

Temple Bat Yahm PRESCHOOL

Dear Families,

Welcome to Temple Bat Yahm Preschool Early Childhood Education Program! We are so pleased that you have chosen to entrust your child(ren) to us during this wonderful and impressionable time.

As early childhood professionals, our staff is dedicated to providing care that is supportive, nurturing, warm, and responsive to your child's individual needs. We strive to provide a program for our children and families that is developmentally appropriate for each child. This initial journey of learning nurtures social, emotional, cognitive, physical, and spiritual growth which sets the tone for future academic learning.

Because families are an integral part of our program, we look forward to working as a team to ensure that your child grows in all areas of development. Please feel free to offer your assistance, as well as your many abilities. As a community of learners, we encourage your partnership with us.

We have prepared this handbook to help facilitate the relationship between our staff and our families by providing specific information about our early childhood education program. We hope you will find this handbook informative and helpful in making you feel more familiar with our program and more comfortable in our school.

If you should have any questions or concerns, please don't hesitate to ask. We are looking forward to a successful and fun-filled school year!

L' Shalom,

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Laura Gramling, MA.
Director of Early Childhood Education

PARENT HANDBOOK TABLE OF CONTENTS *(updated 12/2020)*

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Temple Bat Yahm Mission Statement

Temple Bat Yahm is a Reform congregation and caring community where families and individuals:

- *enrich our lives through spiritual worship
- *share lifecycle events
- *educate ourselves and our children
- *and sustain the House of Israel

We combine the comforts and responsibilities of Jewish tradition with the lifelong study of Torah in the context of modern day living.

Early Childhood Education Program

PHILOSOPHY AND MISSION STATEMENT

At Temple Bat Yahm, we believe that children are individual learners; each one gaining skills at their own pace and responding to different styles and methods of teaching. We strive to create a rich curriculum that meets the needs of all children: visual, auditory, and perceptual learners. Our philosophy centers itself on the whole child. We aim to nurture and strengthen each child's social, emotional, cognitive, and physical abilities through our program. We believe that children learn through active play and exploration in a multi-sensory environment.

GOALS

Temple Bat Yahm's Early Childhood Education Program strives to provide a variety of services to children and their families that reflect the Temple's Mission Statement and the school's philosophy. These services include:

1. To provide a safe and enriching environment for children from 3 months through six years old.
2. To foster a positive self-image through a warm, play-centered environment that is healthy, safe, and secure.
3. To offer creative play and constructive, developmentally appropriate instruction as part of the daily routine.
4. To provide every opportunity for growth and learning for each child. Children learn through interaction with other children and adults. They also learn through individual exploration, a variety of activities and materials, and consistent nurturing and guidance.
5. To encourage the development of a strong, positive Jewish identity and an appreciation for Judaism.
6. To develop a reinforcing relationship between teachers and children where teachers strive to understand and accept each child's feelings and thoughts.
7. To develop a positive partnership between families and teachers.
8. To help families understand the methods and goals of our school experience and work together to enhance the development of their children
9. To establish and maintain community relations that support the growth of our children, their families, the program, and the community.

LICENSING AND ACCREDITATION

Temple Bat Yahm's Early Childhood Education Program is licensed by the State of California Department of Social Services, Community Care Licensing. Staff members are required to follow all CCL procedures. Additionally, having demonstrated substantial compliance with nationally-recognized criteria for high-quality early childhood education programs, our program has been accredited by the National Association for the Education of Young Children (NAEYC) since 1990, and most recently becoming re-accredited in 2022.

CURRICULUM

Our curriculum is designed to meet the needs of the individual child through developmentally appropriate practices. The classroom day is comprised of opportunities for small group interaction, large group time, and individual play. We base our philosophy that children learn best through play and exploration from "research-based evidence that active play leads to optimal outcomes for young children in the following areas: physical, mental health, cognitive development, language and early literacy development, and social competence" (*"Making the Case for Play Policy", Young Children, Journal of the National Association for the Education of Young Children, March 2005, p.84*).

The framework of our curriculum is based on the research and theories of Piaget, Erikson and Vygotsky. The classroom design incorporates a variety of centers offering the children the opportunity to discover and learn. For example, children may scoop and measure rice at a sensory table, draw pictures and write letters at a writing center, and pretend to be at a restaurant at a dramatic play area. Developmental goals are observed and measured on a continuum level of achievement.

The ideas for the large classroom units emerge from the children's play and through their interests based on emergent curriculum. By studying large thematic units, the children will investigate and explore topics through movement, science, literature, math, art, music, and cooking activities.

We also strive to foster the values and customs of Judaism throughout our curriculum, and we use Maxine Handelman's Jewish Every Day as a basis for our Judaic content. Jewish holidays are taught through symbols, foods, music, art, stories, puzzles, and drama. Each week we celebrate Shabbat with a member of our clergy, and we invite families to join us as special guests throughout the year. Jewish values are modeled and discussed such as performing mitzvot (doing good deeds) and giving tzedakah (charity). Blessings are recited before we eat, Hebrew words are introduced, and the children learn about Israel throughout the year.

Developmental Goals

2 Year Old Program

Goal 1: To Learn about Self and Others

- Objective 1: Trusts known, caring adults
- Objective 2: Regulates own behavior
- Objective 3: Manages own feelings
- Objective 4: Responds to others' feelings with growing empathy
- Objective 5: Plays with other children
- Objective 6: Learns to be a member of a group
- Objective 7: Uses personal care skills

Goal 2: To Learn about Moving

- Objective 8: Demonstrates basic gross motor skills
- Objective 9: Demonstrates basic fine motor skills

Goal 3: To Learn about the World

- Objective 10: Sustains attention
- Objective 11: Understands how objects can be used
- Objective 12: Shows a beginning understanding of cause and effect
- Objective 13: Shows a beginning understanding that things can be grouped
- Objective 14: Uses problem-solving strategies
- Objective 15: Engages in pretend play

Goal 4: To Learn about Communicating

- Objective 16: Develops receptive language
- Objective 17: Develops expressive language
- Objective 18: Participates in conversations
- Objective 19: Enjoys books and being read to
- Objective 20: Shows an awareness of pictures and print
- Objective 21: Experiments with drawing and writing

3 Year Old Program, & Transitional Kindergarten Program

Note: The 3 year old and Transitional Kindergarten curricula are based on 50 objectives. For each objective, there is a continuum along which children are expected to develop. The Transitional Kindergarten will bridge the gap between the California Preschool Learning Foundations and the California Core Curriculum for kindergarten. Standards are aligned with those of the Newport Mesa Unified School District and the Irvine Unified School District .

