



Shaloh House Chabad of the South Area

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# Family Handbook

**2022-2023**

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## Introduction

Shaloh House Preschool provides young children (ages 1 month through pre-kindergarten) and their families with a quality experience in childcare and education. Our program is rich in Judaic content and focuses on the development of the whole child. Shaloh House believes in creating a setting by which children can flourish as individuals. We aim to provide an atmosphere of kindness, support, and encouragement to best help children thrive and grow. We provide a well rounded, developmentally appropriate curriculum with committed and nurturing teachers in a warm and caring Jewish environment.

Our integrated Judaic and general studies curriculum supports the importance of social, emotional, physical and cognitive domains. Our goal is to nurture and embrace the individual differences and learning styles of each child. We provide a rich variety of concrete experiences and educational Jewish content appropriate to the child's level of learning throughout the year. Shaloh House is a committed partner in building the foundation for a child's personal Jewish identity.

## Philosophy

*Children are naturally curious and love to learn, and at Shaloh House we believe children learn best through play. We create an environment that inspires thought, curiosity, and a safe place to explore so the children will grow socially, academically, and emotionally. Shaloh House is filled with love, warmth, learning and laughter. The children develop Jewish pride as we explore our holidays and rich Jewish culture. Our motto is "Educate a child according to his way"*

## Non-Discrimination Policy

Shaloh House does not discriminate on the basis of race, color, national origin, age, disability, gender, religion, marital status, familial status, parental status, or sexual orientation. All families share the responsibility of maintaining an environment where all are treated fairly and with dignity and respect.

## Teachers

Teachers are the foundation of a quality educational program. Our teachers are well versed in child development, both by educational training and relevant experience. Their hiring is reflective of their love of children and commitment to introducing children to a supportive, creative learning environment that is based in Jewish values. Our teachers support learning and exploration by closely observing each child. Using that knowledge, they plan activities based on the progress and interests of the children. Our teachers are certified as early childhood teachers by the Massachusetts Department of Early Education and Care. All of our employees are expected to and trusted to fulfill all responsibilities of their job unless they (the employee) require accommodations.

Our faculty participates in ongoing professional development that includes early childhood education, special education, and curriculum development through on-site learning and outside workshops.

Our teachers work collectively to know all of the children in the program and to facilitate transitions for students. Whether a child is transitioning to the program for the first time, or moving from one classroom to another at the end of a year, the staff at Shaloh House will invite your child in to see their new classroom; will explain - in a developmentally appropriate manner - when the transition will occur, and will provide opportunities to visit their new rooms during the school days prior to the transition if the classroom change is occurring within a school year. Visits to new classrooms will include showing students where their cubbies and mats will be, exploring what materials are the same as (or different from) those in their previous room, and providing opportunities to ask questions.

## Curriculum

The early childhood years are critical to a young child's development. At Shaloh House, children's interests and passions form the basis for in-depth investigations that lead them to develop understanding, to represent their ideas, and to develop a toolkit of academic, social and emotional skills. Through this process children actively construct knowledge about the world around them. Guided by the principles: "We take care of ourselves; we take care of others; and we take care of the world" children learn independence, interdependence, and social responsibility.

Shaloh House exposes children to the warmth, beauty and excitement of Jewish life. We explore holidays, morals and values, stories, culture and customs, Hebrew vocabulary and blessings. The curriculum weaves the cycle of the Jewish year with topics of interest to the children by promoting hands-on interaction.

Children learn by exploring and interacting with their environment, peers, and teachers. They create art, explore sensory tables filled with interesting materials, paint at easels, investigate science materials, pretend through dramatic play, construct with blocks, read books, sing, play instruments, dance, climb, and run, all of which support their individual growth and development. Safe transitions between activities and the management of materials is part of our instructional program.

An emphasis on social skills is an integral part of the school day as children hone their skills in making friends, joining in on a game, including others, and problem solving. Jewish values are woven into every day. It is only when children feel safe, comfortable, and accepted in their school environment that true learning can happen.

Early literacy skills are introduced as children learn to recognize, read, and write letters through music, art, and movement. Stories develop their appreciation of language and connection to each other. Mathematical concepts are built through challenging activities that make children think. They work on counting skills as well as on other mathematical experiences rooted in their day to day lives.

Shaloh House Preschool is an important part of Shaloh House and the children, teachers and families interact regularly with Rabbi Gurkow, staff and congregants. Parents and children are invited to develop that community relationship by taking part in the many offerings for families at Shaloh House..

## Getting Started

### Shaloh House Calendar

Shaloh House may be closed for Jewish holidays, secular holidays and staff development days. Each family will receive a calendar handout at the beginning of the year, as well as access to the calendar on Procure.

The day runs from 9:00 am until 3:00 pm with options to add hours in the morning and afternoon. Additional hours may be available from 7:00 - 9:00 am and/or 3:00 - 6:00 pm

### Holidays

Shaloh House will be closed on:

- Labor Day (first Monday in September)
- Rosh Hashanah
- Yom Kippur
- Sukkot (first two days)
- Shemini Atzeret/Simchat Torah
- Veteran's Day (November 11)
- Thanksgiving Day (fourth Thursday in November), Friday following Thanksgiving
- December 25th
- New Year's Day (January 1)
- Martin Luther King Day (third Monday in January)
- Passover (all week)
- Shavuot (two days)
- Memorial Day (last Monday in May)
- July 4th

Closures for weather will be guided by the Stoughton Public Schools' designations. If the schools are closed, Shaloh House may also be closed. Delayed openings or early release of the Stoughton Public Schools due to weather will result in independent decisions by Shaloh House. In such circumstances, multiple means will be used to alert parents at the earliest possible time.

### Starting at Shaloh House

Upon enrollment, families will be invited to an orientation for their child in order to manage the transition to a new setting. This will allow children the opportunity to meet teachers, see their new learning spaces, and ask questions about their new class. Upon receipt of the required financial and medical forms, the Director will work with your family to schedule a start date for your child. We look forward to that day!

## **Procure**

We know how important it is to stay up to date on your child's learning journey, which is why we're excited to offer you access to Procure Solutions' best-in-class parent app.

Once you download the Procure mobile app, you can stay up to date on your child's daily activities, milestones, and more! We can send you photos and videos of your child, as well as keep you in the loop on upcoming events and time-sensitive information. The app also offers several "contactless" ways to check your child in and out. Procure also has an easy way to check your child's tuition account and make payments online.

You will receive an email from Procure with a unique 10-digit code and instructions on how to download and log into the app.

## **Daily Schedule**

Our daily schedule is structured, yet flexible. The schedule provides for a variety of experiences, levels of difficulty, and pacing. Teachers allow time for individual and small group learning (such as blocks, manipulatives, books, dramatic play, art, and science) as well as whole class activities (such as circle time, music, stories, and movement). Balance - of indoor and outdoor activities, as well as of active and calm, quiet activities - is planned each day. Child-initiated learning is balanced with teacher-guided activities for a complete educational experience. Preschool and preK classes engage in multi-week units that are planned based on the interests of the children and carefully prepared to allow children to explore at their own rate. Academic skills are taught within the context of children's interests and abilities.

