

Parent Handbook

Kaiserman JCC Early Learning Centers

Robert J. Wilf Preschool and Temple Brith Achim



Welcome to the Kaiserman JCC Early Learning Centers

Robert J. Wilf Preschool and Temple Brith Achim

Welcome to our Early Learning Centers, educational programs led by professional educators dedicated to supporting your child's growth and development.

Please take the time to review this handbook before your child begins school. It is designed to orient you to our program and outline important policies and procedures. Familiarity with this information will help ensure a smooth and successful experience for you and your child. Please note that the administration reserves the right to modify or amend the handbook and its policies at any time.

Our centers are nurturing, vibrant environments where staff, children and families build strong relationships, build a sense of community, and explore the richness of Jewish heritage. We take great pride in our commitment to children, our high standards of safety and education, and our flexibility in meeting each child's unique developmental needs.

Our Early Learning Centers are part of the Kaiserman JCC and its broader community. We hope your experience with us is a positive and meaningful one!

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SHEVA

JCC early childhood programs are the largest platform of Jewish early childhood education in North America, touching thousands of young lives annually. Recognizing that reach and responsibility, we have created the Sheva Center, an innovative approach to early childhood education, empowering teachers and directors, and positioning early childhood education centers as examples of excellence. Sheva, which means seven in Hebrew, is a powerful number in Jewish thought and practice. The Sheva framework employs seven core principles of early care and education and contemporary and ancient texts, using seven Jewish lenses to reveal universal values. Sheva classrooms weave these values throughout their educational day.

CHILDREN AS CONSTRUCTIVIST LEARNERS

Before a new theme is introduced, children are asked what they already know and what they would like to know about that topic. Based on their answers, the teachers prepare an outline of a unit of study. New themes follow a natural progression in line with the expressed interests of the children. Teachers model flexibility in their planning with children. Children are encouraged to ask questions. Teachers and children navigate their learning journey and make discoveries together. At the conclusion of a theme, children are given the opportunity to review the process in which they made discoveries and encouraged us to discuss new information. Children are viewed as competent and capable learners and are an integral part of the learning process.

EARLY CHILDHOOD DIRECTORS AS VISIONARIES

Our director encourages the faculty's professional learning opportunities that include many topics and views the teaching staff as professional, competent, and very capable. The teaching staff is a cooperative and integral part of the shared vision and success of the school.

EARLY CHILDHOOD EDUCATORS AS PROFESSIONALS

We view ourselves as lifelong learners, constantly engaging in the pursuit of learning opportunities, as prized by our Jewish tradition. The combination of education, experience, and passion enriches educators, children, and families' lives. We listen with the understanding that the relationships between school leadership, colleagues, children, families, and community members depend on the richness of each conversation.

SHEVA



FAMILIES AS ENGAGED PARTNERS

We view family engagement as essential to building a healthy school community. For our preschool families, we offer family events, learning opportunities, special events and an active Parent/ Teacher Organization. Family involvement in the classroom is encouraged. Families are welcome to visit and share special unique talents and interests. We provide a well-rounded, Jewish experience for everyone.

ENVIRONMENTS FOR INSPIRATION FOR LEARNING

Early childhood programs are rich with materials that inform, inspire, and engage children. Our vision for the early childhood learning environment suggests a warm, safe, and inviting place for children that provokes wonder, curiosity, intellectual engagement, and creativity with endless possibilities and purposeful teaching. Children and families are encouraged to approach the environment with questions. Attention is given to indoor and outdoor classrooms and common spaces to create community and a sense of good citizenship, to build connections, and to encourage and support opportunities for Jewish living.

DISCOVER CATCH AS SHMIRAT HAGUF (TAKING CARE OF OUR BODIES)

To help address the nation's critical obesity problem, JCC Association in collaboration with the University of Texas School of Public Health and its CATCH (Coordinated Approach to Child Health) program has created Discover: CATCH Early Childhood. Based on a foundation of Jewish Values, Discover CATCH Early Childhood nurtures a love of physical activity in children ages 3 to 5, and encourages them to develop life-long healthy eating habits. All children participate in our healthy snack program and many weekly activities to encourage exercise including instructional swim, gym, Israeli Dancing, theme related gross motor games, and outdoor games. We also offer optional extracurricular activities including yoga, gymnastics, instructional swimming lessons, sports etc.

