

PARENT HANDBOOK
2023-2024



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Dear Parents,

It is both a pleasure and a privilege to have your child join us for the 2023-2024 school year. As you know, our school is not just a preschool – it is also a community and an extended family. We look forward to having you as part of our *mishpacha* (family)!

The CBS Family Preschool aims to provide your child with an extraordinary preschool experience. We are proud to have an exemplary staff; our teachers focus on developing a strong relationship with each child in our program and meeting the child's individual needs.

During the school year, we, along with the teachers and specialists will provide meaningful experiences that will support your child to develop a life-long love for learning centered on Jewish values. We believe that parents are our partners in education. By working together, we will create a fulfilling and exciting year for your preschooler. Our hope is that we will form a partnership with you in your child's education as we create a safe and stimulating environment where your child will grow and develop. We want you to know that we are here to support you in any way we can.

If you have any questions or concerns, please don't hesitate to contact us.

B'Shalom,

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PURPOSE AND GOALS

Give children the opportunity to:

- Know that they are competent and always loved.
- Exposure to Jewish culture, traditions, practices and values.
- Expand their ability to recognize and express feelings appropriately.
- Increase their senses of independence and self-control through decision-making and problem solving.
- Take pride in mastering and completing tasks.
- Build friendships with other children and gain maturity in the ability to resolve conflicts.
- Expand their imaginations and creativity.
- Explore and discover their world while experimenting with many different materials.
- Increase language skills that help to express ideas, questions and needs.
- Acquire a love for books.
- Build sound concepts of spatial and numerical relationships.
- Develop their muscular coordination and physical skills.
- Establish a foundation for good health and safety habits.

Mission

CBS Jewish Family Preschool is a nurturing community deeply committed to enriching Jewish family life by providing high quality, innovative Jewish and secular education for children and their families.

Philosophy

CBS Jewish Family Preschool offers an integrated Jewish and secular curriculum that connects the child, the family, the school and Congregation Beth Shalom's community.

Our philosophy and curriculum are based on our understanding of the ways in which young children learn. We are aware that each child develops individually at his/her own pace. We know that learning for young children has to be interactive and involve the whole child.

Our program looks at the needs and developmental tasks of young children when planning the environment, activities, and routines. Each age and stage of development has integrity of its own. Young children learn about themselves and their world through everyday experiences (the emergent curriculum). This child-directed curriculum provides the overall framework. Opportunities for learning must build on the child's knowledge and experience.

We are committed to respecting, encouraging and supporting each child in the process of growing socially, emotionally, physically, and cognitively. It is through providing an environment that invites children to observe, to be active, to make choices, and to experiment that children have the opportunity to develop a sense of competence and initiative.

Reggio Inspired Philosophy

Reggio Emilia is an approach to education inspired by a city in Italy of the same name, which focuses on the educational importance of community and free inquiry as its primary values. The program is based on the principles of respect, responsibility and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum. In this approach, there is a belief that children have rights and should be given opportunities to develop their potential.

Principles of the Reggio Approach

The Image of the Child- Children are viewed as competent, curious, full of knowledge, potential and interested in connecting to the world around them.

Teachers as Partners- Teachers are viewed as facilitators of children's learning experiences. As partners and mentors, they listen, document, challenge, and organize children's learning in a collaborative relationship with other colleagues.

An Emergent Learning Process- Ideas are shared, work is exchanged and opportunities are created to extend and build upon theories that are uncovered. In this way of working, projects may occur which last days or months.

The Role of the Parents- Parents are an essential component of the school. They are an active part of their children's learning experiences and help to ensure the welfare of all the children in the school. Parents are encouraged to collaborate with their classroom teachers and engage with the life of the school.

The Role of the Environment- Through the conscious use of space, color, light, displays of children's work, and attention to nature and detail, the environment serves as another teacher.

Many Languages- Children act on a variety of materials: clay, wire, drawing media, paper, and so on. They learn the ABC'S of each material which they use to express their ideas; theories and feelings about the world in which they live.

The Three Subjects of Education- Children, parents and teachers have rights; the right to safety, care and welfare, the right to be involved and the right to grow professionally.

Collaboration and Interaction- Children, parent and teacher collaboration and interaction at all levels allows us to scaffold learning and development in an emergent curriculum.

Documentation- The learning process between children and teachers is captured, made visible and then shared in order to support wondering, researching, and learning among teachers and children.

Time- Time is influenced by the interests and activities that the children bring to life within the school. This in turn impacts schedules, groupings and routines.

Program

Although our program is informal and flexible, the environment and curriculum are the result of careful planning based on knowledge of child growth and development. We operate on the principle of organized free choices. The classrooms are set up in advance by the teachers to guide children towards specific learning goals. Within this structure, children are free to use materials with the support and scaffolding of their teachers.

Each classroom is intentionally thought out and organized to provide an environment which stimulates children's learning through different experiences such as art, literacy, dramatic play, science, fine motor, manipulatives and a large group meeting area.

Finished products or "correct" answers that concern adult standards are not very accurate criteria for judging whether learning has occurred. Much of young children's learning takes place when they direct their own play activities.

Learning should not be inhibited by adult established concepts of completion, achievement, and failure. Activities are designed to concentrate on the child's development of critical and creative thinking skills. Learning activities and materials are concrete, real and relevant to the child's world.

We are a mainstream preschool and accept children with special needs. Our program is equipped to accommodate the needs of all children.

Emotions Based Curriculum

Research has documented the role of emotions in allowing children to organize their behavior and learning experiences; the emotional development process is an essential part of school readiness and success, and for this reason, it is the foundation for our emotion-based early childhood curriculum.

All humans are emotional beings, we start out expressing our feelings freely. Emotions are centered in the right part of the brain, and logic and language are centered in the left part of the brain. For the first three years of life we are all right brain dominant. Left brain integration begins at about 3 years of age.

