

Columbia Jewish Day School Early Childhood Handbook



So Minds and Hearts Can Soar

Our Mission Statement

The Columbia Jewish Day School seeks to provide a personalized program for each child designed to help him/her grow intellectually, ethically, socially, spiritually, emotionally and physically.

The program is child-centered and experience-based. We believe that active, hands-on minds-on learning leads to the development of knowledge, skills and positive dispositions toward learning.

The school values curiosity, creativity, resourcefulness, independence, initiative, responsibility, humor, generosity, kindness, respect, and helpfulness.

(NAEYC 10.A.1)

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Dear Families,

As Columbia Jewish Day School, we are committed to living the timeless values that Judaism emphasizes. Our school values the following educational priorities.

Academic rigor with an emphasis on inquiry

- We believe that young children construct knowledge by actively engaging with the physical environment. Children learn through experimenting with objects, asking questions, sharing ideas and creating their own knowledge base. Our teachers using lesson plans, assessing the children, reflecting back to plans based on assessments, create a learning environment where each child can learn and grow.

Active Nurturing

- The care we provide for each student has been the centerpiece of our school since its inception. However, active nurturing is more than love and care for each child. Active nurturing includes respect shown each family as we work as a team. Active nurturing is also recognized by our persistence in tailoring our curriculum to meet each student's individual learning style. We are committed to maximizing his/her cognitive, spiritual, and social emotional development.

Praxis/Social Justice

- Praxis means the translating of an idea into practical action. This ideal spans from having children doing acts of kindness to having children work on root issues of injustice. We strive to have children recognize that all areas of academic pursuit can provide opportunities for making the world a more G-dly place. Facilitating the children's recognition of these opportunities affords the highest goals of learning.

Jewish Life Skills

- The Judaic curriculum is focused on developing children who are skilled and committed to live Jewishly. This means;
 - In preschool Hebrew phrases are used and in elementary school speaking, reading and writing Ivrit (Hebrew) is focused upon. We also strive for a lasting connection with the land and people of Israel.
 - An understanding of the holidays, customs and heritage of Judaism taught through a hands-on daily, joyful celebration and practice of the Mitzvot.

It is through our faith and cultural heritage that we define the focus of our educational approach. The love for children and families, the emphasis on academic rigor, and the need to be involved with issues of social justice make our school special.

Sincerely,

Rabbi Meir Muller, Principal
(NAEYC 10.A.1)

Accessibility of parents:

All parents are expected to keep the school apprised of their current address, employment, home, and work telephone numbers.

In a case where a parent is not reachable the emergency contact number on the child's registration form will be called.

Afternoon program:

The afternoon program provides enriching, extended day services for the CJDS families. Kindergarten students will enter after school care at 1:30. The following is a schedule for the afternoon program.

12:00-12:30	Three lunchrooms are provided for children each with two staff members. One staff member is a lead or ast. morning teacher.
12:30-1:25	A nap room will be offered along with two center based classrooms for children to learn and play. Each family can decide if they would like their child to have a nap. Each napper will be provided with a cot. (NAEYC 10.D.01) Children who are not napping will have the opportunity to take part in educational activities (examples can include: Art, PE, cooking, nature, yoga, etc...).
1:25-2:00	While nappers finish their naps the other students will play outside.
2:00-2:30	Hand washing and snack
2:30-3:30	Afternoon center play
3:30-5:45	Afternoon activities; literacy, art, storytelling, etc...

After school care ends at 5:00 on Friday. If you know you will be late any day please call the school office.

Animals/Pets:

Arrangements for class pets or animals visiting from home are to be made in advance of the animal's entry into the classroom. Teachers will consider any allergies present in the group and assure that any child allergic to an animal is not exposed to that type of animal.

Animals must appear in good health and their owners must provide documentation from a veterinarian or animal shelter to show that the animal is fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children. Reptiles are not permitted as class pets due to risk for salmonella poison. Teaching staff is responsible to closely supervise all interactions between children and animals and to instruct the children in safe and appropriate behaviors with animals.

Arrivals:**7:30-8:45**

A family member must accompany all children arriving for precare to the precare room.
Adults

- Supervise your child's hand washing
- Sign in on the precare attendance sheet
- Notify the adult in the room that your child is present
- Finish good-bye routine

8:45 and later

A family member must accompany all children arriving for school to the classroom.

Adults

- Supervise your child's hand washing
- Notify the adult in the room that your child is present so that they can be signed into the attendance role.
- Finish good-bye routine

(NAEYC 10.D.06)

Assessment:

Assessment is the process of gathering information from several forms of evidence, then organizing and interpreting that information. Assessment is an integral part of our program. Assessments of children, staff, administration and the program as a whole are conducted in the following manners:

Children

In our school we use the Work Sampling System to assess children. This valid, research-based performance assessment is designed to enhance instruction and improve learning. *Work Sampling* consists of three interrelated elements: Developmental Guidelines and Checklists, Portfolios, and Summary Reports. These elements, when used together, motivate children by emphasizing what they know and can do, provide meaningful information to teachers and families, and give educators a common language based on national standards and shared criteria for assessment. They track the growth of children across developmental areas – social/emotional, physical, and cognitive. These assessments are used to assist teachers in adapting curriculum, lesson plans, activities and environment to meet children's specific needs and interests. They also help the school identify children who might benefit from special services and assist the teachers in communicating children's progress to parents. (NAEYC 4.A.03)

Along with the Work Sampling System our school also uses the state early childhood standards to make sure that your child is meeting and exceeding state standards. These standards are available in our office and on the web at:

<http://ed.sc.gov/agency/offices/ece/goodstartgrowsmart.html>

Furthermore each child has an individual portfolio. This informal assessment tool contains a variety of materials that document the child's growth and development. Documentation methods may include work samples, photos, teacher's observations, anecdotal records, audio recordings, other checklists and rating scales. Portfolios are shared with parents at each conference.

