

**GAN YELADIM
EARLY CHILDHOOD CENTER**

**PARENT HANDBOOK
2013-14**

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AN INTRODUCTION TO THE GAN

It is with great pleasure and enthusiasm that we welcome you to Gan Yeladim Early Childhood Center! If this is your family's first year at the Gan, we're delighted that you're here and we hope that you and your child have a wonderful experience. If you've been here before, it's wonderful to welcome you back.

This school year, 2013-14, Gan Yeladim is celebrating its 25th year. In September 1989 Gan opened its doors to 29 children, and each year Gan has, thank G-d, grown and matured - in January, 2007 we moved into this beautiful new building! Gan Yeladim is licensed by the State of CT and was the first Jewish preschool in the area to be accredited by NAEYC (2001-2007). In the spring of 2005 Gan Yeladim was one of 13 preschools nationwide to be selected to partner with JECEI, The Jewish Early Childhood Education Initiative. Our staff members are qualified and experienced teachers, trained in early childhood education, who participate in workshops and studies for professional advancement throughout the year. Graduates of Gan continue in a variety of Jewish day schools, public and private schools in the area, where they routinely excel as they advance in their studies.

The beginning of the school year is an exciting time, and for young children especially, it can also be an anxious time. Working together, we can smooth the path, and help your child become comfortable in what we hope will be a "home away from home." In particular, we have found that it is in the best interest of children to start school (as they start walking) with small, baby steps, so they can become comfortable with this new venture. Home visits, incremental schedules and similar initiatives are part of this picture, which is personalized for each family. We sincerely want *you* to feel comfortable to come to us with any questions, concerns or suggestions you may have regarding the Gan program and your child - now, or at any time during the year.

In planning for the new school year we try to make sure that standards of excellence are consistent in all facets of our school. As we thought about each of the many aspects of the Gan program, we asked ourselves the following questions:

"How does this reflect our vision for Gan? Does this show respect for the child as a competent learner? Is this experience authentic? Does this demonstrate our commitment to families? What are we doing to make learning visible?"

Morah Vivi Deren, who opened the Gan back in 1989 and has grown the school to where it is today, serves as Founding Director. As Co-Directors, **Morah Michal Mendelow** and **Reb Dovid Hordiner** share responsibility for the daily running of Gan. Although you can approach either of us with any matter you would like to discuss, each of us assumes primary responsibility for specific areas of the program. Morah Michal concentrates on curriculum and parent involvement. Reb Dovid concentrates on transitioning into school as well as full day programming and scheduling (including early bird and afternoon program). As Director of Admissions, **Wendy Beder** will continue to be your contact for all registration and general Gan information. **Hillary Isaacs** will continue in her role as School Psychologist, working together with children and teachers inside the classrooms to give children the extra support they need to thrive. Hillary also serves as Reading Specialist for our Transitional Kindergarten classroom and as literacy consultant for the Gan as a whole. **Aimee Elsner** will continue in her role as Occupational Therapist, supporting children and training teachers across the school in sensory development and pre-writing skills. **Lieba Lander** will continue as Resource Coordinator. And finally, "acharon, acharon chaviv" (loosely translated as "we saved the best for last") we are blessed to have **so many beloved Morahs**, each bringing her own unique

strengths and talents, but all of our Morahs share a genuine passion for young children and deep respect for each child individually.

OUR PHILOSOPHY AND CURRICULUM

Gan Yeladim is literally a garden of children, a place where they can blossom. We are committed to providing an extraordinary educational experience for young children, mindfully partnering with parents to facilitate the social, physical, intellectual, creative, emotional, and spiritual development of every child and family. Through innovative pedagogical programs, the Gan offers young children the opportunity to develop self-confidence and self-awareness, enhance their academic skills and creative capabilities, and build their individual identity in a caring, safe environment.

Our early childhood education program embraces the Reggio Emilia pedagogical model based on the principles of respect, responsibility, and community where the children learn through exploration and discovery in a supportive and enriching environment. We begin each school year with blank walls... we leave it to the children to fill them with their works of thought and art. In essence, the “color” of the classroom comes from the children and the learning becomes visible with a sense of ownership and pride for every child. The Gan curriculum therefore evolves, guided by the children's interests as the classes explore phenomena that arouse their curiosity.

Current thinking in the field of early childhood education echoes a statement by King Solomon, found in the Book of Proverbs: ***“Educate a child to his way, and when he is old he will not depart from it.”***

We're beginning to realize how wide is the scope of that simple phrase, “according to his way.” It is now commonly accepted that not all children of the same age learn at the same pace or in the same way. The incredibly wide range of learning styles among children tells us that as educators we have to provide a rich variety of experiences in order for all children to thrive. The Multiple Intelligences theories are an example of this approach, and the work we have begun with the Reggio expands and deepens that work.

As teachers, we strive to provide an environment that is emotionally secure and safe, where every child feels wanted and loved, and which promotes independence by offering choices and allowing the child to take the initiative. We believe in active learning, in encouraging children to manipulate materials, to use their senses to investigate, to explore by hands-on experience, and to search for answers to satisfy their curiosity. The classrooms are planned to include a wide variety of open ended activities and materials so that children can learn in their own way and at their own pace and level. We strive to highlight the unique strengths of every child, and to help each one become an independent thinker.

The philosophy behind our curriculum is that children learn best by doing. First hand experiences become the basis for new knowledge and growth. Learning requires active thinking and experimenting to find out how things work, and to learn first hand about the world in which we live. Children are given the opportunities to explore, using all their senses, and using real materials, such as blocks, to try out their ideas about size, shape, color and the relationship that exists between things. By moving from the concrete to the abstract, play provides the foundation for academic learning.

Family, community, and culture are by nature important to young children; their experiences in school allow them to make sense of their world and to further develop their perceptions. The Judaic aspects of Gan curriculum (as all other aspects) are naturally and holistically woven into the child's experience and are

presented in a way that every child can be equally comfortable with. As their sense of self grows, so too, does their self-esteem.

Social relationships are crucial in so many areas of life, and a positive preschool experience is one of the most important keys to a child's future success in connecting to other people. Teachers help children learn how to resolve conflicts without fighting, and they encourage the development of empathy and concern for others.

Through developmentally appropriate practice we work to implement the curriculum focusing on the social, physical, intellectual, creative and emotional development of each child.

