

Temple Beth Hillel-Beth El

# Early Childhood Center

# Parent Handbook

2018-2019





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I

Temple Beth Hillel-Beth El  
**Early Childhood Center**

Dear Parents and Families,

This year we welcome 170 children to the ECC! The teaching staff, office staff, and I have been hard at work preparing and planning for the arrival of your children. On behalf of the entire staff at Temple Beth Hillel-Beth El Early Childhood Center I welcome you and your family to the 2018-2019/5779 school year.

Those of you who have been a part of school already know that one of my favorite parts of being your Preschool Director is being a part of your families' introduction to the Temple Beth Hillel-Beth El community. *I k'vell* when I see our families enjoying each other's company, and when I see Facebook pictures of our families building new friendships – not just between children, but between parents. Building new friendships and memories is an important component of what it means to be a part of our synagogue family. The ECC is a place to make life-long friends while sharing Shabbat dinners, going out for coffee, celebrating birthdays, chaperoning field trips, celebrating Jewish holidays, and even playing dodgeball! We encourage you to volunteer and participate in the many programs we have planned, and to engage yourself in our community. Your new best friends are just one event away!

Our Parent Handbook will provide you with answers to many of the questions you may have about our Early Childhood Center. **Please read through it carefully as the handbook changes every year—this year is no different.** Most questions can be answered by our handbook and will save a call to our busy school office. Our Parent Handbook is also available on our synagogue website at [www.TBHBE.org](http://www.TBHBE.org). If you need additional copies, please feel free to print one from our web site.

Our handbook covers general procedures and policies only. For important information regarding specific events, and specific weeks of school **we ask that you read all ECC e-mail notices and e-mails carefully.** We all have e-mail boxes full of things we never read, but your child's health, safety and ability to participate fully in our programming relies heavily on your attention to these notices.

For those of you who have been with us for several years, please join me in welcoming our new families and new staff members with open arms. When you see a new face in the hallway, please make sure to introduce yourself.

From my family to yours, we wish you all a sweet, happy, and healthy 5778 New Year!

Shana tova u'metukah!



Judith Mont Scarani, MA.Ed-ECE, MA.JEd  
Director, Temple Beth Hillel-Beth El Early Childhood Center



## Watching and Listening to Our Children

A fifteenth century clergyman is identified as the source of the old English proverb, “Children should be seen but not heard”. My colleague, who coined this phrase in about 1450, got it half right: Children should be seen. But, they should also be heard. Unlike the old English Minister, I have always believed that we could learn much from watching and listening to children.

Each year, we welcome back our ECC students and parents who have been with us for years. As we begin a year, we welcome to our ranks, as well, a new cohort of students and parents. Those who are returning already know that their children will be watched and seen, every day, all day, whenever they are with us. But our new parents may wonder: Who is watching and listening to my child?

I take this opportunity to answer that question. Our teachers, in whose classes your children will learn, are veterans, all long-time faculty members. A new-comer to our staff is someone who has been teaching with us for less than ten years! Each member of our staff has proven, each year, to be among the best in their field. Your children will be watched and listened to by teachers known for their pedagogic expertise, creativity and nurturing personalities. Suffice to say, your children will never be students in a school in which they are loved and watched more carefully. They will never have teachers who listen to them with greater attention and who respond to them with greater sensitivity. Our ECC Director, Judith Scarani, enjoyed a long and impressive career as a Kindergarten teacher at the Perlman Jewish Day School. Now, as Director of our school, she will get to know you, if you have not yet met with her. Judith knows every one of our children, except for those entering our school for the first time. After a few weeks, she will know them as well. During her years with us, she has directed our faculty with careful guidance. She has met with parents to individualize and maximize each child’s experience. She has taught our students in her class visits, at assemblies and, of course, at our ECC Kabbalat Shabbat services each Friday. (I also join our students, as often as possible at that service, to sing or tell a story. It is my favorite service of the week!).

Driving through our neighborhood, there is a sign I love to see: *Watch Children*. Of course, we drive with even greater caution knowing that children may be playing near the street. But that sign is a reminder that children should be seen and, yes, heard. I take that sign to heart each time I drive by. We look forward to a great year for you and your children. I hope to see you and meet those I have not yet met, sooner rather than later. And I am confident that you will find our ECC to be a school where your children are carefully watched, lovingly listened to, warmly embraced and nurtured each and every day.

May this be a year of joy, growth and celebration for all our ECC families!

L’Shana Tova!

B’Shalom,

Neil S. Cooper, Rabbi.



## A Letter from Our Board President

On behalf of the leadership of Temple Beth Hillel-Beth El, I am delighted to welcome you and your family to our wonderful ECC for the upcoming 2018-19 school year. You have made an excellent decision to enroll your child in our school! Under the fine direction of Judith Mont Scarani, I am confident that you will find our school to be a marvelous setting for your child to learn and to grow.

Our ECC is filled with dedicated teachers and staff who are committed to the development and well-being of your child. Beyond our ECC, our synagogue clergy, administrators and volunteer leadership are dedicated to ensuring an atmosphere in which all our children learn and live our Jewish values. Temple Beth Hillel-Beth El is a home for you and your family. We will be celebrating the 60th anniversary of our congregation this year, and we hope you will celebrate with us. You are warmly invited and encouraged to participate in the various classes, services and events that interest you. I hope you will take advantage of the numerous opportunities for social, intellectual and religious growth that we present each year to our Beth Hillel-Beth El community.

It is our goal to meet—and to exceed your expectations. I am confident that your child will have a wonderful year at our school. Be assured that we will do everything we can to ensure your child's safety, security and well-being. In short, we aspire to offer the very best preschool experience for your child.

Let me take this opportunity to thank you for choosing the Temple Beth Hillel-Beth El Early Child Center for your child's first educational experience. Please feel free to share any concerns, questions—or compliments—with me.

I look forward to meeting you this year and I wish your child a wonderful year at our school.

Randy Goldberg,

President



## Educational Philosophy

Temple Beth Hillel-Beth El's Early Childhood Center promotes a loving, joyful, inclusive and playful environment that is rich in experiences fostering imagination, curiosity, creativity and independence. Our classroom model features a balance of child initiated play and teacher guided learning based on Pennsylvania learning standards and each child's own natural curiosity. Play is at the forefront of our educational philosophy. Like Stuart Brown, MD, the founder of the National Institute of Play, we believe that *"Nothing lights up a child's brain like play."*

The development and practice of social competency skills permeates all aspects of our curriculum. We believe it is important for children to form positive relationships with each other in an atmosphere of respect, caring and appreciation of their own and others' individuality.

Similarly, it is clearly understood that each child is a unique individual with his or her own pace of development. We support *Developmentally Appropriate Practice*, as defined by the National Association for the Education of Young Children, in which all areas of a child's development (social, emotional, cognitive and physical) are considered equally important and interdependent in the growth of the child. To this end, our teachers strive to provide developmentally appropriate experiences that will help each child to acquire and develop the attributes of curiosity, inventiveness, imagination, responsibility, independence, persistence, engagement and problem solving.

Young children learn by exploring the world around them with a sense of awe. Children naturally exhibit an extraordinary sensitivity to the hidden wonders of what we adults often find to be seemingly ordinary. Our Early Childhood Center is a place that seeks to nurture this sense of awe, as well as the spiritual and ethical dimensions of our children.

Jewish values are at the core of social and educational life in the Early Childhood Center. We strive to give our children the gift of their Jewish heritage as it exists and is experienced both in The United States and in Israel. We enthusiastically approach all that we do by seeing and by experiencing through the lens of Judaism.

As teachers, and as a community, we nurture our children in a Jewish environment that will promote a sense of faith, values and ethics from which to draw upon in later years.

We believe that you, your child and your family will find yourselves on a fulfilling and exciting journey when you become part of our family at Temple Beth Hillel-Beth El's Early Childhood Center.



## What does Keystone STARS mean?

Keystone STARS (Standards, Training, Assistance, Resources) provides families with a tool to gauge the quality of early learning programs. Keystone Stars is a state program that receives public funding. The STARS program supports early learning programs in the commitment to continuous quality improvement. Programs that participate in Keystone STARS care about providing quality early learning to your child. As programs move up the STARS ladder, they are providing even higher quality experiences, so your child benefits even more from the program. Early learning programs can earn STAR 1 to a STAR 4 level. The Early Childhood Center at TBH-BE is a Star 2 facility. At each level, programs must meet certain research-based quality standards that measure four areas that make a difference in the quality of care your child receives: *Staff Education, Learning Environment, Leadership Management* and *Family and Community Partnerships*.

As a program moves from STAR 1 through to STAR 4, the requirements in these areas increase.

### At a Keystone STARS Program, you should find:

- Department of Public Welfare Certificate of Compliance for child care centers and group homes or Centers of Registration for family care homes.
- A comfortable place where your child can explore and learn.
- Laughing, reading and talking which builds language skills.
- Teachers learning new ways to help your child thrive.
- A safe, healthy and exciting place.
- Music, art, science and play activities that increase school readiness.
- Your child feeling good about himself or herself.
- Families involved in the program and their child development.
- Teachers that listen to children and parents.
- Children having fun together and being respectful of each other.

## Keystone STARS: Questions and Answers

### Q: Why is Keystone STARS important to your child?

A: Your child's Early Education is critical to his/her development and future success in school and life. Keystone STARS sets requirements for early childhood educators to promote the best learning environment and safest setting possible for your child. Children who attend quality early learning programs:

- come to Kindergarten ready to learn
- do better in school

### Q: What are the requirements set by Keystone STARS?

A: Star levels are based on quality standards in four key areas:

1. Staff education - early childhood teachers have the training and knowledge for working with young children.
2. Learning environment – the program has a variety of materials and activities for each age level that makes it possible for children to learn something new every day!

3. Leadership and management – a quality program has to have sound business practice to ensure your child's safety and early learning.
4. Family and community partnerships - Parents and community members are encouraged to become a part of the child's learning.

**Q: How does Keystone STARS rate a program?**

A: Programs complete a self-study evaluation based on STARS standards to apply for a STAR level. Keystone STARS evaluators will then confirm their STAR level. Programs that are earning a STAR 3 or STAR 4 also receive an independent Environmental Ratings Scale.

**Q: What is the difference between a STAR 1 and higher STAR ratings?**

A: Programs are rated using the four quality areas, but the requirements increase in each area for each STAR level.

**Q: The Pennsylvania Department of Public Welfare (DPW), and the PA Department of Education certifies programs. Isn't that good enough?**

A: A certified center does meet Pennsylvania's minimum requirements for safety. However, certification does not address Early Education. A child's first years are crucial to their lifelong learning, and the quality of their learning experiences will affect their readiness for school. Keystone STARS programs combine these safety requirements with Early Education standards to give children a safe and an educational environment.

**Q: Does it cost more to enroll my child in a Keystone STARS program?**

A: Providers enroll voluntarily in the Keystone STARS program and there are no charges for the provider to enroll. Costs to parents are set only by the provider themselves. Keystone STARS provides many child care providers with targeted financial assistance to help them continue to improve quality so they do not have to pass the cost on to families.

**Q: What will my child get out of being enrolled in a Keystone STARS program?**

A: Many things! Your child will get individual attention, daily learning activities, a safe, friendly, and respectful environment, feeling good about themselves, a well-educated staff, parent involvement, and more.

**Q: What do parents get out of enrolling their children in a Keystone STARS program?**

A: Knowing that your child is safe and respected, that your child is learning something new every day, and the security of knowing what to expect from your provider in certain situations. Most of all, giving your child the best opportunity to succeed today and in the future.



## Calendar, Holidays and In-Service Days

A full calendar can be found on our web site [www.tbhbe.org](http://www.tbhbe.org).

As a Jewish school following the tenets and philosophy of United Synagogue of Conservative Judaism, Temple Beth Hillel-Beth El's Early Childhood Center is closed for all *shomer* (those that require complete rest) holidays; however, as a preschool that provides childcare hours, we understand that modern life does not permit all in our community to take off all the religious holidays on the Jewish Calendar. Therefore, with permission from the Board of Directors, and our Clergy, The Early Childhood Center offers *Holiday Coverage* with limited programming for those families who need it at an additional cost. This year, these days and holidays include:

- Sukkot (Days 1 and 2), Monday and Tuesday, September 24<sup>th</sup> and 25<sup>th</sup>
- Shemini Atzeret, Monday, October 1<sup>th</sup>
- Simhat Torah, Tuesday, October 2<sup>nd</sup>
- Shavuot, Monday, June 10<sup>th</sup>
- Primary Election Day, Tuesday, May 21<sup>st</sup>

Please look for sign-up forms in your welcome packets, e-mails and on-line. Advance enrollment is required. Drop-offs cannot be accommodated.

