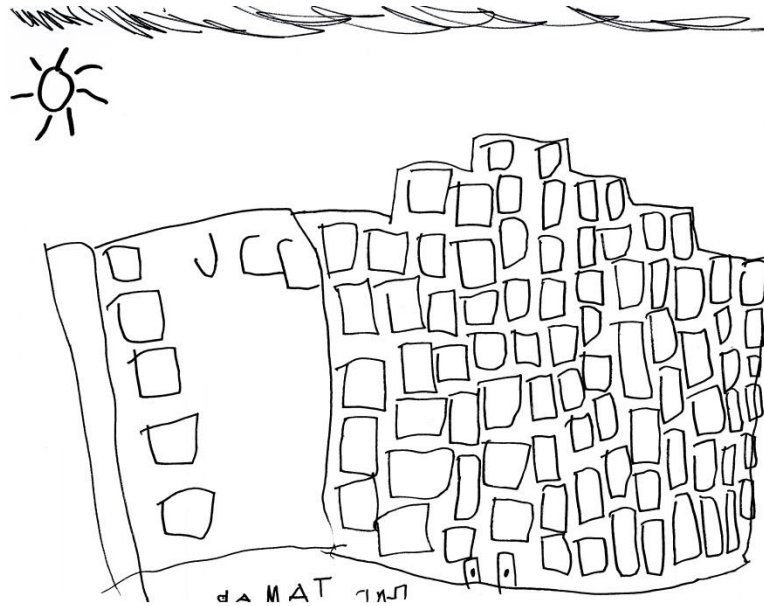




# JCC of Greater Washington Early Childhood Education Program Parent Handbook 2012-2013



Dear Parents,

*Bruchim HaBaim!* Welcome! We are so happy that you have chosen to send your child to our Preschool and be a part of our wonderful community. The Early Childhood Education (ECE) program at the JCC of Greater Washington offers a quality education infused with Jewish values and tradition. Children and families grow and learn together in a welcoming and nurturing Jewish setting. Our classrooms are filled with talented and caring staff members who are dedicated to getting to know your child and nurturing their cognitive, social and emotional growth.



You are invited to be a part of your child's vibrant classroom experience and share in our dynamic community events. Please check the 2012-2013 Preschool calendar and save the dates so you are able to join your child and other families for these important celebrations.

The Preschool calendar also indicates days when school is closed. On certain holidays when both the 10-month and 12-month programs are closed, we offer our HoliDaycare program. On days when the 10-month program is closed, ECE Kid Coverage is available. Please visit [jccgw.org](http://jccgw.org) or see the Fall Program Guide for HoliDaycare and ECE Kid Coverage dates. Both the website and Guide are full of wonderful offerings and resources, including classes for children and adults of all ages, social and cultural events and unique Jewish programming.

This handbook has been created to answer your questions regarding the policies and procedures of our ECE programs. The handbook is also a guide to how we create a structured, safe and respectful preschool community. Please take a few moments to read through the handbook and refer to it as needed.

If you have any questions, feel free to contact us at [preschool@jccgw.org](mailto:preschool@jccgw.org) or visit the Early Childhood Education office.

*L'hitraot,*  
Ora Cohen Rosenfeld  
Director of Early Childhood Education

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## INFORMATION

### Who's Who

**Ora Cohen Rosenfeld** • Director, Early Child Education

Contact Ora for:

- School policies
- Overall school communications
- If, after speaking to the appropriate staff member, an ongoing issue needs resolution

**Sandy Lanes** • Curriculum Director

Contact Sandy for:

- Curriculum questions
- Teaching staff issues

**Debbie Kivitz** • ECE Office Manager

Contact Debbie for:

- General Preschool information
- Enrollment issues
- Changes in children's hours/adding drop-in

**Hadas Tailer** • Administrative Assistant

Contact Hadas for:

- General Preschool information
- ECPC requests
- Carpool and dismissal changes
- Child pick-up arrangements

### Contact Us

**Email** preschool@jccgw.org

**Phone** 301-348-3839

**Address** 6125 Montrose Road, Rockville, MD 20852

**Snow Line** 301-348-3839

**Emergency** In case of an emergency, call Front Desk at 301-881-0100 and press 0.  
 Ask the Front Desk to page the Preschool with information on how to contact you.

### Hours of Operation

Full-Day Preschool	7:30 a.m.–6 p.m.	Early Day AM	7:30–9:15 a.m.
Half-Day Preschool	9:15 a.m.–12:30 p.m.	Extended Day PM	12:30 p.m.–4 p.m.
Fours Program	9:15 a.m.–2:30 p.m.		12:30 p.m.–6 p.m.
T/K & Kindergarten	9:15 a.m.–2:45 p.m.	4s Extended Day PM	2:30 p.m.– 4 p.m.
			2:30 p.m.– 6 p.m.

# PROGRAM

## Mission

Our mission is to serve the early childhood needs of the Jewish community and the community at large by providing a nurturing environment where each child is accepted for him or herself. We seek to enhance each child's social, emotional, physical and cognitive development through a child-centered curriculum with an emphasis on Jewish values.

## Philosophy

The JCCGW Preschool is a place where families and their children grow and learn together in a nurturing Judaic environment. The JCCGW Preschool provides a warm, stimulating environment for children and strives to help each child achieve a positive self-image.

“When we are curious about a child’s words and our responses to those words, the child feels respected. The child is respected. What are the ideas that I have that are so interesting...I must be somebody with good ideas.”  
Vivian Paley

We view curriculum as everything that happens during our time together with the children. We believe that each moment offers an opportunity to explore relationships and create a community that nurtures children, teachers and families. There are always questions to pursue, hypotheses to investigate and discoveries to celebrate. At the heart of our approach lies the belief that children are competent, ready to learn and full of emerging ideas and creativity. Our curriculum is based on and inspired by a combination of the foremost approaches to early childhood education, including Reggio Emilia, the Project Approach, and the Creative Curriculum, whose objectives and assessment tools align with the Maryland State standards.

With our ECE programs, children are engaged in a play-based, child-centered, emergent curriculum that integrates literacy, math, social studies, science, the arts, motor development, social skills, and Jewish traditions and values into all parts of the child's day. We emphasize the development of higher-level thinking and problem-solving skills, which are the foundation of every good learner's academic ability. Our teaching strategies are based on goals in four major areas of development: social/emotional, physical, cognitive, and language.

A unique strength of our curriculum is the use of children's interests and the world around them to inspire their learning. Teachers observe children's play and listen carefully to children's questions and theories so they may support emergent projects, ideas and creations that come directly from the children. Children are given many opportunities to make choices, work cooperatively and express themselves through different media. Jewish holidays, customs, traditions and values come alive through the hands-on experiences that are at the heart of our program.

## Core Values

Our philosophy and goals are best represented in our core values. These core values serve as the foundation for our ECE program and guide all that we do.