Some of the objectives of the Gan Yeladim program are:

- to provide a setting in which each child will feel safe and happy
- to use each child's interests and experiences as the basis for learning and activities
- to help each child develop a love for learning; a love that is deep, wide, and ever-growing
- to provide opportunities for each child to learn academic skills through day-to-day activities and through interactive experiences with peers and adults
- to encourage each child's love for books and foster the pre-reading skills appropriate to his/her stage of development
- to provide opportunities for each child to make discoveries and to use them in learning, developing the building blocks for the study of science
- to develop each child's problem-solving abilities, developing the building blocks in the study of mathematics
- to encourage each child's creativity and artistic expression
- to encourage each child to ask questions, which will be answered sincerely and honestly
- to develop each child's social skills, in both one-on-one and larger group settings
- to encourage each child to work independently and with his or her peers
- to provide learning materials and equipment, as well as caring and committed adults, to help each child get the most out of school and themselves.
- to help each child feel good about him/herself

Our staff plans, implements, and evaluates the classroom curriculum so your child receives the best opportunities for high quality education. The curriculum, while reflecting children's interests, is designed to meet the highest standards of early childhood education, including the CT framework for Preschool Benchmarks. This includes designing the environment, planning experiences, and selecting materials to help accomplish our goals and give each child a successful start in school. A child should go through the preschool years associating fun with learning. If we're really successful, that feeling will last a lifetime.

YOUR CHILD'S DAY AT SCHOOL

School Hours:

Gan is open from 7:30am to 6pm. The Gan offers many scheduling options to serve the needs of children and families.

- Early Bird extends from 7:30-8:45 (toddlers) and until 9:00 (preschoolers).
- Core program for toddlers extends from 8:45-11:45. Lunch option is from 11:45-12:45.
- Core program for 3s extends from 9-12 and lunch option from 12-1.
- Core program for 4s (pre-K) and Transitional Kindergarten extends from 9-1.
- Afternoon program extends from 1-6pm. Toddlers and younger 3s are expected to nap. Older 3s nap according to individual schedules. 4s generally do not nap but do rest.
- Enrichment program for 4s extends from 1-3.

If you would like to extend your child's day or week at Gan, we will be happy to accommodate you, provided there is room in the segment you desire, but we are not able to do this on a per day or temporary basis.

Before The School Year

School begins on August 27th. This year we will start full regular sessions on the first day, with the exception of new toddlers on incremental schedules.

BEGINNING OF THE YEAR

The Home Visit: Laying the Groundwork

All new Gan families receive a home visit from at least one classroom teacher. Home visits last about thirty minutes and generally take place the week before your child's first week of school (Tuesday, August 23rd through Friday, August, 26th). A home visit offers parents and children an invaluable opportunity to get to know teachers in the comfort and security of their own home. When your child sees you interacting positively with his or her teacher, this helps to build the child's trust in the teacher. During the visit you are encouraged to ask questions and share important information about your child and family. At the same time, please give your child enough time and space to interact with the teacher if and when he/she feels comfortable.

In preparation for the home visit, please select at least one photograph of your immediate family, as well as any other photographs of other significant family and friends, that you think your child would enjoy displayed in the classroom. These photos will help to foster a feeling of comfort and familiarity in the new classroom environment.

Please note that teachers are not expecting refreshments during the home visit as their focus is on forging a new relationship with your child.

The Incremental Schedule: Building Trust

At the beginning of the school year, new toddlers and 3's follow what we call an "incremental schedule". Children gradually spend more time at school each day while parents and caregivers (e.g. nanny) spend increasingly less time in the classroom. Total classroom time increases until your child "reaches" his or her regular schedule. The exact amount of time and number of days it takes to get there will depend on your child and family. You can discuss your child's progress with the classroom teacher.

During the initial day(s) of school, new toddlers generally attend Gan in small groups in order to provide a calm environment, thereby facilitating emotional comfort and intimate social interaction for you, your child, and the classroom teachers. As a result, your child's schedule during these initial days may start earlier or later than usual. Depending on your child's transition progress, you may also be asked to attend Gan for additional days (at no extra charge) in order to help your child to adjust more quickly. After the first day of school, parents may elect to send their children to Gan with a caregiver (e.g. nanny), in which case the same person should come each day until the child has settled in.

While we recognize that an incremental schedule may create logistical challenges for certain families, we believe that the extra investment of time up front will yield long-term rewards in supporting your child's comfort and happiness at Gan. Your personalized incremental schedule will be e-mailed to you at the beginning of August.

When you are in the classroom we ask that you act "like furniture". Your presence alone is significant for your child in establishing a "safe base" for exploring the classroom and building new relationships. While your child may come over to you to "check in", it is important that you stay minimally involved. We encourage you to bring a book or magazine to read, and ask that you please keep conversation with other parents to a minimum. Please keep your cell phones on vibrate and tell people ahead of time that you are not reachable during this short but very important period of time. Chatting with other parents or on a cell phone is noisy and distracting for the children and can inadvertently make the transition process more difficult.

When you and the teacher decide that it is time to say goodbye, you can give your child a warning such as "Mommy/Daddy is going to go/say goodbye in two minutes". It is very important for you to say goodbye and make sure your child sees you leave so your child learns to trust that she will not just "be left" without warning. After saying goodbye, please leave promptly even if your child protests your departure. Children need to know that you trust that they will be okay with their teachers and peers. And please know that if your child cries, this is a sign of the healthy bond they have with you, and that their teachers (and sometimes even their peers) will comfort them. Once you have left, if you need to drop something off in the classroom or have forgotten something, please ask the front desk to make arrangements for someone else to enter the classroom.

We are committed to making the start of school successful and smooth for all children and families. Feel free to contact Reb Dovid with any questions you may have. We look forward to experiencing together with you the fruits of our efforts early on.

Getting Ready Each Day

Some suggestions for what you can do to help your child:

- Make sure they are well rested.
- Allow lots of time for personal routine, a good breakfast, a pleasant, safe ride to school.
- Have a cheerful, positive attitude as your child leaves you, either at home or at school.
- Let your child just stand and watch, knowing that observation is one way of participating.
- Don't put pressure on your child to produce something to take home.
- Encourage your child to talk about school by asking specific questions, such as "What color did you paint with?" or "What was snack?" rather than "What did you do today?"
- Inform the teacher if there is something going on at home that might affect your child.

Building New Attachments

The ability to form strong attachments is one of the primary building blocks of emotional health, and many believe it is the foundation of all further positive growth. The flip side is that separation is not easy. Going off to preschool is a big step for a small child, and it's a big step for parents, too – especially if this is your first child.