## In-Service Days

Our staff continues to find ways to improve through workshops and training sessions. Many can be done before and after school hours. In order to continually provide you and your family with the best and most professional programming possible we are closed each year on Election Day for a city-wide Jewish Preschool Conference run by The Jewish Learning Venture. We are also closed each year on the Friday of *President's Weekend* and Primary Election Day in May for staff-wide trainings. There is no special child care coverage available on these two days:

- Tuesday, September 18<sup>th</sup>
- Election Day Preschool Conference, Tuesday, November 6<sup>th</sup>
- Presidents' Weekend In-Service, Friday, February 15<sup>th</sup>
- Primary Election Day, Tuesday, May 21<sup>st</sup>

## School Opening Schedule

The 2018-2019 school year begins with your child/ren's **Meet & Greet Visit** on **September 5<sup>th</sup>**. Towards the end of August, parents will receive a letter indicating the time of the visit. During the initial school visit, children and parents will have an opportunity to meet teachers, and become familiar with the classroom environment. Time will be set aside for a short chat with the head teacher at which time any special needs, concerns or information can be shared.

The first full-day of school will be **Thursday, September 6<sup>th</sup>**.

It is normal and expected for children of this age to have some difficulty separating from their parents. Since each child is different, we cannot provide you with a magic formula to remedy the situation. However, to help ease the separation process for the children and parents, we generally suggest that you leave the classroom as quickly as possible. Always say good-bye to your child, and let him/her know when you will return (Ex: "I'll pick you up after you play outside"). It is reasonable to expect that your child may become upset when you leave, but usually within a short period of time, children are happily absorbed in play. Should you have concerns about your child's adjustment, you may call the office and we will go to the classroom to check on your child for you.



## Enrollment, Tuition, Late Fees & Methods of Payment

- December 1<sup>st</sup>: Enrollment begins for current families wishing to enroll for the following fiscal year. Enrollment forms are available on-line via a link on our web site [www.tbhbe.org](http://www.tbhbe.org). A \$500 non-refundable deposit is required to complete enrollment.
- February 1<sup>st</sup>: Enrollment begins for families not currently enrolled. Priority for enrollment goes to synagogue members first. All other applications are dated and space in the program is offered on a first-come, first-served basis. A \$500 non-refundable deposit is required to complete enrollment.
- June 1<sup>st</sup>: A \$500 non-refundable deposit is required by June 1<sup>st</sup>.
- August 1<sup>st</sup>: An initial tuition payment of \$1,000 per child is due by August 1<sup>st</sup>.

The remaining balance must be paid in full by June 1<sup>st</sup> of the follow calendar year.

**Discounted tuition for members can only be applied after membership forms are completed and submitted to the synagogue.**

\*All deposits will be applied to your last month's tuition. There is no credit for sick days or family vacations or weather-related cancellations days taken outside of the school calendar. **If you wish your child to attend on a day you have not previously enrolled for, you will be charged at the per diem rate** (see tuition, p. 5). To maintain appropriate levels of staffing throughout the fiscal year, changes and adjustments to enrollment and billing will not be made without prior approval from the Director. Parents are responsible for all costs of initial enrollment regardless of any reduction in hours used.

### Payment Options:

Payment can be made by check, money order or credit card only. Credit card payments will be assessed a 3% service charge.

### Withdrawal:

Temple Beth Hillel-Beth El hires its staff with an annual contract. Staff are hired based on our committed enrollment for the year. This contract obligates the family for tuition for the entire year. We understand that there are multiple reasons why a family may need to withdraw their child from the Early Childhood Center, such as moving out of the area. A special exception may be given after consultation with the Early Childhood Center Director.

## School Year Tuition: September 2018 to June 2019

<u>Members</u>		<u>Early Care</u>	<u>Late Care</u>		<u>Non-Members</u>		<u>Early Care</u>	<u>Late Care</u>	
<b>Infants &amp; Young Toddlers Age 3-17 Months</b>		Per diem \$32	Per diem \$57		<b>Infants &amp; Young Toddlers Age 3-17 Months</b>		Per diem \$32	Per diem \$57	
3 Full Days	x	\$1,450	\$2,445			x	\$1,450	\$2,445	
4 Full Days	x	\$1,800	\$3,215			x	\$1,800	\$3,215	
5 Full Days		\$11,515	\$2,220	\$3,940	5 Full Days		\$14,680	\$2,220	\$3,940
<b>Toddler Classes Age 18- 24 Months</b>		Per diem \$30	Per diem \$50		<b>Toddler Classes Age 18-24 Months</b>		Per diem \$30	Per diem \$50	
3 Mornings M-W-F	\$4,460				3 Mornings M-W-F	\$6,200			
3 Full Days M-W-F	\$7,515	\$1,450	\$2,445		3 Full Days	\$9,820	\$1,450	\$2,445	
4 Mornings	\$5,080				4 Mornings	\$7,035			
4 Full Days	\$8,315	\$1,800	\$3,215		4 Full Days	\$10,810	\$1,800	\$3,215	
5 Mornings	\$5,625				5 Mornings	\$7,830			
5 Mornings + 3 Afternoons	\$8,675				5 Mornings + 3 Afternoons	\$11,450			
5 Mornings + 4 Afternoons	\$8,860				5 Mornings + 4 Afternoons	\$11,605			
5 Full Days	\$9,230	\$2,220	\$3,940		5 Full Days	\$11,835	\$2,220	\$3,940	
<b>Preschool: Age 2 to Pre-K</b>		Per diem \$28	Per diem \$48				Per diem \$28	Per diem \$48	
3 Mornings M-W-F	\$4,370	\$1,380	\$1,940		3 Mornings M-W-F	\$6,020	\$1,380	\$1,940	
3 Full Days M-W-F	\$7,370				3 Full Days M-W-F	\$9,545			
4 Mornings	\$4,980				4 Mornings	\$6,835			
4 Full Days	\$8,150	\$1,630	\$2,325		4 Full Days	\$10,500	\$1,630	\$2,325	
5 Mornings	\$5,515				5 Mornings	\$7,610			
5 Mornings + 3 Afternoons	\$8,515				5 Mornings + 3 Afternoons	\$11,130			
5 Mornings + 4 Afternoons	\$8,690				5 Mornings + 4 Afternoons	\$11,275			
5 Full Days	\$9,055	\$2,010	\$2,910		5 Full Days	\$11,500	\$2,010	\$2,910	
<b>Kindergarten:</b>					<b>Kindergarten:</b>				
5 Full Days	\$9,055				5 Full Days	\$9,055			
K Enrichment	\$5,500					\$6,500			
<b>Bright Horizons</b>					<b>Bright Horizons</b>				
5 Mornings	\$6,830				5 Mornings	\$7,765			
<b>Let's Play!</b>					<b>Let's Play!</b>				
3 Afternoons 12-3 PM	\$5,580				3 Afternoons 12-3 PM	\$6,290			
<b>Lunch-time add-on 12:00 pm – 1:00 pm Classes Age 3+ only</b>					<b>Lunch-time add-on 12:00 pm – 1:00 pm Classes Age 3+ only</b>				
	5 days	\$1,625				5 days	\$1,700		
	4 days	\$1,265				4 days	\$1,300		
	3 days	\$1,070				3 days	\$1,100		
<b>Other Fees</b>									
Security Fee	\$150								
Trip Fee (Pre-K/K)	\$110								
HSA Family Activity	\$50								

**If pick-up is not possible by 3:00 pm (for children with a 3:00 pm dismissal), families will be charged a per diem at a rate of \$18 per hour for children in our Infant, Young Toddler, and Toddler classrooms. A rate of 15.00 per hour will be charged for all other children in our program. Pick up time for all children attending Late Care is 6:00 pm. Families who pick up children at any time after 6:00 pm owe our staff \$1.00 per minute for every minute each child is cared for after 6:00 pm. Payable directly to the staff member who stays with your child/ren. Example: if you pick your child up from the classroom at 6:10 pm, the staff member must be paid \$10.00, payable at the time of pick-up.**



## Positive Behavior Support

Temple Beth Hillel-Beth El's Early Childhood Center and their employees deliver a service based on the principles of positive behavior support. Services are child centered and create an environment where children and young people feel safe, secure and valued.

This philosophy is based on the promotion of desirable behaviors, with clear management plans that identify areas for improvement, reward progress and have explicit responses to behaviors that present risk.

- "Time-out" is never used as a punishment. It is only used for positive redirection of behaviors if a child needs private time to calm down.
- At no time will a child's recess be taken away from them. A child may need to be removed from the playground; however, if they continue to use equipment in an unsafe manner.
- Removal from the playground to a safe place to play indoors is a natural consequence that does not prevent the child from unrestricted play time.
- A child can only be physical restrained in the arms of a teacher if the teaching team feels that it is required to prevent a child harming themselves, or others.

One of the most frequently asked questions we receive from prospective parents and new families is "*What is your approach to discipline?*" While there is no simple solution or response to this problem, the following represents our philosophy and practice:

The goal of our Behavior Guidance Policy at the Temple Beth Hillel-Beth El Early Childhood Center is to help children develop safe and appropriate ways of interacting with others and the environment. Young children learn by experimenting, testing limits and experiencing the consequences of behavior. We guide children in processing feelings, recognizing consequences, exploring alternative solutions and outcomes and developing internal self-control. To accomplish these goals we use the following techniques on a daily basis:

### Prevention

Our well designed and well equipped classrooms are tailored to the developmental level of the children in order to prevent frustration, interruption and hazards. Daily routines provide enough time for active and quiet play, a sense of security, little waiting time and minimal abrupt transitions.

### Positive Redirection

This technique redirects unacceptable behavior to an acceptable alternative. Encouragement, intervention, explanation, and reconciliation are the positive goals we strive for in classroom relationships.

### Modeling

Teacher modeled appropriate behavior and communication, as well as positive peer models, is provided to help children learn responsibility for their actions.

### Limit Setting

We have a few clear, simple rules that vary according to the developmental level of the children.

### Problem Solving

We appeal to the preschooler's growing intellectual and moral reasoning by using natural and logical consequences and asking questions to encourage problem solving. Teachers help children identify their needs, feelings, causes, alternatives and choices. We provide cues such as the statement, "Use your words." It is with our philosophy of positive behavior support that our *Getting to Know You* Curriculum was written. (see page 7)



***Getting to Know You: Cultivating the Social, Emotional and Moral Intelligence in Young Children*** is an innovative program that is an integral part of the curriculum for all our age groups in our Early Childhood Center. This program was created and designed by Annalee Cohen, a thirty-seven-year veteran teacher in the preschool of Temple Beth Hillel-Beth El. ***Getting to Know You*** is an expansive approach to life which builds confidence, self-esteem and strong moral character. It teaches the skills necessary for self-protection and positive interaction with peers, parents and the community.

The program, sponsored by grants from The Charlotte and Nathan Becker Holocaust Torah Endowment Fund, the Bright Horizons Fund of Temple Beth Hillel/Beth El, and the Home and School Association of the Temple Beth Hillel-Beth El Early Childhood Center was formally introduced in September 2011. Its success has continued to be quite significant.

When the children first come to our school, they are introduced to social interaction and character building concepts. As they move ahead through the older classes, the curriculum expands developmentally with the children. Getting to Know You integrates seamlessly with Torah Education, Jewish values and Mitzvot. It is a process that is incorporated into every aspect of the school culture, including the academic framework.

As part of the curriculum, staff and parents composed Community School Guide Lines based on the essential values they want to pass on to their children. They are:

Have a positive attitude	Be respectful	Use good manners
Speak only kind words	Act fairly	Act responsibly
Act with kindness	Help others	Be thankful
Be flexible	Include others	Celebrate your uniqueness.
	And keep your friends safe	

The goal is for children to instinctively recognize the difference between appropriate and inappropriate behavior and act accordingly.

