



Parent Handbook

Congregation Beth Shalom
6800 35th Ave NE
Seattle, WA 98115
(206) 985-2516
(206) 524-0075 (Synagogue main office)
www.bethshalomseattle.org
leah@bethshalomseattle.org

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Dear Congregation Beth Shalom Early Childhood Center Families:

At the Beth Shalom Early Childhood center, we strive to provide a loving, nurturing environment for your child and for your family. Our goal is to be an extension of home and reflect some of each family's individual culture. Your child's safety and well-being are our top-priority. This handbook is full of information and guidelines designed to help you understand our school. Please read through these carefully and feel free to ask questions. We view ourselves as your partners in helping your children reach their full potential. We work to meet the needs of each child as an individual and guide them as they grow along their own path.

Our center's goal is to develop a community both among the children and among the families as a whole. We hope to create opportunities for families to connect with each other. We encourage you to reach out to offer support to one another and also to ask for help with whatever you need.

We strongly value communication. We will regularly inform you about your child's day. We will share the special things they did and the things we have done to support their development. Teachers will share updates and photos to help keep you informed about your child's class. We have many lines of communication including brightwheel, e-mails, phone calls and conversations at pick up or drop off times. You are welcome to ask lead teachers to call you to talk about any questions or concerns and they will do so during their planning time. They are also happy to set up conferences upon request in addition to those that are regularly scheduled. Feel free to contact me at any time with any questions or concerns. I know sometime families will worry about bothering me, but I cannot do my job as a director if families do not share their thoughts, feelings, concerns and observations with me. You are welcome to call me at (206) 985-2516 or email me at leah@bethshalomseattle.org. I can usually return calls and emails within hours, but sometimes it may take a couple of days depending on urgency.

Thank you for trusting us to love and care for your child throughout the day. It is a responsibility we take very seriously. I am confident you and your child will be happy here. The staff and I look forward to welcoming you into our community.

L'Shalom,

Leah Lemchen
Early Childhood Director

Our facility has been inspected by a state licenser and meets the minimum licensing requirements as required by Washington State law.

This handbook has been approved in partnership with the Department of Children, Youth and Families Child Care Licensors and was prepared for WAC Chapter 170-300

Training and Experience

The State of Washington requires that the director, staff, aids and volunteers take annual training on topics related to caring for young children and leadership practices. Feel free to ask about our training. We will frequently share interesting things we learned with the families in our school.

Background of the Director

I am very proud to have been Beth Shalom's Early Childhood Director since September of 2010. I feel honored, proud and grateful to work with children, families and teachers. I love our school and strive to create an extension of home for families. My husband Matt and I have three unique and amazing daughters, Heather, Madeline, and Hannah. I have worked in the field of childcare for nearly 30 years and it is extraordinarily fulfilling to have some children of parents I cared for many years ago currently attending the ECC . My experience includes supervising school-age programming at the Jewish Community Center, teaching extended day kindergarten and preschool, teaching at an English immersion preschool in Japan, running my own home based childcare and working as the Mentor Teacher at Kid-space Childcare Center in Seattle. I received a degree in Early Childhood Education from Bellevue College in 1998. I love spending time with my family, taking vacations and day trips, celebrating birthdays and holidays, photography and scrap-booking.

Curriculum Philosophy, Implementation and Program Description

Emotionally responsive

In all of our interactions, we try to think carefully about the messages we send. We strive to relate with empathy and withhold judgment.

Respect for children

We respect children as individuals who are learning and growing on their own path. We show respect for each child in all of our interactions. We alert children before we pick them up, change their diaper, ask that they help clean up, etc. We treat children as people with valid thoughts and feelings. We respect their individual needs and temperaments.

Jewish culture and celebrations

We view our classrooms through Jewish lenses. We immerse ourselves in Jewish

culture. We celebrate Jewish holidays in a meaningful and developmentally appropriate way.

Hebrew language

Our school almost always has families for whom Hebrew is a first language. We usually have English speaking teachers who understand and speak some Hebrew. We work with a program in Israel that sends us Israeli support staff/visitors each year. Children are exposed to both English and Hebrew in a very organic way.

Connected community

We value families and find that we do our best work with children when we understand them deeply. Teachers visit the homes of children early in the school year in order to form closer bonds and understanding. Families often provide food for a staff meeting or show support for the teachers in our school in a variety of other ways.

Home-like environments

Our school has couches or comfortable chairs in the classrooms, so teachers, families and children can be comfortable together. We use real dishes and cutlery rather than paper plates. We want children to experience real life and learn to handle items carefully. Our classrooms have plants, pictures in frames, natural materials and are painted colors that feel home-like.

Children represented in environment

We have framed family pictures in our classrooms to represent each child's home life. We encourage communication from families to help us represent their child. We hang up pictures of children in their school life around the classrooms.

Healthy food

We put a lot of thought into planning our snack menus. We make sure to include a variety of healthy foods. We communicate with families about their values regarding food, nutrition, preferences and sensitivities. We work to avoid high fructose corn syrup and hydrogenated oils.

Self-expression and creativity

We strongly value creativity and self-expression. We provide open ended materials for children to explore. We allow children to take time to explore freely and create with as few restrictions as possible.

Emergent curriculum

We plan our curriculum based on the individual children in each class. We observe

children's play and behavior to help us know what activities and materials to provide. We think about skills, interests, challenges, temperament, and needs rather than using pre-made curriculum. We also include seasons and Jewish holidays in our curriculum.

Whole child

We work to meet the needs of the whole child: socially, emotionally, physically, intellectually and spiritually.

Children as competent

We view children as competent. We recognize that children are constantly learning and growing and we work to support them in that growth. We do not rush in and do things for children that they can do for themselves. Although it takes a lot of time and patience, we do not want to deprive children of the sense of pride that comes from doing things they are capable of doing. We understand the value of helping children take responsibility for their environment and their choices as they grow into members of our community.

Problem solving

We work to teach children how to communicate, collaborate and solve problems. We know that children can begin to be competent problem solvers at a young age. In our toddler classroom, you might hear a conversation that sounds like, "turn please?" "Two minutes". In our preschool classroom, you might see children negotiating about taking turns and then go get a timer to help them enforce the plan they come up with.

Communication with families

We work hard to have regular, meaningful communication with families. We will always be honest and share any and all information with families. We know that in order to provide the best care for children, teachers must partner with their families.

Documentation

We take pictures of children engaged in activities at school to share with families. We work hard to minimize the disruptions to children as we take pictures and rarely if ever take posed or staged photographs. We know that is nice for parents to have a visual representation of their child's time at school. We also make notes about children's development and keep a portfolio of each child's school experience. We share documentation via brighwheel, blogs and portfolios.

Play based

We believe that children learn best through play. We value providing long blocks of time for children to engage deeply in play. We provide many ‘real’ materials for children to use in their play. We also think carefully about the environments we set up so that children have an opportunity to gain both academic and social skills through their play.

Structure/Routine

We know that children feel safe and do well when there is a predictable structure and routine in their classroom. Our classrooms have predictable schedules and children know the rules and guidelines for their class. We balance this with flexibility.

Freedom to take risks

Our school is a place where children can take risks as they learn and grow. They know that they will not be shamed when they make a mistake. Teachers will provide support, encouragement and help children to think about their choices.

Family Engagement and Partnership Communication

We deeply value open communication. Please feel free to contact teachers via brightwheel, ideally during the school day. Questions that are received in the evening will generally be answered the following day. Please also feel free to email your child’s teacher or talk with them at pick up or drop off. You may call the director at 206 985 2516 or email leah@bethshalomseattle.org.

Drop off and pick up times are very busy times for teachers. If you would like to share important information about your child please feel free to do so. If you would like to have a longer conversation please schedule a time so teachers can focus on your concerns.

Twice yearly, or more if needed, we offer a conference with you to discuss your child in a more formal way through a family/provider conference. In these conferences we will communicate with each other about goals, strengths and challenges for your child, and how we can support you in your parenting as you support us in care-giving. At the time of registration and each year thereafter we will ask about your child’s development, behavioral, health, linguistic, cultural, social and other relevant information to accommodate each child’s individual characteristics, strengths and needs.