Social/Emotional Development

Sense of Self

- Objective 1: Shows ability to adjust to new situations
- Objective 2: Demonstrates appropriate trust in adults
- Objective 3: Recognizes own feelings and manages them appropriately
- Objective 4: Stands up for rights

Responsibility for Self and Others

- Objective 5: Demonstrates self-direction and independence
- Objective 6: Takes responsibility for own well-being
- Objective 7: Respects and cares for classroom environment and materials
- Objective 8: Follows classroom routines
- Objective 9: Follows classroom rules

Prosocial Behavior

- Objective 10: Plays well with other children
- Objective 11: Recognizes the feelings of others and responds appropriately
- Objective 12: Shares and respects the rights of others
- Objective 13: Uses thinking skills to resolve conflicts.

Physical Development

Gross Motor

- Objective 14: Demonstrates basic locomotor skills (running, jumping, hopping, galloping)
- Objective 15: Shows balance while moving
- Objective 16: Climbs up and down
- Objective 17: Pedals and steers a tricycle (or other wheeled vehicle)
- Objective 18: Demonstrates throwing, kicking, and catching skills

Fine Motor

- Objective 19: Controls small muscles in hands
- Objective 20: Coordinates eye-hand movement
- Objective 21: Uses tools for writing and drawing

Cognitive Development

Learning and Problem Solving

- Objective 22: Observes objects and events with curiosity
- Objective 23: Approaches problems flexibly
- Objective 24: Shows persistence in approaching tasks
- Objective 25: Explores cause and effect
- Objective 26: Applies knowledge or experience to a new context

Logical Thinking

- Objective 27: Classifies objects
- Objective 28: Compares/measures
- Objective 29: Arranges objects in a series
- Objective 30: Recognizes patterns and can repeat them
- Objective 31: Shows awareness of time concepts and sequence
- Objective 32: Shows awareness of position in space
- Objective 33: Uses one-to-one correspondence
- Objective 34: Uses numbers and counting

Representation and Symbolic Thinking

- Objective 35: Takes on pretend roles and situations
- Objective 36: Makes believe with objects
- Objective 37: Makes and interprets representations

Language Development

Listening and Speaking

- Objective 38: Hears and discriminates the sounds of language
- Objective 39: Expresses self using words and expanded sentences
- Objective 40: Understands and follows oral directions
- Objective 41: Answers questions
- Objective 42: Asks questions
- Objective 43: Actively participates in conversations

Reading and Writing

- Objective 44: Enjoys and values reading
- Objective 45: Demonstrates understanding of print concepts
- Objective 46: Demonstrates knowledge of the alphabet
- Objective 47: Uses emerging reading skills to make meaning from print
- Objective 48: Comprehends and interprets meaning from books and other texts
- Objective 49: Understands the purpose of writing
- Objective 50: Writes letters and words

ENROLLMENT

Enrollment is open to any child providing the school can meet the needs of that child as a group member. Enrollment is open to all children without regard to sex, race, color, national origin, political beliefs, religion or the status, behavior, religion, or beliefs of their parents. Every effort is made for children with disabilities to participate in the same routines and play experiences as children without disabilities. If needed, accommodation will be made whenever possible. The school does not have a non-ambulatory license at this time.

REGISTRATION PROCEDURE

Materials will be available to anyone interested in registering for the following fall term starting in January. In order to register for the following school year, currently enrolled families must be up to date with their tuition payments. Registration will take place on a priority basis, which will be detailed in the registration packet. Class placement is a detailed process that considers many important factors. Our goal is to provide the best atmosphere for each child so that he or she can learn, explore, and grow to his or her best potential in the most positive, well-suited atmosphere. We attempt to balance each class according to each child's learning style, personality, gender, friendships, and the teacher's teaching style. Ultimately, placement is determined at the Director's discretion.

TUITION/PAYMENT POLICY

Tuition and Payment

Annual tuition is based upon the August through June school year. The total tuition amount is divided into 10 payments, one of which is required as a deposit as of June 1. The remaining nine payments will be billed from August thru April. Members of Temple Bat Yahm receive a tuition discount. Members paying promotional dues rates are not eligible for tuition discounts other than sibling discount. Families with more than one child enrolled in our school in the same year will receive a 10% discount on the lesser tuition. Families with more than two children enrolled will receive a 10% discount on all but the highest tuition.

Cancellation Policy

ALL notification must be made in writing. An administrative fee of \$100 will be retained if the school is notified on or before July 1st. Between July 2nd and August 1st half of the initial 1st month payment will be retained. After August 1st, there will be NO REFUNDS. If a child leaves the program mid-year, the initial payment is used to cover the final month's tuition. Thirty day notice, in writing, is required when leaving the program mid-year.

CampYahm Yahm Program

Registration for camp begins in February. Camp tuition is due May 1st. Cancellation Policy for camp: The registration fee is non-refundable. All notification must be made in writing 30 days prior to the start of camp.

Scholarships

Scholarships for temple members are available through the Sue Schoen Memorial Scholarship Fund. This fund is designed to help offset the cost of our program to help people in need of assistance. Information can be obtained from the Director and will be kept confidential. At the same time, donations are always accepted and welcomed toward this fund to help other families in need. You can make a donation by adding a designated amount with your monthly fees or through a tribute form available in the temple office.

Calendar and Program Information

HOURS OF OPERATION

Classes offered are as follows:

- ◆ **Two Day 2 Year Olds:** Tuesday and Thursday, 9:00am-12:45am
- ◆ **Three Day 2 Year Olds:** Monday, Wednesday, and Friday, 9:00am-12:45pm
- ◆ **Three Day 3 Year Olds:** Monday, Wednesday, and Friday, 9:00am-12:45pm
- ◆ **Three Day 4 Year Olds:** Monday, Wednesday, and Friday, 9:00am-12:45pm
- ◆ **Five Day 3-4 Year Olds:** Monday through Friday, 9:00-12:45
- ◆ **Transitional Kindergarten:** Monday through Thursday, 9:00-1:45 Friday 9:00 – 12:45

- ◆ ****Plus Day** Monday through Friday, 1:00-1:45
- ◆ ***Stay N Play** : Monday through Friday 1:00-3:45

Plus Day and Stay N Play PROGRAMS

For children in our two, three and five day programs, we offer an extended stay option called Plus Day (until 1:45) and Stay N Play (from until 3:45 pm) every day. Children engage in gross motor play, rest, have a snack, and do a special activity of the day (yoga, sports, art, music, science, etc). Parents sign up for this program at the beginning of the year and then again in January – and pay on a monthly basis.

Daily Procedures

ABSENCES

If your child will not be attending school, please contact our preschool office. We do not reimburse or offer make-up days for absences.