Kindergarten teachers widely believe that the most important skill for children to have developed upon entering kindergarten is self-regulation. Self-regulation includes anger management, tolerance of distress, patience, and impulse control which are skills necessary for ensuring social, emotional and academic success. Physical relaxation exercises, deep breathing techniques, visualizations and guided imagery are just a few of the strategies that we introduce to the children as the foundation for building strong self-regulation skills.

An important goal of our *Getting to Know You* program is to develop welcoming and inclusive feelings in all the classrooms. We want the children to feel a strong sense of belonging to a class family, while being acknowledged for their individuality. Teachers carefully model appropriate interactions and use teachable moments to demonstrate the meaning of strong moral character steeped in Jewish values; then, through coaching, the teachers help the children apply the principles to their own lives. The classroom atmosphere is relaxed since the children understand that mistakes are experiences from which to learn. This allows them to maintain a positive attitude, experience new things, and to take calculated risks.

When dialogues on kindness, respect, altruism, and courage become a part of the children's daily lives, so does strong moral character. In our ever-changing world, the goal of helping children discover their storehouses of inner strengths is the focus of this unique program. When the children graduate from our Early Childhood Center, they are socially, emotionally, and morally well prepared for the challenges that await them as they enter a new chapter in their lives.



## Placement Policy

Classroom placement is based on several variables of equal importance:

Chronological age

Developmental age

Gender makeup in the class

Individual characteristics

Placement will be determined once a classroom's enrollment is complete.

The process of class placement is one that we take very seriously. In the spring and during the summer we speak with our teachers and together, determine placements for the following school year.

We have spent the school year with your children and in many cases the summer as well, observing the ebb and flow of relationships, play styles, differing temperaments and both group and individual dynamics. Our experience, professionalism, caring and affection for each child in the program is paramount in this placement process. Through a thoughtful process we look at each child's placement to make sure it is in the best interest of the child and the classroom.

*We do:*

- place each child in a nurturing and supportive classroom environment to optimally facilitate his/her growth and development
- place each child with some classmates from the prior year
- insure that each child can develop new relationships while also having the opportunity to reconnect with children who may not be in the same class (playground, lunch, pm program, holiday celebrations, etc.).

*We do not:*

- accept requests (written or oral) for teachers
- determine placements of children by future elementary school, neighborhoods or family friendships
- change class assignments per parental request

As you have trusted us to care for and nurture your children for the past year, we expect that you will also trust our judgment in placing your child with the best intentions for each individual and the group.



## Our Teaching Staff

From its very beginning, over fifty years ago, Temple Beth Hillel-Beth El's Early Childhood Center has enjoyed a reputation throughout the community for excellence in Early Childhood Education. Every effort has continually been made to provide attractive, safe learning environments for all children, well designed furniture and equipment, the highest standards of health and safety measures, a developmentally appropriate curriculum, enriching and stimulating Judaic and secular programming, and a wide variety of learning materials and supplies. While these areas are necessary ingredients for excellence in education, the most essential feature of a successful school is the teaching staff. This is the element that makes everything happen. This is the element that puts smiles of happiness on the children's faces. The staff has the unique responsibility for implementing the mission, philosophy, and goals of the school.

The preschool years are critical and important ones in the growth and development of young children. Research has determined that during this time in their lives, children thrive best in the care of loving, understanding, patient adults. These are the personal qualities that we keep upper most in mind when we go through the process of hiring staff members.

Each teacher is carefully selected for her training and expertise in Early Childhood Education. As an accredited Private Academic School licensed by the Pennsylvania Department of Education, all classroom head teachers are certified with the minimum requirement of a CDA (Child Development Associate). We are very proud of our incredibly motivated, talented, energetic, and highly creative teachers. Our teachers have consistently shown a deep sense of loyalty and dedication to the children and families of Temple Beth Hillel-Beth El. Thus, we have very low staff turn-around.

While all our staff members share the same philosophy and goals of preschool education as set forth by Temple Beth Hillel, each teacher is an individual and must be regarded as such. We cannot hire all teachers who are exactly alike nor do we wish to do so. You will find that it is to your children's best educational advantage for them to be exposed to diversity of personality and approach. We ask that you acknowledge the individuality of our teachers and treat them with the respect and consideration that they deserve.

During the school day, the full attention of each staff member is to be focused on the children. Please do not expect them to deliver personal messages, invitations or gifts or to perform any duties unrelated to the children or our school. It is difficult for teachers to turn down parents' requests. We ask that you do not put our professionals in an uncompromising position.

## Staff as Babysitters

Staff may take additional employment outside of the hours they are employed at the ECC. ECC parents have been known to ask teachers to babysit. Please be aware of the pitfalls of asking them to do so. Teachers are professionals and teaching young children involves skills and education far beyond that of babysitting. **Serving as a babysitter often compromises this message**—especially when Assistants are hired to babysit and are in private communication with parents. **We ask that you do not employ staff members who work with your child at any time during the school day. We also ask that you do not employ our staff on Jewish Holidays for which we provide Holiday Coverage.** This creates a conflict of interest and may result in a change of policy for staff babysitters. This includes staff who work in other classes of the same age as your child. **By asking a staff member to babysit you are inadvertently putting their job at the ECC at risk.**



## School Communications, How to Reach Your Child's Teacher:

### E-Mail

Each Head Teacher will provide you with an email address to contact them (see page 10).

**Early and Late Care Staff and Classroom Assistants are not permitted to e-mail our families to discuss changes of scheduling or to discuss concerns about your child.** Should you wish to discuss your child's progress and development with your child's teacher, please email your request directly to the Lead teacher. Teachers check their emails after class hours and will respond in a timely fashion. In this way, you may request a telephone conversation, or a personal meeting with your child's teacher.

### Text Messaging

In years past, our Early and Late Care teachers, and our Infant Room teachers, have used text messaging to communicate with parents and caregivers. **We do not allow text messaging as a way to communicate between the school and families.** If you wish to speak with your child's teacher, please call the school office during office hours from 8:30 am to 6:00 pm Monday through Friday. Someone will be available to transfer your call to the appropriate classroom.

### Shutterfly

All classrooms have a Shutterfly Classroom Web Site. This free service on shutterfly.com allows our teachers to share newsletters, photographs, videos, and calendars with parents in the classroom. The pages are private and viewable by invitation only. They also provide another vehicle through which to communicate with your child's teachers and other class parents.

### Telephoning During School Hours

The telephone is primarily for emergency use only. Teachers are not available to receive calls during classes as they must be responsibly supervising the children at all times. Should it be necessary to speak with your child's teacher, you may call the school office at **(610) 649-2277** and your call will be transferred to the teacher's voicemail. **Someone is available in the school office from 7:30-6:00 pm daily.**

### Telephoning After School Hours

If you telephone the school when the office is closed, you may leave a message for your child's teacher by accessing the synagogue voice mail system. Each classroom teacher's voice mail number corresponds to the classroom number. Simply press the room number and leave a message for the teacher. The teacher will return your call as soon as possible.



## Staff Voice Mail and E-Mail

Judith Mont Scarani	x110	School Director	<a href="mailto:jscarani@tbhbe.org">jscarani@tbhbe.org</a>
Randi Grossel	x124	Assistant School Director	<a href="mailto:rgrossel@tbhbe.org">rgrossel@tbhbe.org</a>
Arlene Goldberg	x108	Administrative Assistant	<a href="mailto:agoldberg@tbhbe.org">agoldberg@tbhbe.org</a>
<hr/>			
Ina August	x212	18-24 Months Old	<a href="mailto:iaugust@tbhbe.org">iaugust@tbhbe.org</a>
Barb Bookman	x114	2-year-Olds	<a href="mailto:bookfwe@aol.com">bookfwe@aol.com</a>
Amy Botel	x122	Kindergarten Enrichment	<a href="mailto:amybotel@gmail.com">amybotel@gmail.com</a>
Beverly Cylinder	x113	12-18 Months Old	<a href="mailto:beverly.cylinder@gmail.com">beverly.cylinder@gmail.com</a>
Monica Fickenscher	x102	Bright Horizons/Let's Play	<a href="mailto:monicafick@tbhbe.org">monicafick@tbhbe.org</a>
Sara Goldfuss	x214	2-year-Olds	<a href="mailto:sgoldfuss@tbhbe.org">sgoldfuss@tbhbe.org</a>
Debbie Greenberg	x216	3-Year-Olds	<a href="mailto:debmazer3@aol.com">debmazer3@aol.com</a>
Lisa Lassoff	x210	18-24 months Old	<a href="mailto:lassoff.lisa@gmail.com">lassoff.lisa@gmail.com</a>
Leslie Maizel	x201	Pre-K, 4-year-Olds	<a href="mailto:lbmaizel@aol.com">lbmaizel@aol.com</a>
Lindsay Maze	x208	2-year-Olds	<a href="mailto:lindsaycmaze@gmail.com">lindsaycmaze@gmail.com</a>
<i>TBD</i>	x112	Infants 3-12 Months Old	
Ari Schwartz	x302	Kindergarten	<a href="mailto:asch94@aol.com">asch94@aol.com</a>
Alex Waserstein	x203	Pre-K, 4-year-Olds	<a href="mailto:awaserstein@gmail.com">awaserstein@gmail.com</a>
Susan Yefet	x215	3-Year-Olds	<a href="mailto:sgyefet@gmail.com">sgyefet@gmail.com</a>



## **Our Teacher to Child Classroom Ratios:**

### **Infants:** 3-12 Months

3:8 (Three adults to 8 children except during staff breaks from 9:00 am to 3:00 pm. A minimum Ratio of 1:4 is maintained at all times children are awake)

### **Young Toddlers:** 12-18 Months

3:10 (Three adults to 10 children except during staff breaks from 9:00 am to 3:00 pm. A minimum Ratio of 1:5 is maintained at all times children are awake)

### **Toddlers:** 18-24 Months

3:10 (Three adults to 10 children except during staff breaks from 9:00 am to 3:00 pm. A minimum Ratio of 1:5 is maintained at all times children are awake)

### **Two's:** 24-36 Months

3:12 (A minimum Ratio of 1:6 is maintained at all times children are awake)

### **Three's:** 36-48 Months

3:16 (A minimum Ratio of 1:10 is maintained at all times children are awake, however, at no time will a classroom be run without a full-time assistant.)

### **Fours:**

3:18 (A minimum Ratio of 1:10 is maintained at all times)

### **Kindergarten:**

3:18 (A minimum Ratio of 1:10 is maintained at all times)



## Daily Schedules

Below are samplings of typical daily schedules for our various programs. Schedules are approximate and offered to provide parents a glimpse into a typical day. We believe that teachers need the flexibility to change schedules to be responsive to the changing needs of our children.

### Infants and Young Toddlers Daily Schedule:

Time	Activities
7:30 - 9:00	Breakfast and Individual activities - Exploration of Materials
9:00 - 9:15	Clean up Snack, Diaper Check Individual nap schedules are followed throughout the day
9:15 – 9:30	Sing-a-long Circle Time
9:30 – 10:00	Small Group Time - Exploration of Materials
10:00 – 10:45	Outside Play/Gross Motor Room
10:45 – 11:00	Set up for lunch, Diaper check
11:00 - 11:30	Lunch
11:30 - 11:45	Clean up lunch, Diaper check
11:45 - 2:30	Individual activities, napping, and book reading
2:30 - 2:45	Clean up, Diaper check
2:45 - 3:15	Small group time - Exploration of materials. Dismissal for some children
3:15 - 4:00	Snack
4:00 - 4:15	Diaper check
4:15 - 6:00	Outside porch play/Gross Motor Room Individual activities - Exploration of materials/Quiet activities

**Toddler and Twos Daily Schedule:**

<b>Time</b>	<b>Activities</b>
7:30 - 9:00	Flexible Arrival with Breakfast
9:15 - 9:45	Center time, Individual & group activities, self-selected/teacher facilitated
9:45 – 10:00	Circle Time
10:00 – 10:15	Snack
10:15 – 11:00	Diaper check, toileting children.
11:00 - 11:30	Outside Play
11:30 - 12:00	Special - Music, PE, Movement, etc.
12:00 - 12:30	Lunch
12:30 - 1:00	Diaper check, toileting children. brushing teeth and song time
1:00 - 3:00	Nap-time
3:00 - 3:15	Dismissal of some children; others self-selected snack
3:15 - 3:30	Individual & group activities, self-selected/teacher facilitated
3:30 - 4:15	Outside play
4:15 - 5:30	Diaper check, Toileting, self-selected activities
5:00 - 6:00	Quiet activities - Departure

**Preschool (3's and 4's) and Kindergarten Daily Schedule:**

<b>Time</b>	<b>Activities</b>
7:30 - 9:00	Flexible Arrival with Breakfast
9:00 - 9:45	Center time, Individual & group activities, self-selected/teacher facilitated
9:45 – 10:00	Circle time
10:00 – 10:15	Snack
10:15 – 10:45	Outdoor/Gross Motor Play or Special: PE, Dance
10:45 – 12:00	Individual & group activities, self-selected/teacher facilitated
12:00 - 12:30	Lunch
12:30 - 1:30	Rest time
1:30 - 2:00	Individual & group activities, self-selected/teacher facilitated
2:00 - 3:00	Outside play
3:00 - 3:15	Dismissal for some, Snack for those staying for late-care
3:15 - 4:00	After-school specials: Drama, Karate, Yoga, or Science
4:00 - 6:00	Center time, Individual & group activities, self-selected/teacher facilitated



The Bright Horizons program is a unique learning environment for preschool children with delays in the acquisition of one or more areas of language, attention, motor skills and/or cognitive skills. Begun in the fall of 1993, the program exemplifies Temple Beth Hillel-Beth El's commitment to an essential principle of Judaism, *Kol Yisrael Averim Zeh Lazeh*, all Jews are responsible for one another (Pirke Avot). This principle, in addition to Judaism's emphasis on education, led us at Beth Hillel-Beth El to believe that all the children of our community, regardless of their abilities, deserve a high quality Jewish education.