ISRAEL AS THE STORY OF THE JEWISH PEOPLE

Through our study of the Jewish holidays, we connect with Israel in the context of the story of the Jewish people. We also connect with Israel today with the celebration of Israel's Independence, and how Israel has developed since 1948. We look for similarities and differences as we compare Israel and the U.S.A. We incorporate this into our lessons in a natural and seamless way.

CREATIVE CURRICULUM

What is the Creative Curriculum

Thematic approach to teaching and learning. Designed to support children's natural curiosity and stimulate their creativity. Based on well-known theories of child development. Offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate, and transfer their learning.

The Creative Curriculum meets all the criteria for a developmentally appropriate curriculum.

GOALS OF THE CREATIVE CURRICULUM

The most important goals of our preschool curriculum are for children to get along well with others and become enthusiastic learners. We want children to become independent, self-confident, curious learners who can work well with others. We're teaching them how to learn, not just in preschool, but all through their lives. We do this by creating purposeful and productive play experiences that help children grow in all areas.

Our curriculum identifies goals in four areas of development:



SOCIAL/EMOTIONAL: to help children develop independence, self-confidence, and self control, follow rules and routines, make friends, and learn what it means to be part of a group.



PHYSICAL: to increase children's large muscle skills - balancing, running, jumping, throwing, and catching - and use the small muscles in their hands to do tasks like buttoning, stringing beads, cutting, drawing, and writing.



COGNITIVE: to acquire thinking skills such as the ability to solve problems, to ask questions, and to think logically - sorting, classifying, comparing, counting, and making patterns - and to use materials and their imagination to show what they have learned.



LANGUAGE: to use words to communicate, listen to and participate in conversations with others, recognize letters and words, and begin writing for a purpose. We plan the way we organize the classroom, select toys and materials, plan the daily schedule and activities, communicate with children, assess progress, we seek to accomplish the goals of our curriculum and give your child a successful start in school.

TIPS FOR A GREAT PRESCHOOL EXPERIENCE

PLAN AHEAD: Lay out clothes, pack bags, and prep lunches the night before. Make sure your child gets to bed early and starts the day with a healthy breakfast. A well-rested, well-fed child is ready to take on the day!

STAY IN THE LOOP: Check out what's happening in the classroom and look for ways to connect it to family life. Read the weekly newsletters and flyers that come home. Your child's teacher is always happy to share ideas to support learning at home.

TALK ABOUT THE DAY: Ask your child about their day and listen. Create a space at home to display schoolwork and projects—it shows you value what they're doing. And remember, not everything meaningful comes home on paper!

JOIN IN: There are lots of ways to get involved. The PTO can connect you with events and opportunities, and it's a great way to meet other families.

READ TOGETHER: Reading builds language, sparks imagination, and sets the stage for a lifelong love of books. Need ideas? Your child's teacher can recommend great age-appropriate titles.

KEEP THE CONVERSATION GOING: If concerns come up, speak with your child's teacher calmly and respectfully. For bigger conversations, it's best to schedule a time when children aren't present. Open communication sets a great example and helps us all work as a team.

MAKE TIME FOR PLAY: Children need unstructured time to play, explore, and just be. Leave room in busy schedules for creativity and quiet moments—and don't forget to jump in and play once in a while yourself!

LET THEM TAKE RISKS AND MAKE MISTAKES: It's not always easy, but giving children space to try, stumble, and learn is a gift. We aim to challenge and support each child while respecting their unique pace of growth.

BACK TO SCHOOL OPEN HOUSE

Before the new school year begins, we host a Back-to-School Open House. This is a great opportunity to meet your child's teachers, connect with new classmates and families, and explore the classroom together. You're also welcome to bring in any supplies before the first day of school.

If you have specific concerns you'd like to discuss, please schedule a separate appointment with your child's teacher.

FIRST TIME SAYING GOODBYE

Starting preschool is a big step toward independence, and it's completely normal for both children and parents to feel a little anxious during the transition. Many children may have a hard time separating at first and that's okay. What helps most is your positive attitude. When you show confidence that your child will have a great day, it sends a reassuring message. When you arrive at school, gently guide your child toward an activity or connect them with a teacher. Then, offer a clear and confident goodbye. Our teachers are ready to step in, comfort your child, and begin building a relationship of trust. As hard as it may be, please don't slip out without saying goodbye. Leaving without notice can break your child's trust and make future separations even harder. With time, consistency, and support, morning goodbyes will get easier for both of you!