Most important of all: Project a feeling of calm and confidence, (even though you may be feeling shaky yourself!). This will reassure your child even though s/he may be upset. During the first few weeks of school, don't be disturbed if your child:

- * is shy and clings to you
- * doesn't play with other children as well as s/he usually does
- * tires easily and cries more often than usual
- * resists using the school bathroom and/or has accidents
- * doesn't talk much about what happened at school
- * doesn't want to go to school

Many children will continue to "fuss" at drop-off time, even though they play quite happily as soon as the parent or nanny has left. (See "Arriving at School")

These are all symptoms of tension about a new situation and they should disappear as your child becomes used to the classroom routines, the other children, and the teachers. Be sympathetic and supportive!

REMEMBER: A MORE RELAXED PARENT MAKES A MORE RELAXED CHILD.

Keep in mind that although your presence is reassuring to your child, they often cannot get on with the business of coping and adjusting until you leave. Your child's teacher will work with you to determine the best adjusting style for your child. The "fussing" is almost always over by the time you reach your car, but if you are concerned, you can always call school later just to check. (Sometimes we see "fourth-day-it-is", which is the type of behavior you associate with the first day, but for whatever reason doesn't show up until a few days or even weeks into school. Let us know if you see this.)

BOOKS CAN HELP! Picture books about the beginning of school can help to ease apprehensions and open a channel of communication about school between you and your child - and what a wonderful habit for life! Story characters modeling a successful adjustment to school help children as well as parents. Books reinforce positive feelings about school and are helpful long after the first day. Please call Reb Dovid if you have any questions about your child's start at Gan.

ARRIVAL & DISMISSAL

BRINGING YOUR CHILD TO SCHOOL – THE FIRST DAY AND BEYOND:

Only one adult should accompany the child to the classroom. Plan on a relaxed leave-taking; your child should not feel hurried while you are here. Emphasize that "Mommies (or Daddies or Nannies) always come back". (We sing about this all the time). And once you say good-bye – it's best to go.

PARKING – AND THE DRIVEWAY: Traffic is heaviest at 9 am and 1 pm. Parents of 3s & 4s is encouraged to park in the rear lot and enter through the playground door. Parents of Toddlers may park in front and should use the Main (side) Door. The left and right sides of the driveway are Fire Lanes and must **NEVER** be used for parking. The steps should **NEVER** be blocked by cars, even for "a minute". ***Parents should exercise extreme caution in the driveway; drivers should be alert to little children. When walking with your child in the parking lot, hold hands at all times. When driving out of Gan, watch for cars entering and leaving.***

If you have a sleeping baby in the car, if it is raining, etc. and it is difficult for you to come in, please call the front desk (324-2223) and someone will assist you.

WHEN YOU BRING YOUR CHILD INSIDE: ***Make sure the teacher knows your child has arrived. An adult must bring each child in to the classroom. Drop-off or pick-up by a sibling under 14 years old is not acceptable.***

For Toddlers: Always bring your child into the room. Please help them hang up coats and wash their hands. When parents can help children settle in, it goes a long way to giving them a smooth start to the day.

For 3s and 4s: Bring your child to the room (even if they insist on going in alone), **make contact with a teacher** – and then you may say goodbye. Whenever possible, it is best to bring the child in to the room alone (without siblings), so that they can have your full attention. **Note: Never bring a stroller into any classroom.**

A NOTE ON GREETING AND STARTING THE DAY: We like to greet children warmly *and individually* at the start of the day. Our greeting time extends until about 9:15. After that, we start activities and the focus of the staff is on the group as a whole. For your child to have that warm one-one-one beginning, it is important that you arrive on time. If you are late, we will do our best to smooth the way, but please understand the limits of the situation.

DISMISSAL: Please send a note whenever there is a change in who will pick up. Whoever is picking up your child should come into the building at dismissal. You may bring other children along, but you must keep them with you at all times. Only children 14 years and older may pick up a child from Gan. Please help your child take his/her things, including any items in your child's mailbox. After pick-up, you are responsible for supervising your child. **CHILDREN ARE NEVER ALLOWED THROUGH THE FRONT DOOR WITHOUT AN ADULT.**

WE DO NOT ALLOW CHILDREN TO RUN IN THE YARDS IN FRONT OF THE BUILDING OR CLIMB ON THE RAILINGS. PLEASE ENFORCE THIS POLICY WHEN YOU ARE AT SCHOOL SO THERE IS CONSISTENCY.

TARDINESS AT PICK-UP TIME:

We understand that emergencies can happen, and we do our best to deal with exceptions when necessary. We ask you to keep in mind that teachers need to be elsewhere when sessions finish, and that we are not able to properly accommodate children after their scheduled pick up time. It is clear that this situation is upsetting to children and can ruin a perfectly fine day! Please be sure to be prompt.

For Full Daycare pickups: If your child is picked up after the 6 p.m. closing time two staff members **must** remain to provide supervision. As many centers do, Gan will grant a total of ten minutes tardiness "grace" for the year. If those ten minutes are used up, you will be charged \$10 for the first five minutes or part thereof, and \$5 for every 5 minutes or part thereof after that, **each day** that you are late. A staff cell phone will be used to clock your arrival time; the office will handle billing.

WHAT YOUR CHILD NEEDS IN SCHOOL

a) Clothing: School clothes should be comfortable, washable and appropriate for preschool activities (sandbox, sitting on the rug, art activities etc. – in fact, some families buy second hand clothes just for school!) Clothes should allow for self-dressing in the bathroom. Outdoor clothing should be warm enough for playtime. **If jackets, etc. have drawstrings, please remove the drawstrings for safety.** Children should wear/bring boots in snow and muddy weather. We get messy!

b) A complete change of clothing to be kept in school: Each item should be marked with your child's name. Remember to keep extra clothing in school during toilet training, and to change the clothing with the seasons.

c) **Mark clothing:** Outerwear and sweaters should be marked with your child's name (also boots, hats, gloves, scarves). *Do not send umbrellas* to school – they are a safety hazard.

d) **For Toddlers:** Toddlers not yet toilet trained should have a supply of diapers and wipes sufficient for several days in school, to be replenished as needed. We do not initiate toilet training, but we will support your efforts as much as possible. State regulations do not allow us to keep potties in school; we use stepping stools where needed. (See toilet training policy).

e) **Tzedaka:** We encourage the children to bring tzedaka (money for charity) every day. A penny or two is fine – the point is to develop a daily habit of sharing. It also helps children associate money with giving and doing good.

f) **Lunch:** Please send lunch in a **labeled bag or lunch box** if your child stays for lunch. (See section on **Snack and Lunch for important details**).

g) **Bedding :** If your child stays for nap, please send bedding to school. Gan provides beautiful blue bedding bags for nappers. (See section on napping for details.)