ARRIVAL AND DISMISSAL

We are implementing the following procedures to limit the risk of exposure and to minimize the spread of Covid-19 or any other illness. Families, including guardians, siblings, parents, and caretakers will not be allowed in the buildings in order to minimize contact and reduce opportunities for gathering. The building will only be open to children, preschool teaching staff, and essential personnel.

Drop Off Procedures

- a) All caregivers/parents will meet TBY Staff Members at 9 am at a designated location outside the TBY Building. We are currently meeting in the front of the Temple, using the circular area in the parking lot, facing Camelback, as a drive-thru.
- b) Please drive all the way up, and keep your child buckled safely in your car until a teacher comes to greet you at your car. Help take your child quickly out of the car and have their backpack with lunch and snack ready to go. Lets do our best to make your drop-off and pick up as brief and smooth as possible.
- c) You will then say goodbye to your child, and they will enter the building with their teacher. At this time, parents are not permitted to enter the school building to help limit any possible COVID exposures.
- d) If you are late, past 9:15 am, and your child's class has already gone inside, you will need to call the office (949) 644-6563 for a staff member to come meet your child to escort them inside. We will meet you in the Design Institute Parking Lot, (closest to the Sherman Education Building and our playground). However, it will be imperative that you arrive on time to facilitate smooth drop off procedures, for the children and their class.
- e) If you require to speak at any length with your teacher, please contact the main preschool line (949) 644-6563 or speak with Laura and she will put you in contact with your teachers. .

Pick Up Procedures

The children will be walked to a designated class meeting area by their teachers, where you will pick up your child. (We are currently meeting in the front of the Temple, using the circular area facing Camelback as a drive- thru pick up). Please meet at the designated area; drive all the way up, and let our security and staff know who you are picking up. Once you drive up, please quickly load your child safely into their car seat. It will be IMPORTANT to be on time in picking up your child. We will be strictly enforcing our late policy. Your child is to be picked up at 12:45 and we will grant you a grace period until 1 pm to pick up your child. Please be prompt at dismissal time. Young children get very anxious if you are late picking them up, and many of our teachers have other commitments after class. After 1 pm, you will be charged in increments of \$15 for

every 5 minutes you are late. (The same policy applies for extended day. Your child is to be picked up at 3:45 pm and we will grant you a grace period until 4 pm to pick up your child. After 4 pm, you will be charged in increments of \$15 for every 5 minutes you are late). There will be no exceptions to the late fee charge. In any event, if you are going to be late, please call the office.

Carpool forms are kept on the Sign In/Sign Out boards in each classroom and in each child's file. For your child's protection please return these forms and keep them up to date. You must notify the school **IN WRITING** if someone else besides the child's parents/guardians and the people designated on your approved Pick-Up List (including playdates and other situations) will be picking up your child. If there is a last minute emergency, please contact Laura in order to ensure the safety of your child.

In situations where the child's parents are divorced, the school must be informed (in confidence) as to the custody arrangements that have been made and whether the non-custodial parent (if any) is permitted to take the child from the school. A copy of the court order stating these conditions must be on file at the school in order for us to act in the proper legal manner. We must also be notified when court orders or custody arrangements change.

CLOTHING

Send your child to school in comfortable play clothes every day. Children are bound to get messy when they are engaged in developmentally appropriate play. In order to foster a sense of independence during bathroom time we ask that you dress your child in shorts, dresses/skirts, or pants that are easy to pull up and down. Overalls and belts are fashionable but are very difficult for young children to manipulate by themselves. Shirts and jackets with strings around the collar and hood are a potential choking hazard.

Sneakers or rubber sole shoes are a must for climbing on the playground apparatus. Open toe sandals, clogs, and backless shoes contribute to accidents. We have also found that *Crocs* are not safe for children when climbing on the outdoor play structure.

We play outdoors whenever possible, except in inclement weather. Therefore, please dress your child accordingly and always pack a jacket.

Also, please send in a seasonal set of extra clothes for your child to be kept in school, and be sure to replace them if they are used and as the season changes. **PLEASE LABEL ALL CLOTHING!!!** This includes socks, and underwear.

LUNCH and SNACK

Your child's class includes a snack time and a lunch time that you pack and provide from home. We suggest you pack snack and lunch in different bags. Please label them well with your child's name and whether it is intended for snack or lunch time, along with an ice pack if needed (please label the ice pack too!). When packing snack, we suggest 2 small food groups like a cracker and a fruit. For lunch, we suggest you pack a variety of different foods; from a protein, to crackers, to fresh fruits and vegetables. Please do not pack candy and sugary snacks for your children. We suggest you always pack a water bottle for your child. In addition, we are an "Allergy Friendly" school and do not permit peanuts, tree nuts or food processed on machinery contaminated by nuts to be served for lunches or snacks. Please pay attention to your child's food, as most granola bars tend to contain nuts.

KOSHER POLICY

Our facility follows a "kosher-style" philosophy during all meal times. Snacks or lunches should never contain food from both the meat and dairy categories. Also, shellfish or pork products are prohibited.

SHABBAT

Shabbat Celebration at School

A joyous Shabbat celebration occurs every Friday. Your teachers lead the children in Shabbat blessings, as well as in song and dance in their classrooms. The children also learn about an upcoming holiday or tradition or about an interesting facet of Judaism or its traditions. We will do our best to have Parents join us for Shabbat in person with our Clergy, approximately once a month. Please note the School Calendar for the Special Days.

TOYS FROM HOME

We request that your child leave his/her toys and special treasures at home, except for special show and tell or sharing days. Personal toys often get lost or broken, causing the child to become very upset. Also, keeping track of these items is a difficult responsibility for the staff.

TZEDAKAH

According to Jewish tradition, it is a mitzvah ("commandment", but typically referring to acts of kindness or good deeds) to contribute to tzedakah ("charity"). Sharing with others who are less fortunate is a valuable learning experience for children. All of the classrooms have tzedakah boxes. The coins that the children bring to class on Fridays are donated to various local, national, and international causes.

In addition to the contribution of money, the families in our school are often given the opportunity to give of their time and efforts to help others less fortunate. For instance, in

previous years, families have been asked to donate food, games, books, and craft supplies to homeless shelters. We are always looking for appropriate projects, so please feel free to bring new ideas to the Director or the Early Childhood Education Program.

Special Events

BIRTHDAYS

We welcome birthday celebrations at school. However, we ask that the celebration be kept modest. Please discuss your child's birthday with his/her teacher before the day arrives, and we will make arrangements to celebrate during snack time. The children will bake cupcakes together as a class cooking project. Please refrain from sending in "goody bags" or prizes.