PARKING LOT SAFETY

- Please drive slowly and cautiously around the building.
- Follow all directional signs and posted signs.
- Be extra mindful of children during arrival and dismissal times.
- Use caution when passing other vehicles.
- Do not leave your vehicle running and unattended at any time.
- Park only in legal parking spots.
- Please park within the lines and use only one space.
- Pay close attention to signage on parking spots.
 - Don't park in spots designated for senior adults or employee of the month.
 - Handicap spots are reserved for vehicles with valid placards only.

ARRIVAL & DISMISSAL

Early Care: 7:30 am to 8:00 am

Regular Drop Off: 8:00 am – 9:00 am

Half Day Dismissal: 12:30 pm

Full Day Dismissal: 4:00 pm – 4:30 pm

After Care: 4:30 pm until 6:00 pm

ARRIVAL: Drop-off begins no earlier than 7:30 am. The suggested drop-off time for the regular school day is between 8:00 am and 9:00 am. Parents are encouraged to arrive within this timeframe to ensure a consistent routine for their children. We do not have a carpool line for drop-off. Parents must accompany their child to their classroom. Upon arrival, parents should ensure their child is safely handed over to their teacher/assistant. Parents are required to quickly check that their child is settled and ready for the day. This includes ensuring the child has all necessary belongings and is comfortable in their environment.

DEPARTURE: Once the child is settled, parents/guardians should promptly leave the premises to minimize congestion and maintain a smooth flow of drop-offs. Lingering beyond the necessary time for drop-off can disrupt the routine and potentially cause distress for other children.

ALTERNATE PICK UP PROCEDURE: If someone other than a parent or regular guardian is picking up your child, staff must receive prior notice from a parent. Even with consent, if the individual is unfamiliar to staff, they will be required to show identification the first time they pick up.

RELEASING CHILDREN: Children are ONLY released to authorized adults or adults that parents identify by phone or in writing. If a parent calls to say that someone different is picking up a child, we will check identification.

SPECIAL CIRCUMSTANCES: If a child is having trouble during drop-off, parents/guardians are encouraged to briefly reassure the child and then leave, allowing the staff to take over. Prolonged goodbyes can increase the child's anxiety. Parents/guardians are welcome to discuss any specific concerns or special needs with the staff outside of drop-off hours to ensure individual needs are met without disrupting the drop-off process.

DROP OFF EXPECTATIONS

To help maintain a smooth and efficient drop-off routine, we kindly ask that parents/guardians communicate questions or concerns via email, phone, or a scheduled meeting rather than during drop-off. This allows staff to stay focused on welcoming and supporting all children during this busy transition time.

Parents/Guardians

- Follow all drop-off policies and procedures as outlined.
- Arrive on time and depart promptly to support a calm, consistent start to the day.
- Communicate specific needs or concerns about their child outside of drop-off times.

Preschool Staff

- Be present and welcoming to receive children during designated drop-off times.
- Create a supportive, reassuring environment to ease the transition from home to school.
- Address concerns shared by parents/guardians in a timely and thoughtful manner.

COMMUNICATION

We understand that parents have questions and concerns, and our staff is here to support you. However, during the school day, teachers are focused on caring for and engaging with the children and may not be available to answer phone calls or texts. Please do not call or text teachers on their personal cell phones during school hours.

Lead Teachers will send a weekly email newsletter that includes:

- The week's theme and highlights
- A preview of the following week
- Important dates and reminders

Teachers, parents, and directors can exchange one-on-one or group messages securely within our childcare software, Lillio. This is ideal for quick updates, questions, alerts, or reminders.

HOMEROOM PARENTS

Homeroom Parents help organize group gifts for teachers on behalf of the class during holidays, Teacher Appreciation Week, or at the end of the year, by coordinating with other parents. They can also support teachers by helping when needed to coordinate any special classroom events. These may include holiday celebrations/activities and end-of-year celebrations.

POTTY TRAINING

While our teaching staff is happy to support your child during the potty-training process, **they cannot train them!** The primary training needs to happen at home. Each child develops at their own pace, and consistency between home and school helps them succeed. If your child is actively learning to use the toilet, please let us know so we can reinforce your efforts during the day.

A child is considered fully trained when they:

- **Use the toilet independently for both bowel movements and urination**
- **Can verbally express the need to use the bathroom**
- **Remain dry throughout the day**

When are accidents okay?

Occasional accidents can happen, that's okay! **But if your child is having accidents *daily*, that is a sign they are not yet fully trained.** In those cases, we ask that children continue to wear pull-ups until they're consistently able to manage bathroom needs on their own.

