

Carole and Marcus Weinstein Jewish Community Center

**Dora L. Lewis Family and
Child Development Center**



**Early Childhood Family Manual
2023-2024**



Hillel says: "Do not separate yourself from the community..."

Pirkei Avot 2:5

Dear Parents:

Welcome to the Early Childhood Program of the Dora L. Lewis Family and Child Development Center. It is our goal to provide a safe and nurturing environment where your child can grow emotionally, socially, cognitively, and physically. Our program is designed for creative learning which will stimulate and challenge your child's natural curiosity and inquiring mind.

Please read this parents' manual carefully so that you will become more familiar with the early childhood programs, policies and procedures at the Weinstein JCC. If at any time we can be of assistance to you and your family, please contact us. We truly look forward to meeting with you and hope that you will become actively involved in our program. We strive to build positive relationships between home and school for the benefit of the children, faculty, and you! We look forward to a wonderful school year and welcome you to our Weinstein JCC preschool community...your home away from home. We are here to answer questions and concerns so please feel free to stop by or call us anytime!

Sincerely,



Donna Peters
EC Director
dpeters@weinsteinjcc.org
545-8617



Erin Cole
EC Director of Operations
ecole@weinsteinjcc.org
545-8615

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The Edward J Becker Family Preschool Children's Endowment Fund, the Margarete Hirsch & Suzanne Hirt Preschool Children's Endowment Fund, and Dora L. Lewis Child Development Fund.

Supported by:



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LICENSING and ACCREDITATION

LICENSING

The Virginia Department of Education licenses the Weinstein JCC Early Childhood Program. The VDOE has developed minimum standards for childcare centers. The Weinstein JCC Early Childhood Program adheres to these "Minimum Standards" or to policies, which are more stringent. A copy of the Minimum Standards is available for review in the Preschool office or by contacting the VDOE at 1-800-292-3820. Parents may also review the Weinstein JCC Preschool program's most recent licensing reports located on the bulletin board outside the preschool offices.



ACCREDITATION

since 1986

The Early Childhood Program at the Dora L. Lewis Family and Child Development Center is proud to have been accredited by the National Academy of Early Childhood Programs consistently since 1986. This recognition was given to the program for having demonstrated substantial compliance with nationally recognized Criteria for High Quality Early Childhood Programs. The program is reaccredited every three to five years. A copy of the NAEYC Early Childhood Program Standards and Accreditation Criteria can be obtained from the preschool office; parents may also review the program and classroom portfolios required by accreditation.

CELL PHONE RESTRICTIONS

For safety reasons, we require that cell phones not be used:

- During arrival and dismissal.
- When driving through the Weinstein JCC parking lot.
- When in the classrooms and the hallways.

We appreciate your cooperation in this matter!

IMPORTANT!

The Weinstein JCC has written policies to promote wellness and safeguard the health and safety of children and adults.

Please be aware that the Weinstein JCC prohibits smoking, firearms and other significant hazards that pose risks to children and adults. This policy is strictly enforced.



Dear Weinstein JCC Preschool Parents,

Welcome to the Preschool from the Early Childhood Committee! The ECC is the governing body of the Weinstein JCC Preschool with responsibility for policy, procedures, staff recognition, and programming. We are excited to have your children joining us and we look forward to a wonderful year ahead.

The safety, health, and security of our children is the highest priority in the Preschool and we want all of you to remember that part of the ECC's responsibilities is to be a voice to the faculty and administration from the parents, and as your parent peers in this school it's important we remember two responsibilities of our actions at the school--awareness in the parking lot (no technology distractions please) and following safety guidelines as presented or needed.

We have done a great job so far in keeping our children, families, and faculty healthy and safe. By respecting the protocols of the Preschool, we are all doing our part to provide a safe and enriching experience for our children.

Thank you for your cooperation in these matters, we greatly appreciate your support!

More information will be sent to you about joining the Early Childhood Committee, dates and times of meetings and more. We hope you will sign up, participate, and get actively involved in our preschool program. Your input and feedback is highly valued.

Sincerely,

Landis Knee and Lori James

Early Childhood Committee (ECC) Co-Chairs

EARLY CHILDHOOD VISION STATEMENT

Guided by Jewish values, we aspire to create a joyful community where we honor the sacred relationships among children, educators, families, and the natural world. In this community, we are all deserving of love and respect. We all have amazing potential for growth and learning. We connect to our sense of wonder and gratitude through the enduring relationships cultivated here.

May we inspire one another to make the world better for this and future generations.

PURPOSE

The purpose of education in the Early Childhood Department of the Dora L. Lewis Family and Child Development Center of the Carole and Marcus Weinstein Jewish Community Center is to develop young children's minds, bodies and emotions, as well as to produce individuals who are self-directed, lifelong learners by:

- Fostering Jewish identity through an experiential approach to Judaism.
- Generating a relaxed Jewish atmosphere which provides openness, spontaneity, creativity, joy and love.
- Providing an environment which promotes problem solving and allows for children to express and explore their ideas and intentions.
- Providing an array of stimulating activities to promote aesthetic and cultural awareness, academic readiness, motor development and social skills.
- Encouraging independence, feelings of self-confidence, respect for others and a sense of belonging and sharing in a group.
- Offering loving support to each child and each family.
- Provide early opportunities for children with different needs to grow and develop together in nurturing and inclusive settings, while maintaining natural proportions.
- Fostering an educational program, An Ethical Start™ developed to teach Jewish ethics and values.
- Providing daily opportunities for children to connect to the natural world.

A. PHILOSOPHY STATEMENT

Our philosophy is based upon the belief that we have the ability and responsibility to nurture each child's social, emotional, cognitive, and physical growth through interactions and experiences that foster a zest for life and a love of learning. We offer a child-centered program which is inspired by the Reggio Emilia Approach. We believe that "care" and "education" are inseparable and view each child as a feeling, thinking, and creative individual whose growth we nourish. We believe a child's positive self-esteem is paramount to emotional, social, physical, and intellectual development. The daily environment we create for our children must provide them with all the components necessary for positive growth and development. Developmentally Appropriate Practices encourage the children to view themselves as capable human beings. We are committed to supporting the parents/guardians of our preschoolers by providing a variety of quality services and by developing positive relationships between home and school.

We believe that early childhood experiences provide the foundation for one's lifetime. The Weinstein JCC Preschool program provides individualized experiences based on authentic assessment to promote the optimal social, emotional, physical, intellectual, language and spiritual development of each child.

- We believe that young children learn through direct and concrete experiences. Ongoing opportunities for discovery, exploration and experimentation are provided to encourage children to think, reason, question and experiment through intentional activities planned by the teachers and those that emerge from the interests and needs of the children and families.

- We believe that a child's self-perceptions are influenced by the attitudes of significant others in his/her life. Adults involved in the child's life are viewed as partners and are encouraged to actively participate in the educational experiences of the child. The Weinstein JCC Preschool program strives for a positive and accepting social-emotional environment for children, families, and educators to work together and feel supported and nurtured.
- We believe that each child, family, and faculty member is unique. Individual needs and differences are valued in order to promote tolerance and respect for the diversity found within the Weinstein JCC Preschool as well as in the larger society.

B. GOALS

The Weinstein JCC Early Childhood Program provides a variety of developmentally appropriate activities and materials that emphasize concrete experiential learning in order to achieve the following goals:

These goals guide teacher's ongoing assessment of children's progress.

1. Attend to the needs of each individual child helping them to feel safe, happy and comfortable throughout the day.
2. To develop in each child independence, confidence, and a feeling of self-worth as an individual and as a member of a group.
3. Develop positive and age-appropriate social skills.
4. Encourage cognitive development through thinking, reasoning, questioning, and experimenting.
5. To prepare our children for continued academic success in the areas of cognitive, physical, emotional and social development through language, literacy, listening, visual discrimination, large and small motor skills, handwriting, math and science.
6. Encourage and demonstrate sound health, safety, and nutritional practices.
7. Encourage creative expression and appreciation for the arts.
8. To foster in young children and their families a sense of Jewish identity, an understanding of and a respect for the Jewish religion and culture.
9. Promote a respect for the cultural diversity of faculty, children and their families.
10. Be responsive to individual family home values, beliefs, experiences and language as well as to the individual learning needs of all children.
11. Support early spiritual formation based on trust, concern for and acceptance of others.
12. To stimulate each child's curiosity, sense of wonder, and motivation to learn about the world around them by establishing an age appropriate hands-on and stimulating indoor and outdoor environment.
13. To develop in children a social responsibility by teaching good will towards others and respect for the environment.
14. To support and nurture parents and guardians in their efforts as they provide stability, growth and enrichment of their young child's development.

C. FORMAL METHODS TO IMPROVE PROGRAMMING

The Early Childhood Department uses formal and informal methods to develop strategic plans for improvement and to monitor that we are meeting families' needs. The various plans are formulated through the Budget Committee, Early Childhood Committee and the Family and Youth Committee of the Weinstein JCC. Formal and informal strategic plans are developed in order to:

- implement and sharpen the program's vision and mission;
- achieve outcomes that are appropriate and desired for the children in our care;
- maintain high quality services to children and families; and
- provide long-term resources to sustain the successful operation of the program.

The strategic planning process includes methods such as:

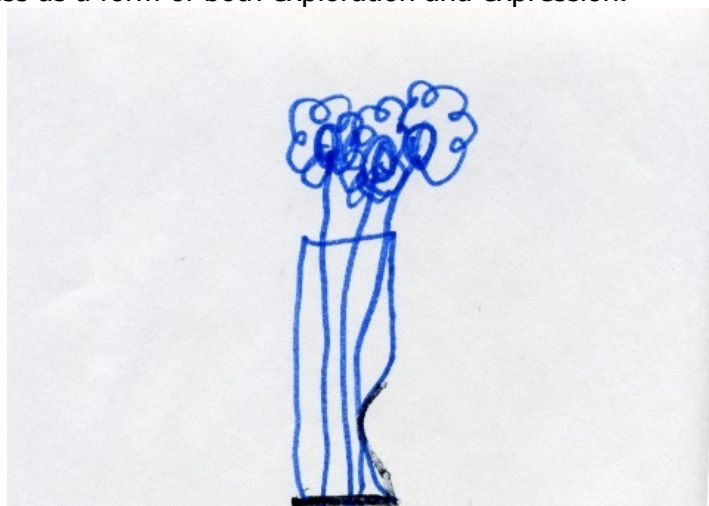
- review of family surveys and evaluations;
- review of child assessments;
- review of educator's assessments
- comparative studies of area preschools;
- opportunities to promote educator's professional development; time and space for reflection and dialogue
- review of building/physical space;
- review of salary scales and ways to increase salaries and benefits;
- plans to retain teaching faculty; and
- creation of EC faculty task forces to evaluate, strengthen program, policies and procedures.

D. INSPIRATION FROM THE REGGIO EMILIA APPROACH

The Weinstein JCC's Early Childhood Department is inspired by the Reggio Emilia Approach. The Reggio Approach complements our beliefs in early childhood education and allows us to explore curriculum methods which increase children's creative and cognitive expression.

The basic premise of the Reggio Emilia Approach is a shared and deep belief in the strength of children's potential for learning, exploring, and entering into relationships with their peers, teachers, and environment. Inherent in the premise is the expectation that children make hypotheses and discover connections and meanings among things and events of their daily lives.

Children have many languages for expressing and communicating. The Reggio Emilia Approach inspires us to provide the creative freedom for children to fully represent their ideas and to develop their thinking. An integral aspect in the Reggio Approach is the use of art as a means to enhance creativity and represent a child's imagination. Art is inseparable from the rest of the curriculum, and in fact, is central to the educational process as a form of both exploration and expression.



The Reggio Approach – Teachers and Children...Working and Learning Together

The Reggio Emilia Approach grows from the belief that children are rich, powerful people full of the desire and ability to grow up and construct their own knowledge. Stimulating interactions and many opportunities to communicate with one another and with caring, respectful adults help children to grow, develop and learn.

EXPLORATION

Weinstein JCC preschool educators inspired by the Reggio Emilia philosophy consider creativity and learning part of the same process. When children actively and intently explore an object – a flower, a bird – they create their own knowledge. Like detectives, children pose questions, and then investigate to find answers. They use the many “languages” of art, words, movement, etc., to communicate their knowledge to themselves and others. Teachers act as resources to and researchers of the learning process by asking thought provoking questions, offering materials, and documenting children’s work.

DOCUMENTATION

Teachers routinely take notes and photographs and make recordings of group discussions and children’s play. Teachers use what they learn to plan activities that are truly based on children’s interests. By reviewing the documentation, teachers gain insights into children’s individual personalities and child development as a whole. Most importantly, they let each child know they are understood and accepted for who they are now. This philosophy permeates every aspect of the program, including the use of space, teachers’ interactions with children, and curriculum decisions.

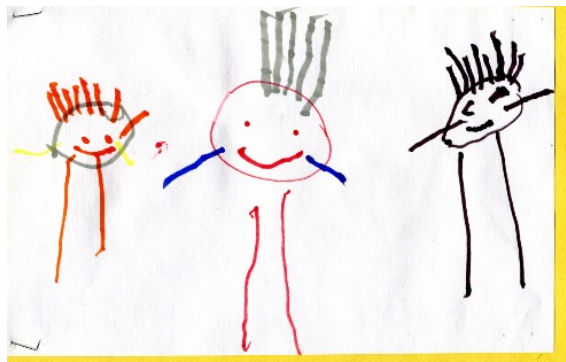
PROJECT WORK

An integral piece of the curriculum is projects. Project work offers children and teachers opportunities to come together within the environment and deeply investigate children’s interests. Projects also support children’s natural impulse to investigate the world around them. Small or large groups, or an individual, work on projects, and these can last anywhere from a few days, weeks, to several months. Almost any interest that intrigues children can inspire a project. Project work encourages children to take initiative, assume responsibility, and make decisions and choices.

TEACHERS AS CO-LEARNERS

The teachers welcome new possibilities, unexpected ideas, and actively learning with the children. Teachers support children in their learning by encouraging, observing, and organizing their ideas, as well as supplying materials. At the beginning of a project, teachers do not know what direction it will take, but it is sure to include lots of discussion, graphic representation, and real cooperation among everyone involved.

We believe that a child-centered approach helps children to feel pride in their own accomplishments and explorations. This in turn helps children to flourish and grow in their self-concept, social and learning skills. Extended, engaged activity helps children deepen their understanding and build confidence in their abilities and ideas.



The Teaching & Learning Philosophy of the EC Department

Our Philosophy defines our program as a developmental, child-centered program, inspired by the Reggio Emilia Approach. Developmentally appropriate practices are defined as teaching and learning strategies or methods that build on the child's current knowledge, abilities or interests. For example, "Oceans" is probably not a developmentally appropriate theme for those under three. Water is developmentally appropriate. Using inventive spelling in journal writing is developmentally appropriate for most five-year-olds. Requiring correct spelling is not.

Developmental programs are often contrasted with academic programs. The difference between developmental and academic programs is not the amount of learning that occurs, but rather the subject matter and the teaching strategies applied. True academic programs have preset curriculums determined by opinions about what children should learn at a particular age, at a certain time of the year, or at the whim of the teacher or curriculum developer. They traditionally focus on theoretical knowledge while developmental programs are concerned with physical, social, practical and theoretical knowledge. (Learning to serve yourself a snack or share with a friend is considered important in a developmental program.) Academic programs are teacher-directed. The teacher tells the child the information to be learned.

Developmental programs are *child-centered*, where the child participates in the planning, has a voice in the learning process, and is expected to make choices. However, it is not the same as unstructured play. Educators have an active role in child-centered programs. Their role is to set up the classroom environment with developmentally appropriate interest areas, activities, and materials that pique interest and allow for independence. Teachers also provide new experiences (social, physical, and intellectual) that build upon their **knowledge** and **misinformation**. The selection of materials, furniture placement, activities offered, and class discussions all determine the nature of learning that will take place that day. For example, the teacher is responsible for providing developmentally appropriate math learning opportunities. The teacher may do this by putting out sorting activities, countable items, or measuring tools that encourage the children to explore and build math skills.

The children are given choices throughout the day. For example, our behavior management program is designed to help children make choices that work well for themselves and for the group. If the child does not want to participate in an activity or is being disruptive, it is appropriate to suggest alternative activities. Redirecting the child by suggesting alternatives, rather than telling her/him what to do, begins the process of teaching abstract, divergent thinking skills. After you have provided alternatives, the child will begin to think of them as their own. They then begin the process of becoming an abstract thinker with problem solving skills that enable them to be flexible. On the other hand, while a circle time with required attendance is not considered child centered, we do not typically ignore the child who chooses not to attend. It is the teacher's responsibility to make circle time so inviting that the child wants to attend and to adjust the requirements for circle time so that child can be successful. The teacher recognizes that participation builds the classroom community and encourages the children to be a part of the group-time activities.

Ideally, teachers know the concepts they want to teach that day and the children are involved in the planning of the activities. An example is when we ask which centers the children want to use rather than telling them what they can do. The teacher may choose the materials for the centers; the children decide what to do with them. Continuing with the math examples, they might approach a group who had chosen to play with cars, put two red cars in a group and ask which of the other cars belong with this group. The teacher is then acting as the facilitator, using the child's interests to provide the opportunity for the child to build knowledge around the concepts the teacher is teaching.

We encourage **process** art activities that are child-centered rather than **product** art that is teacher-directed. Product art activities are teacher centered because the teacher's, rather than the child's, interests are given priority when the teacher begins with a model. Product art activities tend to stifle creativity and hurt self-esteem since the child is told how to use materials, and the end result is rarely as good as the teacher's.