In the next six months our school plans to implement a process in which we screen all new children entering the program within their first 90 days of school. The tool chosen will be administered in the child's classroom by a staff member they see on a daily basis. The results provide a baseline view of the child's development and may highlight areas for further attention. Results of the screening will be shared with parents at parent teacher conferences.

Written conference narratives are provided to each family at conferences and mailed home to families that cannot attend conferences.

As with many aspects of the school, assessment is viewed as a team effort. Parents are asked to supply information about their child through written documentation and in conferences. Parents are encouraged to be active participants through out the school year by continue to share information both during conferences and as they deem necessary.

At the end of the school year, many of the portfolio content will be sent home. Teachers make copies of the developmental checklists and these are included in children's permanent files (which are accessible for the child's next years teacher). Assessments are shared a minimum of twice a year (November and April). Assessment tools are also used as indicators of the overall programs success and areas of improvement. The gathered information helps guide the program and planning for the next school year.

The staff is committed to confidentiality surrounding children and their assessment. Documents are housed in a secure manner and shared only with those directly involved in supporting the child. Staff will not discuss individual children, their progress or classroom situations at any time when others may hear the conversation or with anyone outside of the child's immediate family. Parents are always welcome to schedule a meeting if a concern should arise. ([NAEYC 2.A.05](#), [2.A.06](#), [4.A.02](#), [4.E.02](#), [4.E.06](#), [4.E.07](#), [7.B.03](#), [7.B.04](#))

Staff

The director formally evaluates staff annually and a written report is given to the staff member. Following the written report the director meets with each staff member to discuss the contents of the report. Informal observations by the director as well as content of newsletters and other written material are used in the assessment process.

Director

The director is evaluated annually by the board using the director's job description as the evaluation tool. Staff and parents assess the director through survey results and are welcome to contact the board president to help in this assessment.

Overall program

Assessment of the overall program is based on regular feedback from our parents and staff. Reflection on the program takes place on a monthly basis at staff meetings between the director and dean of students. The director also calls parents six weeks after starting school

and once in the spring to gain their opinions of the school's success and weaknesses. Each school year ends with a reflection with all staff members. Parent surveys are used to assess the program each year and are used in planning for the coming year. Periodic evaluations are also conducted by outside professionals/organizations including DSS, DHEC, and NAEYC. Experts from the early childhood community and the University of South Carolina are also invited to assess the school.

Assistant Principal:

The role of Assistant Principal is to provide support for children, teaching staff, and parents/families. Support is provided in these ways:

Student Support

Follow developmental progress of children throughout the program through classroom observation and diagnostic tools when necessary

- Provide individual resource
- Provide initial individual counseling

Staff support

- Meet regularly with teachers to monitor children's development and progress
- Provide support and suggest strategies for student instruction and behavioral management
- Participate in generation of and maintenance of Education Plans for designated children
- Provide resource materials
- Provide up to date list of child and family support services in the community
- Support and oversee the inclusion process

Parent/Family Support

- Communicate concerns regarding children's development that includes documentation, explanations, suggested next steps and referrals to outside professionals based on identified needs for health, mental health, assessment and/or educational services
- Encourage families to advocate to obtain needed services
- Support parents whose children have a provided Education Plan with the development and maintenance of that plan
- Act as a liaison between school, parents/families and outside professionals
- Provide educational opportunities and parenting support

Attendance policy:

The elementary student's school day is very full. It is impossible for your child's teacher to send home all the assignments completed during a child's absence. Introductions of new concepts and skills, math "games", science experiments, language experiences, etc. cannot be sent home. Your child will miss experiences that cannot be duplicated. We understand the need for some absences and feel children should certainly remain at home when ill, but we ask parents to be reflective about multiple days missed.

If your child is absent for more than a day, please email the teacher or call the school to find out if homework has been assigned.

After 20 absences, the parents may be asked to meet with the principal to discuss the absences. Students absent for more than twenty days run the risk of being ineligible for promotion.

Behavior management:

The focus of the Columbia Jewish Day School's child guidance policy is on building self worth, increasing social competence and enhancing the dignity of each child. All guidance and discipline techniques used at the school shall be in accordance with this positive emphasis. We believe that children who are given the techniques to solve social problems themselves will gain in self-regulation and social skills.

Steps in addressing behaviors:

Occasional challenging behavior

Staff will implement classroom techniques while remaining calm and respectful to the child and while providing safety for the child and the other children in the room.