It is important for us to provide the best program for your child. We will provide a developmental screening for each child from birth through age five

Admission Requirements and Enrollment Procedures and Tuition

Enrollment

When we have an opening and are able to offer a spot at the ECC, we require a tuition deposit for the amount of one month's tuition. This deposit will be used towards the last month in attendance at the ECC as long as we receive a minimum of 90 days' notice. Registration is year round and on-going. When a family leaves the center for any reason and a space opens up, we make any necessary internal transitions (such as moving an infant to the toddler room or a toddler to the preschool room) and then we fill in the available spaces with children on our waiting list. Priority is given to currently part-time enrolled ECC children who wish to add days, then to siblings of children already enrolled, and then to Beth Shalom Member Families.

Schedules

In order to ensure quality care, your child may only attend CBS ECC on their pre-scheduled days. In order for a schedule change to occur, there must be available space in your child's classroom on the days/times requested. The days and times are not guaranteed. If there is no availability, you will be put on a waiting list for your schedule change request and contacted when space becomes available.

Drop-In Care

Children who attend the ECC part time may attend care on days they are not regularly scheduled depending on availability. The fee for adding a day varies based on the age of the child.

Tuition and Fees

Tuition for each month is due in advance by the first of the month. Tuition not paid by the first of the month will be billed a \$10 per day late fee starting on the 5th day of the month. These late fees will be added to your account. At the discretion of the director, your child may be discontinued from the ECC due to late payment or non-payment of tuition or fees. If you need to make a special payment schedule or one-time special payment arrangements, please discuss this with the director before payment is due. Tuition and fees are set yearly and are

based on annual costs to run the program. There is no rate reduction for short months. Tuition and fees vary depending upon the age of the child and the hours of care. Please refer to your contract for your monthly tuition.

*Congregation Beth Shalom Families will receive a 10% member discount up to the amount of full dues.

Termination of Care

If for any reason you decide to terminate care for your child at CBS ECC, you must give 90 days' written notice. You will be required to pay for the full three months, regardless of if your child is continuing to attend or not.

Days Not Attended

You will be charged for days your child is enrolled regardless of attendance. This includes sick days, snow days, vacation days, etc. It is helpful to know if your child will be away or has become ill. Please message teachers via brightwheel, send the director an email or leave a note in the communication log when possible.

Admission Forms

There are several forms you are required to complete prior to your child's attendance:

1. Child Care Registration
2. Permission Authorization for field trips, transportation, water activities, photo, video and surveillance activity.
3. Child Care Contract
4. Certificate of Immunization Status (CIS) or Certificate of Exemption (COE)
6. A plan for special or individual needs of a child, including allergies (if applicable)
7. An approved plan for physical restraint, which includes holding a child as gently as possible to accomplish restraint.

How children's records, including immunization records, are kept current

A record for your child is very important to us. The records will be used to plan your child's curriculum, classroom setting, daily activities and in emergency situations. All children's files, including immunization records, must be updated by parents as

personal and contact information changes. Please help us keep your child's records current. Please update your child's immunization records the following day after your child receives an immunization or the next day the child attends child care. Please come to the office with updated information about changes such as job changes or address and phone number changes. These will be updated on the day of the change or the next day that your child attends care.

Certificate of Immunization Status (CIS)

A CIS form must be used, and be current and updated yearly (more frequently for infants). All children must be current on their immunizations. If there is a signed Certificate of exemption (COE) from a licensed physician for a specific vaccination, the child will be excluded from child care if there is an outbreak of a vaccine preventable disease that the child has not been immunized for.

We accept homeless or foster children into care without the records listed in this section if the child's family, case worker, or health care provider offers written proof that he or she is in the process of obtaining the child's immunization records, or has a written plan to update the immunizations within a short period of time.

Confidentiality Policy including when information may be shared

Children's records will include all admission forms, medication information, injury and incident reports, attendance records, payment history and other information we obtain while caring for your children. This information will remain confidential. You have the right to access your child's records any time. Anything of a sensitive nature will be shared outside of the presence of the children. On a need to know basis staff members may access your child's file to obtain contact information, medical information, classroom placement information and other information to support your child having the best experience while at this child care.

The Department of Children Youth and Families may also access your children's files. Children's files are kept in a binder in the director's office. If you wish to access your child's file, please let the director know and you are welcome to have free access.

Non-Discrimination Statement, Anti-Bias and Bullying

Our program is defined by state and federal law as a place of public accommodation. We do not discriminate in employment practices, client services or in the care of children based on race, color, creed, ethnicity, national origin, gender, marital status, veteran's status, class, sexual orientation, age, socio-economic status, religion, differing physical or mental abilities, use of a trained dog or service animal by a child or family member or communication and learning styles. We comply with the requirements of the Washington law against discrimination and the ADA (chapter 49.60 RCW).

We are committed to an anti-bias approach in our educational practices. Our goals are to support a positive identity in each child by valuing them and their family and their unique culture, help children identify and challenge bias and encouraging children to stand up for themselves and for others in the face of bias. We strive to provide toys, pictures, puzzles and books that are non-sexist and show people of diverse ethnic backgrounds in a variety of careers and family groupings. Each year we will devote part of our staff training discussing ongoing anti-bias efforts and opportunities in the classroom, and current thinking about the best practices for supporting anti-bias learning.

Abuse and Neglect-Protection and Training

As a child care provider, we will protect children from all forms of child abuse or neglect. We have a duty to report and are required by mandatory reporting laws to report any suspected physical, sexual or emotional child abuse, any suspected child neglect, child endangerment, or child exploitation, a child's disclosure of sexual or physical abuse and maltreatment to Child Protective Services (CPS) and our local law enforcement agency immediately (without prior notification to the parents involved). We will also inform our licenser. All staff or volunteers in this program, are trained on prevention and reporting of child abuse, neglect, sexual abuse, maltreatment or exploitation.

Permission for Free Access

During business hours, you have the right to access all licensed areas that are used for child care. You are welcome to visit or drop-in unannounced to observe your child. You have the right to access your child's file, provider training log(s), DCYF inspection checklist(s), and Facility Licensing Compliance Agreements. Please schedule time in advance if you would like to have a meeting with the director, program supervisor,

teacher or other staff, so we can arrange to speak away from the children and can focus on your concerns.

Sign-In and Sign-Out Procedures/ Attendance Records

It is a state requirement for all children to be signed in and out when the child arrives and departs the facility.

1. Arrival and pick-up instructions:
 - Upon arrival; the parent, guardian or authorized person must sign the child *in* using signature of full name, the date and time.
 - Upon departure; the parent, guardian or authorized person must sign the child *out* using signature of full name, the date and time.
 - We use electronic sign in and out via our brightwheel app on each classroom's ipad
 - We are subject to a civil penalty fine if children are not properly signed in or out. If we are fined due to you not signing your child in or out the amount of that fine will be billed to you.

2. Please identify on the Child Care Registration form, who is authorized to pick up your child. We will not release your child to any person without your written permission. This form should be kept current. The person picking up your child must have identification, as we may ask for verification of identity before releasing a child.

3. Anyone who appears to be under the influence of drugs or alcohol arriving at child care to pick up a child will be asked to call someone else to pick up that child. If a person leaves with a child while they appear to be under the influence, 911 will be called.

Hours, Days of Operation, Holidays

Monday to Thursday: 7:30am to 5:30pm

Fridays/Erev Jewish holidays 7:30am to 3:30pm, 4:30pm or 5:30pm

Regular hours will be observed in the late spring and all summer. The exact dates and times will be on a calendar shared with families each year.

Congregation Beth Shalom Early Childhood Center is closed or has early dismissal on the following days when they fall during a school week or on the weekday on which they are observed:

<ul style="list-style-type: none"> ❖ Erev Rosh Hashanah – 3pm dismissal ❖ First and Second Day of Rosh Hashanah ❖ Erev Yom Kippur – 3pm dismissal ❖ Yom Kippur ❖ Erev Sukkot - 4:30 pm dismissal ❖ First and Second day of Sukkot ❖ Erev Shemini Atzeret - 4:30pm dismissal ❖ Shemini Atzeret ❖ Simchat Torah ❖ Passover/Spring Break 	<ul style="list-style-type: none"> ❖ First and Second Day of Shavuot ❖ Thanksgiving and the following day ❖ Winter Break (1 week in December) ❖ New Year’s Day ❖ Martin Luther King Jr Day ❖ Presidents Day ❖ Memorial Day ❖ American Independence Day ❖ Labor Day ❖ Teacher In-service days (one week per school year)
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Typical Daily Activity Schedule

Infants

Infants do not have a predetermined schedule. We meet the needs of each infant on demand by learning to read his/her cues.

Toddlers/Preschoolers/Pre-K

Specific schedules are available from classroom lead-teachers and are posted in each classroom. Each class has scheduled time for free-play, group time, gross-motor activities, snacks & meals, and outside time.