Transitions between activities or portions of the day are signaled by songs, chants or sounds such as a chime to alert children to an upcoming change. Visual, verbal and auditory cues are used to support children's transitions. The schedule varies by the needs of the children in each individual class, but activities happen in a predictable order to support children's successful transitions. Generally, you can expect the following components in each day:

### **Arrival**

Children will have opportunities to remove outer gear, put away personal items, and have time for some free exploration with materials as their classmates arrive.

### **Morning Meeting/Circle**

The class gathers together to greet one another and learn together as a large group or as two smaller groups. There may be singing, story reading, poetry, and sharing that occurs during circle time. This is a time for building community within the classroom.

### **Choice Time**

This is the time of day when the core learning, play and discovery occurs. A combination of small and large group activities, as well as individual play and exploration offers a range of opportunities for learning.

### **Snack**

We serve a healthy snack in the morning and afternoon that might include two of the four food groups such as crackers, cheese, fruit, vegetables, yogurt or pretzels. The children also participate in many cooking activities, some of which are served as snack. We serve water with our snacks, with the exception of Fridays, when we serve grape juice with challah as our Shabbat snack.



## **Outdoor Play**

Our classrooms extend outdoors, where the children have opportunities to move, create, build and collaborate. We play outside every day, except during heavy rain. During inclement weather, we have indoor equipment that can be set up to allow for children's gross motor movement and development.

During the summer, we will spend as much time as possible outside. We might read under a tree, play games on the playground, or enjoy water play with a sprinkler, kiddie pool, or buckets of water and paintbrushes as we strive to keep cool.

## **Story time**

Early literacy is an important part of our curriculum and we incorporate reading and books into every day. Stories are often read in small groups so that children have an opportunity to discuss the story together. Language play and phonemic awareness skills are also part of this important time.

## **Lunch**

Lunch provides an opportunity for children to experience a structured social mealtime at school and to learn important independence skills. Children bring a nutritious lunch or lunch will be provided, if State funding allows. The teachers eat lunch with the children in order to provide a relaxed, family-style atmosphere. Health and safety are important components of our lunch curriculum. We use lunch and snack times as natural opportunities to teach the children good nutritional habits. When COVID risks diminish, tooth brushing time may follow lunch.

## **Afternoons at Shaloh House - Nap, Quiet Time and Play**

Quiet time provides an important time for children to re-energize and for those who nap to do so. Teachers help the children relax. Children who don't fall asleep listen to soothing music, quietly rest, or read individually for half an hour. Afterwards they participate in a quiet, individual activity such as reading, drawing, or puzzles. Children who spend the afternoon at Shaloh House should bring a crib-size fitted sheet. In addition, your child may bring a small stuffed animal or lovey to use at rest time. Please label all items clearly with your child's name. All rest items will be sent home if a child has an accident, is sick, and at the end of each week for proper cleaning.

Infants will be nap according to their own schedules and will always be placed to sleep on their backs to avoid the risk of Sudden Infant Death Syndrome (SIDS), unless the child's health care professional orders otherwise in writing. Infants will nap in individual cribs or other appropriate spaces, such as portable cribs.

All cribs have firm, properly fitted mattresses with clean coverings, and are free from entrapment hazards. Cribs for children younger than 12 months are free from soft objects such as pillows or stuffed animals.

The afternoon includes an additional snack, choice and outdoor times, along with stories and activities that connect to our morning program.

## **Departure**

The day ends much as it begins, with more goodbyes from teachers and classmates. Please pick your child up on time. If an emergency arises and you are going to be late, please inform us, so that we may relay that information to your child's teacher and reassure your child.

# Snack and Lunches

Please be certain to notify the school office at the time of registration if your child has food allergies.

Shaloh House is able to provide the children with quality, healthy snacks and water. Our goal is to serve primarily fruits and vegetables for snack from Monday through Thursday. Friday morning snack includes fresh challah and grape juice.

Shaloh House adheres to kosher dietary requirements. We ask that all food children bring to school be pareve or dairy. Food brought into the building should never include shellfish, poultry, meat or meat products. If a child brings the aforementioned items for lunch, Shaloh House will call the parents and will provide the child with a healthy alternative. Children will always be provided with enough to eat.

## Suggestions for items to include in a dairy or pareve lunch:

- Peanut butter and jelly sandwich/ crackers/ bagel
  - Bagel with cream cheese
  - Pita bread and dip
  - Pizza
  - Pasta, with or without sauce or cheese
  - Yogurt
  - Cheese, cubed or sliced
  - Tuna fish
  - Hard boiled eggs
  - Fruits and vegetables
- 
- Pack your child's lunch in a lunch box or lunch bag with an ice pack for food that requires refrigeration. For heated food, please use a thermos type container or wrap in aluminum foil to help maintain warmth. Shaloh House is unable to cook or heat food for children's lunches.
  - Pack containers your child can open or learn to open independently. Lunchtime is an opportunity for learning independence skills.
  - Be sure the lunch box and all containers and utensils are labeled in large, clear letters with your child's name. There are children with food allergies and labeling is an important step in prevention of allergic reactions.
  - Many children love the routine of eating the same thing every day. As long as the food is healthy and your child is enjoying it, do not feel like you must vary lunches.
  - Pack very small portions. One tablespoon of each food per year of age is a good guideline to follow. Half a sandwich is usually plenty for a young child.
  - Soda, candy and gum are not allowed. Rather than sugary snack foods and desserts, we prefer healthy desserts such as a piece of fruit or graham crackers. We allow children to eat their lunch in the order of their choosing. If you prefer for your child to eat dessert last, please save it to eat at home.

## Feeding Infants

Infants need large lunch bags that are big enough to hold bottles, cups, and food with ice packs. Clearly label the outside of the bag with your child's name as well as the containers of food. Breast milk needs to be labeled with your child's first name, amount of milk, and date pumped. We can only store breast milk in our refrigerator.

Prepare food for your child in the way you want it to be served, i.e. cut food into pieces, break into mouth size bites, pre-slice fruit and vegetables, and send proper utensils for yogurt or cereal.

Before we can give infants any new food, drink or formula, please feed your child one full serving of the new item on two separate occasions. If your child does not have any allergic reactions after 48 hours, you may send that food into school.

## **Things to Know**

### **Absences**

Please call the school and/or leave a message via Procure by 7:30 am if your child will be absent that day. We count on you to let us know if your child is absent.

### **Arrival & Departure**

Early drop off is only for children enrolled in the early drop off program. Our staff are very busy preparing the classrooms for a successful and enriching day for your child; please adhere to the time your child is registered to begin school each day and drop off at that scheduled time.

If you arrive prior to your scheduled time, please do not go into the classroom. You are welcome to wait in the playground or the Albert Children's Library. Children are the responsibility of their parents or guardians until their scheduled drop off or after pick up time.

When you arrive in the morning, please help your child hang up his/her coat and put things away in his/her cubby. A routine morning ritual can help ease the transition from home to school. If your child wears diapers please be certain that you leave your child in a diaper that is clean and dry.