In order to alleviate hurt feelings, if you are having a birthday party outside of school, please **DO NOT** distribute the invitations in school, unless you are inviting **ALL** of the children in the class. Otherwise, please use the addresses found on the class list to mail invitations. In honor of your child's birthday, you may wish to donate a special book or toy to his/her class. Please speak to the teacher to determine what is most beneficial to the class.

HOLIDAY CELEBRATIONS

We consider holidays, both American and Judaic, as special occasions to celebrate. Class celebrations and special events are held for many of the Jewish holidays, as well as some American holidays. The Union for Reform Judaism (URJ), of which our synagogue is a member, does not recognize Halloween or Valentine's Day, even though they are considered American traditions. Thus, we do not celebrate these traditions. Please do not send your child to school in Halloween attire, and please do not distribute Valentine's Day cards in school.

We invite families to celebrate with us during school time for the holidays of Chanukah and Purim. We honor our fathers and grandfathers at "Pastries with Pop" and our mothers and grandmothers at "MAGGIE Day". Please look on the school calendar for the dates of these celebrations. Due to Covid, we are currently celebrating virtually, but look forward to when we can celebrate all together again.

SPECIAL GUESTS

Several times during the year, (when NOT in Covid), we invite special guests from the community to share their talents or information with the children. These guests may include musical performers, traveling animal exhibits, or community helpers. These special guest visits are not only enriching, entertaining, and informative for the children, but they enable us to expose the children to some of our community resources.

General Program Information

CLERGY SUPPORT

Rabbi Gersh Zylberman, our senior rabbi, is the member of the clergy that supervises the Early Childhood Education Program. He is assisted by Rabbi Miriam Phillips and Cantor Jonathan Grant. In addition to the Early Childhood Education Director, Rabbi Zylberman is also available at any time to speak with you regarding any questions or concerns that you may have.

CONFERENCES/FAMILY COMMUNICATION

Family/Teacher Communication

Communication between you and your child's teacher is crucial to the success of our program. To this end, our teachers and administration use a variety of opportunities to communicate with families. Before school begins, we ask families to provide information regarding their family structure, their child's habits and preferences, and, if families wish to share, information about their family's socioeconomic, linguistic, racial, religious, and cultural backgrounds. We also ask about children's interests, approaches to learning, and developmental needs. Additionally, please feel free to discuss any of these issues with your child's teacher or the Preschool Director. This information enables our staff to become acquainted with and learn from the families and children in our program, helping us with classroom planning. It is the hope of our staff that families will feel comfortable talking to us during the course of the year and will take many opportunities to help us get to know their children and their goals for them. In turn, our teachers will share any information and will answer any questions you may have.

You are always welcome to talk to teachers briefly either before or after class. If more time is needed and your child's teacher is unavailable following pick up, please ask the teacher to schedule a meeting time with you. You may feel free to ask the teacher to give you a call at home, or you may leave a message with Laura for the teacher to call you at a mutually convenient time.

It is also important that staff and parents communicate with each other on an ongoing basis. Please let us know about any changes in the child's home (such as a new baby or a parent's unexpected business trip) or other issues that may affect your child in class. Lead Teachers will communicate with parents on an as-needed basis, regardless of conference scheduling.

We encourage you to raise concerns with your teachers and/or with the Director. We will work collaboratively to find mutually satisfying solutions. If you are having difficulty communicating with your child's teacher or are having trouble finding a mutually satisfying solution with the teacher, please speak to the Director. The Director will work with you and with the teacher to find a solution that will be satisfactory to you and will work for the teacher and the class. If after talking to the Director, the family is not satisfied with the result, the Trustee for Early Childhood Education is available to further discuss and address the family's concerns.

Class Newsletters

Each week, teachers will distribute a newsletter to all the families in the class. This newsletter will provide information about any themes that the class is working on, a sneak peek at the upcoming week, highlights of the previous week, and reminders of any special classroom events. The teacher may also take the opportunity to give you ideas about how to reinforce or expand at home something the children have been working on in school. Furthermore, the teachers will post on our private Facebook site, class pictures from each day. They will not tag any names – so none of the pictures can leave the group. The Director is in charge of the FB site, and only admits current families. All families will be admitted once their child has begun school.

Director Communication

The Director will regularly send communication to all families with reminders for school events and committee meetings, as well as any important Temple happenings. The Director will highlight upcoming community events in which families might be interested, as well as early childhood and Judaic resources from which families can benefit. Additionally, the Director will always be available for questions or concerns that may arise during the school year.

Parent/Teacher Conferences

Formal parent/teacher conferences are offered twice during the school year. This is an opportunity to review your child's growth and development, to share any noteworthy behaviors that are occurring at home or in school, and to discuss any concerns that may exist.

Our staff will use various recording tools to monitor your child's natural development. The information gathered using the following tools will be shared with you during conference meetings or other appropriate times:

- ◆ Anecdotal Records: logging your child's behavior, interests and any information given to us by parents regarding changes in the child's home life or environment.
- ◆ Student Progress Reports: using the developmental goals that are part of our curriculum to assess how your child is progressing in each of those areas.

At any time, if you have concerns or if you have witnessed your child reaching a milestone or developmental goal, please communicate this with the teacher.

Following each of the two conferences, you will receive a copy of your child's progress report, which will include the formal assessment as well as the teacher's open-ended comments.

If you have any questions or concerns, you may request a conference with your child's teacher at any time during the school year. You may also request a conference with the Director at any time.

Our Effort to Use Less Paper

In an effort to save paper and be more environmentally conscious, we distribute many of our written communications (e.g., flyers, newsletters, calendars) via email, text and our private Facebook Page. The Director is in charge of the Facebook page and only allows current family members on this private page. Furthermore, we never tag names on our Facebook Page, therefore pictures can not be seen by anyone than our current preschool members. Please be sure that our office has your current email address and desired forms of communication. We will, of course, provide paper copies for families without internet access but we hope that the majority of our families will accept communications electronically.

CONFIDENTIALITY

At Temple Bat Yahm's Early Childhood Education Program, we strive to protect everyone's right of privacy. Child records are kept in a secure cabinet in the preschool office, with the Director, Administrative Assistant, and the child's teachers having access on a "need to know" basis.

Confidential and sensitive information about faculty, other families and/or children will not be shared with families. Staff members are strictly prohibited from discussing anything about another child with you. Within our program, confidential and sensitive information will only be shared with staff members who have a "need to know" in order to most appropriately and safely care for your child. Confidential information includes, but is not limited to: special needs and disability information, disciplinary information, and health-related information of anyone associated with our program. For instance, if a child harms another child, the identity of the involved children will be kept confidential during discussions with the families of the children.

Outside of our program, confidential and sensitive information about a child will only be shared with relevant professionals when the parent/guardian of the child has given express written consent, except where otherwise provided for by law.