The Bright Horizons program itself includes a self-contained class of children, which in many ways resembles our typical preschool classes. The Bright Horizons curriculum and philosophy are modeled after that of the general preschool, including its philosophy of the Whole Child Theory of Development. With flexibility, a foremost priority, daily activities and experiences are designed and modified to meet the specific goals and needs of the children.

In addition to a self-contained class, the Bright Horizons program provides the opportunity, when appropriate, for inclusion in our typical preschool classrooms. This includes participation in music, special school programs and events, playground and gym time, Shabbat and holiday celebrations.

From time to time, it may be appropriate for professionals other than those employed by Beth Hillel to observe and work with Bright Horizons children enrolled in the self-contained Bright Horizons class or in a typical classroom. For additional information regarding non-Beth Hillel professionals, please consult with your child's teacher or the school director.



At Temple Beth Hillel-Beth El, we believe that every child has the right to enjoy the benefits of having a friend and being a friend. In our years of experience in the field of Early Childhood Education, the development of friendships does not come easily to some children. LET'S PLAY is a program designed to foster the development of the language, play and behavior skills necessary to help young children make and maintain peer relationships.

Children between the ages of 3 and 6 years with functional language skills who need supplemental help in friendship making due to either skill deficit or motivational deficit are eligible for this new program. These children may come from the morning Bright Horizons class, our typical classrooms, from children on our Bright Horizons waiting list, or are often children enrolled in other preschools.

This program meets Monday, Wednesday and Friday afternoons from 12:00 until 3:00 PM.

For information about this program, please call Judith Mont Scarani at (610) 649-2277 Ext. #110, or email her at [jscarani@tbhbe.org](mailto:jscarani@tbhbe.org)



## Snacks and Lunches

We make every effort to serve snack foods that are low in sugar, saturated fats, trans-fats, sodium and artificial flavoring. Exceptions are made for special occasions such as birthdays and holidays. Challah and grape juice are served each Friday for Shabbat. Two days per week are designated as Special Snack Day in our classrooms. On those days, children take turns bringing a nutritious snack to share with the class. Lollipops and chewing gum are not permitted in school. Lunches **MUST** be dairy or pareve only. Please review the list of suggested foods below.

In selecting these products, it is important to keep in mind that Temple Beth Hillel-Beth El abides by the guidelines of Kashrut as interpreted by the Rabbinical Assembly Committee on Jewish Law and Standards. All food supplied by the school must have acceptable Kashrut certification. With these symbols:



The letter **K**, by itself, or the symbol **KO**, are not acceptable symbols of Kashrut at Temple Beth Hillel-Beth El. Foods with  $\triangle K$  are acceptable only if they are dairy. Foods prepared at home meant for your child only are fine if they are not meat or shellfish. **Foods prepared at home to share with the class for snack, special events, and/or birthday celebrations are not acceptable even if you maintain a kosher home.** Boxes of food that were opened before being brought to school are not acceptable to share with the class.

In addition, the ECC adheres to the Food Allergy Management Program as outlined in the Parent Handbook. **The ECC is Allergy Aware, NOT “peanut free” or “dairy free”, or “gluten free”, etc.** What that means is that we cannot guarantee a peanut free environment. **Please keep peanuts and peanut butter out of our ECC classrooms. Food products containing nuts or traces of nuts, or prepared on equipment where foods containing nuts or traces are prepared, may not be served or brought into classrooms that have nut allergies.** It is essential to read the ingredients of products you are purchasing and how it was manufactured before you buy it for class snack. Your child’s teacher will let you know of allergies in the classroom. Parents of an allergic child must clearly label the child’s lunch bag indicating the child’s specific allergies (e.g. “Milk Allergy”).

### Bread/bagel/pita/wrap with:

- Soy/sunflower seed butter and jelly
- Sliced or cream cheese
- Soy meat with lettuce and tomato
- Hummus, sprouts, tomatoes
- Scrambled eggs, egg salad, hard boiled eggs
- Tuna fish/tuna melt
- Grilled Cheese
- Cheese and veggie pizza

### Fruits and Veggies:

- Veggie sticks with hummus dip
- Fruit salad, no sugar added applesauce, peaches, pears
- Celery & cream cheese or soy/sunflower butter
- Raisins and dried fruit
- Chickpeas, Edamame
- Cottage cheese and fruit

### Thermos Items:

- Mac and Cheese, pasta, ravioli, noodles, etc.
- Vegetable soup
- Tofu, rice and soy sauce
- Soy nuggets, soy dogs, etc.
- Falafel balls
- Fish sticks

### Other Ideas:

- String cheese
- Dry cereal with a milk container
- Yogurt
- Cheese or hummus and crackers
- Quiche

Pack lunches with an ice-pack if needed. All lunch bags are stored in a refrigerator unless otherwise noted on your child’s lunch bag.

We are not able to heat/re-heat lunches in every classroom. (check with your child’s teacher). Please use a thermos if the food should be served warm.



## Birthdays in the ECC

As a conservative synagogue, Temple Beth Hillel-Beth El abides by the guidelines of Kashrut as interpreted by the Rabbinical Assembly Committee on Jewish Law and Standards. All food supplied by the school must have acceptable Kashrut certification.

Birthdays at our school are an experience in sharing for all the children. It is customary for our two, three, four, and Kindergarten classes to make the party for the birthday child. We recommend that parents contact the teacher several weeks in advance of the date of the birthday to make appropriate arrangements for your child.

Because we are an inclusive school where children's individual needs are taken into consideration, it is essential that all children, regardless of their specific allergies, can partake in all birthday celebrations. We have vanilla and chocolate flavored Cherrybrook Kitchen cake mixes which are peanut free, dairy free, egg free and nut free and Kosher. Believe it or not, they are quite delicious! Some of the classes will be baking their own celebration snacks while other classes will enjoy treats prepared by our parent volunteer committee.

**As a Conservative synagogue preschool, we ask that home birthday parties be held either on Sunday or during the week so as not to interfere with the observance of Shabbat.** We also suggest that kindness and consideration for others be shown when birthday guest lists are planned. It is natural that children and their parents feel a sense of rejection and sadness when they are excluded from a class birthday celebration unless you are inviting the whole class. Invitations are not to be distributed in school. Please use the US mail.



## School Clothing

Your child will be participating in a wide variety of activities and experiences that may involve clay, water, sand, paint and dirt each day. We recommend clothing that is durable, washable, and free of complicated fastenings. It is important that our children be able to manage their own clothing to begin to develop a sense of independence. We suggest that children wear tie shoes or sneakers so they can walk, run, jump and climb with ease. Party shoes and sandals are restrictive and dangerous. We strongly discourage children from wearing jewelry and fancy hair accessories to school.

**Children need to play outdoors even on rainy days or during the cold winter months.** Make certain that your child wears or brings appropriate outerwear such as hat, mittens, raincoat and boots so that he/she will be able to go outside with the rest of the class. **Umbrellas are potentially very dangerous. Please leave them at home.**

Please help us to keep track of your child's clothing and personal belongings by **labeling all outer garments including hats, boots, mittens, sweatshirts and sweaters.** Please make sure to also label all extra garments supplied for cases when a change of clothing is required. **Under no circumstance may school personnel be expected to search the building and playground for items that children have left behind at school.**

Soiled clothing will be bagged and sent home for washing. Please return the clothing freshly washed, or bring a replacement change of clothes on the following day.



## Toys from Home

Please leave your child's toys at home except for toys that are needed in the beginning days of school to help ease your child's transition from home to school. Children who bring playthings from home have a tendency to focus their attention on the toy rather than taking advantage of the wide variety of learning materials in our classrooms. Young children also frequently find it difficult to share their favorite possessions. This type of situation often results in children becoming upset.

### Please leave at home:

- guns
- war toys
- action figures representing characters with violent or destructive behaviors
- balloons

Please feel free to bring:

- Books
- music
- lovies for rest

Label all items brought to school. Older children frequently enjoy bringing items from home that relate to topics that the class is studying. We encourage children to share with their classmates in this manner. However, we do not wish to be responsible for valuable and fragile family treasures.



## Learning to Use the Toilet

In the Temple Beth Hillel-Beth El Early Childhood Center we adhere to the latest theories of child development which stress that parent and educators alike should acknowledge and allow for individualized rates of growth and accomplishment among children. This is particularly applicable to the issue of toilet learning; which we view in much the same way as we do other learning tasks: **Children should not be hurried or pressured before they are ready.**

Children enrolled in our Infant, 12 months, 18 months, Two and Three-year-old classes are not required use the toilet. Diapers will be changed as needed. Should a child begin toilet training, our teachers will follow parents' methods as closely as possible; however, if a child has two or more accidents a day, every day, for a week, we will ask that you give your child more time in pull-ups or diapers before attempting to use the toilet.

For children to be enrolled in Pre-K or Kindergarten classes, they must be able to handle toileting independently.



## Rest Time and Napping

A rest time is built into our daily schedule between the hours of 12:30 pm and 3:00 pm. The start time varied according to the needs of each particular age group. All of our children are offered the opportunity to rest in an environment that is conducive to such an activity. Our older children often use this time to read or listen to books on CD. During Nap Time, the classrooms are darkened and each child is provided with a nap mat or cot, their personal blankets & sheets (these must be provided by the parents and laundered by the parents weekly) and quiet music is played. Children who do not fall asleep within 30 minutes are provided with alternate quiet activities. As a nap period is mandated by DHS (Department of Human Services, formerly DPW) for children under three years old, parents may not request that the staff “keep their children up” or otherwise deprive the children of this rest time. If a child is sleeping during the period set aside for nap time they are not awakened early. If a child falls asleep outside of this scheduled nap time, the staff will attempt to safely accommodate the child in the classroom.

All napping children must bring in two crib size sheets (toddlers) or two single sheets (3’s and Pre-K), and one blanket for napping. Dirty linens will be sent home each Friday to be washed and returned to school on the following Monday.



## Transitions

Toddlers and Pre-Schooler’s transition at different ages in different centers and states depending on a variety of factors including local regulations, space availability, and the child’s developmental readiness. Whenever this transition happens, it may feel as stressful to you as it does to your children! At TBH-BE we follow a school calendar so children are together for an entire year, regardless of their birth date.

Parents can get as attached to a child’s caregivers as their children can. For example; it was comforting to see that the infant teachers knew your baby so well. Over the course of the time that your child was in the infant room, you learned to trust the caregivers and figured out ways to work together to best jointly care for your child. You may wonder, “Could the toddler teachers possibly care as much? How will they come to know my child when the room seems so busy?”

It is important to give yourself and your child a chance to “bond” with the new teachers. This process won’t happen instantly. In some cases, you almost need to “grieve” leaving the relationship developed with the staff in the infant room. As everyone has their own unique personality, you will probably find that the new teacher may do things a little differently than your child’s other caregivers. Understand that this is part of the transition process of leaving one caregiver or teacher and moving on to another. Give time for the new relationship to develop you all adjust to a different style.