Saying goodbye can be a difficult process for parents and/or children. It is a good idea to accompany your child to survey various activities in the room and to help him/her choose one. It is important to make contact with a teacher who will help facilitate the transition. When you are ready to leave, please let your child and a teacher know that you are leaving. Teachers can help with positive ways for you to say goodbye to your child.

Lingering too long may create an even harder goodbye. It is not unusual for a child to cry upon separating from a parent or caregiver but be reassured that it is rare for a child to cry for long periods of time.

Each morning, families of children in the infant class must send a brief message via Procure to the teachers stating what time your child woke up, what time the last bottle was given, did they have any solid foods, and what time was the last diaper change. It is imperative that we receive this information every day so we can give the best possible care to your baby.

Facilitating a smooth transition from school to home at the end of the day is equally important. Please be prompt at pick up times. Children can become anxious when a parent is late which can make the wait that much more difficult. Teachers have many responsibilities to prepare for the afternoon and other children to supervise. Staff to child ratios are based on your child leaving when they are scheduled to leave so even though the teacher may still be present, extra children can be an issue. If, for any reason, you are going to be late please message via Procure or call and let

us know so that we can reassure your child. At pick up time we are often busy talking with other families and children and if we do not answer, please leave a message. A call does not negate late fees.

Children need to be picked up at the end of the day by the time they are scheduled to leave. For example, if your child is supposed to leave at 3:00, they must be packed up and out of the room by 3:00. Please do not show up at 3:00 and then get your child. The State has strict guidelines for teacher and child ratios so if your child is still in the room after the pick up time, it can create staffing issues. This can especially be a problem if you have more than one child in more than one classroom. Please be sure to leave time to pick up all your children by your scheduled departure time.

If a child is to be picked up by someone other than his/her parent there must be written notification. You can add alternates to your child's Procure file. Please be certain all alternative pick up people bring state issued identification as we will not release a child to anyone without proper identification.

Copies of any custody agreements, court orders or restraining orders pertaining to the child, especially those affecting who can pick up the child, must be provided by the parent(s) and kept in each child's records.

If you are concerned that your child may have difficulty separating, please let us know so we can develop a plan together.

## **Shabbat**

The children look forward to our weekly Shabbat celebration with eager anticipation. Friday mornings begin with classroom activities such as baking challah, tzedakah, and reading Shabbat stories. Children gather together with Rabbi Gurkow for special age-appropriate songs and blessings. The weekly experience is carefully designed to support your child in recognizing special times and becoming familiar with Jewish customs. All the classes gather together to welcome Shabbat complete grape juice and challah.

## **Birthday Celebrations**

- **At Shaloh House:** A birthday is a very special day in the life of a young child and celebrating becomes an important community event. Each classroom celebrates these milestones by having the children come together to celebrate that child. Some classes create a birthday book in honor of the birthday child, others sing a birthday song. In some classes families are invited to read a book to the class in the child's honor. We ask that families do not send in any food for birthdays. Ask your child's teacher how you might be able to help with the celebration.
- **At Home:** Many families schedule birthday celebrations for their child outside of school. We encourage you to plan a celebration that is comfortable for your family. For a young child, having just a few friends is exciting and celebratory. (One friend per year of age is a reasonable guide.) Be sensitive to those who are not invited by emailing the invitations. Invitations may not be distributed at school.

## **Library**

Reading to children is an important component of our program and a critical part of your child's emergent literacy skills. In order to keep our library growing and current we welcome book donations. We particularly seek hardcover books as they are designed for the school environment. Both new and good condition used books are welcome. Families are welcome to donate books to the school in honor of their child's birthday and other special occasions.

## Things to Bring & Wear

Children should bring a large tote bag or backpack (labeled with their name) to school each day. Please choose a bag carefully to ensure that it is large enough to hold notes and artwork, yet small enough for your child to carry. The children are encouraged to take carrying, hanging, and filling their own backpacks as a personal responsibility. Please check the bags daily for notes and artwork.

Children are encouraged to bring in and share items of special interest. Books, nature items, and other educational items are welcomed. We especially enjoy items related to the current curricular happenings. Please label these items with your child's name and let the teacher know when such items are brought to school. Besides these items, please do not send other personal items or toys to school as they have a tendency to get lost and are difficult to share. Money (unless requested by the school), toy weapons, chewing gum or candy (even for lunch) are not allowed.

Children who participate in naptime at school should bring a fitted mat sheet, a small light blanket, and any other special items for rest times. Storage is limited, so no large items, please. A rest mat or cot is provided.

We believe in hands-on, experiential learning. The school day is an active and messy one. Please have your child wear comfortable play clothes and expect them to get dirty and stained. A child who is worried about getting their clothes dirty may be hesitant to fully participate in the art, science, and cooking projects planned for the day. Choose shoes that are safe and sturdy for running, jumping, and climbing. Flip flops are not allowed and Crocs are discouraged. If your child is using the toilet, make sure that their clothes are easy for them to manage.

Remember that a variety of situations require your child to dress differently throughout the day. The temperature may change significantly during the course of the day. Active play, even in cold weather, may raise your child's body temperature and require less clothing. Learning how to evaluate and regulate your own clothing needs according to body temperature is an important component of the curriculum. During the spring and fall, encouraging children to wear layers allows them to adjust their clothing as the weather and situation changes.

In winter, please send boots, snow pants, mittens and a hat every day as we take the children outside even in cold and snowy weather.

In summer, please send the sunscreen of your choice; a hat, towel and a bathing suit (or swim diaper as appropriate), and water shoes that can stay on (not flip flops) to ensure that children are ready for fun in the sun and water on summer days. We would also suggest a light sweatshirt or long sleeved shirt in case the air conditioning is too cool for your child.

A complete change of clothes is kept at school. This includes socks, underwear, pants and a shirt. Extra shoes or slippers are also encouraged. As seasons change, please modify the change of clothes as appropriate. All clothing should be labeled with your child's name and stored in a clear, Ziploc bag with your child's name marked on the outside of the bag.

Mask policies may be changed or updated as appropriate.

***We cannot emphasize strongly enough the importance of labeling EVERYTHING your child brings to school, from eating utensils to underwear!***

## **Family Involvement- Communication and Collaboration**

We place a high value on direct and open home-school communication. The faculty will share relevant interests, issues, and information. We hope that you will do the same. We must hear from you – your child matters; this is your school. When you have questions or issues, we will assist you in finding the best person to talk with. The success of your experience at Shaloh House will largely be determined by all of us communicating openly and directly.

Your child's teacher should always be your first point of contact for any questions about your child or classroom happenings. To reach your child's teacher with an urgent message, use Procare or call the office at 781-344-6334 and leave a message. Teachers focus on greeting and welcoming the children at morning drop-off times, so this is not a good time for more than a quick update or exchange of information. For less urgent communication, your child's teacher is available through Procare.

You are also encouraged to contact the Director with any input, questions, or ideas about the school as a whole, or just to share your comments and feedback. We welcome your involvement.

### **Parent-Teacher Conferences/Reports**

Conferences are planned each fall and spring and are also available upon request by either teachers or parents. At conferences, you will receive a progress report detailing your child's participation in our program. (Students with identified special needs will receive reports every three months, as mandated by law.)

