



Hanna Fenichel Center for Child Development

Family Handbook

Hanna Fenichel Center Policies & Procedures

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WELCOME!

Greetings and welcome to a new school year at The Hanna Fenichel Center for Child Development (The Center). As an early childhood development center, we are dedicated to the critical work of nurturing and expanding the worlds of young children in our care.

This school year marks our 48th anniversary of providing early childhood experiences that meet the developmental needs of children 12 months to 5 years. We are thrilled to have you and your child as members of the Hanna Fenichel community and look forward to a new year of growing and learning together!

The purpose of this handbook is to be a guide to our mission, philosophy, policies, and procedures. This handbook will be most useful to you if you take the time now to read it through and become familiar with its contents. It will provide you with a quick and easy guide to reference throughout the year. All of our policies and procedures are carefully thought out and periodically reviewed. We put the growth, development, and well-being of children first in making policy, and our goal is to have our center, in all its practices, reflect our commitment to the needs of the children.

We are very proud of our Center and realize that its success is the result of the collaborative efforts of the entire school community. Together we provide the very best for our children, promoting optimal development in all areas of growth. The Center is a private, not-for-profit organization open to the community without discrimination of race or creed. The Center follows all procedures and policies set forth by the California Department of Social Services, including staffing, enrollment, health, and safety.

The Department of Social Services can be reached at:
Community Care Licensing Division
7575 Metropolitan Drive, Suite 110
San Diego, CA 92108
(619) 767-2200

Feel free to reach out to me with any questions or feedback. We are always interested in growing, learning, and improving our school.

With appreciation,

Julie Brackbill
Director

*“Young children learn best **by playing** and following their own curiosities, **by solving real problems**, such as how to balance a stack of blocks, or how to negotiate a zipper, put together a picture puzzle, and, most of all, **by making mistakes and trying again.**”*

-David Elkind, Psychologist

OUR HISTORY

The Hanna Fenichel Center was named in memory of Dr. Hanna Fenichel, an educator known for her work in the field of early child development and for her association with The School for Nursery Years in Los Angeles. The Center was founded in 1975 in La Jolla by the San Diego Psychoanalytic Society and Institute. The Center was originally founded to study normal childhood development in a school setting. Members of the Institute continue to participate on the Board of Trustees and provide support to the Center through consultation with the administration, staff, and parents.

THE MISSION

We strive to create a nurturing community that supports each child’s growing sense of self and an innate passion for learning through purposeful experiences that foster strong social skills, inquiry, and discovery. We are committed to the highest quality early childhood education program for children, ages 18 months to 5 years.

OUR PHILOSOPHY

The Hanna Fenichel Center for Child Development embraces joyful, play-based learning and supports social-constructivist beliefs that children are active participants in constructing their own knowledge. We view the child as the protagonist, and through social interactions and small group investigations, teachers support and inspire children's wonderings, curiosities, questions, and theories.

Our philosophy is influenced by a myriad of well-recognized psychologists and educational theorists, including John Dewey, Lev Vygotsky, Jean Piaget, Howard Gardner, Maria Montessori, and Loris Malaguzzi (founder of the Reggio-Emilia approach to learning). We recognize the equal importance of social, emotional, intellectual, creative, and physical growth to the well-being of the young child.

Hanna Fenichel Vision & Values for Children & Families

Our Vision for Children

At Hanna, our hope for children is that they are:

- Filled with wonder, curiosity, and joy.
- Viewed as reflective thinkers, capable of big ideas and able to solve complex problems.
- Equal members of society who contribute opinions, feelings, and motivations.
- Provided environments where play and discovery are a priority and valued as a vehicle of great learning.
- Seen, heard, and respected as unique individuals with their own family values, cultural contexts, and traditions.
- Intentional learners who stumble, take risks, and push boundaries, all in the name of understanding the world around them.
- Collaborators, communicators, and creative thinkers.
- Generous friends filled with intense emotions navigating relationships and at their own pace.

Our Vision for Families

At Hanna, our hope for families is that they feel:

- Curious about and connected to children's experiences, learning environments, and opportunities for growth.
- Empowered to act, engage and collaborate with parents, teachers, and children.
- Invited to share their perspectives and wonderings.
- Supported by educators who value parents as experts on their own child and are open to the knowledge that early childhood professionals can provide.
- Seen as more than just a child's parent, but unique individuals with passions, opinions, cultural contexts, and careers.
- A trusted partnership and mutual respect for educators and other parents, allowing for their hopes and dreams to be expressed, heard, and considered.
- Young children are vital members of our larger community and are the vision makers of our present and future.

Parent & Toddler Program Overview

Hanna Fenichel offers a Parent & Toddler Program for children ages 12 months to 2 years of age, where the child attends each class with their parent. Parents gradually separate from their children in the spring and meet with our parent educator on the Hanna campus.