### Transition Planning

Whenever possible, it is better if your child can gradually ease into her new room. That said, it is important to follow your child’s lead. Some children have trouble going back and forth and we are very flexible as we adjust our transition planning to your child as needed.

Once a child is enrolled in the program and the application and enrollment process is complete we schedule a series of visitation days. We understand that work schedules may not allow for multiple visitations days. Not all children benefit from long, drawn-out good-byes either. This may vary based on how a child is adjusting, but we encourage the following schedule:

1. A morning visit with parent/caregiver ending with a shared snack or lunch with your child. Some children may need to repeat this experience; the teacher and family member will decide if another morning visit is needed.
2. A morning visit with parent/caregiver ending with assisting the child to nap. Parent/caregiver will meet with teacher during nap and discuss progress. Child goes home after nap. For infants, we follow the child's normal home routine for feeding and naps but suggest that the visit includes both a feeding and nap time.
3. Full day experience with parent/caregiver arriving early to assist child in adjustment and returning early enough to visit in the classroom with the child at the end of the day. This routine may be needed for several days.
4. Finally, full day experience for the child with minimal supports in place.

**Full-Day Children New to the ECC (Ages 24 Months and Up)**

Once a child is enrolled in the program and the application and enrollment process is complete we schedule a visitation day. We understand that work schedules may not allow for multiple visitations days. Not all children benefit from long, drawn-out good-byes either. This may vary based on how a child is adjusting, but if parents so desire we encourage the following schedule:

1. A morning visit with parent/caregiver ending with a shared snack with your child.
2. Full day experience with parent/caregiver arriving early to assist child in adjustment and returning early enough to visit in the classroom with the child at the end of the day. This routine may be needed for several days.
3. Finally, full day experience for the child with minimal supports in place.

**Meet and Greet.** “Meet and Greets” are held every September prior to the beginning of a school year. If you are joining the ECC program at any other time, your child’s teacher will contact you to schedule a time to meet and confer about your child, his needs and skills. Share how you like to receive classroom communication (verbally, on a daily sheet, phone call, email, etc.) and what level of detail is important to you.

We often think of infant rooms with soft music and lighting, sleeping babies, and infants on their tummies on mats reaching for toys. Toddler rooms and Pre-school rooms, in contrast, have the reputation of being bustling and busy with children trying out their newly acquired skills of walking, climbing, and saying “no.” Knowing what to expect can help.

**The toddler room (12-17 months) is different from the infant room and should be. For example:**

The ratios of adults to children and probably the total group size will be larger in the toddler room. As children become a little more independent and learn to do more for themselves, they do well in a slightly larger ratio.

Some physical changes may accompany your child’s transition to the toddler room. She may move from a crib to a cot or mat, for example. While your child may not have yet moved from a crib to a bed at home, many families find that their toddler does very well with this transition at the center and that this change eases the change at home from crib to bed whenever that happens. The transition may also mean less reliance on bottles, more use of cups, and less use of pacifiers. These are good topics to discuss with your child’s new teacher prior to the transition.

A challenge in toddler rooms is that non-verbal toddlers sometimes use physical means (such as biting or pushing) as strategies to communicate wants and frustrations. Talk to your child’s new teachers about toddler aggression before it happens. How is it handled? What do they do to try to prevent it? How will you be notified if your child is bitten? How can you and the teacher work in partnership to help your toddler learn positive ways to communicate?

You may receive more notices of bumps and bruises. That is typically due to toddlers trying out their new movement skills and getting a few bumps in the normal process of development rather than a lack of supervision.

Ask, “*What is different about the curriculum in the toddler room? What will children be learning and how will that be communicated? How long do toddlers typically spend in the toddler room?*” As with many transitions, the more communication you can have with your child’s new teachers prior to the transition, the better.

As young children transition to the next early childhood classroom there can be some anxiety for both the child and the parents. Separation anxiety is a normal reaction. Leaving the familiar faces of teachers and entering a new environment can be difficult for anyone. Sometimes the pain of separation seems to hurt us more than our children. Most children quickly adapt to a new classroom, especially if it is in the same school with familiar friends.

### **Know Your Child, and Realize that Each Child's Response Is Different**

We all want our children to take to their caregivers with eager enthusiasm, but children's responses to transition and separation depend upon their age, temperament, and experience.

### **Be Positive**

Our children have incredible intuitive skills. They sense our anxiety and hesitation. As the first day for transition draws near, begin talking to your child about what to expect and about any concerns or fears they might have. Present school as a place where he'll learn new things and make friends.

### **Establish a Drop-Off Ritual**

Developing a quick, simple way to say "good-bye" and reassuring our children that we will return will help separation go more smoothly. Sneaking out creates a sense of mistrust.

### **Tune-In to Your Child's Behavior**

During times of change, our children may have behavior regressions, delayed reactions or even outbursts at pick-up time. It's all normal. We can reassure them with positive comments, physical affection, and love.

### **Make a Connection between Home and School**

Little things from home may make our children feel more comfortable: a blanket, a stuffed animal, or for infants, a scarf with mommy's smell. Photographs also help. Try laminating a favorite picture or compile a little photo album.

Adapting to transition and overcoming separation anxiety may take time for both young and old. Transition times are learning times for our children and adults. Remember that becoming comfortable in a new classroom is an ongoing process, not just a single event. Our children learn through consistent experience that each goodbye, as hard as it may be, is followed by our happy return.

## ***Transitioning to a New School*** **Policy & Procedure – Transfer of Child’s Records**

Child’s records will be transferred to new schools or programs in accordance with the parent’s or legal guardian’s written request. The school office is responsible for transferring records.

### **Procedure**

- Records will be transferred to new schools or programs upon receipt of a written request form.
- Parents/legal guardians can obtain a Transfer Records Form from the school office.
- A parent/legal guardian must complete and submit the form to the office.
- The school office must verify that the person making the request **IS** the legal guardian of the child.
- After verification, the school office must send a copy of the child’s records within one week.
- Original records are maintained in the office for 10 years.

### **Regulations**

Upon enrollment, the school district or charter school is to contact the student’s former school for a copy of the student’s education records. The former school district or charter school, if within this Commonwealth, is required to respond by forwarding the records within 10 business days of the date upon which a student’s records are requested by another Commonwealth school district or charter school. School districts shall enroll students within 5 business days regardless of receipt of records from the previous districts. 22 Pa. Code §11.11(b).



## Security Policy

### ARRIVAL AND DISMISSAL PROCEDURES FOR STUDENTS– SECURITY

#### Identification Tags Are Required for Entrance Into The Synagogue/School Building even if you have a FOB.

- All staff members and school parents must wear a current Early Childhood Center Identification Tag when entering the building.
- Caregivers or persons designated to act “in loco parentis” by ECC families must wear an Early Childhood Center identification tag with the family name. Additionally, there must be two photos of the caregiver on file (one in the classroom and one in the school office) with a signed authorization by the parent for permission to pick up the child.
- If a parent/caregiver forgets or loses their identification tag, they will be asked to produce a government issued photo I.D. and receive a visitor’s badge.

### STUDENT ARRIVAL RULES

#### Parents/Caregivers who DO NOT use Carpool Line

- Children in our Infant, Young Toddler and Toddler programs do not utilize our carpool. These children are brought directly to their classroom by a parent or caregiver. Dismissal is also be from the class.
- Please note that Bright Horizons children, their parents and caregivers are permitted to enter the building, with their tags, prior to 9:00 AM by pressing the buzzer, or using a Key Fobs (these are available for purchase from the Main Office). This accommodation is being made due to the special needs of the children.
- All entries and exits are through the main synagogue entrance only. A parent volunteer or staff member will open the outside door at 9:00 AM so that parents may bring children directly to the classroom.
- **Carpool ends at 9:10 am.** Parents who arrive after 9:10 will be asked to walk their children to their classroom(s). To cut down on the amount of wait-time our young children spend in the lobby **we stop carpool drop-off promptly at 9:10 am.**

#### Parents/Caregivers who DO use Carpool line

- It is important for parents and caregivers to stay in their vehicle until a carpool volunteer or staff member approaches their car to escort children into the building. **Cars must pull up as far up as possible in the driving circle. Car motors and cell phones must be turned off.**

### CHANGES IN AFTERNOON DISMISSAL PLANS

If possible, please do not make last minute changes in dismissal by telephone. If there are changes in a child’s typical afternoon dismissal plans, parents are required to send a written, dated permission note to the child’s teacher or by email no later than 2:00 PM on the date requested. The email must be sent from the parent email that we have on file. The email should be addressed to [agoldberg@tbhbe.org](mailto:agoldberg@tbhbe.org). **The subject line should read Change in Afternoon Dismissal Plans.**

## DISMISSAL RULES

### Dismissal - For Parents/Caregivers who pick –up at the door

- **Identification tags must be worn to pick up child(ren).**
- Children will be picked up at the Synagogue main-entrance vestibule. A staff member or parent volunteer will be there to open the lobby door and will bring children directly to Parents and/or Caregivers.
- If **parents** do not have a current Identification Tag, they must present a government issued photo ID to receive the child unless they are already known to the Director.
- If **caregivers** do not have a current Identification Tag, they must present a government issued photo ID and we will match the photo with the information that we have on file.

### Dismissal - For Parents/Caregivers who pick–up via the carpool line

- **Only children in our 3's, Pre-K and Kindergarten utilize our carpool line at 3:00 pm.** All other children are dismissed from their classrooms.
- Parents and Caregivers are requested to pull up around the driving circle, as far as possible and **remain in their vehicle until a staff member approaches their car** to escort children from the building. **Car motors and cell phones must be turned off.**
- Parents and caregivers are requested to present their current Early Childhood Center Identification Tag to the carpool parent volunteer or staff member who is bringing their child(ren) to the car. If **parents or caregivers** do not have a current Identification Tag, they must present a government issued photo ID to receive their child unless they are already known to the Director. So as not to delay the carpool line, you will be asked to park and go to the school office so that we can verify your credentials.
- Please quickly buckle children so that the carpool line can move along (**teachers/volunteers are not permitted to buckle children in).**
- Teachers must focus their attention on the safety of the children at dismissal time. **Conversations with parents or caregivers are distracting and can compromise the security of the children.** If parents wish to talk with their child's teacher, they may do so by attaching a note to the child's backpack, or with an e-mail, or with a phone call.
- Dismissal ends at 3:15 PM. Children who are not picked up by 3:15 PM (provided the carpool line is empty) will be brought to Late Care. Late Care fees are billed monthly in one hour increments.

## VISITORS

- All visitors to the school must report to the school office and sign in to receive a “guest badge” for entry to the building. Upon departure, they will sign-out in the school office.
- Any visitors NOT accompanied by the parent of a currently enrolled child must be pre-authorized. This can be done by having the parent send a written note or an email to the school office. The email should be addressed to **agoldberg@tbhbe.org**. The subject line should be **Visitor to Early Childhood Center**.
- All professional consultants and therapists must present a photo ID and identification from the organization they represent and, as with all visitors to the school, must report to the school office to receive a visitor's badge for entry and sign out in the school office upon departure.



## Weather and School Closings

TBH-BE ECC KYW/CBS3 school closing number is **#3321**

Our inclement weather school policy includes the following:

- In most cases the ECC will follow Lower Merion's decision to close or open schools; however, our Executive Director, or another staff member living near the school will assess local roads and a decision for the ECC will be made based on local conditions. This includes a delayed opening.
- **We may have a 1, 2 or 3 hour school delay.** We may have to cancel Early Care on snowy mornings.
- School closings based on weather will announced on KYW 1060, be sent via e-mail, posted on [www.tbhbe.org](http://www.tbhbe.org), and on the ECC Facebook page. **Any parent who still requests a phone call from their child's teacher will receive one. This must be requested in writing.**
- If there are more than four snow days, the Director will meet with the ECC Committee to consider options for making up time.

At all times the safety of our children and staff is our primary concern and responsibility. Therefore, we will not have school if we feel that driving conditions are too hazardous and risky. Because most of our children are transported to school in cars rather than school busses, there may be times when will we make the decision to open or close school even though Lower Merion has made a different decision. We make every effort to make wise and fair school closing decisions.