- Redirection (or guiding children) is recommended to model and show children acceptable social, communication and emotional skills.
- Classroom modifications may be implemented when necessary. These can include changes to the environment, activities or teaching strategies.
- Positive role modeling
- Proactive intervention
- Teacher directed problem solving
- Removal from group time
- Discussion with director

Teacher will maintain records to assist in behavior modification and parents will be contacted when deemed appropriate.

Continued challenging behavior

- Parents will be contacted by phone or note. A behavior modification plan will be set up with the parents during a conference.
- Continued records will be maintained (including positive behavior).
- Dean of students will be alerted and attend conference if deemed appropriate.
- Director will be alerted and can be requested to child meeting.

When behavior does not change

- Observation by the director
- Meeting with parents, teaching staff, dean of students, and director to develop a plan of action.
- Teaching assistant will monitor child.
- Progress updates will be created by the teacher and sent to all stakeholders
- Regular meetings will occur to monitor progress of the situation.

The following are examples of discipline techniques not permitted:

- Corporal punishment or physical force is never allowed.
- A child is never to be deprived of food, water, a nap or rest or bathroom facilities.
- A child is never to be physically restricted in any way unless his or her actions would bring harm to self or others.
- An adult shall never address a child harshly, with intimidation or ridicule.
- Unsupervised isolation of a child is never allowed. If a child must be isolated from the group, he/she must be attended by a member of the teaching team. The length of the separation shall be appropriate to the age of the child and the individual circumstances (ex- age 3-4, three minutes or age 4-5 five minutes). Use of a timer can help the child monitor the length of time.

Adults are never to discuss a child's behavior with another adult in the presence of other children or other parents. Written or verbal reports to parents regarding conflicts or disagreements between children shall not include the name of the child who acted in an aggressive manner.

Consequences for inappropriate behavior should be individually assigned. The entire class should not be punished for the behavior of a few children.

Birthdays:

Each child is encouraged to celebrate their birthday in school. One week before the party the parent should notify the teacher. Parents are invited to the party. The school will provide a cake and juice. Parents are asked not to bring any additional food to birthday parties. Goodie bags can be brought in for classmates and the bags will be put in each cubby for dismissal. Please do not put food in the goody bags. Some parents have chosen to forgo goody bags and donate a book for their child's class. The books will be inscribed in honor of the child's birthday.

Clothing:

Please dress your child for active play and learning with casual, washable clothes and well fitting shoes with backs. Children's clothing must be appropriate for the weather and season. We will be going out every day, except for rainy days, so dress your child accordingly. In cold weather please dress your child in layered clothing.

Please send your child with a complete change of labeled clothing in a labeled plastic bag. As winter approaches a set of clothes for cold weather should be sent to school, and replaced by warm weather items again in the spring. ([NAEYC 5.A.07](#))

Communication:

CJDS strives for open communication between parents and staff. Weekly class newsletters, weekly school emails, and a monthly school newsletter, and special notes are all used to help keep parents informed about school activities and their children's activities and progress. Copies of written communication will be put in child's cubby and on the front entrance table.

Good communication allows our staff and parents to work together to make decisions about

how to best support children's development and learning and/or how to handle difficulties that arise. Parents' knowledge about their children is considered essential to our ongoing assessment and planning for each child. In order to be sensitive to each child and his family needs, our staff is interested in learning about and accommodating the various cultures and languages represented in our school community. Families are encouraged to share their needs with our staff.

Community Resources:

CJDS staff and administration are aware of a variety of community resources available to families including, but not limited to, BabyNet, Interfaith Family Resource and Referral, and specialists in child psychology, occupational therapy, etc. Families seeking assistance should contact Rabbi Meir. **Jewish Family Service** (782-2520) is an organization that will help any staff or families with many issues including support in wellness, prevention and treatment of depression, and stress management. ([NAEYC 10.D.09](#))

Conferences:

Two parent conferences are scheduled each year (November and May). Either the teacher or the parent may request at additional conferences anytime. Mid-year telephone conferences can be arranged upon parent request between the formal conferences (Feb.) or at any time deemed necessary.

In order to support our children's learning and development, it is recommended that parents of students who are separated, divorced or no longer living under the same roof and who want to participate in conferences attend these conferences at the same time. In situations where this will both benefit the child alternative arrangements can be made. Step parents, with a direct responsibility for the welfare of a child(ren), are welcome to attend the conferences, as they may be required to follow through on the recommendations of the teacher. The involvement of stepparents must be made with the agreement of both parents.

An Administrator and/or school counselor will be present at Parent/Teacher conferences involving parents who do not live together. These steps are made to ensure that both parents understand and jointly receive the commendations and recommendations of the teachers, administrator and/or school counselor regarding a particular child.

CONFIDENTIALITY

Confidentiality concerning children is of utmost importance. Teachers will NOT discuss individual children at drop-off/pickup or in the halls at school where others are present. Parents present in the building as volunteers or guests are also expected to respect children's confidentiality by not relaying situation/problems they observe to others. All child files will be kept secure/locked. ([NAEYC 4.E.07](#))

Conflict resolution/guidance:

The goal of guidance is for the child to develop his own rules of behavior that are consistent with family and social expectations. Similar to the behavioral policies stated in this handbook, these guidelines work to allow the child to self regulate and take control of their actions. Some controls and limits are necessary in order for children to learn to adjust to societal and/or Jewish law standards. Children feel more secure if they know what is expected of them.

