS

General & Multi Hazard: Fire, Man-Made Disasters, Natural Disasters, Weather Related Emergencies, Terrorism

Greenwich Emergency Management Team Director: Joseph Laucella – 203-622-8004

Assistant Director: Police Chief James Heavey

1) General - Daily Precautions - staff

- Doors into buildings remain locked at all times. Doors open via code boxes or with keys.
A security guard is present during the regular school day.
- Security Cameras are in place.
- Classrooms are equipped with panic buttons. They are silent and engage the police department at once.
- 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 to enter our buildings.
- If a staff person does not recognize the visitor, further review at guard's discretion is required before allowing to proceed into the buildings.
- 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 and office staff can communicate via walkie talkie if necessary. This is not the primary communication tool.
- 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. Classrooms have two exit options.
- Gather in the playground until emergency is cleared.
- If condition is serious and an additional safe place is needed for reconvening, children and staff at 75 Mason Street should move to 6 Lincoln, and vice versa. If neither building seems safe, proceed up Mason Street to the YMCA.
- 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, emergency management director 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.
- School 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, emergency management director 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 building. The office, security guard, or a classroom teacher can initiate a call for Lockdown.

- If indoors, Teachers/Staff stay where they are with children.
- Engage panic buttons.
- 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 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 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.
- If outdoors at time of a lockdown, the group should immediately return to the classroom building. If it is clear that the threat is in the building, those outside are to quickly proceed away from the threat.

5) Evacuation (non fire):

- All classes exit the classroom via the most logical exit. Classrooms have more than one exit options.
- Gather on the playground until emergency is cleared.
- If condition is serious and an additional safe place is needed for reconvening, children and staff at 75 Mason Street should walk move to 6 Lincoln, and vice versa. If neither building seems safe, proceed up Mason Street to the YMCA.
- 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, emergency management director 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. If children are taken off-site, parents pick-up there at the appropriate time. 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.

GUIDELINES FOR CHILD ABUSE AND NEGLECT

All of our staff have a responsibility to prevent child abuse and neglect of any children involved in our center.

1. Definition:

Child Abuse includes:

- Any non-accidental physical or mental injury (i.e. shaking, beating, burning)
- Any form of sexual abuse (i.e. sexual exploitation)
- Neglect of a child (i.e. failure to provide food, clothing, shelter, education, mental care, appropriate supervision)
- Emotional abuse (i.e. excessive belittling, berating, or teasing which impairs the child's psychological growth)
- At risk behavior (i.e. placing a child in a situation which might endanger him by abuse or neglect).

Child Abuse is defined as:

- A child who has had -Non-accidental physical injuries inflicted upon him
- Injuries which are at variance with the history given of them
- Is in a condition, which is the result of maltreatment, such as, but not limited to, malnutrition, sexual exploitation, and deprivation of necessities, emotional maltreatment or cruel punishment.

Child neglect is defined as:

A child who has been: - Abandoned

- denied proper care and attention physically, educationally, emotionally or morally
- allowed to live under circumstances, conditions or associations injurious to his wellbeing (CT statutes 46b-120)

2. Staff responsibilities:

As childcare providers we are mandated by law to report any suspicion that a child is being abused, neglected or at risk.

3. Specifics on reporting a suspected case of abuse or neglect

- Call the Department of Children and Families (open 24 hours a day) at 1-800- 842-2288. – Call the Connecticut Office of Early Childhood at 1-800-282-6063 or 1-860-509- 8045.
- The reporter's name is required, but may be kept confidential.
- Information needed: - Name of child
- Address of child
- Phone number of child
- Name of parents or guardians
- Address of parents or guardians
- Phone number of parents or guardians
- Relevant information such as: physical or behavioral indicators, nature and extent of injury, maltreatment or neglect
- Exact description of what the reporter has observed
- Time and date of incident
- Information about previous injuries, if any
- Circumstances under which reporter learned of abuse
- Name of any person suspected of causing injury
- Any information reporter believes would be helpful
- Any action taken to help or treat the child
- Seek medical attention for the child – if needed

Mandated reporters must report orally to DCF or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected. Within 48 hours of making the report, the mandated reporter must submit a written report (DCF – 136) to DCF.

Staff are protected by law from discrimination or retaliation for reporting suspected abuse or neglect (CT General Statutes, Section 17a-101e).