### **Newsletters, Messages, and Updates**

Procare is the online program we use for communication with parents. You may receive messages, pictures, and times of daily activities. Each week you will receive a newsletter with a brief description of what your child's class has done the previous week and what to look forward to in the coming week, views of all the classes, messages from the director, and information you need to know. We count on you to check Procure regularly so that you don't miss critical information or the joy of seeing your child's experiences.

### **Informal Communication**

Informal communication is encouraged. Teachers may briefly tell you about your child's day at pick up. If you would like more information, please call or set up a conference.

### **Photographs**

Photographs taken at school are regularly posted on Procure. These photos allow you to see what your child and their classmates have been doing at school. Show them to your child to initiate conversation about school happenings.

### **Visits**

Visits from parents are typically welcome at any time that your child is present. In order to prepare your child and the class for your visit, we prefer that you arrange a time with your child's teachers. During COVID-19, we are limiting all adult visits.

### **Get-togethers**

Get-togethers are typically planned throughout the year as a way for school families to get to know each other.

## **Celebrations**

Typically, class and whole school celebrations are planned throughout the year and vary from year to year, including some school-wide holiday gatherings. Our end of the year Shaloh House Party is a chance to celebrate as a community. During COVID-19, these events may not be held.

# **Child Guidance Plan / Guidelines for Discipline**

Our goal is to develop a positive self-image within each child. Therefore, our child guidance plan is both age appropriate and individualized. These goals are designed to maximize the growth and development of the individual child and to nurture the group and individuals within it.

Teachers at the Shaloh House Preschool will always endeavor to praise each child's efforts and progress. Simple rules for classroom behavior will be clearly communicated to the children from the beginning of the school year. Verbal recognition of proper social skills (sharing, cooperation, taking turns) will be used as a natural part of conversing with the children. Teachers will give the child suggestions for an alternative behavior and/or give activity choices as a means of redirecting inappropriate behaviors.

The teachers will model appropriate behavior and language. They will try to anticipate difficult times for a child, such as transitioning from one activity to another, and utilize the physical set-up of the room and the programming structure to help make these times easier to handle and more pleasant for the children. Teachers will also encourage the use of conflict resolution between children, i.e., expressing feelings and needs verbally, with the teachers coaching and modeling the process.

If a child requires it, he/she is offered the opportunity to sit in a safe place within the classroom to calm down. Once the child is able to discuss the problem, the teachers work on a resolution for the difficulty. If this strategy is unsuccessful or inapplicable to a certain situation, the child may be brought to a different supervised area of the building. The teacher may need to remove a child calmly from the group if an unacceptable behavior continues after verbal intervention has been attempted but unsuccessful.

Repeated incidents of unacceptable physical behavior by a particular child will lead to a teacher/parent(s) conference. If attempts at reward-incentive programs and teacher/parent(s) conferences provide to be inadequate, outside professionals may be consulted pursuant to our Written Policy on Referrals.

It is mandated by the EEC 7.05 (5-8) that at no time will there be: corporal punishment, including spanking; cruel or severe punishment, humiliation, or physical/verbal abuse, neglect, or abusive treatment; depriving children of meals or snacks; disciplining a child for soiling, wetting, or not using the toilet, or forcing a child to remain in soiled clothing, or forcing a child to remain on the toilet, or using any other unusual or excessive practices for toileting; or force-feeding children.

When behavior issues occur, members of the staff strive to assist children in solving problems. Staff intervention happens in a consistent, reasonable and age-appropriate way based on the child's individual needs, understanding, and level of development. We provide children with an opportunity to verbalize their feelings and make appropriate choices; this in turn helps children to develop self control through understanding and practice.

## **Child Guidance**

We believe that children do well if they can. When children exhibit challenging behaviors we are responsive, working to address their individual skills and unsolved problems. We do not reward and punish.

Teachers interact with children, playing and conversing with them as partners. We focus on teaching problem solving skills, enabling children to solve and prevent problems with their peers and on helping children build positive relationships with peers and teachers. When dealing with conflict, we keep the child's developmental characteristics in mind. Young children are quite self-centered and are struggling for independence and control. We acknowledge and discuss what each child is feeling and engage the children as active participants in the problem solving process. The limits we set and expectations we have for our students respect the development and abilities of the individual child.

We encourage developmentally appropriate independence in children by using positive techniques of guidance. These include redirection, anticipation and elimination of potential problems, and positive reinforcement/encouragement rather than comparison or criticism. Teachers do not engage in spanking or other corporal punishment of children, verbal abuse, neglect, abusive treatment, food deprivation, or force feeding. We do not physically restrain children or keep them isolated for any period of time. Children are not disciplined for soiling, wetting or not using the toilet.

## **Transitions**

Whenever a student leaves Shaloh House, the Director will share copies of reports, conference updates and other records with parents as requested. We are happy to consult with the receiving school, provided the parents and the other school have completed a release of information form for all parties involved to allow for the sharing of confidential information. Having spent these critical developmental years with your child, we are eager to support them - and their new teachers - as they take their next steps into the world.

## **Referral, Suspension and Termination Processes**

Our goal is for every child to succeed in school. We seek to avoid the suspension or termination of a child from the program due to challenging behavior. We make every effort to work with families on behavioral issues. Strategies used in the classroom include talking about alternative behaviors, redirecting the child to another area of the classroom or to another activity, and role-playing.

Upon observing an ongoing behavioral issue, teachers consult with the Director. Together and working with the family, we will plan a series of intervention strategies in an attempt to teach the child the appropriate skill(s). These strategies often include offering referrals to parents for evaluation, diagnostic or therapeutic services, pursuing options for supportive services to the program, including consultation and educator training, and developing a plan for behavioral intervention at home and in the program.

Early identification of challenges is critical in helping young children. It is a regular part of our practice. Shaloh House works closely with community agencies and private specialists to serve the mental health, educational, and medical service needs of our students. These include speech, occupational therapy, physical therapy, dental, vision and hearing. We use a range of tools and protocols as integral parts of our teaching practice to design curriculum, track children's development, and make pedagogical decisions. Teachers screen each child annually for significant developmental milestones.

Teachers work to understand, analyze, challenge, and support children in their social, emotional, physical, and intellectual development. When we observe that a child is experiencing a particular challenge, we approach that challenge through a lens of curiosity and inquiry informed by our knowledge, education, and experience in child development theory.

For example, we may observe that a child is suddenly having difficulty with transitions. The teaching team will research why that might be happening, which might include:



- Asking the child's parents for more information about the child's life and transitions outside of school
- Compiling notes and observations about those challenging transitions times for the child
- Inviting a specialist into the classroom specifically to observe the child during those times

We want to understand what is happening for this child, in order to plan how to best support them through this challenge to be more successful.

At times we notice that a child's behavior does not line up with typical developmental expectations, despite continued support from family and educators. Something seems to be getting in the way of a child's ability to be successful in the classroom, whether socially, physically, academically, or in some other way. When that is the case, the following process helps deepen and guide our understanding of that child and how to best offer support:

- Teachers gather data in the form of written observation notes to better understand the child and evaluate what factors may be impacting the child's behavior.
- Teachers and parents meet to discuss our observations.
- Parents contract with a specialist (occupational therapist, speech therapist, psychologist, etc.) to offer more consultation and expertise to the child and family regarding the specific area of challenge.
- Teachers, families and specialists work in partnership to support the child to thrive in the classroom setting.