## Parking Policy

If you park in the parking lot for arrival or dismissal, as opposed to using our carpool line system, please observe the parking rules that are in effect at our synagogue. These rules are in place for safety—not only to avoid damage to cars, but more importantly, to avoid potential accidents involving children.:

- Parking is permitted only in the striped areas of the parking lot.
- **Cars may NOT park in the main thoroughfare of traffic, in Handicapped Spaces, or along the curbs at any time during the school day including arrival and dismissal time.**
- **Cones or barriers may not be removed to make room for parking.**



## School Bus Transportation

Kindergarten children (5 years as of 9/1/17) who reside in Lower Merion Township and Radnor Township are eligible to receive school bus transportation to and from their home. Those families who live in Haverford Township are entitled to financial compensation in lieu of transportation. We suggest that these parents contact the school district transportation office to make the necessary arrangements.

During the latter part of August, we will receive individual bus assignments for each child who is scheduled to ride the school bus. This information will be made available to you immediately. Any changes or special requests must be made in writing through our school office. The Lower Merion School district transportation office will not accept telephone calls from parents.

Each child riding the school bus will be given a large identification tag attached to his/her school bag. The child's name, school, bus number and telephone number will be printed on the card. Children who ride the bus are expected to follow safety rules.

Lower Merion School District Transportation Department does not permit visiting friends to ride the school bus at 3:00 PM. It is a parent's responsibility to pick up the host and guest at school and drive them home.

It is important for your child to be at the designated bus stop at least five minutes before the scheduled pick-up time. Kindergartners arriving at Beth Hillel in the morning will be met by one of our trusted and reliable maintenance staff members and escorted into the school building. The children will then go directly to their classrooms where a Kindergarten teacher will be waiting to greet them.

School is dismissed promptly at 3:00 PM daily. Teachers are unable to remain at school for late bus pick-up beyond 3:10 PM. If your child's bus is scheduled to arrive at school later than this time, you must make other transportation arrangements.



## Field Trips

Our Pre-K and Kindergarten classes take several trips during the school year. Chartered busses are hired for all field trips. When busses are ordered, we request that they come with individual seat belts. TBH-BHE has seat belts as well if needed.

Trip fees and transportation costs are built into the school activities fee. In this way, we avoid bothering parents for money each time a trip is planned.

A permission slip signed by the parent is required for every trip. Temple Beth Hillel-Beth El will not assume responsibility for a child to participate in a school outing without parental consent. If you have not returned the permission slip, your child will be unable to accompany the class on the trip.

We strongly recommend that your child wear a bright red t-shirt on trip days. We will provide name tags for each child.



## Health and Safety

Your child's health is a matter of major importance to all of us. Prior to the first day of school, you are required to have a health form completed and signed by your child's physician. If you have misplaced your form, please pick up another at the school office.

Infections and sickness spread easily among young children who are in close contact with one another. If your child has an upset stomach, elevated fever, heavy nasal discharge, a constant cough, headache, sore throat, unusual crankiness or fatigue or any other symptoms of ill health, **PLEASE KEEP HIM/HER AT HOME**. If you give your child a laxative either the night before school, or in the morning, please keep him/her home until its magic is fully completed.

If, in our opinion, a child is not well enough to participate fully in school activities, we will contact the you or your caregiver and request that you pick up your child. We cannot risk exposing a child's classmates or teachers to illness nor do we have personnel or facilities to care for sick children.

In case of an accident or injury, we will make an immediate attempt to contact a parent. If we cannot reach a parent or the emergency contact person, we will call the child's physician. If necessary, we will call an ambulance or take the child to the nearest hospital. Except in extreme emergency, we will strictly follow the emergency instructions as indicated by the parents.

We strongly discourage the dispensation of medicine at school. However, it may be necessary for a child to finish a prescription, or to be on long-term medication. If this situation arises, please stop in the school office and complete a Medication Instruction and Authorization Form, and have it signed by the child's physician.

**As a safety precaution, hot coffee is not permitted in our classrooms.**



### Infection Control

Please review the symptoms of illness listed below that would require a child's temporary absence from school.

When children present with one or more of the following symptoms, we require them to stay at home to prevent the spread of infection in our school.

**Your child may return to school when he/she is free of the following symptoms for a minimum of 24 hours without the use of fever-reducing medicine.**

- Fever of 100 degrees or more
- Earache
- More than one incidence of diarrhea
- Excessive nasal discharge
- Vomiting
- Evidence of lice infestation
- Frequent coughing
- Skin rash, until diagnosed as not infectious
- Sore throat
- Evidence of conjunctivitis
- Thick mucus or pus draining from eye or no

When your child is out sick, please notify the school office. If your child has been sick and is ready to return to school, **they must be fever-free for 24 hours without a fever reducing medication** and exhibit no visible signs of illness. Keep your child home if they have a fever, diarrhea, vomiting, persistent cough, rash, skin outbreaks, or discharge from the eyes and/or ears. Do not send your child to school if you think he/she is sick or has not completely recuperated from a recent illness. If your child is observed to be sick in school, you or your caregiver will be called immediately to pick up your child. We expect parental cooperation in this area to ensure the health and well-being of your child as well as the other children and teaching staff.

The following diseases listed below are considered “excludable” **Children with these diseases may not return to school without a doctor’s note.** If any excludable disease occurs at the school, parents of any child exposed to the disease will be notified in writing.

Respiratory:	Chicken Pox, Strep Throat, German Measles, Influenza, Measles, Meningococcus, Mumps, Tuberculosis, Whooping Cough, Respiratory Syncytial Virus (RSV)
Gastro-Intestinal:	Giardia Lamblia, Hepatitis A, Salmonella, Shigella
Contact:	Impetigo, Scabies, Hand-Foot and Mouth (Coxsackie)



## Lice Policy

Our Early Childhood Center is not immune to this common problem, which is not, as some people believe, a sign of being dirty. Children play in close contact with each other. A simple exchange of hats, clothing, brushes, combs, pillows, and other personal articles can result in transmission of head lice from one child to another. Head lice can happen to anyone, anywhere. This minor nuisance has no socio-economic boundaries. To control the spread of lice in our school, the ECC has established the following Lice Policy:

1. Each school year, a new Lice Squad is formed of volunteer parents who are trained in the detection of head lice. If lice is reported in a classroom a member of the squad check the heads of every child in the classroom each morning that there is an outbreak, and for three weeks after until there is no more evidence of active lice. It is the parent's responsibility, however, to check children weekly at home.
2. Should the lice squad member suspect nits or eggs, she/he will collaborate with another member of the Lice Squad. The specimen(s) will be viewed under the school microscope. If an active case of lice is confirmed, the parent will be notified immediately and the child will be sent home for treatment. If the parent or emergency contact person cannot be reached, the child will be discreetly removed from close contact with the rest of the children in the class. We understand that our volunteers and teachers are not medically trained in the detection of nits or eggs. They are, however, dedicated to keeping our school community Lice Free.
3. Please consult your physician regarding the treatment of other family members.
4. When it occurs, a note is sent home to the parents of the classmates notifying them of the existence of a case of lice in the classroom. Instructions on examination for lice will be provided.
5. Any child diagnosed with head lice may not be re-admitted to school unless they have been treated with KaPow! Brand lice treatment, or a comparable brand's treatment. We carry a limited number of KaPow! lice kits for sale in the school office. Please ask Judith Scarani if you would like to buy a kit. For more information about KaPow Brand and for information about lice in general, please visit <http://www.centerforlicecontrol.com/>
6. When a child returns to school after treatment, he/she will be examined by a qualified member of the Lice Squad **BEFORE THE CHILD ENTERS THE CLASSROOM.** If live, active lice are found, the child will be sent home for completion of treatment.
7. **If your preschool child develops head lice, IT IS URGENT** that you inform the child's teacher and the school office immediately.
8. **If your preschool child's SIBLING develops head lice, IT IS URGENT** that you inform the child's teacher and the school office immediately. Do not be embarrassed. This is the considerate thing to do.

These measures are taken for the protection of all our children and staff. Please show consideration for others by informing the school if head lice occur in your family. This will help us to prevent a lice outbreak in the ECC.

Lice cannot survive on non-human surfaces. They do not like them. Lice spread only from head-to-head contact. Classrooms do not need any special vacuuming or cleaning after a verified case of head lice.



## Food Allergy Management Program

Pediatric food allergies are a serious topic. Like schools, camps and after school programs all over the country, we, in the Early Childhood Center of Temple Beth Hillel-Beth El, are experiencing a dramatic increase in the number of children diagnosed with allergies. The most common allergies we see are to peanuts and tree nuts. There are children who are allergic to milk, eggs, soy and wheat, among others.

At all times, the health, safety and well-being of all children enrolled in our ECC are of primary concern and importance to us. Therefore, we are extending and maximizing our efforts to face the challenges of making our school environment safer for our food allergic children. To this end, we have a school-wide Food Allergy Management Program which requires a cooperative effort between our staff and all of our parents—those with AND without allergic children.

For parents of children with allergies, additional materials and products are available that will help us identify their children and their individual allergies and most of all, to keep them safe in our school environment. It is the responsibility of the parents to complete an Allergy Information form to the classroom teacher who will copy the information for the school office records.

It is important for you to know that the Early Childhood Center of Temple Beth Hillel-Beth El is an ALLERGY AWARE SCHOOL. Why, you might ask are we not Peanut Free or Tree Nut Free or Dairy Free or Soy Free or Egg Free or Wheat Free? Of course, you know the answer. We would have a school where no one would be able to eat - hardly a practical situation for children as well as adults. However, due to the severe nature of peanut allergies and several of our children, we ask that **peanuts and peanut butter not be sent into school**. Exposure to peanuts for these children can mean serious health consequences, and even death.

## General Procedures

- The ECC is Allergy Aware, NOT “peanut free” or “dairy free”, or “gluten free”, etc. **What that means is that we cannot guarantee a peanut free environment. We ask all parents to keep peanuts and peanut butter out of our ECC classrooms, and to make sure snacks sent in to be shared with the class are not made on equipment that may have been used with nuts or dairy.** This is particularly important in a classroom in which a child with a peanut allergy is enrolled. If there is a child in your child’s class who has such an allergy, you will be told before the first day of school. **These classrooms will not serve any child in the class peanuts or peanut butter.** Soy, Almond, cashew, and sunflower are among the many delicious alternatives if your child needs to eat PB&J every day.

We make every effort to check all foods brought into our classrooms—especially those that have a child with a specific allergy; however, as a school that shares its facilities with a large synagogue community it is impossible to guarantee a 100% “free” environment for any specific allergen.

- An Allergy Chart listing all allergic children in the school, with their individual allergy and pertinent emergency information, is posted in every classroom.
- Every allergic child has a poster listing his/her allergies posted in the child’s primary class and/or afternoon program and in the school office.
- Every allergic child has an Emergency Information Card in the child’s primary class and/or afternoon program.
- Every allergic child has a safe snack box (prepared by the parent) in the child’s primary classroom and/or afternoon program.

- Every allergic child has his/her own travel pack with his/her own emergency card, epi pen (s) and epi pen instructions.
- In the morning, the classroom teacher picks up the travel pack from the Teacher Resource Room.
- The travel pack travels with the child from program to program throughout the day. The child's last teacher of the day takes the fanny pack to the office following the child's dismissal.
- The travel packs are stored back in the Teacher Resource Room at the end of every day.
- The school does not serve any food items containing peanuts or tree nuts for snacks, special occasions or holiday celebrations. Additionally, food items will not be served if they:
  - contain traces of peanuts and tree nuts
  - are manufactured on equipment that also processes peanuts and/or tree nuts
  - are manufactured in a facility that also manufactures peanut or tree nut products.
- Parents of a child with allergies must clearly label the child's lunch bag indicating the child's specific allergies (e.g. "Peanut Allergy", "Tree Nut Allergy"). Customized labels for this purpose are available.
- A child with allergies will be seated at a "safe" table per their dietary restriction.
- Teachers will check all lunches daily to make certain that the child with allergies sits at a safe table. Friends with "safe" lunches may also be able to sit with the child.
- **Birthdays:** Because we are an inclusive school where children's individual needs are taken into consideration, it is essential that all children, regardless of their specific allergies, can partake in all birthday, special occasion, and holiday celebrations. We have vanilla and chocolate flavored Cherrybrook Kitchen cake mixes which are peanut free, dairy free, egg free and nut free and Kosher. Believe it or not, they are quite delicious! Some of the classes will be baking their own celebration snacks while other classes will enjoy treats prepared by our parent volunteer committee.
- **Medication:** Medication for allergic children (i.e. Benadryl and epi pens) which are kept in the individual travel packs will be locked up in the office at the end of every day. Our staff does not administer non-emergency prescription medication such as Tylenol, Sudafed or topical ointments. Prescription medications, such as antibiotics, will be administered per the directions indicated on a form signed by the child's parent and physician.





