



Parent Handbook

2018 - 2019

Talmud Torah of St. Paul
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The Newman School of Talmud Torah of St. Paul

Parent Handbook 2018-2019

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Faculty

Heidi Tarshish, Director of Education

Heidi's journey into Jewish education was fostered by her close relationship with her grandparents and parents who lived Jewish values and practiced Jewish ethics. A native of Minnesota, Heidi grew up in St. Louis Park, participated in Jewish life, attended Jewish camps, B'nai Emet Synagogue, and youth group. Interested in theater, education and Jewish studies, Heidi attended the University of Minnesota where she graduated with a degree in Elementary Education and a minor in both theater arts and Jewish Studies. Heidi taught in both the public and private sector before going back to the U of MN to receive a certificate in early childhood and kindergarten education. Heidi traveled extensively as a recipient of the Mann Teacher of the Year Award and the National Grinspoon-Steinhardt Educator Award. Her travels took her to Lithuania, Russia, Italy, Spain, Morocco, Turkey, Greece, and Israel to learn about Jewish diversity, culture, and history. Heidi's interest and passion for social justice, inclusion, and diversity brought her to Temple Israel where she spent several years developing and implementing an education program for teens and their families. Heidi is married to Sully Tarshish and they are the proud parents of 4 adult children; Ethan (Julie), Benjie (Eugenia), Karinne (Dan), and Esther. Heidi is a very proud Baubie of wonderful twin grandsons, Oscar Sidney and Charlie Martin, and new granddaughter Avital Mori.

Daniel Estey, Gan Katan & Pre-Gan (Early Childhood) Teacher

Our lead Early Childhood teacher, Dan Estey, graduated from Bethel University (Arden Hills, MN) in 2000 and has been teaching within the Early Childhood field since. He has worked with all ages from toddlers to kindergarten. His background is in Montessori, Reggio, and Creative Curriculum. By combining different "styles" of teaching, he creates something original and unique. Dan's passions include his family, friends, and teaching. He enjoys nature, camping, working on his house in South Minneapolis, and rock climbing.

Briana Lavintman, Gan/Grade 1 (Kindergarten/Grade 1) Teacher

Briana holds a BS from University of Minnesota in Elementary Education with a minor in Jewish Studies. She completed her Master's Degree in Elementary Education in spring of 2016. Briana has taught in kindergarten through third grade classrooms in public schools in the Twin Cities. In addition she has taught Hebrew language at Temple Israel and Minneapolis Talmud Torah. While at the University, Briana was co-founder and singer in the Minnesota Chai Notes, an *a cappella* choir of Jewish students at the University and was active in Jewish student life. She has led Birthright Tours, summer tours to Israel of young people ages 18-26, since 2014. Briana loves singing, making art, and cooking, all activities our students will love to do with her.

Hannah Froiland, Grade 2 Teacher

Hannah Froiland grew up attending Talmud Torah, first the Day School, and later the Afternoon School/Midrasha program. She received my B.A. in Sociology from Willamette University in Oregon. After graduating, she spent a year as part of a Masa service-learning program in Israel, where she volunteered in schools and realized she wanted to become an elementary school teacher! Hannah did her licensure work through Augsburg University, and has spent the last few years working in Minneapolis Public Schools, first as a Reading Corps tutor, and then as a substitute teacher. We are thrilled to have Hannah returning to the Newman School of the Talmud Torah and look forward to her creating a caring, learning community with the students to explore and learn together. Hannah enjoys drawing, cooking, puzzles, and photography, and is excited to bring these interests into the classroom, as well as encourage her students to share their interests in learning.

Becky Carlson, Educational Assistant, Art, PE, and Music teacher, After Care

Becky Carlson came to the Newman School 15 years ago as a volunteer in the Art department. From there she was hired as a teacher in the *Hugim* (after school) program. Becky enjoyed teaching everything from art to basic carpentry. Several years ago, Becky became the after care coordinator as well as the Day School Educational Assistant. In 2014, she added teaching art and music for the Gan Katan class. In 2016, she also became a specialist teacher in art, music and P.E. for the Kindergarten. Becky enjoys encouraging children to explore their creativity and promoting healthy free play. Becky loves to travel and she is an avid crafter and reader. She also loves kids! She has a BA from the University of Minnesota and has done graduate work in Human Development at St. Mary's University. She has completed the two year Melton program of Jewish learning and continues to participate in ongoing adult Jewish learning classes.

Sara Lynn Newberger, Jewish Studies Specialist

(Bachelor of Science, University of Illinois; Master of Arts, Brandeis University, Hornstein Program in Jewish Communal Service and Education; Jerusalem Fellow) is the Director of Hineni. She moved to St. Paul in 1989 to work at the Day School because the mission and vision resonated with her soul. At TTSP, Sara Lynn has had many jobs. Her favorite is what she is doing now, exploring Jewish texts, customs, values and ideas with students of all ages. She believes passionately in the importance of Jewish learning. Sara Lynn has recently begun to explore, both in her own learning and teaching, areas of Jewish mindfulness and spirituality. When not working, Sara Lynn enjoys cooking, singing, being outdoors and playing games.

Lydia Schultz, Media Specialist

Lydia Schultz (BA, U of Chicago; MA, John Carroll University; PhD, U of MN) is the Media Specialist for The Newman School. Dr. Schultz has always loved books and has enjoyed sharing them with Newman students since 2001. Additionally she works on developing curriculum with our classroom teachers. Dr. Schultz likes reading, cooking, and doing yoga. She is the proud parent of two sons, both of whom graduated from TTSP's Day School and Midrasha programs.

The Newman School Philosophy, History, and Goals

A. Philosophy

The Newman School Early Childhood & Day School programs (beginning 33 months through grade two) strive to create a loving, caring environment in which each child is encouraged to develop according to his or her own unique learning style. Taking initiative, cooperative play, exploration, discovery, and physical development are all built into the day with experiences both in the classroom and outside. These experiences prepare children for working and playing cooperatively with peers, inspire their curiosity and sense of wonder, and give them the appropriate foundation for proficiency in literacy and quantitative skills. At the Newman School, we seek an atmosphere in which Judaism, Jewish traditions, holidays, stories, values, laws and the Hebrew language are a living and constant part of the children's everyday reality.