Goals for the Parent & Toddler Program are as follows:

- To provide children with their first playgroup experience away from home in which:
 - Developmental needs are met
 - Trust is fostered
 - A sense of autonomy is nurtured

To help fulfill the program's goals, teachers interact with 6-7 children in a creative, developmentally appropriate, and reassuring environment. The daily schedule includes indoor and outdoor exploration, snack time, music, stories, art material exploration, and a goodbye gathering.

Parents stay for the class duration with their child and are encouraged to be aware of and follow their child's verbal and nonverbal cues regarding separation and playing. Meetings with our parent educator include issues relevant to parents' observations and wonderings and other topics related to early childhood development.

Goals for the Parent Group Discussions are as follows:

- To relate and reflect on parenting experiences and provide parents with a support system
- To explore similarities and differences, challenges and successes, and share experiences to learn from one another
- To use research about child development to increase understanding of their experiences
- To discuss developmentally appropriate techniques for discipline, sibling interaction, and more. All in a non-judgmental and compassionate environment
- To provide parents with an opportunity to observe their child in interaction with peers, teachers, and other adults

Transition Program Overview

Program Hours: Tuesday & Thursday, 9:00 a.m. to 12:00 p.m.

The Hanna Fenichel Center offers a transitional program for children ages 2–3 years of age to support children in separating from primary caregivers and comfortably settling into our community-focused preschool environment. Children entering into the Transition Program will remain with the same peer group for their Transition & 3 Day school years. The teacher/child ratio for this Program is 1:4 or 1:5.

The goals for the Transition Program are as follows:

- To provide a nurturing environment that fosters the development of positive social interactions
- To support and enhance wonderings and curiosities about the world
- To encourage independence and self-exploration
- To provide individual and group learning experiences
- To expose children to a myriad of open-ended materials that invite exploration and discovery

To help fulfill these goals, Hanna educators interact with a group of 12-13 children in a loving and supportive manner and offer a daily schedule that includes a morning gathering, indoor and outdoor explorations, art studio invitations, songs and storytime, community snack, and a goodbye gathering.

Educators encourage a sense of autonomy in children by providing an environment that is rich with inspirational materials that offer independent and group interaction. Educators listen closely to children's ideas in order to deepen and extend their play.

At Hanna, we place a high value on a smooth transition from home to school through home visits, Social stories, classroom tours, and individual family guidance. Parents are encouraged to work with their teachers during the transition/separation process, and we respect that the timing will vary for each child.

3 Day Program Overview

Program Hours: Monday & Wednesday from 9:00 am to 12:30 p.m., and Fridays from 9:00 a.m. to 12:00 p.m. Extended day option until 2:00 p.m. on Wednesdays.

The Hanna Fenichel Center offers a 3 Day program for children 3-4 years of age. The 3 Day program is made up of 12-13 children with two educators per classroom. This program is designed for children to explore projects and investigations based on their curiosities about the world around them. Discovering and experimenting are viewed as learning and are essential to development. This emergent curriculum supplies experiential opportunities for making observations, asking questions, and testing hypotheses. In this way, children can develop the skills essential for future learning by way of discovering the many ways these skills can be implemented in different environments.

Goals for the 3 Day Program are as follows:

Social Growth:

- * To gain respect for the rights and feelings of others
- * To foster cooperative play
- * To develop and expand conflict-resolution skills

Emotional Growth:

- * To encourage independent thought and understanding of feelings and behaviors
- * To support the expression of emotions
- * To gain consideration for others
- * To provide support in the process of separation

Intellectual Growth:

- * To facilitate the development of each child's ability to think logically
- * To use words and ideas clearly and to apply knowledge
- * To provide an environment rich in opportunities as an avenue to practice skills necessary for future success
- * To ask questions and follow lines of inquiry

Physical Growth:

- * To facilitate the development of small and large motor skills

To achieve these goals, the program offers a morning gathering, stories and songs, indoor and outdoor exploration, community snack, small group and large group investigations, and a goodbye gathering.

Prekindergarten Program Overview

Program Hours: Monday through Thursday, 8:50 a.m. to 1:20 p.m. & Fridays, 8:50 a.m. - 12:30 p.m.

Hanna's Prekindergarten program is for children, 4-5 years of age, and the classes are made up of 13-14 children with two educators. This program is designed for children to explore projects and investigations more deeply and to prepare children for their transition into kindergarten. Our classrooms provide an open-ended, emergent curriculum with many opportunities for making observations, asking questions, and testing hypotheses arising from direct experience. Discovery and experimentation is key learning and essential to multi-level development. This program, as in all our classrooms, seeks to help children develop a positive disposition toward future learning environments.