Among children conflicts will arise, often over toys or turns. The staff at CJDS focuses on being proactive, especially with the youngest of our children. Maintaining NAEYC ratios provides more contact between children and a supervising adult. This allows staff to know each child, anticipate behavior, and use redirection strategies. Classrooms also attempt to provide more than one of favorite toys.

When conflict does arise the staff will address the situation, identify what has happened and assist the children (as age appropriate) in identifying feelings, describing the problem and trying alternative solutions. Helping the children with appropriate words, role-playing and problem solving strategies can end a conflict and prepare children for future confrontations.

Adults (parents, teachers, support staff) can help children learn what is acceptable behavior by:

- Modeling acceptable behavior.
- Reinforcing appropriate behavior through positive comments and nonverbal responses.
- Avoiding negative comments or actions that might label or shame a child.
- Offering limited choices or alternatives whenever possible and respecting children's decisions.
- Helping children understand natural consequences of their behavior.
- Designing an environment that inhibits undesirable behavior.
- Establishing home/class schedules and routines so the child knows what is expected.

At those times when behavior is unacceptable, the adults may help by:

- Ignoring the undesirable behavior (where the behavior is not harmful to the child or others).
- Reinforcing the proper behavior.
- Redirecting the behavior without calling attention to the negative behavior (i.e. touch shoulder, stand close, model).
- See Parent Concerns/Grievance Policy for information on conflict resolution among adults (found in staff handbook).

When behavior is consistently unacceptable, the adult may help by:

- Taking into consideration any illness or situation which might cause the behavior.
- Removing the child from the situation (see discipline guidelines).
- Bringing the behavior to the attention of those concerned, discussing possible causes and planning methods for helping the child.

Curriculum:

The curriculum of the EC program has been carefully planned in order to provide the best developmentally appropriate experience possible for your child. The curriculum at our school is based upon constructivist approach and developmentally appropriate practice. Our curriculum incorporates the following resources- as a framework for planning and environment: Creative Curriculum by Jones and Dodge to ensure all activities are developmentally appropriate: NAEYC guidelines by Sue Bredekamp & Carol Copple, Ed. to incorporate Hebrew and Judaica daily in our curriculum we use an eclectic approach based on the work of Freda Robbins and Sheindal Muller.

Activities and experiences are planned for the total group, small groups, and individual children. The daily schedule is planned to include active and quiet times, large and small motor activities, and child-initiated and staff-initiated activities. Outdoor play is scheduled each day.

The curriculum is flexible and child-centered and is part of the total school program. The CJDS staff selects themes for exploration and investigation with the children in the classroom. These themes guide the teachers' planning for classroom activities. The South Carolina Early Childhood Standards and Objectives are reflected in our curriculum. This is but a brief description of the curriculum; however, we encourage parents to visit CJDS and review the total curriculum with Rabbi Meir.

[\(NAEYC 3.F.01\)](#)

Diapering:

Disposable diapers and special creams must be provided by the parent (the school will provide wipes). Please be sure that your child always has an adequate supply of these very important items. A diaper note will be sent home if the staff notices the supply is running low. Diapering follows the posted procedures.

Dismissal:

Each parent must sign out his or her child at pick up. Pick up times are 1:00, 3:30, and 5:45. Teachers should be notified by note when a child will be picked up at a time other than regular dismissal times. Children are only allowed to leave with a parent or adult listed on their pick up list. No other adult will be allowed to pick up child. If a parent is running late and will not make the 5:45 closing time or the **5:00 closing time on Friday** please call the school office.

Emergencies/emergency transport:

It is important that student information be carefully completed, with special care given to the listing of allergies, the physician's and dentist's telephone numbers, and the numbers of those persons to be contacted in case of an emergency. Should a child become ill while at school, we shall contact the parent immediately. If neither parent can be reached, we shall call the alternate emergency telephone number.

When a child's health requires immediate medical attention that cannot be administered in

school, the following steps will be taken:

- Call 911 to request immediate assistance (if deemed necessary by administrator)
- Call the parents, if not available then the emergency contact person
- Child will be transported by ambulance to hospital indicated on form or Providence Hospital on Forest Drive.
- Gather appropriate medical information/paperwork to carry
- Rabbi Meir, Kelly Stanton, or appointed staff person accompanies the child in the ambulance, if permitted, or follows by car to the hospital. This school representative remains with the child until the parents arrive and are briefed.

(NAEYC 10.D.06)

Emergency drills:

Emergency drills, including fire, tornado and earthquake, are held at school periodically. Fire drills are scheduled monthly.

Evacuation plans are posted in all rooms. Office personnel are assigned to assist in the evacuation of our youngest children. Staff carries class role books and emergency bags for evacuations.