It is our job, as highly qualified early childhood educators, to support children in their successful development as thinkers, learners, and citizens in a group setting. To ensure the success of every child, we guide parents to outside resources when the child's need for support extends beyond our expertise in child development, or when the support needed by the child can't reasonably be offered through regular classroom activities. We are committed to offering an inclusive environment that supports all children and their families to the best of our ability and as resources allow.

Research shows that in general, the earlier the intervention with children experiencing a developmental delay or challenge, the more successful children can be in the long run. We have seen considerable success beyond preschool when a specialist is engaged to work with children, families, and educators around a specific challenge a child is experiencing.

Shaloh House maintains a current list of referral resources in the community for children in need of social, mental health, educational or medical services. When serving children with disabilities we work with Gateways, area public school districts and the Department of Health, Early Intervention. (Note that *Early Intervention* refers to children ages 0-3; Public school service providers *in the child's home school district* are consulted for children ages three and older.

In rare circumstances it may become necessary for Shaloh House to suspend or terminate a child's enrollment. Possible causes are when the child or their family continually violates the rights of others to learn or feel safe at school; the family breaks school policies; the tuition is overdue; or the program does not meet the educational needs of the child.

If a student or family is **suspended**, there will be clear documentation of the reason for suspension; the term of the suspension; and the conditions for return to the program. If enrollment is **terminated**, the Director shall provide information and records to the receiving program and/or documentation to parents regarding the process that led to the termination.

## Children with Special Needs

If it is determined by educators or specialists that a child needs more individualized support, or a child enrolls at Shaloh House with documented special needs, we work closely with the child's family to ensure that appropriate supports are in place. Possibilities include adjustments or enhancements to the materials, program or routines of the classrooms; particular efforts and interactions by the family and the educators; and consultation with outside specialists. We rely on the family's full engagement in this process: responding to communication, attending meetings, sharing information about changes at home, arranging for and communicating with outside specialists, and including educators in ongoing support plans.

Shaloh House will provide written reports every three months for students identified with special needs. Educators and families will work together to support each child's needs while maintaining a sustainable classroom environment for all. If a family chooses not to move forward with a recommendation from educators to bring in the support of a specialist, the next step will be for a Shaloh House educator to meet with the family to better understand their perspective and observations about their child. In the case that a child requires specialized attention beyond our ability, with or without the support of a specialist, the child's enrollment at Shaloh House may be terminated. Every attempt will be made to partner with families to find programs and resources that are more suitable to the child's particular needs.

## Health & Safety

### Diapers

- We ask each family to provide the diapers and wipes that they would like used on their children. We will alert you when your child's supply is running low.
- We do not allow cloth diapers
- Pull-up must be the kind that can open and close on the sides.
- All staff members shall wear protective gloves when diapering a child.
- Individual wipes will be used for each diaper change, and the cover on our changing table will be replaced after each use.
- Children will be changed regularly on the following schedule:
  - After morning snack
  - After lunch
  - After nap (if applicable)
  - In the afternoon before departure (if applicable)

Additional changes will be done on an as-needed basis at other points in the day.

Dirty diapers will be disposed of in a tied plastic bag, in a diaper pail with a closed lid. The diaper pail will be emptied twice each day.

Wet or soiled clothing will be tied inside a plastic bag and left in a child's cubby. We will dress children in a change of clothes that parents are asked to provide. If there are no clothes in a child's extra clothing bin, we will find extras for them to wear as needed.

## Toilet Training

Potty training is a complicated process for children, families and schools. There must be team coordination for it to happen successfully.

Shaloh House asks parents to consult with teachers in advance of starting the process, which is triggered by a child *expressing interest* in using the toilet. That interest and motivation need to be supported by many physical and developmental milestones, which children achieve at different times.

Learning to use the bathroom instead of a diaper requires many skills:

- Physical awareness of the need to go.
- Executive functioning to manage the transition from that awareness to getting to the bathroom in time.
- Physical skills in managing clothing removal (and return) with some level of independence.

Adults who are available to help with these pieces, clean up the messes, do the laundry, and provide loving support throughout the process are also necessary. When children are applying these skills at school, there are several more things that need to be in place:

- Communication skills that allow the child to let a teacher know that they need to go.
- The ability to "hold it" until the teacher is able to walk the child to the bathroom.
- The maturity to filter out the distractions of **multiple** other appealing activities and playmates in the interest of getting to the bathroom on time.

We attempt to structure the day in ways that provide opportunities for toileting and diapering at the most productive times (just after eating, after sitting or playing for an extended period of time, before heading outside). It is our hope that by having a regular routine it will help children develop bladder and bowel habits that will facilitate the transition out of diapers when the time is right. Children must come to school in diapers, removable pull-ups or training underpants during the transition.

If you are considering the process of potty training, please consider the lists of necessary skills above. Ask yourself if your child has all of the skills described. If all of those conditions are met, please let us know. We would be happy to work with you to prepare your child for the transition to big kid underwear and no more diapers when we all agree that they are ready. We look forward to working with you on this major milestone!

## Weather Guidelines

Outdoor play is essential to children's health and well-being. Children need to run, climb and play outdoors. The time children spend outdoors each day is just as important to their learning as the time they spend in their classrooms. The outdoors offers many ways to enrich the curriculum and support children's learning and development.

It is our goal to take the children outside each day. We utilize weather guidelines to ensure that we have limited outdoor play during extreme weather. Flexibility in the schedule also allows us to extend our outdoor play on fair weather days.

The following guidelines have been established for healthy outdoor play:

### **Cold Weather**

- Temperature with wind chills of 30°F or higher: Regular outdoor play times are followed.
- Temperature with wind chills between 11- 29°F: 15 to 20 minutes maximum outdoor play time.
- Temperature with wind chills of 10°F or below: No outdoor play time.

We ask that children have winter coats, snow pants, boots, hats, and gloves or mittens each day during the winter season. Children who come without these items will be given loaners if available.

### **Hot Weather**

- Temperatures/Heat Index of 96° or higher and/or Code Red Air Quality: Outdoor activities will be limited to 15 minutes at a time and cold water will be available.

## **Illness and Medical Emergencies**

The health and safety of our students is very important to us. As such, all students must have received all vaccinations appropriate for their age as required by the most recent Massachusetts School Immunization Requirements prior to beginning at Shaloh House. No religious exemptions will be accepted. We also strongly recommend that all children receive an influenza vaccine. Please keep us informed about any illnesses that occur, even a minor illness, which may affect your child's behavior in school. We model and teach good health manners to the children, such as washing hands, coughing into a sleeve rather than a hand, and using tissues.

Our Health Care Consultant, Denice Lewis, R.N., reviews policies and procedures with the staff of Shaloh House. She can be reached at 508-580-7918. She advises us on the administration of medications, the inclusion or exclusion of students based on presenting symptoms, and the need for emergency medical support in case of injury or illness.

