

Temple Israel Early Childhood Center

Family Handbook 2024-2025



Updated as of May 15, 2024

Please see our website at templeisrael.com/ecc
for the most up to date version of our Family Handbook.

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Temple Israel ECC
2323 Fremont Avenue South
Minneapolis, MN 55405

ECC Administration Contact Information

Sharon Rosenberg-Scholl
(she/her)
ECC Director
sharon@templeisrael.com
(612) 374-0374

Barb Berris
(she/her)
Associate ECC Director
barb@templeisrael.com
(612) 374-0384

Reach both of us by emailing eccoffice@templeisrael.com.

- Often the best way to reach the office staff is to email all of us. That way, whichever of us is first available will respond. You can also send an email to eccoffice@templeisrael.com, and it will automatically go to all of us.
- When contacting us by phone, please know that office staff are often either on our phones or away from our desks. If you reach our voicemail, please leave us a message and we will get back to you as soon as we can.
- If you need immediate assistance, please call the Temple Israel Main Line at (612) 377-8680 and let them know you need to speak to one of us immediately.

Classroom emails are checked regularly however please contact office staff for more immediate needs:

- rainbowroomecc@templeisrael.com
- purpleroomecc@templeisrael.com
- yellowroomecc@templeisrael.com
- bluroomecc@templeisrael.com
- redroomecc@templeisrael.com
- greenroomecc@templeisrael.com
- orangeroomecc@templeisrael.com

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Section I: Overview & Curriculum

Temple Israel's Mission, Vision, and Values

At Temple Israel, Jewish wisdom inspires us as we navigate and improve our ever-changing world. The vision of Temple Israel is to be a world leader of the innovative Jewish community. The values we lead with are:

- Kedusha (Believing): Our beliefs and experience of the sacred evolve through individual reflection, meaningful ritual, and shared experience with our diverse community.
- Ma'asim (Acting): Our actions are influenced by a commitment to tzedakah, tradition, and openness to reinvention in our ongoing pursuit of justice.
- Kehillah (Belonging): Our sense of belonging is cultivated by participating in a committed, welcoming, and inclusive community that is there for each of us wherever we are on our journey and whenever we need it.

Land Acknowledgment

Temple Israel stands on the traditional lands of indigenous people. Prior to the creation of the state of Minnesota, the Dakota people were the most recent stewards of this land.

As Jews, we share with the Dakota:

- The preciousness of ritual, passed down from generation to generation
- Cherishing community
- Respect for nature, an obligation to protect it, and recognition that we work in harmony with and alongside it

The Jewish people and the indigenous people of these lands have relied upon ritual, ceremony and faith coming together in community to ensure our survival.

Keyn Yehi Ratzon: May it continue to be so.

We suggest the following actions to support our local indigenous communities:

- Read and learn.
- Interact with community events: our indigenous relatives are our neighbors, alive and thriving. We share the same city.
- Give to indigenous non-profits.

Temple Israel's Mission, Vision, and Values within the Early Childhood Center

Temple Israel Early Childhood Center is a NAEYC accredited, Reggio-Inspired, diverse Jewish preschool where children and families build Jewish identity, culture, and values.

At the Temple Israel Early Childhood Center, our classrooms are full of music and play, exploring and trying, laughing and dancing, building and creating. Work and play are one in early childhood, so our classrooms are set up to be places where children make choices and engage in hands-on learning while our teachers enrich and extend their endeavors. Teachers reflect regularly to plan experiences that are geared toward the children's needs, abilities and interests.

- We are attentive and responsive to the children, creating a warm and nurturing community where each child feels included and accepted.
- We monitor and protect the physical and emotional safety of all students at all times.
- We interact with the children to support learning through exploration and play.
- We facilitate children's social competence and ability to learn through interacting with others.
- We build relationships with parents/guardians through effective communication.
- We design classroom schedules that are consistent and predictable, with transitions that are handled calmly and with planning and communicated using a picture schedule.
- Time and space for play and for children's exploration is a priority, so we keep transitions to a minimum and make sure children are not hurried from place to place.
- We use visuals to decrease anxiety and increase confidence and self-regulation.
- We embrace diversity and work against bias. We are a community of various genders, sexual orientations, family structures, economic resources, races, national origins, cultures, abilities, religions and ages.
- We are inspired by the schools of Reggio Emilia, focusing on making the experiences, ideas and learning of the children visible, launching studies responsive to the children's interests, devoting time to observing children, documenting observations and reflecting together as teaching teams.

At the ECC, our values are evident in the way we treat children and their families:

- We value relationships and connection, so you will see us greeting and welcoming children, parents/guardians and guests.
- We value respectful expression of feelings, including during conflict, so you will see us supporting children in setting limits with each other in respectful ways. You will see us helping children listen and talk to each other in times of upset, and not forcing apologies.
- We value children being given opportunities for increased self-regulation, so you will see us setting children up for success with physical spaces, schedules and expectations that are appropriate to their age, including the use of visual supports.

- We value safety, emotional and physical, so you will see us setting limits with children as well as supporting children's big feelings and listening as they learn to express them.
- We value reasonable risk as a way to grow and learn, so you will see us saying yes to our learners whenever possible.
- We value children as active learners, so you will see us encouraging but not forcing messy exploration, and we will expect children to wear clothes and shoes that support their active learning.
- We value consent with regard to physical touch, so you will see us gaining your child's consent before touching them and you will not see us roughhousing or tickling. You will see our teachers offer hugs but not ask for them. You will also see us teaching children to ask their peers for consent before touching them. We are aware that culturally this is different for each family, and it is up to us to help find a path toward this end goal. We welcome parents' wisdom and voices in this work.
- We value children as thinkers and investigators so you will see us connecting with children based on interests, ideas and exploration, not clothing or appearance.
- We value all children having the freedom to like and participate in a wide range of interests, and so we avoid stereotyped language and activities, including gender stereotypes, and we lovingly challenge children to stretch beyond the stereotypes they sometimes express or act out. We openly discuss fairness and unfairness and help children to develop and practice the skills they will need throughout their lives to stand up for themselves and others in the face of unfairness or prejudice.

Temple Israel's ECC is a NAEYC accredited, Reggio-inspired, diverse Jewish preschool where children and families build Jewish identity, culture, and values. Our Curriculum incorporates four main components: **Everyday Structure**, **Judaism**, **Anti-Bias Education** and **Reggio Emilia Inspired Education**, each explained briefly below.

Throughout these aspects of our learning and exploration we incorporate objectives drawn from *Teaching Strategies Gold: Objectives for Development and Learning*. These goals align with the Minnesota Standards for Early Childhood and are the objectives for birth through age 5. The goal is for children to have exposure to and a level of proficiency with these standards by the time they go to kindergarten. There is a progression in how children experience, interact with and learn about these important ideas.

For instance, objective 22 is that children compare and measure. Our youngest toddlers may pour sand from one container to another or identify the larger of two balls and our pre-kindergarten learners may measure ingredients carefully while following a recipe or use a balance to compare the weights of objects. Along the way learners may sequence objects according to size, measure objects using standard and non-standard measurements, and compare the size of similar objects. All learners will gain experience with comparing and measuring but exactly how that looks will vary from age to age and child to child.

Everyday Structure

Our classrooms are organized into Interest Areas to facilitate learning: Blocks, Pretend, Library, Art & Writing, Discovery (Math and Science materials) and Toys & Games. Each classroom has a sensory table for tactile exploration and a light table to use with translucent materials.

We use visual supports such as picture schedules and Time Timers. These important tools give children information, leading to less anxiety and better confidence and self-regulation.

We believe in long blocks of time for exploration, so each class has a long Choice Time daily in which children explore interest areas, as well as participate in one on one or small group experiences. Transitions are handled calmly and with planning, so that when children do need to stop what they are doing and move on to something else, it happens comfortably and calmly.

Our classrooms are places of balance: balance between adult-initiated and child-initiated tasks, between sitting and moving, between time inside and time outside, between working individually, in small groups and in larger groups.

Judaism

Woven into our secular goals are Jewish concepts drawn from *Jewish Every Day* by Maxine Segal Handelman. Each holiday is presented through a mix of discussion, stories, songs and hands-on experiences. Children participate in rituals such as visiting a Sukkah and shaking a Lulav, a Tu B'Shvat Seder, and a Purim costume parade.

Children experience Judaism through weekly rituals as well. We all join together for Havdalah on Mondays and Shabbat on Fridays, beginning and ending our week together. Clergy join us on Fridays in the sanctuary, to sing songs and tell stories to the children, in addition to the Shabbat prayers. Ritual objects become familiar to the children as do Hebrew words and songs.

We also have identified 5 specific ethical concepts, which we call Mitzvot and Midot (Jewish ethics and manners), that all classes learn and practice. Our classrooms are rich with Jewish stories and those stories, as well as teachable moments, are used to teach these Mitzvot and Midot.

Mitzvot and Midot	Meaning	Examples
B'tzelem Elohim	We are all created in G-d's image.	<ul style="list-style-type: none"> • I use gentle touch. • I help a friend when something is difficult for them. • I know that people are different in many ways.
Bal Tashchit	We protect our earth. We are not wasteful.	<ul style="list-style-type: none"> • I use one paper towel when I dry my hands. • I draw on both sides of the paper. • I save scraps of paper when I'm doing art, to make something else another time. • I try not to take more food than I will eat. • I recycle.
Mitzvot and Midot	Meaning	Examples
Derech Eretz	We are respectful and kind to one another.	<ul style="list-style-type: none"> • I say kind things to friends. • When I don't like something a friend does, I tell that friend, without teasing.

		<ul style="list-style-type: none"> • I use words to help, not hurt. • I share classroom toys and materials. • I take turns. • I listen to my friends and teachers. • I treat people and things respectfully.
Tzaar Baalei Chayim	We are kind to animals and nature.	<ul style="list-style-type: none"> • I protect bugs by gently moving them to a safe place. • I'm careful not to bother animals I encounter outside.
Tzedakah	We are fair by sharing what we have.	<ul style="list-style-type: none"> • I can help others by sharing what I have. • I give Tzedakah money. • I make cards for people who are ill.

Anti-Bias Education

We incorporate the four core goals of Anti-Bias Education, as drawn from the work of Louise Derman-Sparks and Julie Olsen Edwards, into our learning communities. The goals of anti-bias education include that children learn about their own identity as well as the identities of others. They build on that knowledge and experience to stand up for themselves and others in the face of unfairness or prejudice. To that end we incorporate equity and anti-bias work into our explorations with our learners, discussing topics such as race and gender, fairness and unfairness.

Reggio Emilia Inspired Education

Our teachers are inspired by the schools of Reggio Emilia; you will notice that our classrooms look and feel like a home. You will see softness in lighting and in our furniture and materials. There is a lot of wood and cloth and less plastic. You will notice the work of the children evident all around you, and a focus on the process of learning and of documenting children's thoughts and experiences, rather than in a proscribed standardized product. Time and space for play and for children's exploration is a priority, so we keep transitions to a minimum and make sure children are not hurried from place to place.

Since our objectives can be taught through any topic, we launch studies responsive to the children's interests. Children then participate in investigation of these topics and experiences and learning are documented and shared with parents.

B'tzelem Elohim

The concept of B'tzelem Elohim, that we are all created in G-d's image, is especially important to us as a community. It informs much of our work with parents/guardians and with children, and the way we talk to and interact with those around us.

One aspect of this work is that, because we are all created B'tzelem Elohim (in G-d's image), it is important to us that our school be a safe place to talk about feelings and bodies. To this end we work to educate both children and parents/guardians about sexuality and bodies along an age-appropriate developmental continuum. Having education and open communication about all parts of our bodies and all of our feelings increases safety and health, and decreases danger. It is important to us that this work is LGBT inclusive. Children in our world are exposed to a lot of images and ideas related to sexuality and bodies and we want to be proactive about them learning about these important topics in helpful and accurate ways.