## Shabbat

Shabbat, the most important Jewish holiday. It is the core of our Jewish Life Program at Temple Beth Hillel-Beth El. Every Friday, the day we set aside to learn about Shabbat, is regarded as a special day. From the moment the children enter the building in the morning, until the time they leave, there is a feeling of happy anticipation, warmth and peacefulness.

It is traditional for one child in the class to be the Shabbat King or Queen for the week. Parents will have an opportunity to sign up for a Shabbat date at the time of the initial school visit. A reminder of this date will be sent home at least a week in advance.

Shabbat celebrations differ slightly from class to class depending on the age of the children. Because they are so young, the Young Toddlers, Toddlers and Two-Year-Old classes have a Shabbat party for the first half of the school year, without guests. Shabbat “guests” (usually parents & grandparents) will be invited during the second half of the school year.

The Infants, Toddlers and Two-Year-Old classes join for a Shabbat program at 9:30 am led by Mindy Levin in the Holocaust Chapel. Individual classroom Shabbat ceremonies follow. Three-Year-Old classes and Bright Horizons have their Shabbat program with Mindy at approximately 10:30AM. The classroom teachers will provide more details. Once a month the entire school celebrates Shabbat together in the main sanctuary. On these days, there will not be Shabbat Kings and Queens.

The Pre-K and Kindergarten classes gather in the sanctuary in the main building for Shabbat Services at 10:15 am. An invitation for the parents and guests of all the Shabbat children of the week to join us is always extended. During Services the children become acquainted with the appropriate prayers for Shabbat, sing Hebrew songs, participate in Israeli dancing and become acquainted with Torah stories. Our goal is to present Shabbat in a meaningful, enjoyable way.

After Services, children return to the classroom for the ceremonies and rituals of Shabbat as done on Friday evenings. The Shabbat child and his/her guests lead the blessings for the candles, wine and bread. Prayers will be sent home prior to your Shabbat visit so you will be comfortable and relaxed during the Shabbat ceremony. This is a very special day for the Shabbat child, [please do not bring younger siblings](#). In our experience, behaviors of young children often detract from a meaningful experience for the Shabbat child. This is *their* day.



## Tzedakah

In the Talmud the giving of *Tzedakah* is equal to all the Commandments. The Hebrew root of *Tzedakah* means justice and righteousness. Tzedakah is not something one does out of the goodness of one’s heart, but rather out of one’s sense of responsibility toward God and toward one’s fellow human beings.

At Temple Beth Hillel/Beth El, the tradition of *Tzedakah* is an integral part of our Shabbat program. Sharing with others who are less fortunate is a valuable learning experience for children. On Fridays, please encourage your child to bring loose change to school to put in the *Tzedakah* box. Each year we donate the funds collected to various charitable funds, organizations and drives. Several of our older classes choose a program or organization to which their money is earmarked.



## Parent Volunteer Opportunities

Here at The Temple Beth Hillel-Beth El Early Childhood Center parents are viewed as our partners in the educational process. We welcome your interest, input and participation in all aspects of school life. Some of the areas in which you may choose to become involved are:

**Home Room Parents** - Homeroom Parents are a vital part of the class and school experience at the TBH-BE Early Childhood Center! Responsibilities include attending Parent Forum and H.S.A. meetings, welcoming fellow parents to the class, assisting the teachers when requested with classroom events, organizing class gifts, and helping to keep other parents apprised of school happenings. If you would like to be a Homeroom Parent, please submit the form you received with this handbook to your child's teacher at your "Meet and Greet" session/s.

**Classroom Volunteers** - Very young children often have a difficult time in participating and enjoying the school day when their parents are present in the classroom. Older children, however, are often able to handle the situation rather well. With the approval of the teacher, parents may volunteer to help with special projects and activities, read and write stories with the children or share an interesting hobby or talent with the group.

**Home and School Association** - Our school is extremely fortunate to have an active and highly successful HSA. The activities and responsibilities of the HSA come under the areas of School Events, Fundraising and Social Action. Information will be distributed at your "Meet and Greet" Session/s that describes in detail the functions of each committee. There will be ample opportunity for you to sign up and become involved with the interest areas of your choice.

Please refer to your school calendar and weekly e-mails for dates and time for all Home and School Association (H.S.A.) meetings and events.

### For more information, please contact our H.S.A. Executive Board Members:

**Co-Presidents:**

Lindsay Wetmore-Arkader  
Paula Strokoff

[lindsaywetmore@gmail.com](mailto:lindsaywetmore@gmail.com)  
[paulastrokoff@gmail.com](mailto:paulastrokoff@gmail.com)

**Secretary & Home Room Parent Coordinator:**

Irene Michel

[ivm426@yahoo.com](mailto:ivm426@yahoo.com)

**Fundraising:**

Jill Cantor-Burns

[cantorburns@gmail.com](mailto:cantorburns@gmail.com)

**Treasurer:**

Emily Mayberry

[ecdeluca@gmail.com](mailto:ecdeluca@gmail.com)



## **Save the Dates: Special Events for Parent Participation!**

**Your Child's Birthday** This date, which can be scheduled to suit your needs, is a time to join your child's class in a birthday celebration. The time allotment is usually about an hour. Your child's teacher will contact you in advance of the birthday to plan.

**ECC Back-to School Picnic: Thursday, September 13<sup>th</sup> 5:30-7:30 PM.** Come celebrate the new school year with friends old and new.

**Back-to-School Night: Thursday, October 4<sup>th</sup> 7:00-9:00 PM**-This evening is an opportunity for parents to visit their children's classrooms where the teacher will describe the curriculum and programming for the school year. A session will be held where Judith Scarani will briefly discuss the school philosophy and curriculum. Members of the teaching staff will be introduced. Rabbi Cooper, Rabbi Israel, Dara Newman, ECC Board Chair, and the H.S.A. officers will be on hand to welcome you to our school and synagogue community. **There will also be a short movie program featuring your children at 7:45 PM in the chapel.**

**Special Person's Day Breakfast Nosh and Havdalah: Monday, December 3<sup>rd</sup> 9:00 AM-10:00 AM.** Join us as we celebrate the special people in our lives – grandparents, aunts and uncles, or special babysitters at one of our weekly Havdalah Services in the main sanctuary. This year we will also begin our celebration of Hanukkah!

**HSA Dodgeball: Saturday, January 12<sup>th</sup>.** Parent Social Event.

**Shabbat Shalom Yeladim: January 25<sup>th</sup>:** Families with young children are invited to join us in welcoming Shabbat at a joyful, upbeat service followed by a complimentary, informal dinner. This special service will be led by our clergy. Please join us for Shabbat Shalom Yeladim service at 6:00 PM.

**HSA Spring Fundraiser: Saturday, March 9<sup>th</sup>.**

**Purim Schpeil, Costume Parade and Shabbat Services: Thursday, March 21<sup>st</sup> at 10:15 am** in the Cherry Auditorium. Join us for our favorite day of the year! Watch your favorite staff members perform the story of Purim with song, levity and in costume.

**Yom Ha'Atzmaut Celebration: Friday, May 9<sup>th</sup> at 9:30 AM.** The children will perform songs from Israel and Israeli dances. **This is an AMAZING PROGRAM and NOT TO BE MISSED!**

**Muffins with Mommy: Friday, May 10<sup>th</sup> 8:00 AM to 9:15 AM** In honor of Mother's Day we invite all our mothers to join us at drop off for a muffin breakfast with their children.

**Annual ECC Family Service and Oneg Shabbat: Friday, May 31<sup>st</sup> at 6:00 PM**

**Donuts with Daddy: Friday, June 7<sup>th</sup> from 8:00 AM to 9:15 AM.** In honor of Father's Day (which falls during the summer break) we invite our Daddies to join us at drop-off for a donut breakfast with their child/ren.

**End-of-Year Family Picnic: Tuesday, June 11<sup>th</sup>, 5:30 PM-7:30 PM.** Our annual picnic is held in the playground (or Cherry Auditorium if it rains). Delicious pizza, salads, dessert, and a D.J.!

**Kindergarten Graduation: Thursday, June 13<sup>th</sup> at 6:15 PM.** For Graduates and their Families only.



## Parent-Teacher Conferences

We assure you that at Temple Beth Hillel-Beth El, all information regarding children and their families is held in strict confidence. Conversations, evaluations and reports about children's growth, development and well-being help us to provide the optimum learning environment for our children. We request that parents as well as our staff members respect confidentiality of everyone within our Beth Hillel-Beth El community.

Children's records are stored in locked cabinets and released only to the child's parents or to an outside agency with an authorized parent release form.

It is understandable that you will be interested in the adjustment and progress that your child is making at school, particularly if this is your child's first experience away from home. We require that all such inquiries be directed to the head teacher of your child's class. Although the head teacher and the Classroom Assistant are both closely involved and work directly with the children, the head teacher is certified in Early Childhood Education and is more qualified to discuss your child's growth and development.

If you wish to speak with your child's teacher about a matter relating to your child, please see the section on school communication.

### Winter Conference Schedule for Infants through 2-year-olds:

Face-to-face conferences with teachers from infant through 2-year-old classes will be held earlier in the year than those in our older classrooms this year. These children are at a stage in development where we feel it necessary to meet before our traditional February dates. They will be held by appointment during the **week of December 9, 2018 between 9:00 am and 3:00 pm, and Thursday, December 13, 2018, from 6:00 pm – 9:00 pm.**

**\*\*Note\*\*:** We understand that many of our parents work full time. For this purpose, we have hours set aside during the evening of December 7th. If these evening hours conflict with your schedule, we ask that you meet with the lead teacher **during our traditional school day working hours only from 9:00 am and 3:00 pm.** Please do not ask your child's teacher to meet with you during her personal time.

### Winter Conference Schedule for 3-year-olds through Kindergarten:

November telephone chats will be scheduled the **week of November 5, 2018.** Written evaluations are not provided in November.

Face-to-face conferences with teachers from 3-year-old to Kindergarten classes will be held by appointment during the **week of January 28, 2019 between 9:00 am and 3:00 pm, on Thursday, January 31, 2019 from 6:00 pm – 9:00 pm.**

**\*\*Note\*\*:** We understand that many of our parents work full time. For this purpose, we have hours set aside on Thursday, February 1, 2018, from 6:00 pm – 9:00 pm. If these evening hours conflict with your schedule, we ask that you meet with the lead teacher **during our traditional school day hours only from 9:00 am and 3:00 pm.** Please do not ask your child's teacher to meet with you during her personal time.

### Spring Conference Schedule for ALL Classes:

New this year: Face-to-face conferences with your child's teacher will be scheduled for the end of May and on **Thursday, May 28, 2019 from 6:00 pm – 9:00 pm.**



## Professional Consultations

Every child grows, develops, and learns in different ways. While everyone is unique, there are patterns or stages of development that are considered typical or normal. From specialists in Child Development we know that children should be learning certain skills during various stages of their development.

Should a teacher and the school director have concerns about a child's development and progress; a conference will be arranged with the parents. Upon receipt of parental permission, we will arrange for a recommended professional to observe the child in the classroom setting. Following the classroom visit, the professional will make suggestions and recommendations to the child's parents and teacher during a feedback session. The cost of one observation and a feedback session will be covered by our school budget. Further services, if desired, are the obligation of the parents.

The School makes every effort to ensure that the needs of all its children are met, which may include working with outside professionals. When a student has been identified as having a developmental issue (or part of the Bright Horizons program, see that page in this Handbook) children may receive additional services in the context of the classroom. These services may be provided by professionals from a variety of disciplines. To clarify what kind of services children might receive, a brief glossary of some of the more common professionals has been listed below.

Behavioral Therapist: works on plans to assist children in achieving appropriate behavior in the classroom, following class procedures, etc.

Occupational Therapist: works on activities related to the “occupation” of children -- namely play, attention and following directions.

Physical Therapist: works on gross motor (e.g. throwing, kicking, jumping) and fine motor (e.g. writing, cutting with scissors) activities.