- **The Image of the Child:** We honor each child as an Individual, and each individual as a citizen of the classroom and school community. Each person is created *b'tzelem elokim*, in God's image, and therefore must be treated as a unique individual with an important role in our community.
- **Interactions:** Children learn best through their interactions with the world and others. This definition includes interactions between children, between children and adults, and children and their environment. For this reason we create an environment where children feel safe to share and explore their theories and ideas. The role of the adults is to listen and respond in a thoughtful and respectful manner. This value is reflected in the mitzvot that are considered *ben adam l'chavero*, how we interact and treat each other.
- **Community:** Our school is a *kehillah kedosha*, a holy community, inside and outside the classroom, which provides meaningful connections and a sense of belonging for children, families and staff. We build community by, celebrating holidays and important moments in the life of our families, embracing values through a Jewish lens and strengthening these connections in all aspects of the school.
- **Diversity:** We provide an inclusive Jewish environment and celebrate pluralism and diversity. The *lulav* that is used during the holiday of Sukkot is only complete if it is made up of the palm branch, the willows, the myrtle and the *etrog* – only with these very different species is the *lulav* complete. So it is with our community.
- **Collaboration:** *Hevrutah* is the art of study which understands that the best learning is done in partnership with others. We believe that collaboration and partnership among students, staff and families create a dynamic educational environment through the addition of different perspectives
- **Empowerment:** We believe in the potential and ability of every child. We challenge children and trust them to rise to that challenge. When children are the co-creators of the curriculum and their environment, they are empowered. This empowerment helps foster social/emotional well-being and a sense of independence.
- **Environment:** A child's experience is enriched not only by those around him or her but also by the setting. A classroom environment that reflects an emphasis on aesthetics and natural beauty creates a rich setting for learning. Access to a variety of inspiring materials and a well-planned physical space which fosters meaningful encounters, are essential. *HaMakom*, The Place, is one of the many names of God in Jewish tradition and liturgy. It is only through our relationship with our place, our environment, that we find meaning.
- **Lifelong Learning:** We believe that every member of our community must be committed to lifelong learning. This means that there is the potential for every one of us, children and adults, to change and grow. Pirke Avot, The Ethics of Our Fathers, teaches us: "*Who is wise, the person that learns from everyone*". This openness to new ideas and perspectives creates meaningful relationships, as we learn from each other.

"The cornerstone of our experience, based on practice, theory, and research, is the image of the child as rich in resources, strong, and competent. The emphasis is placed on seeing the children as unique individuals with rights rather than simply needs."

Loris Malaguzzi

# CLASSROOM AND BEYOND

## In the Classroom

If you were to peek into our classrooms, you may see children involved in a community meeting, dressing up, baking challah, immersed in constructing with Legos or blocks, up to their elbows in sand or play dough, looking at books, having a Passover seder, creating a village for trains, going on a nature walk, sorting objects, playing instruments, making signs, or drawing self-portraits. You will see engaged teachers watching and listening to children, documenting their play with photos and notes, offering resources to support and extend their play, and having fun alongside them.

On a typical day, children might hear a story about Noah's Ark, build replicas of Noah's ark in the block area, research ships on the internet, sail a boat in the JCCGW swimming pool, pretend to be pairs of animals while walking to the playground, and create a cruise ship out of boxes and chairs for use in dramatic play.

## Flow of the Day

Our classrooms open at 7:30 AM with open ended activities and free play in centers. At 9:15 AM the core program begins for all classrooms. While each teacher structures the day to best reflect the rhythm of the individual class community every classroom will typically incorporate the following during the core preschool hours:

- Community Meeting (planning with the children, topic study discussions, open-ended sharing, stories, songs, games, etc.)
- Choice Time (Art Studio, Construction, Dramatic Play, Topic Study Explorations, Books, Literacy/Message Center, Cooking, Manipulatives)
- Clean Up
- Snack (may be a separate activity, or incorporated into Choice Time)
- Outdoor Classroom/Rec Station—nature, outdoor explorations, games, gross motor play
- Reflection Meeting (discuss day's work and future plans)
- Lunch

The core program for our 2s and 3s ends at 12:30 PM. At 12:30 PM, children who are enrolled in the half day program are brought to the front of the JCCGW for carpool. The children in our full day 2s and 3s program get ready for a nap from 1-3 PM in their own classrooms.

The children in our 4s program finish lunch at 1 PM and have a short rest period. From 1:30-2:30 PM, the children are engaged in small group work in order to delve more deeply into topic studies. T/K & K does not have a rest time during the school day.

Children who stay for the late afternoon have a second snack, go outside, and engage in planned activities to extend the learning day.

Children in T/K & K who choose to have an extended day are picked up by the JCCGW afternoon staff and taken to the A&S room for aftercare. Please contact Stacy Katz Olivera, Assistant Youth and Camp Director, at extension 301-348-3767 for more information.

## The Center

We are so fortunate to have access to the wonderful JCCGW facility, which includes a gymnasium, art and dance studios, walking paths, the Recreation Station, and large grassy areas. The multigenerational and multicultural community at the JCCGW enhances our children's learning experiences.

## Our Staff

For our ECE program, it is of utmost priority to employ experienced and talented staff members that meet our high standards. We provide ongoing professional development to support our staff in remaining lifelong learners. The ECE program is a professional educational setting and sets clear standards and expectations for all teachers and staff members. Throughout the year, staff members receive formal and informal observations, opportunities for professional growth and constructive feedback. While we are proud of our talented and hardworking staff, there are situations when a staff member's contract must be terminated or not renewed for the coming school year. The decision for a staff member not to continue in their position can be for either personal or professional reasons. Details of the termination are governed by the protocol of human resources and are not shared with the public by the school or the JCCGW. We will inform parents of these changes as is appropriate.

At times it is necessary to have substitute teachers take the place of one of the adults in the classroom. Our substitute teachers are interviewed by the Director and are fingerprinted just like all of our staff members. They are provided with a Substitute Teacher Handbook and given an orientation to our school's policies and procedures. When one team member in a classroom is absent, the other staff member assumes the role of leading the class for that day. Our policy is that two teachers from the same shift in a classroom may not take leave at the same time; however, sometimes an emergency situation arises where that may happen, in which case we will assure that an experienced person who is familiar with the children in that class is in the room that day. When a long-term substitute is required, parents will be alerted to that change.

## Specialists

We offer a variety of specialized activities that your child participates in with his/her class. In addition, school-wide special programs are scheduled throughout the year. We also work with the different departments of the JCCGW to make use of the wonderful facilities available to us. We currently offer music and movement/sports as a regular special for all our classes. A Hebrew/Israel specialist will join our 4s and kindergarten classes for periodic enrichment opportunities. Parents are welcome to join us for *Shabbat* Sing on Friday mornings led by our music teacher. Please ask your classroom teacher about your child's *Shabbat* Sing time.

## Families

We take the idea of a partnership with our families very seriously. It is only through the strong partnership of the home and the school that a child can have the richest preschool experience. Parents are encouraged to read the class and school newsletter so they can better discuss with the children the different topics they are studying. In addition, each child has a specific learning style, strengths and areas of growth. When a child receives the same messages and consistent support from both home and school, there is a greater possibility of success for the child. Parents are invited to school and class celebrations and events so that the home/school connection is strengthened. Communication is essential to a strong home/school relationship. Teachers can be available throughout the week to speak to the parents on the phone or meet in person if either the parent(s) or the teacher has concerns. Teachers are also happy to bring a child's interests and experiences from home into the classroom, and often the topics explored in the classroom come from experiences outside the classroom.