Children will not be excluded from school for a runny nose, a mild cough, allergy symptoms such as runny eyes, or any skin condition **that has been previously identified**, such as eczema. While children with a low grade fever may be happy and active at home, the demands of group interactions at school usually become too much. A sick or overtired child has a difficult time learning.

Students will be sent home for symptoms of routine illnesses:

- Fever (100 degrees or more)
- Vomiting or diarrhea
- Suspected contagious illnesses, such as conjunctivitis, chicken pox, ringworm, etc.
- Infants who cry all day inconsolably need to go home
- Lingering illness and excess coughing which prevent a child from participating in classroom activities

In the event that a child becomes sick at school we will call for a parent/guardian to come and pick up the child. If they are unreachable, we will use emergency phone numbers provided. Sick children will wait with an adult in a designated area of the school office to be picked up.

Should a child become ill on a field trip, parents, guardians or emergency contacts will be notified and a plan for pick up at Shaloh House or at the trip site will be arranged, whichever is most expedient. A staff member will wait with the child until their adult has arrived.

It is your responsibility to determine whether your child is physically well enough to attend school. Remember that our days are full and active, and we do not have appropriate facilities for a child who needs sleep or sick

care. Please keep a sick child at home. If your child is not well enough to play outdoors or participate in another part of the school day, please keep your child home. This protects the health of your child as well as the health of the other students and teachers.

A child may return to school after an illness when they:

- Have been fever free, without medication, for 24 hours.
- Has been taking antibiotics for more than 24 hours.
- Have been free of vomiting or diarrhea for the past 24 hours.
- Do not pose a threat of spreading an infection to other children and staff.
- Are well enough to talk, play, and interact without interruption, both indoors and out.

### **Known Contagions**

Parents will be notified concerning a serious contagious disease that has been introduced into the classroom. Likewise, parents should notify the school if their child develops or has been exposed to a contagious disease (such as strep throat, conjunctivitis, head lice, ringworm, chicken pox, etc.)

Children who are susceptible to illness or are without laboratory evidence of immunity shall be excluded from school as directed by the Stoughton Health Department.

### **Medical Emergency**

Teachers will be trained in CPR and basic first aid. In the case of a situation requiring immediate emergency care, we will contact 911.

We rely on the Stoughton Police, Stoughton Fire Department, and Stoughton EMS for support in emergency situations and transportation to a hospital should that become necessary.

In the case of a medical emergency, an ambulance will be called to transport a child to the hospital. A staff member would accompany a child in this event. The nearest emergency room is Good Samaritan Hospital in Brockton. We will use that site if needed, unless otherwise instructed by our health care consultant or emergency personnel.

### **Administering Medication**

All staff will be evaluated for their fitness to administer medication to students.

No medication - prescription or over-the-counter - will be administered without appropriate consent forms completed by both the parent and the child's licensed health care provider. If your child is taking a prescription or over-the-counter medication, ointments, or drops that require administration during school hours, please complete the medication permission form and present the medication in the original bottle, including the prescription label on it if it is a prescription medication. Please hand the medication directly to a teacher. Do not leave it in your child's lunchbox or backpack. Educators complete medication administration training on an annual basis. Medication will only be accepted from a parent, guardian, or adult designated by a parent or guardian to care for the child.

All medication administration will be logged on the Medication Administration Record, to be kept in a student's file once completed. The Authorization for Medication Form must specify the name of the child, medication, time(s) to be administered, and exact dosage, along with the number of days medication is to be administered. Medication forms must be completed and signed by a parent/guardian. The prescription label will be accepted as the written authorization of the child's physician.

*\*Note: Medications that are given twice each day should be given at home.*

## **Non-prescription Medication**

Non-prescription medication is given only with the written consent of the child's parent and pediatrician as documented by a signed and completed Authorization for Medication Form.

Topical ointments and sprays such as petroleum jelly and sunscreen can be administered only with written parent permission. At enrollment, and annually, parents sign a standard permission form to apply sunscreen. Please apply sunscreen before you drop your child off for the day.

## **All Medications**

A medication log will be kept (with a copy in the child's folder) with medication name, dosage, time given and by whom. All medications brought to school will be kept in a child proof, locking container. All unused medication will be sent home.

Parents - or a child's licensed health care provider - must have the opportunity to train staff for the administration of any medication used in an individual health care plan.

## **Necessary Accommodations**

The Director and staff must provide whatever accommodations are required to keep students safe and healthy. This includes vigilance against known allergens; provision of accessible equipment and space within classrooms for students with disabilities; and observation for signs of developmental delay, abuse or neglect.

## **Mandated Child Abuse Reporting**

All Shaloh House educators are mandated reporters and **MUST** report suspected abuse and neglect to the Department of Children and Families (DCF) immediately by phone (617-748-2000) and file a report.

## **COVID-19 Enhanced Measures\***

Children & Families Will:

### Promote Healthy Hygiene Practices

- Wash hands upon arrival and before departure
- Use materials that can be easily sanitized
- Learn about washing hands, covering coughs, and general hygiene as part of our regular curriculum
- Be encouraged, but never forced, to wear masks

### Promote Social Distancing

- Spend time outdoors
- Nap at least 6 feet apart in a head to toe configuration
- Drop off and pick-ups will be staggered (either naturally or by assigning specific times)
- Families commit to current public health recommendations (for example washing hands, wearing masks) outside of school
- Self-quarantine after out-of-state travel per current state requirements.

### Limit Sharing

- Keep personal belongings separated and stored in individual cubbies
- Bring filled water bottles, lunch, and snack with all needed utensils
- Not share food
- Use materials from another classroom only after they have been sanitized.

## Monitor and Prepare

- Screen at home for any symptoms
- Stay home when sick

*\* As state and federal policies continue to change regarding Covid 19, these procedures are subject to change, as well.*

## **Individual Health Needs**

During intake, please record any known allergies or other important medical information. We request that you share your child's Individual Healthcare Plan (IHP) upon enrollment to ensure our appropriate actions on your child's behalf. We post this information in the classroom so that all adults who work with your child will be aware of this important information. Teachers are trained to handle common emergency allergic reactions. Parents, with written permission of their child's health care practitioner or Shaloh House health care consultant, may be asked to train teachers in the implementation of their child's Individual Healthcare Plan. An Individual Healthcare Plan must be filled out for any chronic medical conditions, such as asthma, celiac disease, febrile seizures, diabetes, etc. If a medication is referenced in a child's health plan, there must be appropriate signatures on file and the medication must be provided to Shaloh House and kept on site. If you do not have an IHP, please speak to your health care practitioner about creating one. We are required by EEC to have them on file.

## **Food Allergies**

**We are an allergy aware school. Certain food products are not allowed in classrooms where children have allergies, and parents will be notified of any food sensitivities in a classroom that may impact snack and lunch choices.** Please check the ingredient labels of your granola bars and other snack items to be sure that they do not contain allergens that could endanger your child's classmates.

Food allergies can be life threatening. The risk of accidental exposure to foods are reduced by our work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

We ask each family of a child with food allergies to do the following:

- Notify the school of the child's allergies.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school
- Using the Health Care, Allergy Action Plan & Medication Consent Form, provide written medical documentation, instructions, and medications as directed by a physician as well as emergency contact information. Include a photo of the child on written form.
- Provide properly labeled medications and replace medications after use or upon expiration.