Our goals are:

- To stimulate in each child an intellectual curiosity about their surroundings and an enthusiasm for learning;
- To provide all children with opportunities to develop basic learning and problem-solving skills and to acquire knowledge about and to explore the world around them;
- To provide each child with opportunities to be expressive and creative through the use of language, physical activity and play materials, and through the media of art and music;
- To help each child establish satisfying and successful social interactions with children and adults in school;

- To give all children the opportunity to see themselves as competent and able to solve the problems of daily life with a focus on creating an environment which emphasizes kindness, helping those in need, sustainability, and active citizenship;
- To provide children with basic building blocks of literacy and quantitative skills, start kindergarteners on the path to reading and combining numbers, and continue building on all academic still areas by providing academic excellence and integrated curriculum;
- To provide the children with experience in Hebrew language and tools for communicating in Hebrew;
- To help children become familiar with living Judaism: learning stories, holidays, ritual, prayers, and values that are a part of Jewish life.
- To recognize each child's unique learning style and to nurture each child's gifts.

B. History

The Day School of the Talmud Torah of St. Paul (TTSP) was initiated in 1982 by the Jewish Federation of Greater St. Paul, which continues to recognize and support it as the Jewish day school for our community. This program was added to TTSP's long established Afternoon School and Midrasha (Hebrew high school) and Preschool programs. The Day School and Preschool programs merged and became the Newman School in 2014.

C. Governance

The Newman School is an independent organization with no affiliation to any one Jewish movement or congregation. We are a pluralistic community education program comprised of and welcoming families of diverse backgrounds. The Board of Directors provides lay leadership for all TTSP divisions, elects officers and holds regular meetings to set all school policies.

All Newman School programs operate under the direction of the Board and administration. All are funded from one budget. Cooperation among the programs helps strengthen our school.

The Newman School Programs

The Newman School consists of the Gan Katan and Pre-Gan (Early Childhood), Gan/Grade 1 (Kindergarten/Grade 1), and Grade 2 programs. Children in the Newman School programs range in age from 33 months to 8 years. The Gan Katan/Pre-Gan (Early Childhood) program at the Newman School of the Talmud Torah of St. Paul is licensed by the State of Minnesota, regulated by the Department of Human Services and overseen by the Talmud Torah of St. Paul Board of Directors. Children are supervised at all times by teachers and aides according to ratios established by the Department of Human Services. The Gan/Grade 1 (Kindergarten/Grade 1) and Grade 2 programs meet state-required rules.

Our programs provide a warm and nurturing environment with primary emphasis on building children's competencies and sense of self and encouraging them to work and play in the community. This is done in a setting that integrates Jewish and general traditions and values. The daily activities allow the children an opportunity to develop skills of independent self-care, to increase their understanding and appreciation of the world around them, to build their large and small muscle coordination with both indoor and outdoor play, and to enrich their understanding of numeral and verbal concepts. In addition to the teacher in the classroom, the child has an opportunity to work with a media specialist, a Hebrew teacher, an art specialist, a music specialist each week. The afternoon schedule also includes a 60-minute quiet/rest period for Early Childhood students and a 30 minutes rest period for the Gan/Grade 1 students.

School hours are from 8:30 AM–3:30 PM Monday – Friday. Licensed before and after school childcare options are available from the hours of 7:30 AM – 8:30 AM, 3:30 PM – 5:30 PM Mondays-Fridays.

Gan Katan/Pre-Gan (Early Childhood) Program Goals and Objectives

Physical Development

Gross Motor

- a. Develop a sense of pleasure from physical activity
- b. Develop balance, agility, coordination, flexibility, strength, speed and endurance
- c. Run, Skip
- d. Jump on two feet and hop on one foot
- e. Walk up and down stairs with continuous movement
- f. Develop pushing, spinning and turning skills
- g. Throw

Fine Motor

- a. Develop dexterity, precision, and manipulative skills
- b. Grasp with thumb and forefinger
- c. Develop lacing, tying and stringing skills
- d. Grasp a pencil or crayon correctly
- e. Learn to open and close containers
- f. Cultivate the ability to put on and take off jackets, snow pants, shoes and boots including zipping and buttoning

Intellectual Development: The school will

1. Nurture interest and wonder in the world
2. Develop reasoning and problem-solving skills
3. Develop communication skills: asking questions, listening, developing ideas and making suggestions
4. Develop cognitive skills: find patterns in nature and in the classroom, understanding of number concepts, letter and sound recognition, classification and seriation
5. Develop recognition of and ability to print letters and numbers and develop sound-letter number relationships and 1:1 numerical relationships.

Imagination's Development: The School will stimulate the children's imagination through

1. Significant exposure to story
2. Providing plenty of time for play
3. Opportunities for self-expression through art and music
4. Daily outdoor time

Social Development: Child will

1. Play beside and among other children
2. Relate well with adults and ask for help when needed
3. Have opportunities for conversations and learning about compassion and empathy
4. Sit quietly and join in group activities

Emotional Development: Child will

1. Develop positive self-esteem
2. Feel pride in accomplishments
3. Develop self-control, learn to take turns
4. Express emotions

Jewish Development: Child will

1. Engage in Hebrew learning every day
2. Recognize Jewish holidays, their symbols and stories
3. Begin to develop Jewish values
4. Learn Jewish songs
5. Celebrate Shabbat every Friday; including music, Jewish rituals, values and stories

Gan Katan/Pre-Gan Activities

A. Physical. Children are encouraged to practice

Gross motor

- a. Running, jumping, skipping
- b. Use equipment for sliding and climbing
- c. Use balls for catching and throwing
- d. Participate in teacher-directed games
- e. Use large blocks for building