Because our children at the ECC are so young, and because diapering and toileting takes place within our classroom communities, children ask about and learn about genitals. You'll hear our staff using accurate terminology for all body parts, including genitals. This is important not only for the cognitive development of knowing accurate names of things, but also for the safety and well-being of the children, who should know what all their body parts are called. You'll also hear us saying "Some people..." when answering children's questions about genitals, instead of specifying boys or girls, to be inclusive of all our children, of all genders, including those who may be transgender, intersex, or non-binary.

You'll hear our staff teaching consent with regard to touch by saying things like "Do you want a hug?" and teaching children to seek consent from each other and respecting the answer whether it is yes or no. We ask that you not pressure your child to hug a teacher. There are many ways to be friendly and we teach the children to choose what is comfortable for them. A wave and a smile are friendly ways to say hello or goodbye, as well. You won't see us tickling children or allow them to tickle each other, since it's very hard to gauge consent in that situation.

Part of B'tzelem Elohim is understanding that people are different in any number of ways, yet all are precious as G-d's creation. This respect for differences can begin as simply as negotiating how to use the blocks in the classroom when two children have very different ideas. It also means it's important for children to have positive exposures to others of their own races, religions, ages, abilities, ethnicities, genders, and family structures and also to those of races, religions, age, abilities, ethnicities, genders and family structures that are different than their own. We cherish the diversity in our community and look for opportunities for children to feel supported and to learn about differences in positive ways.

Gender Inclusivity and Equity

Gender can be an important part of how each person understands themselves and it is therefore important to us to respect, support and celebrate people wherever they are on the spectra of gender identity and expression.

1. We thoughtfully create a learning environment that encourages gender inclusivity and equity by:
 - Ensuring that books, pictures and other visuals in the classroom portray many genders, gender expressions and family structures
 - Choosing and placing classroom materials with intention and encouraging all children to use any of the classroom materials that interest them, including wearing any of the dress up clothes they would like
 - Noticing instances of children using gender stereotyping or actively pushing gender-based limitations on each other, and thinking together as a staff about how to best support and guide children toward more diversity and inclusivity
 - Avoiding unnecessary references to or focus on gender, such as with instructional groupings and when communicating with learners

2. We use inclusive language and communication and support children in learning to do the same by:
 - Modeling gender inclusive terminology wherever appropriate, such as referring to children's collective grown-ups or adults rather than "moms" or "dads," to families rather than parents, and using gender neutral pronouns as appropriate

- Resisting the temptation to reinforce stereotypes, such as by commenting on girls’ appearance rather than thoughts or actions, or discouraging boys from expressing sadness rather than anger
 - Inviting all to share their pronouns and communicating our own pronouns up front when we introduce ourselves, as well as in writing such as on name tags and email signatures
 - Using accurate terms for all body parts
3. We know gender and sexuality are on a fluid spectrum and how one understands and expresses their own gender and sexuality may change over time. We also know that as educators, it is important that we keep learning and growing by:
- Seeking opportunities, as lifelong learners, to grow in our own knowledge
 - Cultivating a professional environment where together we can ask questions and continue to explore and learn

Talking about Human Milk at the ECC

It is important to us that we support and affirm families who provide human milk for their children. It is also important to us that our language around human milk is inclusive of all genders and families.

- We know we have many learners who drink human milk. While children in the U.S. may wean sooner, the worldwide average age of weaning is 4 years old.
- Our default language is “drink human milk” and that is the language we use when speaking generally. We also gladly mirror the language individual families use when speaking about a particular family, such as chest feeding, body feeding, breast feeding, or nursing. This mirrors the way we speak about families, in that when speaking in general we use inclusive terminology such as “families,” “grown-ups” or “parents.” We also mirror the language that each family uses when referring to their family in particular.
- We are cognizant of saying “children” when talking about drinking human milk in general, as opposed to “babies.” Again, when speaking about a specific child who is a baby, and is referred to as such by their family, that word is completely appropriate. Using the word children as a default ensures we don’t reinforce the myth that human milk is for infants alone, since many children who are no longer infants drink human milk.
- Families may choose to send expressed human milk in a spill proof cup for their child to consume during lunch or snack. Please be sure that the cup is inside your child’s insulated lunch or snack bag and that you include an ice pack.

Anti-Bias Education

We incorporate the four core goals of Anti-Bias Education, as drawn from the work of Louise Derman-Sparks and Julie Olsen Edwards, into our learning communities:

- Goal 1: Identity

- Teachers will nurture each child’s construction of knowledgeable, confident, individual personal and social identities.
- Children will demonstrate self-awareness, confidence, family pride, and positive social identities.
- Goal 2: Diversity
 - Teachers will promote each child’s comfortable, empathetic interaction with people from diverse backgrounds.
 - Children will express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring connections across all dimensions of human diversity.
- Goal 3: Justice
 - Teachers will foster each child’s capacity to critically identify bias and will nurture each child’s empathy for the hurt bias causes.
 - Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.
- Goal 4: Activism
 - Teachers will cultivate each child’s ability and confidence to stand up for oneself and for others in the face of bias.
 - Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

This article provides an overview of each of these:

<https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias>

Persona Dolls

Persona dolls are a tool that is often used in connection with Anti-Bias Education. A persona doll, as used for preschool and prekindergarten learners, is a doll who is somewhat realistic in appearance who is introduced to the learners as a child with a consistent persona. The doll has various identities, a temperament, and various favorites things, as our learners do. Unlike dolls used for play, the persona doll is treated more like a member of the class. It is never treated roughly or undressed, for example. For toddler learners a stuffed animal or puppet is often used and while it also has a consistent persona, it is used more simply.

When talking about the educational experiences of our young learners, and especially with regard to Anti-Bias Education, we often talk about opportunities for children to experience both mirrors and windows. Mirrors, in this meaning, are aspects of a child’s own identity and personality reflected back to them in a way that might make them say, “Hey, me too!” Windows are those experiences of learning about someone who is different from them in some way, building comfort and appreciation of human diversity. The persona of each doll is created thoughtfully, so that ideally each child in the class experiences both mirrors and windows when relating to them.

Once the persona doll is established as an honorary member of the class, they will occasionally “ask” children’s advice about social situations and later, about situations related to diversity and justice. In this way children are engaged in thinking and talking about important topics, engaging children’s natural empathy, curiosity, and desire to solve problems.

Technology in ECC Classrooms

Technology is a broad term that may encompass any machinery or equipment used to perform a task. In its broadest sense, technology in early childhood classrooms includes measurement tools, equipment that adds light to an experience such as an overhead projector or a light table, or a ramp children build in order to roll objects.

Digital media such as audio and video are one type of technology that merit careful consideration when used in early childhood classrooms. We find the following key principles (drawn from "[Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8](#)," a joint position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College) helpful and important when making decisions regarding the use of digital media in ECC classrooms.

- When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development.
- Limitations on the use of technology and media are important.
- Professional judgment is required to determine if and when a specific use of technology or media is age appropriate, individually appropriate, and culturally and linguistically appropriate.
- Effective uses of technology and media are active, hands-on, engaging, and empowering; give the child control; provide adaptive scaffolds to ease the accomplishment of tasks; and are used as one of many options to support children's learning.
- When used appropriately, technology and media can enhance children's cognitive and social abilities.
- Technology tools can help educators make and strengthen home-school connections.
- Technology and media can enhance early childhood practice when integrated into the environment, curriculum, and daily routines.
- Assistive technology must be available as needed to provide equitable access for children with special needs.
- Technology tools can be effective for dual language learners by providing access to a family's home language and culture while supporting English language learning.

Additionally, our staff finds the following to be important principles and practices:

- Care must be taken to ensure that the use of digital media does not include exposing our learners to any advertising.
- Our learners should be supported in understanding that digital media tools such as iPads are, as a default, for adult use only. Children should have access to the use of digital media only with the active support of a teacher.
- Digital media should not ever be used as a substitute for authentic experiences or use of real-life tools.
- Digital media should only be used as a means to an end, not as the goal or focus itself.
- When digital media is part of a teaching team's upcoming explorations with their learners, they draw attention to this on their written lesson plan by highlighting or underlining the relevant information. This will alert the director who is reviewing their lesson plan, in case they want to ask further questions about the team's decision making regarding the use of digital media.

Further, we feel that it is helpful to ask ourselves the following questions when making decisions regarding the potential use of digital media in early childhood classrooms:

- What would be accomplished by using digital media that would add to the learners' experience? Does it support exploration of the topic in a deeper or different way than would be accomplished without digital media?
- Is the digital media being used to connect to a person or experience that would otherwise be unavailable to the learners in the classroom?
- What is the length of time the learners would be using digital media?
- To what extent would the digital media be used actively vs passively by the learners?
- What would the teachers' role be in the active use of the digital media?

Using digital media during teachable moments:

Typically, when digital media are used it is carefully planned in advance by the teaching team, with consideration given to the questions above. However, sometimes there are moments in which a teaching team may consider using digital media to support explorations in the moment, as part of our emergent curriculum.

When teachers are considering incorporating digital media in a way that was not planned in advance, it is still important to pause momentarily, perhaps talking briefly with a colleague, in order to make a thoughtful decision. The teacher should consider which of the questions above are relevant to their decision making in that moment.

Sometimes, a teacher may consider using digital media when a child asks a factual question, and the teacher does not know the answer. With our phones and iPads at our fingertips, the impulse to look up the answer can be strong. It's also important to be thoughtful about this impulse. In these moments the teacher should ask themselves if looking up the answer to the question is likely to expand the conversation, learning or exploration or more likely to end it. Sometimes pausing and wondering together leads to a richer experience.

Professional development

All teachers are qualified as described and mandated by the Minnesota Department of Human Services Division of Licensing.

Each year our staff participates in professional development on early childhood education, including but not limited to topics such as: Pediatric CPR and First Aid, Reggio-inspired practice, Occupational Therapy, Conflict Resolution, STEM (Science, Technology, Engineering and Math), Early Childhood Literacy, and Creative Curriculum. Our goal is to be at the front of the learning curve for effective practices in teaching and caring for the children in our programs.

Confidentiality/Data Privacy

- We do not share the immigration status of our families.
- We discuss information about a child ONLY with Temple Israel staff or that child's legal parent or guardian.

- Written permission is required to share information about a child with anyone else. If you would like us to share information with someone else, such as a grandparent or nanny, please email us your permission to do so.
- All written information about a child is stored in a confidential manner. The only persons permitted to see a child's records (enrollment forms, observation records, health information, conference records, emergency information, etc.) will be the child's parent or guardian, the child's legal representative, employees of Temple Israel, National Association of the Education of Young Children (NAEYC) representatives, and the commissioner's representative (Department of Human Services), unless the child's parent or guardian has given written consent or otherwise as required by law. The child's records are kept confidential, in a locked file drawer, but immediately available upon request to those listed above who are permitted to view them. ECC administrative staff carry keys to that drawer and can always open it as needed.

Please refrain from posting photos of anyone's child but your own on social media without permission from the child's parent/guardian.

Hebrew, Home Language and Multi Language Families

We have been blessed to have families in our ECC community who speak a number of languages including ASL, German, Hebrew, Hindi, Korean, Mandarin, Russian, Swedish, Thai and more.

If you are not familiar with Hebrew, you can look to the resources shared in our emails to understand the Hebrew songs, prayers and terminology used as part of our curriculum. When we send out any information that includes Hebrew terms, we translate them in the document so all can understand.

If your home language(s) are anything other than English, we would love to discuss with you how we can reflect your family's language(s) in our classroom and our curriculum. We know that being raised with multiple languages is a great gift to a child and we want to honor and support your family doing so.