Parents/guardians will be provided with a document detailing the information that is to be shared outside of our program, persons with whom the information will be shared, and the reason(s) for sharing the information.

DISCIPLINE POLICY

Children of all ages need to explore their environment and test their curiosities. Exploration is imperative to the learning process and is encouraged within our program in a safe environment under the guidance of our teachers. As a child explores, s/he experiences many trials and errors before a concept is understood or learned. Our school's discipline policy flows from this understanding. Just as children are not expected to learn a color the first time it is experienced, they too are not expected to learn appropriate behavior without constant modeling, positive reinforcement, and practice. Our goal is to work cooperatively with children and families to help children

develop self-control. We hope to help children of all ages become increasingly independent. We want children to feel good about themselves and to learn about their needs along with those of other people. We want children to learn to control themselves, to see the possible consequences of their actions, and accept alternate behaviors. We believe that consistency in all areas of a young child's day is important at home and at school. You are welcome to discuss disciplinary issues with your child's teacher or the Director at any time.

We use a combination of the following steps to insure positive discipline:

1. We change the environment to eliminate potential difficulties.
2. We redirect the child to another activity before the behavior becomes an interruption - positive and constructive direction.
3. We refer to do's instead of don'ts.
4. We recognize that occasional inappropriate behavior is best ignored.
5. We encourage the child to think of alternative solutions and the possible effects of choosing those alternatives when challenging situations arise.
6. We try to determine why a particular situation has occurred and what can be done to avoid it next time.
7. We use time away from the group to help an individual child calm down.
8. We recognize and acknowledge positive behavior.
9. We involve the child in the decision-making process when possible.
10. We contact the parent/guardian about the child's behavior to gain insight as well as to work together to resolve the issue. If a child harms another child, the identity of the involved children will be kept confidential during discussions with the families of the children.
11. If a serious situation occurs, the child may be asked to leave school for the remainder of the day.
12. Under no circumstances shall discipline of a child at our program involve: hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, unsupervised isolation, withholding of emotional responses or stimulation, enforced silence for long periods, association of a negative behavior with rest, toileting or food, or any form of child abuse, neglect, or exploitation.

We strive to keep an open communication with the parent(s) or guardian(s) concerning all facets of their child's development. If there is an ongoing problem with a child, the Teacher and/or Director will meet with the parent/guardian to discuss the problem. Together, we will establish an action plan to help alleviate the negative behavior. If there are repeated serious episodes of inappropriate behavior, the family may have the option to pay for a responsible party to "shadow" the child during his/her attendance. The

Temple may be able to subsidize the cost of the shadow. This person must be mutually acceptable to the family and the Director. Alternatively, a child may be asked to leave our program if it is determined that we are unable to provide an appropriate environment for the child or other children in the class are in danger of being harmed. Our program may also bring in a consulting psychologist or other professional(s) to observe a child or children in their class and make appropriate recommendations to our staff regarding classroom management techniques and acceptable age-appropriate behavior. If appropriate, we will work with the family and relevant professionals to develop an individualized plan to address the behavior. This information is confidential between the professional and our staff.

If a parent/caregiver is on our premises and acts in a threatening manner to a staff member, parent, or a child, that person (and perhaps their child, depending on the circumstance) will be removed from our program immediately and unable to return.

FAMILY VISITATION/OPEN DOOR POLICY

Our school maintains an open-door policy, when not in Covid Times. Parents/guardians are encouraged to visit and observe our program at any time during our regular operating hours. Arrangements may be made with the Director in order to be sure that the visitation will not disrupt class dynamics or the class schedule. Healthy and Documented (below) Family members are also invited into the classroom at any time to share a special skill, talent or information that you may have. We also encourage parent volunteers to help with classroom projects. Please arrange a mutually convenient time with your child's teacher. **All parents, family, volunteers must have prior security access before entering school. In addition, as required by the California Department of Social Services, ALL Volunteers and special visitors must have a Health Screening Report (Lic503) completed on file in the preschool, along with a copy of current immunization (which must include, but not limited to Pertussis and Measles vaccinations).**

LOST AND FOUND

We ask that all clothing, lunch boxes, etc. be labeled for easier identification. All items misplaced around school are put in the Lost and Found box located in the multi-purpose room. You are welcome to check this box at any time.

PARKING/ENTRY

The reserved parking spaces are set aside for senior staff members, and handicapped spaces are provided for individuals with handicapped parking permits. These spaces are reserved at **ALL** times and should **NEVER** be used by families, even during drop-off or pick-up. Curbside parking is also prohibited and dangerous. Please enter the building through the front doors of the temple. The Director and Teachers "Meets and Greets" each family every morning and conducts the required visual health screening. This is an important beginning for each child's day in preschool.

PHOTOS

Our teachers often take photos of the children during special events and when doing special projects for use in classroom activities and books as well as to share with families. Photos may also be used in local newspapers and on the temple's web site or temple's social media sites. A photo release form is part of your child's registration packet.

REFERRALS

We believe that families should be the primary decision makers about services that their children need, and we encourage families to advocate for their children to obtain needed services. Should you need help finding a medical specialist or other professional, the Director will provide you with a list of various local professionals that she believes would be beneficial. Please ask the Director, and she would be happy to help you find an appropriate professional. We will provide any necessary support as families negotiate health, mental health, assessment, and educational services for their children.

SPECIAL NEEDS/FULL INCLUSION PRESCHOOL PROJECT

We will do our best to accommodate children with special needs-physical, behavioral, cognitive, etc. Close communication with you is essential in order for us to provide quality care. If your child has already been evaluated, please provide us with the appropriate paperwork, and we will work with you to continue the already implemented IEP or other individualized plan. If we feel that your child should be further evaluated, we will speak with you.

We do not discriminate against children with special needs. If we are not able to meet the child's needs, we will work with you to find more appropriate care.

Children with issues or challenges in the classroom are observed first by the Lead Teacher. The Director will also observe. We will document our observations and areas of concern. If necessary, we allow the parents to bring in a consulting psychologist or other professional(s) for developmental screening or diagnostic assessment. Our teachers and the Director will work with these professionals at the family's request. It is our hope that we will work together to provide appropriate intervention skills to help the child be successful in an early childhood educational setting and to enhance future academics. To this end, we will work with the family and relevant professionals to develop an individualized plan. We encourage families to be advocates for their children's needs. If the family would like us to be involved, we will help the family with next steps, including further assessment and professional help, by providing referrals, assistance along the way, and any necessary paperwork. A written "Permission to Release and Obtain Information" form must be in the child's file in order for us to discuss the child with other professionals.