Enrollment:

Class enrollments with 2 adults (maximum)

P2 2 staff, 12 children

P3 2 staff, 17 children

P4 2 staff, 18 children

K 2 staff, 18 children

Certificate of Immunization, DSS form and a copy of the child's health form/physical signed by a doctor must be provided.

Parents are encouraged to make arrangements to visit school with their children to acquaint the children with the staff, environment and classmates prior to their first day of school.

Hand washing:

Hand washing is our #1 defense against the spread of illness in the early childhood setting. We teach the hand washing steps as directed by the Department of Health and follow the NAEYC guidelines for the times that this washing is to be done. We encourage parents to teach/use the same procedure at home to aid the children in internalizing this process.

Hand washing expectations

Children and adults wash their hands:

- On arrival for the day
- After diapering or using the toilet
- After handling bodily fluids (nose, cough, etc.)
- Before meals and snacks
- After water play involving two or more persons (NAEYC 5.A.10)
- After handling pets/animals, or surfaces touched by animals. When moving from one group to another group of toddlers.
- If escorting a group of older children to a toddler group or bringing toddlers to an older group hands should be washed.

Adults also wash their hands:

Before and after administering medications
After assisting child with toileting/diapers
After handling garbage or cleaning

Method of hand washing

Use soap and running water
Rub your hands vigorously
Wash all surfaces, including: back of hands, wrists, between fingers, under fingernails
Rinse well
Dry hands with a paper towel
Turn off the water using a paper towel instead of bare hands
(NAEYC 5.A.09, 10.D.01)

Harassment:

*All suspected issues of child abuse/neglect by families, staff, volunteers, or others must be reported immediately to DSS and any other appropriate local agencies. Confidentiality surrounds these issues.

Harassment: CJDS is committed to providing an environment free of harassment of any kind. Sexual harassment and harassment based on gender, age, race, color, religion, national origin or disabilities are prohibited by law and contradictory to the school's policy. Inherent in CJDS's belief in the worth of the individual, as stated in the school's philosophy, is the principle that every individual is due appropriate respect and freedom from harassment in any form. Harassment may be considered sexual or nonsexual in nature as set forth in the schools harassment policies (see addendum to this handbook). Please send addendum. (NAEYC 10.D.03)

Health:

CJDS strives to maintain a healthy and safe learning environment for its children, staff, and families. In order to accomplish this

- CJDS participates in the United States Department of Agriculture's Child and Adult Care Food Program and is regularly inspected by DHEC and DSS
- Written snack menus are posted and shared with parents
- Child health and immunization records are maintained in accordance with SC DSS (NAEYC 10.D.05)
- Many of our staff are trained in and maintain certification in CPR and First Aid
- Our Sick Policy and Medication Policy (in all handbooks) detail expectations/procedures related to actively sick children, contagious illnesses and their reporting, and the use of medications
- Diagnosed allergies are monitored and adapted for on an individual basis
- Our school - inside, on playgrounds and in entrance areas - is designated a NO SMOKING zone
- Our children play outdoors daily, weather permitting, and have large-motor

play opportunities when indoors due to inclement weather (more to added this year)

- During outdoor play, cold, heat, sun and insects are considered. – extremes in temperature shorten the length of time outdoors.
- We teach, use, and recommend for home use the hand washing method recommended by the U.S. Department of Health and Human Services and follow NAEYC recommendations for the occasions that require hand washing of children/adults
- Precautions are taken to ensure that communal water play does not spread infection. Water is changed before a new group of children comes to participate in the water play activity ([NAEYC 5.A.10](#))
- Routine maintenance – cleaning and sanitizing- follows the NAEYC Cleaning and Sanitation Frequency Tables and is monitored daily by checklist ([NAEYC 10.D.01](#))
- Equipment and materials are managed with health in mind, ex. toys mouthed by children are set out of reach until sanitized
- An Animal/Pet Policy details conditions under which animals may be in the school building

Our staff created the following health policy:

Keeping children healthy is a goal of the Columbia Jewish Day School. At the Day School our staff has certain guidelines to follow and we provide recommendations for parents to follow. While there are many challenges to keeping children healthy, a partnership between home and school increases the health of all children in the program. ([NAEYC 10.D.01](#))

CJDS Staff Requirements:

- Hand washing as described above.

Cleaning and sanitizing area

- Toys and surfaces
 - Toys should be cleaned weekly in soapy water or a dishwasher
 - Toys that a child places in mouth need to be removed and cleaned
 - Countertops, floors, doorknobs, and handles are cleaned daily

Diapering and toileting

- Procedures are posted in changing areas

CJDS Parent Recommendations

We trust your judgment regarding when to include and exclude your child from school. The following guidelines can assist you in making this decision.

Reasons for Exclusion

- A child cannot participate comfortably in school activities
- A fever above normal and behavior changes or other symptoms (e.g., sore throat, rash, vomiting, diarrhea). If a temperature of one hundred (100) degrees Fahrenheit is noted, parent(s) will be notified. The child may return to school when the temperature remains normal for twenty-four (24) hours without the aid of a fever reducing medicine such as Tylenol or Advil.