Relationships are the vehicle for emotional development. As they grow young children learn to express or repress their feelings. As teachers, we help our children express their feelings in appropriate emotionally healthy ways.

To help our children develop in emotionally healthy ways we have to help them to first identify their feelings and then to express them and provide tools to understand and cope with these feelings. Awareness of feelings and appropriate ways to express them is a sign of emotional growth and maturity.

Children's feelings, even negative feelings, are accepted and respected. One of the aspects that we emphasize is "emotion socialization" helping children to learn desirable ways of expressing feelings and also to develop healthy patterns of understanding and regulating their emotions (self-regulation). We have a strong commitment to emotional development as a priority. Children know that who they are, what they feel and what they say matters.

Unfortunately, the pressure of teaching children basic academic skills has had a negative influence on the

importance of helping children with emotional development and has dominated much of early childhood education. The overwhelming focus on academic standards, outcomes, and accountability pressures in early childhood programs has surely contributed to an educational climate that ignores emotional competence.

Fortunately, 20 years of research provide convincing evidence of the importance of emotions in early development and learning—and about the role that adults and environments play in supporting emotional competence. Early childhood environments that ignore emotions have a negative effect both on children's socio-emotional development and on their cognitive competence. The important points made by this research are: Emotions are the principal guides and motivators of behavior and learning from infancy and throughout life.

Both positive and negative emotions play important roles in development. Young children's ability to express, understand, and regulate their emotions are an essential part of their socio-emotional and cognitive development.

The underlying message of all this research is that emotional development is too important to be left to chance. Adults, including early childhood teachers, can make the difference by supporting emotional development, being alert to possible problems, and intervening early and effectively.

Our teachers know that our children's behavior and learning are always motivated by emotions, and we recognize the central importance of emotions in your child's development. We deliberately, positively, and reflectively use narration of emotions and experiences in order to help your child understand and process their feelings. This also helps your child feel supported in identifying and expressing their feelings.

Even a short visit to our classrooms reveals that the curriculum is emotion-centered. Children in our program are emotionally engaged in their life at school. This does not mean that every child displays a big smile throughout the day; constant "fun" is not our goal. But most of the time, our children's faces, voices and bodies indicate a high level of absorption and emotional involvement.

Our children approach new materials and activities with relish. Children are optimistic about their ability to figure things out (solve problems) and also to get help from adults and other children when they need it. The children's relationships with their teachers are strikingly warm and mutually engaged. The teacher-child relationship is always characterized by genuine mutual liking and emotional connectedness. Our teachers support your child's emotional development by always accepting and responding to your child's feelings.

Our children express their feelings openly. Their teachers value and encourage individuality. The teachers will frequently refer to children's personal desires and interests, showing those children and others in the group that these individual qualities are to be respected and enjoyed. Despite this encouragement of individuality, our children are especially tuned in to others' interests, feelings, and needs. It is no accident that teachers actively promote this emotional awareness. Our children are at an age that many adults regard as hopelessly egocentric. Nevertheless, we support their growing awareness of others' feelings: "Thanks, Noah, for passing that to Benjamin. He really needed it."

Intellectual content is essential, but our teachers, using an emotion-based curriculum, select activities that have emotional relevance for children. Many of our two-year-olds are intensely interested in issues of separation and reunion, disappearance and reappearance. Therefore they love to use the tunnel, and puppets

that “go away and come back”. Besides its benefits for physical development and cognitive development it allows children to control their appearances and disappearances, and to playfully experience positive and negative feelings.

Many of the activities in our classrooms gain their emotional power because we offer the children an opportunity to affect their environment. Pressing objects into clay to leave marks, sticking yarn onto contact paper, hammering golf tees into large blocks of Styrofoam—these and many other activities allow our children to experience the pleasure of being a cause.

Centering the curriculum on emotions does not mean that the entire curriculum must be about emotions. Emotion-centered does not mean “emotion only.” A focus on emotions helps our teachers make their entire program more effective.

Our curriculum in no way allows unbridled expressions of feelings. In fact, developmentally appropriate self-regulation of emotions and learning to understand and respond to others’ feelings are important goals in young children’s development. Our teachers demonstrate through their words and actions that all feelings are accepted. At the same time, our teachers continually guide children toward age-appropriate, culturally-valued ways of expressing those feelings.

Zones of Regulation

Throughout the school, we use the Zones of Regulation to help the children to identify and discuss their feelings. The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

The framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates language to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states. (www.zonesofregulation.com)

THE FOUR ZONES: OUR FEELINGS DETERMINE OUR ZONE

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, or devastation while in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad,

tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching children how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, children are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, children may still be in the Yellow Zone but have to manage it differently so their behavior meets the expectations of the library setting.

Jewish Content

CBS Family Preschool focuses on instilling within each child pride and knowledge of our Jewish heritage through daily routines, weekly *Shabbat* and *Havdalah* observance, and holiday celebrations. We believe that by living Jewish values and by sharing stories, songs, cooking and games with Jewish content, we help make Judaism a meaningful part of each family's life.

Our preschool imparts to each child a positive Jewish experience. It is through the sights, sounds, smells and tastes of the holidays that learning begins. These experiences provide a powerful emotional base upon which later, more sophisticated knowledge can be built.

One of the ways Judaism is integrated into our curriculum includes making *Shabbat* a very special and spiritual part of a child's experience in the preschool. Children celebrate *Shabbat* in their classroom and then our whole preschool community comes together for a short *Kabbalat Shabbat* service in the Gronowski Family Chapel. The experience includes singing and blessings to welcome *Shabbat*.

We encourage the concept of *Ma'asim Tovim* (good deeds) by modeling this concept. We are also actively involved in giving *Tzedakah*.