SNACK AND LUNCH

a) **Snack:** Gan provides morning and afternoon snacks, including a variety of fruits and vegetables and an assortment of “dry snacks” – i.e. crackers, rice cakes, breadsticks or cereal (often whole grain).

b) **Lunch:** Recommended guidelines include protein (fish, eggs, cheese, tuna, etc.), fruit & vegetable (or 2 fruit or 2 vegetables), carbohydrate (bread, cereal, pasta, crackers). If your child stays for the afternoon and you want to send your own snack, please indicate what foods are for later. All packaged food and drinks must have Kosher certification, and all ingredients in prepared foods should also be kosher.

***Gan Yeladim allows meat lunches in school only with written permission. (Email rebdovid@chabadstamford.org if you would like this option. Kosher guidelines are available in the office).**

MARK THE OUTSIDE OF THE LUNCHBAG/BOX WITH YOUR CHILD'S NAME.

ALLERGY ALERT: The Gan is “nut free. Please do not send any nuts or peanuts products to school. Please read packaging labels carefully. In any classroom in which there is a child with a severe food allergy other than nuts, then that food may not be allowed, in which case parents would be asked to sign a form stating that they are aware of this policy and will comply.

PLEASE AVOID SENDING:

Any type of candy, popcorn, hard pretzels sticks, raw peas, and carrot chunks (baby carrots and carrot sticks are okay for children over three years of age).

Fruits with small pits (like cherries):

- Over 4 years of age: should be cut up to less than a half inch
- Under 4 years of age: should be cut up to less than a quarter inch

Whole grapes: Not recommended for children under 3 years of age; if used with this age, they should be cut into small pieces.

If we see these items, we need to put them aside and return them to parents with a gentle “whoops” note.

Children may not share food at all for Kashruth as well as allergy and other health related reasons.

State regulations require that you send an ice pack in the lunch box to prevent spoilage.

AFTERNOONS AT GAN YELADIM

ENRICHMENT: Enrichment (for 4 year olds) has become a popular choice for Gan families. To enroll please speak with Wendy Beder in the main office.

REST TIME

Toddlers and Younger 3s: Toddlers and younger 3s are expected to nap. Naptime follows lunch; see after nap children have snack and participate in a variety of activities (see below).

Older 3s and 4s: For older 3s and 4s, each child is expected to rest for up to 30 minutes each day. They may have books or they may simply listen to music. Children who sleep (or who need to sleep) will be encouraged to lie down with blanket etc. Children who usually do not sleep (or whose parents do not want them to sleep) may sit up with a book. We honor parental requests to wake older 3's after one hour of sleep. We do NOT keep children awake if they want/need to sleep. Please keep in mind that a child's rest needs in school may be very different from the schedule they follow at home. While not all children need to nap, time for quiet reflection and relaxing is beneficial, especially when children spend a lot of time with other children. It gives them their own “space” and is purposely non-stimulative.

Bedding: Please send a cot sheet and a blanket for toddlers and 3s. Even if children don't have a particular favorite, they seem more comfortable with some cover. Obviously, any favorite pillow or stuffed toy, etc. is very welcome. **The bedding must be stored in school in the napping bags provided by Gan and taken home weekly to be laundered. Plastic bags are not allowed at all.**

AFTER REST TIME: Late afternoons at Gan are a blend of active and quiet activities that reflect the natural flow of a child's day. For example, children during the afternoon hours are generally more tired and less structured and our curriculum mirrors their experience. A highlight for children and families is “Singing with Reb Dovid”. Age groups often mix, which offers special opportunities to both younger and older children, including fresh faces and new friends! Snack is served.

PLAY DATES: These are wonderful opportunities for young children, and we support the efforts of parents to arrange play dates for children who are in full day care.

BIRTHDAYS IN SCHOOL

We love to celebrate birthdays! At Gan we learn about our Hebrew birthdays, as well. We look up everyone's Hebrew birthday as well as the English birthday. School celebrations are small scale and are centered around snack time. Parents are welcome to join in the birthday celebration in school. Birthday guidelines are:

Plan: Discuss plans with your child's teacher at least one week before the celebration.

Birthday treats: Fruit Juice with OU or OK or Kaf –K certification, or a special favorite fresh fruit; Sweet Treats: You may order birthday cake or cupcakes through the Gan office (at least one week in advance).

Decorations: You may supply special cups and napkins, but let's draw the line there. Please follow the Gan policy regarding Superheroes and movie paraphernalia (see below).

Favors and gifts: Please do not distribute birthday favors. Instead of these, we suggest that your child present the class with a gift for the classroom in honor of his/her birthday. Each class room has a wish list. (Talk to the GLT to order the item you'd like to present). Giving school a gift helps develop the value of giving, and not just the usual birthday "getting".

Parties outside of school: Invitations to a party outside of school may be distributed in school only if all of the children in the class are invited to attend, if the party is not held on Shabbat or a Jewish holiday, and if the refreshments served are kosher. Some children at Gan have allergies and additional kosher requirements. If you would like to ensure to include everybody in the food, please speak to us and we can help you. This is a great opportunity to teach your child about consideration and thoughtfulness.

Parties in Gan not during school hours: The Gan is available for birthday parties on many Sundays – please speak with Reb Dovid for more information.

SUPERHEROES

Television and movies are populated with superheroes who are portrayed in ways that are very attractive to young children. Although these programs often draw a sharp distinction between good and evil, they almost always seem to resort to fighting to settle problems. The messages that children infer from these shows are often of questionable value.

Obviously it is up to each family to decide how to deal with this issue. As early childhood educators we have to deal with the impact of these programs on a daily basis. Our approach is two-pronged: We highlight **stories** (not movies and films) featuring heroes with moral strength (often including great "special effects" e.g. Moshe at the Burning Bush) and at the same time, we simply do not allow weapon play or pretend fighting play at all. If teachers observe this type of play they suggest other options to the children.

We prefer to keep the cultural fads of the moment out of school including TV and movie theme clothing, toys, and other items, for a variety of reasons that are grounded in concern for children's overall development.

MY SPECIAL THINGS

Children like the idea of bringing their own things to school. For toddlers and young 3's who are working out separation issues a treasured "security items" can help bridge the gap. For the special opportunities that are part of the curriculum plans in the older classes, items from home can enrich everyone's experience. Please use discretion and judgment in deciding what items should come to school, as we cannot guarantee that it will come home!

SHABBAT PARTY

All groups have Shabbat party on Friday. Every class has its own special tradition – it is truly a highlight of the Gan Yeladim experience. Speak to your child's teacher if you would like to participate in your child's Shabbat party.