- Diarrhea
- Rash - Suspicious rashes are considered contagious until the child's physician indicates otherwise, in writing. When a rash is noted, the parent(s) will be notified.
- Congestion and Discharges - Serious lung congestion or a continuous purulent discharge from the ears or nose will necessitate confirmation from the child's pediatrician stating that this condition is allergy related and/or non-contagious in order for the child to attend school.
- Head Lice - Considering the rapid spread of this condition, children with head lice are removed from the school and must not return until treatment has been given and all nits (eggs) have been removed. In returning to school, a child must bring the label from the shampoo used or a note from a doctor.
- Vomiting more than two times in the previous 24 hours - If a child has been vomiting prior to coming to school, he/she should be kept at home. If vomiting occurs while the child is at school, parent(s) will be notified that the child needs to be picked up and temporarily removed from the school.
- Abdominal pain that continues for more than two hours
- Pink eye
- Strep throat, TB, Impetigo, Head lice (until after first treatment) and other known illnesses (e.g., Mumps, Measles, Hepatitis)

In the interest of maintaining a healthy atmosphere for all, our program cannot keep actively sick children at school. It is the parent's responsibility to make alternate arrangements in the event of illness. No child with fever or signs of infectious disease will be admitted or retained. The office will call you if your child becomes ill during the day (fever, vomiting, etc.).

- *Parents and staff should be aware that the school does not employ a nurse.*
- *Parents are notified in writing whenever a communicable disease is reported at school. Notices are sent to ALL families and indicate the age group in which the illness occurred.*

Ill children will be cared for in the school office by the principal or office manager until the child is collected by parents. The child will be offered a rest mat and made as comfortable as possible until parents are able to pick children up from school. ([NAEYC 5.A.04](#), [5.A.05](#), [10.B.08](#), [10.D.01](#))

Holidays:

Our curriculum includes as themes all Jewish holidays and Thanksgiving. Martin Luther King, Jr. and Presidents' Day are referenced in age appropriate manners. Our curriculum does not include the following holidays: Halloween, Christmas, Valentines Day, St. Patrick's Day and Easter.

Immunizations:

To comply with state laws regarding immunizations, our school requires all children entering our program and all students new to the school to submit the official State of South Carolina "Certificate of Immunization" signed by a doctor, the Health Department, or

military clinic. Make sure you ask your doctor for a "Certificate of Immunization." Without this form, properly completed, your child cannot attend school.

****Minimum Immunization Requirements for the Final Certificate for Day Care Attendance****

* Four (4) doses of any combination of DTP, DT, DTP-Hib, DTaP or Td vaccine with at least one (1) dose received on or after the fourth birthday.

Three (3) doses of any combination of oral or inactivated Polio vaccine with at least one (1) dose received on or after the fourth birthday.

Two (2) doses of Rubeola (measles) vaccine with both doses received on or after the first birthday and separated by at least one month.

One (1) dose of Rubella (German measles) vaccine received on or after the first birthday.

One (1) of Mumps vaccine received on or after the first birthday.

Three (3) doses of Hepatitis B vaccine if born on or after January 1, 1992.

* One (1) dose of Varicella vaccine (Chicken Pox) received on or after the first birthday for any child born on or after January 1, 1999 or positive history of disease for all children admitted to kindergarten.

*Current, age appropriate Haemophilus influenzae type b conjugate (Hib) vaccination according to the Recommended Childhood Immunization Schedule, United States.

Inclement weather or emergency closing:

Our school follows the Richland District Two school policy regarding inclement weather. Announcements are usually made by 6:00 am on major TV and radio stations. If the public school announces a delayed opening our school will start at 9:30.

If an event occurs which requires school to close during a day already in progress, parents will be contacted through an established phone tree. If a parent cannot be reached, the child will stay with the Principal or his designee until a decision as to where that child will go is made. Please contact the Principal for information concerning your child. First contact school at 782-1831. If no one is at school, call the Principal at home 782-1827 or on his cell phone 513-9615.

Inclusion

Inclusion involves looking at children along a spectrum from those requiring the most individual assistance to those who are the most independent and supporting their growth across all developmental areas: social/emotional, physical, language, and cognitive.

This is accomplished by

- Screening and ongoing assessment
- Gathering information from families, staff, and relevant professionals
- Establishing and fostering communication between families, teaching staff, Administration.
- Adapting curriculum, environment, strategies, schedules and materials
- Facilitating the provision of inclusion aides, as needed

Families are encouraged to be actively involved in the inclusion process.

Jewish/Hebrew Curriculum:

Judaica and the Hebrew language are presented through an inquiry hands on approach. All staff members are involved in this process under the guidance of Rabbi Meir, Morah Sheindal, and Morah Vered. In Judaica, children will be exposed to the traditions, symbols and holiday celebrations of the Jewish people. In Hebrew the focus will be on prayers and conversational language through songs, games, and storytelling. Conversational Hebrew is formally introduced during Kindergarten.

Kosher:

Although we do not mandate Kosher lunches, we do request that no meat or poultry products are sent in lunches. Meat and dairy products should not be combined. A brief guide to the Kosher laws will be supplied to each family. To insure that all food served to children in school must be Kosher. Therefore, any food that comes from home for sharing among the children can only be whole fruit or vegetables.