Values

Congregation Beth Sholom Family Preschool's Jewish Values (*Middot*)

- ❖ **Kehillah** – *Community* – We create an inviting space that offers all of our children and families the feeling of being welcome and being a part of the larger group.
- ❖ **Mitzvah** – *Commandment from the Torah – a good deed*. We encourage children to do good deeds for each other, their teachers, their classrooms, the school, their families and the environment. With children, we use the word *Mitzvah* to encourage children to make good choices
- ❖ **Re'ut** – *Friendship* – Jewish tradition teaches us that a friendship is a valued relationship and should be shared. A true friend is someone who makes one a better person. We teach the children how to share friendship and encourage them to make new friends.
- ❖ **Chesed** - *Kindness* - Caring for humanity and others – we teach children how to care for each other. We give them language to use as well as show them how to treat others with respect and kindness
- ❖ **Hachnasat Orchim** – *Welcoming guests* – a place of openness and inclusiveness. We embrace diversity. We encourage children to make new friends and for all families to join our community. We strive to create a welcoming environment at CBS where everyone feels safe and comfortable
- ❖ **Shmirat Haguf** – *Guarding our bodies* – keeping our bodies safe. We teach the children how to keep

their bodies safe and how to help to keep their friends' bodies safe. Health and nutrition, yoga, sports, dance, outside time and exploring the outdoors are all ways that we keep our bodies healthy and safe.

- ❖ **Shomrei Adamah** - Guardians of the Earth - We create an atmosphere of connectedness to each other and the natural world. Children learn to care for the earth, engage in sustainability practices and are aware of their impact on the world.
- ❖ **Tzedakah** – *Justice or charity* - It means to give back or do charity. We perform *tzedakah* by contributing back to our communities.
- ❖ **Kavod** – *Honor & respect* – honoring all; friends, teachers, parents, colleagues, classroom and environment. We show respect to the people with whom we interact. Kavod also means good manners or common courtesy. Creating a sacred space in the classroom – how we care for our space and treat our belongings.
- ❖ **B'tzelem Elohim** - *We are each created in the image of God* - We value each person as unique and special and honor them as individuals.

CLASSROOM CURRICULUM

Two-year olds

The curriculum focus for our youngest children is primarily on their social-emotional growth. One of the main components of the curriculum for the youngest children, who are coming to school for the first time, is helping them to master their feelings concerning separation from their parents and caregivers. This is often their first experience with school and we are very sensitive to individual needs and feelings. In order to ease the process, parents and teachers work together to create a bridge between home and school. The building of a relationship between parents and teachers is the foundation for the child's positive experience.

For this reason, we ask parents or caregivers to be available to stay with their child during the first few days of school. The amount of time will depend on the child's own developmental stage, previous experience with separation, and the adult's feelings about leaving the child at school. The adult spends time in the classroom helping the child establish a relationship with the teachers.

As the time in school increases and the child is ready, the adult leaves for a short period of time (weaning), gradually extending the time that the child spends at school without them. Our teachers work with each family individually to assist with the separation.

School is usually the child's first experience in becoming a part of a group. They will need to learn to take turns, and to tolerate the frustrations of waiting. Although our program is flexible, they'll learn to follow the routine and structure of classroom activities. Children at this age usually play as individuals, have short attention spans, and need much freedom of activity. They learn by repetition and experimentation.

Three-year olds

Older children's interests have widened tremendously from just a year ago. They are able to pursue activities for longer periods of time, to concentrate more fully, and to follow directions more quickly. Furthermore, they are usually able to take turns and to tolerate the frustration of waiting.

Activities and learning include opportunities for: dramatic play, block play, manipulative and other toys, art experiences (with the emphasis on process not product), sand and water play, books, cooking, woodworking, music, movement and many outdoor activities. The curriculum for the three-year-olds emphasizes language activities and movement, with major emphasis on large muscle activity. It is also balanced between a focus on their social-emotional, cognitive and physical growth.

Four-year olds

By the time children are four years old, they start to share their play with other children. Their motor coordination is maturing more rapidly and they are developing a fluidity of movement. They are able to move easily from one activity to another and from one place to another. Dramatic play becomes important for many children in this age group, which is why we encourage this type of play. Four-year-olds enjoy a greater variety of experiences and additional small motor activities like scissors, art, manipulatives, and cooking. They are better able to concentrate and remember as well as recognize objects by shape, color, or size. Four-year-olds are developing math concepts and problem solving skills.

Some four-year-olds and most five-year-olds can combine ideas into more complex relations, for example, number concepts such as one to one correspondences. They have a growing memory capacity and fine motor physical skills. Our curriculum for the fours and fives expands beyond the immediate experiences of self, home and family and includes special trips. Five-year-olds are developing interest in community and the world outside their own.

Some children between the ages of four and five display a growing interest in the functional aspects of written language, such as recognizing meaningful words and trying to write their names. Our program provides opportunities for children to be exposed to language and literacy in a meaningful context.

Fuller detail on specific curriculum theory and practice will be communicated to parents on an ongoing basis through a formal curriculum evening in the fall, daily communication with the classroom teachers, and classroom updates.

A Typical Day at the Congregation Beth Sholom Family Preschool

The daily schedule and routines form the basic structure for each day. The schedule offers a balance between active and quiet times as well as large and small group activities. There is time to play alone or with others, indoor time and outdoor time, and time for each child to select their own activities. Consistency is an important characteristic of the daily schedule. Children feel more secure knowing what is going to happen and when it will happen. This consistency does not preclude flexibility or spontaneity. Each child has opportunities to participate in music, yoga, dance, sports, gardening and nature.

OECE Early Learning Scholarship Grant

Congregation Beth Sholom is a proud participant of the Office of Early Care and Education's Early Learning Scholarship Grant, which offers scholarships to eligible families and offers a tuition credit for four year old children through the Preschool For All Program.

Program Options

School day options –

Half day program- Monday through Friday 8:30 a.m. – 1:00 p.m.