Begin to educate the child in the self-management of their food allergy including safe and unsafe foods, strategies for avoiding exposure to unsafe foods, symptoms of allergic reactions, how and when to tell an adult they may be having an allergy-related problem, how to ask an adult to read food labels.

- Understand that Shaloh House is not an allergen free facility.
- Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.

## **Children's Records**

Parents may have access to their child's records at reasonable times on request. A minimal charge may be assessed. Files are updated annually, and parents have the right to add information, comments or data to their child's file at any time. Requests to make amendments to or deletion of items in a child's file must be made to the Director, who will offer a decision on such requests within one week of receipt. Files are kept for at least five years before being destroyed.

## **Natural Disaster**

In the case of a weather emergency or natural disaster, Shaloh House staff will follow the advice of local authorities and will communicate all plans to families in a timely manner.

## **Loss of Heat**

In the event of a loss of heat in which it is deemed that the heat cannot be fixed while the children are in the building and the temperature in the center cannot be adequately maintained above 65 degrees, parents and guardians or emergency contacts will be notified to pick up the children and the school will close until the problem is rectified. If the temperature is above 65 degrees we will continue the program.

## **Loss of Power**

In the event of a loss of power in which it is deemed that the power cannot be fixed while the children are in the building and the temperature in the center cannot be adequately maintained, parents and guardians or emergency contacts will be notified to pick up the children and the center will close until the problem is rectified. If the rooms are well illuminated by natural light or battery power, we will continue the program.

## **Loss of Water**

In the event of a loss of drinking water, bottled water will be purchased for drinking. If use of all water is lost, parents and guardians will be called to pick up their children and school will close until such time as running water is available in the building.

## **Security**

The safety of our children is our top priority. We are required by law to maintain detailed emergency procedures which are reviewed by local authorities as well as by the Department of Early Education and Care.

We maintain strict safety and security plans, which were developed in consultation with Combined Jewish Philanthropies, a private security firm specializing in security of Jewish institutions, and the Stoughton Police.. Our security system was designed and is maintained by a nationally recognized security vendor.

## **Emergency Preparedness**

Our faculty completes ongoing training in emergency procedures and security in cooperation with the Stoughton Public Schools, the Stoughton Police, and other community professionals. This includes the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) method to proactively handle the threat of an aggressive intruder or active shooter event.

## **Emergency Closings**

If the school has to close early for any reason, you or your emergency contact will be notified to come and pick up your child. If the Stoughton Public Schools are closed for weather related emergencies, Shaloh House may also be closed. If Shaloh House must delay their opening or close early, parents will be notified about the plans at the earliest possible opportunity.



## **Emergency Evacuation Procedures**

Staff will complete a name to face head count prior to leaving the classroom or building, and again at the outdoor meeting place.

### **Fire Drills**

When the fire alarm sounds, we will proceed according to the following plan:

Classrooms: Leave the classrooms immediately and exit via the nearest exterior door. Wait at the far end of the parking lot, on the grass, until the building is declared safe for re-entry.

From the playground: Either move to the far end of the playground or walk to the far end of the parking lot via the side yards and wait until the building is declared safe for re-entry by emergency personnel (fire and/or police).

### **Safety Threat**

All children and staff will leave the building immediately, per fire drill instructions, waiting until the building is declared safe for re-entry by emergency personnel. If the children and staff are not permitted to re-enter the building, we will evacuate by walking to the clubhouse at Knollsbrook condominiums.

At that time, we will follow any special instructions given by emergency personnel. If necessary, faculty will contact all families to pick up their children and will remain with the children until all children have been picked up.

### **For All Evacuations**

The person who identifies the emergency calls 911. A classroom teacher takes the attendance sheet and emergency bag outside. Once children are safely evacuated, teachers take attendance, making sure that all children and classroom staff are accounted for. In the event of a hazardous materials emergency, Shaloh House will be closed immediately and evacuation plans will be communicated to families. We will not return to the building until cleared to do so by emergency personnel.

### **Shelter-in-Place/Lockdown Procedure**

If there exists a concern about an intruder or unsafe person in the vicinity where the police advise a lockdown, the following procedure will be followed:

- Teachers will bring a portable first aid kit to the classroom, which is our shelter-in-place location.
- Children and staff remain in the classroom until instructed by the Director or designee, via authorities, that all is safe or that everyone must evacuate.
- At that time, we will follow any special instructions given by emergency authorities.

### **Missing Child**

As soon as staff become aware that a child is missing, the Director must be notified. The Director will contact the police. All staff who are not with children at that moment will search bathrooms, playground, and all areas in and around the Temple building. All classrooms will shelter in place until the missing child has been located and the Director has given the all clear.

## Transportation Plan

On an annual basis, parents complete a transportation plan detailing how their child will arrive and depart from school. Children are occasionally taken on walking field trips in the neighborhood surrounding Shaloh House.

For children departing to other programs: Shaloh House does not provide escort service and will not bring children out to vans, cars or other vehicles. All children must be picked up from their classroom when transitioning to another program.

For children arriving from other programs: parents should arrange with the program to have their children brought to Shaloh House at which time a staff member will be assigned to meet and greet the child upon arrival.

Field trip transportation: Occasionally, classrooms will participate in field trips out of the building. Parent volunteers provide transportation. Shaloh House adheres to all Massachusetts laws regarding the use of seat belts, booster and car seats. All children are required to provide their own car/booster seat. Any child requiring a car/booster seat under Massachusetts State Law will not be allowed on a field trip without such a seat.

## Application Procedures

Applications for current entry are considered on a space-available basis at any time.

### School Year Application

Our regular application/registration process begins in the year prior to entrance into the program. Families are encouraged to arrange a tour of the school with the director.

A \$550 payment (\$50 snack fee, \$200 non-refundable registration fee and \$300 tuition deposit, credited to your tuition in 12 installments) is due with your application. The deposit is non-refundable and non-transferable unless we do not offer a space to your child, in which case the \$500 deposit will be returned.

The \$550 payment is NOT refundable if a family later chooses to defer entry, to not enroll their child, or withdraws their child from Shaloh House. If Shaloh House is holding a slot for a child whose entrance is delayed, then tuition must be paid for the time period prior to the child's entrance.

Once the program has reached capacity, any remaining children will be wait-listed and their \$550 payment will be refunded.

- Enrollment for the following year begins on February 1st.
- Priority deadline is March 15th.
- Notice of acceptance will be sent by May 15th.

In general, all families intending to continue their child's enrollment at Shaloh House will be accepted for enrollment for the following year, subject only to Massachusetts licensing and requirements.

Children must be the appropriate age for the class level by the opening day of school. A child will not be allowed to advance to the next class level during the year unless the staff and Director feel there is a need and that the placement is in the best interest of the child.

## **Transitioning From One Classroom to Another**

Enrollment in the Shaloh House Preschool classrooms is done by a chronological placement structure. All children entering must be at least one month old to begin. Children advance from one classroom to the next at the beginning of each year (September). On occasion (and only when deemed developmentally appropriate) a child may be moved up to the next class mid-year. To support an appropriate and easy transition the child(ren) will have an opportunity to visit the new classroom and spend time with the teachers prior to the move. The teachers will have an opportunity to meet to discuss the child and all goals set by the current teacher(s) and parents.