The goals of the Prekindergarten Program are as follows:

Social & Emotional Growth:

- To gain respect for the rights and feelings of others
- To foster cooperative play
- To develop and expand conflict resolution skills
- To encourage independent thought and understanding of feelings and behaviors

Intellectual Growth:

- To facilitate the development of each child's executive functioning skills
- To express ideas clearly and to apply knowledge
- To ask questions and follow lines of inquiry
- To support children in representing their ideas and perspectives through visual and theatrical art forms

Physical Growth:

- To facilitate the development of small and large motor skills through daily play and the daily use of classroom materials.
- Support hand skills, such as proper pencil/tool positioning, essential for handwriting

Kindergarten Readiness:

- Alphabet and numerical recognition
- Early phonemic awareness
- Ability to write and recognize own name and other important words/names
- Group turn-taking skills
- Learning collaboration and collective group agreement strategies

To achieve these goals, the program offers a morning gathering and storytime, a Reflection Meeting, indoor and outdoor exploration, open snack time, small and large group learning groups, and a goodbye gathering.

GENERAL SCHOOL INFORMATION

The Center maintains a website where events and information about the school are posted. Please visit www.hannafenichel.com.

COMMUNICATIONS

School Directory: An all-school directory is provided to parents via our website. The school directory contains confidential information. Any copying, use, or disclosure by any individual, outside agency, or organization for solicitation of any kind is strictly prohibited.

Family Communication: *The Center is GREEN! Please check your email for news or information from your child's teacher or the director.*

Each program, Transition through Prek, communicates through STORYPARK, highlighting group and individual child development. Additionally, teachers or the Director may forward articles of interest pertaining to child development, curriculum, or health. The director will broadcast all-school reminders and announcements via email.

Use of Email Addresses: Emails to parents and staff are to be used solely by The Center to communicate information about the school and/or other related topics. Email addresses of parents, friends, and staff may not be used by recipients or other individuals to send emails that are non-related with the express permission of the director.

The Center will use email addresses given by parents, friends, and staff for the express purpose of communicating information about the school, the parents' individual child, or related information.

Contacting Teachers: During the hours The Center is in session, teachers are available via the school telephone line (no cell phones and no texting) or email for center-related business ONLY. Calls will be transferred from the office, or teachers may call directly from their classroom telephones. The staff does not use their personal cell phones or classroom computers to conduct non-center business. We appreciate your partnership with respecting teachers' personal boundaries.

Parents: Parents are requested to respect the confidentiality of all families enrolled in The Center and its employees by refraining from conversations regarding The Center's business with employees. **Conversations about another child, parent, or teacher are to be shared with only those involved.** Questions, concerns, or conflicts should be addressed DIRECTLY with the persons involved.

Concerns: Please feel free to discuss any area of concern with the Director. Any information disclosed will be treated with respect and confidence.

- Please keep the school informed of any changes in the home so that we may help support your child.
- Please keep the school updated on changes of address, telephone numbers, emergency contacts, or changes in the people responsible for drop off or pick up.

Parent & Teacher Conferences: Parent and teacher conferences are scheduled two times per year for the Transition through Prek programs. Conferences provide time for teachers and parents to discuss each child's individual progress in regard to developmental stages, involvement in the classroom and with peers, and observed behaviors.

~There is NO SCHOOL on the scheduled parent and teacher conferences days~

Conferences are scheduled on the day your child would normally attend school, and sign-ups are available 2-3 weeks prior to the scheduled conference days. **It is requested that parents DO NOT plan family outings/vacations during our conference days.**

Additional Parent & Teacher Meetings: Parents are encouraged to schedule appointments with teachers or the director at any time that they have questions, concerns, celebrations, or joys! ***We can only help you when we know there is a concern, problem, or question.*** Teachers are available each morning/afternoon at drop-off and/or pick up for QUICK check-in. Anything other than a brief communication may not get the attention it deserves at this busy time. If you think you need more time, please schedule or request an appointment to meet directly with your child's classroom teacher.

Home Visits: Home visits are scheduled for Transition through Prek children new to Hanna. Home visits are offered to facilitate the child's adjustment from home to school. The visits are designed to build the relationship between the child and the teacher AND the parent and the teacher. It is hoped that these brief (30 minutes) social visits will help develop a positive rapport between the family and the school. Home visits are typically scheduled by the classroom teachers via email or telephone for the week prior to camp and the new school year.

PARKING, ARRIVALS, AND DEPARTURES

Parking: As you are aware, parking is extremely limited at Hanna! Please plan ahead and give yourself extra time to locate a safe parking space. Three parking spaces are available at Hanna in addition to street parking. **Please be respectful of our neighbors!** Please do not block driveway or walkway access at any time by parking in designated parking spaces (Acacia Ave. is patrolled on a regular basis by the Solana Beach Traffic Safety Division and cars will be ticketed.)

PLEASE DO NOT PARK AT SURFRIDE OR HAMILTON ACCOUNTANCY PARKING!

Gates: For the safety of all of the children, the gates must be closed and latched! Please, close both the outer and inner gates upon arrival and departure.

ARRIVAL:

Hanna Teachers and/or Staff will open The Center's exterior gate at 8:50 a.m. to greet and invite the Prekindergarten Program, and at 9:00 a.m. to invite the 3 Day (M/W/F) and Transition (T/Th) Program into our school. Your child should NEVER be left unattended outside the front gate!