Full day program - Monday through Friday 8:30 a.m. – 5:00 p.m.

Nap Time (optional) - 1:00- 3:30pm

**This nap/rest time is individualized for children who both sleep and rest. Each child attending our full time

program is required to participate in a 30 minute rest time period as part of their day.**

ADDITIONAL PROGRAM INFORMATION

Brightwheel

Brightwheel is a tool that provides you, the parents, with a window into your child's day via a real-time feed of their school activities. Our teachers will use Brightwheel for recording and tracking daily events and activities in their classrooms as well as to manage administrative tasks.

As a parent, after you download and install a free and easy-to-use mobile app, you'll get private, real-time updates about your child (including photos) delivered to your mobile device throughout the day. We can share notes with you, and you can share notes with us about your child. We will also use Brightwheel's calendar function so you can quickly see upcoming events, school closures, and any special announcements. Additionally, we will use Brightwheel to sign your child in and out when they arrive and leave. Each classroom will have a QR Code, so when you arrive to drop off or pick up your child, you can digitally sign your child in or out on your personal device.

You can access your own profile to change the Brightwheel notification settings. This way you can choose how often you want to be notified about updates to your child's profile. We welcome you to make changes so that it works best for you, but do not turn off the message notification. Our teachers will primarily use brightwheel messages to communicate with you about your child's day, upcoming events, making plans and more.

Please go into your child's profile and add any people you'd like to add to the authorized pick up list. If someone comes to pick up your child, and they are not on the list, we will contact you to confirm that they have permission to take your child. The first time anyone that we aren't familiar with comes to pick up, we will ask to see an ID.

FACTS

We have partnered with FACTS Management Company to help us manage our tuition payment program. FACTS security and convenience of payment processing and information technology will provide a platform for access to tuition schedules, statements and records. With FACTS, the school maintains decision-making control. As always, we will continue to work with families should special circumstances or "hardship" cases arise during the school year. Payments will be made on the 20th of each month as your payment date. Automatic payments can be made from a checking or savings account. Along with multiple payment plan options, your payments are processed securely through a bank to bank transaction. You may check your personal account or make payments online from the convenience of your home or office anytime.

Toilet Learning and Diapering

Children need to recognize their body signals and then when they are ready, begin toilet learning. Therefore, PLEASE DO NOT PUSH YOUR CHILD to use the toilet. Realizing that our children are in various stages of toilet learning, we will work with the children as individuals. Children will have the opportunity to see their friends use the toilet and will also want to use the toilet. The staff will reinforce the efforts you and your child are making at home. Communicate with your child's teacher about toilet learning efforts going on at home, so that we can support you and your child. While your child is toilet learning, dress them in clothing that is easy to

pull down, such as sweat pants. Try not to dress your child in overalls or long dresses during this transitional period.

Discipline

One of the most important tasks in growing up is learning what behaviors are appropriate and what is not permissible. Although the words "discipline and punishment" are often used to mean the same thing, they are actually very different. Discipline means to teach, to guide, and to direct children toward acceptable behavior. The goal of discipline is to help children gain internal controls. On the other hand, punishment is punitive; Punishment may stop a child's negative behavior temporarily, but it doesn't help them develop self-discipline. Instead, it usually reinforces a negative view of themselves and others.

In preschool, our goal is to help your child learn self-discipline and develop problem-solving skills. For young children, gaining internal control is a process and often takes time. The teacher may have to act as an external control helping the child while he/she develops self-discipline. At all times, we respect and reinforce your child's sense of self-worth while teaching, guiding and directing appropriate behavior. Setting clear, firm, fair and friendly limits and having patient persistence is often the only way to help children gain mastery over their behavior.

We use numerous strategies and problem solving techniques to respond to conflicts between children. Using this approach we help your child learn that anger can be expressed through words and non-destructive behavior. We give children the communication skills to acknowledge and validate upset feelings. It is a way of brainstorming ideas and creating collaborative solutions. We will also help your child disengage from a situation that is overwhelming or dangerous, acknowledge their feelings, and then help them come back to the group when they are ready.

Transitional Objects

Children often need to bring things with them to help in the transition from home to school. If your child has a special attachment to a blanket or any other object, please allow them to bring it to school. Please be sure that it is labeled with your child's name, and understand that it may get lost or dirty.

Toys from Home

While we understand that transitional objects are important and may be necessary to help your child feel secure at school, we ask that you leave toys at home or in the car. We have found that toys from home can cause conflict as they are often more difficult to share. If your child does bring in a toy from home, they will be asked to put it away until the end of the day when they are picked up from school.

Outdoor Adventures

We are passionate about providing children with opportunities to connect with the natural environment and venture out to experience and deepen our connection with the natural world. The children develop deep relationships with their peers and the environment, while developing the concept of *Shomrei Adamah*, the notion that we are guardians of the earth. While outdoors, nature becomes our classroom, a third teacher in our learning. During our adventures, children engage in exploration, inquiry, develop environmental stewardship skills, develop social emotional self regulation skills and engage in risky play. As part of our outdoor planning and preparation for adventures it is our top priority to always maintain the highest safety standards and practices. While outdoors, children have the opportunity to learn about themselves, the

environment and others. Most of our classes will have at least one adventure each week, some classes have more than one. Teachers will always notify the parents in advance which days are adventure days, and if you need to pack anything specific that day.

Examples of places the children walk to are Mountain Lake Park (green areas), Los Lobos Trail Area in the Presidio, Landmark Building Grassy Knoll, Golden Gate Park (Rose Garden, Wooded Areas, Botanical Garden etc, Argonne Community Garden).