All phone calls to DCF shall be documented and kept on file at the Center. A copy of all statements from staff and the DCF-136 shall also be kept on file.

4. The management of this program supports a zero tolerance for abuse and neglect and will implement immediate action should there be an allegation that a staff member abused or neglected a child.

The administration will protect the child, including immediate notification of a parent or guardian, once there is an allegation of abuse or neglect of a child in our program.

Any staff member accused of abuse or neglect may be immediately removed from his or her position until DCF's investigation is completed. Based on whether the allegations were substantiated or not, the employee would either be dismissed from his/her position or allowed to return to work.

5. Staff Training: Staff will be required to attend teacher orientation programs held in August / September, focusing on the schools abuse and neglect policy, prevention and detection of child abuse and neglect, and reporting requirements as a mandated reporter. All new staff will be trained in these procedures prior to their start in the classroom.

6. Provisions for informing families of abuse and neglect policy: A copy of this policy will be included in our Parent Handbook, and each family receives a copy upon enrollment. Parents receive a copy of the Parent Handbook annually – both a hardcopy and an electronic version. When an accusation of abuse or neglect by a staff member is made, the Director must immediately inform the parents or guardians that a report has been made to DCF. Health care officials may need to talk to a child's parents to assess the cause of the child's injuries and offer support and guidance.

Personnel Policy

Director – Maryashie Deren

The Director is responsible for the day-to-day administration of the program. She is responsible for overseeing staff, including but not limited to: hiring, training and terminating. She is also responsible for the vision and growth for the school, including financial and physical space needs. Maryashie is responsible for the supervision and discipline of staff, as well as making sure staff and program staff files are kept current.

Per state of CT requirements:

- The Director must possess personal qualities to care for and work with children, relate to and supervise staff, and relate to and communicate with parents.
- The Director must be at least 21 years of age, have a high school diploma or equivalency certificate, and have experience supervising staff.
- The Director has completed a minimum of three (3) credits in administration of early childhood education programs or educational administration from an accredited higher education institution.
- Other preschool staff are to report to the Director. In the event the Director is absent, the Assistant Director is in charge.
- The Director supervises and observes staff on a regular basis and conducts informal staff evaluations regularly.
- The Director is responsible in always ensuring adequate coverage in the classrooms at all times (staff child ratio and group size).
- Discipline of Staff: Our program uses a progressive discipline approach as a positive way to make corrections to unacceptable job performance and conduct. All teachers are “at will”, which means an employee can be terminated by the program for any reason. The following are steps which are taken using progressive discipline:

STEP 1: Point out and Offer Suggestions / Corrections - If a staff member’s job performance is not meeting program standards, or if a staff member is in violation of any policy, she is informed of the problem and the possible consequences (verbal warnings) if the behavior does not change. Suggestions on ways to improve performance are shared and discussed. Suggestions / Corrections are given for violation of policies, failure to follow procedures, unsatisfactory performance, absenteeism, or tardiness. The Director makes written note of the problems and discussions. After three (3) verbal warnings have been issued for any reason within a period of six (3) months, a written warning will be issued and the director and staff person will need to sign-off on a corrective plan.

STEP 2: Written Warning - After three (3) verbal warnings have been issued for any reason within a period of six (3) months, a written warning will be issued and the director and staff person will need to sign-off on a corrective plan. A written warning is given if a problem/s identified by multiple verbal warnings has not been corrected. A staff member may receive only one (1) written warning during a six (6) month period. After one (1) written warning has been issued, any further issues or actions subject to the Disciplinary Procedure may result in termination. Written warnings will be issued immediately for refusal to follow lawful instructions or any other serious policy violation, which endangers the safety or integrity of a child or staff member.

STEP 3: Termination - Termination may result when using progressive discipline if steps have not produced satisfactory and acceptable performance. Termination may be immediate without using progressive discipline. Reasons for immediate termination may include, but are not limited to: Child abuse or neglect under Connecticut law / Abuse of a parent/guardian of a child or another staff member / Harassment / Being under the influence of drugs or alcohol while at work / Theft / Possession of a weapon / Violation of any policy.

The above violations are only examples and are not meant to be all-inclusive. Disciplinary action up to and including termination may be taken immediately at the discretion of the Director.