Sample Schedule

7:30-9:00 Arrival/Free Play
9:00-9:30 Morning Snack Available
9:30-9:50 Morning Meeting
9:50-10:30 Outside Time
10:30-11:30 Activity Time (Art, Science, Games, etc)
11:30-12:00 Lunch
12:00-12:15 Clean up, Bathroom, Nap Set Up
12:15-2:30 Nap/Quiet Time
2:30-3:00 Afternoon Snack Available
3:00-4:00 Outside and/or Social Hall Time
4:15-5:20 Indoor Activities
5:20 Clean Up

Routines are very important to young children, so we work hard to stick to our schedules whenever possible. We also work to be flexible, knowing that the needs of children can vary from day to day. We may extend outside time if the children are very engaged in a particular activity. We may have a longer or shorter circle time depending on the moods of the children on any given day and so on.

Receipts and Taxes:

Families have access to receipts via the brightwheel app which is used to pay tuition. If you are having trouble accessing a receipt, you are welcome to contact the director for help.

Staffing Plan, Classroom Types and Ratios

We will maintain the State required staff to child ratios at all times. For consistency of care a permanent staff member will be assigned to care for your child with a goal of building a long-term trusting relationship. Any staff who covers due to a staff member being absent will meet all State requirements to care for the children, and be fully trained according to State requirements and will be trained on the policies and procedures of our program. You may ask for access to our staff training and professional development records.

If we have any staffing changes, or need to be absent for an extended period of time,

you will be notified in writing or electronically.

If the director, assistant director, and program supervisor are simultaneously absent the program will remain open for the care of children. We will have a fully qualified staff member that meets the Department's qualifications covering during our absence. We will notify all parents in writing with the name of the staff member who will be in charge and we will also notify the Department.

If the director, assistant director, and program supervisor are simultaneously absent for more than ten consecutive operating days, we will have a fully qualified staff member covering. We will notify all parents in writing at least one week before the absence of the name of the temporary staff member covering and we will also notify the Department.

	Dagim (infants)	Tootim (1-2 years)	Dubanim (2-3 years)	Parparim (3-4 years)	Eitim (4-5 years)
Our ratios	1:3.5	1:4	1:5	1:6	1:6
Legal ratios	1:4	1:7	1:7/1:10	1:10	1:10

Our ratios listed above are our ratios for the bulk of the day, but may vary in the early or late part of the day depending on pick up and drop off times. Classes may blend at the beginning or end of the day when there are less children at school. Our classes are divided by age and development. Children generally spend one year in each classroom. For the most part, we usually keep cohorts together, but move kids up into their next classroom in 2-3 batches over the summer. Some children may stay in a classroom for more than one year for a variety of reasons.

Termination of Services

1. You are required to give 90 days' notice of your intent to terminate care. Your deposit will be applied to your last month's tuition. If you should

terminate your child's care without notice, the deposit will not be refunded and you will be billed for an additional two months of care.

2. The following are conditions that may cause child care to be immediately terminated:
 - A. Family members or other adults not meeting the programs requirements, inappropriate or unsafe behavior in or near the facility, disrespecting the child care facility, staff or policies
 - B. Continual late payments or unpaid bills
 - C. Continual late arrivals or pick-ups

Expulsion Policy

We welcome all children to our school. Sometimes, children have needs that are more than we can comfortably meet within our school. If this comes up, we meet with families to provide resources and referrals for additional support and plan together in order to help the child be successful in our school. If families are unable or unwilling to partner with us to get needed support, we may ask families to look for a different environment that may be better suited to their child's needs. If despite partnership and collaboration, we are still unable to meet the needs of a child within our program, we will ask a family to look for a school that is differently equipped to care for their child. We are happy to provide support and ideas at any point throughout the process. Our goal is always to make our school feel comfortable and supportive for all children and families.

Prior to expulsion of services due to child's behavior we will provide the following supports:

1. We will have a parent or guardian meeting weekly or sooner as needed.
2. We will review the expulsion policy with the parents or guardians.
3. We will record the incidents that led up to the expulsion, include the date, time, staff involved and details of the incidents
4. We will give the parents or guardians a copy of the steps that were taken to avoid expulsion
5. We will give the parents or guardians a description of the environmental change, staff change and other reasonable modifications that were made.
6. We will have a behavior plan developed with the parents. A copy of this plan will

- be given to all teachers, support staff and parents or guardians.
7. We will give the parents or guardians referrals to community-based programs/settings

The Department of Children, Youth and Families will be notified of any expulsion.

Posting Requirements

Our policies can be found in the director's office. There is a binder that parents are always welcome to look through which includes our health policy and disaster plan. In addition our liability insurance status, inspection reports, and other resources that might be of interest to our families are all available for review and are updated regularly. Please talk to Leah for more information about these. Annual closure dates and monthly menu calendars are posted outside every classroom and are updated regularly as well.

Items Brought from Home

Clothing/Rain Gear

Please bring a minimum of two sets of clothes for your child. This includes pants, socks, shirts, and underwear, if applicable. It is likely that your child will get messy during play. Please send your child in clothing that you do not mind getting soiled. Please label all clothes and items with your child's name, so we can be sure they are returned.

Children will be playing outside rain or shine, so rain gear is required. Please make sure your child has boots, rain coat, and preferably rain pants. The children frequently take walks, so proper outdoor clothing is necessary. This includes hats, warm coats, and shoes in the winter and lighter clothing in the summer.

Personal Items

We prefer that children do not bring personal items from home. It is impossible for the staff to monitor personal items. Children may bring an object from home for show-and-tell on specified days. We provide many developmentally appropriate activities and toys. Comfort items may be brought and stored in cubbies for nap-time. All personal items that come to school are at families own risk.

Checklist of Child Care Supplies

	<i>We Provide</i>	<i>You Provide</i>	<i>Item</i>	<i>Comments</i>
1.		X	Bottles	
3.		X	Formula	
4.		X	Nipples	
5.		X	Diapers	
6.	X	X	Pacifiers with a container for storage	
7.	X		Teething devices	
8.		X	Toilet training diapers	
10.		X	Change of clothes	
11.		X	Cold and rainy weather clothes	
12.		X	Blanket and sleeping necessities	
13.	X		Toothbrush	
14.	X		Sunscreen (must have written permission)	
15.		X	Three-day supply of medication	
16.	X		Wipes for diapering	

Dual Language Learning

We support multilingual children and families, inviting those families to teach words from their home language to teachers and classmates. We try, to the greatest extent we can, to fold words from children's home languages into daily classroom use or invite children to share their language and culture with their peers. We try to provide books for children that reflect all of the languages in use in that particular classroom and ask for support from families in finding the best resources. For children who are working to learn English as their second language,

we do all we can to support them to maintain their first language while learning English.

Screen Time Usage

We do not use television or computers for educational purposes at our program. There is a chance that if children are learning about a specific topic and a short (a couple of minutes) video clip is relevant, they may view it together.

Outdoor Activities

Our facility offers an outdoor programming daily for all children enrolled, except during the following conditions (a) Heat in excess of 100 degrees Fahrenheit or pursuant to advice of the local authority; (b) Cold less than 20 degrees Fahrenheit, or pursuant to advice of the local authority; (c) Lightning storm, tornado, hurricane, or flooding if there is immediate or likely danger; (d) Earthquake; (e) Air quality emergency ordered by a local or state authority on air quality or public health; (f) Lockdown notification ordered by a public safety authority; and (g) Other similar incidents. Children must have appropriate clothing for outdoor activities during days that may be hot, rainy and cold.

Our outdoor play area includes two toy houses, two slides, a kid sized picnic table, a ladder for climbing, and a spiral climber as well. We have multiple surface levels for kids to climb up and down. We include a variety of items outside to spark kids' imagination and gross and fine motor play including wagons, trucks, shovels, rakes, bowls, etc. Teachers engage in asking open ended questions, initiating activities when needed, and giving kids freedom to let their play unfold with as few interruptions as possible. Part of our outside area is covered and there is a bench for kids and teachers to sit together comfortably when needed.

Napping/Sleeping

A rest period will be offered for all children under five years of age, who remain in care for more than six hours or show a need to rest. Alternative quiet activities will be available for those children who are unable to nap or who no longer need a nap. No child will be forced to sleep/nap. We will work with you to discuss your child's sleep patterns and needs. We must allow infants and toddlers to follow individual sleep

schedules. Each child at our school (other than infants) has a bin for whatever they need for nap. This may include a blanket, a soft toy, or other small comfort object. Nap bins for toddlers may include pacifiers.