SUPPLEMENTARY SERVICES

Please inform your child's teacher and the Director if your child is currently receiving any supplementary services, such as occupational therapy, physical therapy, or speech therapy. In this way, we can work collaboratively to support your child in reaching the desired goals. We will work with your child's therapist to the extent that your family desires. For example, the teachers will implement recommendations made by the therapist in the classroom setting. The teachers and the Director will also remain in close communication with the therapist as necessary. All communications between school and therapist require written consent of the family.

TRANSITIONING INTO SCHOOL

The first week of school can be very difficult for both children and parents! Separation anxiety is a normal phase of development. It is during this phase that children may experience intense emotions when separated from loved ones. Separation problems are often rooted in a fear of the unknown. Some helpful tips:

- *Explain to your child that they are going to go to school in a positive and happy tone of voice.
- *Ease your child into the school environment slowly.
- *Bring a familiar object from home or pictures of family members.
- *Be sure you say goodbye to your child, but keep it simple and positive.

Even for children who have been to our school before, returning to school after summer vacation can be intimidating. Children have a new teacher, there are new children in the class, and maybe that special friend is now gone. Before school begins, read a few books together with a starting school theme. Books can help your child get in touch with his/her feelings about going to a new place, making new friends, and separating from you. Reading together also gives your child an opportunity to talk about feelings or to ask questions about what to expect.

On the first day of school, be sure to arrive in plenty of time. When it is time to leave, don't slip out when your child is not looking. Children need to know when you are going and to be able to say goodbye. Say goodbye and give your child a point of reference for when you will return. A comment such as, "I will be back after lunch," is very helpful.

When you do leave the school, feel free to call the school to check on your child. We will check the classroom to see how everything is going and provide you with an honest report. We will let you know if you should return to school for an earlier pick up time.

TRANSITIONING INTO OTHER SCHOOLS OR PROGRAMS

Our school strives to help families and children as they make the transition from our program into elementary schools or early childhood special needs programs. We help to prepare our T-K children to enter kindergarten by talking to them about what to expect. We also provide general information about local elementary schools' enrollment practices and visiting opportunities. For all children transitioning into other schools, we can provide information and support to assist families in communicating with other

programs. With written consent of the family, our staff is also happy to complete any paperwork requested by other programs.

Safety and Health Procedures

ADMINISTRATION OF MEDICINE

Medication will be administered to your child only under the following circumstances:

- ◆ The child's health care provider has provided written authorization detailing the necessary steps to be taken.
- ◆ The parent/guardian has also provided written authorization.
- ◆ Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it

DIAPER POLICY

Children's diapers are changed standing up or on a changing mat. The mat is then cleaned with a disinfectant. Staff members wear fresh gloves for each child, and diapers and gloves are discarded. We encourage families to dress their children in elastic waist pants and without belts. We understand that children potty train at different ages and rates. We will work with families to meet each child's individual needs. We will encourage the use of the toilet, but children are not pressured. Please help your child become independent in this area.

EMERGENCY INFORMATION

Please be sure that all of your emergency contacts, business addresses, phone numbers, email addresses, and approved pick-up list are kept up-to-date. Emergency contacts must be located within a half-hour radius of the school.

FIRST AID

We do the very best that we can to keep our children as safe as possible; however, sometimes during play, accidents will occur. If a child receives a minor injury (bump, scraped knee), the Head Teacher will communicate this information with whomever is picking your child up that day, or you will receive an "Ouch Report" in your child's mailbox or backpack. If appropriate, our staff will wash the area with soap and water and if needed, apply a band aid. If any serious injuries or illnesses occur, you will be notified immediately. If a child is injured due to an accident, an accident report must be filled out and signed by staff member and parent or legal guardian, and a copy will be kept on file.

FOOD ALLERGIES

You must notify the Director, in writing, of any food allergies that your child may have, and we will make every effort to accommodate your child's needs. Additionally, please be sure to speak to all teachers that work with your child so everyone is aware of the allergy. You will work together with the Lead Teacher to plan appropriate alternatives for special cooking projects or other activities involving food that occur as a part of the classroom curriculum. As these are an important and frequent part of the school day, we would like all children to be able to participate as fully as possible. It will be helpful to supply a special snack for him/her to eat at these times or during snack time.

It is the parent's responsibility to supply the school with appropriate medication, labeled with your child's name, and an Emergency Action Plan signed by the child's physician to be used in the event of an allergic reaction. All allergy medications must be given directly to the Director. Do not leave them in your child's lunch box or backpack. We require a written procedure approved by the child's parents and pediatrician detailing the proper steps for our staff to take in the event of an allergic reaction. If the food allergy is very severe, the Director may, in her discretion, request that your child not stay for lunch.

HEALTH INFORMATION

We are required to have an up-to-date health form, including immunizations, on file for each child. Each child must have had a health examination by a licensed physician within one year prior to admission. This shall preferably be received prior to the child starting school, but no later than 1 week after the child begins the program. We reserve the right to suspend the child from school until the form is handed in. At any time, if your child's health status changes, it is your responsibility to notify the ECE office immediately.

According to state law, we will not permit any child who has had the following symptoms or illnesses **WITHIN THE PAST 24 HOURS** to attend school:

- a. severe pain or discomfort
- b. acute diarrhea, characterized as twice the child's usual frequency of bowel movements with a change to a looser consistency within a period of 24 hours, or bloody diarrhea
- c. two or more episodes of acute vomiting within a period of 24 hours
- d. elevated temperature of 100' Fahrenheit
- e. lethargy that is more than expected tiredness
- f. yellow eyes or jaundiced skin
- g. red eyes with discharge
- h. infected, untreated skin patches
- i. difficult rapid breathing or severe coughing
- j. skin rashes in conjunction with fever or behavior changes
- k. weeping or bleeding skin lesions that have not been treated by a health care provider
- l. mouth sores with drooling
- m. stiff neck

Additionally, a child must be **FEVER FREE (WITHOUT FEVER-REDUCING MEDICATIONS) FOR 24 HOURS** before returning to school. Once the child is symptom free or a licensed physician has given written indication that the child poses no serious threat, the child may return to school.

If a child becomes ill in school or exhibits any of these symptoms, the child will be brought to the Director's office, and the parent or emergency contact will be called immediately to pick up the child.

In the best interest of your child, staff, and the other children, we recommend that you refrain from sending your child to school if s/he exhibits symptoms of a cold, flu, stomach virus, or any other contagious infection. This includes green and clear secretions coming from a child's nose. If a child has a runny nose, please let them rest at home, where you can help them blow their nose and get healthy without spreading germs to other children.