We believe children learn by constructing or building their own knowledge. For example, in a three-year-old room Betsy insists the milk pitcher be filled to the top and it spills when she tries to fill her cup. The teacher hands her a pitcher with a smaller amount. Betsy pours successfully. She reevaluates her previous knowledge and builds new knowledge that she will use next time she fills the pitcher. In a five-year-old room, Karen says kids in wheelchairs do not belong in her room because they cannot do what she can do. As she spends time with James, she becomes comfortable with children who cannot walk, re-evaluates her previous knowledge and builds new knowledge that will hopefully make her more tolerant as an adult. In another room, five-year-old Levi insists the stuffed bear weighs more than the wooden duck because it is bigger. The teacher balances a board on a can (build a fulcrum), helps Levi place each animal on an end, and Levi re-evaluates his previous knowledge and corrects **misinformation** when the end with the duck hits the table. In each case the teacher carefully constructed the environment to provide a learning opportunity.

This type of teaching requires considerable reflection and thought because the teacher must know developmentally appropriate concepts and use the child's interest to involve the child in developmentally appropriate tasks. The teacher is expected to understand the sequence of cognitive, physical, and social development that generally occurs within their classroom and to be able to provide developmentally appropriate activities that promote growth in each area. **Keep in mind that the developmentally appropriate classroom is one where rules are few (respect others, walk, use appropriate voices, clean up your area before moving to another) and children lead rather than follow the teacher, create rather than duplicate, move rather than wait, make lines rather than color in the lines, initiate rather imitate, make art rather than do crafts, choose wisely rather than be told, decide rather than submit, make a plan rather than follow the teacher's plan, create books rather than fill in worksheets, emphasize the process rather than the product, and try again rather than fail.**

Kindergarten Readiness

We believe the children in our preschool will be prepared and eager to take on the challenges and next steps of kindergarten. The experiences and opportunities provided here help build resilient, confident, independent, and caring children who develop an excitement for learning and discovery. Our children are capable learners who successfully use the skills of self-regulation, problem solving, inquiry, creativity, and collaboration in their daily lives and relationships. Being immersed in an environment encouraging moments of joy and wonder adds to each child's excitement and pride in learning. Many area kindergarten teachers and elementary school administrators express how much they look forward to Weinstein JCC preschool children joining their programs.

We want to be sure our children are ready, not just for kindergarten, but for the increasingly complex challenges that await them as they mature.

Our educators are here:

- To support you in raising your children and to help them build a strong foundation of self-esteem, self-awareness, and empathy
- To inspire your child to love learning about themselves and their world
- To challenge your child to strive to reach their potential
- To encourage your child to develop an aptitude for self-expression and creativity

Loris Malaguzzi, founder of the Reggio Emilia Approach, described a concept of "the hundred languages of learning" in which all children have a strength, and it is our role as educators to help them find and build upon that strength. We believe *b'tzelem elohim*- all people have divine potential within them; every person has their purpose, and everything has its place.

Children have years to learn how to write, read, and learn facts. Through meaningful and purposeful play, children build even greater foundational understanding and appreciation for materials, creativity with loose parts, and interaction with peers. During play, they develop physical skills like hand/eye coordination and vital upper body strength which lays the foundation for fine motor skills and prepares the body for writing.

Fortunately, literacy, mathematics, physics, and so many other academic facets are literally embedded in our preschool days. We build on previous skills learned and offer many creative and stimulating opportunities for each child to gain and refine skills preparing them for kindergarten. Reading, writing, literacy, math, science, and many more “academic” skills are woven throughout the day and offered to each child as they are ready and show an interest.

The simple act of reading with your children builds a foundation for reading, writing, listening skills, cognitive and language development, language skills, attention span, and creativity. Additionally, as highlighted by NAEYC, exposure and play with print and literacy help to build the foundations for reading and writing success. When a child “makes a mark”, writing anything from their name to a representational drawing - even only a scribble - they are writing in line with their development at that moment and showing an emerging understanding of writing as a form of communication.

Local Kindergarten teacher and Directors of Admissions at area private elementary schools share:

- The top three skills we work on with our Kindergarten students are: preserving and building resiliency, impulse control, and kindness.
- We look for curious, passionate children who are excited to learn and try new things. In Kindergarten, the children will practice independence, develop self-confidence, and make lifelong friends along the way.”
- The kindergarten readiness aspects we are looking for include an ability to work independently for a short period of time, curiosity, ability to listen to others, and age-appropriate body regulation.

As shared by a local Kindergarten teacher- ***Kindergarten is the place where kids tackle challenges, work on impulse control, strengthen executive functioning skills, build confidence, and learn how to negotiate conflicts. Children begin to learn lower- and upper-case letters, 3-letter words, and math basics outlined in state guidelines, but social and emotional skills are what is necessary for success throughout the kindergarten year and beyond. Academics pales in comparison to what's vital for kindergarteners.***

At the Weinstein JCC Preschool, we strive to create an inclusive and kind community. We model developmentally appropriate ways to involve peers through effective communication, conflict resolution, and awareness of self and others. We prioritize social and emotional development because, as experts in early childhood development, we know that these foundational skills are essential to success in life and are, in fact, much more difficult to learn after age 5 or 6. Conversely, academic skills are typically much easier to acquire when a child has a solid social and emotional foundation.

When you wonder if your child will know all the letters and numbers by kindergarten, remember that we are focusing on building confidence and helping each child learn how to express themselves in socially acceptable ways. When their Kindergarten teacher expects them to sit upright and tackle a new challenge, like phonics and the sounds of letters, your child will be emotionally able to rise to that challenge. Encouraging competent, motivated, curious learners is a goal we strive to meet for every child in our preschool!

E. CHILDREN AND THE NATURAL WORLD

The Southern Early Childhood Association (SECA) a regional affiliate of NAEYC selected the Dora L. Lewis Family and Child Development Center as the recipient of the 2013 award for the development of an outstanding Early Childhood Outdoor Classroom/Play Space for the State of VA. Our program was highlighted in an article published in the Summer 2013 issue of Dimensions in Early Childhood magazine which can be viewed online by typing the following URL:

<http://go.epublish4me.com/ebook/ebook?id=10052149#/28>

We continue to receive national recognition as a Certified Nature Explore classroom from the Nature Explore program, a division of Dimensions Educational Research Foundation. We are honored to be the first program in Richmond to be recognized and certified!



The Importance of Connecting Children to Nature

*Outdoor Explorations at the Weinstein JCC Preschool
by Donna Peters- Director of Early Childhood Services*

"Look deep, deep into nature and then you will understand everything better." Albert Einstein

Over the past twenty five years, the Weinstein JCC Preschool has been striving to create authentic spaces for children outdoors to interact with nature and to freely run, climb, dig, collect, pretend, take risks, create and safely explore the world around them.

Research shows that children are missing connectiveness to nature. They are also missing a rich social and fantasy play life and spaces to cultivate imagination. Through pretend play children come to better understand their world. By creating well designed outdoor play spaces children can make deeper connections with the natural world.

Richard Louv, author of Last Child in the Woods, has coined a term for what is happening to our children – *nature deficit disorder*. He is a firm believer in the benefits of outdoor play spaces, emphasizing that exposure to nature can improve health both physically and psychologically. "Natural settings stimulate learning," he says. Today's children are experiencing a cultural change. In the age of TV, video games and computers, many of our youngest children are missing out on an important aspect of early childhood development: the outdoors. The precious gift of nature is a seriously needed influence for children today.

Exposure to nature enhances children's observation and problem-solving skills as they connect with the wonders of the natural world.

Research shows that a connection with nature benefits children educationally, behaviorally, and developmentally. The textures, shapes and warmth of nature spark their senses as they discover the environment and develop life-long learning skills, such as:

- Building visual-spatial skills;
- Strengthening powers of observation and creativity;
- Improving ability to concentrate, even among children with behavioral challenges;
- Enhancing motor skills such as coordination, balance and agility;
- And developing imagination and a sense of wonder...all motivating factors for life-long learning.



Some of the outdoor areas that we offer on both of our outdoor classrooms/playgrounds and Edible Schoolyard include: a walled & trellised entryway, a climbing/crawling area, an open area for large-motor activities, a music and movement area, vegetable and herb gardens, a greenhouse, flower gardens, butterfly garden, compost piles, a gathering area, nature art areas, a pergola and sitting area, water play areas, sand areas, dirt-digging areas, mud pits, a messy materials area for building, tree stumps, natural

wood balance beams, a covered art studio, and a bike path that flows throughout the playgrounds! We also extend our outdoor exploration by enjoying other areas of our JCC campus. The children enjoy climbing trees, exploring the retention pond, and observing the eco-systems on our property.

Our youngest generation must learn to connect with nature. Our children's future and the world's future depend on it. By making nature an enriching part of the daily lives of children, we are inspiring the next generation of tree planters and environmental stewards. We enjoy working with our children and parents to make real changes in the lives of young children- changes that will make a difference in their lives in so many ways. It is important to teach even our youngest children that our commitment to the natural world enriches and enhances our humanity. We want to encourage our children to explore the world with a sense of wonder and to help them see that they too have a responsibility to care for the world around them!

As part of our ongoing commitment to nature education we are fortunate to have Susan Quick as our Outdoor Educator. Susan serves as a resource for both teachers and students by modeling curiosity, engagement, inquiry, and an appreciation for all that nature has to offer. In keeping with the mission of the preschool, Susan plans a curriculum that is child-centered and developmentally appropriate, providing and selecting materials and instruction outdoors to support and extend the children's indoor learning. As we continue to develop our "Outdoor Classrooms", Susan will plan curriculum opportunities that parallel what teachers are doing indoors, enhancing and deepening the involvement of both the staff and children in our outdoor classrooms.



The Edible Schoolyard at the Weinstein JCC is a place where children, teachers, and families can go to connect to nature, learn hands-on where food comes from, all while enjoying the freshest produce nature provides!

We have developed a robust gardening program where each preschool class has scheduled lesson times with Susan Quick, Outdoor Educator. These lessons complement emerging projects and lessons already happening in the classroom while giving the children and teachers a chance to explore, taste, study, and play in a rich, outdoor environment. Our garden is a diverse environment of fruits, vegetables, flowers, and herbs, where no synthetic pesticides or herbicides are used.



The food grown in the Edible Schoolyard is eaten primarily by the children. Most of it doesn't even leave the garden! Other ways the garden produce will be used are as follows: our on-site food pantry on Tuesday mornings, Kid's Place, and in our snacks during our preschool day.

The children go to the Edible Schoolyard all year. Sometimes, the garden is a wet place. Proper attire is important so children can fully enjoy the garden. **Each child should always have rain boots at school and when it is cold, children need gloves, a hat, and a weather appropriate jacket at school as well.** The children will participate in gardening activities throughout the year; planting, weeding, harvesting, composting, tasting, plant identification, etc. Outdoor Educator, Susan Quick, will guide the children to explore, learn and respect the gardening process while teaching them the importance of sustainable gardening.



Our journey to create beautiful spaces that encourage children to appreciate nature and explore their natural environments will also help them to value their relationship with the world and their communities.

"If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult

who can share it, rediscovering the joy, excitement, and mystery of the world we live in.”

Rachel Carson from her 1956 book- “The Sense of Wonder”

This statement by Biologist and Naturalist, Rachel Carson continues to inspire and motivate our faculty of amazing early childhood educators and reminds us of our responsibility as teachers.



F. CURRICULUM FRAMEWORK

Philosophy and Curriculum Guidelines

To Maintain a Safe and Healthy Physical Environment

- 1. Teacher/child ratios meet the suggested ratios of the National Association for the Education of Young Children and generally provide better supervision than State requirements.
- 2. Teachers conduct a brief wellness check as each child begins the day.
- 3. Rooms, equipment and materials are routinely inspected and kept in clean, working order.
- 4. All educators are trained in appropriate methods of preventing illness and maintaining a safe environment.
- 5. Children are never to be left unattended, and always within sight and sound supervision.

Ratio for Age Groups

WJCC NAEYC & VDOE Ratios

Age	Adult: Child Ratio	Commonwealth of Virginia Licensing Ratios	Maximum Group Size
2	1:6	1:8	12
3	1:8	1:10	14
4	1:8	1:10	14
5	1:8	1:10	14

To Provide a Developmentally Appropriate Program that Offers Children Choices in a Supportive and Stimulating Environment

- 1. Space, routines, materials, and equipment are used as resources for activities that are appropriate to the developmental levels and individual learning styles of the children.
- 2. Activities are designed at appropriate developmental levels to build self-esteem and to encourage curiosity, exploration, and problem solving.

3. All children are encouraged to explore a variety of individual, small and large group options so that they can experience different roles and feel free to experiment with all materials, equipment, and toys.

To Promote the Social/Emotional Development of Each Child

1. The environment is conducive to developing relationships with other children and adults. Cooperation efforts, mutual respect, appreciation of diversity, and shared leadership characterize all activities.
2. Emotional security grows as each child is guided in self-knowledge, self-acceptance and pride in individual accomplishments. Children are also helped to maintain a comfortable separation from their parents as they join in activities that promote a sense of competence and independence.
3. Social skills are developed under the guidance of caring educators helping set the stage for problem solving, cooperative play, and shared responsibility.

To Promote Cognitive Growth

1. Activities involving communication, literacy, math, science, music, drama and art are offered at appropriate developmental levels to foster each child's growth and competence.
2. Children are encouraged to express thoughts, ideas, and feelings as they expand their understanding of the world and to represent these ideas to others cerebrally, graphically, and through dramatic play.
3. Children are encouraged to explore new materials, investigate new areas, and develop confidence in their ability to process and integrate new knowledge.
4. Listening and thinking skills are naturally developed through story reading and conversations. Children are read stories daily and we encourage parents to continue this activity at home.
5. Children are given the opportunity to make choices as they solve problems, join in activities, and plan their day.
6. Children are encouraged to try new foods in a low pressure and fun environment in our Edible Schoolyard and through healthy snacks.

To Promote Physical Development

1. Physical development is promoted through both daily structured and choice activities, such as playground, movement activities and gym.
2. Fine motor development is promoted by the inclusion of manipulative and age-appropriate tools.
3. Children have use of appropriately sized gardening tools, our weaving loom, and other garden implements. They also regularly plant seeds and care for our school garden, all activities that promote fine and gross motor skills.

To develop an understanding of Jewish culture, history, language, a sense of Jewish identity and the teaching of Jewish ethics and values (Pirkei Avot)

Shimon the Tzaddik used to say: "The World stands on three things: on Torah study, on the service (of G-d), and on acts of loving-kindness."

-Pirkei Avot 5:26

- ☆ Children of all faiths are welcome into the Early Childhood Program and are invited to join in our exploration of Judaism that is an integral part of the curriculum. Dawn Kowal, Preschool Judaic specialist visits each classroom regularly and assists the teachers in teaching songs, stories and holiday observances.
- ☆ The children learn songs in both Hebrew and English.
- ☆ The children celebrate every Friday morning in a Shabbat program consisting of songs, blessings and the sharing of challah.
- ☆ Celebration & observance of all Jewish holidays are a large part of our program.
- ☆ The children participate in the ceremony of Havdalah every Monday morning. Observing the end of Shabbat and looking forward to the next Shabbat.
- ☆ The children have many opportunities to learn about the land of Israel and its connection to our heritage.
- ☆ The children participate in the giving of Tzedakah (money for charity) every Shabbat (Friday). On Fridays, children can bring in a few coins to place in the class's Tzedakah box.
- ☆ The children participate in doing mitzvot (acts of kindness). Families are also involved and given many opportunities throughout the year to participate in giving back to our local community and the larger community.
- ☆ The children learn the importance and meaning of many Jewish symbols such as the Mezuzah (prayer affixed to the doorposts), The Magen David (Star of David ☆), Kippah (head covering), Torah and Megillah (Scroll of the story of Queen Esther), Shofar (rams horn), Challah Bread, Kiddush Cup, Shabbat Candles, Havdalah braided candle, and the tallit (prayer shawl).
- ☆ **An Ethical Start™** – Teaching Jewish Values (Pirkei Avot)

Ben Zoma says: "Who is wise? The one who learns from everyone."

Pirkei Avot 4:1

G. AN ETHICAL START™

An Ethical Start™ is based on the book "Pirkei Avot - Ethics of the Fathers". It is an educational program developed to teach Jewish ethics and values to preschoolers through the study of 16 mishnayot (teachings).

An Ethical Start™ was developed by the Jewish Community Center Association (JCCA), and has become a core part of the program.

It is based on the exploration of the text, "Ethics of Our Fathers". An Ethical Start™ is incorporated within our emergent curriculum using specially created books, music and the unique doll *Peer K Explorer*. The Early Childhood Faculty study the text "Ethics of Our Fathers" in order to deepen their understanding of the mishnayot (teachings), share insights into their own interpretations and to study the commentary of other Rabbis and sages. Jewish Educator, Dawn Kowal, as well as local Rabbis, lead the study sessions and mentor the staff through age group and whole group meetings.

The innovative program enhances and deepens family commitment to the learning and practice of ethics and values. The six areas of focus consist of the following values: responsibility, dignity, kindness, community, tradition and respect.

An Ethical Start™ is a groundbreaking way of helping families and early childhood teachers study a classical text and develop a shared vocabulary for raising young children with a respect and understanding of ethics and values.

An Ethical Start™ program is based on an imaginative character, Peer K Explorer™, an animated character and three-dimensional doll, who are our children's "guide," just as Pirkei Avot is our guide to value-based teaching. The multi-media approach encourages interest and peaks learning.

One of the best-known teachings of Pirkei Avot is attributed to Rabbi Hillel, "If I am not for myself, who will be for me? And, if I am only for myself what am I? And, If not now, when?"
Pirkei Avot 1:14

This mishna (teaching) is designed to teach a Jewish definition of the self. Young children can understand that they, and all other people, have innate worth simply by virtue of being human. Children can also be taught through exploration of this mishna that they have choices and that having free will involves taking responsibility for our actions, especially as those actions affect others. What an important concept for our children to understand!