## Field Trips

Field trips can be a valuable part of the learning experience. Periodically, classes go on field trips to highlight various aspects of their curriculum. Children in these classes must have a signed field trip permission form. Parent volunteers are needed for supervision of the children and sometimes for transportation. While parent participation makes these special experiences possible, it also gives parents an opportunity for active involvement in the preschool.

We ask parents from each class to take turns driving and chaperoning the children. We all have busy schedules that may need to be rearranged in order to accommodate the field trips. Advance notice will be given for trips so that parents can arrange their schedules. We ask all parents to take a turn accompanying their child's class on trips.

## Shabbat

Although *Shabbat* does not begin until sundown on Friday, we anticipate its arrival by kindling the *Shabbat* candles with the children during Friday morning snack time. To join us for your child's *Shabbat*, please see the sign-up sheet on the parent bulletin board. If you cannot make the date which you signed up for, please switch with another class parent and notify the teacher of the change.

“A child enters our school with a story, a life in her family. If we keep the child at the center of our work, we must consider her family, or we have an incomplete child.”

Mara Davoli

When attending a *Shabbat* celebration, we ask parents to please bring a fruit or vegetable snack, such as apples, baby carrots to dip or snap peas. Due to *kashrut* considerations, we ask that all fruit is sliced in the school. You are encouraged to bring your family's *Kiddush* cup and/or candlesticks to share with the children. We will ask you to help with the prayers along with the staff and children and to read an age-appropriate story to the children.

Children are encouraged to bring a couple of coins for *Tzedakah* (charity) on Fridays. In the past, the money the children collect has helped to feed needy families in the US and Israel, support cancer research, purchase toys for sick children at NIH, and much more.

All are welcome to join us for *Shabbat* Sing in the lobby atrium. Please check with your teacher for times.

## Enrichment

Enrichment programs are available for students in our 3s and 4s classrooms. Programs meet from 12:30-2:30 PM, Monday-Friday following morning Preschool. Programs are listed in the JCCGW Program Guide and at [jccgw.org](http://jccgw.org). Programs include Kreative Kitchen, Sensational Science, Fun with Art and more. Class size is limited. Registration is on a first-come, first-serve basis.

# COMMUNICATION

## Teachers

We encourage parents and teachers to keep open lines of communication throughout the school year. Each teacher has a personal JCCGW email address and will send out communications to you. Parents may contact teachers via email at this address. Teachers are required to check their email at a minimum of once a day. Please be sure that your teacher has your email address. If you need a hard copy of papers, please let the teacher know. Please be aware that our teachers are taking care of your children and may not be able to respond to emails during the day. If you require a quick response, contact the ECE department at [preschool@jccgw.org](mailto:preschool@jccgw.org) or Debbie or Hadas at 301-348-3839. If it is an emergency and the office staff is unavailable, please call the JCCGW front desk at 301-881-0100 and ask that they contact the preschool. To insure maximum supervision for our children, please do not call your child's classroom directly.

Important information concerning your child can be gained through informal conversations between parents and staff. Please remember, however, that the teacher cannot talk at length with parents either in person or on the phone when the program is in session. Brief messages pertaining to the child's daily care may be written in a note to the teacher. Parents may request informal conferences to take place either on the phone or in person.

## Parent Teacher Conferences

Parent Teacher Conferences are scheduled twice a year. See the 2012-2013 Preschool calendar for scheduled time periods. Parents or teachers may request additional informal conferences if necessary.

## Room Parents

ECE Room Parents serve as an important point of contact for the parents in your child's class. Room Parents are responsible for encouraging and promoting active involvement by the families in the ECE program. You will receive help from the Room Parent Coordinator!

Some of the responsibilities of a Room Parent include:

- Creating a partnership between the parents and the teacher
- Facilitate parent volunteer opportunities in the classroom
- Attend Early Childhood Parent Committee (ECPC) meetings every other month and communicate information from the meetings back to the rest of the parents in the class
- Communicate information to classroom parents regarding room information, volunteer opportunities, *Simchas* (happy events), and other school events as needed
- Assist with events in the classroom including the Holiday party, Passover *Seder*, end of year party and other events
- Help organize other fun events for the class, including *Shabbat* dinners, Mom's Night Out, other fun family events and whatever interests your class!
- Organize the holiday and end of year gifts for teachers

## Early Childhood Parent Committee (ECPC)

The ECPC's function is to advise and support policies and procedures for the ECE programs. The ECPC Executive Board is responsible for fundraising and planning *Tzedakah* projects and special events for the Preschool. The ECPC holds meetings every other month that are open to all parents. Please feel free to participate in the

meetings as your input and opinions are important. Notices will be sent home regularly inviting you to upcoming ECPC meetings.

## Curriculum Nights

The children's learning in our school is dynamic and exciting. This year we are inviting parents to attend a curriculum night and a gallery opening so that parents have a clearer idea of the curriculum in the classroom. At our curriculum night, teachers will present the children's work and also engage parents as participants in the learning.

## POLICIES

### Medical and Health

#### Medical Forms

Medical and immunization forms completed by your child's physician must be on file in the school office prior the first day of school. All preschool children should have the following immunizations:

- 4 DPT
- 3 Polio
- 1 MMR
- 3 Hepatitis B
- 1 Hib and 1 Varicella (Chicken Pox)
- All children entering T/K and Kindergarten are required to show proof of an additional measles booster.

If your child, regardless of age, does not have these immunizations, your child's physician must submit a written explanation. In addition, the following forms must be on file:

- 2 signed Emergency Forms
- The Information Form
- Permission Slip

In addition, all children in the ECE program must be screened or tested for lead poisoning. Parents must provide the preschool with written documentation that the screening has been completed. **All information is confidential and will not be released to outside sources without written approval from parents.**

#### Allergy Policy

After all children have enrolled, but prior the first day of school, all physicians' medical reports and parent health history forms will be reviewed. Any children with allergies will be identified. A master list of those children will be created identifying:

- the name of the child
- the allergy/ies & allergen to be avoided
- a photograph of the child
- the room(s) they are *generally* in during their day

This master list of allergies will be placed in EVERY classroom in the ECE wing. Identifying marks will be placed on each individual list showing which children actually come to that specific classroom.