When leaving campus for an adventure, the ratio is 4 children to 1 adult. While off campus, the children wear matching yellow adventure shirts or vests over their clothes. We provide these shirts/vests and wash them after each use. While walking on city streets, children will be holding hands or holding the shared multicolor rope. While en route there will always be a teacher in the front of the group and a teacher at the back of the group. While crossing streets, one teacher will stand in the middle of the crosswalk and guide the group across the street while directing cars to stop with a hand gesture or stop sign. Before entering a wooded area where children will be playing and climbing, teachers will first survey the area for broken glass and drug paraphernalia. Children will always be given visual boundaries during their free play (Do not go beyond this backpack/tree/path/teacher etc). While on adventures, children are not permitted to touch or be near dogs. If we see an unleashed dog, we always ask the owner to leash or hold the dog while the children pass. When possible, we will move children away from dogs. Even calm dogs can have unpredictable behavior, especially around children. Per California State licensing, children are not permitted to be near any bodies of water. This includes streams, pools, rivers, ponds and the ocean.

Risky Play

Risky Play is a belief that children are capable and competent to make their own decisions about how they use their own bodies when they play outside. Risky play encourages children to identify their own personal limits and learn to self manage their risk assessment. While engaging in risky play, children are given the opportunity to gain their self confidence and feel immense pride in themselves. Climbing a tree or a rock can allow a child to improve resilience. Risky play often happens while engaging in pretend play, this sort of play can support a child's social development and physical activity in numerous ways. Some examples of risky play include climbing trees, playing with sticks, balancing on a fallen tree or climbing large rocks. Risky play doesn't always have to happen off campus. Children can engage in risky play on our playground spider web too. Our teachers will always be watching the children play, but will never encourage or push a child to take risks beyond their comfort. Teachers will make important decisions for safety, such as removing or limiting exposure to any known hazards.

Clothing

While at school, your child participates in active, busy, and messy play. Please send your child in play clothes that will be comfortable, easy to remove in the bathroom, and easy to wash at home, and will be enhanced by stains from paint, etc. Shoes should be closed toed and safe for climbing and running. During your child's first week, bring an extra set of clothes to remain in case a spill or mishap occurs. Include pants, a shirt, underwear and socks, and please replace them as needed. Clothes and shoes can be labeled with a permanent laundry marker or sticker.

Changes at Home

To help us give your child the most successful experience we can, please let us know about any changes in your family life. Sometimes changes that adults adjust to easily are more difficult for your child. Let us know if Grandma has come to visit, you are remodeling your home, mom is on a business trip, or about any other life events. We want to communicate honestly with your children; we don't want to tell a child that they'll see Mommy tonight, when in fact Mommy is out of town for the next several days.

Family Involvement

The best programs for children are family-centered and based on partnerships between parents, teachers, school and community (in our case, the synagogue). While all families want to be involved in their child's education at Congregation Beth Sholom Family Preschool, we understand the logistical demands that participation places on families with already busy schedules and many obligations. When planning family events, we provide a mixture of times and varied programs so that every family has the opportunity to participate

Family members can volunteer whenever possible. Opportunities will be provided for families to contribute to the program in ways that best utilize their expertise and areas of interest. Parents are welcome to share a project or cultural experience with children and/or parents. If you have a special skill, which you would like to share, please let us know.

Fundraising

Fundraising is another important aspect of parent participation. Tuition alone does not cover all the Congregation Beth Sholom Preschool expenses, and we depend on annual fundraisers to close the gap. You will receive more information about opportunities to volunteer throughout the year.

Holidays

Our preschool is infused with Judaic values and holidays. Classroom experiences are guided by Jewish holidays and traditions, demonstrated especially by our weekly and monthly *Kabbalat Shabbat* and *Havdalah* rituals. Community is central to our celebrations and gatherings that take place throughout the year as we join together to celebrate the holidays of *Rosh Hashanah*, *Sukkot*, *Hanukkah*, *Purim*, *Passover*, *Shavuot* and *Yom HaMishpacha*.

We do not observe Halloween or Valentine's Day at Congregation Beth Sholom Family Preschool because of their religious origin. While we do acknowledge the children's questions and comments regarding these holidays, we don't incorporate the traditions into our daily routine.

Family/School Conferences

Teacher-family conferences are held twice a year. Please check the calendar for these important dates. While teachers and families communicate on a regular basis at the Congregation Beth Sholom Preschool, family/school conferences are a formal way to exchange information with your child's teacher.

POLICIES AND PROCEDURES

Arrival and Departure

All children must be brought to their teacher in their classroom or designated drop off spot and picked up from their classroom or pick up spot. It is important for your child to arrive as promptly as possible in the morning. Some children find it difficult to join activities that have already begun. The time between 8:30 a.m. and 8:35 a.m. is set-aside for the teacher to personally greet each child and exchange information with you about the program and your child.

State law requires that you sign your child in and out each day. Please be sure that your care providers are aware of this. Please make sure to have the Brightwheel app on your phone to have access to sign in and out daily.

Children should be picked up promptly at the end of their scheduled day. If you are running late, please let your child's teacher know and you will be charged accordingly. If you are late for your scheduled pick-up at 1:00 pm. or 5:00 pm, there is no grace period before accruing charges, and you will incur a \$30.00 late fee charge.

It is particularly important that parents be conscientious about pick-up. Children can become anxious when parents are late. If your child is to be picked up by anyone other than yourself, or a regular care provider, they must be added to your child's Brightwheel authorized pick up list or we must have a written authorization for the individual to pick-up your child.

Authorized Pick-Ups

We will not release your child to anyone who does not have previous permission in writing from a parent or legal guardian. Anyone not recognized by the teacher or Director will be asked to show a photo ID before we will release your child to that person. It is your responsibility to keep your child's authorized pick up list on Brightwheel up to date. Authorized pick ups will need an active Brightwheel account to sign out your child.

ADMISSION & ENROLLMENT

Admissions

Individual tours of our school are given throughout the year. Families may pick up information packets at that time.

Congregation Beth Sholom members receive priority for admission at the Congregation Beth Sholom Preschool.