Fine motor

- a. Lacing, stringing and tying activities
- b. Printing and coloring activities
- c. Cutting activities

B. Intellectual: School will

1. Provide free time for exploration and examination
2. Allow children to solve problems
3. Provide opportunities for counting, classification, sequencing, etc.
4. Encourage children's own thoughts and ideas for expressions

C. Social: School will

1. Provide social learning time for children to play and learn together, and to begin to learn to resolve problems
2. Provide group time activities such as singing, storytelling, discussions, etc.
3. Allow children to express emotions and feelings

D. Spiritual: The School will

1. Provide opportunities for age appropriate prayer experiences, holiday celebrations, music, art and story experiences
2. Provide opportunities to have a lot of fun in their learning and living in the school
3. Help children to learn to appreciate the wonders of the world in which we live
4. Give students experiences which recognize 'awe' in their environment and in the world around them and time to ponder

Gan Katan/Pre-Gan (Early Childhood) Daily Schedule

Children participate daily in activities that will support the topics being discussed. Activities may include music, movement, science, arts and crafts, math and stories. Throughout the year, the School has a variety of programs which parents are invited to attend, including weekly Kabbalat Shabbat and holiday celebrations.

2018 – 2019 Gan Katan (Early Childhood) Daily Schedule *					
8:15	Arrival at Ford Parkway door (8:15 – 8:30 AM)				
8:30	School starts/Social Learning				
8:45	Bathroom				
9:00	Morning meeting / Share time				
9:15	Social learning / Special Projects / Activities / <i>Singing with Sara Lynn (M & Th)</i>				
10:30	Monday	Tuesday	Wednesday	Thursday	Friday
	Music	Art	Media	PE	PE
11:00	Transition to lunch (Wash hands, set up lunch)				
11:15	Lunch				
11:45	Transition to rest time (Clean up, Bathroom)				
12:15	Rest time				
1:30	Wake up, Bathroom, Activities				
1:45	Snack				
2:00	Afternoon check-in / Share time				
2:20	Social Learning/ Outside Time / Large muscle				Fridays @ 3:00 Kabbalat Shabbat
3:15	End of the day (pack up to go home)				
3:30	Dismissal (at Ford Parkway door)				

* Schedule subject to change

Gan/Grade 1 Program & Schedule

In the *Gan*-Grade One program, we seek to nurture the academic, social and spiritual skills needed for our students to live, work, and play in the community. We want our students to see the world from many perspective and to experience the joy in learning and being part of a nurturing community where they have an important place. The beauty of being a small school, allows us to be flexible to be able to take advantage of new experiences when they arise. We can accommodate different learning styles and individualize instruction in order to meet children where they are and help them develop the skills necessary to progress, socially, academically and spiritually. That being said, we will be assessing previously acquired skills; formally and informally, and setting goals for our students at goal setting conferences, along with parents.

There is a list of skills we will work on based on what is appropriate for each child's development and emphasize mastery of skills at the appropriate age/grade level, for the various subject areas, including: reading, writing, literacy, comprehension, math, science, Hebrew, Torah, media, technology, holidays, social studies, social/emotional development, art, music and physical education. We will be mindful of national and local standards and we want to help students grow as thinkers and learners. Students should be able to ask good questions, think critically about issues, gather information carefully and ethically, synthesize their ideas and what they have learned and to present their results using a variety of tools and methods. Through the exposure to the various skills areas, students will have the opportunity to be creative, gain confidence, problem-solve, persevere, focus, gain independence and work together as a group, to support one another and to learn from one another. Please refer to our Curriculum Design document for details and to see our overarching themes for the various subject areas.

Children participate daily in activities that will support the topics being discussed. Activities may include music, movement, science, arts and crafts, math and stories. Throughout the year, the School has a variety of programs which parents are invited to attend, including weekly Kabbalat Shabbat and holiday celebrations.

2018-2019 Gan/Grade 1 Daily Schedule

(Subject to change)

8:15	Arrival at Ford parkway Door (8:15 – 8:30)				
8:30	School starts				
8:45	Morning Meeting				
9:00	T'fillah (Mondays: Havdallah with Grade 2)				
9:15	Math				
9:45	Snack / Social Learning				
	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	Music	Art	Music	Torah Reading	Homeroom
10:30	Hebrew	Hebrew	Hebrew	Art	Hebrew
11:00	Language Arts				
11:30	Social learning Time				
11:50	Lunch				
12:30	Recess				
1:00	Homeroom (Quiet Time)				
	Monday	Tuesday	Wednesday	Thursday	Friday
1:30	Torah	Torah	Torah	PE	PE
2:00	Snack and Social Learning				
	Monday	Tuesday	Wednesday	Thursday	Friday
2:10	Science	Library	Science	Science	Home room
2:45	Phonics/ Technology	Social Studies	Social Studies	Social Studies	Homeroom Cleanup – Friday Fun
	Monday	Tuesday	Wednesday	Thursday	Friday
3:15	Closing circle				Kabbalat Shabbat (3:00)
3:30	Dismissal (at Ford Parkway door)				

Grade 2 Program & Schedule

In the Grade Two program, we seek to continue to nurture the academic, social and spiritual skills needed for our students to live, work, and play in the community. We want our students to see the world from many perspectives and to experience the joy in learning and being part of a nurturing community where they have an important place. The beauty of being a small school, allows us to be flexible to be able to take advantage of new experiences when they arise. We can accommodate different learning styles and individualize instruction in order to meet children where they are and help them develop the skills necessary to progress, socially, academically and spiritually. That being said, we will be assessing previously acquired skills; formally and informally, and setting goals for our students at goal setting conferences, along with parents. We are committed to academic excellence; meeting and/or exceeding state standards for each academic skill area.