Peer K. Explorer, with his smile, backpack, and special tools, is just the friend to help guide our children in exploring our world, respecting each other, and cherishing every moment. As Peer K. himself would say, "Come and be my partner..." If not now, when?

Rabbi Akiva says: "...the freedom of choice is given..." Pirkei Avot 3:19

H. LEARNING EXPERIENCES

Pottery/Art: The children will have opportunities to work with clay in their classrooms as well as in indoor and outdoor art studios. Mediums such as paint and clay provide an opportunity for the child to experience satisfaction with manipulation, experimentation, and exploration of the medium, and provide outlets for the expression of ideas, feelings and emotions. Activities are open-ended and are process oriented rather than product oriented.

Dramatic Play: This enables the child to re-enact the experiences in their world to understand and explore their meaning. With the help of props such as dolls, hats, and other items, a child may explore being a parent caring for a baby, a doctor giving shots, or an astronaut on the moon. Children can express their new knowledge and use their new vocabulary through Dramatic Play.

Concept Development: Young children are in the process of forming many concepts about their world. The teachers provide experiences in relevant areas of interest to expand each child's knowledge of cognitive skills, language, curiosity, and problem-solving skills.

Large and Small Motor Activities: Climbing, running, pushing and pulling are a few of the large muscle activities encouraged by the availability of slides, balance beams, trees and various climbing apparatus. Activities such as cutting and pasting, art activities, puzzles, and other manipulative materials, provide opportunities for the practice and development of small motor skills.

Music: Opportunities include singing, rhythms, listening, rhythmically moving, experimentation with various instruments, and creation and interpretation of music.

Experiences with Literacy: Provide books, child-dictated stories discussions, puppets, storytelling, and many experiences with printed materials which aid in the child's development and help them learn about the world. Games that enrich and promote phonemic awareness.

Science and Math: Experiences offer the child first-hand opportunities for scientific discovery and an understanding of number and quantity. Such experiences include cooking activities, planting seeds, counting, sorting and numerous others.

Blocks: Provide opportunities for dramatic play, social interaction and cooperative activity, as well as opportunities for perceptual and spatial learning.

Judaics: Children will have daily opportunities to learn about their Judaic heritage through stories, songs, games, art, creative play, and the teachings of Pirkei Avot.

Outdoor Play: Children have daily opportunities to play outdoors on the playgrounds at the Weinstein JCC as well as other natural areas of the property. The playgrounds are designed for climbing, balancing, running, exploring, sliding, and other gross motor activities. In addition, the preschool playground has play stations to enhance outdoor exploration, imagination and children's connection to the natural world. Outdoor Educator Susan Quick will be planning and promoting activities outdoors and indoors that encourage and support children's appreciation of nature. We are outdoors even in the rain and snow, so please dress your child appropriately (See page 15).

Skill Areas:

The following is a breakdown of major skill areas with sub skills listed below.

Emotional/Social Skills:

Building a positive self-concept	Self-care	Expressing feelings	Completing tasks
Accepting consequences	Responsibility	Following directions	Making decisions
Respect the environment	Working in a group	Cooperation	Helping others
Courtesy and good manners	Independent behavior		

Literacy and Language Development:

Asking and answering questions	Dramatizing	Fingerplays	Role playing
Speaking in complete sentences	Classification	Nursery Rhymes	Telling/Describing
Repeating and imitating sounds			

Listening Skills:

Ability to listen to stories	Follow directions	Listen for sequence	Identify sounds
Ability to listen to speaker	Match sounds	Memorize patterns and activities	
Differentiate sounds and tones	Hear likenesses & differences in words and rhythms		

Visual Discrimination Skills:

Recognize shapes, objects, symbols, colors, patterns, letters, numbers	Recall sequence
Recognize likenesses & differences in shape and size	Visual memory

Large Motor Skills:

Jumping	Walking	Running	Skipping	Hopping	Beanbags	Balls
Body Parts	PE Activities		Tree Climbing			

Manipulative and Fine Motor Skills:

Left to right orientation	Hold writing tool	Lacing	Cutting	Handwriting
Knowledge of basic strokes	Small muscle coordination		Recognize & discriminate ABC's	

Art Skills:

Color	Line	Shape	Texture	Form
Opportunity to enhance creativity and for children to represent their feelings, ideas, and knowledge.				

Music and Drama:

Singing	Instruments	Listening	Movement	Role Playing
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Health, Nutrition, and Safety:

How the body uses food	Healthy food groups for growth	Cooking
Safety practices	Gardening & Sustainability	

Math:

Classifying	Comparing	Sorting	Grouping	Counting	Number concepts	Patterns
One-to-one correspondence		Spatial relationships		Shapes	Ordering: first, second, third	

Science & Technology:

Matter	Energy	Air	Wind	Heat	Electricity	Sound
Machines	Living things: plants & animals		Using simple tools and technology to extend learning			
Earth & universe: moon, stars, sun, shadows						

Jewish Studies:

Pirkei Avot – An Ethical Start™	The study of values and ethics for children and families				
Holidays	Symbols	Vocabulary	Prayers	Bible Stories	Songs and dances
Weekly Shabbat Celebrations	Weekly Havdallah Celebration				

Shimon the Tzaddik used to say:

"The world stands on three things: on Torah study, on the service of G-d, and on acts of loving kindness." Pirkei Avot 1:2

I. JEWISH HERITAGE

Practicing Judaism and Jewish traditions are a part of the daily life at the Weinstein JCC. Many basic values of Judaism are incorporated into our activities. These values include respecting human dignity, sharing, showing compassion and learning responsibility, being creative, cherishing the Torah and Eretz Yisrael (Land of Israel). Jewish values are presented at the child's developmental level.

Yehoshua ben Perachya says: *"Make a teacher for yourself, and acquire a friend for yourself; and judge everyone favorably."* Pirkei Avot 1:6

JUDAIC RESOURCE TEACHER

Dawn Kowal is the Early Childhood Judaic Educator. Dawn visits each classroom often and more often as requested by teachers, to present Judaic enrichment activities on themes such as: Pirkei Avot, Shabbat (Sabbath), Tzedakah (giving of money for charity), Mitzvot (acts of kindness) Mezuzah, Holidays, Bible Stories and Hebrew. These activities will be presented through, stories, flannel board, puppets, songs, drama, games, etc. Dawn is a fun, dynamic and enriching addition to our program and instills positive reinforcement of Jewish learning.

Hillel says: *"Do not separate yourself from the community...."* Pirkei Avot 2:5

JEWISH HOLIDAYS

The Weinstein JCC Early Childhood Program is pleased to offer a children's program which is rich in Jewish culture, tradition, and values. The Jewish holidays with all their traditions are an integral and on-going part of the educational program for your child. **See the 3-Year Calendar in Appendix V for Jewish Holiday closings.** We celebrate the Jewish holidays through hands-on sensory experiences, i.e. stories, dramatics, songs, dances, cooking, music, creative art, and special visitors.

Foods appropriate to each holiday are prepared by the children and eaten by the children. Creative art projects decorate the rooms and halls to give a holiday feeling to the entire Center. The music program emphasizes holiday songs in Hebrew and English. Teacher-made and commercial materials and games relating to Jewish themes are integrated into the daily activities.

Shabbat

The Jewish Sabbath starts at sundown every Friday and lasts until sundown on Saturday. It is written in the Torah that G-d created the world in six days and rested on the seventh...giving us Shabbat. In many Jewish homes the tradition of lighting candles and saying prayers to welcome the Sabbath are observed.

Although Shabbat lasts from sundown Friday to sundown Saturday, all the children in our program join together on Friday mornings to celebrate the coming Shabbat. Traditional prayers and Shabbat songs and stories make this weekly program special.

Each preschool classroom celebrates Shabbat on Friday mornings and eats challah (braided bread).

Havdalah

Traditionally, Havdalah takes place on Saturday evenings after sundown. At the Weinstein JCC, preschoolers celebrate Havdalah on Monday mornings. Children sing songs, say blessings, and light the braided candle and smell traditional spices. Havdalah is our way of saying good-bye to Shabbat and welcoming the new week.

Rosh Hashanah

This two-day holiday is the Jewish New Year and usually falls in September. It is a time of personal reflection of our past and future behavior. The children enjoy apples and honey, which are symbolic of hope for a sweet year. We also invite a local beekeeper to lead lessons with the children showing all the ways that bees are important to us and are our friends.

Yom Kippur

This is the most solemn holiday of the year -- the Day of Atonement. It is an adult fast day and a day of prayer. We discuss with the children our ranges of emotions and how we strive to be kind, loving human beings.

Sukkot

The "Feast of Tabernacles" recalls the journey of the Jews from Egypt to the Promised Land when they lived in *sukks* (booths). It is also a harvest holiday symbolized by the *Lulav* (palm branch) and *Etrog* (citron) which are intricate parts of the celebration. We decorate our JCC Sukkah with fruit and greenery, and enjoy our snack inside.

Shemini-Atzeret

This holiday occurs on the eighth day of Sukkot and is considered a holiday in itself. It is a solemn day with special prayers for rain (*geshem*).

Simchat Torah

On this joyous holiday, we complete the reading of our Torah for the year and immediately start reading the Torah all over again. This is a happy holiday for children as they march around the Weinstein JCC singing songs and carrying flags.

Chanukah

"The Festival of Lights" celebrates the Maccabean victory, when brave Judah Maccabee and his small band of followers saved the Jewish Nation from the Syrians. For the eight days of Chanukah, the chanukiah (an eight-branched candelabra) is lighted to recall their rededication of the Temple in Jerusalem and to give thanks for the great miracle of the survival of the Jewish people. At school, we light the chanukiah and say the blessings, prepare potato latkes (pancakes), as well as other traditional activities.

Tu B'Shevat

On Tu B'Shevat we celebrate the New Year of the Trees. The Jewish calendar, with all its holidays, is tied to the cycle of growing things. As Jews, we have a kinship with the trees, especially the fruit trees. Trees are a symbol of life. Children plant trees, as well as collect money for trees in Israel and sample a variety of fruits.

Purim

Purim is the jolliest of all the holidays, commemorating how Queen Esther and her uncle, Mordechai, saved the Jews of Persia from a plot by the Prime Minister, Haman, to destroy them. This day we eat hamantaschen (triangle shaped cookie), which the children enjoy making. During the reading of the Megillah, the children make loud noises by shaking groggers and stamping their feet whenever the name Haman, the villain, is read. The children send shalach manot (gifts) to be shared with friends and the less fortunate.

Passover

Passover (Pesach) commemorates the experiences and ordeals of slavery in Egypt, and the Exodus following them. The Seder is a special family meal. Prayers and songs from the Haggadah (the story of Passover) are read, and certain foods are eaten. The best known of these is matzah, or unleavened bread. Children may participate in *seders* with their class.

Lag B'Omar

This holiday recalls the struggle of the Jews to regain their independence as a Jewish nation. The Romans, ruling Palestine, banned the study of the Torah and Jewish literature. Jews continued to learn and study in secret. They studied in caves and forests under the pretense of hunting and hiking. Today, however, the holiday celebrates Jewish survival. At school, we celebrate with outdoor activities.

Yom Ha'Atzmaut

Yom Ha'Atzmaut is the independence day of modern Israel. We celebrate by learning songs and Israeli dances, hearing stories, and learning about the land of Israel, making Israeli flags and preparing and eating falafel. The children will participate in a "pretend" trip to Israel.

Shavuot

A thanksgiving and harvest festival, also commemorates the giving of the Ten Commandments on Mount Sinai. Known as the "Feast of the Weeks," Shavuot is celebrated seven weeks after Passover. It is a custom to decorate the house with plants and flowers. The green recalls the green mountain of Sinai where Moses received the Commandments, as well as the fruits of the ancient harvest festival.

☆ *More detailed information about your child's classroom activities for these holidays, as well as activities which expose your child to Jewish values, will be sent home in the weekly newsletter and daily communications.*

At the Dora L. Lewis Family and Child Development Center most Jewish and national holidays are observed. While we recognize and respect that some of our families celebrate Halloween, Christmas, Valentine's Day, St. Patrick's Day, and Easter, the Weinstein JCC Early Childhood Program will not observe these holidays.

J. REGISTRATION PROCEDURES

The Weinstein JCC Early Childhood Program does not discriminate on the basis of religion, race, or sex.

REGISTRATION IS DIVIDED INTO THREE SESSIONS - typically in March

Session 1

Registration is open to children currently enrolled in Preschool and to their siblings.

Session 2

Registration is open to new students whose siblings are “graduates” of the Preschool, those children eligible during Session 1, to new students whose families are Weinstein JCC members as of September, 2023 and those enrolled in Camp Ganim, 2024.

Session 3

Registration begins for all students who are NEW to our program.

A waiting list is maintained to fill any openings that become available during the school year.

Waiting lists do not carry over from year to year. Placement of children is at the Early Childhood Director's discretion.

REQUIRED FORMS

All families will receive information about the preschool program before school begins via brightwheel, our communication app for teachers and families. **Included with the information will be a variety of forms to complete and return before school begins.** All personal family and child information is kept confidential in a lockable file. Information will only be shared with the family of the child, designated Weinstein JCC staff, and representatives from Virginia Department of Education (VDOE).

Each student must have on file in the Early Childhood Office before the child enters Preschool the following completed and signed forms:

1. Registration Form
2. Copy of Birth Certificate (proof of age)
3. Other Childcare Previously Attended Form
4. Medical Emergency Authorization Form
5. Permission form (neighborhood walks)
6. Illness Notification form Medical Form signed by physician
7. Discipline Statement
8. Suspected Child Abuse/Neglect Reporting Procedure Form
9. Health Insurance form
10. Health and Safety Information Access form
11. Minor Consent and Release form (Photos)
12. Extremely Important Information About My Child form
13. Developmental form
14. Medical Form signed by a physician
15. Confidential Child Information Form signed by parent/guardian

K. ASSESSMENT OF CHILDREN'S DEVELOPMENT

The teachers will routinely assess the growth and physical, social, emotional, cognitive and language development of each child while attending the Weinstein JCC Preschool using a variety of formal and informal measures such as observations, check lists, anecdotal records and individual assessment scales. The formal assessment tool used at the Weinstein JCC Preschool by our teachers was developed under the

guidance of Donna Peters, Early Childhood Director and representatives from the Early Childhood Faculty. Teachers within their age level meetings have collaborated, trained, and learned to interpret assessment procedures and results. Assessment will occur within the natural setting of the classrooms and playgrounds during the children's ongoing interactions with others, play and use of the materials and planned activities. The information from the assessments for each child, parent feedback and screenings will be integrated with the curriculum goals and planning to support individual learning styles and needs, in addition to overall program improvement.

USE AND PURPOSE OF ASSESSMENT

The assessment strategies used by the preschool faculty is a guide for the classroom teaching team's (teacher and assistant teacher) weekly planning of activities. The information gathered from formal and informal assessments is used to meet the individual child's developmental needs and interests, as well as the overall group. By meeting regularly to discuss each child's developmental progress, learning and the interests of the children, the teaching faculty can identify possible developmental delays and the need for possible early intervention.

* For more information see Supporting All Children in the Classroom on [page 48](#).

By regularly reviewing the assessments/observations of the children, the teachers can monitor and adapt their teaching strategies. The teachers will also use the information from the assessments and related discussions to make suggestions to the Director for classroom/program-wide improvements.

EVALUATION PROCESS

The evaluation process will be used to assess each child's overall development and growth over the course of the school year.

Within the first three months of placement in a class for the school year, the overall development of each child will be formally and informally evaluated using an assessment scale. The same assessment scale will then be used again towards the end of the school year in the spring prior to the child moving to the next age group. Any developmental concerns indicating possible delay determined from the assessment will be discussed with the parents. The teacher will offer the opportunity for parents to share their view of their child's learning and development at home and at school in addition to expressing any concerns about their child or the program.

Whenever an area of significant concern emerges, the teachers or the Director will make recommendations and/or assist the parents or guardians with professional contacts for further assessment.

The content of children's files is confidential and must be kept in a locked file cabinet. It may be shared only with the family of the child, designated Weinstein JCC staff, and representatives from Virginia Department of Education (VDOE) the Health Department, and NAEYC. Written permission must be obtained from the child's family to authorize any other individual to have access.

CLASSROOM ASSESSMENT PORTFOLIOS

Assessment Portfolios, consisting of work samplings, observations, check lists, anecdotal observation, dictations and other methods to assess and record development and abilities, will be kept by the classroom teacher each year for each child and updated regularly during the year. The Assessment Portfolios will be shared with the family at parent/teacher meetings and as requested at other times during the year. The Assessment Portfolios are kept in a locked cabinet in the classroom and may be sent home at the end of each school year. A sampling of the items in the Assessment Portfolios will also be kept in the child's permanent file in the office for review by the staff as needed.

Parents are given the opportunity to provide their input regarding their child's interests, strengths, and abilities emerging at the beginning of each school year on the Family Information Form in addition to prior to and during the parent-teacher meetings. The input from the parents is combined with the other

information to guide the teachers in their planning for activities to meet the individual developmental needs and interests of each child and to determine the effectiveness of their teaching strategies.

METHODS OF FORMAL COMMUNICATION

Methods of formal communication about your child's transition to school, development and learning will be as follows:

- Teachers will make phone calls home after the first few weeks of school
- Parent-Teacher meetings will be held in October (virtually or in-person)
- Written assessments sent home in the winter and spring
- Spring Parent-Teacher meetings (parent or teacher's request)

L. ADJUSTMENT AND TRANSITIONS

ADJUSTMENT TO PRESCHOOL

We are excited to welcome you and your child to the preschool. Below are a few tips for easing your child into the program.