If parents would benefit from receiving information in a language other than English, please let us know so we can arrange for that. We are glad to provide interpreters and translated documents as appropriate.

Program Overview

School Programs: 8:30 a.m. - 1:00 p.m.

Children remain in their school day program for the entire school year, based on their age as of September 1.

Toddler: 16-35 months old	Preschool: 36 months- 47 months	Pre-Kindergarten: 48 months and older
<ul style="list-style-type: none"> • 2 day program (Tue/Thurs) • 3 day program (Mon/Wed/Fri) • 5 day program (Mon - Fri) 	<ul style="list-style-type: none"> • 2 day program (Tue/Thurs) • 3 day program (Mon/Wed/Fri) • 5 day program (Mon - Fri) 	<ul style="list-style-type: none"> • 3 day program (Mon/Wed/Fri) • 5 day program (Mon - Fri)
Maximum Class Size of 12 with 2 teachers	Maximum Class Size of 15 with 2 teachers	Maximum Class Size of 15 with 2 teachers

Before and After School Care Programs

Rishonim (early drop off): 8:00 - 8:30	Nap Room: pick up by 4:00	Afternoon Adventures: pick up by 4:00
All Ages	Toddlers, or older learners who still nap	Preschool and Pre-Kindergarten learners
<ul style="list-style-type: none"> • 2 day program (Tue/Thurs) • 3 day program (Mon/Wed/Fri) • 5 day program (Mon - Fri) 	<ul style="list-style-type: none"> • 2 day program (Tue/Thurs) • 3 day program (Mon/Wed/Fri) • 5 day program (Mon - Fri) 	<ul style="list-style-type: none"> • 2 day program (Tue/Thurs) • 3 day program (Mon/Wed/Fri) • 5 day program (Mon - Fri)
Maximum Class Size of 12 with 2 teachers	Maximum Class Size of 12 with 2 teachers	Maximum Class Size of 15 with 2 teachers

Section II: Partnering with Families

Separation from your child

Drop off at school can be very challenging for parents/guardians. Please remember it is very common for children to have periods of difficulty with separation from their parent/guardian. New stages of development may bring new issues with separating. Changes in the child's life may bring up these issues again. It is easy to feel unsure of how to proceed or feel overwhelmed by the difficulty of separating. Please remember we have done this many times, over many years. Our teachers are here to help you and your child.

Here are some tips we have found to make the transition easier for your child:

- Establish a regular, predictable routine for drop-off time; do it the same way every day. Uncertainty makes separating more stressful for children. Without clarity as to when they are saying goodbye to their parent/guardian, children's anxiety can rise. Predictable, consistent routines are helpful and build trust.
- Be confident and your child will pick up on that strength. Say goodbye to your child and separate once. Reappearing may comfort you, but it will increase your child's stress. The moment of separation is a hurdle for the child; doing it more than once makes it more stressful. Show your child confidence that you are leaving them in good hands with people who will take care of them. Let your child know you believe in your child's strength and that they will have a good day.
- Be reliable by returning when promised. Children who are picked up later than expected sometimes have more difficulties separating. Talk about time in a way your child understands; say you will be back after story time, or after snack, for example.
- Think about the big picture. When your child is struggling with separation it can seem like it is going on forever, however usually progress is noticeable within a week or two.
- Separation difficulties are often harder on the parent/guardian(s) than the child. We are here to help and please believe us, we have seen EVERYTHING! We are glad to give you a call or an e-mail and let you know how your child is doing. Please feel free to e-mail or call our office to check in.

Parent/guardian conferences

- All conferences, other than intakes, will take place over Teams.
- Intake meetings provide the opportunity to connect with students and families to the beginning of the school year. Families will have provided forms with helpful background information that need to be read before their meeting.
- Goal Setting Conference take place during first semester.
- End of Semester Conferences take place in December and May.

Concerns about Learning or Development

If a child's learning or development appears to be significantly different from widely held expectations for their age, we will reach out and not wait for conferences to team with you as to how to proceed. Staff and parents/guardians will discuss referral to outside resources for support and planning appropriate next steps. These outside support sources may include, but are not limited to, the child's pediatrician, early childhood screening or Washburn Center for Children.

Support for children with special needs

Children attending the ECC have a variety of needs. We work with families to meet a child's individual needs including making modifications to the classroom environment and teaming with outside providers, such as Occupational Therapists or Speech-Language Pathologists. Some of our suggested resources:

- Occupational therapist, Amy Lou Anderson, with your permission can observe your ECC learner in class to determine if a formal OT evaluation is recommended. Forms to initiate this process are available in the ECC office.
- Speech language pathologist, Lauren Brand, with your permission can observe your ECC learner in class to determine if a formal Speech evaluation is recommended. Forms to initiate this process are available in the ECC office.
- Washburn Center for Children's Outreach program supports parents and teachers when emotional, behavioral or developmental concerns arise for children from birth to preschool.
 - <https://washburn.org/services/home-community-based-services/outreach/>
 - (612) 871-1454 and ask for Outreach Intake.
- Jewish Family and Children's Service of Minneapolis provides essential services to people of all ages and backgrounds (not only Jewish) to sustain healthy relationships, ease suffering and offer support in times of need.
 - <https://www.jfcsmpls.org/counseling/>
 - 952-546-0616
- Minneapolis Public Schools Early Childhood Special Education (ECSE) serves students from birth to kindergarten identified as having a Developmental Delay (DD) or other disability.
 - Screening for ECSE evaluation is available by calling 612.668.3715
 - Families who do not live within Minneapolis should contact their own public school district. We can help you find contact information; stop in the office or call or email Sharon or Barb.

Special needs, allergies, and medical conditions

If your child has any special needs, including dietary allergies or medical conditions, Minnesota licensing rules require us to develop an individual childcare program plan which is completed by the child's physician. The individual child care program plan must be in writing and specify methods of implementation and be reviewed and followed by all staff who interact with your child.

Problem solving with families

We want to know about concerns, issues and problems immediately in order to address and resolve them as soon as possible. Problems relating to your child's classroom should be directed to the teacher. The best ways to bring a concern to a teacher is to email them at the classroom email address or to ask administrative staff to schedule a meeting between you and the teacher.

If you are unable to resolve the issue in this way or wish for additional discussion, please let the ECC Director and/or the Associate ECC Director know. In this case one or both of us will schedule a meeting with you and the teacher(s) so that we can problem-solve together.

Bias and constructive feedback.

We appreciate constructive feedback. Our policies comply with federal and state civil rights laws, which prohibit making discipline decisions, including exclusion or expulsion, based on characteristics such as race, religion, national origin, sex, marital status, disability, status with regard to public assistance, or

sexual orientation. We add gender to this list. But beyond what the law requires, our values lead us to be reflective in looking for and working against implicit bias and always striving to be welcoming and inclusive. We invite families to give us the gift of honest feedback if they see bias of any kind in how they or their child is being treated, so that we can continue to learn and grow.

Policy on toy guns or other violent toys

We do not allow any toys that are violent in nature or used as a weapon (even pretend) as a part of play.

From “Show and Tell” to Culture Share

We have moved as a school away from “Show & Tell,” which tends to focus on objects children have, to Culture Share which focuses on children’s home cultures and identities. Teachers will notify you of specific Culture Share routines and traditions for your child’s class.

Temple Israel ECC pictures and public relations

The ECC obtains written permission from the parent/guardian through the signing of the Parent Policies listed in each application before any pictures are used in communication beyond the ECC. **Families of ECC students are asked to respect the privacy of all in our community by refraining from sharing photos of children who are not their own without the permission of each child’s parent/guardian. This includes posting photos on social media, emailing photos and sharing in any other way.**

Biting

While it can be very distressing, it is not uncommon that children in early childhood settings sometimes bite, especially when they are toddlers and may not yet have enough language to express their frustrations. We do all we can to minimize the occurrence of biting by keeping our group sizes and child-to-teacher ratios even smaller than our licensing requirements, by giving children plenty of space and materials, and by teaching children safe and healthy ways to express their feelings.

However, biting still happens sometimes. When it does, we care for the child who was bitten, comforting them both physically and emotionally. Staff record the occurrence of the bite and the circumstances surrounding it so that we have data to look for patterns. We call the families of the child who was bitten and the child who bit, so that all are informed.

If a pattern of repeated biting emerges, we follow our procedures for persistent, inappropriate behavior, as detailed below.

Guidance and discipline

Most of what we consider guidance and discipline is not a reaction to problematic behavior, but rather being proactive about setting children up to succeed. We have many procedures and systems in place that work to minimize behavior difficulties as much as possible.

- Multiple choices of activities are offered in appropriate numbers for students to select and to share.
- Picture schedules and Time Timers are used to provide visual classroom routine information to students.
- Rules are stated clearly and positively. Children are taught what our expectations are and problematic behaviors are seen both as communication and an opportunity for learning. In other words, when problematic behaviors occur, we ask ourselves what children might need to learn to avoid that behavior, as well as what the learner is communicating to us with their behavior.

- Feelings of all kinds are acknowledged and accepted. Learning to deal constructively and communicate about emotions is the goal.
- Expectations are kept developmentally appropriate. Children are expected to touch, move, explore and make noise. Children are not expected to be quieter or sit longer than is reasonable for their age. We also recognize that there is great range in both temperament and ability amongst our students, and we vary our expectations and guidance accordingly.

Even with all this in place, behavior challenges definitely do occur at times. When they do, we follow these practices:

- No child is separated from sight from the group and/or an adult supervisor. If the child's behavior puts another child's or staff member's safety at risk, the child will remain where the child can be continuously seen and heard by a program staff person.
- It is prohibited for any staff to subject a child to any form of corporal punishment. At no point would a child experience any form of corporal punishment, including but not limited to: rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, squeezing, or spanking.
- It is prohibited for any staff to subject a child to emotional abuse. At no point would a child experience any form of mistreatment including but not limited to: name calling, ostracism, shaming, making derogatory remarks about the child or the child's family, and using language that threatens, humiliates, or frightens the child.
- A child will not be punished for lapses in toilet habits.
- In no case would food, light, warmth, clothing, or medical care be withheld from a child as a punishment for unacceptable behavior.
- In no case would the use of physical restraint be used other than physical holding when containment is necessary in order to protect the child or others from harm.
- In no case are mechanical restraints such as tying used.

In the case of persistent, inappropriate behavior the following procedures are implemented:

- The ECC Director is notified of the persistent behavior.
- The staff observes and records the behavior and responses. We gather data to look for patterns and to better understand the behavior.
- The family is notified in order to work with staff to understand behaviors. Together we reflect upon the data we have gathered, what we have tried in order to support the child, and what else we might try.
- As necessary, parents/guardians give permission for Washburn Center for Children, or another support agency or individual, to observe the child.
- Washburn Center for Children, or another support agency or individual, and the ECC will work together with the parents/guardians to design a behavior modification plan to meet the individual needs of the child. The individualized plan to address the behavior includes assessing the function of the behavior and positive behavior support strategies.

We have a lot of experience addressing challenging behaviors of many kinds and have found the more that families partner with us and we work together, the better we can face obstacles and build a team of support for the benefit of the child. Each year, we have children in our school community who face a range of issues and benefit from a range of types of support. Due to confidentiality, these situations are largely invisible to others in our parent community, but please know that if concerns or challenges arise for your child, you are not alone.

While our goal is always to avoid any exclusionary measures, we also recognize that Temple Israel's ECC may not be able to meet the needs of every child; in this case the family will be asked to withdraw their child from the school. If parents are willing to work with us to build a team of support for their child as needed (including working with Washburn Center for Children, public school special education staff, and/or other therapists or support staff as appropriate), they would not be asked to withdraw their child from our school unless all the above steps were taken and a different option is in the best interest of the child. In this case we are happy to assist the family in accessing services and finding an alternative placement.