If your child is not registered to attend Gan on Fridays, we will be happy to arrange for you to participate in a Gan Shabbat party. Speak to Morah Michal or Reb Dovid.

TINY TREASURES

Taught by Morah Leah Shemtov, this is a delightful program for mothers (or caregivers) and babies or toddlers. Tiny Treasures (and the "advanced placement" course – Tiny Chefs at Tiny Treasures) meets on Wednesday and Thursday mornings from 9:15-10:15 in Gan. For more information, speak to Morah Leah (x418).

GUIDING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

- A major goal of emotional development is to help children become self-disciplined. We view this as an integral part of educating young children.
- Children are learning behavior skills, just as they are learning cognitive skills, etc. and it is important for adults to approach this area of development with skill and sensitivity.
- Positive guidance is critical, and at Gan Yeladim we try to make sure that every child receives positive guidance every single day.
- Redirection, guiding a child to a different activity and/or area, is a key tool in guiding young children. The younger the child, the more important redirection is.
- Incorporating logical consequences, particularly as children get older, and especially with groups, helps a child internalize responsibility. "If we don't clean up, we won't have time to hear the end of the story today".
- Gan has a win-win approach to conflict resolution that fosters respect, fairness, and self-esteem. All staff members are trained in implementing this approach to help children through the normal challenge of developing social skills.

- If after trying these methods a child is still having a problem with appropriate behaviors, a teacher will remove the child from the activity. This is done to help the child calm down and sometimes to discuss the situation in private.
- Under no circumstances are abusive, neglectful, corporal, humiliating or frightening punishments ever implemented. No child shall be physically restrained unless it is necessary to protect the safety and health of the child or others.

At Gan Yeladim we believe that most of the common discipline problems with young children can be avoided by properly structuring the environment and the activities. Appropriate expectations are crucial to promoting appropriate behavior. The following are some of the ways in which we implement this idea:

- Setting limits for children: This includes demonstrating proper use of materials, pointing out the safe way of doing something, etc. **Our 4 basic rules are: walking feet (indoors); put back what you take out; gentle hands; quiet voices.**
- Keeping the ratio of staff to students below the State requirement. This allows for close supervision and attentiveness to what's happening, which often stops trouble early.
- Limiting group size in specific areas of the room or for specific activities.
- Providing a rich array and variety of activities, with a balance between active and quiet choices available.
- Being consistent in our expectations of children. These are all factors in helping children to succeed.

We feel that in most cases, ordinary, typical "misbehaving" does not need to be carried over from school to home and vice versa. There are exceptions, such as when we are dealing with major behavioral issues, when a consistent approach is more beneficial to the child. If this should happen, we will, of course, communicate with you on a very frequent basis until the problem has been resolved. Likewise, if there are major behavioral issues that you see at home, we ask that you communicate with us so that we can work together for the benefit of your child.

More detailed information on behavior guidance policies of the Gan is available to all parents in the Gan office. The discipline policy of Gan Yeladim is reviewed annually with the full staff.

"OUCH!" BITING HURTS!" -- RESPONDING TO CHALLENGING BEHAVIOR IN TODDLERS

Along with all the information we have given you about our toddler rooms, we want to discuss a behavior which is, unfortunately, not expected in toddler groups, but can be very emotionally charged. That behavior is biting. There are many reasons toddlers may bite. Sometimes the biting is related to teething. Sometimes toddlers bite to express feelings they cannot yet express with words. We have seen children bite when they are frustrated, and we have seen them bite in excitement of a happy moment. No one can predict which children may bite, but we are ready to help toddlers who do bite, to learn other behaviors. And of course, we are ready to give treatment, sympathy and advice to children who are bitten. Here are the ways we work to prevent biting and how we respond to it when it does happen:

- We try to plan the day so frustration levels are kept to a minimum by providing a calm and cheerful atmosphere, stimulating and soothing age-appropriate activities and multiples of favorite toys. We also

model acceptable and appropriate behavior for the children.

- If a bite does occur, we help the child who was bitten. We reassure him or her and care for the bite. If the skin is not broken, we wash it with soap and water and use a cold pack. If the skin is broken, we clean the bite with soap and water, and follow medical advice. If it is likely that the bite may get dirty, we will also cover it to keep it clean. If your child is bitten, we call you to let you know about the bite (we do not share the names of the children involved). The teachers fill out an accident report, have it signed by the director, keep a copy and give one to you when you pick up your child. We also respond to the child who did the biting. We show the children strong disapproval of biting. Our specific response varies depending on the circumstances, but our basic message is that biting is the wrong thing to do. We also help the child who bit learn different, more appropriate behavior.
- The teachers and director try to analyze the cause of consistent or pattern biting. We work to develop a plan to address the cause of the biting, and put all our energy into keeping children safe and helping children who are stuck in biting patterns. When we need to develop such a plan, we share the details with parents so they know specifically how we are addressing this problem.
- Parents are notified if their child starts to bite. We ask parents to keep us informed if their child is biting at home. Children who bite in our program do not necessarily bite at home. But if your child is biting in both places, it is important for all of us to be consistent in dealing with it. Communication is very important in order to help your child stop biting.

We wish we could guarantee that there would never be any biting in our program, but we know there can be no such guarantee. We will support your toddlers whether they bite or are bitten. We want the best for all the children in our program. If you want more information on biting or have any questions or concerns, please let us know.

When 3's bite this poses a more significant educational and safety concern and therefore will be addressed with even more careful attention by the Gan.

GAN POLICIES ON TOILETING AND DIAPERING (OLDER TODDLERS AND THREES)

We do not require a child to be toilet trained in order to participate in the program, and the timing for initiating toilet training is up to parents to determine. There are, however, certain guidelines that we must follow in order to fulfill our mandate to provide a quality program for all of the children (The following applies to daytime toileting only).

- a) A child is considered to be trained when *they* initiate trips to the bathroom, and go almost every time they initiate the trip. However, a child who needs regular reminders is still at the beginning stages of training, and should still be in a diaper in school. (Of course, even after a child is trained occasional accidents do happen, and when they do we treat them in a calm, matter-of-fact manner that preserves the child's self-respect). After one - two weeks of underwear at home, it's probably a good time to try underwear in school.
- b) We are in the bathroom at least twice a day (between 9-1) for hand washing. Children are asked if

they need to use the bathroom. We encourage them, but do not force the issue.