Sign In/Sign Out: An adult (18 years or older) must accompany children into the classroom and personally escorted to a teacher. We cannot assume responsibility for any child who is dropped off without personal contact between the parent/caregiver and the teacher. As mandated by State Law, the adult must sign his/her full, legal signature on the daily sign-in sheet. The same is also required at pickup. ALWAYS, confirm with the classroom teacher that your child has arrived or has been picked up.

Hand-washing: Upon arrival to Hanna, the following procedures must be followed by parents, children, and staff:

- Upon arrival or the start of each school day, parents/caregivers must accompany their child to the outside sinks for hand-washing with soap and water before engagement with classroom materials.
- Children will be expected to wash their hands with soap and water before snack time and/or lunch, after toileting, blowing noses, sneezing, handling food, and handling school pets.

Classroom Meeting Times: Please be respectful of our morning and afternoon meeting times! Parents and children are provided with a 10-minute transition time after the start of each day at drop-off before our morning circles begin. Parents can help their child to transition into school by connecting your child to a playmate or to their teacher before saying “Goodbye.” The classroom door will be closed after this transition time to begin the day growing and learning together. We consider meeting time “sacred,” and the classroom door will remain closed until the gathering time is completed. If at any time you arrive to a closed door, please wait until meeting is over to enter the classroom. Arriving late is disruptive to both children and teachers.

PICK-UP:

We appreciate your prompt arrival at the end of each day! Please wait in the waiting area or lower play space until your child’s teacher greets you and welcomes you into the classroom to pick up your child. Your child is excited to see you at the end of their day, and any unexpected delay can cause moments of avoidable fear and/or anxiety. If a delay is unavoidable, please call or email the office with as much notice as possible so that we may let your child know when to expect you.

Children do best when they are told clearly who will be picking them up. *Please note in writing any unusual pick up arrangements with the teachers and the director. Please provide written authorization for anyone picking up your child that has not been designated on the Identification and Emergency Information Form completed by each parent and filed in the office. For your child’s safety, any new person picking up will be asked to show photo identification.*

Hanna staff may NOT transport children directly from The Center

Late Pick-Up Policy: We extend a 10-minute late pick-up period when a parent has called the school office to give notice of late pick-up. If a parent is consistently late to pick up with or without notification, a warning will be given in writing. After the warning notice, the next late pick up the parent will be charged \$2 for each minute thereafter until their arrival. Parents will be given a late pick-up notice with the amount owed.

ABSENCES

All absences should be emailed or called into the Hanna office for any reason for the benefit of your child and the other children in the class. Kindly report any instance of a contagious disease immediately. Parents will be notified of communicable diseases by email or written notification.

If you are in doubt about whether your child is well enough to attend school, please keep your child home for a day. It is the onset of an illness that the child is most contagious.

LUNCHES, SNACKS, AND NUT-FREE ENVIRONMENT

NUT-FREE Environment: Due to special dietary needs and allergic reactions, we do not serve any foods that contain nuts, nut butter, or nut oil!

PLEASE DO NOT SEND ANY NUT PRODUCTS TO SCHOOL!

Snacks: Snacks are provided daily and may include organic fruits, vegetables, a carbohydrate (i.e. whole grain cracker), and a non-meat protein. A snack menu is posted in each classroom. Parents are welcome to supplement our daily snack for a child with allergies.

Lunches: Children enrolled in our 3 Day and Prekindergarten programs eat lunch at school and need to bring a NUT FREE packed lunch. Please use containers that children can attempt to open themselves and practice with your child opening and closing containers before the start of school. As required by Community Care Licensing, we cannot microwave to heat lunch items. Food that is not eaten will be repacked in your child's lunch box so that you can keep tabs on what your child eats, likes, or dislikes.

EXTRA CLOTHING AND SCHOOL ATTIRE

Children should be dressed in comfortable clothing that does not inhibit their full participation in daily school activities. DRESS TO MESS! Each child should have an extra set of LABELED clothing in their cubby bag/ basket (diapers, underpants, socks, shorts/pants, shirt) packed in a gallon-sized zip lock baggie. Clothing should be replaced as needed and/or changed according to the weather. **The Center is not responsible for lost or misplaced clothing, toys, books, etc...brought from home.**

Custom label examples: www.namebubbles.com or www.mabelslabels.com.

LAVATORY/BATHROOM USAGE:

Bathrooms are provided inside the classrooms for the children's use. The exterior bathroom is designated for adult use. Children may use the exterior bathroom ONLY under the direct supervision of a parent/adult.

- Children using the bathrooms will be accompanied by an adult at all times.
- Children are encouraged to undress/dress and wipe themselves under the supervision of the accompanying adult.