Our policies comply with federal and state civil rights laws, which prohibit making discipline decisions, including exclusion or expulsion, based on characteristics such as race, religion, national origin, sex, marital status, disability, status with regard to public assistance, or sexual orientation. We add gender to this list. But beyond what the law requires, our values lead us to be reflective in looking for and working against implicit bias and always striving to be welcoming and inclusive. We invite families to give us the gift of honest feedback if they see bias of any kind in how they or their child is being treated, so that we can continue to learn and grow.

Nap Room: What to Bring

If your child stays for nap, please bring the following:

- At the start of each week, please place these labeled items in a separate cloth bag and place them in your child's cubby:
 - Crib Sheet
 - A blanket
 - If you would like you can also send a lovey or a pacifier
- Every day that your child stays for nap, please place a labeled snack for them to have after they wake up in the PM Snack basket by your child's classroom.
- At the end of each week, please bring your child's nap bag home, wash the crib sheet and other soft items and be sure to bring it back the following week.

Children who wear diapers

Parents/guardians should ensure that children who wear diapers arrive at the ECC in a clean and dry diaper.

Cloth diapers

Families may choose to use cloth diapers, without pins, with the following procedures:

- Each family brings a clean cloth diaper wet bag daily; a cloth diaper wet bag is a reusable, waterproof and leak resistant bag that is made to contain dirty cloth diapers. The wet bag needs to have a loop so it can hang on a hook by the changing table and must be labeled with the child's first and last name on the outside. Soiled diapers or clothing will not be rinsed in sinks or toilets. Soiled cloth diapers will be sent home to avoid exposing others. The diaper or clothing soiled with stool will be put in separate plastic bags before placing into the waterproof wet bag. The family takes the wet bag home each day and supplies a clean wet bag to school each morning.
- Families ensure that they bring an adequate supply of diapers, affixed to outer coverings and ready to use. A supply may be left at school to the extent that is helpful.

- The cloth diaper has an inner lining completely contained with a waterproof outer covering. Each time the child is changed the outer covering needs to be changed as well as the diaper. Teachers place the entire diaper and outer covering as a unit, without any rinsing or shaking, into the wet bag after each change.
- In the event that a child does not have the needed supplies for us to use cloth diapers on a given day, then we would place a disposable diaper on them.

Wipes

We provide unscented wipes for use during diaper changes unless your child has a need for a specific brand. If so, please label wipes with your child's first and last name and bring them to your child's teacher. DHS considers wipes to be a medication, so they cannot be stored in cubbies or other areas where children might have access to them.

Toilet learning

We feel strongly about reducing the pressure that sometimes accompanies toilet learning. Therefore, it is not a requirement for enrolling in our program. Diaper changing facilities are available in our toddler and preschool classrooms.

As with all new skills, the graduation from diapers to underwear is an exciting event in a child's life. We support and encourage your child's independence. We offer praise for successes, and we always downplay accidents.

Our role in this process includes:

- Encouraging your child to use the toilet when we check a diaper that appears dry
- Responding to reasonable requests to use the toilet
- Giving small rewards for successes (sticker, high five...)
- Giving hourly reminders to go to the bathroom (most children will go by lunch time) during a child's first days in underwear
- Changing into dry clothes after a urine accident
- Changing into diaper/side Velcro pull-up for the rest of the day after a bowel movement accident or two urine accidents
- Encouraging self-help skills once toilet learning has been fully accomplished: pulling underwear and pants up and down, wiping, flushing, and washing hands

Achievements to be made before sending your child to school in underwear:

- 90% plus success rate at home for a week
- Ability to hold urine for at least one hour
- Have three consecutive bowel movements on the toilet at home
- Arrive at the ECC having used the toilet at home that morning
- Arrive at the ECC dressed for success; no belts, overalls, onesies, or tights. When it is a race against the clock, these items impede success!
- Have several complete changes of clothing at school including socks, underwear, and footwear

The following diapering (disposable and cloth) and toileting procedures are posted and followed in each classroom. (Please see next two pages.)

DIAPERING PROCEDURE

Please Post

<i>Preparation</i>	<p>Wash hands</p> <p>Assemble supplies (within reach)</p> <p>Cover diapering surface</p> <p>Put gloves on</p>	<p>Thoroughly with soap and warm running water for 15-20 seconds using posted procedure. Dry hands with paper towel.</p> <p>✓ Clean disposable diaper. ✓ Disposable wipes or paper towels. ✓ Clean paper (roll paper or nonabsorbent paper sheets). ✓ Gloves, when used. ✓ Possibly: ointment, cotton swabs, clean clothes. Put ointment on a paper surface to avoid handling or contaminating the tube or container.</p> <p>The paper needs to be the length of the child; have clean paper within reach.</p> <p>See gloving recommendations per program policies.</p>
<i>Dirty Phase</i>	<p>Place child on diapering surface</p> <p>Remove soiled diaper</p> <p>Cleanse diaper area of child</p> <p>Remove gloves</p>	<p>1. Keep one hand on child the entire time. 2. Keep others away from diapering area. 3. Remove child's clothing, put soiled clothing aside.</p> <p>Roll diaper inward. Place diaper directly into a covered waste container or out of child's kick space/reach.</p> <p>1. Cleanse from front to back (once per wipe) including skin creases. Use the child's own disposable wipes or the three paper towel method (soap, rinse, dry). 2. Place wipes in waste container or out of child's kick space/reach.</p> <p>Place gloves in waste container or out of child's kick space/reach.</p>
<i>Clean Phase</i>	<p>Put clean paper under child</p> <p>Ointment, as directed</p> <p>Diaper and dress child</p> <p>Wash child's and provider's hands</p> <p>Return child to activity</p>	<p>If soiled.</p> <p>Use clean glove, swabs, or tongue blades to apply, remove glove.</p> <p>Thoroughly with soap and warm running water for 15-20 seconds using posted procedure.</p> <p>Staff returns to diapering area.</p>
<i>Clean Up</i>	<p>Dispose of soiled items</p> <p>Clean and disinfect</p> <p>Wash hands</p>	<p>1. Put soiled clothing, without rinsing, in a plastic bag for parent/guardian to take home. 2. Put diaper, wipes, paper towels, changing paper, cotton swabs, and gloves into the plastic-lined waste container (foot operated is recommended.)</p> <p>Diapering surface, waste container lid, faucet handles, and all surfaces touched.</p> <p>Thoroughly with soap and warm running water for 15-20 seconds using posted procedure.</p>
<i>Communicate</i>	<p>Record</p> <p>Report</p>	<p>Diaper change.</p> <p>Concerns to parents (unusual color, odor, frequency, or consistency of stool; rash).</p>

Rev. 06/11/02 Minnesota Child Care Health Consultants Group

Prepared by Hennepin County Human Services and Public Health Department (HSPHD)

September 2015





DIAPERING PROCEDURE CLOTH

Must be posted at each diapering changing area where cloth diapers are used

Preparation	Gather necessary supplies so that they are easily accessible during diaper change and within reach	<ul style="list-style-type: none"> ❖ Clean cloth diaper with liner. ❖ Disposable wipes or dampened paper towels. ❖ Diapering cream, labeled with child's first and last name (if provided). ❖ Roll paper or nonabsorbent paper sheets. ❖ Gloves (a must with stool). ❖ Extra clothes (if needed).
	Cover diapering surface	The paper must be the length of the child. Have clean paper within reach.
	Put gloves on	Mandatory for stool diapers, and if anticipation of contact with blood. Recommended with urine diapers.
Dirty Phase	Place child on diapering surface. Child should not bring any items including pacifiers to the changing table	Keep one hand on the child the entire time. Keep other children away from diapering area. Remove child's clothing, put soiled clothing aside.
	Remove soiled cloth diaper	Roll cloth diaper with liner inward. Place cloth diaper with liner directly into a plastic lined wet sack or out of child's kick space/reach.
	Cleanse diaper area of child	Cleanse from front to back including skin creases. Use disposable wipes or dampened paper towels. Place wipes in waste container or out of child's kick space/reach
	Remove Gloves	Place gloves in waste container or out of child's kick space/reach.
Clean Phase	Put clean paper under child	If needed.
	Ointment, as directed	Use clean glove, swabs, or tongue blades to apply, remove glove.
	Diaper and dress the child	
	Wash child's and provider's hands	Thoroughly with soap and warm running water for 20 seconds using posted procedure.
Clean Up	Return child to activity	Staff immediately returns to the diapering area for cleanup.
	Dispose of soiled items	Place cloth diaper directly into a plastic lined wet sack. Place wipes, paper towels, changing paper, cotton swabs, and gloves into the plastic-lined waste container. Put soiled clothing in a plastic bag for parent/guardian to take home.
	Disinfect per product instructions Wash hands	Diapering surface and all surfaces that were touched. Thoroughly with soap and warm running water for 20 seconds using posted procedure.
Document	Record	Diaper change on daily sheet or electronic method.
	Report	Any concerns to parents.
	Send home wet sack	With parents nightly.

Licensing status

Temple Israel Early Childhood Center is licensed by the State of Minnesota, Department of Human Services. We serve children aged 16 months to 5 years of age.

Basic needs and reporting of child abuse

Our Early Childhood Center expresses a commitment to provide positive, authentic environment that encourages the child's growth and learning. If you feel that our staff is not meeting your child's needs, we encourage you to address your concern to the ECC Director.

Should you have difficulty in providing for your child's emotional or physical needs, we encourage you to ask for help. Our staff can help you find a community resource, which can offer assistance. The community offers several 24-hour resources:

Parents Anonymous	612-347-2223
Hennepin County Crisis Hotline	612-347-3161
Hennepin County Child Protection	612-348-3552
Greater Minneapolis Crisis Nursery	612-591-0100

In a rare instance when we feel that your child's needs are constantly not being met, our staff will work with you to identify your child's needs and assist you in meeting those needs. If you are temporarily unable or unwilling to meet your child's minimal needs, our staff is mandated by Minnesota State Law to file a report with Hennepin County Child Protection. It then becomes the role of the Child Protection Unit to work with your family to ensure that your child's needs are being met. If a member of our staff suspects the abuse or neglect of a child, they follow the following procedures:

Maltreatment of Minors Mandated Reporting

This form may be used by any provider licensed by the Minnesota Department of Human Services, except family child care. The form for family child care providers can be found in eDocs #7634C.

What to report

- Maltreatment includes egregious harm, neglect, physical abuse, sexual abuse, substantial child endangerment, threatened injury, and mental injury. For definitions refer to [Minnesota Statutes, section 260E.03](#), and pages 3-6 of this document. Maltreatment must be reported if you have witnessed or have reason to believe that a child is being or has been maltreated within the last three years.

Who must report

- If you work in a licensed facility, you are a "mandated reporter" and are legally required (mandated) to report maltreatment. You cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility.
- In addition, people who are not mandated reporters may voluntarily report maltreatment.

Where to report

- If you know or suspect that a child is in immediate danger, call 9-1-1.
- Reports concerning suspected maltreatment of children, or other violations of Minnesota Statutes or Rules, in facilities licensed by the Minnesota Department of Human Services, should be made to the Licensing Division's Central Intake line at 651-431-6600.
- Incidents of suspected maltreatment of children occurring within a family, in the community, at a family child care program, or in a child foster care home, should be reported to the local county social services agency at 612-348-3552 or local law enforcement at 911.

When to report

- Mandated reporters must make a report to one of the agencies listed above immediately (as soon as possible but no longer than 24 hours).

Information to report

- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the maltreatment (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected maltreatment occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.