- c) Keep in mind that school is one of the last places where training takes hold. (The children are busy, etc.) Until a child is trained, they should come in a diaper. (It takes a teacher approximately 10 minutes to change and clean a child from wetting their clothes, and approximately 15-30 minutes to clean a child out of clothes with a bowel movement. In a class of 10 children, if each child has just 1 accident each day we lose between 1 ½ and 2 ½ hours a day – and children this age are entitled to better quality teacher time.
- d) **Children in diapers should be checked by their parents/caregivers on arrival at school, and changed if necessary.** The staff will check the children on a regular basis, and change diapers as needed. A record of changes is kept in each child's daily journal. If a child needs to be changed within five minutes or less of their scheduled departure time, the staff will wait for the parent/caregiver to arrive and change the diaper.
- e) We assure you we will work with you to help train them. No one person has all the answers, but if you feel like you are not getting anywhere please remember every child functions differently and what is good for one is not necessarily good for another.

Note: We request that only children who are completing toilet training should wear pull ups so as to minimize changing time.

COMMUNICATION WITH PARENTS

We really want to have smooth communication and meaningful connections between school and home. These are some of the ways we do so – what do you think?

a) **Daily Journal:** Daily Journals are sent home with toddlers and 3s who stay past 1 o'clock. (Make sure to tell anyone picking up your child to check the Daily Journal).

b) **Gan Website (www.ganyeladim.org):** Classroom reflections are posted outside each classroom and regularly on the classroom blogs. You will need a password to enter the classroom blogs, which you can obtain by emailing morahmichal@chabadstamford.org.

c) **Windows on Their World:** This ongoing program is designed to deepen a family's connection to the classroom. Check the Gan events calendar for the dates.

d) **Parent Classroom Visits:** Parents are always welcome in school. (See "Arrival Time" and #e below). We also plan classroom activities that will give you an opportunity to enjoy special times with your child. Some events are more formal, while others are more casual and aim to involve you in the day-to-day life at Gan. Either way, we will try to give as much advance notice as possible.

e) **Parent-Teacher Dialogues:** These dialogues take place two times each year. In addition, parents or teachers may request a conference at any time if they feel it would be beneficial.

f) **Talk to the teacher:** Arrival and dismissal times are appropriate for greetings and very brief exchanges. These are not good times for long conversations, as the teachers need to be involved with the children. (You are encouraged give the teacher a note with information relevant to your child's day and/or asking

her to call you later). To speak to your child's teacher during school hours, leave a message for her. Your call will be returned within 24 hours. Please do not call your child's teacher at home unless she has specifically requested you to do so.

g) Talk to us: Call us with any questions or concerns you may have. Either a phone conference or visit will promptly be arranged. You may also contact us via our website.

h) Journey Binders: These binders will accompany your child through the Gan years and include documentation of your child's experiences. Please come in to read them any time with your child.

i) Identity Boards: The Identity Boards hanging outside each classroom highlight significant moments of each day and give parents and visitors a sense of life in the classroom.

j) Art Portfolios: These large folders are a means of preserving your child's artwork – especially pieces that show the creativity, process, and development of each child. As a rule, (with some exceptions) expect most art work to stay in school until your child graduates. Feel free to ask to see them any time (with or without your child).

k) Parent-Educator Committee: This group meets periodically to discuss issues in Gan, such as communication and the home/school connection and to work on ways of strengthening them.

l) Home Visits: Each child attending Gan for the first time (or a child who is having a harder time adjusting) will receive a home visit from at least one classroom teacher. These visits are beneficial for the child who can meet his or her new teacher in the comfort and security of home, as well as for parents who can begin building a partnership with their classroom teachers.

m) Weekly Gan E-Newsletter: The newsletter reports on the week that is ending and often gives a glimpse into the week ahead.

n) Family Events: These happen several times a year and are wonderful opportunities for families to socialize and meet new friends.

o) PTA: See the paragraph on PTA – better yet, be an active member!

p) Gan Advisory Board: These parents and community members meet with the executive director to ensure ongoing fiscal sustainability and success of Gan over the long-term.

q) Families-as-Subs: This program gives parents an opportunity to participate “from the inside” by substituting for Gan teachers when they are absent (volunteer or paid).

Please let us know when your child will not be in school. Call the Gan office in the morning (ext. 407) if your child is sick so that the teachers can be notified. If your child has an infectious illness that requires us to warn other families, it is important that you inform us of this. If your child will be absent for pleasure reasons, (travel, visiting grandparents) please let the teachers know ahead of time.

Keep us informed, as well: If both parents are out of town, the school must be informed. As with all changes in arrangements, this should be *in writing*. It is also extremely helpful if you let us know when things are unusual at home – stress can come from even positive situations, and teachers who are aware of the home situation are better able to help the children. Please make sure your contact

information is kept up to date in the office.

Suggestions: Put your ideas in writing, and share them with us.

Email: Email is an easy way for our office to send reminders about school pictures, class dinners etc... Please make sure your current email address is on file with us.

HEALTH

We hope that everyone stays healthy, and we work to keep the Gan a healthy environment for all. Our primary consideration is for the well being of all students and staff. So while it is normal and even healthy for young children to be sick in the early years (it helps develop a strong immune system), communicability remains an important consideration in deciding if a child is well enough to be in school. *Written communication from a Primary Care Provider must be provided regarding a child who has a condition that poses no threat to themselves or anyone else, in order for that child to remain in school.*

Child Care Policy—Exclusion of Ill Children Communicable Disease Policy/Procedure

Belief/Intent/Background

Young children experience many illnesses during the first few years of life. Children who are sick or uncomfortable deserve the comforts of home and parents. In addition, an uncomfortable child needs the full attention of a teacher, possibly compromising the care of other children in the program. Parents should anticipate episodes of illness and have plans in place for care of an ill child. The director or teacher, not the child's family, makes the final determination about whether an acutely ill child can receive care in the child care program. If a child is too ill to remain at the program, parents will be notified and expected to pick up their child as soon as possible.