Shaloh House Preschool routinely provides opportunities for classrooms to spend time together. This enables the children to spend time with children of other ages and developmental stages. It also allows the children to become familiar with all of the staff and the staff to become familiar with all of the children.

## **Waiting List**

If there is no space in a particular program, your child may be placed on a waiting list. Priority is given according to the application priority listing.

## **Application Priority**

Priority of applications will be considered as follows:

- A. Currently enrolled child
- B. Sibling of currently enrolled child
- C. Shaloh House member family or staff person
- D. New families

In addition, five day applicants will receive priority.

## **Tuition and Fees**

### **Program Tuition and Fees**

Tuition varies by schedule and the child's age. For current tuition rates, please see the Tuition handout which is available on our website or by contacting the Shaloh House office. Shaloh House has expenses of a continual nature and is therefore dependent upon annual income from tuition. Enrolling your child confirms your commitment to pay the total tuition for the full year. A year ends with the completion of the summer program.

Tuition must be paid for sick days, holidays, vacations, snow days, closures and other absences. No refunds, credits, or make ups are given for absent days, sick days, vacations, appointments, or school closures.

### **Payment Options**

All payments must be made through ACH/Echeck via Procure or by check. There is an option for auto-pay. The yearly tuition may be divided into 12 equal installments with the first payment due September 1st. In addition, 1/12 of the tuition deposit will be credited to your account each month, instead of a lump sum at the end of the year. As a courtesy you will receive a monthly statement generated automatically by Procure on the first of each month. Payments are due by the 5th of each month and overdo payments may be subject to a late fee. For details about your account, including credits or overdue payments, visit your child's payment page in Procure.

If a student begins after the start of the program, the family must make the \$550 deposit upon enrollment, with the \$300 to be applied to the remainder of the year's tuition in equal installments. Subsequent payments may be spread over the remaining months of school with the final payment made no later than August 1st. Statements will be emailed on a monthly basis and will reflect any additional fees incurred.

### **Discounts**

If there is more than one child in the family enrolled in the program, a 10% sibling discount is applied against the lowest tuition of the second and third child.

### **Families receiving Subsidy**

The subsidizing agency sets the amount of parent contribution. All payments must be made through ACH/Echeck via Procure or by check. You will receive a billing statement on the 1st of each month with charges based on your child's attendance for the previous month. Payments are due by the 5th of each month and overdo payments may be subject to a late fee. For details about your account, visit your child's payment page in Procure.

It is the responsibility of the parent to maintain contracts with their subsidizing agency. Failure to renew contracts may lead to suspension of your child from the program or you may be responsible for paying the full daily rate for the program until your contract is reinstated.

### **Summer Program Tuition and Fees**

If space permits, we may enroll children just for the summer. Tuition varies by schedule and the child's age. For current tuition rates, please see handout which is available on our website or by contacting the Shaloh House office. There is a 10% tuition surcharge for those not enrolled the whole year. There is no sibling discount for summer only children. Enrolling your child confirms your commitment to pay the tuition for each session selected.

Tuition must be paid for sick days, holidays, vacations, closures and other absences. No refunds, credits, or make ups are given for absent days, sick days, vacations, appointments, or school closures.

### **Summer Payment Options**

All payments must be made through ACH/Echeck via Procure or by check. The summer tuition must be paid in full by June 1st.

Statements will be emailed on a monthly basis to reflect any additional fees incurred.

## **Late Payments and/or Insufficient Funds**

To cover the costs of re-processing automatic transfers for insufficient funds, there will be a charge of \$25. After two instances of insufficient funds, Shaloh House reserves the right to require that tuition be paid by money order, bank check or cash.

In addition, late payments received more than five days after the due date are subject to a \$25 Late Fee. Payments received more than 10 days after the due date are subject to an additional \$50 Late Fee. Accounts overdue for 30 days are subject to a 10% surcharge on the outstanding balance. Your child may be excluded from the program if tuition is overdue by one month.

Any family that encounters unforeseen financial difficulty in meeting their financial obligations should speak to the Director. We will work with you to set up a payment plan.

## **Tuition Changes**

Tuition for your child changes when your child changes their schedule or moves into a different class. Tuition does not change according to your child's age. New rates for the year are set each spring. Summer tuition rates are determined independently.

## **Schedule Changes/Withdrawals**

Any permanent schedule increase is contingent upon available space in the program as well as staffing patterns and must be approved by Shaloh House's Director. If a schedule reduction is necessary, tuition will not be adjusted unless Shaloh House is able to fill the spot. A 30 days written notice must be given for withdrawal for any reason.

## **Late Pick Up Policies and Fees**

If an emergency arises and you know that you will be late picking up your child, please call the school office at 781-344-6334 or send a message through Procure and inform us. When you pick up your child at or near the closing time, please gather your child and their belongings quickly so that the teacher can resume working with the rest of the students or close the classroom for the day.

If a parent or designee does not pick up the child before the session ends, a late pickup fee of \$1 per minute per child will be assessed and billed to your account. All late pickup fees will be added to the family's outstanding balance. If a recurring payment plan has been set up, these fees must be paid separately on a monthly basis.

If Shaloh House has not been contacted by the delayed parent and 10 minutes has elapsed since the program's closing time, then Shaloh House will try to reach the parent(s). After 15 minutes has passed, Shaloh House will try to reach the emergency contact people identified on the Authorization and Consent Form.

Any family that regularly arrives after the program closing time will be contacted by Shaloh House regarding the problem. If there is no resolution to the issue within a reasonable time frame, then Shaloh House reserves the right to terminate the child's enrollment in the program.

## Organizational Information

Shaloh House Preschool is a private preschool which is part of and operated by Shaloh House Chabad of the South Area, located in Stoughton, Massachusetts. The tax identification number is 04-1153024. Shaloh House, as a religious organization that meets the requirements of section 501(c)(3) of the Internal Revenue Code, is considered tax exempt. See IRS Publication 1828 Tax Guide for Churches and Religious Organizations.

Shaloh House is licensed by the Massachusetts Department of Early Education and Care. The Department of Early Education and Care records information regarding the program's regulatory compliance history and can be reached at [\(508\) 828-5025](tel:508-828-5025). Shaloh House is directed by Chana Gurkow, our Department of Early Education and Care certified Director, who supervises teachers and staff. She can be reached at 781-344-6334 or [shalohhouse@gmail.com](mailto:shalohhouse@gmail.com). Financial information and questions can be sent to Leslie Tamarkin at [shalohhousecfo@gmail.com](mailto:shalohhousecfo@gmail.com).

This information and policies are subject to change without notice.

## Shaloh House Administrative Committee

The Shaloh House Administrative Committee supports the Director in working with Shaloh House families, staff, and the community. The Shaloh House Administrative Committee shares a commitment to making Shaloh House Preschool a quality environment for learning and growth. The Committee meets bi-weekly throughout the year to support the Director, explore early childhood education and develop policies.