Failure to report

- A mandated reporter who knows or has reason to believe a child is or has been maltreated and fails to report is guilty of a misdemeanor.
- In addition, a mandated reporter who fails to report serious or recurring maltreatment may be disqualified from a position allowing direct contact with, or access to, persons receiving services from programs, organizations, and/or agencies that are required to have individuals complete a background study by the Department of Human Services as listed in Minnesota Statutes, section 245C.03.

Retaliation prohibited

- An employer of any mandated reporter is prohibited from retaliating against (getting back at):
 - an employee for making a report in good faith; or
 - a child who is the subject of the report.
- If an employer retaliates against an employee, the employer may be liable for damages and/or penalties.

Staff training

The license holder must train all mandated reporters on their reporting responsibilities, according to the training requirements in the statutes and rules governing the licensed program. The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

Provide policy to parents

For licensed child care centers, the mandated reporting policy must be provided to parents of all children at the time of enrollment and must be available upon request. The definitions section (p. 3-6) is optional to provide to parents.

The following sections only apply to license holders that serve children. This does not include family child foster care per [Minnesota Statutes 245A.66, subd. 1](#).

Internal review

- When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review within 30 calendar days and take corrective action, if necessary, to protect the health and safety of children in care.
- The internal review must include an evaluation of whether:
 - related policies and procedures were followed;
 - the policies and procedures were adequate;
 - there is a need for additional staff training;
 - the reported event is similar to past events with the children or the services involved; and
 - there is a need for corrective action by the license holder to protect the health and safety of children in care.

Primary and secondary person or position to ensure reviews completed

The internal review will be completed by **the Senior Rabbi**. If this individual is involved in the alleged or suspected maltreatment, **the COO/CFO** will be responsible for completing the internal review.

Documentation of internal review

The facility must document completion of the internal review and make internal reviews accessible to the commissioner immediately upon the commissioner's request.

Corrective action plan

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan to correct any current lapses and prevent future lapses in performance by individuals or the license holder.

Definitions

Found in [Minnesota Statutes, section 260E.03](#)

Egregious harm ([Minnesota Statutes, section 260E.03, subd. 5](#))

"Egregious harm" means harm under [section 260C.007, subdivision 14](#), or a similar law of another jurisdiction.

[Minnesota Statutes, section 260C.007, Subd. 14](#):

"Egregious harm" means the infliction of bodily harm to a child or neglect of a child which demonstrates a grossly inadequate ability to provide minimally adequate parental care. The egregious harm need not have occurred in the state or in the county where a termination of parental rights action is otherwise properly venued. Egregious harm includes, but is not limited to:

1. conduct towards a child that constitutes a violation of sections [609.185](#) to [609.2114](#), [609.222, subdivision 2](#), [609.223](#), or any other similar law of any other state;
2. the infliction of "substantial bodily harm" to a child, as defined in section [609.02, subdivision 7a](#);
3. conduct towards a child that constitutes felony malicious punishment of a child under [section 609.377](#);
4. conduct towards a child that constitutes felony unreasonable restraint of a child under [section 609.255, subdivision 3](#);
5. conduct towards a child that constitutes felony neglect or endangerment of a child under [section 609.378](#);
6. conduct towards a child that constitutes assault under section [609.221](#), [609.222](#), or [609.223](#);
7. conduct towards a child that constitutes solicitation, inducement, or promotion of, or receiving profit derived from prostitution under [section 609.322](#);
8. conduct towards a child that constitutes murder or voluntary manslaughter as defined by United States Code, title 18, section 1111(a) or 1112(a);
9. conduct towards a child that constitutes aiding or abetting, attempting, conspiring, or soliciting to commit a murder or voluntary manslaughter that constitutes a violation of United States Code, title 18, section 1111(a) or 1112(a); or
10. conduct toward a child that constitutes criminal sexual conduct under [sections 609.342](#) to [609.345](#).

Maltreatment ([Minnesota Statutes, section 260E.03, subd. 12](#))

"Maltreatment" means any of the following acts or omissions:

1. egregious harm under subdivision 5;
2. neglect under subdivision 15;
3. physical abuse under subdivision 18;
4. sexual abuse under subdivision 20;
5. substantial child endangerment under subdivision 22;
6. threatened injury under subdivision 23;
7. mental injury under subdivision 13; and
8. maltreatment of a child in a facility.

Mental injury ([Minnesota Statutes, section 260E.03, subd. 13](#))

"Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

Neglect ([Minnesota Statutes, section 260E.03, subd. 15](#))

- A. "Neglect" means the commission or omission of any of the acts specified under clauses (1) to (8), other than by accidental means:
1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so;
 2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in their care;
 4. failure to ensure that the child is educated as defined in sections [120A.22](#) and [260C.163, subdivision 11](#), which does not include a parent's refusal to provide the parent's child with sympathomimetic medications, consistent with section [125A.091, subdivision 5](#);
 5. prenatal exposure to a controlled substance, as defined in section [253B.02, subdivision 2](#), used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
 6. medical neglect, as defined in section [260C.007, subdivision 6](#), clause (5);
 7. chronic and severe use of alcohol or a controlled substance by a person responsible for the child's care that adversely affects the child's basic needs and safety; or
 8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.
- B. Nothing in this chapter shall be construed to mean that a child is neglected solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.
- C. This chapter does not impose upon persons not otherwise legally responsible for providing a child with necessary food, clothing, shelter, education, or medical care a duty to provide that care.

Physical abuse ([Minnesota Statutes, section 260E.03, subd. 18](#))

- A. "Physical abuse" means any physical injury, mental injury under subdivision 13, or threatened injury under subdivision 23, inflicted by a person responsible for the child's care on a child other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized under section [125A.0942](#) or [245.825](#).
- B. Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by section [121A.582](#).
- C. For the purposes of this subdivision, actions that are not reasonable and moderate include, but are not limited to, any of the following:
1. throwing, kicking, burning, biting, or cutting a child;
 2. striking a child with a closed fist;
 3. shaking a child under age three;
 4. striking or other actions that result in any nonaccidental injury to a child under 18 months of age;
 5. unreasonable interference with a child's breathing;
 6. threatening a child with a weapon, as defined in [section 609.02, subdivision 6](#);

7. striking a child under age one on the face or head;
8. striking a child who is at least age one but under age four on the face or head, which results in an injury;
9. purposely giving a child:
 - i. poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner in order to control or punish the child; or
 - ii. other substances that substantially affect the child's behavior, motor coordination, or judgment; that result in sickness or internal injury; or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances;
10. unreasonable physical confinement or restraint not permitted under [section 609.379](#), including but not limited to tying, caging, or chaining; or
11. in a school facility or school zone, an act by a person responsible for the child's care that is a violation under section [121A.58](#).

Sexual abuse ([Minnesota Statutes, section 260E.03, subd. 20](#))

"Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child, or by a person in a current or recent position of authority, to any act that constitutes a violation of section [609.342](#) (criminal sexual conduct in the first degree), [609.343](#) (criminal sexual conduct in the second degree), [609.344](#) (criminal sexual conduct in the third degree), [609.345](#) (criminal sexual conduct in the fourth degree), [609.3451](#) (criminal sexual conduct in the fifth degree), or [609.352](#) (solicitation of children to engage in sexual conduct; communication of sexually explicit materials to children).

Sexual abuse also includes any act involving a child that constitutes a violation of prostitution offenses under sections [609.321](#) to [609.324](#) or [617.246](#). Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes child sex trafficking as defined in section [609.321](#), subdivisions 7a and 7b.

Sexual abuse includes threatened sexual abuse, which includes the status of a parent or household member who has committed a violation that requires registration as an offender under section [243.166, subdivision 1b](#), paragraph (a) or (b), or required registration under section [243.166, subdivision 1b](#), paragraph (a) or (b).

Substantial child endangerment ([Minnesota Statutes, section 260E.03, subd. 22](#))

"Substantial child endangerment" means that a person responsible for a child's care, by act or omission, commits or attempts to commit an act against a child under their care that constitutes any of the following:

1. egregious harm under subdivision 5;
2. abandonment under section [260C.301, subdivision 2](#);
3. neglect under subdivision 15, paragraph (a), clause (2), that substantially endangers the child's physical or mental health, including a growth delay, which may be referred to as failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
4. murder in the first, second, or third degree under section [609.185](#), [609.19](#), or [609.195](#);
5. manslaughter in the first or second degree under section [609.20](#) or [609.205](#);
6. assault in the first, second, or third degree under section [609.221](#), [609.222](#), or [609.223](#);
7. solicitation, inducement, and promotion of prostitution under section [609.322](#);
8. criminal sexual conduct under sections [609.342](#) to [609.3451](#);
9. solicitation of children to engage in sexual conduct under section [609.352](#);
10. malicious punishment or neglect or endangerment of a child under section [609.377](#) or [609.378](#);
11. use of a minor in sexual performance under section [617.246](#); or
12. parental behavior, status, or condition that mandates that the county attorney file a termination of parental rights petition under section [260C.503, subdivision 2](#).

Threatened injury ([Minnesota Statutes, section 260E.03, subd. 23](#))

- A. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.
- B. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care, as defined in subdivision 17, who has:
 - 1. subjected a child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under subdivision 5 or a similar law of another jurisdiction;
 - 2. been found to be palpably unfit under section [260C.301, subdivision 1](#), paragraph (b), clause (4), or a similar law of another jurisdiction;
 - 3. committed an act that resulted in an involuntary termination of parental rights under section [260C.301](#), or a similar law of another jurisdiction; or
 - 4. committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative under Minnesota Statutes 2010, section [260C.201](#), subdivision 11, paragraph (d), clause (1), section [260C.515, subdivision 4](#), or a similar law of another jurisdiction.
- C. A child is the subject of a report of threatened injury when the local welfare agency receives birth match data under section [260E.14, subdivision 4](#), from the Department of Human Services.

Section III: Snack and Lunch

We do not allow meat or fish from a non-kosher animal such as pork or shellfish. We do not allow foods containing peanuts or tree nuts. This includes packaged items with any warnings about peanuts or tree nuts (e.g. "This product was made in a facility that also makes products that include peanuts.").

Be sure you notify us in writing if your child has any allergies or other food limitations. We are required to supplement meals and provide snacks if they do not meet requirements, so it's important that we know if there is something your child cannot eat.

Food Insecurity

If your family struggles financially such that it is a challenge to be able to provide the needed snack and lunch items, please let us know. We will supplement lunches and snacks as needed. All communication will be confidential. We don't ever want a family's food insecurity to be a barrier to a child attending the ECC.

Snack

- Be sure you notify us in writing if your child has any allergies or other food limitations. We are required to supplement meals and provide snacks if they do not meet requirements; it's important that we know if there is something your child cannot eat.
- Morning snack is optional. Afternoon snack is required for children attending afternoon programming, milk will be offered. We are unable to serve snacks that are not labeled with a child's first and last name.
- **Shabbat:** On Fridays, students have a snack of Challah to celebrate Shabbat. If you do not wish your child to have Challah, please provide this information to us in writing.
- Vegetables and fruits must be washed before packing.
- **Ready to eat. Snacks** must be prepared with food that is ready to eat with necessary cutting and/or peeling done at home.

Requirements for lunches

- Be sure you notify us in writing if your child has any allergies or other food limitations. We are required to supplement meals and provide snacks if they do not meet requirements, it's important that we know if there is something your child cannot eat.
- Include an ice pack in your child's lunch and dinner.
- Vegetables and fruits must be washed before packing.
- Lunches must be clearly labeled on the outside with the child's first and last name. Please note: unlabeled lunches cannot be served.
- **Ready to eat.** Lunches must be prepared with food that is ready to eat with necessary cutting and/or peeling done at home.
- **Pork and shellfish products are not allowed.** These foods are restricted in Judaism due to dietary laws. Fish such as tuna and salmon are just fine.
- **Foods containing tree nuts and peanuts are not allowed.** This includes packaged items with any warnings about peanuts or tree nuts. If you send anything that looks like it could be a nut

butter, be sure to label what it is so we know if we can serve it. We will err on the side of not serving foods that seem as if they may contain peanuts or tree nuts.