There is a list of skills we will work on based on what is appropriate for each child's development and emphasize mastery of skills at the appropriate age/grade level, for the various subject areas, including: reading, writing, literacy, comprehension, math, science, Hebrew, Torah, media, technology, holidays, social studies, ethics, social/emotional development, art, music and physical education. We will be mindful of national and local standards and we want to help students grow as thinkers and learners. Students should be able to ask good questions, think critically about issues, gather information carefully and ethically, synthesize their ideas and what they have learned and to present their results using a variety of tools and methods. Through the exposure to the various skills areas and building on already acquired skill areas, students will have the opportunity to be creative, gain confidence, problem-solve, persevere, focus, gain independence and work together as a group, to support one another and to learn from one another. Please refer to our Curriculum Design document for details and to see our overarching themes for the various subject areas.

Children participate daily in activities that will support the topics being discussed. Activities may include music, movement, science, arts and crafts, math and stories. Students will do research, oral presentations, and will have leadership opportunities. Throughout the year, the School has a variety of programs which parents are invited to attend, including weekly Kabbalat Shabbat and holiday celebrations.

2018-2019 Grade 2 Daily Schedule
(Subject to change)

8:15	Arrival at Ford parkway Door (8:15 – 8:30)				
8:30	School starts				
8:45	Morning Meeting				
9:00	T’fillah (Mondays: Havdallah with Gan/Grade 1)				
9:15	Language Arts				
9:50	Snack				
	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	Torah	Torah	Torah	Torah Reading	PE
10:30	Math	Math	Math	Math	Math
11:20	Social Studies	Social Studies	Social Studies	Art	Art
11:50	Lunch				
12:30	Recess				
1:00	Homeroom (Quiet Time)				
1:30	Monday	Tuesday	Wednesday	Thursday	Friday
	Technology	Library	Science	Science	Science
2:00	Snack and Social Learning				
	Monday	Tuesday	Wednesday	Thursday	Friday
2:10	Hebrew	Hebrew	Hebrew	Hebrew	Homeroom
2:45	Music	Homeroom	Music	PE	Homeroom Cleanup – Friday Fun
3:15	Monday	Tuesday	Wednesday	Thursday	Friday
	Closing circle				Kabbalat Shabbat (3:00)
3:30	Dismissal (at Ford Parkway door)				

School Behavior Guidance Policy

General Behavior Guidance Procedures

1. Teachers and volunteers involved in the program will provide positive modeling of compassionate, ethical and appropriate behavior.
2. Behavior guidance methods will be tailored to the developmental level of the children enrolled in the program.
3. Teachers and volunteers will take time to process incidents that occur within the class, both positive and negative, in order to help children distinguish appropriate from inappropriate behavior and reinforce appropriate behavior when it occurs.
4. Individual children and groups of children will be redirected away from problem situations toward acceptable activities to reduce unnecessary conflict and to avoid power struggles.
5. Direct teaching methods will be used to assist children in finding acceptable behavior versus inappropriate behavior.
6. Behavior guidance methods used in the program will protect the safety of children and staff.
7. Natural and logical consequences of an appropriate nature will be provided to children directly and immediately following unacceptable behavior.

B. Persistent Unacceptable Behavior

1. When persistent unacceptable behavior is noted, staff will observe and record both the child's behavior and the staff's response to the behavior for a time determined by staff.
2. Following the observation period, staff and the child's parents will develop a plan to address the behavior documented. Other professionals may be involved in developing this plan.

C. Prohibited Actions

1. Children will not be subjected to corporal punishment of any kind. (i.e. handling, shoving, shaking, striking, spanking, etc.).
2. Children will not be subjected to emotional/verbal abuse (i.e. shaming, name calling, derogatory remarks concerning a child and/or his/her family).
3. Children will not be separated from the group until other less intrusive attempts have been made to deal with the behavior.
4. Children will not be punished for lapses in toilet habits.
5. Children will not be denied or have withheld from them: light, warmth, food, clothing or medical care in response to unacceptable behavior.
6. Staff will not use physical restraint other than physically holding a child when containment is necessary to protect the child or others from harm.

D. Separation from the Group

Less intrusive methods of guiding behavior will precede separation of a child from the group except in situations of potential harm to the child or others.

1. A child who requires separation from the group must be within the classroom with no visual or auditory barriers so that staff may continuously see and hear the child.
2. The child's return to the group will be contingent on cessation of the problem behavior. The child will be integrated into the group as soon as the problem behavior stops.

E. Separation Report

1. All separations from the group are kept on a daily log.
2. After three occurrences of separation in one class time, parents will be notified.
3. After five or more occurrences of separation during one week, the procedure for persistent unacceptable behavior will be initiated.

- F. Children with special needs who are attending classes will be treated in the same manner as other children enrolled in the program with respect and attention to the individual's needs.

Safety Procedures

1. In the event of any illness or accident occurring on the school grounds, administrator or his/her authorized person will be notified. It is his/her responsibility to make sure appropriate protocols are followed in terms of parent notification.
2. Any child in need of any medical attention will be directed to the administrative offices and parents will be notified. If an accident occurs, first aid will be given immediately by the first available qualified person on the scene.
3. All school employees who witness an accident in or about the school will report the matter immediately to the appropriate administrator no matter how minor it may seem.
4. Early Childhood Program licensing coordinator is responsible for daily inspection and correction of any potential classroom hazards.

Staff Requirements

Pursuant to MN State Statute 123B.03, Subdivision 1, MN Department of Human Services NETStudy background checks are done on all employees and volunteers. All staff are trained in first aid and cardio-pulmonary resuscitation according to Rule 3 of the Department of Human Services Regulations. All staff participate in regular in-service trainings.

Communication with Parents

We encourage parents to bring their questions and concerns to the attention of the teacher and staff as needs arise. The Newman school communicates with our families in several ways.