We ask that children not be sent to school in underwear until they consistently meet all of the above criteria. Again, frequent accidents throughout the day indicate that a child is not yet fully trained.

If you have any questions or need support, please reach out to your child's teachers or the Directors, we're here to help!

TOYS FROM HOME

While we generally discourage bringing toys from home, we understand that some children may benefit from having a familiar item to ease their transition into the classroom. If your child brings a toy, teachers will, at an appropriate time, encourage them to place it in their cubby for safekeeping. Please do not send toy weapons or valuable items to school, as they can be easily lost or damaged. All toys brought from home should be clearly labeled with your child's name.

CLOTHING AND ACCESSORIES

Preschool is full of active, messy fun! Please dress your child in comfortable, washable play clothes that can get dirty. Clothing that children can manage independently in the bathroom is encouraged, as it supports their confidence and self-help skills.

- Label all items your child wears or brings to school (including jackets, hats, and bags).
- Send a full set of extra clothes (including underwear and socks) in a labeled container to be kept in your child's cubby and update seasonally.

USE OF CLASSROOMS AFTER SCHOOL

We kindly ask that families not stay and play in the classrooms after school hours, even if the room is empty. While we understand the desire to spend a few extra minutes with your child, classrooms need to be cleaned, reset, and prepared for the next day. When toys are played with after dismissal, they are often not put back properly, which makes it harder for teachers to get the room ready for the next morning. It can also create safety and supervision concerns. We appreciate your understanding and cooperation in helping us keep our classrooms safe, organized, and ready for a great start each day!

SECURITY CAMERAS

To ensure the safety and security of all children, staff, parents, and visitors, as well as the security of our facility, we have 24-hour video surveillance and recording system. Security cameras are in our classrooms and throughout the building.

LUNCHES AND FOOD POLICIES

NUT-FREE POLICY

There are some children in our Preschool with medically diagnosed allergies to peanuts and tree nuts. To ensure their safety, our school is a nut-free environment. When sending in lunch for your child or contributing food for classroom events, please avoid all products containing peanuts, tree nuts, or peanut oil. While peanut butter is an obvious food that contains peanuts, you may be surprised at the variety of items that use many processed foods are made with peanut oil or are made in facilities that also process nut products.

Please read labels carefully, and when in doubt, ask a teacher or Director before sending a product to school.

KOSHER POLICY

In alignment with the Kaiserman JCC's practices, all Preschool classrooms for children ages 2 and older follow a Kashrut (kosher) policy. This policy reflects our commitment to honoring the diverse Jewish practices in our community.

- All food brought from home must be dairy or vegetarian (no meat or poultry).
- All food provided by the school is OU kosher.
- Any food shared with the class (for birthdays, holidays, etc.) must have an OU kosher symbol on the packaging.

We understand that some children may have specific dietary needs that make a dairy-only lunch difficult. If this applies to your child, please reach out to their teachers or the Directors so we can work together to find an appropriate solution. We will always work with you and make sure your child is able to have food they enjoy eating.

Please note: The Nursery and Toddler classrooms are not required to follow our kosher policy, as mealtime routines for our youngest children are handled differently and in closer coordination with families.

Labeling Reminder: All food brought from home for lunch must be clearly labeled with your child's full name, including items like lunch boxes and water bottles. Each classroom is equipped with a refrigerator to store lunches until mealtime. Classrooms also have a microwave, and staff can warm up any food that needs to be heated.



PIZZA LUNCH FUNDRAISER

Every Thursday, we offer a pizza lunch fundraiser for \$7 per child. Each lunch includes plenty of pizza, sliced cucumbers, an applesauce cup, pretzels or chips, and a cookie.

SNACKS AND SHARED FOOD ITEMS

The Preschool provides two snacks each day, featuring products that are certified OU kosher and fresh fruit a few times a month. In addition, children enjoy challah every Friday as part of our weekly Shabbat celebration.

We cannot accept any home-baked or homemade food items for classroom celebrations, birthdays or shared events. All food brought to share must be store bought, in original packaging, and labeled with OU kosher symbol. This helps us manage allergy concerns, maintain consistency with our food policies, and ensure all items meet kosher standards.

BIRTHDAYS

Birthdays are a special time, and we're happy to celebrate them at school! Please speak to your child's teacher in advance to choose a day that works well with the classroom schedule. To keep all children safe and respect our school policies, birthday treats must be nut-free, OU kosher and store bought. No homemade treats.