- We cannot serve children under 4 foods that are a high risk for choking such as:
 - Whole grapes
 - Whole grape or cherry tomatoes
 - Hot dogs, whole or sliced into rounds
 - Popcorn
 - Food with bones, pits or shells
 - Cough Drops
- Lunches must each contain all of the following:
 - 1 serving of a whole grain rich food, such as bread, crackers or brown rice. Grain based sweets cannot count toward this requirement.
 - 1 serving of protein such as meat, fish, or tofu (but not peanuts, tree nuts, or meat or fish from a non-kosher animal such as pork or shellfish). If yogurt is used to meet this requirement it cannot have more than 23 grams of sugar per 6 ounces.
 - 1 serving of vegetables
 - 1 serving of fruit or a second serving of vegetables

Beverages

The ECC will serve a choice of cow's milk or water with lunches and snacks. Children under 24 months of age are offered whole cow's milk. Children 24 months and older are offered one percent cow's milk. Milk is stored in a refrigerator set at 40 degrees or lower. If you would like your child to drink something else, please send a single serving drink in your child's lunch or snack. Families may choose to send expressed human milk in a spill proof cup for their child to consume during lunch or snack. Please be sure that the cup is inside your child's insulated lunch or snack bag and that you include an ice pack. DHS licensing requires that water bottles are allowed ONLY as part of a meal and must be inside or attached to your child's lunchbox. Please do not leave water bottles or other drink containers in cubbies or anywhere other than inside or attached to your child's lunchbox. We provide water freely throughout the day.

Child Nutrition Program

In the operation of our Child Nutrition Program(s) authorized by the United States Department of Agriculture, no child will be discriminated against because of race, color, sex, national origin, age or handicap. If anyone believes they have been discriminated against, they should write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

Allergies

Be sure you notify us in writing if your child has any allergies or other food limitations. We are required to supplement meals and provide snacks if they do not meet requirements, it is important that we know if there is something your child cannot eat.

If your child has allergies, please contact [Sharon Rosenberg-Scholl](#) for information on required forms.

- With few exceptions all children are fed only the foods that are sent for them.
 - The ECC serves Challah on Fridays as well as other foods as part of rituals.
 - Sometimes foods may be served as part of classroom explorations and studies.
 - We grow food in our garden and children eat the things we grow.

- We are required by DHS licensing to supplement lunches and snacks under certain conditions.
- We are required to offer cow's milk to drink at lunch and dinner unless a child has a dietary limitation in writing that precludes us doing so.
- The ECC does not provide food that lists any tree nut or peanut warnings. This includes warnings that the food was produced in a facility that also processes tree nuts or peanuts.
- **Parents/guardians may not send foods containing peanuts or tree nuts to school. This includes products with any type of peanut or tree nut warning on them, such as "this product was made in a plant that also makes products with peanuts."**
- We sometimes ask parents/guardians to donate food for use at ECC special events. We require donated foods to not list any tree nut or peanut warnings.
- Parents/guardians may set limitations to their child's diet based on allergies or any other reason. We must be notified in writing of these limitations. (Please note that Licensing requirements for meals must be followed unless we have documentation from your child's primary care physician.)
- Parents/guardians who have specific dietary limitations for their children will be contacted by email in advance whenever the ECC is serving food for a ritual, event or as part of classroom explorations.
- Parents/guardians who have specified dietary limitations for their children are asked to provide information in writing as to whether their child can or cannot have milk and/or challah.
- The garden is planted with input from parents/guardians who have children with food allergies. If parents/guardians are enrolling a child with food allergies after the garden has been planted, please connect with us to make plans.
- Allergy lists are reviewed with staff prior to the school year and/or summer and posted in every classroom. Anaphylactic allergies are listed at the top of this page and highlighted in yellow.
- Food is not served in any area that does not have the allergy information posters and information.
- All children with anaphylactic allergies, must have the following:
 - A Food Allergy Action Plan filled out by the child's doctor
 - Medication Permission Forms for all medications listed in the Food Allergy Action Plan
 - All medications listed in the Food Allergy Action Plan on site
- Emergency medications are visible, in a labeled basket, above the first desk in the ECC office, to the right as you enter.
- Staff wash tables and chairs before school and before and after snack and meal times.
- Children wash their hands before school and before and after snack and meal times.
- Staff will be trained to use an epinephrine autoinjector in case of an emergency.
- Parents/guardians have two options for seating for their child with anaphylactic allergies, during snack and meals.
 - Option 1: The child will sit with the other children at the group snack and meal tables. Children sitting next to the child may or may not have food in their meals and/or snacks containing your child's allergen(s).
 - Option 2: The child will sit alone at a table where only that child's foods are present. This table will be close enough to the other tables to facilitate conversation among the entire class, but far enough away to keep potential allergens out of the child's reach.

Section IV: Illness

Exclusion: Staying home from school due to illness

- As required by DHS, we must exclude children from attending school who have certain symptoms or medical conditions, specified by Hennepin County Community Health Department, Epidemiology Program.
- Please note that these guidelines may be different from that of your child’s individual health care provider. **We cannot allow a child to attend school if it contradicts these health department rules, even if your health care provider gives permission.**
- Here are a few of the more frequent exclusions we see at the ECC:

Conjunctivitis (Pinkeye)	No exclusion unless child has a fever or is not healthy enough to participate in routine activities.
COVID-19	Return once symptoms have improved and learner has been fever free for 24 hours without fever reducing medication.
Diarrhea	Until 24 hours after diarrhea has stopped.
Fever	Fever is defined as an armpit or forehead temperature of 100 degrees or higher or an oral temperature of 101 degrees or higher. May return to school once fever free (has a temperature of 98.6 or very close to it) for 24 hours without fever reducing medication. Ear thermometers are not recommended per the Hennepin County Health Department.
Hand, Foot, and Mouth Disease	Until fever is gone for 24 hours without fever reducing medication and child is well enough to participate as usual (sores or rash may still be present).
Illness	Unable to participate in routine activities or needs more care than can be provided by the school staff.
Pneumonia	Until fever is gone for 24 hours without fever reducing medication and the child is well enough to participate in routine activities.
Undiagnosed Rash, with Fever or Behavior Change	Until a medical exam indicates these symptoms are not those of a communicable disease that requires exclusion.
Respiratory Infection (Viral)	Until fever is gone for 24 hours without fever reducing medication and the child is well enough to participate in routine activities.
Respiratory Syncytial Virus (RSV) Infection	Until fever is gone for 24 hours without fever reducing medication and the child is well enough to participate in routine activities.
Signs/Symptoms of Possible Severe Illness	Child is unusually tired, has uncontrolled coughing, unexplained irritability, persistent crying, difficulty breathing, wheezing, or other unusual signs for the child. Exclude until a health care provider ruled out severe illness.
Streptococcal Infection (Strep Throat/Scarlet Fever)	Until 12 hours after antibiotic treatment begins and the child is without fever for 24 hours without fever reducing medication.

Vomiting	Child has vomited two or more times in the previous 24 hours. Exclude for 24 hours after last episode of vomiting, unless it is determined to be caused by a non-communicable condition and the child is not in danger of dehydration.
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These are just selected examples. Complete information as well as specific fact sheets for a variety of illnesses can be found at <http://www.hennepin.us/childcaremanual>.

If a child needs to be picked up, we will call parents/guardians and then other emergency contacts as needed. Your child will be attended to by a teacher or office staff until picked up. Please arrive as quickly as possible. We expect children to be picked up within 30 minutes of parents/guardians being called due to illness.

Contagious diseases

- Please notify us immediately if your child has contracted any contagious disease, such as Covid-19, strep throat, pink eye, hand foot and mouth disease, or lice.
- We are required to notify parents/guardians of illnesses. Your child’s privacy is maintained by not sharing their name in the written notice.
- We use Mailchimp to convey illness information via email.
- We are also required to report some diseases to the Public Health Department.

Returning to school after an injury or surgery

Children returning to school after an injury that requires medical care or surgery must have a written note from their doctor listing any restrictions or stating that they have **no restrictions**. This note will be processed by the ECC office staff.

Medications at home

Please let us know when your child is on medication in case it causes any unusual reactions.

Medications at school

Please bring any medications needed during the school day to the office and we will have you fill out a medication permission form.

- Prescription medications must have the original prescription label with the child’s name and dosage instructions. One tip when having a prescription filled is to have the pharmacist split the medication in half and put it into two separate, appropriately labeled bottles.
- Over-the-counter medications must be clearly labeled with the child’s first and last names.
- The medication must be current (not expired). If staying at school, it must not expire during the school year.
- Parent/guardian must provide whatever is needed to accurately measure and dispense medication (measuring cup or spoon, etc.).

Please note that DHS considers items such as **ChapStick, Vaseline, hand sanitizer, lotion, sunscreen, vitamins, and baby wipes** to be medications and requires they be stored locked away. **These items may not be in a child's backpack, cubby or lunchbox.** DHS also does not allow water bottles in cubbies. If you need to leave any of these items at school please talk to a staff person about where you can keep them.

Section V: General Health and Safety Procedures

Safe Communities: Safeguarding the Temple Israel Community

The following is excerpted from Temple Israel's Safe Communities Policy

Temple Israel wishes to express its gratitude to the Episcopal Church USA for its comprehensive approach to creating safe communities, to Conservative Synagogue Adath Israel (CSAIR) of the Bronx, NY for providing much of the language and inspiration for our own work to safeguard our community, and to ministrysafecom.com. Parts of this policy were adapted from the CSAIR policy created in consultation with Jewish Sacred Spaces and are used with permission. More information and resources from Jewish Sacred Spaces are available at www.jewishsacredspaces.org.

Introduction

Temple Israel is a community that holds safety and well-being as sacred. Temple Israel also strives to be a leader in the Jewish community, leading with the values of:

Kedusha—Believing

Ma'asim—Acting

Kehillah—Belonging

Temple Israel believes the unique experiences each community member brings should be respected and heard. We act with respect towards ourselves and others. We work so that every person who enters our space can find belonging. Essential to keeping our values, is having a communal understanding of acceptable, and unacceptable, behavior. Therefore, this policy applies to every member of our community. Kol Yisrael arevim zeh bazeh, All of Israel is responsible for one another, reminds us that we have a responsibility to care for our community, and respond when someone is causing harm. This policy will give each community member the tools to understand behavior that could be potentially harmful, and report it appropriately. Temple Israel understands that by facing the horror of abuse, neglect, and maltreatment head-on, we can begin to create a space that safely welcomes all.

Statement of Goals

4. To keep all of the Temple Israel community safe from physical, emotional, and sexual abuse.
5. To outline behaviors that protect all community members.
6. To ensure all community members feel comfortable spotting behaviors that could lead to abuse.
7. To create guidance to help all community members understand maltreatment, reporting, and follow-up procedures.

Key Safe Communities Practices within the ECC

- **Consent is essential for all physical contact.**
 - In a case where touch must take place for the health and safety of the child, such as changing a diaper or applying sunscreen, children have a choice of **who** will provide the touch and when the touch will happen within reason (now, in 5 minutes or 10 minutes, for example).