Individual Care Plan, Special Needs Accommodation

We will ask all parents and guardians to have a written individual care plan for each child with special needs including allergies. The individual care plan must be signed by the parent or guardian and must contain the following:

1. The child's diagnosis, if known;
2. Contact information for the primary health care provider or other relevant specialist;
3. A list of medications to be administered at scheduled times, or during an emergency along with descriptions of symptoms that would trigger emergency medication;
4. Directions on how to administer medication;
5. Allergies;
6. Food allergy and dietary needs, pursuant to WAC [110-300-0186](#);
7. Activity, behavioral, or environmental modifications for the child;
8. Known symptoms and triggers;
9. Emergency response plans and what procedures to perform; and
10. Suggested special skills training, and education for early learning program staff, including specific pediatric first aid and CPR for special health care needs.
11. If the child has one of the following it must accompany the child's service plan.
 - (a) Individual education plan (IEP);
 - (b) Individual health plan (IHP);
 - (c) 504 Plan; or
 - (d) Individualized family service plan (IFSP).

Accompanying the individual care plan, we must have supporting documentation of the child's special needs provided by the child's licensed or certified:

- a. Physician or physician's assistant;
- b. Mental health professional;
- c. Education professional;
- d. Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or
- e. Registered nurse or advanced registered nurse practitioner.

Religious and Cultural Activities

Jewish Values Statement

Congregation Beth Shalom believes in the values of Torah, avodah (service), and g'millut hassadim (acts of loving kindness). At the Beth Shalom Early Childhood Center (ECC), these values form the foundation for how we educate our students. In keeping with these values, the ECC has the following policies in place:

Kashrut

All foods provided by the center are Kosher in accordance with the standards of the United Synagogue of Conservative Judaism. We are a vegetarian congregation, so no meat products are served here. This includes products containing gelatin. We do, however, serve fish products that are kosher.

When packing your lunches, please ensure that you only pack vegetarian & kosher fish options for your child. You can go to www.kashrut.com/articles/fish for information on which fish options are acceptable. This will allow us to maintain kashrut. To respect the fact that individual families observe kashrut to varying degrees within their homes, kids will not be permitted to share their lunches with others.

Parents often wish to bring in snacks or treats, especially to celebrate special occasions. Any outside food brought in must be pre-packaged and marked with an approved hechsher (kosher symbol). For allergy reasons, all outside food must also be peanut free. No home baked goods are permitted.

Shabbat and Jewish Holidays

The early childhood center honors the sanctity of Shabbat and holidays. On Friday afternoons, we will close early to allow families and our teachers to prepare for Shabbat. We close at 4:30 in the early spring and early fall and 3:30 late fall and winter. We are open regular hours in the late spring summer.

On the evening when major holidays begin, we observe the same early close time as outlined above. On major holidays when work is not permitted, our facility will not be open. Please feel free to join us for services and other programs on those days.

Jewish Activities in the Classroom

As we are a program that values Jewish education, we integrate Judaism into every day's activities. We say blessings when we eat food, read stories with Jewish content,

and sing Jewish songs. On Fridays we have a special Shabbat circle, including challah and juice. We integrate Hebrew language, Jewish values, holidays and traditions into our daily activities.

We welcome families who are looking for resources regarding Judaism to connect with our Rabbis or ECC Director for ideas.

The Early Childhood Center is part of the Beth Shalom Community. Congregation Beth Shalom offers a variety of programs for young families that you are welcome to participate in. These include special monthly young family Shabbat programs, weekly preschool age Shabbat programming, family camp and holiday services.

As your children graduate from the ECC, consider our Religious School. To learn more, please visit our website at www.bethshalomseattle.org or contact our Director of Education at (206) 524-0075.

Child Guidance Plan, Physical Restraint Policy and Corporal Punishment

Our goal in discipline is for children to develop inner controls leading to self-discipline. We use positive guidance to empower children to form positive relationships, resolve conflicts, and show respect for others. We affirm each child's importance by working to find techniques that work best to guide the behavior of each individual child. All discipline will be respectful and never humiliating. ***Corporal punishment of any kind will not be allowed at the ECC.***

Consistent Routines and Limits

We create consistent yet flexible routines so children know what to expect. We set limits for children based on safety, responsibility and respect. We give information, point out natural consequences and give reasonable choices. We make sure children know that we, as the adults, will make decisions and enforce rules to keep all children safe.

Environment

We set up the environment to meet children's needs at their developmental level. We provide activities that provide stimulation and minimize frustration. We make sure there are enough materials and multiple versions of favorite objects. We maintain adult to child ratios that allow children the amount

of support they need. We constantly observe and evaluate the environment to anticipate problems before they occur. Whenever possible we modify the environment to meet the children's individual needs instead of trying to adapt children to meet the environment.

Natural Consequences

When a situation occurs that isn't acceptable, we encourage children to take responsibility for their actions and correct the situation when possible. If a child bites another, he/she helps wash and hold ice on the bite. If a child throws toys, he/she helps pick them up. If a child knocks down another child's block structure, he/she helps rebuild it. To reinforce natural consequences, we use "when, then" scenarios. Examples: "When you crash the bike into other children, then it is time to get off the bike", "When you pick up the puzzle pieces, then you may choose another activity.", "When you put your coat on, then you will be ready to go outside."

If consistent unacceptable behavior occurs, such as a child hitting other children, we remove the child from the situation stating what we see. "It looks to me like you are having a hard time controlling your body. I'm going to move you to an activity close to me so I can help you use gentle touches." When the child feels ready, he/she may try again, while a teacher supervises and coaches to help the child learn self-control. We use this type of method rather than sending the child to "time-out" because we do not want to embarrass or punish children; we want to teach them natural consequences and allow them to correct their behavior.

Respectful, Positive Language

We use clear and simple statements about behavior and try to do so positively. Example: "Food stays at the table" instead of "no walking around with food". We offer choices when possible. Example: "Do you want to put your coat on by yourself or do you want me to help you?" We talk about the behavior, not the child, because while behavior is or isn't acceptable, children are not "good" or "bad". We listen to children's feelings and support them in solving problems.

Our ratios usually allow a teacher to guide a child to a less stimulating environment if necessary and if not, the director or assistant will step in to provide support. If a child is overwhelmed and struggling to control their body or creating an unsafe environment for others, a teacher or director will hold the

child as gently as possible to accomplish restraint and move the child to a different environment. A child may simply need a larger or separate space to express their feelings and calm down. This can be done by going for a walk around the block, relaxing in the director's office or going to the middle or social hall. Physical restraint will always be minimized and only used to remove children from unsafe situations.

Any form of corporal punishment, mechanical restraint, the withholding of food, or any form of emotional abuse is prohibited by anyone on the premises including parents. No corporal punishment will be used in our program. This includes biting, jerking, shaking, slapping, spanking, hitting, kicking or any other means of inflicting physical pain.

All staff and volunteers will be trained on the guidance and discipline policy and practices.

Diapering Procedure

Children will be attended to at all times during the diapering procedure. Diapers will be checked every two hours and changed when necessary and not less than every four hours. The parents or guardians supply diapers. All staff, parents or guardians will wash their hands immediately before and after diapering. The child's hands will also be washed immediately after diapering.

Toilet Learning

Most of the potty training in our school happens in our 2-3 year old room. We work to make using the potty a comfortable experience for children throughout each child's time in the class. We offer an opportunity for children to sit on the potty several times a day. This begins as part of the diaper change process, in order to help children become emotionally ready and comfortable with the toilet. Some children resist using the potty and at our school we feel very strongly about not pressuring children to start the process until they are showing signs of interest as well as physical readiness. Eventually, children start to use the potty when they need to and "diaper time" becomes "potty time". We ask that before families start sending children to school in underwear instead of diapers, the following three things have happened: your child has successfully used the toilet at school multiple times, your child has worn underwear at home for at least a

weekend, and communication has happened between parents and teachers agreeing that the child is showing signs of readiness. Occasionally, we have children who use the potty at home and then come to school in underwear, but absolutely won't use the bathroom at school. This ends up frustrating for teachers, but especially for children. Partnership and communication will be the key to success for everyone involved. Children do not need to be fully trained in order to move up to our 3-4 year old room.