The following is a list of communicable diseases that a child or staff member will not be allowed to return to school *without a note from their physician*:

Respiratory Illnesses

Chicken Pox**
COVID 19 *
Hemophilus Influenza*
Measles*
Meningococcus*
Mumps*
Strep Throat
Tuberculosis*
Whooping Cough*

Gastro-Intestinal Illnesses

Campylobacter*
Escherichia coli*
Giardia Lamblia*
Hepatitis A*
Salmonella*
Shigella*

Contact Illnesses

Impetigo
Lice
Monkey Pox
Scabies
Shingles

* Reportable diseases that will be reported to the health department by our program.

** Note: If your child has chicken pox, a doctor's note is not required for re-admitting the child to school. A note from the parent or guardian is required, stating either that at least six days have elapsed since the onset of the rash or that all sores have dried and crusted.

If your child is exposed to any excludable disease at school, you will be notified in writing.

COVID-19

ANY CHILD, PARENT, CAREGIVER, OR STAFF showing symptoms of COVID-19 will be immediately sent home. If a person tests positive for COVID, they may not return to school until they exhibit no symptoms and have a negative test. TBY Preschool will

follow all CDC guidelines and OC Public Health Department for COVID and COVID screenings,

STAFF SCREENINGS

Our teachers and staff will follow the same health protocol as students for entering the building and being excluded from the program. In addition, all staff will receive education on illnesses such as COVID-19 symptoms as well as preventative measures, infection control and workplace disinfection.

MASK AND SOCIAL DISTANCING POLICY

We will continue to follow all current CDC and OC Public Health Department Guidelines. As of July 25, 2022 the, CDC recommends **universal indoor masking for all teachers, staff, students, and visitors, regardless of vaccination status.**

HEALTHY HYGEINE POLICY

Temple Bat Yahm practices frequent handwashing (for a minimum of 30 seconds) upon entering and exiting the classroom; before and after eating; before and after playing outside; after coughing/sneezing; and after using the restroom. In addition, our teachers will encourage children to use tissues to wipe their own nose and to cough inside their elbow. If handwashing is not readily available, hand sanitizer will be used, although locked under teacher supervision at all times.

SANITATION PROCEDURES

We have enhanced daily sanitation procedures at Temple Bat Yahm. Our facilities crew disinfects and sanitizes all classrooms, yard space, and toys throughout the day and nightly. Each child has specific supplies designated for their own individual use only (scissors, crayons, etc). All manipulatives, toys, and equipment are cleaned in- between each child's use with an alcohol wipe containing a minimum of 60% alcohol, as mandated by CDSS. We will not share equipment and toys between classrooms. All surfaces, door-knobs, light switches and any high traffic areas are cleaned, sanitized and disinfected every two hours and/or as needed. Bathroom sinks and toilets are sanitized after each use. Staff has access to anti-bacterial hand sanitizers and disposable gloves and will use them as necessary. Each classroom has their own designated playground time. High touch surfaces on the playground will be cleaned, disinfected, and sanitized between each classroom use.

LICE POLICY

Our program has a "no nit" policy, consistent with The National Pediculosis Association, This public health standard is intended to keep children lice free, nit free, and in school.

Families should be aware of signs that a child may be infested with lice or nits. Signs include scratching the head and/or the appearance of small, oval yellowish-colored eggs attached to the hair, many times located behind the ears or the nape of the neck. If lice is suspected or found, you must inform the office immediately and keep your child home from school.

If lice is suspected or found in any of the children at school, the family will be immediately contacted, and the child must be taken home until the child has been cleared of all nits and lice. Once it has been determined that one child in a class is infested with lice, a note will be sent to the families of all classmates alerting them of the situation and asking them to regularly check their child for a two-week period. In addition, all classmates will be checked by the Director, Assistant Director, or the Head Teacher. All classmates' belongings will be placed in separate plastic bags to be sent home. All items in the classroom that can harbor lice such as hats, dress-up clothes, and stuffed animals, will be placed in a tied plastic garbage bag and stored for one month.

Children who have been infested with lice will be allowed to return to school only after the head is inspected by the Director.

TEMPLE PET POLICY

Please do not bring your pets to Temple Bat Yahm. Children can be frightened or nipped at. Other people may be allergic. It is not in the best interest of all concerned to bring your animals to the temple. In the case of sharing days at preschool, please obtain prior approval for your pet that you will bring.

NUTRITION

Our program is dedicated to the development of the whole child, which includes proper nutrition. Positive habits learned in early childhood lead to a healthier, more productive life. Our school embraces these philosophies and we also encourage healthy eating habits and appropriate table manners in a group atmosphere. Children are encouraged to participate in serving and feeding themselves, while supervised by staff. Significant portions of an unfinished lunch will be sent home. We recommend that you refrain from sending in cookies, candy, donuts, potato chips, or other foods with little or no nutritional value for your child.

SUNSCREEN

During the times of year when the sun is strong, we recommend that you apply sunscreen to your child before he or she comes to school. Dermatologists recommend daily sunscreen application in Southern California.

EMERGENCY PROCEDURES

We have regular fire and disaster drills at school. We urge each family to plan what you will do if a disaster strikes during the day when you are separated at work, school, etc. The children are taught to listen to the teachers' directions. We will assemble and count everyone and give aid and comfort as needed. We will stay with your children until you or someone of your choice can get here. We have stored flashlights, a radio, first-aid supplies, food, and water. The ECE Director and Teachers have first-aid training and CPR training

Family Involvement

EARLY CHILDHOOD EDUCATION COMMITTEE

We are fortunate to have a very active and involved parent committee. The Early Childhood Education Committee is comprised of parents from our school that meet monthly with the Early Childhood Education Director. The committee is chaired by parents in the school. The committee is responsible for all fundraising for the school. It also functions as a forum to discuss various topics relating to the school, the Temple, and early childhood developmental issues and provides input to the Director and teaching staff. We also have a representative that is the Early Childhood Liaison on the Temple Board of Trustees. If you are interested in getting involved, you may speak with the committee chairs or the Director. The Early Childhood Education Committee meetings will occur one time per month in the morning at 9:15am (some exceptions may apply).

FAMILY PARTICIPATION/VOLUNTEERING OPPORTUNITIES

Families are invited and encouraged to be involved in many school activities throughout the year. There are many different ways in which family members can participate and volunteer at school. Each class needs two class parents to help with school activities, distributing information to class families, and organizing teacher gifts.

Additionally, we strongly encourage you to become involved in the Early Childhood Education Committee. Families can be involved to whatever extent they would like, from simple one-time commitments to full-year commitments. For instance, volunteers are always needed to help with special events. Each event needs one or more chairpersons, as well as many volunteers to help with preparations, to work during the event, to set up, and to clean up. In addition, for parents who are unable to commit time during the school day, some events involve tasks that can be done during off hours.