- In a case where touch must take place immediately for the health and safety of the child, such as catching a child who is falling, the touch will be explained afterwards.
- **Tickling, roughhousing, or wrestling are not allowed.**
- **Rule of three:** Best practice indicates that there should be two adults present with young learners at all times, avoiding situations where one adult is alone with one child. As a second choice, it is acceptable for two learners to be present with one adult.
- **All interactions with children are to take place in spaces that are both observable and interruptible, in an area with an unobstructed view and clear visibility.**
- **ECC staff members are not permitted to babysit for current ECC families.**

Supervision

All children must be supervised by sight and sound at all times.

Mouthed Toys

In toddler rooms (or young preschool, if children mouth toys), a bin is designated and labeled for mouthed toys. Any toy that has been placed in a child's mouth is put in this bin after the child is finished with it. These toys are washed with soap and water, sprayed with bleach solution, and allowed to air dry.

Suffocation prevention.

Plastic bags are kept out of reach of children. If wet or soiled clothing is sent home the bag will be knotted tightly before being placed in the cubby. Children's faces are not covered during nap.

Table sanitation

Tables are cleaned with soap and water and disinfected with VersiFect solution before and after food is served on them.

First aid kits

First aid kits are available throughout the school.

Gloves

Clean disposable gloves are used when changing a soiled diaper and when dealing with an injury where blood or bodily fluids are present.

Outside play

Our goal is always to give children time to play and explore outside each day. We ask parents to ensure that children have appropriate outdoor clothing each day and for all weather to help us toward this goal. Classes sometimes play outside in the rain, so we ask that parents send outdoor rain clothing when applicable.

Winter

- Our goal is to be outside every day when possible.
- Our general guideline for all learners is that **we go outside when the wind chill and temperature are both 10 degrees or above**, with two caveats:
 - Our teachers find that **for our youngest learners, 15 degrees** is preferable for them.

- **Teachers use their judgement.** If it's forecast to be just under 10 or 15 degrees (depending upon age group) for both wind chill and temperature, at the time when each class is scheduled to be outside, then teachers are likely to choose to go outside if they think it will be enjoyable for learners. Our teachers base their decision on factors such as the weather in recent days, whether or not it is sunny, etc. **This flexible approach gets children outside more frequently.**

- We use the National Weather Service hourly forecast to make these determinations.
- You can use this QR code to see current temperature for Temple's zip code (55405):



- **Additionally, if the air quality is in the orange zone or higher children will stay inside.** If the air quality is in the yellow zone we will go outside and keep an extra close eye on children with asthma to see if they may need their medication.
- You can use this QR code to see the current air quality for Temple's zip code (55405):



Summer

- Our goal is to be outside every day when possible.
- When there is a heat advisory and/or the heat index is **100 degrees or higher, children will stay inside.**
- When the heat index is 90 degrees or above, teachers may choose to stay inside or to take children outside for 20 minutes or less, and hydrate well afterwards.
- We use the National Weather Service hourly forecast to make these determinations.
- You can use this QR code to see current temperature for Temple's zip code (55405):



- **Additionally, if the air quality is in the orange zone or higher children will stay inside.** If the air quality is in the yellow zone we will go outside and keep an extra close eye on children with asthma to see if they may need their medication.
- You can use this QR code to see the current air quality for Temple's zip code (55405):



Water/liquids

Water play:

The following precautions are taken when children are engaging in water play (i.e. a water table):

- Children are supervised so that they do not drink the water.
- Children with sores on their hands are not permitted to participate in water play.
- Each new group of children receives fresh water.
- Children must wash their hands before playing at the water table.

Hot liquids:

- Hot liquids must be kept out of children's reach.
- **Hot beverages are not allowed in the ECC.** DHS Licensing specifically requires that we take precautions to reduce this risk. Feel free to leave your hot beverage in the ECC office as you drop your child off in the ECC wing.

Children's clothing guidelines

- **Clothing that can get dirty with paint and other materials:** We value children as active learners, and part of this is providing opportunities for messy exploration. We expect children to wear clothes that they can get dirty with art and other materials. Toddler classes use paint that is marked as washable. Preschool and Pre-K classes use higher quality paints that are not marketed as washable.
- **Comfortable, washable clothing.** To enable your child to participate fully in all activities, please send them to school in comfortable, washable clothing appropriate for play with sand, paste, and paints. Keep in mind that spills happen, and that educational exploration is messy by its nature. Please send your child in clothing that can get messy.
- **Practical and safe shoes.** Have your child wear well-fitting shoes that will not slip off when running or climbing. Flip-flops are not safe when climbing on the playground. If you are not sure if your child's shoes are school-appropriate, ask them to run, jump and climb. If the shoe stays in place during these activities, then they are school-appropriate!
- **Ready for play.** Simple clothing that is free of complicated fastening (this includes belts) makes it easier for your child to get ready for outside play and, most importantly, get to the bathroom successfully! Please do not dress children in onesies.
- **Consider the weather.** Think of our playground and provide clothing that is sturdy. Think of changeable weather (and the fact that even though the sun may be bright and warm at 9:00 a.m., it might be cold and cloudy at 10:00 a.m.). Provide sweaters and jackets, even on the first sunny fall days. It is easy to remove an unneeded item. When buying winter clothing, look for self-help features like Velcro. Many parents/guardians leave an extra pair of tennis shoes in the child's cubby so they don't have to be transported back and forth.
- **Provide a complete extra set of clothing.** Please bring an extra set of clothing including underwear, undershirts, pants, shirts, socks, shoes and diapers to be left at school for emergencies. All extra and removable clothing should be **labeled** with the child's first and last name. A permanent marker or laundry marker works fine. Mittens are easily lost if not secured by a long string or clips.
- **Winterize.** Classes go outside in winter, so please dress your child accordingly or leave snow pants, mittens, hats, and boots at school.
- **Keep costumes at home unless it is a special holiday.** Please do not send your child to school in capes or costumes unless it is for a special costume day such as Purim.

Economic Challenges and Clothing

Families with economic challenges such that it is difficult for them to launder clothing, or have enough clothing for their children, should please let us know this is the case. We can provide extra clothing that children can change into at school. That way the child can get the extra clothing dirty instead of their own clothes if that is helpful. As always, we will keep communication confidential.

Section VII: Emergency Procedures

Weather Closing Policy

If school is closed due to weather, parents/guardians will receive a text notification through the BrightArrow system.

Information and Principles:

- We value holding school whenever possible without sacrificing the safety of our learners, our families, or our staff.
- We value that parents have told us that knowing about closings the night before rather than the morning of the closing is helpful whenever feasible.
- The ECC relies on the National Weather Service to determine weather predictions.
- Weather predictions do sometimes change so we can only make decisions based on the information we have at the time decisions need to be made. We recognize that sometimes with hindsight we will see we would have made a different decision than was made with the information available to us when the decision needed to be made.

Guidelines for closing the ECC:

The ECC is likely to align with Minneapolis Public Schools in cases when there is a closure due to snow, but may not align when the closure is due to cold. The following points inform our decision:

Factors we consider when deciding whether to close due to snow:

- If Minneapolis Public Schools closes due to hazardous driving conditions, and therefore it is hazardous to travel in cars as well as in school busses, the ECC **will** be closed.
- Minneapolis Public Schools' policy states they "will close schools if road conditions are such that travel becomes too hazardous for buses and cars....This may happen if it snows 6 inches or more in 12 hours, or 8 inches or more in 24 hours. Every winter storm is different, so it is possible that classes will still be held even if snowfall reaches these limits. We may also close school if conditions approach blizzard criteria, even if snowfall amounts are lower."

- If Minneapolis Public Schools closes early due to hazardous driving conditions developing during the day, the ECC **may** also close early accordingly.
 - If the school is closing early due to weather, we notify parents/guardians and they will need to arrange to pick up children.
 - In the very rare event that families are unable to get to the ECC due to extreme weather conditions, children will be supervised, fed and kept warm until parents/guardians are able to pick up their children.

Factors we consider when deciding whether to close due to cold:

- Because our children do not travel by school bus or wait at bus stops, the threshold for the ECC to close for cold may be different than MPS.
- The ECC **will** close if wind chills are expected to be -40° or lower or the air temperature to be -30°F or lower at 7:00 am on a given day.
- Minneapolis Public Schools MPS’ policy states they will likely cancel classes if the wind chill forecast for 6:30 a.m. the following day is -35° or colder, with winds of at least 5 to 10 miles per hour.
- If wind chills are expected to drop to -40° later in the day, the ECC **will** close early accordingly.

Late starts due to cold or snow: While Minneapolis Public Schools cannot have a late start due to their busing schedule, the ECC is able to open late. Therefore, if MPS is closed but conditions are expected to improve such that it seems appropriate to open at 9:00 rather than 7:30, the ECC **may** choose to do so.

Power failure

1. In the event of a temporary power failure, the school may need to close.
2. In the event of a prolonged power failure, parents/guardians will be contacted to pick up their child.
3. If a parent/guardian cannot be reached, emergency contacts will be called.
4. At no time are we alone in the building without a custodian who can turn off the electricity at the main fuse box.

Drills and emergency evacuations

Tornado drills occur monthly during tornado season (April - September). Fire drills occur monthly throughout the year.

1. The drill is announced over the walkies.
2. Staff will take the emergency pack and all emergency medications.
3. Students line up quickly and orderly and follow an adult to:
 - a. Tornado drill: Minda Hall in the basement or classroom bathrooms.
 - b. Fire drill: out of the building to designated meeting spots.
4. The teacher immediately checks attendance to make sure that everyone is accounted for.
5. Director will check classrooms, adult bathrooms, and hallway after classes have left area.
6. Signal to return is given by the director, acting director, or firefighter.
7. Upon hearing the signal to return, the adults and children will return.

In the event that the entire Temple building must be evacuated, we will proceed to a nearby location and parents/guardians will be notified.

Emergency treatment

Staff are trained in Pediatric CPR and First Aid and will care for minor injuries utilizing first aid guidelines. Parents/guardians are informed in writing of any school injury, and an accident log is kept. In an emergency, parents/guardians or other persons listed on the child's Emergency Form will be called. If none of these people can be reached, we will call the physician or dentist you have listed. If required, 911 will be called.

Temple Israel ECC staff are **NOT** allowed to give emergency transportation to a child under any circumstances. Until the arrival of a parent/guardian, physician, person authorized by the parent/guardian, police, emergency medical technician or ambulance, the Director will remain with the child. **It is of utmost importance to be sure all phone numbers, emergency numbers, and other pertinent information is current.**

Child Care Emergency Plan



Child Care Emergency Plan

Instructions: State law requires the following providers to use this form to create an emergency preparedness plan: (1) licensed child care centers (Minn. Stat. 245A.41, Subd. 3), (2) licensed family child care providers (Minn. Stat. 245A.51, Subd. 3), and (3) certified child care centers (Minn. Stat. 245H.15). Please refer to the Keeping Kids Safe planning guide for guidance in creating your emergency preparedness plan.

1. Provider Information			
DATE CREATED	DATE(S) REVISED		
8/1/2018	9/26/2019, 8/11/2021, 8/15/2022, 4/11/2024		
PROVIDER NAME			
Temple Israel Early Childhood Center			
ADDRESS		CITY	STATE
2323 Fremont Ave S		Minneapolis	MN
PHONE NUMBER		EMERGENCY PHONE	
612-374-0374		612-377-8680	
ZIP CODE		CITY	
55405		Minneapolis	

2. Shelter-in-Place / Lockdown Procedures	
If we need to stay in the building due to an emergency, the following procedures will be followed	
LOCATION 1 (IN-BUILDING)	LOCATION 2 (IN-BUILDING)
Bathrooms in classrooms or off of hallway	Minda and Joseph Hall in basement
PROCEDURES FOR SHELTER-IN-PLACE / LOCKDOWN Describe your procedures (who, what, where, when)	

Teachers bring their iPad or cellphone and emergency backpack and gather all children in one of the two shelter in place/lockdown locations. Teachers are always required to have their keys, cell phones and walkie talkies on them. Instructions are given to teachers over the walkie talkie or through cell phones.