1. Website. The Newman School website is www.ttsp.org. The website is the primary source for information regarding the various programs of the school. On this site you will find the school calendar listing upcoming events, school forms (lunch, permission slips, medical, etc.), volunteer opportunities, resources about Jewish learning and practices, and more.
2. Newsletters. Teachers will communicate weekly with families by way of an email newsletter. The newsletter includes special program information, announcements of all-school activities such as holiday celebrations, important notices and reminders, information on *tzedakah* (charity/community service) projects, community news and much, much more. Please take the time to read this useful document each week. A bi-weekly electronic e-newsletter from the Director of Education will also be published and delivered by email.
3. Emergency Communications and Weather-related Issues. Emergencies (i.e. weather-related school closings or early dismissal due to severe weather) will be announced by way of email and phone texting. We ask that you respond to the text and/or email as a way to acknowledge that you have received this information. **We will make a personal phone call to you if we do not have an email or text response.** This information will also be posted on our website (ttsp.org) and on the following television stations: WCCO, KARE11, KSTP. Be sure the school has your current phone numbers (work, home, and cell) and email addresses, as well as those of emergency contact people. Please be sure to call the office to update your contact information should it change during the year.
4. Conferences and Progress Reports
Gan Katan (Early Childhood) and Gan (Kindergarten) conferences

- a. There are three formal conferences, an initial goal-setting conference (September), a fall progress conference (November), and a spring progress conference (March or April). Conferences are about 15-20 minutes long. We encourage all parents to attend these conferences as they are important means to build the home-school partnership.
- b. Parents wishing other formal conferences with teachers or administrator during the year are encouraged to call to arrange them.

Gan (Kindergarten), First, and Second Grade written evaluations

In January and June parents with students in the Gan program will receive written evaluations of their children's development and progress in school.

5. Communicable Diseases: Parents will be notified in writing on the same day if any reportable communicable disease is found among the students in the class. All reportable communicable diseases are reported as required by law.
6. Accidents: Any accident to a child requiring medical attention will be logged and reported to the child's parent. All accidents are reported as required by law.
7. Parents may review the Child Care Program described in this handbook at any time. A staff person is available to answer any questions. Parents of enrolled children may visit any time during the hours of operation. (DHS9503.0095)
8. The school will notify parents about special events and schedule changes as soon as possible.
9. Whom to contact:
 1. Classroom Teacher: For questions regarding classroom activities, such as field trips and other class-related issues. Teachers prefer email communication from parents.
 2. School Office: For administrative items including attendance, changes in transportation and after school arrangements, hot lunch, donations, student records, updating contact information, general questions, billing and financial aid. You can reach us at info@ttsp.org, by calling 651-698-8807, or by stopping by the office anytime during the school day.
 3. Director of Education (Heidi Tarshish): General information about the school, good ideas, happy stories, recruitment, retention, general questions or concerns. You can reach Heidi at 651-698-8807 or by email: Heidi.tarshish@ttsp.org

School Policies

BIRTHDAYS: The teachers plan a simple age appropriate birthday celebration for children at school. If parents wish to provide a snack, the school asks them to bring fruits or vegetables. Baked goods from home are not permitted. Parents might also like to use the birthday to come in and read a favorite book or teach a game or song to the children. *Note: Staff will respect the parents' wishes in the event customs or beliefs prohibit birthday celebrations.* Parents can reinforce the goals of the school by planning a *tzedekah*/community service project with their child in honor of the child's birthday. They may wish to use the opportunity to discuss with their child where they would like to give the contribution (e.g. the Early Childhood Program scholarship or library fund or a food shelf).

FIELD TRIPS: A written permission must be obtained for each field trip or your child will not be permitted to attend.

GATES/SAFEGUARDS: The Early Childhood Program playground is fenced in and has a lock on the gate. Staff is present at all times when the children are using the playgrounds.

INSURANCE: The Newman School is covered by an umbrella policy and worker's compensation policy. A certificate copy is available for inspection.

NAP POLICY: All Gan Katan (Early Childhood) program children who participate in the program are provided an hour of rest time each day. Children are provided their own mat with a mat sheet. Children who fall asleep will be allowed to continue to sleep for up to one hour. Parents are responsible for providing a blanket if desired. All blankets and mat sheets will be sent home for washing on Fridays (the end of the school week) and must be returned on Mondays. All Gan (Kindergarten) children are provided 30 minutes of rest (quiet) time each day.

FIELD TRIPS & TRANSPORTATION

Written permission is obtained from each child's parent/guardian before taking a child on a field trip. Staff brings emergency phone numbers and a first aid kit on each trip. Transportation is provided by a licensed transportation source. Required restraints are provided by that provider. Staff ratios are maintained on the bus.

CLOTHING AND PERSONAL BELONGINGS: Students should dress for the weather. **All** students will have outdoor recess every day (unless the temperature and/or wind chill is below 0 or it is storming at recess time.) Please send your students with hats, gloves, boots, snowpants, warm coat every day that the weather warrants it.

All children's clothing should be labeled for identification. Indoor clothing should be comfortable, washable and easy to manage. The school encourages independence in dressing and undressing. Please be patient with your child's attempts to dress and undress with limited help. Snowsuits and boots should be purchased with easy management in mind. No guns, weapon toys, large toys or sharp objects are allowed.

PETS AT SCHOOL: Family pets are discouraged from visiting the school. If an exception is made, parents will be informed prior to the visit or at the very least, at the time of admission if a pet is present.

SCHOOL HOURS: School is in session from 8:30 am-3:30pm. The building opens at 7:30am. Out of courtesy to our staff and the other students, please make every effort to arrive **BY** 8:30. If you will be late, we ask that you call the OFFICE (651-698-8807) with an expected time of arrival. Thank you in advance for your timeliness. After school care is available from 3:30 – 5:30 pm. The Ford Parkway door will be available for student drop off and pick up between the hours of 8:15 – 8:30 am and 3:30 – 3:40 pm. If you are dropping off or picking up at any other time, please use the main entrance off the north parking lot.