If you're planning a party outside of school and sending invitations home in backpacks, we ask that you invite the entire class to avoid hurt feelings. Please keep in mind that some families in our community observe Shabbat and may not be able to attend parties held on Saturdays.

SCHOOL CLOSINGS

If we have a delayed opening, close early, or if we are closed due to dangerous weather conditions, parents will first receive an e-mail from the center director with all pertinent information. Parents will also receive a text through Lillio. An announcement will be on our website as well. Our status is reported to KYW News Radio, 6 ABC, FOX 29, CBS Philly, and NBC 10. If you turn your television on to your local morning news show, our name, along with all announcements, will scroll (usually) at the bottom of the screen. If you prefer the radio, you can turn on KYW 1060 AM and listen for our School Closing Number which is 404.

SPECIALS

Possible specials include: Music, J-Play, Gym, Israeli Dance, Baby Word Play, Sign Language and Gymnastics

EXTRA SPECIAL PROGRAMS

Once or twice a month, we host special programs brought in from outside the school, such as Nature Jack, petting zoo, or puppet show and many more. These events are scheduled in advance, and teachers are notified ahead of time. We also have school wide holiday celebrations and events.

SHABBAT AT SCHOOL

We have a fun Shabbat celebration every Friday. The entire school comes together to celebrate by singing songs, dancing, and saying the blessings. Classes take turns leading the group in song. Each class selects a "Shabbat Helper" to assist with the blessings. We also take time to celebrate birthdays and welcome new siblings. Challah is provided on Fridays for snack.

VOLUNTEERS

Under the Child Protective Services Law, all volunteers who are "responsible for the welfare of a child or have direct contact with children" must submit 3 background checks before they are allowed to volunteer. The law defines direct contact as the care, supervision, guidance, or control of children or routine interaction with children. These background checks must be renewed every 36 months.

This requirement applies to anyone volunteering in the classroom or serving as a chaperone on field trips.

This law does not apply to parents who are visiting briefly to celebrate birthdays, nurse babies, read a book to the class, drop off or pick up children, or bring items like a forgotten lunchbox.

For information on how to apply for these clearances, please visit the Preschool Office.

PARENT TEACHER CONFERENCES

Parent-Teacher conferences are for children in our Pre-K classes and are scheduled after school in January. Parents will be notified by teachers to schedule conferences. While we typically schedule one conference per year, additional conferences can be arranged at any time if needed.

The purpose of the Parent/Teacher Conference is to support each child's academic and developmental growth both in and out of the classroom. Teachers use the Creative Curriculum Assessment Tool, based on the Developmental Continuum, to give parents a clear understanding of their child's overall development.

All children will receive progress reports in January and in May. Assessments are based on the Creative Curriculum Developmental Continuum. If a conference is necessary for a child not in a Pre-K class, teachers will reach out privately to schedule.

BITING

When a child hurts another child, we will first attend to the injured child and then address the behavior with the other child. In the case of a bite or any injury requiring first aid, we will contact the parents of both children. A written incident report will also be sent home.

If a child demonstrates a consistent pattern of biting that goes beyond age-appropriate behavior, a meeting will be held with the teachers, director, and parents to develop a behavior management plan. In extreme cases, if the biting continues despite interventions, it may be determined that this is not the appropriate environment for the child.

BEHAVIOR MANAGEMENT

The purpose of this policy is to ensure the safety and well-being of all children enrolled in our preschool by effectively addressing and managing challenging behaviors. Such behaviors may include, but are not limited to, hurting peers, not following safety instructions, biting, and hitting.

Our preschool is committed to providing a safe, supportive, and nurturing environment for every child. We use positive behavior management techniques and interventions to help children learn appropriate behaviors. However, if challenging behaviors persist and pose a threat to the safety and well-being of the child or others, we reserve the right to remove the child from the program.

PROCEDURES

PREVENTIVE MEASURES AND POSITIVE REINFORCEMENT: Staff will use positive reinforcement and proactive strategies to encourage appropriate behavior. Classroom environments will be structured to promote positive interactions and minimize triggers for challenging behaviors. Clear expectations and routines will be established and consistently followed.

STAFF TRAINING: Staff will receive training on behavior management techniques, including de-escalation strategies and positive discipline. Training will include recognizing triggers and signs of escalating behaviors.

RESPONSE TO CHALLENGING BEHAVIORS: Immediate, appropriate actions will be taken to ensure the safety of all children and staff when challenging behaviors occur. Staff will document incidents of challenging behaviors and the actions taken.