Separation anxiety is a real fear for some children. There are many reasons that children are afraid to leave the parent or to have the parent leave them. There are many degrees of anxiety... from simple clinging, quieter than usual, to tears, or temper tantrums.

The teachers and directors have had a lot of experience dealing with children's adjustment processes and separation anxiety is very common among young children, particularly toddlers and two-year-olds. Parents should not be embarrassed or worried if their child cries when they leave.

When your child enters a new situation, they may feel uneasy. A new place, new people, separation from parent, and the number of other children can all be stressful to a child.

Be sure to bring your child to the Weinstein JCC before they start. It's important for your child to know what we look like and become familiar with the new surroundings.

You can help by not being upset during the first few days if your child clings to you when you leave them. Be sympathetic and understanding. Discuss the experience with your child at home.

TALK WITH YOUR CHILD ABOUT SCHOOL BEFORE THE FIRST DAY

Go through the daily routine, who will be there and what they will be doing. Always stress the fact that one of your child's parents, guardians, nanny or babysitter will always come to pick them up. Tell your child why they are going to school. This should refer to the pleasant things about school, your job, etc. Try avoiding the word "send," for it implies that your child is being "sent away."

As the teacher helps move your child into an activity, they are trained to help ease a child's separation from their parent. Many times, a child will be more likely to get involved with other children with the teacher's guidance. Feel free to telephone Donna Peters (545-8617) or Erin Cole (545-8615) or Tarneshia Evans (545-8616) or Caroline Clark (545-8661). If you have concerns about your child's adjustment or to check on your child, we are happy to assist you in any way we can.

DAILY TRANSITIONS

It is our intention to minimize transitions as much as possible for your children. To create few transitions and to develop warm interactions with their peers and teachers, we try to maintain consistency in the children's child-teacher relationships. Our goal is to have your child keep the same preschool teachers during the school year (September through May).

SAMPLE DAILY SCHEDULES

This schedule is modified to fit the age and needs of the various age groups and should be viewed as a flexible tool since needs may vary from day to day and from month to month. The most important thing in scheduling is being sensitive to the needs of the children.

SAMPLE DAILY SCHEDULE (Specific schedules vary from class to class.) PRESCHOOL PROGRAM

8:00 or 9:00 AM	Arrival – Free play exploration
9:00 - 10:00	Free Exploration: Work and Play Housekeeping Puzzles Dramatic Play – Project Work Arts - Crafts Manipulative games, toys Clean-up
10:00 - 10:30	Snack
10:30 – 11:30	Large/Small Group Activity Music - Movement Games Finger Plays Storytime Language Development
11:30 – 12:00	Outdoor - Free Play Large Muscle Play Equipment Sand Box; Balls Small Muscle: Paint with Water; Play Dough Cooking; Crafts Gardening – Nature Exploration
12:00-12:15	Handwashing and Lunch Preparation
12:15-12:45	Lunch
1:00-2:45	Rest Time/Individual Quiet Activities
2:45-3:00	Handwashing and Snack Preparation
3:00-3:30	Snack
3:30-5:00	Outdoor Play/Exploration
5:00-6:00	Dismissal

M. ADDITIONAL ENRICHMENT PROGRAM OFFERINGS

AQUATICS PROGRAM

The Preschool program offers free swim for the children during the school year. These swim sessions are facilitated by your child's classroom teachers and help the children to gain comfort in the water, learn water safety and help the development of gross motor skills. Children ages three and above ***and toilet trained*** will participate.

As the child engages in these activities, many opportunities occur for social, cognitive, emotional, and physical learning at the child's own level and interest. If you have any questions or concerns about the aquatics program, please contact the Aquatics Director, Myles Phelps at 545-8640 or mphelps@weinsteinjcc.org.

ENRICHMENT CLASSES

The afternoon enrichment program offers a variety of special interest classes for children in our 3- and 4-year-old program. These classes are offered in addition for children in our Half or Full Day Preschool program. Registration for these classes takes place three times during the school year. A description of the classes and fees will be sent home before each fall, winter, and spring session. Registration begins as soon as the information is distributed. You may confirm your child's registration status by calling the appropriate Weinstein JCC department (e.g. Preschool, Sports, Dance, Aquatics, etc.). **To ensure that your child gets to the class, parents must inform the preschool teacher in writing of their child's schedule.**

Parents must sign a waiver giving permission for their child to leave the Licensed Child Care Development Center and participate in the class.

N. PARENT INVOLVEMENT

EARLY CHILDHOOD COMMITTEE (ECC)

The Early Childhood Committee is the representative arm of the Early Childhood Department within the Carole and Marcus Weinstein Jewish Community Center. It is responsible for informing policies, reviewing standards, and exploring new challenges. The major goal of this committee is the achievement and maintenance of the highest possible standards for preschool education.

The Committee is composed of parents with interest in these areas along with professional faculty representatives. The Early Childhood Committee is a unique gathering of concerned individuals ready to tackle problems and serve the needs of its members. From teacher appreciation events to holiday programming to NAEYC accreditation -- it's a rewarding experience for all! Meetings are typically held on one Wednesday of each month at 7:30pm. If you are interested in joining the EC Committee, please call EC Director, Donna Peters at 545-8617.

PARENT GROUP ASSOCIATION

The Parent Group Association (PGA) is a branch of the ECC responsible for early childhood fundraising and community service projects. Its leadership coordinates activities which help the Early Childhood Department raise funds to enhance facilities and programming. The association is comprised of parents of preschoolers along with professional staff representatives.

Programs and events such as School Photographs, Plate Project, and Hamantaschen Café, are examples of the direct responsibilities of the PGA. The PGA and Early Childhood Committee work closely together to provide enriching, high quality experiences for our children. If you are interested in volunteering with PGA Projects, please contact Caroline Clark at 545-8661 or cclark@weinsteinjcc.org.

PARENT MEETINGS AND WORKSHOP SESSIONS

Parent meetings and workshops dealing with child development and related issues will be scheduled throughout the year. Details will be publicized prior to each event.

Attending classroom meetings, Open House, Parent Socials, Back-To-School Night, etc., are important ways in which you can become involved in our school, virtually or in-person. Sharing knowledge about goals, curriculum, classes, and children all help to enhance your understanding of our Early Childhood Program.

PARENT/FAMILY SOCIALS

As a way to help build positive and meaningful relationships between home and school, each preschool class will plan at least 2 Family Socials during the school year. Room Parents will help plan with the teachers and carry out class socials. Socials will be with the teachers, parents, and children.

The class socials are great opportunities for parents to get to know one another and to strengthen relationships with their child's teachers.

ROOM PARENTS

Room Parents assist in communicating information to parents within the class, help with special activities and school events, and other services requested by the classroom teacher. **Room Parents also take turns attending monthly ECC meetings as parent representatives for the classrooms.** If you are interested in helping in this capacity, please inform your child's preschool teacher.

O. HOME - SCHOOL COMMUNICATION

We believe that direct, effective communications are at the heart of a stimulating, safe, caring program for young children. If you have concerns about day-to-day operations, the program, or your child's care, please feel free to discuss them with staff or the departmental directors.

The Early Childhood Department will make every effort to work with families that speak a language other than English in the home or are bilingual. If needed, a teacher that speaks fluent Hebrew or Spanish can join in with the teacher or director for the enrollment process, parent-teacher conferences, and other meetings as needed. If you need written materials in a language other than English, please let the Directors know and every effort will be made to provide these materials.

There is typically at least one Hebrew and Spanish speaking teacher on our faculty that can assist a child as needed.

Families that speak languages other than English are encouraged to share with the teachers simple words and phrases to use in conversations while the child is in our care.

MESSAGES FROM HOME

All important messages (a change in schedule, a different person picking up your child, child going with a friend, etc.) **MUST BE IN WRITING, DATED, SIGNED, AND GIVEN TO THE TEACHER OR EMAILED TO TEACHERS AND ADMINISTRATIVE STAFF.**

Please let us know when something is happening which may have bearing on your child such as: a projected move, birth, death, separation, etc. Having this information will enable our staff to better understand your child's feelings and behavior when they may not be able to adequately explain their feelings.

MESSAGES FROM SCHOOL

Many important messages from the Early Childhood Department will be sent home via brightwheel and e-mail. Please read each note and email. These are all designed to keep you informed about your child, their school program, Weinstein JCC activities, and community activities.

NEWSLETTERS

A school newsletter will be sent home via the messaging portion of our brightwheel App on Thursdays. We urge you to read the newsletter as it contains news pertinent to what is going on in your child's classroom and the school.

BRIGHTWHEEL

Teachers will send photos throughout the week to you via our brightwheel App and will send a class newsletter weekly via the messaging portion of brightwheel. Units of study, projects, and special events are explained. Please read your newsletters carefully to learn more about your child's experience in their preschool classroom.

PARENT - TEACHER MEETINGS

Meetings, virtual or in-person, with the teacher will be scheduled in the fall to discuss your child's development and progress and to continue developing the parent/teacher relationship. The teachers will review the informal and formal assessments pertaining to your child. Teachers will be glad to schedule additional conferences at mutually agreeable times. Both parents and guardians are encouraged to participate in parent-teacher meetings. These meetings provide opportunities to understand the uniqueness of your child and to get an in-depth view of your child as part of a group. It is an essential give-and-take experience, which helps teacher, parents, and children.

PROGRAM EVALUATIONS

Each year a questionnaire about the Weinstein JCC Early Childhood Program is sent home to parents. This will give parents an opportunity to objectively comment on our program and faculty. We welcome your input! After every preschool enrichment class, evaluation forms are also sent home to gather your feedback.

A report of the annual evaluation findings will be shared with families, faculty, and the EC Committee. The results of this report will be used as the basis for continuing successful activities and for changing those that need improvement.

PARENTAL CONCERNS

Parental concerns about happenings in the Weinstein JCC Early Childhood Program should be directly expressed to the classroom teacher. If concerns are not addressed satisfactorily, parents are encouraged to contact the Early Childhood Director, Donna Peters or Director of Operations, Erin Cole. If concerns still exist, parents should contact the Weinstein JCC CEO, Orly Lewis. Parents are always welcome to contact the chairpersons of the Early Childhood Committee to discuss any questions, concerns, or suggestions about the preschool and childcare program.

P. ORIENTATION OPPORTUNITIES

LETTERS OF WELCOME FROM THE TEACHERS.

Prior to the start of preschool, the children will receive a letter from their teachers introducing themselves. The teachers may request specific items to be brought to school during the evening Open House to promote a positive connection between home and school, beginning on the first day of preschool or Meet and Greet.

Items To Be Left At School

Please bring the following items prior to the first day of preschool. These items are to be left in the Preschool classroom. **Please label them.**

- A complete change of clothing - shirt, pants, underwear and socks
- A smock for painting

- A box of tissues
- A box of diapers and wipes (for 2-year-olds, if necessary)
- A box of wipes (all ages)
- A toothbrush (optional)
- Outdoor gear: rain boots, hat, gloves, jacket, coat – depending on weather and season!
- A cot-size blanket (crib size fits nicely) – for those enrolled in Full Day Preschool

Label All Belongings, Including Box of Diapers.

PRESCHOOL PARENT ORIENTATION – Tuesday, August 16th, 6:00 p.m.

A Preschool Orientation will be held in August before the new school year begins. New and returning parents are encouraged to attend (without children). Early Childhood Administrators, Childcare Coordinator and Specialists will review Child-Centered philosophy, Nature Education and Gardening, Schedules, Policies, procedures and transitions.

MEET THE TEACHER NIGHT – Thursday, August 31 at 5:00pm

This program provides an opportunity for parents (without children) to learn about our inspiration of the Reggio Emilia Approach, An Ethical Start™ and to go to their children's classroom and meet with the teachers. At this time, each teacher's goals, classroom schedules, policies, and activities will be thoroughly explored with the parents. **This is a very important meeting for all parents to attend either virtually or in person!**

PRESCHOOL FAMILY FUN DAY– Date TBA

Typically, the Early Childhood Department sponsors a fun family event in early fall. Parents can bring a picnic dinner to enjoy on the preschool playgrounds. Refreshments and dessert are provided by the EC Department. It is a great opportunity to meet other families and children and most of all a whole lot of fun in a casual, comfortable environment.

Q. EARLY CHILDHOOD FACULTY

Weinstein JCC's Early Childhood Department is staffed by administrators specially trained in early childhood education. The faculty is sensitive to the needs of children and families and committed to quality Jewish education. Faculty meets regularly to plan programs, discuss curriculum, and share and exchange ideas. Guest speakers often enhance learning at these sessions. These meetings provide an ongoing opportunity for Faculty to assess and evaluate activities and to ensure that the Early Childhood Program truly and effectively enriches the lives of our children and families. The Faculty earns a minimum of 26 hours of training in early childhood education and child development each school year as required by State Licensing and NAEYC Accreditation.

Early Childhood Faculty is hired based on academic experience, knowledge of early childhood development, and/or experience in related fields. The Early Childhood Administrators hire and supervise staff.

All teaching faculty understands and uses the ethics guideline as stated in NAEYC **Code of Ethical Conduct and Statement of Commitment.**

TEACHER-MENTOR PROGRAM

Every new teacher hired in the Early Childhood Department is matched up to a senior staff teacher who acts as their mentor for the year. They meet on a regular basis to review policies, procedures, schedules, child-centered philosophy, classroom management, documentation, questions, etc. The peer mentor system is a highly successful way to transition a new teacher into our programs. The teacher-mentor program has been developed by the EC Director specifically to meet the needs of the Weinstein JCC's preschool teaching faculty and the preschool program. The mentor teachers are trained by the EC Administrative team as to their role and responsibilities.

JEWISH LEARNING MENTOR

Dawn Kowal, the EC department's Judaic Educator sets up regularly scheduled meetings with all new faculty to review Jewish holidays and the curriculum of An Ethical Start™ program. This is a wonderful opportunity to understand our Jewish education programs. There is a lot to learn, and Dawn plans small and large group meetings to meet the needs of the new staff.

* By providing mentor opportunities, the teaching faculty feels more comfortable, confident and supported.

R. EARLY CHILDHOOD ADMINISTRATIVE STAFF AND HOURS

The administrators are available during school hours to talk with you about the program, your child, and opportunities for parent involvement in the Early Childhood Program. Occasionally the administrators may be out of the office. During these times, you may leave a message with Tarneshia Evans, Director of Education or Caroline Clark, Early Childhood Administrative Assistant. Departmental directors will handle your message promptly.

Donna Peters: (804) 545-8617 or dpeters@weinsteinjcc.org

Erin Cole: (804) 545-8615 or ecole@weinsteinjcc.org

Caroline Clark: (804) 545-8661 or cclark@weinsteinjcc.org

Tarneshia Evans: (804) 545-8616 or tevans@weinsteinjcc.org

HOURS OF OPERATION

The Dora L. Lewis Family and Child Development Center is open Monday through Friday, 8:00 AM until 6:00 PM. Children may register for the following time periods.

8:00 AM – 9:00 AM	-----	Early Morning Care
9:00 AM – 1:00 PM	-----	Half Day Preschool
9:00 AM – 5:00 PM	-----	Full Day Preschool
5:00 PM – 6:00 PM	-----	Extended Day

S. PROGRAM POLICIES

MEMBERSHIP ACCESS CARDS/ID BADGES

Our security system protects our children, parents, and faculty. Each family will be issued membership access cards. New families may pick up new cards at the Check-In Desk in the main lobby of the Weinstein JCC. If you need to replace a lost or broken card or want an extra card, there will be a charge of \$ 10.00 per card. For security reasons, parents and guardians must always have their JCC ID badge/access card with them or they will not have access to the EC program.

ADDRESS, TELEPHONE, WORK CHANGES

All changes in family address, telephone number, or work location **must** be reported promptly in writing to the Early Childhood Department. ***Emergency telephone numbers must also be kept current and will be updated quarterly.***

FEES - PAYMENT, FINANCIAL ASSISTANCE, LATE CHARGES, ENROLLMENT CHANGES, REFUNDS

A non-refundable \$225 registration fee for preschool must accompany each child's application. Weinstein JCC membership is a prerequisite. 2023 – 2024 membership dues and other program fees must be paid in full prior to acceptance to the Early Childhood program *unless a payment plan has been confirmed with the Weinstein JCC Accounting Department.*

Financial Assistance

Limited funds are available for scholarship assistance. Assistance is provided based on a family's financial situation and scholarship funds available at the time. Applications for scholarship assistance must be submitted at registration in the spring of each year. All available assistance will

be distributed at this time. The scholarship process is highly confidential and processed jointly with Jewish Family Services. Contact Andrea Costanzo for more information at acstanzo@weinsteinjcc.org.

Late Charges

Preschool ends at 1:00 PM for Half Day Preschool, 5:00 PM for Full Day Preschool, and 6:00 PM for Extended Day. Please be sure to pick up your child on time. Children truly enjoy their preschool experiences when they know their parent or carpool will arrive at the appropriate and consistent time. **LATE PICK-UP POLICY AND LATE FEES – SEE APPENDIX VIII**

If you are unexpectedly late, please call the preschool and let us know when you will arrive. **Your call does not negate late charges.**

Enrollment Changes

The Early Childhood Department strives to offer a variety of options in your child's yearly schedule. We have found that the number of changes a family makes during the year has increased significantly. This has made it difficult to budget appropriately with additional work created for the Accounting Department. Please give serious thought to you and your child's needs when signing up for programs and classes.