Parents of these children will be contacted and required to provide the following:

1. Photograph of child (for the master allergy list above)
2. Two copies of an allergy treatment protocol from the child's physician which includes the particular child's unique history of symptoms and reactions – one will be posted in the child's classroom and the other will be kept in the master student folder
3. A bottle of Benadryl (to be kept in the administrator's office with full access of classroom staff) with dosing instructions
4. Two Epi pens (if prescribed by the physician) – one will be kept in the administrator's office as a back-up and the second will be kept by the staff person in charge of the child (in other words, wherever the allergic child goes, the Epi pen goes, kept safely by the adult in charge)
5. All food the allergic child will eat during any given day including lunches, snacks and celebration treats (ex: a treat to eat for a birthday celebration) will be provided by parents for their child if they are not able to eat the food provided by the school

Children with allergies will not be permitted to start school until all medical forms and a physician's allergy treatment protocol have been received by the ECE Center. An earlier deadline date will be set for these children due to the need for creating the school/classroom plan explained below and for staff and parent education. A 'school/classroom plan' will be developed for the child with allergies based on the information provided by physicians and parents. This plan will be tailored and individualized to the specific needs of the child. This might include things such as:

- requiring parents to avoid sending any peanuts or peanut products into the classroom
- protocols for wiping down tables and other equipment in the room before the child arrives
- establishing hand washing for ALL who enter the classroom
- establishing hand washing both before and after eating
- educating classmates and their families, etc
- following the no trading & no sharing of food rule
- no sharing of food utensils and/or food containers
- eliminating the use of food in crafts if needed

All staff in charge of a child with allergies will be provided with specific information and/or training regarding the child's allergies and treatment plans (ex: how to administer an Epi pen).

Staff will maintain current certification in First Aid and CPR.

The school will maintain properly stocked and readily available First Aid Kits in locations accessible to all staff.

Before school starts during staff training week, general allergy awareness training will be given to all staff members whether they have a child with allergies in their classroom or not.

A letter will be sent out to all parents in a classroom where a child with allergies has been identified, outlining the responsibilities of the classroom community to assure the health and safety of this child.

Staff will be responsible for assuring that parents and classmates follow through on the identified accommodations.

## School Attendance Policy

Illness is difficult for everyone, especially when a child is in a preschool program or child care center. Whether to keep a sick child home is not always a straightforward matter. However, the dilemma is certainly lessened if parents and other care providers agree upon certain guidelines. The JCCGW's specific policies are based upon the general understanding that ill children should be kept home if they are:

- **Contagious** and their presence at the preschool represents a significant health risk to other children.
- **Disruptive** to the staff's ability to tend to other children. The preschool is not designed to care for ill children and the extra attention required by sick children can compromise the routine care of others.
- **Miserable.** Illness can make a child feel miserable. If the emotional needs of the child cannot reasonably be met because of illness (despite the staff's best efforts), then the child should be kept at home.

The burden of deciding when a child cannot attend the preschool due to illness falls on parents. In situations when a child's degree of contagiousness is not clear, parents should seek advice from their pediatrician. Some medical problems, such as allergy and asthma, can be difficult to distinguish from infectious disease. In these situations and others, written documentation may be required from a pediatrician. In most cases, however, such expert clarification is not necessary.

Parents are expected to honor the following guidelines in good faith, for the health and well-being of their own child and others who attend the Center. Flagrant or repetitive disregard of these guidelines may jeopardize your child's future participation in the Preschool. Contagiousness is not an all-or-none phenomenon. Generally, as the child's immune system responds to the presence of infection, symptoms improve and his/her degree of contagiousness decreases.

Although it is unrealistic to completely prevent the spread of infection in a child care/preschool setting, exclusion of a highly contagious child can lessen the chance of other children being infected.

In deciding whether or not to keep your child home, the following guidelines should be applied:

- **Fever** (defined as rectal temperature higher than 100 degrees after one minute, or axillary temperature higher than 99 degrees after one minutes) results in exclusion until free of fever for 24 hours. **Children who are sent home with a fever one afternoon may not return to school the following day.** All children must be fever-free for a minimum of 24 hours before returning to the program the following day as well as meeting the conditions stated above.
- **Runny Nose, Conjunctivitis, or Cough** is subjectively assessed. If there is "excessive" nasal discharge, "significant" eye discharge or "frequent" coughing, then the child should be excluded until symptoms have "improved significantly"—that is, less nasal discharge, no significant eye discharge, less frequent cough. If the child has a history of asthma or allergy, respiratory symptoms may not indicate contagiousness; however, these children are at increased risk of infection, and a pediatrician may need to clarify each situation or give general assessment guidelines to the parent and this Center for that child. When prescribed, antibiotic treatment by itself does not guarantee prevention of spreading illness. Symptoms must be improving if one is to assume that the infecting bacteria are not resistant to antibiotic treatment. The nature or character of the nasal discharge or cough is an unreliable

indication of contagiousness. Minor nasal congestion or cough should not result in exclusion.

- **Vomiting or Diarrhea** generally indicates active intestinal infection. As normal stool frequency varies from child to child, diarrhea is best defined as a significant increase in frequency over normal. The child with an intestinal tract infection may return to the Center if there is no vomiting for a minimum of 24 hours, the frequency of stools is returning to normal and he/she is generally feeling well. Children who vomit during the night for other than allergy or food-related issues should be kept home even if they appear well. When children are sent home with this condition, they cannot return to school the following day as well as meeting the conditions stated above.
- **Strep** infection results in exclusion. It may be diagnosed either by a rapid strep test or an overnight culture. If there was concern enough to perform a strep culture, then the child should be withheld from the Center until results are known. The child with strep may return to the Center only after taking an antibiotic for a minimum of 24 hours and he/she is fever free with significant improvement in other symptoms (sore throat, malaise, rash, etc.). Some strep infections take longer than 24 hours to respond to antibiotics—if the child is not better after 48 hours, the question of antibiotic resistance should be raised. Children sent home with this condition cannot return to school unless they meet the conditions stated above.
- **Impetigo** is a contagious bacterial infection of the skin. Your child may return to the Center if on an antibiotic for at least 24 hours and shows definite improvement. When children are sent home with this condition, they cannot return to school the following day as well as meeting the conditions stated above.
- **Chicken Pox** Exposure without symptoms does not by itself require exclusion, as the child is not contagious during the incubation period (average 10-14 days, range 8-21 days). If exposure is known, please be on the lookout, especially for the next 10-14 days. Children with chicken pox are excluded from the Center until each pock has crusted. Generally the last pox to appear is the last to crust.
- **Pinworms** result in exclusion until treated with one Vermox tablet.
- **Head Lice.** The school staff has the right to examine any child suspected of having head lice. If there is a suspected infestation, the school has the right to send the child home immediately. A child will not be readmitted to the program until his/her hair has been thoroughly washed with a prescribed shampoo and all eggs/nits have been combed out. Exclusion will continue until the child is nit-free. Parents who find an infestation must notify the classroom teacher or director so appropriate steps can be taken to prevent further spread.

## Medication Policy

Medication by prescription or purchased over the counter will not be administered without a signed Physicians Medication Form on file in the school's office. The forms are available in the Director of Early Childhood's office. Signed forms addressed to the Director of Early Childhood may be faxed to the JCCGW at 301-881-5512. All medications must remain in their original containers. Children with bacterial infections, such as strep and conjunctivitis, may not return to the program until they have received a full 24 hour course of antibiotics and have been fever-free for a minimum of 24 hours.

## Discipline and Guidance

Impulse control is one of the major areas of growth and learning for preschool children. Some children learn immediately how to direct their anger or frustration in productive manners and some require more time to learn to control these impulses. We believe that children learn by being redirected, learning to express their feelings with words, and finding appropriate ways to solve conflicts. Learning how not to hit or bite is part of what children have an opportunity to practice in preschool.