COMMUNICATION WITH PARENTS/GUARDIANS: Parents/guardians will be informed of any incidents involving their child's challenging behavior. Regular communication will be maintained to discuss the child's progress and any concerns.

INTERVENTIONS AND SUPPORT: An individualized behavior support plan may be developed in collaboration with parents/guardians and appropriate professionals. Interventions may include strategies such as social stories, visual supports, and positive reinforcement plans. The preschool will work with external specialists, if needed, to provide additional support.

BEHAVIOR MANAGEMENT

PROCEDURES

EARLY INTERVENTION: If a child exhibits persistent challenging behaviors, parents/guardians will be required to seek an early intervention evaluation for their child. The preschool will provide guidance on accessing early intervention services and support the family through the evaluation process. Results from the early intervention evaluation will be used to develop and implement tailored strategies to support the child's needs.

EVALUATION AND MONITORING: The child's response to interventions will be closely monitored and documented. Regular meetings with parents/guardians will be held to review the effectiveness of the behavior plan and make necessary adjustments.

DECISION MAKING AND REMOVAL: If challenging behaviors persist despite interventions and early intervention support, and pose a continuous risk to the safety and well-being of the child or others, the preschool reserves the right to remove the child from the program. The decision to remove a child will be made in consultation with the preschool director, staff, and parents/guardians, and will be considered a last resort.

COMMUNICATION: This policy will be communicated to all staff, parents/guardians, and relevant stakeholders. Parents/guardians will be required to acknowledge and agree to this policy upon enrollment.

POLICY REVIEW: This policy will be reviewed annually or as needed to ensure its effectiveness and compliance with any new regulations or best practices. Our commitment is to provide a safe and nurturing environment for all children. By implementing this Behavior Management Policy, we aim to address challenging behaviors constructively and maintain a positive and safe preschool environment for everyone.

CHILD HEALTH RECORDS

Parents must provide the school with the most updated copy of the child's health report. Most pediatricians provide this form through their online portal. Once completed, please email it to us or upload it through the Lillio app message center.

- Name of child
- Child's birth date
- A review of the child's health history
- A list of the child's allergies
- A list of the child's current medication and the reason for them
- An assessment of an acute or chronic health problem or special need and recommendations for treatment or services, including information regarding abnormal results of screening tests for vision, hearing or lead poisoning
- A review of the child's immunized status according to recommendations of the ACIP
- A statement of the child's medical information pertinent to diagnosis and treatment in case of emergency.
- A statement that the child can participate in childcare and appears to be free from contagious

IMMUNIZATION POLICY

All children entering the Kaiserman JCC Early Learning Centers must have an immunization record on file prior to admission. We will accept the Department of Public Welfare Child Health Report form given to all parents, signed and dated by the physician or a copy from the physician's office.

Parents are required to provide an updated health report in accordance with the following schedules:

- At least every 6 months for child under 12 months of age.
- At least every 12 months for a child older 12 months of age.
- Parents are required to provide updated immunization records each time their child receives a vaccination.

There are no religious exceptions to our immunization policy. Medical exemptions are decided on a case-by-case basis.

CHILD HEALTH

If a child becomes ill at school, the teacher will inform the Director or Associate Director and contact the parent to share the child's condition. If the child is too sick to remain at school, parents are expected to pick them up promptly.

Young children often experience colds and other viral illnesses. The first 24–48 hours are typically the most contagious. If a communicable illness arises, families will be notified via email while maintaining privacy. Please inform your child's teacher of any diagnoses so we can help limit the spread.

WHEN CAN A CHILD RETURN TO SCHOOL?

If your child has any of the following ailments, your child should be fever free and symptom free for 24 hours without medication before returning to school:

Bronchiolitis / Bronchitis

Common Cold

Coxsackie Virus Infection (HAND-FOOT-MOUTH)

Croup

Ear Infections

Gastroenteritis

Impetigo

Influenza

Rashes / Hives

Respiratory Syncytial Virus (RSV)

Strep Throat

Vomiting / Diarrhea

Fever: A child with a fever of 101 or higher should stay home until fever-free, without the use of fever-reducing medicine for 24 hours.

Head Lice: All nits must be removed before the child can return to school.

Upon their return, the child's scalp will be inspected by a staff member.