Volunteering is not only a wonderful way to be involved in our school, but it is also a great way to get to know other families in the program and also a way to work with our Director and other staff members. Of course, attending our celebrations and events is also a wonderful way to be involved in our school!

CHILD ABUSE AND NEGLECT POLICY

All staff are Mandated Reporters and are required to immediately report any suspected incidences of child abuse or neglect to the Local Authorities and/or Department of Social Services. These allegations may include reasonable cause to believe that a child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, or harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect or exploitation by an adult, whether working in the program or not.

Staff members have been trained to recognize the signs of child abuse and neglect and are familiar with reporting procedures.

POLICY ON THE RELEASE OF CHILDREN

1. Each child may be released only to the child's parent(s) or person(s) authorized by the parent(s) to take the child from the school and to assume responsibility for the child in an emergency, if the parent(s) cannot be reached.
2. If a non-custodial parent has been denied access or granted limited access, to a child by court order, the school shall secure documentation to that effect, maintain a copy on file, and comply with the terms of the court order.
3. If the parent(s) or person(s) authorized by the parent(s) fails to pick up a child at the time of the school's daily closing, we shall do the following to ensure the following:
 - a. The child is supervised at all times;
 - b. Staff members attempt to contact the parent(s) or person(s) authorized by the parent(s); and
 - c. An hour or more after closing time, and provided that other arrangements for releasing the child to his/her parent(s) or person(s) authorized by the parent(s) have failed and the staff member(s) cannot continue to supervise the child at the school, the staff member shall call the Child Abuse Hotline and/or the local police department to seek assistance in caring for the child until the parent(s) or person(s) authorized by the child's parent(s) is able to pick-up the child.
4. The emergency contacts/approved pick up list on the Child Information Sheet authorizes staff to release a child to any of these people without notifying a parent.
5. Alternate Pick-up procedures:
 - a. If a parent knows ahead of time that they will not be picking up their child, they are to send in written permission.
 - b. If information is given by phone, the staff member that is responsible for the child's release will be notified.
6. The following procedure will be followed when a person unknown to a staff member comes to the school inquiring about a child. The person will not be able to pick-up the child until the following is satisfied:
 - a. Staff will greet individual to find out who the person is and the nature of the visit.
 - b. The person will be required to show identification (with a picture ID).
 - c. Staff will check child's alternate/emergency form to verify the information.
 - d. If all of the above are satisfied the child will be released to or visited by the person.

If the person is not on the form, the following steps will be taken:

 - a. Staff will contact parent.
 - b. If parent gives their consent over the phone, the child may be visited by or released to the person.
 - c. If a parent is unable to be reached, the child cannot be visited by or released to the person.
 - d. The incident will be properly logged by staff and parent will be informed.
7. Parent or guardian **MUST** update emergency numbers and pick-up alternates whenever a change occurs.
8. If a parent or person authorized by the parent appear to be physically and /or emotionally impaired when picking-up to the extent that, in the judgment of the

Director and/or staff member, the child would be placed at risk of harm if released to such an individual, the child would not be released to that person. The staff member will follow these procedures:

- a. Staff member will try to contact the child's other parent or an alternate on the emergency form.
- b. If the school is unable to make alternate arrangements, the staff member shall call the 24-hour Child Abuse Hotline to seek assistance.

EMERGENCY RESPONSE PLAN

At Temple Bat Yahm, we do our best to be prepared for emergency scenarios. We practice monthly Fire Drills, Earthquake Drills, and Lockdown Drills. Annually in June, the staff works with the Newport Beach Police Department and the SWAT Team to participate in Full Staff Active Shooter Training. Our goal is to be as safe as possible. We have 2 guards on duty at all time the preschool is in session. If there were to be an emergency, there are a handful of ways for the TBV team to contact you. We ask that you pay attention to emails, as well as texts and please follow any directions that are given. We have emergency food and supplies for up to 72 hours for each child. In addition, we have developed a plan with our neighbors to help with protection and the safety of our children. Our number one goal is the safety and well-being of your children.

CONFLICT RESOLUTION

In the event of a conflict between families and program staff we aim to work through our differences for the betterment of everyone involved. We ask that you come speak to the Director of Early Childhood Education first. If you feel you need a stronger resolution, you may speak with our Executive Director.

INFORMATION TO PARENTS FROM DEPARTMENT OF SOCIAL SERVICES COMMUNITY CARE LICENSING

Under provisions of Title 22 Licensing for Early Childhood Centers every licensed child care center in California must provide to parents of enrolled children written information on parent visitation rights, State licensing requirements, child abuse/neglect reporting requirements and other child care matters. The center must comply with this requirement by reproducing and distributing to parents this written statement, prepared by the Department of Social Services Community Care Licensing. In keeping with this requirement, the center must secure every parent's signature attesting to his/her receipt of the information.

Our center is required by the State of California Department of Social Services Community Care Licensing to post a copy of our current license in a prominent location at our center. Look for it when you're in the center.

To be licensed, our center must comply with the Title 22 Requirements for Child Care Centers (the official licensing regulations). The regulations cover such areas as: physical environment/safety; staff qualifications, supervision, and staff/child ratios; program activities and equipment; health, food and nutrition; rest and sleep requirements; parent/community participation; administrative and record keeping requirements; and others.

We encourage parents to discuss with us any questions or concerns about the policies and program of the center or the meaning, application or alleged violations of the licensing regulations for child care centers. We will be happy to arrange a convenient opportunity for you to review and discuss these matters with us.

Our center must have a policy concerning the release of children to parents or people authorized by parents to be responsible for the child. Please discuss with us your plans for your child's departure from the center.

Our center must have a policy about administering medicine and health care procedures and the management of communicable diseases. Please talk to us about these policies so we can work together to keep our children healthy.

Our center must have a policy concerning the expulsion of children from enrollment at the center. Please review this policy so we can work together to keep your child in our center.

Parents are entitled to review the center's copy of the Licensing's Inspection/Violation Reports on the center, which are issued after every State licensing inspection of our center. If there is a licensing complaint investigation, you are also entitled to review the Office's Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center during the current licensing period. Let us know if you wish to review them and we will make them available for your review.

Our center must cooperate with all DSS inspections/investigations. DSS staff may interview both staff members and children.

Our center must offer parents of enrolled children ample opportunity to assist the center in complying with licensing requirements; and to participate in and observe the activities of the center. Parents wishing to participate in the activities or operations of the center should discuss their interest with the center director, who can advise them of what opportunities are available.

Parents of enrolled children may visit our center at any time without having to secure prior approval from the director or any staff member. Please feel free to do so when you can. We welcome visits from our parents when not in COVID. During COVID, we may schedule Virtual Visits to keep everyone healthy and safe.