Procedure/Practice

1. Exclusion of Sick Children

Children will be excluded if:

- The child's illness prevents the child from participating comfortably in activities that the program routinely offers for well children or mildly ill children.
- The illness requires more care than the child care teachers are able to provide without compromising the needs of the other children in the group.
- Keeping the child in care poses an increased risk to the child or to other children or adults with whom the child will come in contact. If the child care teachers are uncertain about whether the child's illness poses an increased risk to others, the child will be excluded until a physician or nurse practitioner notifies the child care program that the child may attend.
- If the child has any of the following conditions:
 - (1) Fever (Temp >100F axillary, 101F oral, 102F rectal) accompanied by behavior changes or other symptoms of illness;
 - (2) Symptoms and signs of possible severe illness until a health professional evaluation find the child able to be included at the program. Symptoms and signs of possible severe illness shall include:
 - Lethargy that is more than expected tiredness;
 - Uncontrolled coughing;

- Inexplicable irritability or persistent crying;77
 - Difficulty breathing;
 - Wheezing, or;
 - Other unusual signs for the child.
- (3) Diarrhea, defined by more watery stools, decreased form of stool that is not associated with changes in diet, and increased frequency of passing stool, that is not contained by the child's ability to use the toilet. Children with diarrheal illness of infectious origin generally may be allowed to return to child care once the diarrhea resolves. Two exceptions are:
- i. Salmonella typhi, 3 negative stool cultures are required.
 - ii. Shingella or E. coli 0157:H7, two negative stool cultures are required. Children whose stools remain loose but who, otherwise, seem well and whose stool cultures are negative, need not be excluded;
- Blood in stools not explainable by dietary change, medication or hard stools;
- (4) Vomiting illness (two or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health care provider determines that the cause of the vomiting is not contagious and the child is not in danger of dehydration;
- (5) Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other signs or symptoms;
- (6) Mouth sores with drooling, unless a health care provider or health department official determines that the child is noninfectious;
- (7) Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease;
- (8) Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge), until after treatment has been initiated. In epidemics of non-purulent pink eye, exclusion shall be required only if the health authority recommends it;
- (9) Pediculosis (head lice), until after the first treatment and nits removed;
- (10) Strep throat or other streptococcal infection, until 24 hours after initial antibiotic treatment and cessation of fever;
- (11) Varicella-Zoster (Chickenpox), until all sores have dried and crusted (usually 6 days);
- (12) For specific guidelines about other medical conditions please see the main office.
2. A child with uncontrolled vomiting or diarrhea shall be provided separate care apart from the other children, with extra attention given to hygiene and sanitation, until the parent arrives to remove the child.
3. If the teacher is unable to contact the parent, medical advice will be sought until the parents can be located.
4. Children will be allowed to return to child care:
- When symptoms have resolved or become mild enough to enable the child to participate fully in the program. Diarrhea is considered resolved when the child seems well and has resumed a pre-illness stool pattern, or when the child seems well and has developed a new, but regular pattern of non-watery bowel movements for more than a week, even if this pattern is more frequent and looser bowel movements than was usual for the child before the diarrhea episode.
 - For all infectious diseases for which treatment has been initiated, continuing to include the child in care after treatment has been initiated will be conditional on completing the prescribed course of therapy and clinical improvement of the child's illness.

- During the course of an identified outbreak of any communicable illness at the child care center, a child shall be excluded if a health provider determines that the child is contributing to the transmission of the illness at the program. The child shall be readmitted when the local health official or health care provider who made the initial determination decides that the risk of transmission is no longer present.
5. Specific conditions that do not require exclusion are:
 - Children who are carriers of an infectious disease agent in their bowel movement or urine that can cause illness, but who have no symptoms of illness themselves. Exceptions include E. coli 0157:H7, Shingella or Salmonella typhi.
 - Children with conjunctivitis (pink eye) who have a clear, watery eye discharge and do not have any eye pain or change in behavior.
 - Children with a rash, but no fever or change in behavior.
 - Children with cytomegalovirus infection, parvovirus B19, HIV or carrier of hepatitis b.
 6. Alerts for communicable illnesses will be sent home to all families who had a child that was potentially exposed to a communicable illness. These include alerts for Conjunctivitis, ringworm, viral processes, Impetigo, Fifth's Disease, Coxsackie, Shingles, Varicella and other communicable diseases.
 7. The Director has the final decision when a child should be excluded. If a child is not feeling well and unable to participate in the program, the Director reserves the right to request that the child be picked up.

Application

This policy applies to all teachers, children, volunteers, and families.

References

Model Child Care Policies, 4th ed.

Caring for Our Children , 2nd ed, 2002

CCHLP Health Policy Evaluation: NHSPS Codes Reference Sheet

National Training Institute for Child Care Health Consultants

Children who are too sick to participate in full program activities, including outside play, or who require constant one-on-one attention, should be at home. **Please call school when your child is absent due to illness.** If your child becomes ill in school, we will call you to take him/her home. Please do your best to arrive as soon as possible. If you are unable to arrive within an hour after being called, it would be best for your child and others in Gan if someone else can be called to pick up your child. If we can't reach you, designated emergency numbers will be called. ***Any other arrangements for the care of a sick child must be given to the office in writing.*** The school reserves the right to determine if a child is well enough to be in school.

A child should be fever-free for a full 24 hours (not counting the use of fever-reducers like Tylenol/Motrin) before returning to school. For example, if a child is taken out of school on a Monday, the child will return on Wednesday.

MEDICAL FORMS:

- a) Your child's health form must indicate a physical exam by a Primary Care Provider ***within a year's period.*** By state regulation current forms must be on file in order for children to be present in school.
- b) The emergency form, with contact numbers, must be kept up to date.

MEDICATION: The Gan does not administer medication (note exception below). Parents should give

medication before and after school. Medicine may not be left in school **at all!**

OVER THE COUNTER OINTMENTS, ETC. The ointment, etc. must be marked with your child's name; you must complete the authorization form in the office. Medication orders may be for up to a year but not longer.

UNUSUAL MEDICAL CONDITIONS: Gan staff is trained according to State of Connecticut regulations in administration of emergency medication, including Epi-pen, Benadryl, Atarax and/or Albuterol. For specific information, please refer to the Gan medical policy. **Allergies: If any child has a serious food allergy that child's classroom will be free of that food. You will be notified in this case.**

Note that all medication needs to come in an unopened, child safe container labeled with a pharmacy label or by the parent if over the counter. Remember that most over the counter medications require an authorized provider order and parent/guardian consent.

COMMUNICATION: When a child has a communicable condition, the information will be posted and included in the notes home (with anonymity preserved) so parents can watch for symptoms. The appropriate authorities will be notified.

PLAYING OUTSIDE IN COLD, HOT, OR WET WEATHER

Winter: Children do not go outside under 32 degrees F. or when hand or feet get wet, or when they do not have proper winter clothing

Summer:

Over 90 degrees F:

- 9-11am best judgment
- 11am-2:30pm 20 minutes or less
- 2:30-6pm best judgment

Under 90 degrees F:

- 9-11am no time limit
- 11am-2:30pm 30 minutes max
- 2:30-6pm best judgment

PTA

Kosher Chinese food in Stamford? Fresh Challah delivered each week? Welcome Coffees, Family Sukkot, Family Chanukah, Family Shabbat, parenting education, and so much more. These are just some of the wonderful things that happen at Gan under the leadership of our capable, talented and devoted PTA. Involvement in PTA offers:

- Real benefit to the Gan. The gorgeous playground – the PTA is making it happen!
- Great opportunities to meet new friends.
- All sorts of options for involvement, because we know how stretched you are for time.
- And, most important, the chance to show your child by example what it means to be a giving member in a caring community.