MEDICATION

When medication is administered, the following requirements apply:

- A prescription or nonprescription medication may be accepted only in an original container.
- A staff person shall administer a prescription medication only if written instructions are provided from the individual who prescribed the medicine.
- Instructions for administration contained on a prescription label are acceptable.
- The label of a medication container must identify the name of the medication and the name of the child for whom the medication is intended.
- Medication shall be administered to only the child whose name appears on the container.
- A parent shall provide written consent for administration.
- Staff will log all medication given on the Medication Log.
- The log should be kept in the child's classroom file.
- All medication must be kept out of reach of children

HOLIDAYS WE DO NOT CELEBRATE

Teachers will not plan for these holidays, we do not celebrate them in school:

Halloween
Christmas
Valentine's Day
Saint Patrick's Day
Easter

HOLIDAYS WE CELEBRATE

The Kaiserman JCC is a place for the Jewish community to gather and celebrate Jewish festivals and holidays. In the preschool, children are given an age-appropriate introduction to the history of each holiday and its traditional rituals. A focus on Jewish culture is woven throughout the educational program. Throughout the year, we will send home additional information to help families understand and engage with the holidays. Below is a brief overview:

SHABBAT: Although the Sabbath lasts from sundown Friday to sundown Saturday, we celebrate the Sabbath at school during our “snack time” every Friday. All classes get together for a Shabbat Sing-along. In each classroom, the teacher lights the candles, and the children recite the traditional blessings. On Shabbat, the children enjoy challah (twisted egg bread) and juice.

ROSH HASHANAH: The Jewish year begins with Rosh Hashanah on the first day of Tishri in the Jewish calendar. The children enjoy apples and honey, which are symbolic of hope for a sweet year.

YOM KIPPUR: This is the most solemn holiday of the year, the Day of Atonement. At this time, we discuss the nice things we can do for others during the New Year.

SUKKOT: The Feast of Tabernacles recalls the journey of the Jews from Egypt to the Promised Land when they lived in tents and booths. The harvest season is symbolized by the Lulav (palm branch) and Etrog (citrus). During this week at school, we decorate our Sukkah with fruit and greenery and enjoy our snacks outdoors.

SIMCHAT TORAH: This holiday is associated with Sukkot. Throughout the year, passages of the Torah are read aloud in the synagogue. On Simchat Torah the reading of the Torah is completed and immediately begun again. This symbolizes the fact that study of the Torah has no beginning and no end. Children are given the honor of being called to read the Torah alongside adults. Children also join adults in carrying Israeli flags in a series of seven processions.

HANUKKAH: The Festival of Lights celebrates the Maccabean victory when Judah Maccabee and his small band of followers saved the Jewish nation from the Syrians. For eight days each year, the Hanukkah menorah, or eight-branched candelabra, is lit to recall the rededication of the Temple in Jerusalem and to give thanks for the great miracle of the survival of the Jewish people.

HOLIDAYS WE CELEBRATE

TU B'SHEVAT: (Israeli Arbor Day) On Tu B'Shevav we celebrate the New Year of the Trees and our own belief in the future of the world. As Jews, we have a kinship with trees. Trees are a symbol of life and a symbol of the Jewish people.

PURIM: Purim is the most joyous of all holidays, commemorating how Queen Esther and her Uncle Mordecai saved the Jews of Persia from a plot by the Prime Minister, Haman, to destroy them. On this day, we eat Hamantaschen, which the children enjoy making at school. The children are encouraged to come to school in costume for this happy holiday.

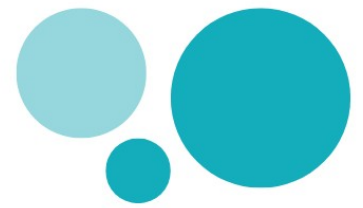
PASSOVER: Passover (Pesach) commemorates the experiences and ordeals of slavery in Egypt and the Exodus following them. The Seder is a special family meal. Prayers and songs from the Haggadah are read and certain foods are eaten. The best known of these is matzah or unleavened bread. Your child and his/her classmates will prepare their own Seders.

YOM HA'ATZMAUT: (Israel Independence Day) Commemorates the establishment of the modern state of Israel in 1948. In Israel, Jewish people celebrate the day with fireworks, barbecues, and public concerts. Outside Israel, Jewish communities host parties and gatherings to celebrate. Often, the focus of these events is on Israeli culture, everything from classic Israeli foods -- hummus, falafel, schnitzel, and shawarma -- to Israeli dance, Israeli music, and all things Hebrew. People wear blue and white and wave Israeli flags. You can celebrate Yom Ha'atzmaut too by trying Israeli foods, listening to music, and learning about Israel.