When a child has had an accident wetting or soiling their clothes, the supervising adult will assist the child in changing their clothes. The adult will encourage the child to remove their clothing and will assist in cleaning the child (if necessary) and help put on dry/clean clothes. The soiled clothing shall be put in a plastic bag and put with the child's other belongings. Parents will be notified through the sign-in sheet messages or verbally of the soiled clothing. Soiled clothing should be taken home immediately for washing, and clean extra clothing should be replaced for the child's next day at school

Diapering: Parents are expected to provide 3-4 extra diapers to be kept in their child's cubbies. Diaper creams are considered medication and MUST NOT be kept in your child's cubby. Procedures to be followed by teachers and/or parents changing diapers at the center:

- If using the changing tables, a clean, disposable non-absorbent liner MUST be used on the diaper changing surface.
- Children on changing tables MUST be under direct supervision at all times, and the adult must always keep one hand on the child during diapering.
- Teachers are required to wear disposable gloves while changing soiled diapers.
- Soiled diapers must be placed in plastic bags and deposited in a covered trash reciprocal.
- Diaper changing tables must be cleaned and disinfected after each use (Disinfectant is provided in the children's bathroom and the exterior adult bathroom).
- Children under 36 months, who are not able to do so themselves, should have their hands washed by a teacher or parent with liquid soap and water.
- All adults must wash their hands with liquid soap and water after each diapering.

Toilet Learning: When your child is ready, we work closely with the parent and child to toilet train the child in a consistent, calming, encouraging manner. We celebrate success and keep a positive upbeat attitude when the child has an “accident.” The parent and school should follow a consistent and similar schedule, or the child’s training will be erratic. Your child’s teachers will keep you posted on progress—please keep us abreast of all news, for example, when your child comes to Preschool with only underwear on!

POSITIVE DISCIPLINE TECHNIQUES

One of our goals is to build self-esteem in children. This is done in a positive manner and by setting limits and/or redirecting the child’s mistaken/inappropriate behavior. Corporal punishment, humiliating or frightening techniques, sarcasm, and labeling children (“good” or “bad”) are prohibited.

HANNA TRADITIONS

Birthdays: Your child’s birthday is important to us, and we love to celebrate! Due to dietary restrictions, we cannot accept cupcakes, muffins, cakes, or sweets for birthday celebrations. If you want to send in a special birthday item, please consider baby photos and/or a special book to share with the class during morning or afternoon meeting time. Please make prior arrangements with your child’s teacher. Each birthday child will be recognized throughout the school day through song, creative explorations with peers, stories, and friendship.

Birthday Invitations: We know nothing crushes young spirits more than the realization that one is among the few excluded from a classmate’s birthday. **PLEASE DO NOT distribute birthday invitations at school unless everyone in the class is included. Please be aware that invitations left in cubbies or parent folders are often lost or misplaced.**

Birthday Gifts: If your child is unable to attend a birthday celebration, Please DO NOT deliver birthday gifts to the child at school.

Holidays: Hanna is non-sectarian and, as such, does not celebrate religious or other holidays at school. For all other holidays, parents are welcome to share their traditions by sharing stories, songs, music, or games with their child’s class. Arrangements may be made with your child’s classroom teachers.

FUNDRAISING

The Center sponsors fundraising projects each year to supplement our tuition-driven operating budget. We depend on the generosity of our community to advance the vision of the school. The tradition of support is fundamental to our ongoing success. Fundraising efforts have supported the total remodel of the school in 2007 and smaller efforts at site improvements, classrooms, classroom materials, teacher education, and more. We continue to strive to improve our site and classrooms for the benefit of ALL of the children and families who are a part of our community now and into the future. Fundraising events include:

- **Parent Donations:** The Center is a non-profit 501(c)(3) organization. Excellence in preschool education often requires gifts and/or funds beyond tuition. Parents are encouraged to include the center in their tax deductible, charitable donations. Donors may discuss the school’s current needs with the director.
- **Spring Fling Fundraiser:** Each spring, The Center hosts a gala event that showcases the children’s artwork produced and raises important funds for the school. The evening includes fun, camaraderie, a live auction, and opportunity drawings.

PARENT PARTICIPATION/VOLUNTEERS

There are a variety of ways for parents to volunteer at The Center. All parents are asked to volunteer their time and talent. Some committees that we have had in the past include