DISMISSAL: Please observe school hours. Parents should pick their children up at the Ford Parkway door at 3:30 PM unless they are staying for aftercare. Teachers will wait at the door with the children from 3:30 until 3:40 PM. It is important to bring your child on time and pick him/her up promptly. If an emergency prevents you from picking up your child on time, please call the school office (651-698-8807) and inform the staff. Only authorized persons may pick children up. If anyone other than a parent or pre-authorized adult is going to be picking up your child, the parent must notify the school in person or by a signed note. After 3:40 PM, student pick up is made at the main entrance off the parking lot on the north side of the building.

According to Department of Human Services policy, a child may not be released to a parent or guardian if there is doubt as to the person's competency or sobriety. If such an unlikely event were to occur, the school would notify the child's other parent or the emergency contact person to pick the child up.

If a child is not picked up at the end of the school day, the parents will be called. If they cannot be reached, the emergency contact person will be called. If no contact can be made, a staff member will stay with the child at school.

AFTER CARE:

If your child is attending after care as a regularly enrolled student, she/he will take their coat, backpack, etc. into the hallway immediately upon dismissal. When you arrive to pick up your student from After Care, please enter the building from the main entrance and check in at the office.

TUITION & FEES: Fees are payable at time of enrollment. The Newman School of Talmud Torah has contracted with Tuition Aid Data Services (TADS) to manage the tuition payment process. Tuition can either be paid in full prior to the beginning of the school year or paid in equal installments over ten months from August

through May. You must be current in your financial obligation in order for your child to continue attending Early Childhood Program, or to register for the next year.

Food and Kashrut Policies

FOOD POLICIES:

1. Kashrut

Jews observe or don't observe kashrut in many ways. In order to meet the kashrut needs of as wide a range of the community as possible, we have instituted the following policies. The kashrut policy of Talmud Torah for food served through the kitchen or to groups of students is as follows:

- All products must have a kashrut certification.
- Fresh baked goods must be purchased from certified kosher bakeries or baked in an institutional kosher kitchen. Specific kosher marked products can be purchased at most local grocery stores.
- If you are unsure about what symbols indicate kashrut certification, a search of the web for "kashrut symbols" will yield several websites that show a variety of symbols. Please direct questions regarding kashrut to the Director of Education, Heidi Tarshish.

2. Lunch

All children will bring their own lunches or order a kosher lunch option (on Thursdays and Fridays) from the Sholom Home. Although food brought in lunch boxes or bags need not have a kosher seal, it must be dairy/*pareve*. To clarify, this means: no meat, no items made with meat or with meat by-products, and no items containing shellfish. Please read the ingredient list carefully. Fish and eggs are *pareve* and may be brought for lunch. The school provides water to drink. On special occasions, the school may provide lunch prepared by volunteers, staff member or the children themselves. All food provided for prepared lunches is kosher. The school attempts to keep food healthful by trying to avoid sugar, artificial ingredients and preservatives.

In order to be consistent with the *halakhic* (Jewish legal) principle of *Ba'al Tashkhit* (taking care of the environment), the school's teachings about ecology, and the needs of the earth; we ask that parents pack as little that will need to be thrown away as possible. It is best to bring lunches in lunch boxes or cloth bags with individual foods in plastic reusable containers. Where flatware is necessary, please send silverware instead of disposable plastic ware.

The school provides water to drink. Food brought in lunch boxes/bags for individual consumption need not have a kosher seal, although it must be dairy or *pareve*.

3. Hot Lunch (Thursdays and/or Fridays)

Talmud Torah has contracted with Sholom Home's kosher kitchen to provide a hot meal alternative on Thursdays and Fridays. This hot lunch (consisting of a slice of cheese pizza, fruit, veggie sticks and a cookie for dessert) must be pre-ordered and pre-paid. Watch for the monthly order form in the newsletter!

4. Snacks

Each class has a snack time mid-afternoon. Please send a daily nutritious snack for your child such as a piece of fruit, cereal, cheese, a sandwich, etc. All foods for snacks must be kosher. If, for some reason, your child did not eat before leaving home in the morning, please send an extra snack.

5. Treats to share

Any treat a child brings to school to share must comply with Talmud Torah's kashrut policy.

Safety and Security/Emergency Procedures

FIRE: Both the Gan and Gan Katan programs practice fire drills once a month at random times and days. A log is kept of each drill. Students participate in five all building drills per year where the audible fire alarm sounds. All students evacuate the building to an outside designated area away from the building. Evacuation routes are posted in each room.

In case of fire, the alarm is pulled. The building is evacuated as quickly as possible. Doors are shut to prevent fire from spreading. In case of serious injury, 911 would be called. Fire extinguishers are located in main floor and upstairs hallways. Training in the use of the fire extinguisher is provided to the staff at different intervals. Directions are on the extinguisher, and they are reviewed.

TORNADO: Monthly tornado drills are held from April to September at random times and days. A log is kept of each drill. The children proceed to the windowless bathroom on the first floor with their teacher.

CRISIS PLANNING: The Newman school has a comprehensive crisis program in place for lockdown and evacuation situations.

SCHOOL CLOSINGS/WEATHER: School closings or early dismissal due to severe weather will be communicated to families by phone, email to addresses on record and also posted on our website and on local radio and television stations. In case of severe weather, an alert is sounded in the office, and the Principal is notified immediately. If this occurs during the day, the rest of the program is cancelled, and the parents are notified to pick up their children. Be sure the school has your current work and home numbers as well as emergency contact people. Please remember to update these if they change during the year. For more information, please refer to the Communications with Parents section earlier in this document.

Child Abuse Policy

If a teacher has evidence of or suspects child abuse, they will report this suspected abuse directly to the county Child Protection Agency in the county of the child's residence as well as to the Director of Education of the school.

Missing Child Policy

In the unlikely event that a child should be missing from the group, a staff member will check all possible areas in the vicinity for the child. If the child is not located, parents, police and the Department of Human Services will be notified.