Termination Of Service

Service at the Dora L. Lewis Family and Child Development Center may be terminated in several different ways:

1. Parents may voluntarily withdraw their child with written notification. Parents are responsible for payment for ninety days after the child's last day unless the space can be filled.
2. Service will be terminated because of non-payment of fees.
3. Repeated violations of rules and policies may lead to termination of service. For example, parents who repeatedly send an ill child to school or who are habitually late to pick their child up will be refused further service.
4. If it is determined by the professional staff of the Center that the child is not benefiting from the program or if we are unable to meet their needs due to medical or behavioral concerns, then service may be terminated.
5. When possible, parents will be given two weeks advance notice of the termination date.

Refunds

Parents are to notify the Early Childhood Director in writing if they are planning to withdraw their child from preschool. Families are responsible for payment of 3 months of service from last day of attendance from Preschool when withdrawing from program, as stated on your preschool application. The \$225 registration fee for preschool is non-refundable.

Vacation and sick credits will not be given for 9-month or 12-month enrollees. For twelve-month enrollees, a vacation credit has already been provided in the fee schedule. **Should your child be absent due to illness, injury or special event, fees cannot be refunded.** In order to provide services, faculty is hired by the year and the expenses are incurred whether or not all the children are present each day. Participants must pay the operating costs of the services. There are no make-ups for absences.

T. ARRIVAL AND DEPARTURE PROCEDURES/POLICIES

To ensure the emotional safety of your child at the start and end of their time in our care each day, it is important that each child is dropped off and picked up as smoothly as possible. For that reason, we have several procedures which will help you and also help our faculty to be certain that your child is safe and secure. Please help us by making sure that you are familiar with the following policies:

Please bring your child's carpool/pickup card to arrival and dismissal each day. This card lists their name and room number and helps us keep the line moving smoothly.

INDIVIDUAL ARRIVAL

Preschool hours are 9:00 AM to 1:00 PM (for Half Day Preschool) or 9:00 AM. to 5:00 PM (for Full Day Preschool). Children enrolled in Early Morning Care may arrive from 8:00AM to 9:00AM. If children arrive before these times, parents are required to remain with them until preschool begins. If your child arrives at school after 9:10 AM, please enter the JCC through the main lobby doors and enter the preschool through the glass doors from the main lobby to drop your child off at their classroom.

1:00 PM CARPOOL DEPARTURE

Cars must pull into the Preschool driveway where the children will be brought to the car at 1:00 PM. Each will be given a number. Your carpool tag must be hanging from the rearview mirror. We will send the carpool numbers home on the first day of school or at your child's Meet & Greet. **Please turn your vehicle off when you are waiting in the carpool lane. Idling cars are not permitted.**

The policy for release of children is as follows:

- Have your child's drop-off tag. We will send the tags home on the first day of school or during your child's Meet & Greet. Each family will receive carpool tags specific to their family at the beginning of school. Please notify Caroline Clark in the EC Office (545-8661) if you need replacements or additional tags.
- A child is released only to a parent or adult designated by the parent in writing (on emergency card or letter written by parent).
- If there is a change in the child's normal pick-up procedure, parents MUST send an email or a signed note informing us who is picking up the child.
- If a person authorized to pick up a child is unknown to the faculty, we will ask to see the person's driver's license in order to match their name.
- If a parent calls to authorize the emergency release of a child, the Weinstein JCC will do their best to verify that the caller is actually the parent.
- Please be on time to pick up your child at his / her scheduled departure time. Children may feel anxious and worried when they are not picked up promptly. If an emergency situation arises and you will be delayed, please call the Early Childhood Office so we can provide appropriate care for your child.

AFTER HOURS PICK-UP POLICY

We do not maintain staffing beyond 6:00 p.m. If a parent does not pick up a child before the Weinstein JCC Early Childhood Program finishes the day at 6:00 p.m., the following action will be taken. Each parent and emergency name provided for the child will be contacted. If we are unable to reach any of the emergency contacts, we will use our best judgment to provide appropriate care. **If the situation requires outside intervention, we will contact Child Protective Services.**
If a child is frequently picked up late, this can be a reason for termination of services.

***PLEASE READ LATE PICK-UP POLICY AND LATE FEES AFTER 5:00 P.M.-**

APPENDIX VII

U. HEALTH – ILLNESS – ACCIDENTS – MEDICATION PROCEDURES & POLICIES

After your child has been ill, it is important to adhere to the following guidelines when determining whether or not your child is ready to return to school.

Health And Sickness Policy

Parents should notify either Caroline Clark at cclark@weinsteinjcc.org or Erin Cole at ecole@weinsteinjcc.org if their child will be absent. We are concerned about the health of every child in our program. To ensure the well-being of all children in our camp, we strictly enforce the following policies:

We are concerned about the health of every child in our program. To ensure the well-being of all children in our school, we strictly enforce the following policies:

The Early Childhood Department defines a temperature at or exceeding 100°. A fever is not the only indication of illness. It is unfair, not only to your own child who is not feeling well, but to the other children and teachers who may become infected when a sick child is at school. Thickly running noses (green discharge may indicate infection), diarrhea, vomiting, signs of conjunctivitis, and any communicable disease are conditions that must exclude a child from the program. If we feel that a child is not well enough, the parent(s) and/or emergency contact person(s) (if necessary) will be called to come to take the child home. When called, you (or an alternate emergency person) are expected to pick up your child immediately.

There are no exceptions to this rule.

In some cases, following a serious illness, a doctor's release may be requested before the child returns to school.

If your child is not well enough to play outdoors, they should be kept at home. Outdoor play is an integral part of the day's program, and the children go outdoors daily. Take the weather into account when dressing your child for school. Layering your child's clothing is desirable, so he or she may adjust clothing to maintain a comfortable body temperature.

A child who has a fever over 100° or is otherwise ill (vomiting, pain, diarrhea, frequent coughing, excessive nasal discharge, signs of conjunctivitis, etc.) should be kept at home. If a child becomes ill while at camp, parents will be notified so the child can be picked up and taken home. **When called, the parent, (or an alternate emergency person), are expected to pick up the child within the hour. There are no exceptions to this rule.** The child will remain with the child's counselor or other familiar caregiver until a parent or guardian arrives to take the child home. Children without visible symptoms may also be sent home if it is determined the child clearly is not feeling well (lethargy, severe pain, general malaise). Parents of children with chronic symptoms of colds, coughs and allergies including significant mucous, may be asked to have their child checked by a physician to rule out any infection.

Bringing a child with any of these symptoms to the Weinstein JCC usually causes other children to get sick. ALL parents can help by keeping sick children at home. Everyone's children - including their own will be sick less often.

***Refer to Covid-19 Protocols (page 38) for guidelines about Covid-19 protocols, quarantine guidelines, and return to school policies.**

- 1. Mood, appetite, behavior and activity are again normal.**
- 2. No fever for 24 hours or longer (without medication).**
- 3. Antibiotics (if prescribed) have been used for a full twenty-four hours.**
- 4. Vomiting, diarrhea cleared for 24 hours (without medication).**

5. Frequent coughing, excessive nasal discharge resolved.

6. Pain (earache, cramps, headache, etc.) resolved.

*** If these conditions are not met, you will be required to pick up your child immediately.**

When called, the parent (or alternate emergency person) is expected to pick up the child within the hour. There are no exceptions to this rule. The child will remain with the child's teacher or other familiar caregiver, separate from their classroom until a parent or guardian arrives to take the child home. Children without visible symptoms may also be sent home if it is determined the child is clearly not feeling well (lethargy, severe pain, general malaise). Parents of children with chronic symptoms of colds, coughs, and allergies, including significant mucus, may be asked to have their child checked by a physician to rule out any infection.

Bringing a child with any of these symptoms to the Weinstein JCC usually causes other children to get sick. ALL parents can help by keeping sick children at home. Everyone's children, including their own, will be sick less often.

CONTAGIOUS DISEASES

Parents will be notified if their child is exposed to a potentially contagious disease while at school. Likewise, parents should notify the school if their child has been exposed to, or has a contagious disease, such as Covid, conjunctivitis, head lice, ringworm, chicken pox, etc.

Vomiting

If a child vomits, they will need to be picked up from program. The child must be free of vomiting for 24 hours prior to returning. If a child has acid reflux, or another condition causing vomiting, a doctor's note should be submitted.

Diarrhea

If a child has more than one bout of diarrhea in a day, they will need to be picked up from the program. The child may only return to the program after 24 hours being free of diarrhea and off any medication. If a child is having diarrhea due to an antibiotic or other condition, then a doctor's note should be submitted in order for the child to return. Please assess your child each morning to determine if he or she is healthy enough to attend school. Observe whether he or she will be able to function within the school environment and please use your best judgment. Teachers will continue to assess the children's health throughout the day and will contact the parents if a child's status changes. Our goal is to keep the children and staff as healthy as possible!

Head Lice

Head Lice are small insects, about the size of a sesame seed, that live on the scalp and feed by sucking blood. Often found in the hair, behind the ears and on the back of the neck, head lice cause severe itching. They may also live on the eyebrows and eyelashes of humans. Eggs take about 1 week to hatch. To live, adult lice need to feed on blood. If the lice fall off a person, then they will die within 2 days. The adults' life span is approximately one month, and eggs can survive on clothing for a month.

Anyone can get head lice. You can catch head lice by coming in direct contact with an infested person's head or with personal belongings such as combs, brushes, and hats. Head lice can spread if lice or eggs remain alive on the infested person or clothing. Itching of the head and neck is common with head lice.

Head lice are diagnosed by the presence of adult lice or eggs. Lice may be difficult to see. They are most seen at the nape of the neck and behind the ears. Nits (eggs) may be seen as specks "glued" to the hair shaft. Nits range in color from yellow to grey.

A person infected with head lice can be treated. Medicated shampoos or crème rinses kill lice. Some medications also kill nits. Permethrin-based medications (such as Nix) are the treatment of choice and may be purchased over-the-counter. Follow package directions closely. Removal of Nits is recommended in addition to proper medication. Fine toothed combs are available to help remove nits from hair. A second course of therapy is sometimes needed.

Infestations can be prevented:

Avoid physical contact with a person who has lice. Do not share combs, brushes, hats, scarves, ribbons, or other personal items. Household members and close contacts of a person with head lice should be examined and treated if they are infested.

For your convenience, the following are some lice removal services in the Richmond Area:

- Thenitfairies.com - 804-385-0793
- Licehappens.com - 804-836-2243
- licedoctors.com - 804-396-2193

COVID-19 Policy

Creating a safe and healthy environment for your children and our staff is our highest priority and we are continuing to take precautions to help our community stay safe and healthy. In addition, we are asking you – our parents – to partner with us by adhering to health guidelines, and to have open, honest communication and patience.

If there is a confirmed case of COVID-19 in a classroom within the EC Department, the ill person will be sent home following proper protocols.

- Regardless of vaccination status, if you are exposed to COVID-19, you are NO longer required to quarantine.
- The EC Department will communicate quickly and transparently.
- If a child tests positive for COVID-19, they must adhere to the following protocols:
 - A child must stay home for a minimum of 5 days **AND** they have not had a fever for at least 24 hours without medication.
 - **Children may return on day 6 after they have tested positive if they have negative test results from a RAPID test on or after day 5 and are fever free.** If they do not test negative before their 10-day isolation ends, then they may return to school on day 11 after their positive test results.
 - Parent/guardian should call their physicians' offices if they have any concern about the severity of symptoms.
- For illnesses that have been medically cleared as **non**-COVID-19, please follow our regular sick policy and protocols when determining whether your child is ready to return to school.
 - Mood, appetite, behavior, and activity are again normal.
 - No fever for **24** hours or longer (**without medication**).
 - Antibiotics (if prescribed) have been used for a full **24** hours.
 - Vomiting, diarrhea cleared for **24** hours (**without medication**).
 - Frequent coughing, excessive nasal discharge resolved.
 - Pain (earache, cramps, headache, etc.) resolved.

UNDER-IMMUNIZED CHILDREN

As required by the Virginia Department of Education (VDOE) and NAEYC, parents must provide documentation that the child has received the immunizations required by the State Board of Health before the child may attend school. In the case of a child under-immunized because of a medical condition, supporting evidence must be provided by a licensed health professional; and in the case of a child under-immunized because of religious beliefs an affidavit on Virginia Department of Social Services "Certification of Religious Exemption" form must be provided by the parents. Program staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

CHILD PROTECTIVE SERVICES

As required by law, all cases of suspected child abuse or neglect will be reported to Child Protective Services. Staff report any suspected case of child abuse or neglect immediately to the EC Director and/or Assistant Director. They will determine whether to call Child Protective Services.

ACCIDENTS - EMERGENCIES

In case of a medical or dental emergency we will contact parents immediately. At least one staff member who is certified in First Aid and Cardiopulmonary Resuscitation is always present at the Weinstein JCC. Should emergency action be needed, staff will provide immediate care; call EMS (911), call the parent and the child's physician. **Bon Secours St. Mary's Hospital is our primary site for emergency care.** If needed, a staff person will accompany the child and EMS to the Hospital with necessary Emergency Medical Forms – individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions that require medication or technology support) should be on file with the teacher.

Staff will contact you when your child receives any minor injury that requires more than “a hug and a kiss” so you will be aware of the incident. If we do not reach you by phone, a note will be sent home reporting the nature of the accident as well as the first aid given. These incidents will also be logged in our “bump book” as required by State Licensing, located outside the Preschool kitchen.

ADMINISTRATION OF MEDICATION TO CHILDREN

If a child requires medication during the day, parents should deliver the medication directly to the preschool office, along with a completed Written Medication Consent Form/CARE PLAN which may be obtained from your child's teacher. **To ensure the safety of all children, NEVER leave medication in the child's backpack or lunch box.**

Only staff that has attended the Medication Administration Training provided by an approved trainer for the Virginia Department of Licensing will be allowed to give medicine.

Prescription medications will be administered only when medication is in the original container with original prescription label, with the child's first and last name, date prescription was filled, directions on how to administer and store medication, and physician's name, and the name and strength of medication along with the Written Medication Consent Form/CARE PLAN (See Appendix III) completed by your child's Physician.

Other Over the Counter medications

Except as provided with respect to First Aid Medications above, all other OTC medications such as Children's Tylenol, Benadryl, Dimetapp, allergy medications, etc. – provided by parents – will be administered **ONLY** when medication is in the original container with the child's first and last name along with the Written Medication Consent Form/CARE PLAN (See Appendix III) completed by your child's Physician.

No medication will be administered to a child without a completed Written Medication Consent Form/CARE PLAN. Staff will document each dose of medication given and will always keep all medications inaccessible to children. It is the parent's responsibility to retrieve the medication at the end of the day or at the end of the school year.

- Written Medication Consent Form/CARE PLAN is only good for 12 months and must be updated at the end of 12 months if child still needs medication at school, i.e. albuterol, nebulizer, epi-pen.

Sunscreen Application

Please apply sunscreen on your child **every day before arriving** to Preschool and/or camp. If you would like sunscreen reapplied during the preschool/camp day, please:

1. Send in the original sunscreen container.
2. Label the container with your child's name.
3. Be sure to fill out on brightwheel the sunscreen form giving permission for your child's teacher/counselor to apply sunscreen on your child.

MAINTAINING A HEALTHY ENVIRONMENT

See Appendix II (Guidelines for Hand Washing).

The classroom floors, carpets, and bathrooms are cleaned and disinfected by the housekeeping staff on a daily basis each evening. The carpets are cleaned on a monthly schedule in the preschool classrooms and sooner if needed. Teaching staff disinfect the classroom tables, furniture, sinks, faucet and toilet handles and other areas of the classroom on a daily basis and as needed throughout the day. Toys in the two-year rooms and mouthed items are washed, rinsed, disinfected, and left to dry or washed and dried in a mechanical dishwasher daily. Washable toys, pillows, scatter rugs, etc. in the preschool classrooms are washed on a regular basis.

Using the model of Integrated Pest Management, the Weinstein JCC makes every effort to prevent children from being exposed to pest and pesticides. While pesticides protect children from pests, such as insects, rodents and weeds, under some circumstances the pesticides may also pose a hazard to children and staff, pest control practices will involve a variety of non-chemical and chemical methods.

A licensed exterminating company treats the classrooms, kitchen, and playgrounds with pesticides for common household pests on a quarterly basis or as needed. The treatment is always done after school hours and under the supervision of a staff member. Further information about the pesticides and treatment schedule can be obtained from the Facilities Manager, Eric Schultz at (804)545-8646.

The entire Weinstein JCC and playgrounds are smoke free.

All rooms that the children use are heated, cooled and ventilated to maintain room temperature and humidity level. Facility systems are maintained in compliance with national standards for facility use by children.

V. BEHAVIOR MANAGEMENT ISSUES

DISCIPLINE POLICY

Faculty encourages developmentally appropriate independence in children by using positive techniques of guidance, including redirection, anticipation and elimination of potential problems, positive reinforcement and encouragement rather than comparison or criticism. Faculty abstains from corporal punishment or other humiliating or frightening discipline techniques. Examples of inappropriate types of discipline include: shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, pulling arms, hair or ears, and/or forcing a child to sit/stay down – except when restraint is necessary to protect the child or others from harm to control a child's behavior.

Persistent refusal to cooperate in cases of biting and inflicting bodily harm to other children results in use of a calm down time. Consistent clear rules are explained to the children and understood by the adults. Discipline means teaching not punishing. The faculty will be proactive regarding discipline.

For all children, the environment must be safe, positive, and promote growth in development. The Weinstein JCC Preschool's goal is to limit the use of exclusionary measures. All concerns regarding the child

will be communicated to the parent along with a plan developed with the parents, teachers, inclusion team, and administration as to what will be done in the future to encourage positive behavior and relationships. If behavior issues become to overwhelming, or unsafe for the child, other children, or a faculty member, the child's parents will be contacted immediately and the parents may be asked to pick up their child as soon as possible. Exclusion may be an option if this behavior continues. These measures are not considered until all other options have been exhausted. If it is agreed that expulsion is the best option, the preschool will recommend services and alternative placements to the family. The preschool does not use seclusion as an exclusionary measure. We comply with all federal and state civil rights laws.