- Event Committees: Parent committees form for all of our school events throughout the year, including the Spring Fling Fundraiser, Exhibition of Learning, End of Year Picnic, and more.
- Sustainable Hanna: Hanna has committed to sustainability by conserving valuable materials and resources. We try to avoid paper and plastic waste at our functions and educate our children on how to care for our environment and the greater world. This committee continues to help us improve our environmental policies, find opportunities to enhance our recycling and composting, and encourage participation from our entire community.
- Photography and Video Editing: This committee helps with photographing special events and or/capturing children at play/work for our website and presentations. Frequency is a couple of times throughout the year
- Hanna Gives Back: We want to involve our children at a very young age in the power of generosity and kindness towards others. A committee of volunteers is needed to coordinate with and assess needs of outreach program. Arrange, promote, and conduct food, clothing, or toy drives as needed. Deliver collected items to the appropriate agency.
- Physical Site: This committee will oversee construction/repair/ projects on Parent Workdays, including organizing the workday, purchasing necessary materials, and supervising projects. Throughout the year, members will be asked to support additional projects (such as power washing facility) as needed. Workdays are TBD.
- Tech Committee: Mac/Apple knowledge necessary. Parents with technical expertise in the area of Mac computers and website problem solving are needed throughout the year. Volunteers are often needed in a semi-urgent nature to problem solve and other times throughout the year to support appropriate computer updates, etc.
- Parent Musicians: Calling all aspiring rock stars, we are looking for parents with musical talents to play music at some of our Hanna events! Whether you're a harmonica player, guitarist, singer, or anything in between, we'd love for you to share your gifts with us.

HEALTH AND SAFETY

Hanna Fenichel Center

Wellness Policy

If a child shows any symptoms* of illness or if they appear pale, lethargic, or unusually irritable, these may be indications of illness, and that child should stay home from school. Please communicate **all** illness-related school absences to the office by emailing info@hannafenichel.com. Children must be 24 hours symptom-free from all illnesses before returning to school. If your child has tested positive for COVID, then a negative COVID test result should be submitted to the office before returning to school.

***Children should stay at home if they show signs of the following:**

- FEVER of 100.4 or higher
- RASH
- EYE INFECTION WITH DISCHARGE
- EAR OR THROAT INFECTION
- “COLD” SYMPTOMS: Coughing, sneezing, watery eyes, mucus secretions
- DIARRHEA and/or FLU-like symptoms such as vomiting or headache
- RAPID or NOISY BREATHING

Before School Screening:

Parents/guardians will assess their child's health every morning before school. If any of the above symptoms are present, please keep your child at home and communicate with the office at info@hannafenichel.com

Illness During School:

If a child becomes ill while at school, the parents/guardians of the child will be contacted by phone to schedule an immediate pickup.

Returning to School:

Children must be 24 hours symptom-free from all illnesses before returning to Hanna, and a negative COVID test result should be submitted to the office, if applicable.

Communicating Illness-Related Absences:

Parents, please communicate all illness-related school absences by emailing the office at info@hannafenichel.com.

FIELD TRIPS

Field trips are planned occasionally, appropriate to the interests and abilities of the children. Trips off the school grounds may be planned or spontaneous based on children's interests and abilities. All off-site trips will be posted in advance (maybe the same day) for parents to review. Offsite field trips will include full teacher participation, and adult-to-student ratios (as required by law) will be maintained.

MEDICATIONS

In accordance with state law, we DO NOT and cannot store or administer any prescriptive or non-prescriptive medications to the children. This includes sunscreen and diaper creams. If your child is on medications, we request that he or she stay home until such time as he or she is well enough to return to school without requiring medications. (See Wellness Policy)

If your child has a chronic illness, which will not permit him or her to enter school without medication, please follow the following procedures:

- Your physician MUST state in writing the nature of the illness, the steps needed to manage the illness and prescribe the medication, amount of dosages and dosage schedule needed by the child. This information MUST be kept in the office.
- Parents MUST submit a confidential statement to the school in writing regarding the nature of the illness and a signed release requesting staff to administer medication.
- Staff must be trained on the administration of the medication prior to the child's start of school
- Parents will be immediately to pick up their child if they refuse to take their medication or appear ill and unable to remain at school.

MINOR ACCIDENTS/INJURIES

Any accidents or minor injuries during school hours receive prompt and careful attention from staff members. A child injury report is completed by the witnessing staff member, and a copy is given to the parent. In the event of a more serious injury, the parent will be notified immediately, and arrangements made for the child to be taken home and/or to their physician will be made.

LIFE-THREATENING ALLERGIES

If your child requires medication to be kept on the school premises, Community Care Licensing paperwork must be completed by your physician and given to the school with the medication. It is the policy of the school to administer medication ONLY in an emergency.

EMERGENCY MEDICAL ATTENTION

If emergency medical attention is necessary, the parent and family physician will be called immediately. If such people are not available, the emergency contact provided by the parent and/or 911 will be called, depending on the need. Paramedics will be called and/or will be taken to the emergency room at Scripps Memorial Hospital Encinitas unless another emergency location is designated on your Emergency Contact form. Getting care for a seriously injured or ill child is our first priority.

FIRE & EARTHQUAKE DRILLS

Practice Fire Drills: Frequent practice fire drills are conducted and recorded throughout the school year. In the case of a fire, a sharp siren sounds an alarm to the children to gather with their teacher(s), who will take the classroom roll and lead the children out of the class or off of the playground. Teachers are responsible for ensuring the safety of all of the children while exiting the campus.