Infant and Toddler Nutrition and Feeding

We support families as their children transition from formula and breast milk to eating solid foods at the table. We will consult with the parent or guardian to implement a feeding plan for infants and toddlers at each step of this process. We will provide educational materials and resources to support breastfeeding mothers and nutritional information on infant formulas. We will have a designated area for nursing and bottle-feeding mothers. All infants and toddlers will eat when hungry according to their nutritional and developmental needs, unless medically directed. We will serve only breast milk or infant formula to an infant, unless the child's health care provider offers a written order stating otherwise. We will hold infants and toddlers while making eye contact with them. We will stop feeding the infant or toddler when he or she shows signs of fullness. We will not allow infants or toddlers to have propped bottles or given a bottle or cup when lying down. We will transition a child to a cup only when developmentally appropriate and with the permission of the parent or guardian. In consultation with the parent or guardian we will begin introducing solid foods. We will not introduce solid foods sooner than four months of age, and it will be based on an infant's ability to sit with support, hold his or her head steady, close his or her lips over a spoon, and show signs of hunger and being full, unless identified in written food plan pursuant to WAC [110-300-0190](#) or written medical approval. We will not add food, medication, or sweeteners to the contents of a bottle unless a health care provider gives written consent. We will not serve juice or any sweetened beverages (for example, juice drinks, sports drinks, or tea) to infants less than twelve months old, unless a health care provider gives written consent, and to help prevent tooth decay we will only offer juice to children older than twelve months from a cup. In consultation with the parents or guardians we will increase the texture of the food from strained, to mashed, to soft table foods as a child's development and skills progress between six and twelve months of age. Soft foods offered to older infants will be cut into pieces one-quarter inch or smaller to prevent choking. We will allow older infants or toddlers to self-feed

soft foods from developmentally appropriate eating equipment. Placing infants or toddlers who can sit up on their own in high chairs or at an appropriate child-size table and chairs when feeding solid foods or liquids from a cup, and having an early learning provider sit with and observe each child eating. See policy for storing and serving breast milk. Infants and toddlers will not be served food from polystyrene (Styrofoam) cups, bowls, and/or plates.

Bottle Preparation

Parents or guardians who bring bottles must label the bottle with the child first and last name and the date. The bottles and nipples must be in good repair be glass or stainless-steel bottles, or use plastic bottles labeled with "1," "2," "4," or "5" on the bottle. A plastic bottle must not contain the chemical bisphenol-A or phthalates. Infants are fed on demand or based on parents/guardians recommended feeding schedule. Infants will stop being fed when the child shows signs of fullness. Bottles will be emptied when a child is done feeding. We will throw away contents of any formula bottle not fully consumed within one hour (partially consumed bottles will not be put back into the refrigerator). Infants and toddlers will be held at all times when bottle feeding, we do not prop bottles up or let children feed themselves while lying down, children sitting up in a high chair or at a table may feed themselves their bottles if that is their preference. Bottles will be checked to ensure temperature is safe before feeding. Medications, cereal supplements, or sweeteners will not be added to the contents of bottles unless prescribed by a health care professional and the medication management procedure has been followed. Parents bring bottles and put them in the classroom refrigerator each day. Cans of formula can be stored in the classroom cabinet and teachers will inform parents when more is needed.

Breast Milk

We support families who choose to breast feed their children. We welcome parents to come in to nurse their child or bring breast milk. When a parent or guardian provides breast milk, we will immediately refrigerate or freeze the breast milk. The breast milk must be in a closed container, labeled with the child's first and last name and the date received. We will keep frozen breast milk for no more than thirty days upon receipt and then any unused frozen breast milk will be returned to the parent after thirty days. We will keep unfrozen breast milk for up to twenty-four hours. Thawed breast milk or breast milk that has not been previously frozen and has not been served within twenty-four hours will be

returned to the parent or guardian at the end of each day. We will throw away contents of any bottle not fully consumed within one hour. We will obtain parental consent prior to feeding infant formula or solid foods to an otherwise breastfed infant. Parents are welcome to breastfeed children anywhere in our school. The most comfortable places are likely the infant room or on a chair or couch in a toddler room, the entryway or in the office for privacy.

Naps, Rest Periods and Infant Sleep Patterns

Infant and toddlers will follow their own individual sleep patterns and never be forced to sleep. Infants and toddlers will use napping equipment approved by the U.S. Consumer Products Safety Commission or ASTM international Safety Standards. Napping equipment will be clean and firm with a snug-fitting mattress that does not have tears or holes. Children will be removed from car seats, swings, rockers, or other similar equipment if they have fallen asleep. When children are able to climb out of a crib or it is no longer developmentally appropriate for the child to sleep in an infant crib we will consult with the parent and develop a transition plan to a mat or other approved sleeping equipment. Infants sleep in cribs or floor cribs. Toddlers sleep on cots.

Infant and Toddler Safe Sleep Practices

To reduce the risk of Sudden Infant Death Syndrome (SIDS) we and all staff working with infants have completed yearly safe sleep training. We will actively supervise infants and toddlers by visibly checking often and being within sight and hearing range, including when an infant or toddler goes to sleep, is sleeping, or is waking up. We will follow the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction. We will place an infant to sleep on his or her back or follow the current standard of American Academy of Pediatrics. If an infant turns over while sleeping, we will return the infant to his or her back until the infant is able to independently roll from back to front and front to back. We will not use a sleep positioning device unless directed to do so by an infant's or toddler's health care provider. The directive from the health care provider must be in writing and kept in the infant's or toddler's file. We will have sufficient lighting in the room in which an infant or toddler is sleeping to observe skin color. We will monitor breathing patterns of an infant or toddler and allow infants and toddlers to follow their own sleep patterns. We will not allow loose blankets, stuffed toys, pillows, crib bumpers, and similar items inside an occupied crib, bassinet, or other equipment where infants commonly sleep. We will not allow a blanket or any other item to cover or drape over an occupied crib, bassinet, or

other equipment where infants commonly sleep. We will not allow a blanket, bedding, or clothing to cover any portion of an infant's or toddler's head or face while sleeping, and will readjust these items when necessary. We will prevent infants or toddlers from getting too warm while sleeping, which may be exhibited by indicators that include, but are not limited to, sweating; flushed, pale, or hot and dry skin, warm to the touch; a sudden rise in temperature; vomiting; refusing to drink, a depressed fontanelle; or irritability. Infants sleep in cribs or floor cribs. Once they are 12 months old, we usually start the transition to a cot. Toddlers sleep on cots that are spread out around the room.

Transitions: Internal, New Families, and Kindergarten

We transition children into our classrooms in two ways: internal transitions and transitions for families that are new to our school. These transitions look similar but different. Both depend on the needs and temperament of the child.

When we transition children internally, it is a very slow process. When we anticipate that a child is ready to move up, we communicate with families to make a plan. Sometimes it is a simple conversation or email exchange. Occasionally, we have conferences about the process to answer questions. When possible, we try to move children in small groups. It is nice for children to transition with peers, but it is also nice when only a few children are transitioning, so teachers have an opportunity to get to know each child on a deep level as part of the transition process. The first step in the process is for teachers to visit children who will be moving up to his or her classroom in the classroom environment in which they are already comfortable. This is an important first step in bonding and it happens over multiple visits. The next step is for children to visit the class that they will be moving into. This often happens with a teacher they are bonded to staying in the new classroom with them as they visit at first. Eventually children visit on their own and as children are showing that they are ready, their visits become longer until they are based in their new classroom. Children may sometimes visit their old classroom occasionally as they get more comfortable, or they may benefit from their old teachers coming to their new classroom to help with nap time or just to visit once in a while. The teachers of both classrooms communicate regularly with parents about the process. We are a very emotionally responsive, child centered school, so the time frame for transitions is flexible. It usually takes 2-3 weeks from start to finish, but sometimes more or less. We try to anticipate the length of time by what we know about the needs and temperament of the children transitioning.

When we transition new children into our school, we work closely with families to tailor the transition to their needs. We encourage families to come with their child for a visit the first couple of times they come to school. Usually these visits are about two hours. We encourage families to drop their child off for a short stay the first couple of times they come to school on their own. Eventually we move children into their full schedule and communicate with families about how the process is working, both from our perspective and from theirs. This process is longer or shorter depending on the needs and availability of the family and how the child is adjusting.

As with everything in our school, transitions are done in a way that is sensitive to children and families and involves a lot of two way communication. When children are in prekindergarten, teachers and the director conference with parents in the winter to discuss kindergarten plans, offer any support with decisions or answer questions. We will provide links to websites with resources and information about starting and enrolling in kindergarten. Teachers are happy to communicate with kindergarten teachers about children. Teachers fill out forms for children who are applying to private schools. After conferencing, we will write a transition plan that can be adjusted as needed.