- We require all staff to provide a positive model of behavior by treating children, parents and one another with friendliness, care and courtesy.
- We ask that all parents and visitors who enter our school help support the guidance of children by providing a positive model of behavior as well.
- We require all staff to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development, such as prevention, distraction, or conflict resolution
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We do not use any punitive strategies such as "time out", and never send children out of the room by themselves.
- We never use physical punishment or touch children in punitive ways.
- We do not shout or raise our voices in a threatening way to respond to children's behavior.
- We do not use techniques intended to single out, threaten, bribe, or humiliate individual children or groups of children.
- We work with parents to address recurring misbehavior, using objective observation records to help us respond appropriately.
- Our Director of Inclusion provides support to staff and families regarding behavioral and developmental issues.
- Details of any events in which a child hurts another person, are brought to the attention of the Director and are recorded in an Incident Report. The parents of both the child who is hurt and the child who did the hurting will be informed of the situation on the same day. The privacy of all children involved in any such incident will be preserved.

"Teaching children about the natural world should be seen as one of the most important events in their lives."

**Thomas Berry**

"Self-respect is the fruit of discipline; the sense of dignity grows with the ability to say no to oneself."  
Abraham Joshua Heschel

## Reporting Abuse Policy

In Maryland, the child abuse law requires that anyone who SUSPECTS a child is being mistreated must report the matter to Protective Services or the police. Notwithstanding any law on privileged communications, each health worker who contacts, examines, attends, or treats a neglected or abused child, or who has reason to believe that the child is neglected or abused, shall notify the relevant authorities and if acting as staff of a hospital, public health agency, childcare institution, school or similar institution, notify immediately the head of the institution or the designee of the head. Any person who in good faith makes a report of abuse or neglect is immune from any civil liability or criminal penalty.

## The Outdoor Classroom

We have two lovely playgrounds as well as many areas around the JCC for our children to learn in nature. Our goal is to take the children with diverse, and possibly messy, outdoor experiences every day, even when it is cold, hot, raining, or snowy. We will stay out for shorter periods on these types of days, but it is important that children are sent with weather appropriate clothing every day. Every child should have snow boots and

warm coats for snowy weather, raingear for rainy days, and you are asked to keep a pair of rain boots in school at all times.

## Clothing

Children are encouraged to wear play clothes and rubber soled shoes. Daily activities include active and messy play, and they should feel comfortable enough to enjoy themselves without worrying about their clothes or their safety. Children must wear closed-toe shoes. It is best not to dress your child in jewelry as it can be a safety problem. Please consider your child's skills at dressing and undressing for the bathroom when dressing for school. Outdoor clothing, including boots should also be easy for children to manage.

We go outside almost every day, so please dress your child appropriately. If your child is too sick to go outside, they are considered too sick to be at school. Each child is asked to keep a pair of rain boots in their cubby for rainy day play.

Please write your child's name on all sweaters, jackets, coats, hats, scarves, caps, snow pants, boots, mittens, etc.

Each child needs to have an extra set of clothing at school in case it becomes necessary to change. Please bring a complete change of clothing to keep at the school, labeled with your child's name. Please be sure to supply a new change of clothes every season. If your child comes home wearing these "extra clothes", please send a new set to school the next day. Children that are potty training may need to keep more than one set of spare clothing in school.

## Food Policies

### Kashrut (Jewish Dietary Laws)

The JCCGW and ECE Center observe the laws of *kashrut*. **NO MEAT OR SHELLFISH MAY BE BROUGHT INTO THE SCHOOL.**

Any food product sent to school for class consumption must bear a supervised *kashrut* seal. A plain K or P (*pareve*) will not be accepted. No home-baked items may be brought to school, except for individual lunches. Many products are not made under kosher supervision and are therefore not acceptable.

Items from the following bakeries are acceptable: Kosher Mart, Shalom, Goldberg's, Siena's, The Pastry Oven, and Shaul's, as well as prepackaged Entenmann's baked goods and Lender's frozen bagels.

Please note: All items from other in-store bakeries are not acceptable. Check with the school office if you have any questions. We appreciate your cooperation and adherence to these policies.

When planning classroom celebrations outside of school, please be sensitive to the fact that many of our families observe the laws of *kashrut* and that some children may have food allergies.

### Allergies

While our school is not designated as nut free, do make all attempts to not serve any items that contain nuts. In addition, some of our classrooms have been designated as Nut Free. The teacher will inform you if your classroom is nut free and there will be a sign posted in the classroom. If the room is not nut free, peanut butter and other nut products are acceptable for your child to bring for lunch. If a child in the classroom is diagnosed with a nut allergy during the school year, the room will then be converted to a nut free classroom and parents will be notified that nut products will no longer be allowed



in the classroom. It is the policy of the school, whether it is a nut free room or not, that children are not allowed to share food during the lunch hour. Please make certain that any foods you bring into the classroom as a classroom treat are also nut free.

## Breakfast

Children that arrive between 7:30-8:30 AM are welcome to bring their breakfast with them to eat in their morning classroom.

## Lunch

Children may only bring dairy lunches. Milk or water will be offered to your child with their lunches. We would be happy to heat up food as necessary. We ask that you not send candy in lunches.

## Snack

Nutritious snacks are provided each day, one around 10 a.m., and one around 3 p.m. If your child is allergic to any foods, please let the teacher and school know in writing.

Although we cannot provide a totally peanut-free environment, we do make every effort to check labels and serve only peanut-free snacks.

## Birthdays

Birthdays are important celebrations in the lives of the children and their families. Each classroom will create rituals for birthdays. Together, the class will bake or cook a special treat in honor of each child's birthday. A birthday committee of children will be formed for each birthday to create a special gift to honor the birthday child. Parents are encouraged to be a part of the celebration, through reading a story or doing a special activity, or just being present for the celebration. **Due to kashrut and allergy issues, parents are asked not to bring any snacks to celebrate the birthday.** Balloons, goodie bags and candy are not permitted.

Our children come from different neighborhoods and varied religious backgrounds. In an effort to make everyone comfortable, please refrain from hosting and inviting children to birthday parties on *Shabbat*.

At home birthday party invitations will be gladly distributed by teachers if the whole class is being invited and the party does not take place on *Shabbat*.

## EMERGENCIES & SCHOOL CLOSINGS

### National Emergencies

In the event of a national emergency, your child will be well supervised at all times by JCCGW staff. You may call the snow line at 301-348-3839 for instructions. If you are unable to get through, please come to the Center to pick up your child. You can be assured that your child's safety is our first priority and he/she will be well taken care of.

### Inclement Weather Policy

The JCCGW makes every effort to remain open during inclement weather. Please see codes below that address specific weather situations. If you have a question regarding preschool hours and programming, please call 301-881-0100 or visit [jccgw.org](http://jccgw.org) for updates. If you feel that driving presents any risk to you or your child, please remain at home. Information will be updated as weather conditions require.