Probationary Period: Our school does not have a probationary period. Contracts are renewed each school year. Chabad reserves the right to terminate employment at any time if the employee is not meeting the terms and conditions of the contract.

Head Teacher (as designated by the state of CT) – Maryashie Deren, Simone Zwany & Mushky Blizinsky hold this designation.

- The Head Teacher is required to be present 60% of the hours the Center is in operation.
- She must be 20 years of age
- She must have a high school diploma or equivalency certificate
- The Head Teacher must meet the qualifications for State of Connecticut approval as a Head Teacher
- She must possess personal qualities necessary to care and work with children, relate to co-workers, and relate to parents.
- The Head Teacher with the Director, is responsible for planning and implementing the day-to-day educational portion of the program.
- The Head Teacher, with the Director, is responsible for meeting all the day-to-day emotional and physical needs of the children.

Teachers – per the state of CT:

- A teacher must be 18 years or older
- Must possess at a minimum a high school diploma or equivalency certificate
- She must possess the personal qualities necessary to care for and work with children, relate to other adults, including staff and parents.
- The Teacher is responsible for the day to day direct care of the children
- The Teacher will assist the Director(s) in implementing / executing the educational portion of the program
- The Teacher is instrumental in meeting all of the children's emotional and physical needs.
- Teachers report to the Director . Tamim Academy classroom teachers report to Simone Zwany for behavioral concerns and secular curriculum and report to Maryashie Deren for Jewish Curriculum.

Assistant Teacher – per state of CT:

- The Assistant Teacher must be at least 16 years old
- The Assistant Teacher must work under the supervision of a Teacher or Head Teacher / Director.
- She must possess the personal qualities necessary to care for and work with children
- She assists the Head teacher, Director or Teacher in meeting the day to day needs of the children
- The Assistant Teacher reports to the Director and Co teachers in the classroom. Tamim Academy assistant teachers report to Simone Zwany for behavioral concerns and secular curriculum and report to Maryashie Deren for Jewish Curriculum.

Benefits

- Teachers working five days per week receive seven days off to use at their discretion (teachers working less than five days receive a proportional amount of days off). For each unused of the seven days, teachers receive \$100 added to the gross pay of their final paycheck for the year. The equivalent of one days pay is deducted at year end for each day used over the seven.
- The preschool has a maternity policy that allows teachers with greater than one year of service to take a paid/unpaid maternity leave.

Years of Completed Service	Total Leave Available / Paid Weeks
<1	6 Weeks / 0 Weeks
1-5	6 Weeks / 3 Weeks
>5	8 Weeks / 3 Weeks

Teachers should discuss their plans with Maryashie as early in the pregnancy as possible. It is expected that unless there is a medical reason, teachers are to be available for questions and communications while on their leave.

- Teachers with preschool age children that attend Gan of Greenwich Preschool or Tamim Kindergarten receive 100% off tuition and security fees. Staff pay out of pocket for PTA fees, snack fees, and other fees beyond tuition.
- You may purchase Health Insurance through Chabad of Greenwich's group plans at your expense. Payroll deductions are made.
- Teachers with over one year of service are eligible to participate in Chabad's 401k plan.
- When the preschool is closed or delayed due to inclement weather, the preschool staff is paid.
- The following are paid holidays for preschool staff:
 - Labor Day
 - Rosh Hashanah
 - Yom Kippur
 - Sukkot
 - Simchat Torah
 - Thanksgiving (Thu and Fri)
 - Winter Break (Christmas through New Years Day)
 - Martin Luther King Day
 - February Break (Follows Greenwich Public Schools)
 - Presidents Day
 - Passover (the full holiday)
 - Shavuot
 - Memorial Day

Staff covering the FULL YEAR / FULL DAY program may work on some of the above breaks. Their compensation reflects these additional days of employment.

- The Director reserves the right to terminate employment at any time. There is no formal probationary period of staff. Contracts are renewed on a year by year basis.

PLAN FOR CONSULTATIVE SERVICES

Per requirements of the CT Office of Early Childhood, Chabad Preschool must develop and implement a written plan that includes the services of an early childhood educational consultant, health consultant, social service consultant. The selection of our program's consultants is thoughtful and deliberate, and includes the careful examination of each one's qualifications and experience. A written agreement specifying each consultant's services to the program is on file and updated annually. Each of the consultants provides the following services:

- Annual review of written policies, plans and procedures
- Annual review of education programs
- Availability by telecommunication for advice regarding problems
- Availability, in person, to the program
- Consulting with administration and staff about specific problems
- Acting as a resource person to staff and the parents
- Documenting the activities and observations required in a consultation log that is kept on file at the facility for two years.