When children move or leave our school for any other reason, we are happy to meet with parents to plan the transition and communicate with the new school if that is helpful. We always have a goodbye circle and talk with children about upcoming changes.

Meal and Snacks Schedule

All meals and snacks are prepared and served in accordance with the most current edition of the USDA Child and Adult Care Food Program (CACFP) standards. Please notify us of any allergies or adverse reactions your child may have with certain foods or beverages.

Home canned foods are not allowed to be served.

Safe drinking water will be served.

Whole milk will be served to children 12-24 months.

See information about infant feeding, bottles and breast milk in the Infant and Toddler Nutrition and feeding section of this handbook.

All items served are kosher dairy or pareve, in accordance with the guidelines of the United Synagogue of Conservative Judaism.

All food brought to the center must be vegetarian and may include dairy, eggs, & kosher fish. This is imperative to keep our center up to the kashrut standards of the synagogue. The synagogue's kashrut policy is provided separately at the time of enrollment. Congregation Beth Shalom strives to be a peanut-free facility. Do not include any peanut products in your child's lunch.

Infants

Infant parents must bring bottles and the day's supply of breast milk or formula. Please be sure to have a backup supply of breast milk or formula available for your infant.

Infant parents bring all of the infant's food to the center labeled clearly with their name and the date. Once infants eat finger food, the ECC will provide simple snacks. Teachers will communicate with parents about what foods the infant can eat.

Lunch

Toddler and preschool children must bring a lunch. Any foods that are inappropriate (meat, peanuts or candy) will be sent home. Because we are unable to heat food, please pack foods that do not require reheating. We are unable to refrigerate lunches so please put an ice pack in your child's lunch to ensure it remains at the proper temperature.

Snacks

We provide a snack each morning and afternoon for toddlers and preschoolers. We provide an additional simple snack for any children still at the center at 5:00. The snack menu is posted outside of the classroom. Substitutions may occasionally be made to the posted snack menu.

Sample Snack Menu

Morning Snack: Cheerios and Milk with Bananas Afternoon Snack: Rice with Soy Sauce and Red Peppers Late Afternoon Snack: Crackers

Food Allergies and Special Dietary Needs

We must obtain written instructions (individual care plan) from the child's health care provider and parent or guardian when caring for a child with a known food allergy or special dietary requirement due to a health condition. The individual care plan pursuant to WAC [110-300-0300](#) must include the following:

- (a) Identify foods that must not be consumed by the child and steps to take in the case of an unintended allergic reaction;
- (b) Identify foods that can be substituted for allergenic foods; and
- (c) Provide a specific treatment plan for the early learning provider to follow in response to an allergic reaction. The specific treatment plan must include the:
 - (i) Names of all medication to be administered;
 - (ii) Directions for how to administer the medication;
 - (iii) Directions related to medication dosage amounts; and
 - (iv) Description of allergic reactions and symptoms associated with the child's particular allergies.

We require that the parents or guardians of a child in care ensure that the program has the necessary medication, training, and equipment to properly manage your child's food allergies. If your child suffers from an allergic reaction, we must immediately:

- (a) Administer medication pursuant to the instructions in that child's individual care plan;
- (b) Contact 911 whenever epinephrine or another lifesaving medication has been administered; and
- (c) Notify the parents or guardians of a child if it is suspected or appears that any of the following occurred, or is occurring:
 - (i) The child is having an allergic reaction; or
 - (ii) The child consumed or came in contact with a food identified by the parents or guardians that must not be consumed by the child, even if the child is not having or did not have an allergic reaction.

Food Handling Practices

Anyone preparing food for the children will be required to maintain a current and valid Food Handlers Permit and will follow all procedures. Proper hand washing procedures will be followed during food handling.

Safe food, bottle and formula storage, preparation, cooking, proper holding temperature, and serving guidelines will be consistent with current department of health Washington State Food and Beverage Workers' manual and current foundational Quality Standards WAC 110-300.

Dishwashing Practices

Dishes are washed in an automatic dishwasher using the sanitizing cycle. On occasion, some dishes are hand washed by immersion in hot soapy water, rinsed, sanitized, and air dried.

Safety of Food Containers and Preparation Area

Food preparation and eating surfaces will be cleaned and sanitized before and after use. Food preparation surfaces must be free of cracks and crevices with a floor area that is resistant to moisture. Pets are not allowed in the food preparation area while food is being prepared or served.

Food will not be cooked or reheated in a microwave unless the container is labeled by the manufacturer as "microwave use", "microwave safe", or other similar labeling. Disposable serving containers may be used if they are sturdy and thrown away after one use. All sharp utensils that may cause serious injury or pose a choking hazard will be kept inaccessible to children at all times.

Policies for Food Brought from Home

A parent or guardian may provide alternative food for their child if a written food plan is completed and signed by the parent or guardian and the licensee. All food and drink items brought from home must be labeled with child's first and last name and the date it was prepared. If you choose to provide alternative food for your child, we will need a written plan. Any meal or snack brought from home that does not meet USDA CACFP requirements will not be served to your child. Items **may not** be brought from home to share for any occasion, including birthdays or other celebrations.

Water Activities

We use sensory tables and sprinklers for water play at school. We may take a field trip to a nearby park with a wading pool and lifeguard, with parent permission.

Off-Site Field Trips

1. If we take a field trip off site, you will be notified and asked to sign a permission slip.
2. We walk or take public buses for field trips.
3. Children's emergency contact, medical release forms, a first aid kit, teacher's first aid/CPR certification, and any medications needed by individual children will be taken on all field trips. Any medication administered will be recorded.
4. Parents who volunteer on field trips will not have unsupervised access to the children (excluding their own child) unless they have been pre-qualified with a criminal background check.

There is no smoking, vaping or using any form of cannabis while on field trips by parents, staff or other adults.

Dental Hygiene Practices and Education

Dental hygiene is a value at our school and we are happy to provide families with any resources that they may need to practice good dental hygiene as a family. Children are welcome to brush their teeth at our school if families choose to provide or request supplies. (We don't offer toothpaste until they are old enough to spit it out). We offer a designated time for kids to brush their teeth every day. This time varies depending on the class. Parents have an option to opt out of this tooth brushing time for their child by filling out our Tooth Brushing Opt Out form.

Health Care Practices

The health of our children and staff is of utmost importance to us. We have established policies for caring for children with special needs or health needs, including allergies, food brought from home, dental hygiene practices and education. We have written policies that cover contagious disease notification, medical emergencies, injury treatment and reporting, immunization tracking, and medication

management, storage, administration and documentation. We have established handwashing and hand sanitizer use, the observation of children and staff for signs of illness daily, and an exclusion and return policy for both children and staff. We have established plans for the prevention of exposure to blood and body fluids. Our health policy includes general cleaning guidelines and how areas such as food contact surfaces, kitchen equipment, toys, toileting equipment, and laundry will be cleaned, sanitized and disinfected. Our policy includes hand washing and hand sanitizers. We have a pest control policy, the care for pets and animals that have access to licensed space policy and the health risks of interacting with pets and animals documented.

Our health policy is reviewed and approved by the department and can be found in the director's office.

Emergency Preparedness and Evacuation Plan

You will find our program's evacuation plan posted in our Disaster plan binder in the director's office. We will practice and document monthly fire drills, quarterly emergency/disaster drills, and an annual lock down drill. Please refer to our evacuation plan for a full list of details, floor plan, and gathering place outside of our facility so you are aware of our emergency and natural and unnatural disasters/evacuation procedures.

We have practiced turning off water, power and gas. Shelving, furniture and heavy objects on high shelves have been secured to protect against falling. We continually check our facility for potential hazards on a regular basis.

Should this facility become inhabitable in a disaster, we will be located at the Seattle public Library if possible.

Our emergency preparedness includes developmentally appropriate training with the children on how to respond in an emergency and when it is appropriate to evacuate.

Every classroom has emergency backpacks which include emergency contact information for each child, emergency medication (if applicable), first aid kits, flashlights with batteries, emergency water, snacks, emergency blankets, a tarp, etc. In addition, our school has an emergency supply of food and water available at all times.