Practice Earthquake Drills: Practice Earthquake drills are conducted and recorded periodically throughout the school year, “drop, cover and hold”. Classrooms are equipped with earthquake/emergency kits that include food and water supply, water purification tablets, flashlight, blankets, tarp, 1st aid kit, port-a-potty, etc.

EMERGENCY DISASTER PLAN

Lockdown Procedures: Lockdowns are used to protect students and staff during a time of crisis. Staff will be alerted by the Director, Admin Assistant, Site Supervisor, or designee and directed to have all students in classrooms and remain with doors and windows closed. Staff will account for students in their care and wait for the “all clear” from the Director, Admin Assistant, Site Supervisor, or designee.

In the event of a disaster during school hours, every employee has a specific duty to participate in a mobilized team effort to prevent injury and save lives. Every employee is to remain on campus and aid in the supervision of all students and assist in maintaining general safety and well-being. Should a disaster strike during school hours, no employee will leave his/her assignment, under any circumstances, unless officially released by the Director or her designee. Specific duties are assigned to all employees, depending on the type of emergency or drill.

In the event of an emergency situation that requires moving the children from the campus, the teachers, children, and administration will go directly to the home of: **Lynette & Greg Petre, 327 N. Acacia Ave.**

If in the case of evacuation and the center is uninhabitable, staff and students will remain at the relocation/evacuation site until re-united with their parent or legal guardian.

The Center employs an emergency notification system for schools that uses a community-wide notification system via text message and telephone in the event of an emergency. All parents are asked to make sure that all contact information is current.

SCHOOL POLICIES

PERSONAL RIGHTS

Hanna ensures that each child is accorded the following personal rights:

- To be accorded dignity in his/her personal relationships with staff
- To receive safe, healthful and comfortable accommodations
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse or other actions of a punitive nature including interference with functions of daily living such as eating, sleeping or toileting, or withholding of shelter, clothing, medication or aids to physical functioning
- To be free to attend religious services or activities of his/her choice
- Not to be locked in any room, building or center premises
- Not to be placed in any restraining device
- The center must inform each child's authorized representative of these rights and provide a copy of the Personal Rights form (signed by parents in each student file)

ENTRANCE REQUIREMENTS

Admissions Policy: A wait pool form & \$75 fee must be on file for prospective Hanna students. Parents must meet with the director for a school tour prior to being considered for enrollment. Once the form has been received, children are placed in the wait pool for the requested program and year of entry. Enrollment priority is given to 1) Siblings of currently enrolled students, 2) Siblings of formerly enrolled students, and 3) Members of the San Diego Psychoanalytic Institute. All programs maintain age and gender balance which further determines enrollment priority.

- Children enrolled in the Parent & Toddler program are given priority to enroll for the Transition program.
- If enrollment into the Parent & Toddler program or any subsequent program is deferred, children remain in the wait pool. Spaces are offered if one becomes available for the preferred program and year of entry.
- Every effort is made to enroll siblings that defer enrollment, but we cannot guarantee enrollment once the space has been turned down.

Student Files: Separate, complete, and current student records must be maintained in the office. All information and records are CONFIDENTIAL.

New Students: All health forms, immunization records, and all other required forms must be in the office on or before May 1, 2023.

Returning Students: The most current immunization record information must be in each child's student file in the office **before** the first day of school.

TEACHER REQUEST POLICY

As a premier preschool in San Diego, it is our pleasure to provide our families with a superior faculty that creates a safe and dynamic learning environment for the development of the whole child. Each child's healthy social, emotional, cognitive, and physical development is our foremost concern and the foundation for every decision we make in our classrooms and school from the moment the child enters Hanna until they leave to enter elementary school.

Upon entering The Center, students are placed in groups according to their chronological and developmental age, whether entering as a 12-month-old or a 4-year-old. As children matriculate from our Parent Toddler program to Transition and then 3 Day, they typically remain with their original peer group. This supports strong social skills and cooperative group strategies, reduces anxiety/apprehension each new school year, creates a strong emotional and intellectual climate that encourages thinking, risk-taking and classroom involvement, and develops a strong sense of community and family among children, parents, and teachers.

Each year, The Director and teachers review the peer groups to ensure optimal growth. As children move from the 3 Day Program to the Prek program, the peer groups are combined and are moved to new classrooms with new teachers. Decisions regarding peer group placement are solely up to the director and staff using a wide range of criteria from chronological/developmental age to individual and group personality.

BABYSITTING POLICY

In order to protect teachers and the school, offer an unbiased educational experience, and avoid the appearance of favoritism to families, it is our policy that teachers do not babysit or offer other personal services to families.

Employees are to respect the confidentiality of all families, children, and staff members by refraining from conversations regarding Hanna business. Conversations about another child, parent, or staff member are to be shared **ONLY** with those involved.

Employees are prohibited from signing out children and transporting children from the center to a family home or other location.

DOGS ONSITE: For the safety and well-being of all of the children, dogs are **NOT PERMITTED** to come onto our school grounds (even if they are being carried). The exception is sight dogs or circumstances pre-approved by the director and classroom teachers.