School Psychologist: may provide evaluations of children’s cognitive, emotional and/or behavioral skills; may also consult with parents about related issues.

Speech-Language Therapist: works on language development, which may include language production, articulation, and fluency.

Professionals providing special services to our children are not employees of the school. They may be in private practice, or hired by public or private agencies, Early Intervention Services, or the Intermediate Unit of Montgomery County. These professionals are contracted by parents of individual children to work only with their children. Outside professionals do not work with, observe, or evaluate any other children in the classroom. All outside professionals must be on record in the School Office and, as with all visitors to the school, must sign-in and out in the School Office when they visit.

If you do not know where to turn for services that will support your child and family, there are many resources in the community to turn to. The following page offers a list of many resources in our community.

**Darby District**

845 Main Street  
 Darby, PA 19023  
 Phone: 610-461-3800  
 FAX: 610-461-3900

**Delaware County Office of Early Intervention**

610-713-2406.

**Delaware County Intermediate Unit  
Education Service Center**

200 Yale Avenue  
 Morton, PA 19070  
 610-938-9000

**Office of Behavioral Health**

20 S. 69th Street  
 Upper Darby, PA 19082  
 Phone: 610-713-2365  
 Fax: 610-713-2378  
<http://www.co.delaware.pa.us/humanservices/obh/behavhealth.html>

**Delaware County Health and Human Services/Mental  
Health MH/MR**

Government Center, Room 202  
 201 W. Front Street  
 Media, PA 19063  
 Phone: 610-891-4453  
 Fax: 610-891-0647

**Child & Family Focus, Inc.**

<http://www.childandfamilyfocus.org/>

450 Park Way Drive  
 Suite 208  
 Broomall, PA 19008  
 (610) 325-3131  
 Fax: (610) 325-3137

**On-Line Resources:**

<http://papromiseforchildren.com/>  
**Pennsylvania Promise for Children  
 In Montgomery County:**

**Norristown District**

1931 New Hope Street  
 Norristown, PA 19401-3191  
 Phone: 610-270-3500  
 LIHEAP: 610-272-1752

**Montgomery County Early Intervention**

610-277-7176

**Montgomery County Intermediate Unit 23**

2 West Lafayette Street  
 Norristown, PA 19401  
 610-755-9400

**Montgomery County Health and Human Services/Mental  
Health MH/MR**

Human Services Center  
 P.O. Box 311  
 1430 DeKalb St.  
 Norristown, PA 19404-0311  
 Phone: 610-278-3642  
<http://www.montcopa.org/>

**Family Services of Montgomery County**

Administrative & Central Office  
 3125 Ridge Pike  
 Eagleville, PA 19403  
 610-630-2111  
 610-630-4003 fax  
<http://fsmontco.org/>

**Child & Family Focus, Inc.**

<http://www.childandfamilyfocus.org/>

2935 Byberry Rd.  
 Suite 108  
 Hatboro, PA 19040  
 (215) 957 9771  
 Fax: (215) 957 9785

**Psychologist:**

**Lisa Dissinger, Ph.D.**  
 5501 Old York Rd.  
 Philadelphia, PA 19141  
 (215) 456-8722

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**Assistance Office:****Jewish Scholarships**

**Foundation for Jewish Day Schools – [www.JewishPhilly.org](http://www.JewishPhilly.org)** EITC scholarships: For Pre-K, K and Special Needs Education  
[www.jewishcamp.org](http://www.jewishcamp.org) **Foundation for Jewish Camps**  
[www.jewishphilly.org](http://www.jewishphilly.org) **The Jewish Federation of Greater Philadelphia (JFGP)**



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# Inclusion and Expulsion Policies

## Inclusion Policy

The Temple Beth Hillel-Beth El Early Childhood Center welcomes all children and is committed to providing developmentally appropriate learning and development experiences that support the full access and participation of each child. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support every child needs to reach their full potential.

## **Procedures:**

### Admission/Waiting List

Children of all abilities are accepted into The Temple Beth Hillel-Beth El Early Childhood Center and families interested in having their child attend the program will be given an equal opportunity for admission. A waiting list may be maintained, and children will be accepted from the list on a first come first served basis. The waiting list identifies children with additional support needs to ensure supports are in place upon enrolment.

### Inclusive Environment

Early childhood educators at The Temple Beth Hillel-Beth El Early Childhood Center use developmentally appropriate practices and consider the unique needs of all children when planning. Staff will make every attempt to make adaptations or modifications necessary to meet the needs of the children. Schedules, routines and activities are flexible and early childhood educators will work with therapists, special educators and other professionals in Early Intervention, the Montgomery County I.U. and others to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

The physical environment is set up to consider the unique needs of each child. Areas are accessible to all the children. For example:

- Wide pathways between furniture allow for a wheelchair or walker.
- Materials and equipment are visible and at the children's level so that every child can access items independently.
- Adaptations are made to equipment and furniture to reduce or remove barriers for children, such as adjusting table heights.
- Adjustments are made to routines and transitions to make learning experiences positive for all children.

### Meaningful Participation:

Inclusion encourages the development of real relationships, a sense of belonging for all children and respect for dignity and equality. Children of all abilities learn from each other. Experiences and routines are adapted so all children can participate actively and meaningfully. Supports, when required, are provided in natural environments with peers. For example:

- The goals for children with additional support needs are carried out during play experiences with peers.
- Opportunities are provided for children to play together so they develop relationships with others.
- Field trips are planned so that all children can attend and participate in the activities of the trip

### Intervention:

If the inclusion of a child with behavior and learning challenges is identified only *after* enrollment, the following steps will be taken by The Temple Beth Hillel-Beth El Early Childhood Center:

1. The Early Childhood Director will be notified by the classroom lead teacher with any concerns about a child's behavior in our typical classrooms.
2. The Director will observe the child in class and take notes on the reported behaviors. A factual and detailed description of the events; When? Where? With whom? Proof of the child's difficulties and a list of his or her strengths. Are the behaviors "significant and persistent?"
3. Based on the type and severity of the behaviors the Director will either ask the teacher to call the parents and inform them that there is a concern or the Director may call the parents directly about concerns about the behaviors.
4. The Director will set up a time to meet with the parents and the teacher to discuss possible interventions and/or strategies that could be put in place to support the child. These may include, but are not limited to:
  - Creating a simple behavior modification chart
  - Modifying enrollment hours if possible (ex: sometime children will *only* nap at home - a 12 noon dismissal may be recommended)
  - Observation and recommendations by one of our Bright Horizons staff members
  - Observation and recommendations by an educational psychologist consultant
  - Recommendation to parents to contact Early Intervention or the Montgomery County I.U.
  - Requiring one-on-one supervision of the child while enrolled in a typical classroom at the expense of Early Intervention, the M.C.I.U., or the family.
5. All attempts to support the child in a typical classroom will be made. If, after 8 weeks of professionally planned and supervised interventions, the Director and Lead Teacher feel that they are inadequate to meet the needs of the child, and/or the other children in the class, an alternative class placement will be made. The Director, in conjunction with Bright Horizons' staff and early intervention service providers, will decide together on placing the child in our Bright Horizons – Let's Play programs where more individualized needs can be met in a smaller group setting.

#### Confidentiality

Confidentiality applies to all verbal and written information about potential enrolling and previously enrolled children and their families, all staff will be briefed on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the Director and the child's teacher. No information will be released about a child and the parent/legal guardian during enrollment or transition to another receiving program or school without first receiving the written permission of the parent/guardian. This excludes the responsibility held by all educators as mandated reporters of suspected child abuse and neglect as outlined in Pennsylvania law or when information is subpoenaed by the courts (see § 42.42. Suspected child abuse—mandated reporting requirements.

#### Family Centered Practices

The Temple Beth Hillel-Beth El Early Childhood Center acknowledges and respects the priorities each family has for their child. Families are encouraged and supported by staff to ensure that each child has an opportunity for optimum success. The Temple Beth Hillel-Beth El Early Childhood Center communicated with each family regularly and has regular meetings to discuss the child's successes and challenges.

#### Staff Supports

Staff need training and resources to be effective at including all children while meeting individual needs. Professional development focuses on flexible practices for all children, such as a workshop on inclusive social play. Staff may also need specialized training for specific procedures required by individual children. For example, an occupational therapist may provide hands-on instruction on the appropriate lifting techniques for a child with limited mobility. The ECC Director supports staff in responding to the abilities and needs of each child.

- Staff respect and value input from parents and encourage them to be part of the decision-making process for their child.
- Staff support families by consulting with early intervention professionals.
- Staff work with parents and professionals who have valuable knowledge and expertise to share with us and each other.
- Medical procedures required for individual children are taught to staff by a registered nurse or other health care professional as needed.
- Staff receive professional development in current areas of child development, research, theory and practice.
- Staff receive support from colleagues when in need of emergency support – there is *always someone* in the Center to provide an extra set of hands when needed.
- Staff receive help in the way of one-on-one support for the child.

### **Expulsion: Termination of the Contract**

The expulsion of a child (termination of the ECC Contract) is not a decision that is taken lightly, and happens only in exceptional circumstances. This policy was written to clarify the terms in which such a need is required. Such a policy is required by the Pennsylvania Office of Child Development, Education and Learning (OCDEL).

In addition, the Pennsylvania Office of Child Development, Education and Learning (OCDEL) has a mandate to include children with special needs, and its staff must make every possible effort to do so before cancelling a contract. There are resources available to help schools, and both Early Intervention and the Montgomery County I.U. offer screenings and support to help include children with learning and behavior differences.

#### **If a developmental or behavioral problem is reported:**

All steps will be taken to include the child as described in our Inclusion Policy (page XX). After these steps are taken, a recommendation for the child to be withdrawn from the TBH-BE Early Childhood Center may be made if the Center feels that the child's needs cannot be met. Parents and caregivers will be given a maximum period of two weeks to allow them to find other childcare options for their child unless the situation presents a clear and present danger to the health and well-being of the other children and the staff. If a clear and present danger is evident, parents will be asked to remove the child immediately. TBH-BE Early Childhood Center will cancel the contract with the parents or caregivers.

#### **POLICY REGARDING PARENTS WHO REFUSE SERVICES FOR A CHILD WITH A DIAGNOSED DISABILITY (as defined by U.S. Code 42 Chapter 126 § 12102) or A DOCUMENTED DELVELOPMETNAL or BEHAVIORAL PROBLEM**

If, because of refusal by parents or guardians to obtain services or transfer to our Bright Horizons/Let's Play programs is not possible (ability to meet needs, or lack of space due to a full enrollment), and the educational staff must devote an excessive amount of time or attention to one child to the detriment of others, we have no other choice than to cancel the child's registration at the ECC.

Please note that this is a measure of last resort, and all the appropriate documentation must be placed in the child's file.

#### **TBH-BE ECC may demand that a parent remove his or her child from our program under the following circumstances:**

- The parent does not pick up his or her child when the child is sick, or the parent brings his or her child to the ECC knowing full well that the child is sick (noncompliance with the health policies).
- The parent regularly makes late payments or submits checks with insufficient funds. In the case of unpaid fees, a written notice must be sent, followed by a warning letter, and then by a final notice cancelling the child's registration at the ECC.

- If parents or caregivers are more than 15 minutes late to pick up your child from Late Care (ends at 6:00 pm) three times within the period of one month, your child's registration may be cancelled for noncompliance with established operating hours.

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- Refusal to respect the ECC rules, policies and procedures.
- The parents' or caregivers' actions are contrary to the interests of the ECC and/or are deemed prejudicial to the ECC, its staff or to the children in its care.
- Parents' or caregivers' exhibit physical or verbal violence towards a member of the staff, a child, other parents or any other person on site (immediate termination).
- Noncompliance with the internal regulations of the ECC.
- ***Before termination of any service contract, parents will first receive a verbal notice and/or a warning letter for every noncompliance situation. If there has been no improvement or modification of the unacceptable behavior, a second warning letter will be sent, followed by a final notice cancelling the child's registration at the Center.***

*Temple Beth Hillel-Beth El ECC reserves the right to refuse a childcare service contract or to terminate a contract for other reasons if the TBH-BE Board of Directors deems these reasons sufficient.*

July 2018

All of us at  
Temple Beth Hillel—Beth El's  
Early Childhood Center  
are looking forward to a  
great year of  
fun,  
learning  
& friendship!