Parking Regulations

The parking and traffic design for the building was determined in accordance with a plan directed by the City of St. Paul. The following pick-up and drop-off procedure for our students has been created to maintain safety and keep neighborhood traffic at a reasonable level:

- A. There are three entrances to the building.
1. Parking lot Main Entrance (north side of building): Pull up to canopy area to drop off or pick up your students. If you are entering the building to assist your child, you must park your vehicle in the lot or on Pinehurst Avenue and walk in. Do not park cars in front of the canopy area.
 2. Hamline Avenue: No parking - Buses only.
 3. Ford Parkway: This entrance is supervised only during the following times. If you are arriving or picking up at other than these times you must use the main entrance off the parking lot.

Parents are expected to walk their child to the building door making sure they met and escorted by an adult who will take them to their class.

8:15 – 8:30 Student Drop off

3:30 – 3:40 Student Pick up

Please do NOT block neighbors' driveways, make U-turns in the middle of the street, or turn into/back out of private driveways.

B. Children are not permitted to walk through the parking lot without an escort.

Please drive carefully in all areas around the building and maintain a safe driving speed. Your role is vital in keeping our area safe and in reducing the potential for accidents.

Health Policy

ATTENDANCE:

1. If a child is ill, parents must call or send a note or email of the illness and child's pending absence. The MN Department of Health says that children who have a fever over 99.9, diarrhea or vomiting may not return to school for 24 hours following the last episode of diarrhea or fever. Children with chicken pox should return to school when well, not less than six days after onset. The scabs must be dry.
2. Children with bacterial infections (i.e. strep throat or ear infections) should be on antibiotics for 24 hours before returning to school.
3. The school reserves the right to send a child home if they come to school ill or become ill during the school day.
4. Children should come to school unless they are well enough to participate in activities.
5. Below is a list of health guidelines for excluding a student from school as prepared by the St. Paul Division of Public Health.

IMMUNIZATIONS: A health care summary and immunization record must be submitted on the first day of school for new enrollees to be in accordance with state regulations.

MEDICINES:

1. The school personnel will not administer non-prescription oral or topical medications without written permission from a parent (sunscreen, lotions, etc).
2. In order to minimize the danger of accidents with medicine, parents should only ask the school to administer medicines when absolutely necessary.
3. All medicines must be in the original bottle with the label. The parent is required to fill out a medical permission form.
4. The school discourages parents from asking the staff to administer non-prescription medication. When necessary, parents must send medicine in the original bottle with label. The bottle must be accompanied by a note from the parent telling when and how much to administer and giving the school permission.
5. In case of chronic illness, parents need to submit a new permission form for medications monthly.

PROTOCOL FOR GIVING MEDICATIONS:

1. Medications will be kept out of the classroom in a central location that is inaccessible to the children. A school administrator or teacher will administer medications.
2. The name of the child receiving the medication as well as the time and date of administering will be logged on a chart kept with the medicine.

3. The person administering the medication will consciously check each time a medicine is given that it is in the correct form and dosage to the correct person.

EMERGENCY: In case of emergency, staff will call 911 and then contact the parents.

Additional Guidelines for Excluding Student from School

Certain symptoms in children may suggest the presence of a communicable disease. Children who have the following symptoms should be excluded from the child care setting until 1) a physician has certified the symptoms are not associated with an infectious agent or they are no longer a threat to the health of other children at the center or 2) the symptoms have subsided.

For the mildly ill child, exclusion should be based on whether the child will be able to participate in school activities.

APPEARANCE/BEHAVIOR: Child looks or acts differently: unusually tired, pale, lacking appetite, confused, irritable, and difficult to awaken.

DIARRHEA: An increased number of abnormally loose stools in the previous 24 hours. Observe the child for other symptoms such as fever, abdominal pain, or vomiting. Children may not return to school until 24 hours after the last diarrhea episode.

EYE/NOSE DRAINAGE: Thick mucus or pus draining from the eye or nose.

FEVER: Axillary or oral temperature: 100 degrees F. or higher especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck or undiagnosed rash.

ITCHING: Persistent itching (or scratching) of body or scalp.

RESPIRATORY SYMPTOMS: Difficult or rapid breathing or severe coughing: child makes high pitched croupy or whooping sound after he coughs, child unable to lie comfortably due to continuous cough.

SKIN PROBLEMS: Skin rashes, undiagnosed or contagious. Sores with crusty, yellow or green drainage which cannot be covered by clothing or bandages.

SORE THROAT: Sore throat, especially when fever or swollen glands in the neck are present.

UNUSUAL COLOR: Yellow eyes or skin (jaundice). Grey or white stools. Dark, tea colored urine. These symptoms can be found in hepatitis and should be evaluated by a physician.

VOMITING: Children may not return to school until 24 hours after the last vomiting episode.

Specific Disease Exclusion Guidelines

AIDS: Exclude infected child if they exhibit biting behavior, is not in control of their body fluids, or has open skin sores which cannot be covered.

CHICKEN POX: Until all the blisters have dried into scabs; about 6 days after rash onset.

CONJUNCTIVITIS (Pink Eye): Bacterial: until 24 hours after treatment begins. Viral: until a letter from a physician is provided to verify that the child does not have bacterial conjunctivitis. In both situations, the child should be well enough to participate in normal daily activities.

CYTOMEGALOVIRUS (CMV): No exclusion necessary.

DIARRHEA (Infectious): Generally, children may not return to school until 24 hours after the last diarrhea episode. Each specific disease situation needs to be evaluated on an individual basis.

FIFTH DISEASE: No exclusion necessary.

GIARDIASIS: For those with diarrhea only. Until the child has started treatment and diarrhea is no longer present.

HAND, FOOT, MOUTH: Until fever is gone and child is well enough to participate in normal daily activities (sores may still be present).

HEAD LICE: Until first treatment is completed and no live lice are seen.

HEPATITIS B: No exclusion necessary unless infected child exhibits biting behavior, or has open sores that cannot be covered.

IMPETIGO: Until sores are healed or can be covered with bandages, or until child has been treated with antibiotics for at least a full 24 hours.

MEASLES: Until four days after the rash appears.