In addition to the above, the Health Consultant also:

- Makes, weekly or monthly (depending on age of children) site visits to the preschool
- Reviews health and immunization records for children and staff
- Reviews the contents, storage and plan for maintenance of first aid kits
- Observes the indoor and outdoor environments for health and safety
- Observes children's general health and development
- Observes diaper changing and toileting areas and diaper changing, toileting and handwashing procedures
- Reviews the policies, procedures and required documentation for the administration of medications
- Assists in the review of individual care plans for children with special health care needs or children with disabilities, as needed.
- Reviews Injury / Illness / Incident / Accident Reports on at least a quarterly basis.

PLAN FOR PROFESSIONAL DEVELOPMENT

As required by the CT OEC, our teachers receive a minimum of 1% of their total annual work hours in professional development / training. The preschool office maintains documentation of the professional development plan for each teacher. Topics included are:

- New Employee Orientation
- Annual Training on program policies, plans, and procedures
- Topics in Child Development and Early Childhood Education
- Licensing Regulations
- Health Issues
- First Aid and CPR
- Medication administration
- Prevention and response to food and allergic reactions
- Child abuse and neglect laws
- Techniques used to manage child behaviors
- Physical Premise Safety
- Emergency preparedness.
- School specific philosophy, curriculum and documentation.
- Prevention and control of infectious diseases

All staff is required to complete the CT Health & Safety Training within three months of Hire (or by April 1, 2025 for existing staff).

Monitoring of Diabetes Policy

Added to Handbook May 12, 2025

Prior to attending Gan of Greenwich Preschool or Chabad Preschool, the parents of a child with diabetes mellitus will meet with the Director and Health Consultant to review the Center's *Monitoring of Diabetes Policy* and discuss how the individual needs of the child will be met while at the Center.

An individualized plan of care for the child will be developed with the child's parents and health care provider and updated as necessary. The plan will include appropriate care of the child to prevent and respond to a medical or other emergency and will be signed by the parents and staff responsible for the care of the child.

While the child is in attendance at the Center, a staff person who has been trained in an approved First Aid course and in the specific needs of the child with diabetes will be on site.

At the time of enrollment, the child's individualized needs, the glucose testing supplies and necessary equipment and supplies will be labeled with the child's name and will remain inaccessible to other children when not in use.

A signed agreement from the child's parents will be provided agreeing to check and maintain the child's equipment in accordance with the manufacturer's instructions, restocks supplies, and removes material to be discarded from the facilities on a daily basis. All materials to be discarded will be kept in a locked box in the Director (or Assistant Director's) office until it is given to the child's parents for disposal.

The Center will keep the following records as part of the child's medical record and will be updated annually or when there is any change in the information:

A current written order signed and dated by the child's physician, [physician assistant or advanced practice registered nurse indicating: The child's name, the diagnosis of diabetes mellitus, the type of blood glucose monitoring test required, the test schedule, the target ranges for test results, specific actions to be taken and carbohydrates to be given when the test results fall outside specified ranges, diet requirements and restrictions, any requirements for monitoring the child's recreational activities, conditions requiring immediate notification of the child's parents, emergency contact, the child's physician, physician assistant, or advanced practice registered nurse

An authorization form signed by the child's parents which includes the following information: The child's name, parents name, parents address, parents home, work and cell numbers, two adult, emergency contact people including names, addresses, and telephone numbers (emergency contacts should be able to get to the center within 30 minutes), the names of staff designated to administer finger stick blood glucose tests and provide care to the child during testing, additional comments relative to the care of the child, as needed, the signature of the parents, the date the authorization is signed, the name, address, and telephone number of the child's physician, physician assistant, or advanced practice registered nurse.

The Center will notify the child's parents daily in writing using emails or texts of the results of all blood glucose tests and any action taken based on the test results. Incidents and emergencies will be reported to the child's parents and the child's physicians.

Blood glucose testing will be conducted in the Director's or Assistant Director's office, respecting the child's privacy and safety needs.