PRIVATE SCHOOL RECOMMENDATION FORMS

Recommendation forms to be completed by teachers for students applying to private schools are considered confidential. Teachers will complete the requested forms and mail them directly to the requested school. Parents should provide addressed stamp envelopes as required.

CELL PHONE USE

We believe your child deserves your **FULL** attention when being dropped off or picked up from school. We respectfully request that cell phones are not in use while dropping off or picking up your child.

ENROLLMENT

Tuition and Fees:

Tuition payment plans include one-payment, two-payment, and three-payment options as outlined in student registration agreements. Late fees will be assessed for payments received after the 5th of each month. The Center accepts online ACH payments through Procure.com, checks written out to the Hanna Fenichel Center, and cash.

Enrollment & Re-Enrollment:

Our registration period for the following school year is during the month of February. Re-enrollment/registration packets are distributed during the first weeks of February and nonrefundable enrollment deposits are due within 2 weeks of receipt to reserve spaces. Packets include the registration form outlining tuition, payment options, enrollment and withdrawal policies.

- Enrollment is contingent on signing and returning the registration agreement and deposit to the center office.
- Once a child has been enrolled, they are automatically reserved a space in their subsequent class/program.
- If a parent chooses to have their child “skip” a program, there is no space guarantee
- The enrollment deposit is non-refundable and may not be transferred to any other tuition obligations.
- Continued enrollment is contingent on the timely receipt of agreed-upon payment options.
- After one month of non-payment, children will not be permitted to return to school until the payment has been received.
- In the event of an extended absence, tuition must continue to be paid in order to hold a child’s place.
- No reduction in tuition will be made for absences (vacation or illness).

Dismissal of Student:

The School may, in its sole discretion, dismiss the Student at any time for behavioral reasons or for conduct that brings discredit to the School or interferes with the School’s operations. If the behavior of Parents is disruptive, intimidating, or overly aggressive, the School has the right to dismiss the Student from the School community. If the School dismisses the Student for any reason, Parents shall not be entitled to a refund for any tuition fees or charges paid prior to the date of such termination and shall be obligated to pay the balance of any tuition, fees, or charges for the pertinent School Year within thirty (30) days after the Student’s dismissal from the School.

Withdrawal & Refund Policy:

Parents may withdraw their child from the School by delivering written notification to the Director of School by or before June 1, 2023. Upon written notification on or before June 1, 2023, the School shall refund all tuition payments made, except for the non-refundable deposit. If parents do not provide written notification by that date, they are responsible for all tuition and fees as set forth in the Agreement. No tuition or fees paid for Student for the 2023-2024 School Year are transferable to another child’s enrollment.

Timing of enrollment is vital to the admissions process. Class size, space, and other factors limit the number of students the School may enroll for any school year. The retention of sums paid and the requirement to pay all outstanding sums, if any, shall be deemed liquidated damages since it is impractical to fix actual damages at the time of entering into the Agreement. The Parents agree that the amount of liquidated damages is a reasonable estimate of the damages likely to be incurred by the School as a result of the Student’s withdrawal or dismissal after June 1, 2023. The Parents agree to pay the full tuition and fees for the Student for the entire School Year, regardless of whether the Student is absent, withdrawn, dismissed, or ceases to attend the School for all or a portion of the School Year, unless written notice of cancellation is received by the Director of School on or before June 1, 2023.

BOARD OF TRUSTEES

As a not-for-profit school, The Board of Trustees governs the Hanna Fenichel Center for Child Development. The Board consists of parents, a member/consultant from the San Diego Psychoanalytic Institute and Society and members of the community at large. The Board's role is to secure the future of the school. It does so by approving the operating budget, hiring and supporting the Director, and undertaking strategic planning. The Board of Trustees entrusts the daily operations of the school to the Director, who supervises and evaluates all programs and personnel. Board meetings are held once a month (no meeting in December) from 7-9 p.m. There are four standing board committees: finance, fundraising, governance/nominating, and site. Current board members chair board committees. If parents have an interest in becoming involved in our Board, please reach out to the Director for more information.

“ABC’s of Children”

Author: Meiji Steward

Amazing, acknowledge them.

Believable, trust them.

Childlike, allow them.

Divine, honor them.

Energetic, nourish them.

Fallible, embrace them.

Gifts, treasure them.

Here now, be with them.

Innocent, delight with them.

Joyful, appreciate them.

Kindhearted, learn from them.

Lovable, cherish them.

Magical, fly with them.

Noble, esteem them.

Open-minded, respect them.

Precious, value them.

Questioners, encourage them.

Resourceful, support them.

Spontaneous, enjoy them.

Talented, believe in them.

Unique, affirm them.

Vulnerable, protect them.

Whole, recognize them.

Xtraspecial, celebrate them.

Yearning, notice them.

Zany, laugh with them.