LAG B'OMER: Lag B'Omer is a joyful Jewish holiday that takes place in the springtime. The meaning of "Lag" is "thirty-three," derived from gematria, a system of associating each Hebrew letter with a number. "B'Omer" means "of the Omer," the Omer being the forty-nine day period between Passover and Shavuot. Thus, Lag B'Omer is the thirty-third day of this period.

SHAVUOT: Shavuot, a thanksgiving and harvest feast, also commemorates the giving of the Ten Commandments on Mount Sinai. Known as the Feast of Weeks, Shavuot is celebrated seven weeks after Passover. It is customary to decorate the house with plants and flowers.

PARENT BEHAVIOR POLICY



The purpose of this policy is to ensure a respectful, safe, and productive environment for all children, staff, and parents/guardians within the preschool community. It is designed to foster a harmonious and supportive atmosphere that prioritizes the well-being and safety of everyone involved in the preschool program.

EXPECTED BEHAVIOR: Parents/guardians are expected to always conduct themselves respectfully and cooperatively while on preschool premises or engaging with preschool staff. Communication with staff should be professional and courteous. Concerns or issues should be addressed through appropriate channels, such as scheduled meetings, emails, or phone calls. **BOUNDARIES:**

Parents/guardians must respect the boundaries of the preschool program.

BOUNDARIES: Parents/guardians must respect the boundaries of the preschool program. They should refrain from interrupting classroom activities, approaching teachers or staff during instructional time, or entering restricted areas without permission. Parents/guardians should not attempt to manage, direct, or interfere with the operations of the preschool or the professional responsibilities of the staff.

CONFLICT RESOLUTION: Any disputes or concerns should be handled calmly and respectfully. Parents/guardians are encouraged to discuss issues with the appropriate staff member or escalate to the administration if necessary. Aggressive, threatening, or inappropriate behavior will not be tolerated and will be addressed promptly by the preschool administration.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR: If a parent/guardian oversteps boundaries, intrudes on the program, or behaves inappropriately, the preschool administration will issue a formal warning outlining the specific behavior and the required corrective action. Continued inappropriate behavior or failure to comply with the issued warning may result in the following actions:

- Temporary suspension of the parent/guardian's access to the preschool premises.
- Mandatory meetings with the preschool administration to address and resolve the behavior.
- In severe cases, the preschool reserves the right to remove the child from the program to maintain a safe and respectful environment for all.

NOTIFICATION AND DOCUMENTATION: All incidents of inappropriate behavior and subsequent actions will be documented by the preschool administration. Parents/guardians will be notified in writing of any warnings, suspensions, or removal decisions, including the reasons for such actions.

RESPONSIBILITIES:

- **Parents/Guardians:** always maintain respectful and professional behavior. Follow the preschool's guidelines and procedures for communication and conflict resolution. Respect the boundaries and professional responsibilities of the preschool staff.
- **Preschool Administration:** Monitor and address any instances of inappropriate behavior by parents/guardians. Provide clear communication and documentation regarding any actions taken in response to inappropriate behavior. Ensure the safety and well-being of all children, staff, and parents/guardians within the preschool community.

TUITION POLICY

PAYMENT SCHEDULE: Tuition is divided into equal monthly payments for your convenience. **LATE PAYMENTS:** If a payment is more than 30 days late, your child's enrollment in the preschool program may be jeopardized. It is essential to stay current with payments to ensure uninterrupted care and education for your child.

EXTENDED ABSENCES: If your family plans to miss more than one month of childcare, you are required to pay 25% of the tuition for each missed month to hold your child's spot in the program. This fee ensures that your child's place is reserved and that we can continue to provide quality services and maintain staff levels.

PRORATED TUITION FOR LATE STARTS: If a child starts school mid-year, the tuition will be prorated accordingly. To hold a spot for a child who will start mid-year, a non-refundable fee equal to 5% of the monthly tuition will be charged. This fee is required to secure the spot and will not be credited towards tuition.

COMMUNICATION: Please communicate any financial difficulties or planned absences with the preschool administration as soon as possible. We are here to support you and can discuss possible arrangements to help manage your tuition payments.

AGREEMENT / ACKNOWLEDGEMENT: By enrolling your child in our preschool program, you agree to adhere to the above tuition payment policy. Consistent and timely payments are crucial for maintaining the high standards of our educational and care services.



 Robert J. Wilf Preschool & Kindergarten

www.phillyjccelec.com