DISCIPLINE STRATEGIES

- A child needs time to calm down – faculty will try to get the upset/angry child to take deep breaths and relax. Offer to go for a walk, get a drink of cold water. This is a chance for the child to regain composure and rejoin the class.
- A child has behaved inappropriately and been warned of cool down option. Child may be seated in a chair, or offered to go to a quiet, calm down area, always with or near the group of children for a few minutes (2-4 minutes). If the faculty member dealing with the child says (for example): "We do not use our hand to hit. I have asked you to stop – you need to go and relax for a few minutes." The faculty member walks the child to the chair or couch that is still near the group and in direct vision of the teachers. After the allotted time, the teacher goes back to the child and reviews the situation briefly. The child always gets a "new chance" and joins the class again.
- If the child is experiencing a temper tantrum or is not changing their behavior in an appropriate way the teacher may choose to receive help from the Inclusion/Support Staff or EC Administrators. Parents will be notified when behavior gets to this extreme. A parent conference may be deemed necessary.

BITING POLICY

Many pre-verbal children go through a time of biting. They bite for several reasons. 1) they find the impulse to bite is a natural defense when cornered, not having yet mastered more refined ways of defending and protecting themselves and their wants. 2) the immediate effect of the bite may be so gratifying to the biter, both sensually and dramatically that, for a time, the biter may resort to biting repeatedly.

We recognize that biting, while it may not be acceptable, is normal and natural for toddlers and not unusual for two-year-olds and preschoolers. It frequently occurs in groups of children just on the verge of fluent language. Our policies concerning biting:

1. Faculty will carefully monitor children.
2. Faculty will model appropriate gentle behavior and pre-social play, encouraging children to use words.
3. When a biting incident occurs:
 - a. Faculty will quickly respond with a clear message to the biter: "No! I won't let you bite. Biting hurts!" Tone of voice, body language, and facial expression all will clearly express disapproval. Faculty will recognize the biter's feelings: "I know you are angry, but I can't let you bite."
 - b. Faculty will comfort the "bitee" with ice, a Band-Aid (if necessary), and TLC until the child is ready to return to play.
 - c. Faculty will suggest alternatives to biting behavior as appropriate for the age of the children. "Next time, say NO!" The seriousness of the incident may need to be reinforced: "No! It's not funny. Biting hurts. No biting."
 - d. Parents of both children involved in the incident will be notified. Biting can be a part of the young child's normal developmental process. We take a proactive, rather than a reactive approach. Each biting situation will be handled in the manner outlined above. We will not discuss personal information with any parent about another child. Biting is a

frightening but normal part of most children's development, and we ask you to trust that each biting incident will be handled in a developmentally appropriate and professional manner.

- e. **If the biting behavior is not improving or placing others at too high of a risk, termination might be an option discussed with the parents.**

W. Children's Clothing and Outdoor Play

Children should be dressed in comfortable and washable clothing. Clothing which is easy to put on and take off encourages independence at toilet time. Please be aware that children should not wear overalls, belts, onesies, and snap-legged pants since this clothing makes toileting times difficult for children and teachers.

Our program promotes exploration and direct experiences of many kinds. Please understand that this kind of philosophy is not consistent with staying clean and that it helps if children's clothing for school is selected with this in mind. Please do not send your child to school in clothing that cannot get dirty. The children will be outdoors in all kinds of weather, so be sure that your child has on adequate clothing. Layering clothes for warmth in cold weather is recommended. Wearing sun – protective clothing or applying skin protection with UVB 15+ is recommended during the summer on sunny days. **We encourage the children to play outdoors in all kinds of weather so please send rain or water boots – raincoats, gloves, mittens and hats to stay at school!**

Rubber-soled shoes and sneakers are best for active children. **For safety reasons, children may not wear flip-flops, crocs, jellies, Natives or cowboy boots with slick soles.** Sandals often get sand or rocks in them; boots may be hazardous and dressy shoes are very slippery. Walking and running are a part of a child's day, and he / she needs sturdy shoes that will not fall off. **We ask that each child keep at school a pair of snow/rain boots labeled with the child's name. We want all the children to be able to play outdoors in the snow or when it is wet.**

Please do not send jewelry to school. It can inhibit physical movement and can easily be lost. Each child must have a complete change of clothing to be kept at school. All clothing stored at school and all articles of removable clothing (jackets, sweaters, hats, etc.) should be marked clearly **LABELED** with the child's name. Each child will have a cubby in which outdoor clothing, change of clothing, and other personal items will be stored.

OUTDOOR PLAY & AIR QUALITY PROCEDURES

Outdoor play is an important element of the Weinstein JCC Early Childhood Program. Children will play outdoors daily. Children benefit from experiencing many kinds of weather conditions. The American Academy of Pediatrics supports outdoor play even in cold weather. Layering your child's clothing is desirable during cold weather, so they may adjust clothing to maintain a comfortable body temperature. When outdoor opportunities for large motor activities are not possible because of environmental conditions, similar activities inside are provided.

Program staff protect children and adults from exposure to high levels of air pollution. Faculty adhere to the Air Quality Index Descriptions when deciding to go outside or how long to stay outdoors.

The **Air Quality Index** is a measurement of air quality that is calculated from ozone and fine particle pollution measurements over the past few hours. A higher AQI indicates a higher level of air pollution, and consequently, a greater potential for health problems.

Level	Color	Description
**	White	Air quality information is unavailable.
0-50	Green	Good air quality. Little or no health risk.
51-100	Yellow	Moderate air quality. People who are unusually sensitive to air pollution may be mildly affected.
101-150	Orange	Unhealthy for sensitive groups. These groups may experience health problems due to air pollution.
151-200	Red	Unhealthy. The general public may experience mild health effects. Sensitive groups may have more serious health problems.
201-300	Purple	Very unhealthy. Everyone is susceptible to more serious health problems.

Insect Repellent

When Public Health Authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used. Alternatives to DEET are acceptable when written approval is provided by an individual child's physician or a public health authority recommends the use of alternative insect repellent registered with the EPA. Faculty apply insect repellent, only with written parental permission and insect repellent is supplied by parents and in its original container with the child's name clearly labeled.



FOOD/KASHRUT POLICIES & PROCEDURES

LUNCH, SNACK, KASHRUT

Good, sound nutrition is a must for total development. Through your food presentation to your child, you are shaping eating habits that affect your youngster throughout life. **See Appendix VIII for "What's On My Plate?" a resource from USDA ChooseMyPlate.gov .**

Before bringing your child to the Preschool, make they have eaten a healthy breakfast. This will provide your child the energy to participate actively and attentively. Please be aware that children may not bring breakfast foods into the preschool.

We serve a healthy morning snack to all children (10:00 am). An afternoon snack is served to those who stay all day (3:00 pm). Snacks are nutritious and are Kosher. On Friday, we serve challah in observance of Shabbat. **Monthly snack menus are posted on glass window of the kitchen as well as in the weekly newsletter.**

1. Foods served by the Early Childhood Department are nutritious, kosher and nut-free.
2. We strive to serve foods that are free of high fructose corn syrup and low in sugar.
3. A morning kosher snack is offered to all students in Preschool around 10:00am.
4. Lunch is eaten by 12:30pm. Children in Full Time Preschool will be served snack by 3:00pm.
5. Because good nutrition is an important part of our program, we ask parents to provide only nutritious lunches for school.
6. All food sent to school should be pre-cut (to avoid choking) and age appropriate. **Round, hard candy, chewing gum, whole nuts, unsliced grapes and olives, chunks or whole hard fresh vegetables (including carrots and celery), unsliced grape or cherry tomatoes, large marshmallows, taffy, spoonfuls of peanut butter and other foods that are common causes of choking are NOT permitted. Popcorn and pretzels are not served to children under 4 years. Raisins are not served to children under 3 years. These are criteria based on Virginia Department of Education and NAEYC.**
7. In our goal to serve healthy foods we ask that you not send in fruit drinks with lunch. We provide milk and water every day for lunch. Thank you.
8. Please limit the times that you send in pre-packaged lunches and foods as these are highly processed and not as healthy as food in their natural state.
9. All foods and beverages served must be under 110 degrees Fahrenheit in temperature. If Food or beverages are 100 degrees Fahrenheit or higher, they must be out of reach of the children until cooled.

FOOD POLICIES – KOSHER GUIDELINES

The following dietary guidelines are observed in the EC department. Please ask for help in the EC office if you have any questions. Any food handled in our kitchen or provided by the EC department for our programming will follow these guidelines:

1. Meat products are not permitted.
2. Shellfish is not permitted. Also, catfish, shark, squid are not permitted. **Tuna (or any other fish not previously listed) is fine and may be combined with dairy products.**
3. Packaged foods sent for lunches must be marked non-meat. For example, Morning Star products - it is difficult to know these are non-meat without the packing label.
4. Fresh fruits and vegetables are a healthy treat alternative. Be aware that we do not serve to children under the age of four unsliced grapes, large chunks or whole carrots, unsliced cherry tomatoes, popcorn or pretzels as they can be a choking hazard.
5. Snacks and lunches sent from home are to be packed in closed containers or bags and clearly labeled and dated and with an ice pack to keep foods cold.

In accordance with NAEYC accreditation requirements and Commonwealth of Virginia Licensing, the Early Childhood Education Department does not serve children younger than 4 years the following foods:

Whole grapes	popcorn	pretzels	Nuts
Raw peas	chunks/whole raw carrots		
Raisins (not to 2-year-olds, only)	or any foods that can be swallowed whole.		

Foods served will be cut into pieces not larger than ½" square for 2-year-olds, according to each child's chewing and swallowing capability.

An important purpose of our program is to expose children to a variety of Jewish customs, traditions and laws. Jewish Dietary Law (Kashrut) is an integral part of our Jewish Heritage. As a Jewish institution, we are requesting that you be respectful of this policy. All foods cooked and served in our program are Kosher and dairy. We operate a kosher dairy kitchen. We ask you observe these guidelines when preparing your child's school lunch.

Lunch Protocols

- Please keep your child's lunch box in his/her backpack if possible.
- Include an **ice pack** or two in your child's lunch box. Ice packs should be labeled.
- Keep their lunch box inside their backpack, or in their cubby if no space in backpack.
- When you pick up your child at the end of the day, make sure you have your child's lunch box. If it is not in their backpack, please check with your child's teacher. Whenever possible, we will continue to refrigerate lunchboxes after lunch if a child does not finish their perishable items (if able to save).
- **Please pack a dairy lunch (NO meat), which is high in nutrition and excludes sugar and over-processed foods.**
- 2% milk is provided for each child two years and older.
- In the event your child forgets his/her lunch, **there will be a \$5.00 service charge to make a lunch.**

MENU SUGGESTIONS

Be sure to provide a protein source, bread source, vegetable, fruit and milk (provided). **For health reasons please avoid food products with fructose corn syrup. See Appendix VI for "What's On My Plate?" a resource from USDA ChooseMyPlate.gov .**

*Peanut butter (not spoonfuls)

Honey

Wheat bread

Pita bread

Whole grain crackers

Tuna fish

Eggs (salad, scrambled)

Vegetables & dip (cut ½-inch square for 2 yr olds)

Sliced Pineapple

Granola bars

Healthy Muffins

Strawberries, blueberries

Pudding with milk

Banana & berry breads

Raisins (not 2-year-olds)

Sliced Celery w/ peanut butter or cream cheese
(cut ½-inch square for 2 year olds)

Salad (tossed, pasta)

Cheese (Cheddar, Swiss, etc.)

Cream cheese

Sliced Oranges or tangerines

Sliced Peaches or pears

Sliced Apples (with peanut butter)

Peanut butter/banana sandwiches

Yogurt with fruit

Quiche (without meat)

Fish sticks or filets (cut ½")

Cheese Pizza

Spaghetti or noodles

Low Sugar Canned fruit

Dried fruit

Cottage cheese

*SunButter is a nut free alternative. It is made with sunflower seeds and can be purchased at Kroger and online at www.sunbutter.com.

Add your own ideas to this list and make a tedious chore into a fun and creative time for yourself and your child! As you pack your child's lunch, explain the nutritional value of the foods you include.

NEVER SEND glass containers; baby bottles; sippy cups; candy; corn, potato chips; cheese puffs, doughnuts, meat (not even kosher meat); gum; soda, sugary drinks; lobster, crab, shrimp, and other shellfish; and spoonfuls of peanut butter.

LUNCH SAFETY REQUIREMENTS

In order to ensure proper health & safety handling of foods brought from home the following policies will be enforced. These are the requirements established by the Licensing Department of the Virginia Department of Education.

- 1) All lunches need to be dated daily. This is to make sure that lunches are fresh and safe for your child to eat.
- 2) All plastic containers or thermoses must also be dated daily.
 - Write date daily on your child's Lunch Box.
 - Use masking tape or round peel off stickers.
- 3) All lunch boxes must also have the child's name clearly labeled in permanent marker on the **outside** of the Lunch Box in an easily accessible place.
- 4) Keep your child's lunch box in their backpack to avoid other children from opening them.
- 5) Include a **labeled ice pack** in your child's lunch box.
- 6) When you pick up your child at the end of the day, make sure you have your child's lunch box. If it's not in their backpack, please check their. Whenever possible, we will continue to refrigerate lunchboxes after lunch if a child does not finish their perishable items (if able to save).
- 7) Please be sure that lunch boxes/bags and containers are clean and in good condition.

Thank you for your cooperation in following these health and safety regulations.

We will inform you if your child needs more food for lunch. Uneaten portions of lunch are returned in the lunch box so that you will be aware of your child's dislikes or changing appetites.

BIRTHDAY CELEBRATIONS

A birthday is a very special day in the life of a preschooler. We understand families celebrate their children's birthdays in different ways and some do not celebrate birthdays at all. We recognize and respect these differences. We are also aware that a little bit of excitement goes a long way in groups of young children. We intentionally keep birthday observances low-key. **In our effort to promote healthy eating habits and try to alleviate potential allergy complications, we do not celebrate birthdays with food.** Each child's birthday will be celebrated in their classroom in order to recognize their special day! While birthday celebrations are often celebrated with food related treats, we as a school would like to encourage birthday celebrations to be a time that the classroom can create a special experience for the child. The classrooms will be having individual celebrations within their own classroom community. The celebrations that the teacher and the children plan for each other will have special meaning and value for their own class.

- * Goodie bags, balloons, decorations, and food are **not** part of our classroom birthday celebrations. **Please do not include these as part of your classroom celebration.**
- * If your child is having a birthday celebration away from school, we will distribute invitations in school **only** if each child in the class is invited, otherwise, please mail your invitations! Please be considerate of our children's feelings and comply with this request. A roster with children's names, parents' names, emails and telephone numbers is published and distributed in the fall.
- * When planning birthday parties, please be mindful that from Friday evening at sundown through Saturday evening at sundown is the Jewish Sabbath. Not all children can participate in activities and events at those times.

Thank you for your understanding and cooperation!

X. OTHER IMPORTANT INFORMATION

INCLEMENT WEATHER

During inclement weather conditions, please call our special Weather Hotline, 285-0422. This will give you our latest news about Weinstein JCC closings/openings. We will also have information on channels 6, 8, 12, and WRVA 1140, B-103.7, and Q 94. **We will make our own decisions based on safety for members and faculty.**

RESTING

Children participating in Full Day Preschool are required by the Virginia Department of Education, Minimum Standards for Licensed Child Care Centers to have a rest period. Older children rest approximately one hour daily, younger children rest approximately one to two hours. Children staying all day may bring a "sleeping companion" from home such as a security blanket or special stuffed animal. If you bring a sleeping companion, please label it clearly; it will stay here every day. **Baby bottles and pacifiers are not permitted.** Parents need to bring a small (crib size) blanket to be kept at school. Cots and sheets are provided. **Sheets and blankets will be sent home every Friday. Please wash and send back to school Monday morning.** If a child is not asleep after ½ hour or does not typically fall asleep, they may look at books, color or play quietly on their cot without disturbing others.

PETS

Some classrooms may have a small pet such as a gerbil, hamster, hermit crab and/or fish for the child to observe and help with feeding of the animal. If any child in the room has an allergy related to or worsened by the presence of the small pet, the animal will be removed or moved to another classroom. Parents are encouraged to let the teachers know of any potential allergies.

Reptiles are not permitted as classroom pets due to the risk of Salmonella infection.

PERSONAL ITEMS FROM HOME

Except for sleeping companions, toys may not be brought to school. Toys have a tendency to get lost or broken and are difficult to share. Candy and gum are not allowed at school at any time.

The children are encouraged to bring in and share items of special interest. Books, pictures, or other items which have educational value are welcomed. We especially enjoy items related to current curriculum themes. Children may bring money for Tzedakah on Thursdays and/or Fridays.

REGISTER FOR WEINSTEIN JCC TEXT ALERTS

Receive short, customized notifications by text, voice, app, email, and other channels so that you can stay as up-to-date as possible with Weinstein JCC Happenings. Please note: this system is in addition to our regular Center communications and will only be used for emergency alerts and other important messages. Sign up today on our Weinstein JCC website at the following link:

<https://dashboard.alertmedia.com/public?ecust=6bc44eec3af86d9f0beff2f9a18ffe23>

LOST AND FOUND

Labeling all your child's belongings (coats, sweaters, gloves, hats, lunch boxes, backpacks, totes, smock, etc.) is a great asset in loss prevention. Children and adults should turn in any items that do not belong to them in the preschool office.