Earthquake Plan

When Indoors:

- Move away from windows, tall furniture, and heavy appliances
- Everyone in the program will be instructed to:
 - **DROP** to floor
 - **COVER** head and neck with arms and take cover under heavy furniture or against internal wall
 - **HOLD ON** to furniture if under it until shaking stops
- A head count of the children will be taken to ensure all children are present and adults will talk to children in a calm reassuring tone until it is safe and the earthquake is over

When Outside:

- Move to clear area, as far as possible from glass, brick, and power lines.
- **DROP & COVER.**
- Adults will talk to children in a calm reassuring tone until it is safe and the earthquake is over
- A head count of the children will be taken to ensure all children are present

After Earthquake:

- Account for all children, staff, and visitors
- Check for injuries and administer first aid as necessary. Call 911 for life-threatening emergency
- Determine if evacuation is necessary and if outside areas are safe. If so, we will evacuate building calmly and quickly to our designated meeting spot located at the Seattle public library across 35th Ave NE

If gas is smelled; the main gas valve will be immediately turned off

- We will monitor our portable radio or cell phone for information and emergency instructions
- Our designated out-of-area contact will be notified of our status when possible and if needed.
- We will remain outside of building until it has been inspected for re-entry and determined safe.

In the event of an earthquake, we will follow earthquake safety procedures, keeping children away from exterior walls and under tables, if possible, or in doorways. Once it is safe to do so, we will exit the building and meet by the library across the street if possible. Parents will be contacted via Brightwheel with information about their child's well-being and where they can find us. We practice earthquake drills quarterly and record the information outside the office.

Evacuation Plan:

When On-Site:

- All children will be gathered and escorted to the designated meeting spot located: along the fence line on the upper parking lot across from the lower playground.
- A head count of the children will be taken to ensure all children are present and adults will talk to children in a calm reassuring tone
- If safe to do so, the whole facility will be checked, to ensure that all children have left the building safely.

When Off-Site:

- All children will be gathered and escorted to the designated meeting spot with the grab and go bag and our daily attendance log
- A head count of the children will be taken to ensure all children are present and adults will talk to children in a calm reassuring tone
- All areas will be searched (including bathrooms, playground structures, etc.), to ensure that all children are safe and accounted for
- Once out of danger, families will be contacted. If we are unable to make contact by phone, we will then call the identified out-of-area emergency contact or 911 to let them know of our location
- If an earthquake takes place while transporting children, we will remain in the car until it is deemed safe to get out.

We practice evacuation drills monthly with all children and staff at our school to ensure everyone feels prepared in the event that we would need to evacuate.

Fire Evacuation Plan:

- We will activate our fire alarm or alert staff that there is a fire (yell, whistle, etc.).

- We will evacuate the building quickly and calmly:
 - If anyone's clothes catch on fire they will be instructed to STOP, DROP, & ROLL until the fire is out
- We will take our grab and go bag including attendance sheets and emergency forms as we are exiting the building
- A designated staff member will check areas where children may be located before they leave the building
- Once everyone has evacuated the building safely a head count of the children will be taken to ensure all children are present and adults will talk to children in a calm reassuring tone
- We will call 911 from outside of the building and will not re-enter the building until it has been cleared by the fire department.

The director and director's assistant work together regarding monthly fire drills.

Lockdown Plan:

- We will lock outside doors and windows, close and secure interior doors, all windows will be covered or made to not be able to be seen through, and all lights will be turned off;
- We will keep everyone away from doors and windows. Stay out of sight, preferably sitting on floor;
- When possible, we will bring attendance sheets, first aid kits, pacifiers and other comforting items, and books to our safe lockdown area;
- To maintain a calm atmosphere in the room we will read or talk quietly to children;
- If a phone is available, we will call 911 to ensure emergency personnel have been notified;
- We will remain under lockdown until the situation is resolved or we are notified that it is safe to resume the daily routine;
- We will notify parents and guardians about any lockdown, whether practice or real. If real we will notify parents and guardians when it is safe to do so.

In the case of a disaster of any kind, we have prepared our facility for evacuating the children and have a three day/72-hour supply of food and water for each child and staff. Please bring a three-day supply of any required medications for your child/children. We will keep the children at our facility until the parents are able to safely arrive to pick up

their children after a disaster, and will not leave your child unsupervised.

Injury or Medical Emergency Response and Reporting

1. All staff have First Aid, Child CPR, and HIV/Aids/Blood Borne Pathogens Prevention training.
2. Minor cuts, bruises, and scrapes will be treated. Parents will be notified with an injury report. With some minor injuries parents may be called to help decide whether the child should go home.
3. If head injuries, severe bleeding or other serious injuries occur we will contact the parent immediately and write an injury report.
4. In the event of a serious injury or emergency, we will call 911 and administer first aid or CPR if needed. We will notify you as soon as safely possible.
5. If injury results in medical treatment or hospitalization, we are required to immediately call and submit an "Injury/Incident Report" to our Department Licensor and child's social worker, if any. You will be given a copy.
6. All injuries that the child arrives with will be documented and an injury report will be written.

Medicine Management and Policy

1. **Reasonable Accommodations:** We will make reasonable accommodations for children requiring medications for disabilities and other documented medical conditions.
2. **Nonprescription Medication** including over-the-counter oral medication will be given to children on a case by case basis. If the medication, ointments or creams can be used or given at home we recommend doing this. If the medication has been approved by our administration, the parents or guardians must bring the medication in the original packaging. The medication will need to be labeled with the child's first and last name and accompanied with a medication authorization form that has the start date, the expiration date, medical need, dosage amount, age, and length of time to give medication. We will follow the instructions on the label or the parent must provide a medical professional's note. The medication must be labeled by the manufacture for the use that it is intended for and will not be used for any other symptom or reason.

3. **Prescription Medication.** Prescription medication must only be given to the child named on the prescription. Prescription medication must be prescribed by a health care professional with prescriptive authority for a specific child. Prescription medication must be accompanied with medication authorization form that has the medical need and the possible side effects of the medication. Prescription medication must be labeled with:
 - The child's first and last name; the date the prescription was filled; the name and contact information of the prescribing health professional; the expiration date, dosage amount, and length of time to give the medication; and instructions for administration and storage.
4. **A Detailed Medication Log,** inclusive of documentation of when a medication is given or not given as prescribed, or as indicated on the permission form will be kept with all medicines given out at our child care facility.
5. **Storage:** Medications must be stored in the original container. The container must have the patient's name, instructions and date of expiration. It will be stored out of the reach of the children. Medication will be stored according to its label including medication that states it must be refrigerated. Controlled substances will be locked up.
6. **Oral Medication:** Any medicine taken by mouth for children under two will need written permission from your doctor and stored separate from topical medications.
7. **Permissions:** Doctor's permission is required for all prescription medication and is not required for non-prescription drugs (parent permission is required for all medication, both prescription and non-prescription).
8. **Training:** a child's parents or guardian (or an appointed designee) will need to provide training for special medical procedures that are part of a child's individual care plan. This training must be documented and signed by the provider and the child's parent or guardian (or designee).
9. **Unused Medication:** All unused medication must be taken home by the parent or guardian.

Exclusion/Removal Policy of Ill Persons

1. Each child will be observed daily for signs of illness.

2. Children who are contagious must stay at home. All parents of children in our care, will be notified by phone within 24 hours of communicable diseases or food poisoning. The Health Department will be notified of food poisoning and of all reportable diseases at the facility.
3. Please call if your child will not attend due to illness. If you are unsure if your child should come or not, please call.
4. If a child should become ill during the day, you will be notified immediately and will be expected to pick up the child as soon as possible. In such event, we will reasonably prevent contact between the ill child and other children until you arrive.
5. The parent is responsible for finding substitute care in case of the child's illness.
6. Children and staff who are exhibiting the following symptoms will be excluded from child care per instruction of the Department of Public Health. A doctor's letter may be required to return to child care.

Diarrhea: where stool frequency exceeds two stools above normal per twenty-four hours for that child or whose stool contains more than a drop of blood or mucus;

Vomiting: Vomiting on two or more occasions within the past 24 hours.

Rash: Body rash not associated with diapering, heat or allergic reactions.

Eyes: Thick mucus or pus draining from the eye, or pink eye.

Appearance/Behavior: A child who appears severely ill, which may include lethargy, persistent crying, difficulty breathing, or a significant change in behavior or activity level indicative of illness, unusually tired, pale, lack of appetite, difficult to wake, confused or irritable.

Sore Throat: Especially if associated with fever or swollen glands in the neck.