[\(NAEYC 5.B.02\)](#)

Leadership:

The meaningful contribution to the CJDS vision/mission by all those associated with the school creates our school culture. Administration provides leadership that promotes program vision and goals. Administrators respond proactively to changing conditions to enhance our program. Good listening, and effective communication with all concerned, create a sense of trust that allows staff members to operate professionally, as they plan for, implement, and evaluate all aspects of the school life.

Furthermore, administrators' value and schedule time to foster collaboration, and include as many voices as possible in the discussion.

The administration values ongoing training for staff, with an emphasis on the necessary skills needed to build positive relationships, understand children's development, and establish good practices that involve our parents and the community we live in.

Lost and found:

Items are kept in the office. Please check as our storage space is limited and unclaimed items will be donated to charity periodically. These donation times will be announced in notes and a notice will be hung on the front door.

Lost & found is not an issue when items are marked with children's names.

Lunches:

All lunch boxes must be labeled with the child's name. There is a refrigerator located in the school that families can choose to put their child's lunch, if lunch does not need to be refrigerated it can be placed in classroom basket. Each parent will receive a Kosher and Nutritious lunch handout at the beginning of each year. In case of extenuating circumstances the school has food to feed a child who does not have lunch or does not have enough lunch.

[\(NAEYC 5.B.02\)](#)

Medication Policy:

CJDS follows the SC State and DHEC Laws.

Guidelines

A parent or legal guardian must sign the CJDS medical consent form.

Medication must be in its original prescription bottle with the correct, up-to-date dosage on the bottle. If the doctor changes the dosage, he/she must change the prescription or provide a note on the physician's letterhead with new directions and an original signature. The prescription must be written for the child to whom it is to be given.

WE CANNOT ADMINISTER MEDICATION AT SCHOOL UNDER THE

FOLLOWING CIRCUMSTANCES: It is sent in a baggie or container other than original prescription bottle. (This includes any over the counter medications such as cough drops.)

- If parent or legal guardian fails to send in a signed release form Protocol
- Office staff or the Principal's designee administers medications on a daily basis.
- Those administering medication receive training in this area.
- The person administering the medications signs a daily medication log kept with the medication.
- If a child fails to come to the office to take medication, he/she will be called to the office.
- Administration checks the medication log once a month.
- Medical error forms are filled out in any case of error.
- All medication is locked up at all times, according the DHEC laws.

(NAEYC 5.A.11, 10.B.08)

Parent concerns:

When parents have a concern about educational, social or safety issues, interactions with staff, or other issues concerning CJDS and their child, they should bring the issue to the attention of the school. CJDS will make every effort to address parent concerns in a timely manner. Parents may:

Make an appointment to discuss issues with the child's teacher and dean of students

Make an appointment to discuss issue with Rabbi Meir Muller

Rabbi Meir follows up each conference with a written summary of the conference.

If your concern is still not resolved, at this point you may write a letter to the Board president expressing your concerns and request to meet.

It is important that all parents feel comfortable discussing matters with the staff at CJDS. A school is only as strong as all of the people involved – children, staff, parents and board members. We all have a responsibility to work together to solve problems.

Primary responsibility

Each classroom lead teacher has primary responsibility for the children assigned to her class. The teachers (both a.m. and p.m.) are supported in their efforts for each child by teaching Assistants, as well as, the administration, dean of students, and specialty teachers. Staff also works across age levels to support one another through teams and mentoring.

Tuition rates:

1. Tuition rates are published in the school tuition brochure.

2. We are dedicated to education and believe that a child in our program will benefit immensely. Hence, we provide scholarships to families who are in need. The school will accept, provide scholarships and not discriminate against any student. Regardless of race, color, and national or ethnic origin. Scholarships are strictly confidential; please ask Rabbi Meir for details.

3. The Columbia Jewish Day School shall admit students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The Columbia Jewish Day School does not discriminate on the basis of race, color, and national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs and athletic and other school-administration programs.

[\(NAEYC 10.B.08\)](#)

USC students:

Practicum students from USC interact with our three year olds through third grade students. USC students are not used to maintain our ratios or relied upon to teach our curriculum goals. We value our partnership with USC and feel that the students provide additional support for our students and staff.

Visitors:

While we have an Open Door Policy for parents, for the safety of our children and for educational reasons, no parent or visitor is allowed to enter a classroom without the permission of the office. [\(NAEYC 7.A.11\)](#)

Addendum One (NAEYC 10.D.03, 10.D.04)

Harassment/Abuse – draft of policy

***All suspected issues of child abuse/neglect by families, staff, volunteers, or others must be reported immediately to DSS and any other appropriate local agencies. Confidentiality surrounds these issues.**

Harassment: CJDS is committed to providing an environment free of harassment of any kind. Sexual harassment and harassment based on gender, age, race, color, religion, national origin or disability are prohibited by law and contradictory to the school's policy. Inherent in CJDS's belief in the worth of the individual, as stated in the school's philosophy, is the principle that every individual is due appropriate respect and freedom from harassment in any form. Harassment may be considered sexual or nonsexual in nature as set forth in the school's harassment policies (see addendum to this handbook).