Occasionally an item belonging to another child may be accidentally sent home with your child. If you find an item not belonging to your child, please send it back. If you are missing an item belonging to your child, ask staff to check the lost and found.

Lost and found articles will be cleared out periodically during the year. Unclaimed items will be given to a charitable organization.

CAR SEATS

To provide optimum safety at carpool time, the following procedures are in effect.

- If you must leave your child's car seat at the Weinstein JCC, the car seat may be left in the preschool lobby in front of the purple door.
- If there is a change in your regular carpool, the person picking up your child is responsible for getting the car seat before dismissal.
- If your child is brought in individually in the morning and will need a car seat for dismissal, the person bringing your child is responsible for putting the car seat outside the purple door in the preschool lobby.
- Each car seat must be clearly labeled in bold letters with the child's name and carpool number in a clearly visible place.

The Weinstein JCC is NOT RESPONSIBLE for lost, damaged, or missing car seats.

TOILET TRAINING

We welcome children toilet trained or not toilet trained into our program at age two. We feel that children need to develop physically and emotionally to the point when they are ready to be toilet trained.

When we and the parent feel the child is ready, we work with him/her on bathroom and toilet training, and we expect a parent to work with their children at home. **First:** After a weekend or week of at home training we will support toilet training efforts at school. We do require that all children in our 3- and 4-year-old programs are toilet trained unless there is a documented medical reason. You are required to discuss this with the EC Director before placement in a classroom.

If underwear is soiled due to a bowel movement accident, the following procedure will be followed: Feces will be disposed of in the toilet if it is formed enough to fall into the toilet without touching. If it does not come out this way, the soiled clothing with feces will be immediately placed in a plastic bag, sealed and sent home. According to NAEYC and state health and licensing requirements, soiled clothes will not be cleaned or rinsed out. **Sorry for the inconvenience, but we must follow policies in this matter in order to prevent contamination or the spreading of illnesses.**

If you begin toilet training your child, please be sure to tell the classroom teacher so they will be able to reinforce your efforts. Children who are in the toilet learning process should bring several extra pairs of underwear (training pants), as well as two complete changes of clothing (shirt, pants, socks, and underwear). Toilet accidents will be dealt with in a calm, pleasant, and casual manner. Please be aware that children should not wear overalls, belts, onesies, and snap-legged pants as it makes it difficult for children and teachers during toileting times. **Please do not send your child to school wearing "pull-ups" or plastic pants. Cotton training pants help makes the toilet training process successful.**

Y. Supporting All Children in the Classroom

Our goal is to create a successful experience for every child. Some children come to our program with identified needs in specific areas of growth – social, physical, and language. For other children, developmental needs may emerge after they have been with us.

Studies have shown how critical early intervention is and how its positive impact on growth and development occurs during these formative early years. We recognize and embrace the value of early intervention and providing necessary supports, whether they are formal (therapeutic) or informal. It is not the intent of the Weinstein JCC Preschool to label or diagnose children. When a teacher, support staff, or a parent has a concern about a child's development or behavior, we take their concerns seriously. It is our responsibility as teachers and caregivers to advocate for the children and parents in our program when needed. We know how important these first years are and as an inclusive program we are dedicated to helping each child reach their potential. We always have your child's best interest at heart.

We have consultants on staff available to observe in the classroom and/or consult with parents, child, and staff in situations where intervention would be beneficial to the child, family and school. These services may be requested by the Early Childhood Director, Assistant Director, EC Administrators, Inclusion/Support staff, teachers and/or parents.

The Support/Inclusion staff routinely observes in the classrooms in order to get to know all of the children in our program. **Teachers may request support staff to observe and provide insight and strategies when they have concerns about a child's development. Parents will be notified by their child's teacher when this occurs and will receive feedback from the teacher or support staff.**

Parents, teachers, staff or specialists can initiate a family meeting or if desired a more formal Individual Education-Social Plan (IESP) meeting when there is concern about a child's development. Every effort will be made to have the meeting in a timely fashion.

For children coming to preschool with identified needs and/or receiving special services an IESP meeting will be held as soon as possible.

Every effort is made to connect children to public/private services when appropriate. To augment this process, we strive to coordinate services with a child's special therapists through direct communication between them and the school.

If a child is receiving therapeutic intervention or undergoing an evaluation it is our expectation that a copy of all reports be provided to the Inclusion/Support team for planning purposes.

Any specialist working with a child is encouraged to work in the preschool setting and to be invited to attend meetings at the invitation of the parents, if possible.

The success of our program is dependent on parent's participation and cooperation. It is an expectation that parents will work with the EC Department faculty as part of a team. Parents are expected to participate in meetings and to collaborate on strategies that can help their child be successful in the preschool program. When it is deemed necessary, the parents, at the parents' expense, may be asked to provide a one-on-one assistant for their child in order for us to safely and successfully meet that child's needs. If parents are unwilling to fully commit to early intervention deemed necessary by the Support/Inclusion Staff & Early Childhood Director, termination of services may be required.

Meet the Inclusion and Support Team:

Andrea Costanzo, (M.Ed.) Weinstein JCC Director of Inclusion and Support Services, oversees the EC Inclusion and Support program. Andrea may, at times implement and conduct intake procedures, including the development of Individual Education-Social Plans (IESP) and family team meetings on a regular basis. Parents of a child who has been identified with special needs prior to entering our preschool program will be contacted by Andrea or our Inclusion/Support Coordinator to set up a preliminary family meeting. Andrea can be reached at 545-8658 or acostanzo@weinsteinjcc.org.

Sable Jackson, (B.S.) Weinstein JCC Early Childhood Inclusion and Support Coordinator. Conducts intakes for children that are receiving supportive services (occupational therapy, speech therapy, counseling, etc.) prior to the child attending the JCC. Coordinates and schedules team meetings, family meetings, and meetings with service providers. Provides community resources to parents. Gives strategies to teachers to support specific students in their classroom. Creates and monitors implementation of behavior intervention plans. Collects inclusion-specific data metrics on a daily and weekly basis. Sable can be reached at 545sjackson@weinsteinjcc.org

Hunter Lacy, Inclusion & Support Specialist, observes and documents students in their classroom and play settings, meets with families to develop and implement IESPs, and provides teachers with strategies to best support children in their learning environments. Hunter can be reached at hlacy@weinsteinjcc.org

VISITING SPECIALISTS

Any observations, assessments or visits by outside therapists **MUST BE** coordinated with the Inclusion/Support Coordinator in order to take place. Any paperwork that parents request be filled out by our staff, **MUST** also be coordinated through the EC Inclusion/Support Coordinator.

Every parent should have received and signed off on a letter stating our policy for visiting specialists. The following is a summary of our philosophy and policies.

As early childhood educators, we promote children's engagement in regular classroom routines. With on-going planning with specialists (therapists, early childhood interventionists and special educators), our teachers are able to ask questions and brainstorm strategies. Staff and specialists collaborate on how to implement strategies within classroom routines. If possible, therapists may work with their clients within the classroom or may opt to bring them out of the classroom with a peer (or peers) to enhance the social experience.

The Support/Inclusion Program could not meet its goals without collaboration. We believe there must be collaboration between therapy and the instruction occurring in the classroom with other children present and in the context of on-going routines and activities because:

- Children learn skills in places they will use them.
- Children have increased practice opportunities.
- Children's social relationships are fostered.
- Teachers can expand skills by seeing what specialists do.
- Specialists can see if strategies are working.
- Teachers and specialists can focus on skills immediately useful for the children; and
- Specialists can work with teachers as problems arise.

Our visitation policy is:

1. If a child is receiving intervention (speech, medical, occupational and or physical therapy; counseling, educational consultation, etc.), the family should inform, Inclusion/Support Coordinator at 285-6500x8119 and must complete the Early Childhood Policy for Visiting Specialists form (see Appendix IV).
2. **Any specialist coming to evaluate, observe or provide therapy to a child must Inclusion/Support Coordinator at 285-6500 ext. 8119 prior to the initial visit.**
3. Specialists should enter through the main Weinstein JCC entrance and check in at the reception desk to obtain a pass to the preschool. Each time they visit, specialists are required to sign the Visitors Log located on the wall outside the Inclusion/Support office across from Room 6.
4. A meeting with the family, preschool staff and the child's specialists will be scheduled to provide information about the child's needs and daily routines in order to develop a Preschool Individual Education Social Plan (IESP). Goals and strategies will be identified which will be embedded throughout the child's preschool day.

Evaluations, checklists, reports completion policy is:

1. ALL forms (evaluations, checklists, reports, etc.) that need to be filled out by any of our Early childhood faculty for any student being supported by the Inclusion/Support Staff **MUST first** be brought to the EC Inclusion/Support Coordinator.

2. A parent request letter or a completed release of information form needs to be on file in our preschool office or in the child's Inclusion file before staff will receive the form.
3. Administrative staff or Inclusion staff will deliver forms to teachers to be completed and will return them to parents or agencies as requested.
4. Remember: Teachers will only fill out forms received from administrative inclusion staff.

PRIVATE AGENCIES & PRACTITIONERS

Weinstein JCC resources include referrals to a variety of professionals in the following areas: counseling, neuropsychology, occupational therapy, physical therapy, and speech therapy. Some practitioners work for themselves while others are associated with agencies previously listed.

We promote communication among families, professionals and our program staff. All professionals are encouraged to visit during the school day or to attend our inclusion/family team meetings to facilitate the transfer of information that can then be utilized as part of the child's daily school program.

Z. EMERGENCY PROCEDURES

Emergency backpacks are taken with the class whenever the group leaves the classroom.

EMERGENCY CONTACT CARDS (Confidential Information)

Reminder: It is very important that you have filled out the confidential information form completely so we have your updated phone numbers at all times. If you have not filled out or you need to make changes please contact Caroline Clark, EC Administrative Assistant at (804)545-8661 or cclark@weinsteinjcc.org immediately.

The following guidelines are specific to the EC Department. All Parents and or visitors in the area must participate in all emergency procedures.

TORNADO AND EXTREME WEATHER EMERGENCY PLAN

If there is a need to seek shelter for an emergency such as a tornado, or other weather-related situation, the Weinstein JCC Preschool faculty do the following:

Leave classrooms, turning off lights and closing doors (as we would for a fire drill) and count all children. Teachers proceed with their entire class to the lower level of the Weinstein JCC, to the hallways in Kid's Place. Teachers will receive additional instructions when we meet at the lower level of the Weinstein JCC. Before returning to the classrooms, we are required to do another head count.

Teachers will count children and bring attendance sheet and children's emergency forms notebook with them whenever they leave the building or evacuate to Kid's Place during weather related emergencies. Emergency backpacks will be taken anytime they leave their classroom.

- Teachers will continually keep count of the children.
- One teacher walks in the front of the line and one teacher walks at the end of the line.
- Cell phones and walkie talkies will be brought with the teachers whenever they leave the building.

Please remember you can call the Weinstein JCC's Inclement Weather line at 285-0422 to hear any message concerning the above.

EMERGENCY BACKPACK CONTENTS:

Every classroom has an emergency backpack which includes the following items as required by The Virginia Department of Education (VDOE).

- Pen, pencil, note pad
- Parent phone list
- Emergency List
- 24 oz. bottled water w/ sport top spout
- Large empty garbage bag
- Age appropriate books
- Paper/color sheets
- Crayons/sidewalk chalk
- Game ideas & puzzles
- Diapers & Wipes (if applicable)
- Snack (like Cheerios)
- Flashlight
- Sealed pkg. antiseptic for cleaning
- Disposable gloves
- Non-glass thermometer
- Cold pack
- Current First Aid Guide AAP
- Splints
- Liquid soap
- Bandage tape
- Sterile gauze pads & Flexible roller gauze
- Bandage
- Safety pins
- Eye dressing
- Adhesive strip bandages
- Scissors & Tweezers

Emergency Evacuation Plans

The Virginia Department of Education (VDOE) and NAEYC has mandated that all licensed preschool/childcare facilities establish an emergency plan for evacuation.

All ECC faculty are aware and trained in the evacuation emergency procedures. If you would like to see the written emergency plans please call **Donna Peters, 545-8617**.

We hold fire drills monthly and evacuation routes are posted in each classroom as well as gym, auditorium and pool area, preschool art room and community meeting rooms.

In the case of an emergency requiring the children and faculty to evacuate the building the protocol will be as follows:

The Early Childhood faculty and specific Weinstein JCC faculty will take children and proceed to a specific off-site location. EC faculty will have parent contact information with them and will contact parents as soon as possible that the children are off site and safe. Another call will be made when permitted by authorities to let parents know the off-site location and procedures for pick up if necessary.

In order to keep our children safe and secure we will not be giving parents off-site locations in advance. The Weinstein JCC has a few off-site safe locations that will be used in the event of an emergency requiring evacuation. Weinstein JCC EC faculty are notified and trained in emergency procedures and protocols and always carry emergency bags with them carrying parent contact information, medical information for each child, etc. Most faculty also have CPR, AED, and First Aid certification as well.

Faculty will not re-enter the Weinstein JCC facility until directed to do so by Police/Fire Authority and/or Weinstein JCC administrator.

AA. LICENSING INFORMATION FOR PARENTS ABOUT CHILD DAY PROGRAMS

The Commonwealth of Virginia helps assure parents that child day programs that assume responsibility for the supervision, protection, and well-being of a child for any part of a 24-hour day are safe. Title 63.1, Chapter 10 of the Code of Virginia gives the Department of Education authority to license these programs. While there are some legislative exemptions to licensure, licensed programs include child day centers, family day homes, child day center systems, and family day systems. The state may also voluntarily register family day homes not required to be licensed.

Standards for licensed child day centers address certain health precautions, adequate play space, and a ratio of children per staff member, equipment, program, and record keeping. Criminal records checks and

specific qualifications for staff and most volunteers working directly with children are also required. Standards require the facility to meet applicable fire, health, and building codes.

Compliance with standards is determined by announced and unannounced visits to the program by licensing staff within the Department of Education. In addition, parents or other individuals may register a complaint about a program which will be investigated if it violates a standard.

Three types of licenses may be issued to programs. Conditional licenses may be issued to a new program to allow up to six months for the program to demonstrate compliance with the standards. A regular license is issued when the program substantially meets the standards for licensure. A provisional license, which cannot exceed six months, is issued when the program is temporarily unable to comply with the standards. Operating without a license when required constitutes a misdemeanor which, upon conviction, can be punishable by a fine of up to \$100 or imprisonment of up to 12 months or both for each day's violation.

If you would like additional information about the licensing of child day programs or would like to register a complaint, please contact the Regional Office of Social Services closest to or Virginia Department of Education.

Office of Social Services
801 East Main St
Richmond, Virginia 23219
1-800-292-3820

Virginia Department of Education
James Monroe Building
101 North 14th Street
Richmond, Virginia 23219
(804)726-7000

Appendix I

Medication Consent Form

- This form must be completed in English.
- One form must be completed for each medication. **Multiple medications cannot be listed on one consent form.**
- Parent **MUST** complete #1-#17 and #19-#22 for medication to be administered 10 working days or less. Parent may omit #16 and #17 for over-the-counter medications, sunscreen & topically applied insect repellent.
- Health care provider **MUST** complete #1-#18 for medication to be administered more than 10 working days, nebulizer or epinephrine auto-injector medication, and when dosage directions state “consult a physician”. Parent must also complete #19-#22 in these cases. Health care providers do not need to complete this form for over-the-counter medications/products applied to the skin.

1. <u>CHILD's first and last name:</u>		2. Date of birth:	3. Child's known allergies:
4. <u>Name of MEDICATION</u> (including strength):		5. <u>Amount/DOSAGE to be given:</u>	6. <u>ROUTE of administration:</u>
7A. <u>FREQUENCY:</u> _____ or <u>Specific TIME(s)</u> (e.g. 1p.m.): _____ <u>to administer</u> <i>Parent's signature approving Specific Time(s)</i> _____ OR 7B. Identify the <u>symptoms that will necessitate administration</u> of medication: (signs and symptoms must be observable and, when possible, measurable parameters).			
8. Possible side effects: <input type="checkbox"/> See package insert (parent must supply) <i>AND/OR</i> additional side effects:			
9. What action should the child care provider take if side effects are noted: <input type="checkbox"/> Contact parent <input type="checkbox"/> Contact prescriber at phone number provided below <input type="checkbox"/> Other (describe):			
10. Special instructions: <input type="checkbox"/> See package insert (parent must supply) <i>AND/OR</i> Additional special instructions: (Include any concerns related to possible interactions with other medication the child is receiving or concerns regarding the use of the medication as it relates to the child's age, allergies or any pre-existing conditions. Also describe situations when medication should not be administered.) _____			
11. Reason the child is taking the medication (unless confidential by law): _____			
12. Does the above named child have a chronic physical, developmental, behavioral or emotional condition expected to last 12 months or more and require health and related services of a type or amount beyond that required by children generally? <input type="checkbox"/> No <input type="checkbox"/> Yes If you checked yes, complete #25 and #27 on the back of this form.			
13. Are the instructions on this consent form a change in a previous medication order as it relates to the dose, time or frequency the medication is to be administered? <input type="checkbox"/> No <input type="checkbox"/> Yes If you checked yes, complete #26 and #27 on the back of this form.			
14. <u>Date consent form completed:</u>		15. <u>Date to be discontinued or length of time in days to be given</u> (this date cannot exceed 12 months from the date authorized or this order will not be valid):	
16. Prescriber's name (please print):		17. Prescriber's telephone number:	
18. Licensed authorized prescriber's signature: Required for long-term medications, nebulizer or epinephrine auto-injector medications and when dosage directions state “consult a physician”. Not required for over-the-counter medications/products applied to the skin.			