Open sores or wounds: discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling;

Fever: A fever 101 degrees Fahrenheit for children over two months (or 100.4 degrees Fahrenheit for an infant younger than two months) by any method, and behavior change or other signs and symptoms of illness (including sore throat, earache, headache, rash, vomiting, diarrhea);

Lice, ringworm, or scabies: Individuals with head lice, ringworm, or scabies must be excluded from the child care premises beginning from the end of the day the head lice or scabies was discovered. Children may return to care after the first treatment. If your child has any of the above, please make sure to follow the appropriate treatment plan in order to make sure removal is complete.

Whooping Cough: Prolonged cough that may cause a child to vomit, turn red or blue or inhale with a whooping sound

Chicken Pox: Children may return when the blisters have dried and formed scabs.

An illness or condition: that prevents your child from participating in normal activities such as outdoor play.

Reporting and Notifying Conditions to Public Health

We are required to notify the Department of Health, our licensor, and all families of children in our care within 24 hours in the event a licensee, staff person, volunteer, household member, or child in care is diagnosed with a notifiable condition.

Pesticide Policy

We will take appropriate steps to safely prevent or control pests that pose a risk to the health and safety of adults and children in and around the licensed space. Our pest control steps include: Taking steps to prevent attracting pests including, but not limited to, identifying and removing food and water sources that attract pests; inspecting both the Indoor and outdoor areas in and around the licensed space; documenting and identifying the pests found in the licensed space so the pest may be properly removed or exterminated with the date and location if evidence is found; we will document all steps taken to remove or exterminate the pests; and provide notification to all parents or guardians of enrolled children what pesticide will be applied and where it will be applied no less than forty-eight hours before application, unless in cases of emergency (such as a wasp nest). Pesticide will only be applied when children are not present. We will always comply with the Washington Pesticide Application Act chapter [17.21](#) RCW. We will emphasize prevention and natural, nonchemical, low-toxicity methods where pesticides or herbicides are used only as our last resort.

Hand Washing Practices and Hand Sanitizers

To reduce the spread of germs and infections we will help direct, assist, teach, and coach, your children to wash their hands. We will use the following steps:

- (1) Wet hands with warm water;
- (2) Apply soap to the hands;
- (3) Rub hands together to wash for at least twenty seconds;
- (4) Thoroughly rinse hands with water;
- (5) Dry hands with a paper towel, single-use cloth towel, or air hand dryer;
- (6) Turn water faucet off using a paper towel or single-use cloth towel unless it turns off automatically;
- (7) And properly discard paper single-use cloth towels after each use.

We will have all children wash their hands at the following times:

- (a) When arriving at the early learning premises;
- (b) After using the toilet;
- (c) After diapering;
- (d) After outdoor play;
- (e) After gardening activities;
- (f) After playing with animals;
- (g) After touching body fluids such as blood or after nose blowing or sneezing;
- (h) Before and after eating or participating in food activities including table setting; and
- (i) As needed or required by the circumstances.

Staff will wash their hands

- (a) When arriving at work;
- (b) After toileting a child;
- (c) Before and after diapering a child (use a wet wipe in place of handwashing during the middle of diapering if needed);
- (d) After personal toileting;
- (e) After attending to an ill child;
- (f) Before and after preparing, serving, or eating food;
- (g) Before preparing bottles;
- (h) After handling raw or undercooked meat, poultry, or fish;
- (i) Before and after giving medication or applying topical ointment;
- (j) After handling or feeding animals, handling an animal's toys or equipment, or cleaning up after animals;
- (k) After handling bodily fluids;

- (l) After using tobacco or vapor products;
- (m) After being outdoors;
- (n) After gardening activities;
- (o) After handling garbage and garbage receptacles; and
- (p) As needed or required by the circumstances

Please set a good example for your child and help them to wash their hands with the steps above.

Hand sanitizer will be used in accordance with the law and will not be substituted when regular hand washing procedures can be practiced, and can only be used by children over twenty-four months and for whom the parent has signed parent permission form and it is on file. Hand sanitizers will not be within reach of the children.

Cleaning, Sanitizing, and Disinfecting Procedures

Cleaning, sanitizing and disinfecting practices include sanitizing all toys and eating utensils that are mouthed by children daily. Tables, kitchen equipment and all food contact surfaces are cleaned and sanitized before and after each meal, snack or other messy play activity. Carpets within the child care space are vacuumed daily and undergo a deep clean at least once a year. Bedding, blankets and other laundry will be cleaned, sanitized and disinfected weekly or more often if soiled. If a bleach solution is used for sanitizing or disinfecting, our facility will use one that is fragrance-free and follow department of health's current guidelines for mixing bleach solutions for child care and similar environments.

Blood Borne Pathogen Plan

Each staff member caring for children in the program has completed the Blood Borne Pathogen training. When staff comes in direct contact with bodily fluids, we will wear disposable gloves, follow proper cleaning procedures and disinfect the items and surfaces that are contaminated. We will properly dispose of all waste and send soiled clothes home in double plastic bags. All persons exposed will wash hands before returning to care. This policy is reviewed annually by staff.

Injury Prevention

We will check daily to make certain that both the indoor and outdoor play areas are safe for children and families – free from broken glass, toys and equipment are safe and the

area is free from hazards. All cleaning products, chemicals, and personal hygiene products will be inaccessible to the children and stored. We will provide close supervision and have a program that is developmentally appropriate for your child to reduce injuries while your child is in our care.

Pets

We do not generally have pets. On occasion, classrooms may have a fish. Children are not allowed to touch the fish and if anyone ever does for some reason touch a fish, their hands will be washed.

Photography, Videotaping and Surveillance

We take pictures of the children for facility use only. We take pictures of the children for social media post, but do not tag anyone. We take videos of the children for facility use only. We have surveillance video.

If you do not want pictures of your child used in publicity in general, or if you do not want pictures of your child on our social media, please email the director or director's assistant to let them know.

Prohibited Substances: Tobacco, Vaping, Cannabis, Alcohol and Illegal drugs

The use and visual possession of tobacco, vaping, alcohol, cannabis and illegal drugs, in any form and associated paraphernalia are prohibited on our property, including, but not limited to:

- Indoor and outdoor licensed space.
- Within twenty-five feet from any entrance, exit, window, or ventilation intake of the facility, or within view of the children.
- In motor vehicles while transporting children, on field trips, to and from school or other child care related activities.

This policy applies to all persons on the premises, regardless of their purpose for being there. Scientific evidence has linked respiratory health risks to secondhand smoke.

No illegal drugs, alcohol, vaping and Cannabis are allowed on the premises. Prescribed medications for staff will be locked up. Our staff will not consume, or be under the

influence of cannabis, alcohol or illegal drugs in any form while working at our facility. The licensee, staff, assistants or volunteers will not, or allow others to:

- Have or use illegal drugs on the premises.
- Consume alcohol or cannabis during operating hours.
- Be under the influence of alcohol, cannabis in any form, illegal drugs, or misused prescription drugs when working with or in the presence of children in care.
- Be impaired as to not be able to respond promptly and care for children.
- There will be no alcohol, including closed and open containers on the premises.
- Cannabis and/or Cannabis products are not allowed on the premises.
- We will not have tobacco and cannabis products, cigarettes, containers holding cigarette butts, lighters, pipes, cigar butts, ashes and residue in the licensed facility.
- All vaping devices will be stored inaccessible to children and out of the view of children.
- Our staff will not have smoking or vaping tobacco within the reach or view of children. All products that are used during business hours will not be used in a "public place" or "place of employment," as defined in RCW [70.160.020](#)., in a motor vehicles used to transport enrolled children. Used by any provider who is supervising children, including during field trips, and cannot be within twenty-five feet from entrances, exits, operable windows, and vents, pursuant to RCW [70.160.075](#).

Guns or Weapons

We do not have firearms, guns, weapons, or ammunition on the premises and do not allow anyone to bring a weapon on the premises. Beth Shalom may occasionally have an event with an armed security guard or police officer outside the building.

Insurance Coverage

We carry liability insurance.

Safe water sources

We have had our water tested and the results of the testing can be found in the director's office. We have hot and cold running water.

Retaining Facility and Program Records

All records are kept for a minimum of five years unless otherwise indicated and current records from the previous twelve months are kept in the licensed space and be immediately available for review. If you would like to access your child's records, please email the director. Records are kept confidential from anyone other than ECC administrative staff or a child's teacher.

**Beth Shalom Early Childhood Center
Parent Handbook Signature Page**

I, _____ (print name), have received and read the Parent Handbook and by signing I agree to adhere to all the policies stated within.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Congregation Beth Shalom Early Childhood Center

Program Name

6800 35th Ave NE Seattle, WA 98115

Program Address