Families will be informed of their enrollment status and must return their financial agreement in order to reserve a space for their child for the following school year.

Tuition Assistance

Tuition assistance is available. Tuition assistance requests must be made at the same time you submit your deposit. Allocation is confidential, and is determined by a committee that includes the preschool Director and the Director of Finance. The Jewish Community Federation of the Greater Bay Area along with the Jim Joseph Foundation contributes to scholarship assistance for our families.

Changes in Important Information

Please keep the preschool office updated with your latest address, phone numbers, allergy information

and other pertinent data, so that we may keep accurate records and better meet the needs of your child. It is extremely important that your child's emergency card be updated immediately if there are changes in your personal information, or if there are changes to the persons authorized to pick up or drop off your child. We will not release your child to anyone, under any circumstances, who does not have previous permission in writing from a parent or legal guardian.

HEALTH POLICIES

It is in the best interest of the children and the staff that everyone participates in reducing the spread of illness and maintaining a healthy environment. It is impossible to entirely prevent all illnesses, but the incidence and severity can be greatly reduced by adhering to the following guidelines in determining whether or not your child will be able to attend preschool on a particular day.

Contagious diseases must be reported to the school by the parent as soon as the illness has been diagnosed, so that other parents may be notified of the exposure. We will make every effort to protect your family's privacy. Please cooperate in protecting everyone's health.

When to Stay Home

A CHILD CANNOT ATTEND SCHOOL WITH THE FOLLOWING SYMPTOMS:

- Fever, when accompanied by behavior changes or other symptoms such as sore throat, rash, vomiting, diarrhea, earache, irritability, lethargy, etc. (child must remain home for 24 hours after having a fever)
- Excessive sneezing or coughing
- Body rash with a fever
- Vomiting (two or more times in a 24 hour period)
- Diarrhea (frequent, runny, watery stools)
- Sore throat and/or swollen glands or mouth sores with drooling
- Persistent abdominal pain (more than 2 hours) or intermittent pain with other signs and symptoms
- Heavy coughing/wheezing or difficulty breathing
- Strep throat (child must be on antibiotics for at least 24 hours prior to returning to school)
- Impetigo (child must be on antibiotics for at least 24 hours prior to returning to school)
- Conjunctivitis (pink eye)

In general terms, your child should be kept home if their illness prevents them from participating comfortably in the day's activities or if their illness results in greater care than the staff can provide. The CBS staff will call you if we notice any of these symptoms in your child, and we will ask you to pick up your child. For some cases, your child may not be able to return to school until we have a note from your pediatrician stating that your child is healthy and may return to school. It is not permitted to give your child any fever reducing medication within 24 hours of them attending preschool. We will follow the guidance of the San Francisco Department of Public Health, Childcare and Licensing, and Center for Disease Control in setting illness related policies.

Lice and Nits

We are a lice and nit free school. If you suspect that your child has head lice, please call your pediatrician for advice on how to eliminate the infestation. In addition, if you choose to seek professional help for treatment and removal of lice, there are services in San Francisco that specialize in this process. Lice are common in preschool and school-age children. You can become a host to head lice by coming in direct contact with an infested person's head or with personal belongings such as combs, brushes, and hats. Head lice can spread as long as lice or eggs remain alive on the infested person or clothing. Lice may be difficult to see. They are most commonly seen at the nape of the neck and behind the ears. Nits (eggs) may be seen as specks "glued" to the hair shaft. Nits range in color from yellow to gray.

We urge our parents to check their children monthly for nits and lice. If any are discovered, we ask that parents continue to check and treat for 10 days. Parents are encouraged to check children in bright light and to remove nits remaining in the hair while the hair is wet. All cases should be reported to the school so that proper procedures will be taken in the classroom to prevent further spreading.

Medicine

If it is necessary for your child to receive any medication during the day (prescription or over the counter), the medicine along with written instructions must be given to the teacher or the preschool Director. You must give written permission for the teacher or Director to administer medication to your child. *There are no exceptions to this policy.*

Under no circumstances will non-prescription medication be given at the teacher's discretion. Please notify the teacher in writing if your child is on any medication.

Prescription Medications:

Prescription medication shall be administered in accordance with the label directions as prescribed by the child's physician. To be administered only if the medication is in its original container with a prescription label attached. The doctor recommended dosage must be on the label as well as the child's name. If a change in dosage occurs, a new label must be obtained. A consent form (form LIC 9221) must be filled by the child's parent/legal guardian and placed in the preschool office.

For short term prescriptions, the form will be left in the preschool medical binder only as long as the child has been prescribed the medication by their physician and according to the instructions on the prescription label. Once the prescription has been utilized, or as directed by a physician, the form will be placed in the child's permanent file.

For ongoing medications, the form will be left in the medical binder.

Non-Prescription Medications:

If a child needs a non-prescription medication, the parent will first be called for approval. Over-the-counter medications will be administered only if the medication is in its original container. For ongoing medication administration beyond the initial dose, a consent form (LIC 9221) must be filled out by the child's parent/legal guardian and placed in a medication binder. The form will be left in the binder only as long as the child needs the OTC medication. When no longer needed, the form will be placed in the child's file.

First Aid Supplies:

These supplies are stored in each classroom in an emergency bag. They are also stored in the preschool office.

Other Incidental Medical Services:

To be given with a prescription and according to doctor instructions, required parental consent and an individual plan. A consent form (LIC 9221) must be filled out by the child's parent/legal guardian and placed in a medication binder in the preschool office. For these ongoing medications and services, the form will be left in the medication binder.

Medical Emergencies

California state law requires that Congregation Beth Sholom Preschool must have a teacher trained in CPR and First Aid on site at all times.

In the event of a medical emergency or accident, an ambulance will be called if necessary and the instructions outlined on your child's emergency card will be followed.