SHELTER-IN-PLACE / LOCKDOWN FOR CHILDREN WITH DISABILITIES OR CHRONIC MEDICAL CONDITIONS
Include any special circumstances or procedures needed for children with disabilities or chronic medical conditions

Emergency medications are located in the office, so administrative staff bring the medications with them and would bring them to whatever location the child was if medication was needed.

Notification

EMERGENCY RESPONDERS WILL BE NOTIFIED WHEN

We would immediately dial 911. We would also use our walkie talkies to alert our security personnel and COO/CFO or her designated manager on duty.

PARENTS / GUARDIANS WILL BE NOTIFIED WHEN

Parents can be notified using the BrightArrow system at any point from any device (cell phone, computer, iPad). So as soon as we were able we would notify them and then could send updates as new information was available.

Emergency Kit for Shelter-in-Place / Lockdown Situations

PLEASE DESCRIBE YOUR EMERGENCY KIT. Please see Keeping Kids Safe for more information about how to use your emergency kit during shelter-in-place and lockdown situations

Each classroom emergency backpack has:

- Blanket(s)
- Gloves
- Band aids
- Safety glasses
- Face shield
- Rolling gauze
- Evacuation map

Our Office emergency backpack contains:

- Emergency Information Binder
 - o Allergy list
 - o AM/PM Care lists
 - o Class lists
 - o Emergency forms
 - o Pen
 - o Evacuation map
 - o Staff Emergency Contact Information
 - o Temple Israel Emergency Contact Information
- Blanket(s)
- Gloves
- Band aids
- Safety glasses
- Face shield
- Rolling gauze
- Flashlights

Last Updated 10/17

3. Evacuation and Relocation Procedures

IF WE NEED TO EVACUATE OUR SITE AND RELOCATE TO ANOTHER SITE, THE FOLLOWING PROCEDURES WILL BE FOLLOWED

EVACUATION ROUTES AND EXITS Show how you and the children will leave from any room in the building

Evacuation maps are posted in each classroom.

EVACUATING INFANTS AND TODDLERS Describe any special circumstances or procedures needed for evacuating infants and toddlers from the building

Administrative staff, support teachers as well as staff from other departments in Temple Israel (outside of the ECC) all come to the toddlers rooms as quickly as they are able to help carry children as needed.

EVACUATING CHILDREN WITH DISABILITIES OR CHRONIC MEDICAL CONDITIONS Describe any special circumstances or procedures needed for evacuating children with disabilities or chronic medical conditions from the building including procedures for storing a child's medically necessary medicine

Emergency medications are located in the office, so administrative staff bring the medications with them and would bring them to whatever location the child was if medication was needed.

Notification

EMERGENCY RESPONDERS WILL BE NOTIFIED WHEN

We would immediately dial 911. We would also use our walkie talkies to alert our security personnel and COO/CFO or her designated manager on duty.

PARENTS / GUARDIANS WILL BE NOTIFIED WHEN

Parents can be notified using the BrightArrow system at any point from any device (cell phone, computer, iPad). So as soon as we were able we would notify them and then could send updates as new information was available.

Emergency Kit for Evacuation and Relocation Situations

DESCRIBE YOUR EMERGENCY KIT. Please review Keeping Kids Safe for more information about how to use your emergency kit during evacuation and relocation situations

Each classroom emergency backpack has:

- Blanket(s)
- Gloves
- Band aids
- Safety glasses
- Face shield
- Rolling gauze
- Evacuation map

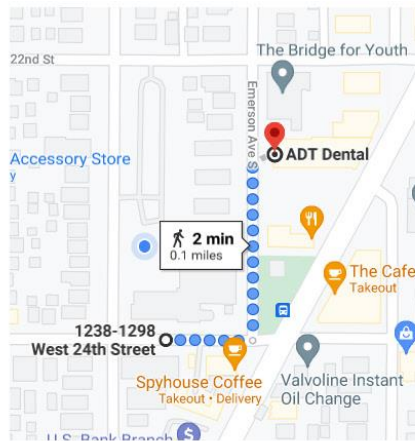
Our Office emergency backpack contains:

- Emergency Information Binder
 - Allergy list
 - AM/PM Care lists
 - Class lists
 - Emergency forms
 - Pen
 - Evacuation map
 - Staff Emergency Contact Information
 - Temple Israel Emergency Contact Information
- Blanket(s)
- Gloves
- Band aids
- Safety glasses
- Face shield
- Rolling gauze
- Flashlights

Relocation - Location 1			
BUILDING NAME ADT Dental		REASON(S) TO EVACUATE TO LOCATION 1 It is close and they have given us permission	
ADDRESS 2232 Hennepin Ave		CITY Minneapolis	STATE MN
PHONE NUMBER 612-377-6108		ZIP CODE 55405	
EMERGENCY PHONE			

TRANSPORTATION TO LOCATION 1

We would walk:



OTHER DETAILS

Parents can be notified using the BrightArrow system at any point from any device (cell phone, computer, iPad). So as soon as we were able we would notify them and then could send updates as new information was available.

Relocation - Location 2 (optional)			
BUILDING NAME		REASON(S) TO EVACUATE TO LOCATION 2	
ADDRESS		CITY	STATE
PHONE NUMBER		ZIP CODE	
EMERGENCY PHONE			

TRANSPORTATION TO LOCATION 2

4. Parent/Guardian and Child Reunification Procedures

If we need to evacuate, shelter-in-place, or when parents/guardians are unable to get to children, the following procedures will be followed to reunite children with parents/guardians or designated contacts as soon as it is safe.

PARENTS / GUARDIANS WILL BE NOTIFIED WHEN

Parents can be notified using the BrightArrow system at any point from any device (cell phone, computer, iPad). So as soon as we were able we would notify them and then could send updates as new information was available.

PARENT/GUARDIAN CONTACT INFORMATION WILL BE MAINTAINED IN THIS LOCATION

It is available online through the BrightArrow system. There are paper copies in our office emergency backpack and at the front desk.

Release Children will only be released to parents/guardians or other individuals listed on the child's form (with proper identification)

OTHER DETAILS ABOUT REALEASE OR REUNIFICATION

We would use our iPads or cellphones to have authorized adults sign out their children as we usually do, checking photo IDs as needed.

5. Continuing Operations Procedures

In the period during and after a crisis, the following procedures will be followed regarding continuing operations

Notification and Decision Making

THE FOLLOWING PEOPLE WILL NEED TO BE NOTIFIED AND BE A PART OF THE DECISION-MAKING PROCESS REGARDING CONTINUED OPERATIONS DURING A CRISIS

Anne Rasmussen, COO/CFO
Rabbi Marcia Zimmerman, Head Rabbi
Josh Curtiss, Facilities Manager
Sharon Rosenberg-Scholl, ECC Director
Barb Berris, ECC Associate Director

THE FOLLOWING PEOPLE WILL NEED TO BE NOTIFIED AND BE A PART OF THE DECISION MAKING-PROCESS REGARDING CONTINUED OPERATIONS AFTER A CRISIS

Anne Rasmussen, COO/CFO
Rabbi Marcia Zimmerman, Head Rabbi
Josh Curtiss, Facilities Manager
Sharon Rosenberg-Scholl, ECC Director
Barb Berris, ECC Associate Director

ANY ADDITIONAL CONSIDERATIONS FOR OPERATIONS

6. Emergency Contact Information**For Emergencies - Dial 911****Law Enforcement Agencies**

CITY (if applicable)	CONTACT NAME	
Minneapolis	Police Precinct 5	
NON-EMERGENCY NUMBER	24-HOUR EMERGENCY NUMBER	
612-673-5705	911	
CITY (if applicable)	CONTACT NAME	
NON-EMERGENCY NUMBER	24-HOUR EMERGENCY NUMBER	

Utility Emergency Phone Numbers

ELECTRIC	COMPANY	
	Xcel Energy	
CONTACT PERSON	24-HOUR EMERGENCY NUMBER	
	800-895-1999	
GAS	COMPANY	
	Centerpoint	
CONTACT PERSON	24-HOUR EMERGENCY NUMBER	
	800-296-9815	
WATER	COMPANY	
	MPLS Finance Dept	
CONTACT PERSON	24-HOUR EMERGENCY NUMBER	
	612-673-5600	

General Emergency Resource Numbers

MINNESOTA POISON CONTROL	PHONE NUMBER
	800-222-1222
CRIME VICTIM SERVICES	PHONE NUMBER
MN Office of Justice Programs	800-247-0390 ext. 3
POST-CRISIS MENTAL HEALTH HOTLINE	PHONE NUMBER
Hennepin Adult (18 years and older) hotline is COPE 612-596-1223, Children hotline is Child Crisis 612-348-2233	612-596-1223 612-348-2233
FIRE DEPARTMENT	PHONE NUMBER
Minneapolis Fire Department, General Information	(612) 673-2890
OTHER	PHONE NUMBER
Washburn Center for Children	612-871-1454
NAME OF INSURANCE AGENCY	
Bremer Insurance Agencies	
INSURANCE CONTACT PERSON	PHONE NUMBER
Bruce Fink	651-552-2424

Licensing or Certification Information

LICENSING OR CERTIFICATION NUMBER

802471

LICENSED OR CERTIFIED BY STATE OR COUNTY

Minnesota DHS

LICENSOR NAME

Kelly St. John

LICENSOR PHONE 651-431-6030, x: 4025

Child Care Assistance Program (CCAP) Information (If applicable)

CCAP PROVIDER ID

9470

CCAP AGENCIES REGISTERED WITH

Hennepin County

CCAP AGENCY PHONE NUMBER(S)

(612) 348-7349

7. Identification of Hazards

This section is provided as a resource for your emergency preparedness. It allows you to identify the risk of certain hazards occurring, the impact that a hazard could have if it did occur, and how you would continue operating during and after the emergency.

Attention licensed child care centers: You are not required to complete this section as you should have already identified potential risks and impacts as part of your Risk Reduction Plan (see Minn. Stat. 245A.66). If you have not addressed any of these hazards that could impact your site, you should use this section or add items to your Risk Reduction Plan.

HAZARDS	RISK OF HARM, POTENTIAL IMPACT AT YOUR SITE, AND PLAN FOR CONTINUING OPERATIONS DURING AND AFTER THE EMERGENCY
Fire	
Flood	
Gas/Chemical Leaks	
Hazardous Materials	
High or Low Temperatures	
Infectious Diseases	
Nuclear Power Plant	Please note, there are two nuclear power plants in Minnesota. Depending on your proximity to these plants, which are located in Welch and Monticello, you may/may not have a potential "risk of harm."
Severe Winter Weather	
Thunderstorm	
Tornado	
Violent Incidents	
Other	

8. Child Emergency Contact Information

You should collect each child's emergency contact information and keep it with your emergency kit(s). Licensed child care centers and licensed family child care providers already collect this information from parents/guardians upon enrollment.

Keep the following information with your emergency kit(s) in case of an emergency:

Child specific information:

- Child's name
- Child's address
- Child's date of birth
- (If applicable) Special instructions for children with disabilities or chronic medical conditions

Parent/guardian information:

- Name(s) & relationship to child
- Preferred contact information (i.e., phone number or email address)
- Alternate emergency contacts
- Individuals authorized for pick-up

For licensed family child care providers, this information is on the first page of each child's Admissions and Arrangements form. Keep a copy of the first page of each child's Admissions and Arrangements form with your emergency kit(s) so that the information can be easily accessed in an emergency.

Please note: Do not post any child-specific information with your emergency plan or share it with other parents.