Sexual Harassment: Sexual harassment is defined to include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Undesired physical contact, repeated, unwelcome requests for social engagements, and questions or comments about sexual behavior or preference are included in this definition. Sexual harassment is prohibited by school policy and may be the subject of an action under state and/or federal law when the behavior is directed to an individual because of his or her gender and (1) submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or otherwise full participation in school life; (2) submission to or rejection of such conduct is considered in evaluating a person's academic work or job performance (3) or such conduct has the purpose or effect of unreasonably interfering with a person's academic or job performance or creating a sexually intimidating, hostile, or offensive educational or working environment.

The above definitions will be interpreted and applied by the school consistent with accepted standards of mature behavior. It is important to recognize; however, that society's mores are rapidly changing with respect to what is considered verbal sexual harassment. Women and men are becoming sensitive in a disapproving way to comments that can be interpreted sexually. Such harassment is especially inappropriate coming from a perceived superior (e.g., employer or manager to employee, teacher to student, older student to significantly younger student).

Nonsexual Harassment: Protected Status and Other Harassment: Nonsexual harassment includes conduct which has the purpose or effect of unreasonably interfering with a person's academic or job performance or creating an intimidating, hostile, or offensive educational or working environment on the basis of a person's protected status other than sex, i.e. race, age, color, religion, national origin and/or disability. Such harassment may also be based upon gender, despite lack of sexual advances. For CJDS's purposes, nonsexual harassment may also be defined as any behavior that threatens a person's safety and any behavior, either verbal or nonverbal, which on a RECURRING basis, traumatizes the individual to a point that the individual's performance is significantly affected.

Abuse: CJDS is committed to the prevention of any form of abuse, including physical, sexual, or psychological abuse. For CJDS's purposes, the term "abuse" can refer to any incident where any individual, adult or child, engages in conduct that harms or substantially threatens the physical, sexual, or psychological well being of any student. Such abuse can be subdivided into three areas:

- A. Physical abuse: non-accidental physical injury and/or extreme and/or repeated failure on the part of the caretaker to meet the child's physical needs;
- B. Psychological abuse: extreme and/or repeated conduct which is inhumane or otherwise unconscionable;
- C. Sexual abuse: sexual involvement between a child and faculty or staff who has greater knowledge, authority, power or resources.

Reporting Duties for Harassment/Abuse or Neglect: Any student or employee who believes that a faculty member's, administrator's, supervisor's, (another) employee's, (another) student's or a nonemployee's actions or words constitute discrimination, harassment, or abuse toward himself or anyone else has a responsibility to report the situation immediately and thereafter submit a written description to the appropriate administrator, counselor, or rabbi.

Discipline for Harassment and/or Abuse:

Complaints Involving Students: The school, at its discretion, may suspend any student it suspects of harassment or abuse as defined herein. The school and/or appropriate law enforcement agencies will promptly investigate the circumstances. Following investigation of any complaint of harassment or abuse by a student, a written report will be placed in a confidential file for review by the headmaster and/or his/her designee. Any student determined by investigation and at the sole discretion of CJDS to be guilty of any form of abuse is subject to discipline, up to and including immediate expulsion.

Complaints Involving School Employees: The School, at its sole discretion, may suspend with or without pay any school employee accused or suspected of abuse or harassment as defined herein. Any school employee who engages in abuse or harassment is subject to discipline, up to and including immediate termination. The circumstances will be promptly

investigated by the school head and/or appropriate law enforcement agencies.

Investigation of Sexual Harassment, Harassment based upon protected status and/or School Related Abuse Complaints Involving Students, Faculty, Staff and Administrators:

A written complaint of alleged sexual/protected status harassment or school related abuse with all appropriate times, places, and dates must be submitted to the appropriate administrator, counselor, or rabbi, who will forward the information to the Headmaster. The school will promptly conduct an appropriate investigation of any allegations of abuse, sexual harassment, or harassment of a similarly offensive nature based on protected status, including gender, age, race, color, religion, national origin and disability. Upon receipt of the report, the Head will notify the individual charged and/or the parents, if a student is involved, that a complaint has been lodged. The Head will appoint a member of the faculty or staff to investigate and document the events specific to the charges. Upon receipt of the documentation from the appointee, the case will be submitted to an *ad hoc* committee comprised of the Principal, a Chabad Rabbi, Head's appointee(s), the Chair of the school's Board of Trustees, and a member of the Board appointed by the Chair. The findings of the committee and recommendations for appropriate action will be presented to the Head, who will make the final decision.

Retaliation against any student or employee for filing a complaint or participating in an investigation is strictly prohibited. However, if after investigating any complaint of harassment or unlawful discrimination CJDS determines that a student or employee has intentionally provided false information regarding the complaint, disciplinary action may be taken against the individual who gave false information.

Addendum Two:

The Columbia Jewish Day School has provided an overview of the policies and procedures related to the program's operation. It was developed in an effort to communicate important information to parents and to have it available for review as needed.

These policies include a discipline policy (redirection and discussion are preferred) and medication policy.

Please sign the statement below and return to Rabbi Muller.

I have read the Columbia Jewish Day School handbook and am aware of the policies stated in this manual.

Parent Signature