	<b>CODE BLUE</b> <i>MCPS opening is delayed</i>	<b>CODE YELLOW</b> <i>MCPS is closed; the JCCGW is open</i>	<b>CODE GREEN</b> <i>MCPS is closed</i>	<b>CODE ORANGE</b> <i>MCPS after school, Evening activities cancelled</i>	<b>CODE RED</b> <i>State of emergency</i>
<b>ECE Program</b>	Please check email, check <a href="http://jccgw.org">jccgw.org</a> or call the Preschool office at 301-348-3839.			Regular Hours	CLOSED
<b>Health &amp; Fitness Center</b>	Regular hours. Babysitting open at 9 a.m.	Determined after 5 a.m. Check <a href="http://jccgw.org">jccgw.org</a> or call 301-881-0100.	Determined after 5 a.m. Check <a href="http://jccgw.org">jccgw.org</a> or call 301-881-0100.	<b>Regular Hours</b>	<b>CLOSED</b>
<b>Group Exercise Classes</b>	Check <a href="http://jccgw.org">jccgw.org</a> or call 301-348-3710.			<b>Regular Hours</b>	<b>CANCELLED</b>
<b>JCCGW Daytime Classes (until 6 p.m.)</b>	Regular Hours. (Cancelled if begin before 10:30 a.m.)	CANCELLED		CANCELLED (Walkover, After-School Care and Teen Center open Regular Hours)	<b>CANCELLED</b>
<b>JCCGW Evening Classes</b>	Regular Hours	Determined after 3 p.m. Check <a href="http://jccgw.org">jccgw.org</a> or call 301-881-0100	Determined after 3 p.m. Check <a href="http://jccgw.org">jccgw.org</a> or call 301-881-0100.	CANCELLED	<b>CANCELLED</b>
<b>Senior Lunches</b>	CANCELLED				
<b>Other Programs</b>	Call 301-881-0100				

## Scheduled School Closings

### HolidayCare

**For students in both 10-month and 12-month program.** HoliDaycare offered on certain Jewish holidays when the preschool is closed, but the JCCGW building is open. HoliDaycare is only available to children currently enrolled in the JCCGW preschool. Space is limited. Current Preschool staff will be supervising HoliDaycare.

#### **SUKKOT**

Monday, October 1	9 a.m.-5 p.m.	\$70
Tuesday October 2	9 a.m.-5 p.m.	\$70

#### **SHEMINI ATZERET & SIMCHAT TORAH**

Monday, October 8	9 a.m.-5 p.m.	\$70
Tuesday, October 9	9 a.m.-5 p.m.	\$70

### ECE Kid Koverage

**For students in both 10-month.** ECE Kid Koverage is offered on days when the 10-month program is closed, but the 12-month program is open. Children will be assigned to their current full-day classrooms. If space permits, this program will also be available to children in half-day programs.

#### **WINTER BREAK**

Wednesday, December 26	9 a.m.-5 p.m.	\$70
Thursday, December 27	9 a.m.-5 p.m.	\$70
Friday, December 28	9 a.m.-5 p.m.	\$70

## Holiday Schedule

#### **Monday, Sept. 3**

##### **Labor Day**

H&F: 7 am-6 pm  
Outdoor Pool: 10 am-5 pm  
Lap Swim: 7-9 am  
Offices and Preschool closed

#### **Sunday, Sept. 16**

##### **Erev Rosh Hashanah**

H&F: 7 am-3 pm  
Membership: 10 am-1 pm

#### **Monday, Sept.17 &**

#### **Tuesday, Sept. 18**

##### **Rosh Hashanah**

JCCGW closed

#### **Tuesday, Sept. 25**

##### **Kol Nidre**

H&F: 5:30 am-3 pm  
All offices close at 1 pm  
Preschool closes at 12:30 pm

#### **Wednesday, Sept. 26**

##### **Yom Kippur**

JCCGW closed

#### **Sunday, Sept. 30**

##### **Erev Sukkot**

H&F: 7 am-3 pm  
Membership:10 am-1 pm

#### **Monday, Oct. 1 &**

#### **Tuesday, Oct. 2**

##### **Sukkot**

H&F: 5:30 am-10 pm  
All offices and Preschool closed

#### **Monday, Oct. 8**

##### **Shemini Atzeret**

H&F: 5:30 am-10 pm  
All offices and Preschool closed

#### **Tuesday, October 9**

##### **Simchat Torah**

H&F: 5:30 am-10 pm  
Offices and Preschool closed

#### **Thursday, Nov. 22**

##### **Thanksgiving**

H&F: 7 am-3 pm  
Offices and Preschool closed

#### **Monday, Dec. 31**

##### **New Year's Eve**

H&F: 7 am-3 pm  
Offices close at 3 pm  
Preschool closed

#### **Tuesday, Jan. 1, 2013**

##### **New Year's Day**

H&F: open 7 am-8 pm  
Offices and Preschool closed

# SECURITY

## Badges and Doors

When you become a member of the JCCGW, you will be issued a picture identification card. Please have your card with you at all times. You will need to present this card to the security guard upon entering the building. You will also need it to access the Early Childhood wing. If someone who is not a member will be dropping off or picking up your child on a regular basis, such as a nanny or a grandparent, go with them to the membership office to get them a non-member's badge.

For security purposes, all families must enter and depart through the front door of the JCCGW. While this can be an inconvenience, the safety of the children is our top priority.

Please do not open the door for another parent or staff member you do not know; this compromises the safety of our children. It is every parent's responsibility to carry their own JCCGW identification card with them while in the Center.

## DROP OFF AND PICK UP

The designated driver is to bring each child to his or her classroom door and remain there until the teacher or assistant greets the child.

If the child is being picked up by anyone other than the expected driver or there is a change in his/her schedule for the day, please be sure that the teacher is informed of the change in writing. Children will not be dismissed to any person who does not have permission to pick them up without a note or phone call from the parent.

The Traditional Preschool day ends at 12:30 PM, 4s at 2:30 PM, T/K & K at 2:45 PM, and Extended Stay options at 2:30 PM, 4 PM and 6 PM. The designated driver should meet each child at his or her classroom. The teachers understand that it is sometimes difficult to find a parking spot. They will not leave your child unattended. Please do not park in an illegal spot. When you arrive to pick up your child after 4pm, stop at the front desk and ask where your child's class is currently located.

Within a few weeks after school begins you will receive notice that the 12:30 PM, kindergarten, and 6 PM carpool will begin. Once this starts, children dismissed at 12:30 PM, kindergarteners, and those children remaining after 5:45 PM will be brought to the front door of the building. Carpool participants may line up in the front driveway, and your child will be brought to you.

## Pick-Up Policy

- Please be sure to sign your child out each day.
- When you are ready to leave, please make sure that you tell your child's teacher that you are leaving.
- We want to ensure that the children in our care are well supervised, therefore when you arrive to pick up your children, please plan to sign them out and then leave the program areas such as the classroom, playground or Recreation Station soon thereafter.
- Once a child is signed out, the person picking them up must supervise them. Do not walk away, and leave them in the classroom or on the playground.
- If a class is involved in a lesson, please attempt to pick up your child as quietly as possible so as not to interrupt or distract the other children.