MUMPS: Until swelling subsides, usually 5 days but may be as long as 9 days after swelling begins.

ORAL HERPES (Cold Sores): No exclusion necessary.

PERTUSSIS (Whooping Cough): Until five to seven days after antibiotic treatment begins.

PINWORMS: Until after treatment has been started.

RESPIRATORY ILLNESS (Febrile): Until child is without fever for 24 hours and is well enough to participate in normal daily activities.

RINGWORM: Scalp: Until 24 hours after treatment begins. Body: Until after treatment begins.

ROSEOLA: No exclusion necessary.

RUBELLA (German Measles): Until 5 days after rash appears.

SCABIES: Until 24 hours after treatment begins.

STREPTOCOCCAL SORE THROAT/SCARLET FEVER: Until at least a full 24 hours after treatment begins and child is without fever for 24 hours.

YEAST INFECTION: No exclusion necessary, unless there is an unusual number of infants infected.

Consult your local or state health department or child's physician for exclusion guidelines for hepatitis A, meningitis or other infections not described in this manual. Special exclusion guidelines may be recommended in the event of an outbreak of an infectious disease in a child care setting. **CONSULT YOUR LOCAL OR STATE HEALTH DEPARTMENT WHEN THERE IS MORE THAN ONE CASE OF A COMMUNICABLE DISEASE.**

INADEQUATELY IMMUNIZED CHILDREN: If a case of measles, mumps, rubella, pertussis, polio or diphtheria occurs in the child care setting, children who are inadequately or incompletely immunized will be excluded for the communicable period of the disease. This exclusion is necessary because these children may become infected and contribute to further disease spread. This exclusion also applies to children who have not been immunized for religious reasons. For more information, please call the St. Paul Division of Public Health at 651-292-7704.

Prepared by the Epidemiology Departments of Hennepin County Community Health, St. Paul Division of Public Health, Minnesota Department of Health, Washington County Public Health and Bloomington Division of Health. January, 1987.

Sexual Harassment Policy

I. General Statement of Policy

Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e, et seq., and Minnesota Statute 363.01- 14, the Minnesota Human Rights Act. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

It is the policy of Newman School of St. Paul to maintain a learning and working environment free from sexual harassment and sexual violence. The School prohibits any form of sexual harassment and sexual violence. It shall be a violation of this policy for any student or employee or the school to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy. It shall be a violation of this policy for any student or employee of the School to be sexually violent to a student or employee. The School will act to investigate all complaints, either formal or informal, verbal or written, of sexual harassment or sexual violence and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the School.

II. Sexual Harassment Defined

- A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Any sexual harassment as defined when perpetrated on any student or employee by any student or employee will be treated as sexual harassment under this policy.

- B. Sexual harassment may include but is not limited to:
1. verbal harassment or abuse;
 2. subtle pressure for sexual activity;
 3. inappropriate patting or pinching;
 4. intentional brushing against a student's or an employee's body;
 5. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
 6. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
 7. any sexually motivated unwelcome touching.

III. Reporting Procedures

Any person who believes he or she has been the victim or sexual harassment by a student or an employee of the school, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence should report the alleged acts immediately to the Principal or Head of School.

Submission of a complaint or report of sexual harassment will not affect the individual's future employment, grades or work assignments.

IV. Investigation and Recommendation

The Principal or Director of Education, upon receipt of a report or complaint alleging sexual harassment or sexual violence, shall immediately authorize an investigation. This investigation will be conducted by the Head of School or by a third party designated by the School. Any individual involved in the alleged harassment shall not conduct the investigation. The investigation will be conducted as promptly as possible.

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the School should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment or sexual violence requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the School may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment or sexual violence.

V. School Action

- A. Upon receipt of a recommendation that the complaint is valid, the School will take such action as appropriate based on the results of the investigation.
- B. Neither the investigator nor the school nor any staff members or students should release any information about the complaint except to the extent necessary to further the investigation.
- C. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School. The report will document any disciplinary action taken as a result of the complaint.

VI. Reprisal

The School will discipline any individual who retaliates against any person who reports alleged sexual harassment or sexual violence or who retaliates against any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to a sexual harassment or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Reporting Child Abuse and Neglect

Who Should Report Child Abuse and Neglect

- Any person may voluntarily report abuse or neglect.
- We, as a licensed facility, are legally required or mandated to report and cannot shift the responsibility of reporting to your supervisor or to anyone else at our licensed facility. If we know or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years we must immediately (within 24 hours) make a report to an outside agency.

Where to Report

- If you know or suspect that a child is in immediate danger, call 911.
- All reports concerning suspected abuse or neglect of children occurring in a licensed facility are made to the Department of Human Services, Licensing Division's Maltreatment Intake line at (651) 431-6600.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community are made to the local county social services agency, 651-266-4500, or local law enforcement.

- If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the Department of Human Services, Licensing Division at (651)431-6500.

What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556).
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated report must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Retaliation Prohibited

An employer of any mandated reporter shall not retaliate against the mandate reporter for reports made in good faith or against a child with respect to whom the report is made. The reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reports who believe that retaliation has occurred.

Failure to Report

A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or recurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

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 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:

- a. Related policies and procedures were followed
- b. The policies and procedures were adequate.
- c. There is a need for additional staff training.
- d. The reported event is similar to past events with the children or the services involved.
- e. 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 Internal Reviews are Completed

The internal review will be completed by the Principal or Director of Education. If this individual is involved in the alleged or suspected maltreatment, the Director of Education, the CEO or the President of the Board of Directors will be responsible for completing the internal review.

Documentation of the Internal Review

The facility must document completion of the internal review and provide documentation of the review to the commissioner 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 designed to correct current lapses and prevent future lapses in performance by individuals or the license holder, if any.

Staff Training

The license holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (MN Statutes, section 626-556). The license holder

must document the provision of this training in individual personnel records, monitor implementation by the staff, and ensure that the policy is readily accessible to staff, as specified under MN Statutes, section 245A.04, subdivision 14.

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