Version 12/31/2017

This is a double-sided form



Appendix I continued

WRITTEN MEDICATION CONSENT FORM/CARE PLAN page 2 of 2

MAT Medication Consent Form

PARENT/GUARDIAN MUST COMPLETE THIS SECTION

19. I, parent/legal guardian, authorize the day care program to administer the medication as specified on this form to _____ (child's name) .	
20. Parent or legal guardian's name (please print):	21. Date authorized:
22. Parent or legal guardian's signature:	

PARENT/GUARDIAN: ONLY COMPLETE THIS SECTION IF YOU REQUEST TO DISCONTINUE THE MEDICATION PRIOR TO THE DATE INDICATED IN #15

23. I, parent/legal guardian, request that the medication indicated on this consent form be discontinued on _____ (date) . Once the medication has been discontinued, I understand that if my child requires this medication in the future, a new written medication consent form must be completed.
24. Parent or Legal Guardian's Signature:

LICENSED AUTHORIZED PRESCRIBER TO COMPLETE, AS NEEDED

25. Describe any additional training, procedures or competencies the day care program staff will need to care for this child.
26. Since there may be instances where the pharmacy will not fill a new prescription for changes in a prescription related to dose, time or frequency until the medication from the previous prescription is completely used, please indicate the date by which you expect the pharmacy to fill the updated order. DATE: _____ By completing this section the day care program will follow the written instruction on this form and <i>not</i> follow the pharmacy label until the new prescription has been filled.
27. Licensed Authorized Prescriber's Signature:

CHILD DAY PROGRAM TO COMPLETE THIS SECTION

28. Provider/Facility name:	29. Facility Phone Number:
I have verified that #1-#22 and, if applicable, #25-#27 are complete. My signature indicates that all information needed to give this medication has been given to the day care program.	
30. Authorized child care provider's name (please print):	31. Date received from parent:
32. Authorized child care provider's signature:	

Appendix II

Guidelines for Hand Washing

Who: All children, teachers, faculty, volunteers, visitors and parents remaining in room must wash hands to prevent the transmission of infectious disease and illness. All children who are developmentally able to learn personal hygiene and all are taught hand washing procedures and are periodically monitor.

How:

- Use liquid soap and water
- Rub hands vigorously for at least 20 seconds (count, sing Happy Birthday), rub back of hands, wrists and between fingers, under and around any jewelry and under fingernails.
- Dry hands with a paper towel.
- Turn off the water with a paper towel, not your bare hands.

Children and adults must wash hands:

- Upon arrival or return to the classroom and after coming in from the playground
- After diapering or using the toilet
- After handling any body fluids, including wiping a nose, coughing on hand.
- Before meals and snacks.
- Before preparing or serving food.
- After handling any raw food that requires cooking.
- After playing in water that is shared by two or more people.
- After handling pets and other animals or any material such as sand, dirt or surfaces that might be contaminated by contact with animals.
- When moving from one group to another, involving 2-year-olds.

Children with sores on their hands are not permitted to participate in communal water play.

Adults must also wash hands:

- Before and after feeding a child
- Before and after administering medication.
- After assisting a child with toileting, including snapping pants or buckling a belt
- After handling garbage
- After any cleaning

Additionally,

Gloves are not a substitute to hand washing at any time. Gloves must be always worn with diaper changes (per licensing) and handling blood or bodily fluids that may contain blood.

Hand washing sinks must not be used to bathe children or clean smeared fecal matter at any time.

In classrooms with two sinks, one should be used for hand washing (within children's reach) by children and adults and the other for food and art prep. In classrooms with only one sink, staff must clean and disinfect the sink prior to using them to prepare any food. Under Covid-19, hand sanitizers may be used as needed (hand washing with soap and water is always best). If these products must be used as a **temporary measure**, enough time must be used to keep the hands wet for 15 seconds. Since the alcohol hand rubs are toxic and flammable, they must be stored out of reach of children in a locked cabinet.

Appendix III

WEINSTEIN JCC EARLY CHILDHOOD Inclement Weather Policy



Inclement Weather Hotline: 285-0422

During inclement weather conditions, please call our Inclement Weather Hotline. This number will give you our latest news about Weinstein JCC closings and openings. **We will also have closing information on the following places:**

- Channels 6, 8 & 12
- Our website at www.weinsteinjcc.org
- Our Facebook Page: www.facebook.com/weinsteinjcc.org

At the Weinstein JCC, the safety of our children, members, guests and staff is our first priority. For that reason, in the event of severe inclement weather, the hours of operation may have to be modified. The decision to close the facility, delay openings, or close early is made on a case-by-case basis by the Weinstein JCC Executive Team. Because our organization is complex, inclement weather may affect each department and program differently. We endeavor to provide whatever programs and services are possible, given the specific requirements of the program and the effect severe weather can have on the facility, accessibility and staff availability.

If you have a question regarding the Early Childhood Department's schedules and children's programming changes, after 6:30 a.m. you can call our front desk at 285-6500. Information will be updated as weather conditions require, so please continue to check back at the above listed channels for further notices.

****Please note we do not follow the Henrico County School schedule for closings.****

Appendix IV



Dora L. Lewis Family & Child Development Center *Early Childhood Policy for Visiting Specialists*

The Weinstein JCC Preschool is a fully inclusive early childhood program. We support children with special needs in our program through our Support/Inclusion Program by having regular contact with their families, teachers, and therapists.

As early childhood educators, we promote children's engagement in regular classroom routines. With on-going planning with specialists (therapists, early childhood interventionists and special educators), our teachers are able to ask questions and brainstorm strategies. Staff and specialists collaborate on how to implement strategies within classroom routines.

The Support/Inclusion Program could not meet its goals without collaboration. We believe there must be collaboration between therapy and the instruction occurring in the classroom with other children present and in the context of on-going routines and activities because:

- Children learn skills in places they will use them;
- Children have increased practice opportunities;
- Children's social relationships are fostered;
- Teachers can expand skills by seeing what specialists do;
- Specialists can see if strategies are working;
- Teachers and specialists can focus on skills immediately useful for the children; and
- Specialists can work with teachers as problems arise.

Our visitation policy is:

1. If a child is receiving intervention (speech, occupational and or physical therapy; counseling, educational consultation, etc.), the family should inform the Early Childhood Inclusion/Support.
2. **Any specialist coming to evaluate, observe or provide therapy to a child must contact Inclusion/Support Coordinator prior to the initial visit.**
3. Specialists should enter through the main Center entrance and check in at the reception desk to obtain access to the preschool. Each time they visit, specialists are required to sign the Visitors Log located on the wall next to the Inclusion/Support office.
4. A meeting with the family, preschool faculty and the child's specialists will be scheduled to provide information about the child's needs and daily routines in order to develop a Preschool Individual Education Social Plan (IESP). Goals and strategies will be identified which will be embedded throughout the child's preschool day.

Our all form completion policy is:

1. ALL forms (evaluations, checklists, reports, etc.) that need to be filled out by any of our Early childhood staff for any student being supported by the Inclusion/Support Staff **MUST first** be brought to the Inclusion/Support Coordinator. Forms for all other students **MUST first** be brought to the Early Childhood Director, Donna Peters, or Assistant Director, Barbara Wise.
2. A parent request letter or a completed release of information form needs to be on file in our preschool office or in the child's Inclusion file before staff will receive the form.
3. Administrative staff will deliver forms to teachers to be completed and will return them to parents or agencies as requested.
4. Remember: Teachers will only fill out forms received from administrative staff.

I have read and understand the policy for visiting specialists and the completion of forms.

Name

Signature

Date

Child's Name: _____

Appendix V

Jewish Holiday Calendar

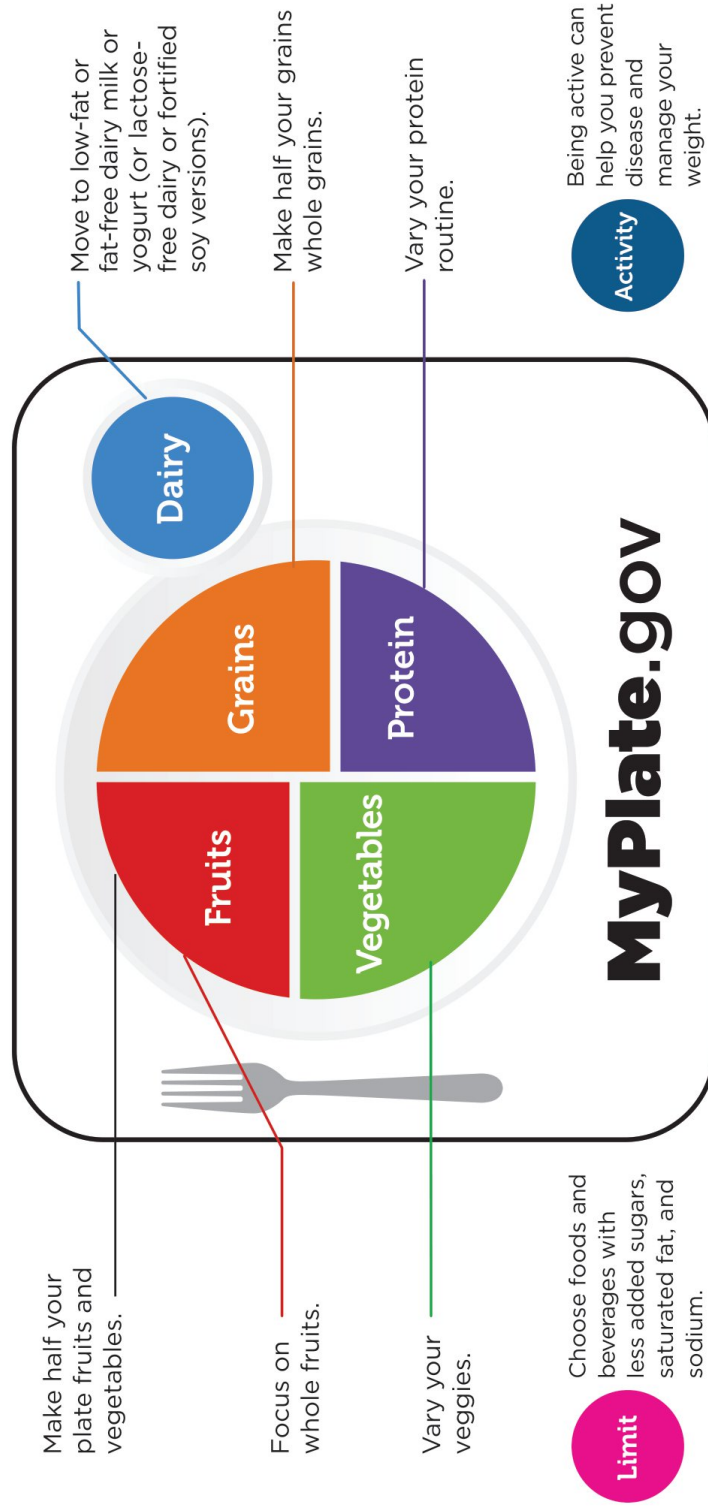
Dates of the Jewish holidays are set according to the Jewish lunar calendar. **They begin at sundown on the preceding evening and conclude at nightfall on the dates noted.** The Sabbath begins at sundown on Friday evening and concludes at nightfall on Saturday. Work is prohibited during traditional observances of these holidays. Therefore, Jewish community members may be absent from school, work and be prohibited from taking part in events and programs.

3-Year Calendar of Major Jewish Holidays

	2023	2024	2025
Purim (Feast of Lots)	Tuesday March 7	Sunday March 24	Friday March 14
Pesach (Passover begins)	Thursday - Friday April 6-7	Tuesday - Wednesday April 23-24	Sunday-Monday April 13-14
Pesach (Concluding days)	Wednesday - Thursday April 12-13	Monday - Tuesday April 29-30	Saturday-Sunday April 19-20
Yom HaShoah (Holocaust Remembrance)	Tuesday April 18	Monday May 6	Thursday April 24
Yom Ha'Atzmaut (Israel Independence Day)	Wednesday April 26	Monday May 13	Saturday May 3
Shavuot (Feast of Weeks)	Friday - Saturday May 26-27	Wednesday - Thursday June 12-13	Monday-Tuesday June 2-3
Tisha B'Av (Fast of the 9th of Av)	Thursday July 27	Tuesday August 13	Sunday August 3
Rosh Hashanah (New Year)	Saturday - Sunday September 16-17	Thursday - Friday October 3-4	Tuesday-Wednesday September 23-24
Yom Kippur (Day of Atonement)	Monday September 25	Saturday October 12	Thursday October 2
Sukkot (Feast of Tabernacles)	Saturday - Sunday Sept. 30 - October 1	Thursday - Friday October 17-18	Tuesday-Wednesday October 7-8
Shemini Atzeret (Concluding day of Sukkot)	Saturday October 7	Thursday October 24	Tuesday October 14
Simchat Torah (Rejoicing of the Law)	Sunday October 8	Friday October 25	Wednesday October 15
Hanukkah (Festival of Lights)	Friday - Friday December 8-15	Thursday - Thursday December 26 - January 2	Monday-Monday December 15 - 20

Start *simple* with **MyPlate**

Healthy eating is important at every life stage,
with benefits that add up over time, bite by bite. Small changes matter.



Appendix VI continued

What's on My Plate

Fruits	Vegetables	Grains	Protein	Dairy
<p>Focus on whole fruits like fresh, frozen, canned, or dried.</p> <p>Buy fruits to have them available to add to your meal or eat as a snack. If you buy juice, select 100% fruit juice.</p>	<p>Eat a variety of vegetables and add them to mixed dishes like casseroles, sandwiches, and wraps.</p> <p>Fresh, frozen, and canned count, too. Look for "reduced sodium" or "no-salt-added" on the label.</p>	<p>Choose whole-grain versions of common foods such as bread, pasta, and tortillas.</p> <p>Not sure if it's whole grain? Check the ingredients list for the words "whole" or "whole grain."</p>	<p>Eat a variety of protein foods such as beans, soy, seafood, lean meats, poultry, and unsalted nuts and seeds.</p> <p>Select seafood twice a week. Choose lean cuts of meat and ground beef that is at least 93% lean.</p>	<p>Choose low-fat (1%) or fat-free (skim) dairy. Get the same amount of calcium and other nutrients as whole milk, but with less saturated fat and calories.</p> <p>Lactose intolerant? Try lactose-free milk or a fortified soy beverage.</p>
Daily Food Group Targets — Based on a 2,000 Calorie Plan Visit MyPlate.gov/MyPlatePlan for a personalized plan.				
<p>2 cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 1 small apple 1 large banana 1 cup grapes 1 cup sliced mango ½ cup raisins 1 cup 100% fruit juice 	<p>2½ cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 2 cups raw spinach 1 cup cooked collard, kale, or turnip greens 1 small avocado 1 large sweet potato 1 cup cooked beans, peas, or lentils 1 cup cut cauliflower 	<p>6 ounces</p> <p>1 ounce counts as:</p> <ul style="list-style-type: none"> 1 slice of bread ½ cup cooked oatmeal 1 small tortilla ½ cup cooked brown rice ½ cup cooked couscous ½ cup cooked grits 	<p>5½ ounces</p> <p>1 ounce counts as:</p> <ul style="list-style-type: none"> 1 ounce cooked lean chicken, pork, or beef 1 ounce tuna fish ¼ cup cooked beans, peas, or lentils 1 Tbsp peanut butter 2 Tbsp hummus 1 egg 	<p>3 cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 1 cup dairy milk or yogurt 1 cup lactose-free dairy milk or yogurt 1 cup fortified soy milk or yogurt 1½ ounces hard cheese 1 cup kefir

Choose foods and beverages with less added sugars, saturated fat, and sodium.

Limit:

- Added sugars to <50 grams a day.
- Saturated fat to <22 grams a day.
- Sodium to <2,300 milligrams a day.



Activity



Don't forget physical activity!

Being active can help you prevent disease and manage your weight.

Kids ≥ 60 min/day Adults ≥ 150 min/week

Appendix VII

LATE PICK-UP POLICY AND LATE FEES

Half Day Preschool ends promptly at 1:00 p.m. Full Day Preschool ends promptly at 5:00 p.m. Late Day Care ends promptly at 6:00 p.m. Please be sure to pick up your children on time. Young children enjoy their preschool experiences when they know their parent or carpool will arrive at the appropriate time. It is very unsettling for a child to be picked up late.

A fee of \$40.00 will be charged for all children picked up late after preschool.

If something makes you unexpectedly late, please call the faculty and let them know when you will arrive. *Please be aware that your call does not negate late charges.*

LATE FEES AFTER 5:00 P.M. (OR 6:00 P.M. IF ENROLLED IN LATE DAY)

The late fee charges are as follows:

1st Time Late Fee Charge – a fee of \$40.00 will be charged for all children picked up after 5:00 p.m. In addition, \$1.00 will be charged per minute after 5:05 p.m.

2nd Time Late Fee Charge - a fee of \$45.00 will be charged for all children picked up after 5:00 p.m. In addition, \$1.00 will be charged per minute after 5:05 p.m.

3rd Time Late Fee Charge – a fee of \$50.00 will be charged for all children picked up after 5:00 p.m. In addition, \$1.00 will be charged per minute after 5:05 p.m.

***All late fees are due by the day after you have received the written notification.**

We appreciate your cooperation.



Appendix VIII

RECEIPT OF PARENT MANUAL

The 2023-2024 Parent Manual is located and updated from time to time online at weinsteinjcc.org. By carefully reading this manual, you will become more familiar with the early childhood programs, policies and procedures at the Weinstein JCC. Please read the manual, sign this receipt, and return this receipt to the preschool office.

I acknowledge that I have access to the 2023-2024 Parent Manual online and agree to adhere to the policies and procedures described in it.

Signature of Parent or Legal Guardian

Date: ____/____/20____

Of _____
Name of Child