- Please keep conversations with staff brief when dropping off or picking up so that they may properly supervise the children. If you wish to discuss an issue regarding your child, please email the lead teacher to set up a phone or in-person conference.
- If you bring a sibling to the Preschool during drop-off or pick-up, please keep her/him under your direct care and supervision. Supervising them, in addition to our enrolled children, may put us out of ratio. Children may not linger in the halls or classrooms without their own parent.
- If you arrive between 2:30 PM and 6 PM ask for the location of your child's class at the front desk in the lobby.
- If you plan to have an adult other than the ones authorized on your child's emergency card pick up your child, you must write the teacher a note. If there is not a note from you, the teacher will not be able to release your child.
- If you have been authorized by a parent to pick up their child, please make sure to sign out that child and make sure the child's teacher sees that you are taking the child.
- All children have a designated pick-up time. In the event you are late, your child will not be left unattended, however a late fee will be imposed on parents who are more than 5 minutes late. Please call the early childhood office if you expect that you will be late.

### Late Fees

\$5 for the first 5 minutes after 6 p.m., or the time your child's program was scheduled to end or portion thereof; \$1 for each additional minute after the first 5 minutes. **This policy also applies to early dismissal days.** Late fees are to be paid directly to the staff person on duty at the time of pick up. If a family is late in picking up their child more than 2 times, the child's continuation in the program will be re-evaluated.

### JCCGW Parking Lot

There is a great deal of traffic in the JCCGW parking lot. For the safety of your children, it is vital that parents follow these rules:

- No child should be in the parking lot without supervision at any time
- All cars must observe the "one way" rules posted in the parking
- Never park in a spot that blocks another car
- Never park in the fire lane
- Parking spaces should be vacated as soon as possible.
- Use extreme caution when driving within the parking lot.
- Do not leave your car running.
- Take your keys with you.
- Do not leave valuables in your car.
- The 20-minute parking spots in front of the building are for pick-up and drop-off only.
- You may not leave your car parked at the JCCGW parking lot when you are not using the Center.

### Carpool

Submit a written list of your child's carpool (including all drivers) to his/her teacher during the first week of school. Carpools should not begin before the second full week of school so that the children have the chance to get used to the routine of drop-off and pick-up. The number of children in a carpool should be small enough so that the driver may maintain control and drive safely. If you are carpooling, keep a list of the children's home telephone numbers with you at all times so that you will be prepared to notify the parents in case of an emergency.

## Good Mornings and Goodbyes

The preschool is open from 7:30 AM to 6 PM, Monday through Friday. The Preschool component of the day begins at 9:15 AM and ends at 12:30 PM, and 4s begins at 9:15 AM and end at 2:30 PM T/K and Kindergarten begin at 9:15 AM and end at 2:45 PM Monday through Fridays.

Children enrolled in our Full-Day Preschool and Early Drop-Off may begin their day at 7:30 AM Children in the 2s classes will be dropped off in their own classroom. Children in the 3s and 4s classes will be dropped off to the Opening Rooms. The 3s Opening Room will be in Room 158. The 4s Opening Room will be in Room 2. At the end of the day, as children are picked up and the number of children decreases, the 3s classes may combine together and the 4s classes may combine together for their activities.

Parents are encouraged to be on time for arrival and dismissal. Children are only dismissed from school into the care of their parents or other authorized person. Make sure that your child's emergency card includes all the names of authorized persons.

Please do not come to school too early; it is hard for small children to wait. Teachers arrive early in order to set up the day's program, and every minute is precious. You may wait in the lobby or use the Recreation Station before school begins.

Also, try not to arrive to school after 9:15 AM when the core day begins. Not only are late arrivals disruptive, it is very difficult for children to enter a group that is already engaged in an activity.

Please try to be prompt at pick-up time. Think of how a small child feels when all the other children have been picked up and he or she is still left. If you find you will be unavoidably delayed, email us at [preschool@iccgw.org](mailto:preschool@iccgw.org).

## APPENDIX

### Blessings that we say at Preschool

**MEZONOT:** Blessing for food that is made from grain but is not bread

*Baruch atah A-donay, Elo-heinu Melech Ha'Olam borei minei mezonot.*

Blessed are you L-rd our G-d, King of the Universe, Who creates various kinds of sustenance.

**HAMOTZI:** Blessing for bread

*Baruch atah A-donay, Elo-heinu Melech Ha'Olam Hamotzi lechem min haaretz.*

Blessed are You, L-rd our G-d, King of the Universe, Who brings forth bread from the earth.

**HAGAFEN:** Blessing over grape juice or wine

*Baruch atah A-donay, Elo-heinu Melech Ha'Olam borei pri hagafen.*

Blessed are You, L-rd our G-d, King of the universe, Who creates the fruit of the vine.

**PRI HA-AITZ:** Blessing over fruit

*Baruch atah A-donay, Elo-heinu Melech Ha'Olam borei pri ha-aitz.*

Blessed are You, L-rd our G-d, King of the universe, who creates the fruit of the tree.

**PRI HA-ADAMA:** Blessing over vegetables

*Baruch atah A-donay, Elo-heinu Melech Ha'Olam borei pri ha-adamah.*

Blessed are You, L-rd our G-d, King of the universe who creates the fruit of the earth.

### SHABBAT CANDLES:

*Baruch atah A-donay, Eloheinu Melech Ha'Olam, asher kidshanu b'mitzvotav v'tsivanu l'hadlik neir shel Shabbat.*

Blessed are you, Lord, our G-d, King of the Universe, who sanctifies us with his commandments and commands us to light the candles of Shabbat.

### Jewish Holidays

We are pleased to offer a children's program which is rich in Jewish culture, tradition, and values. At the JCCGW Preschool we celebrate all of the Jewish holidays as well as Thanksgiving, Presidents' Day and Martin Luther King Day. We do not celebrate

Halloween, Christmas, Valentine's Day or Easter. The Jewish holidays with all their traditions are an integral and on-going part of the educational program for your child. We celebrate the Jewish holidays through hands-on sensory experiences, i.e. stories, dramatics, songs, dances, cooking, music, creative art, and special visitors. To promote our core value of community, families are invited to join the children for *Shabbat* celebrations and special family events.

### ***Shabbat***

The Jewish Sabbath starts at sundown every Friday and lasts until sundown on Saturday. It is written in the Torah that G-d created the world in six days and rested on the seventh...giving us Shabbat. In many Jewish homes the tradition of lighting candles and saying prayers to welcome the Sabbath are observed.

Each preschool classroom has a Shabbat celebration on Friday mornings with challah (twisted bread) and "wine" (juice). Each age level also participates in *Shabbat Sing* with our music teacher, Lisa, in the lobby atrium. Families are welcome to attend Shabbat Sing.

### ***Rosh Hashanah***

This two-day holiday is the Jewish New Year and usually falls in September. It is a time of personal reflection of our past and future behavior. The children enjoy apples and honey, which are symbolic of hope for a sweet year.

### ***Yom Kippur***

This is the most solemn holiday of the year -- the Day of Atonement. It is an adult fast day and a day of prayer. We discuss with the children how to be the best we can be.

### ***Sukkot***

The "Feast of Tabernacles" recalls the journey of the Jews from Egypt to the Promised Land when they lived in *sukkots* (booths). It is also a harvest holiday symbolized by the *Lulav* (palm branch) and *Etrog* (citron) which are intricate parts of the celebration. We decorate our *Sukkahs* with fruit and greenery, and enjoy a snack in the Center's *Sukkah* in the front of the building.