SNOW CANCELLATION & DELAYS

There are 3 ways to know whether Gan is closed or opening on delay:

1. You will receive a phone call, text message, and an e-mail by 7 am (earlier notification for early bird families).
2. Call the Gan Weather Line after 6:30 a.m. (324-2223, extension 7).
3. Check the Storm Center announcements on Channel 12 (or on their website).

* Please note that we do not necessarily follow the decisions of the Stamford Public Schools so it is necessary to get specific information about Gan.

DURING THE SCHOOL DAY: If school must close during the day due to developing weather conditions, we will call parents to pick up their children or to make arrangements for someone else to do so. ***If we cannot reach you, we will call the numbers on your emergency forms.***

SNOW DELAYS: A 90-minute delay in the Stamford Public Schools means that Gan opens at 9:00 a.m. unless otherwise noted. When there is a delay, there is no drop off and no Early Bird hour.

EMERGENCY PROCEDURES

SECURITY:

We have internal security policies in place; by the nature of the topic, we cannot make these public. Please speak to us for further details.

In the event that there is (G-d forbid) a security emergency affecting the Stamford area, please know:

- We will take care of your child for as long as needed. This could be overnight and/or could potentially involve relocating to another site.
- We will make parent notification a priority (second to the protection of your children) and use resources available (phone and Internet). However, if these are not functioning, we urge you to remember that your children will be taken care of until we are able to contact you and safely return your child(ren) to you.
- Children will only be released to parents or the individuals listed on the emergency contact form. Please make sure these forms are always current.

MORE ABOUT GAN YELADIM:

SAJE (Stamford Academy of Jewish Education): SAJE, the lifelong learning division of Chabad of Stamford, offers opportunities for Jewish learning for children and adults. Brochures are available in the front lobby.

FATHERS FIRST: Fathers from Gan and the larger Stamford community get together four times each year in various homes to discuss significant parenting questions and topics.

KABBALAT SHABBAT FOR KINDERLACH: Gan closes early on short Fridays, but Chabad picks up where Gan leaves off! Gan children may be enrolled in “Kabbalat Shabbat for Kinderlach”, which runs from Gan closing until 5:30 p.m. and includes Shabbat preparation, Shabbat customs and, of course, Shabbat delicacies. This program is open to all children up to age 6 (even if they do not attend Gan). For information on registration, please speak to Wendy.

FAMILY SHABBAT: We have Shabbat celebrations that include the whole family, and take place on either Friday night or Shabbat afternoon. Please check the Gan events calendar for dates.

FOR YOUNGER CHILDREN: “Tiny Treasures” is a delightful introduction to Gan for infants, young toddlers and their Moms (or caregivers); see Morah Leah Shemtov for details.

“LUNCH AND LEARN”: Classes offered in topic series, sometimes text based. These classes offered by Chabad take place in Gan during school hours. Babysitting is available.

CLASS LIST: A class list is available for your child’s class, with phone numbers and parents’ names, and addresses. Please be discreet with its use.

GRANDMAS, GRANDPAS, BUBBIES, & ZAIIDIES: - or whatever else your child’s grandparents like to be called! We welcome these very important people in your child’s life (or surrogate “special friends”) to be part of a very special part of your child’s early years. Speak to your child’s teacher about arranging a visit.

ASSESSMENT: As part of our ongoing assessment of the children’s progress at Gan, the School Psychologist and Occupational Therapist will routinely observe children inside the classrooms to identify areas of development that may require more attention and to provide extra support to children and staff alike.

STUDENT EVALUATIONS (AISNE forms): Please give your blank forms to Hillary Isaacs, the School Psychologist. Once completed, we will send these forms to the appropriate school(s). Please note that the Gan cannot release completed forms to families.

GAN YELADIM POLICIES: Gan Yeladim policies are not completely covered in this Handbook. You are welcome to review all of these policies, which are available in the office.

LOST AND FOUND: Check in the office for lost and found. To prevent loss, please label your child’s belongings. Items will be kept for several months and will then be donated.

REFUND POLICIES: There are no refunds for absences, vacation, dismissal or withdrawal from the school (unless the withdrawal is for medical reasons).

SPREAD THE WORD: Many families come to Gan because of what they hear from friends whose children go to school here. The highest compliment we can receive is to have Gan parents serve as Gan Ambassadors. Please tell us if you know of anyone who should be receiving our enrollment information and brochure.

AND FINALLY, A WORD FROM OUR SPONSOR

Since its inception, Gan Yeladim has been sponsored by Chabad Lubavitch of Stamford; it was, in fact, the first major project of Chabad in this community.

It was only the sponsorship by Chabad that made the existence of Gan Yeladim possible. Chabad took responsibility for the full operating budget of Chabad. When we outgrew the facilities we were renting at Congregation Agudath Sholom the necessity for a new building became inevitable.

The Gan was the major impetus for the campaign to build this gorgeous center, and is, in fact, the “major tenant” of this new building. As the school has grown it has become clear that it is time that the Gan assume greater responsibility for covering its’ budget. Tuition alone does not cover the cost of education in a high quality school (which is why Harvard, for example, has an endowment fund...).

We are working with financial and educational consultants to do this effectively, while at the same time striving to ensure that we maintain the high quality of the educational experience that is the hallmark of Gan Yeladim.

We want and need your input and participation! As parents there is much you can do to help the Gan run a tight ship, so that more of the money that is raised goes directly to enhancing the children’s experience. You are an important resource in helping the Gan grow and flourish.

**WHAT WE DO HERE AND NOW WILL TOUCH TOMORROW
AND FOREVER, FOR ALL OF OUR CHILDREN...LET’S DO IT!**

TELEPHONE: (203)324-2223; fax (203)547-6197.

ADDRESS: Gan Yeladim Early Childhood Center, 770 High Ridge Road, Stamford, CT 06905.

E-MAIL ADDRESSES: morahvivi@chabadstamford.org;
morahmichal@chabadstamford.org; rebdavid@chabadstamford.org;
wendy@chabadstamford.org; rachel@chabadstamford.org

For PTA: ganyeladimpta@gmail.com

The Federal Tax Number is 061276969.