Every attempt will be made to contact you or someone you have authorized on the emergency blue card. If we are unable to contact you or an authorized emergency contact, a staff member of the Congregation Beth Sholom Preschool will accompany your child and make any necessary emergency decisions.

See your child's emergency card for a detailed explanation of this agreement.

SAFETY AND SECURITY

Earthquake Preparedness

In the event of an earthquake, your child's teachers will remain at school with your child until you or a person authorized by you can pick him/her up.

We will plan to stay in the Congregation side of the building, where we have extra supplies and shelter. In the event that the building must be evacuated, we will walk the children to the green strip of Park Presidio Boulevard on the 14th Avenue side of the street.

If we are unable to reach you or your authorized emergency contact by nightfall, we will stay on the CBS property, or the green strip of Park Presidio, whichever area we deem to be safer. The CBS staff will stay with your child in the safest location until we are able to reach you or someone you authorize to pick up your child.

Security

Preschool and synagogue security policies are integrated. The doors to the synagogue and the preschool gate remain locked and are under 24-hour camera surveillance.

All unknown visitors must state their business and show a picture ID before entering the premises. The synagogue front desk staff admits no one unless they have a previously scheduled appointment and/or are known to preschool or synagogue personnel. The preschool gate will not be opened to any

unrecognized visitor. First time visitors to the preschool are required to enter through the main office.

Please take the time to introduce anyone whom you have authorized to pick up your child to the teacher and Director. Please advise anyone authorized to pick up your child that they will be required to supply a photo ID before gaining entrance to the building, and inform your child's teacher in writing if someone other than those previously authorized will be picking up your child. Authorized pick ups must sign your child in and out using the Brightwheel App. *We will NOT release your child to any unauthorized person.*

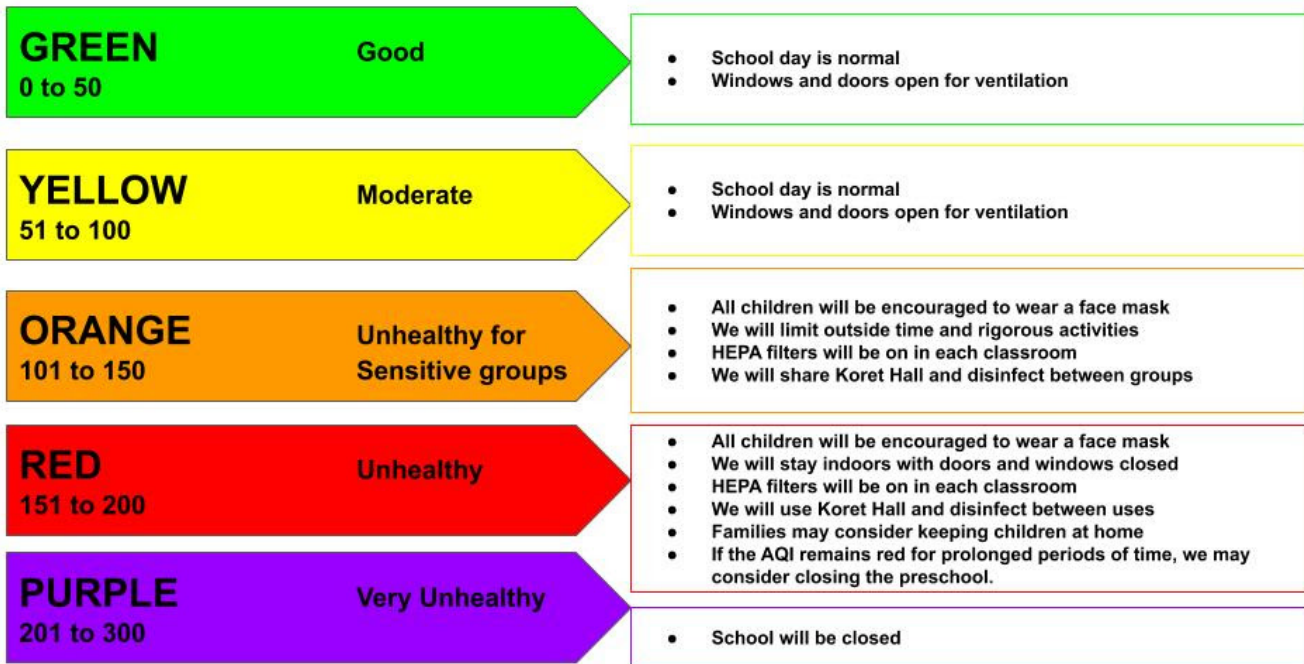
Feel free to report any suspicious activity or people around the preschool or synagogue to the Director or front office staff. Examples: A car which has been parked for a few days, someone double-parked for more than an hour, someone standing across the street for more than an hour, someone asking questions about the hours or operation of the preschool or synagogue, anyone or thing that makes you feel uneasy. If you see something, say something.

School Closure Policy for Smoky Days

Living in Northern California, we have become accustomed to having a "smoky season." Congregation Beth Sholom Family Preschool has purchased equipment to help us to remain open and safe during days with a high AQI. We are using AirVisual to monitor the AQI. We have two Air Quality Monitors on the preschool playground and inside the preschool hallway. We have HEPA air purifiers for each of the spaces that we use (all classrooms, Meditation Room & Koret Hall.)

When the AQI is above 100, we will close all windows and doors and remain inside. If the AQI becomes higher than 150 for a prolonged period of time during the day, we will consider closing the school. If the AQI index reads above 200 we will not open the preschool.

If we do need to close the school, we will communicate this via Brightwheel Alert, which will be both a text message and a Brightwheel Message for you.



* AQI based on Purple Air AQandU conversion after 150 index, and EPA/AirNow

SCHOOL LUNCH AND KASHRUT POLICY

Allergy Policy

Please inform us if your child has any food allergies and the response procedure if an allergy attack occurs. We will make every effort to remove the allergen from your child's classroom.

The school building is a peanut/nut-free environment because we have several children who have life-threatening allergies to nuts. Anaphylaxis is a severe allergic reaction that can affect multiple bodily systems and is potentially fatal if untreated. It can be brought on by contact and/or ingestion of different kinds of nuts and seeds. This includes peanuts, almonds, cashews, walnuts, pecans, hazelnuts, pistachios, chestnuts, macadamia nuts, pine nuts, and Brazil nuts.

*Please label soy butters and sunflower butter as nut free so we know they are ok.

Kashrut Policy

Meat, poultry, shellfish, and gelatin (marshmallows) are not allowed in the Congregation Beth Sholom (CBS) buildings. Fish and dairy are allowed.

Lunch

You are expected to observe the following:

- No peanuts or tree nuts in students' lunches or snacks (including teacher/staff lunches and parent lunches if eating on school premises)
- No peanuts or tree nuts in any outside food brought in for special occasions (birthday,

etc.)

- No peanuts or tree nuts in classroom projects: art materials, science projects, cooking, etc.

We strongly encourage the following:

- All children should wash their hands regularly and after eating lunch.
- There is a “no food-sharing” policy among students. This includes snacks.
- Students with identified allergies should only eat foods prepared for them and sent to school with them.
- We encourage children to choose which foods they will eat first when they open their lunches, so it’s important that their lunches are full of healthy foods, and not processed snacks.

Here are some guidelines about what to pack for lunch.

- You are encouraged to use reusable plastic containers and silverware for drinks and food.
- Write your child’s name on their lunchbox and all containers in permanent marker or labels to make sure they come back with your child.
- During lunch, teachers will help your child open any difficult packaging.
- Save sweets, candy and chocolate for home
- Water is available for children, but we request each parent bring a water bottle daily.
- Please don’t pack juice or sweet beverages for your child.
- Please pack a morning snack and a lunch for your child each day. Lunch must be meat free and we ask that you please respect our no candy or junk food policy. Below are some examples of healthy vegetarian lunches that you can pack for your child.
- Lunches should be ready to eat as is and should not require heating or cutting

Lunch ideas that are meat-free, peanut, and tree nut free:

- Sandwiches (bread, bagel, tortilla wrap, crackers etc.):
 - Cheese
 - Cream cheese with jam or lox
 - Soy butter* or sunflower butter* and jelly sandwich
 - bagel with cream cheese
 - tuna salad
 - grilled cheese (with tomato)
 - refried beans and/or cheese
 - tofurky
- Pasta (hot in a thermos)
 - cheese tortellini
 - mac ‘n cheese
 - with red sauce
 - with butter/cheese
 - nut free pesto
- Hummus and cut vegetables
- Cheese and crackers
- Cottage cheese or yogurt with fruit
- Meatless pizzas
- All fruits fresh, dried or dehydrated
- Veggie burger/ veggie dogs/corn dogs/veggie nuggets
- Bean and cheese burrito
- Fish: tuna, tuna salad, salmon, smoked salmon, gefilte fish, etc. No shellfish.
- Assorted veggies and dip
- Coleslaw or potato salad
- Quesadillas
- Mixed salads
- vegetable sushi
- hot soup (minestrone, miso with tofu etc)
- Eggs: egg salad, hard boiled eggs, scrambled eggs, omelet, quiche
- hot sweet potato (thermos)
- veggie fried rice in thermos
- stir-fry with veggies
- Rice balls (or triangles or squares...) with anything or nothing inside. Can be rolled in seaweed, salt, etc.
- orzo/quinoa/couscous

- avocado - all by itself or with cheese on bread
- pancakes
- Tamale in thermos
- Potatoes - slice leftover baked pots and sauté then slice and put in thermos
- Salmon Jerky
- fruit & veg smoothie
- roasted root veggies / roasted broccoli with maple syrup glaze
- Seaweed
- oatmeal
- Vegetarian chili
- Rice cakes
- Lasagna
- Tofu or smoked tofu: pre-cooked packages at Trader Joe's (TJ's)
- Gyoza - frozen bags at TJ's
- Lentils - Pre-cooked packages at TJ's in refrigerator section
- Edamame

Some foods pose a choking hazard to small children. We ask that you please refrain from packing popcorn in your child's lunch. Also, please cut grapes, cherry tomatoes, and small carrots (lengthwise)

BIRTHDAYS

Birthdays at School

Children enjoy having their birthdays recognized at school. Birthday parties at the Congregation Beth Sholom Preschool are low key. Parents are invited to bring a healthy treat and join in the celebration. Speak to your child's teacher in advance in order to plan the celebration. Please do not bring balloons—they can be a choking hazard.

Birthday Parties Outside of School

In observance of Shabbat, and to allow all of our families to attend CBS morning Shabbat services, we request that all birthday parties be held on Saturday afternoons, or Sundays.

Unless you are only inviting very few children, we suggest you invite your child's whole class to the party. Young children cannot be expected to keep the guest list to themselves, and feelings are easily hurt. If you are not inviting the whole class, please send all correspondence via the post office or email. Please do not put invitations or thank-you notes in the children's cubbies. We do not want anyone to feel left out.

DISRUPTION OF SCHOOL OPERATIONS

Congregation Beth Sholom Family Preschool expects to operate its educational program, including classes, programs, activities and events, during the school year. Parents understand that events beyond the School's control may necessitate a cessation of all or part of its operations, result in an extension or contraction of the school year, and/or a change in the facilities at which our educational program, including classes, programs, activities and events are held. In the event that our operations are disrupted for any reason, we shall be entitled, in its sole discretion, to immediately and without notice, suspend our duties, obligations, and performance under this Agreement. Parents agree that interruption of the preschool's operations for any reason does not relieve Parents of their financial obligations to the school or entitle them to a refund.