### ***Simchat Torah***

On this joyous holiday, we complete the reading of our Torah for the year and immediately start reading the Torah all over again. This is a happy holiday for children as they march around the JCCGW singing songs and carrying flags.

### ***Chanukah***

"The Festival of Lights" celebrates the Maccabean victory, when brave Judah Maccabee and his small band of followers saved the Jewish Nation from the Syrians. For the eight days of *Chanukah*, the *Chanukiah* (an eight-branched candelabra) is lit to recall the rededication of the Temple in Jerusalem and to give thanks for the great miracle of the survival of the Jewish people. At school, we light the *Chanukiah* and say the blessings, prepare potato latkes (pancakes), as well as other special activities.

### ***Tu B'Shevat***

On *Tu B'Shevat* we celebrate the New Year of the Trees. The Jewish calendar, with all its holidays, is tied to the cycle of growing things. As Jews, we have a kinship with the trees, especially the fruit trees. Trees are a symbol of life, a symbol of Jewish people. Children do some planting and sample a variety of fruits.

### ***Purim***

*Purim* is the jolliest of all the holidays, commemorating how Queen Esther and her uncle, Mordechai, saved the Jews of Persia from a plot by the Prime Minister, Haman, to



destroy them. This day we eat *hamantaschen* (triangle shaped cookie), which the children enjoy making. During the reading of the *Megillah*, the children make loud noises by shaking *groggers* (noise-makers) and stamping their feet whenever the name Haman, the villain, is said. The children prepare *Mishloach Manot* (gifts) to be shared with friends and the less fortunate.

### **Passover**

Passover (*Pesach*) commemorates the experiences and ordeals of slavery in Egypt, and the Exodus following them. The *Seder* is a special family occasion. Prayers and songs from the *Haggadah* (the story of Passover) are read, and certain foods are eaten. The best known of these is *matzah*, or unleavened bread. The children will prepare their own model *Seders*.

### **Lag B'Omer**

This holiday recalls the struggle of the Jews to regain their independence as a Jewish nation. The Romans, ruling Palestine, banned the study of the Torah and Jewish literature. Jews continued to learn and study in secret. Today, the holiday celebrates Jewish survival. At school, we celebrate with outdoor activities.

### **Yom Ha'Atzmaut**

*Yom Ha'Atzmaut* is the Independence Day of modern Israel. We celebrate by taking all the children on a pretend trip to Israel. Children are engaged in many multi-sensory hands-on activities to provoke their thinking about Israel.

### **Shavuot**

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

# Kashrut

## Accepted Kosher Certifications

The following symbols of kosher supervision can be found on products which may be used in the Center: (See next page for explanation of “K” symbol)



Dairy only:



Additional acceptable certification symbols are on file at the front desk. Biographies for rabbinical supervisors are also available. For more information about *kashrut*, visit [www.kashrut.com](http://www.kashrut.com).

## When I Play I Learn

### When I easel paint I learn:

- to develop my imagination and creativity (intelligence)
- to develop eye-hand coordination (writing skill)
- to distinguish and purposely create shapes (math and writing skills)
- to express my feelings and ideas (language)
- that my ideas have value (self esteem)
- relationships of space and size (math and science)
- concepts of symmetry, balance and design (intelligence)

### When I finger paint I learn:

- to exercise my imagination and creativity
- about how colors mix to make new colors (science)
- concepts of shape, size and location (math and writing)
- eye-hand coordination
- an acceptable way to make a mess, and have fun sharing ideas with others (self esteem)

### When I scribble and draw I learn:

- to hold a pencil or other drawing implement, and to control the pressure (writing skill)
- eye-hand coordination
- to exercise my creativity and imagination
- that my ideas have value
- concepts of color, shape, size and location (math)
- to express myself with words when describing my drawing (language)
- the basic strokes of the printed language (writing)

### When I glue and collage I learn:

- to exercise my imagination and creativity
- concepts of shape, size, location, and design, which are relevant to reading
- about different textures (intelligence)
- how to create patterns and designs (math)
- to distinguish patterns from a background (reading skill)

### When I look at objects at a nature table I learn:

- new vocabulary (language, intelligence)
- concepts of texture, color, weight, and size (intelligence)
- to group objects into categories (math)
- to observe likenesses and differences (math)
- to appreciate nature and develop a sense of wonder (intelligence)

### When I look at books and listen to stories I learn:

- that books are important and enjoyable
- that print is written-down words
- to express my own thoughts, feelings, and ideas
- to exercise my imagination
- that pictures tell something just like words
- to make up my own stories
- to handle books with care
- to recognize certain words when I see them in print
- to use more complex language patterns in my own speech
- to follow the development of thoughts and ideas in the plot of a story
- that I like books and someday I would like to be able to read them, too, when I am ready (language, intelligence, love of reading)

### When I play with blocks, cars and trucks I learn:

- concepts of shape, size, length, and location ( math and reading)
- to create and repeat patterns (math)
- to exercise imagination (intelligence)
- to express ideas (language, intelligence)
- to cooperate with others (social)
- to solve problems (intelligence)

- about the properties of wood (science)

**When I play on climbing equipment I learn:**

- physical strength, coordination, and balance
- to use my imagination
- to cooperate with others when involved in group play
- to solve problems
- self confidence as I develop new skills

**When I play with sand I learn:**

- to exercise my imagination
- concepts of size, shape, and volume (math)
- how to use tools (writing)
- to solve problems (intelligence)
- concepts of warm and cool, wet, damp, dry, heavy, light (intelligence)
- how to play socially with others
- to create systems for classifying, ordering and arranging (math)
- to observe changes (science)

**When I sort things I learn:**

- to notice details, likenesses, differences, and to form categories (reading and math)
- concepts of color, size, and shape (math)
- numeral concepts of more and less (math)
- logical reasoning (intelligence)

**When I play with pegboards I learn:**

- one to one correspondence (math)
- to make and repeat patterns (math)
- possible left to right progression (reading and writing)
- concepts of addition, as I add one peg at a time
- colors
- symmetry, shapes, order, and design (reading, writing, math)
- eye-hand coordination

**When I participate in group time I learn:**

- to listen, sit still, and understand spoken words
- that my ideas have value to the other children and the teacher (self concept)
- to wait my turn when others are talking
- new vocabulary words
- to remember the words of songs and poems I have learned and to put things in proper order
- the names of others in the group
- to cooperate and be considerate of the needs of others
- to help plan what we will do and when we will need to do it

**When I do cooking projects I learn:**

- about nutrition, tastes, and food groups (intelligence)
- how heat and cold change things (science)
- whole-part relationships and concepts of volume and measures (math)
- vocabulary
- awareness of my own and other cultures (intelligence)

**When I play in the family living area I learn:**

- to be flexible in my thinking (intelligence)
- to express myself with my words (language)
- to try on different adult roles (self concept)
- to solve social problems through negotiation with friends (intelligence)
- to sort and organize play things (math)
- to make decisions (intelligence)
- to improvise and use things in a symbolic way (intelligence)
- to have an object represent something else (intelligence)
- to carry out my ideas, with the cooperation of others (intelligence, self esteem, social skills)
- to exercise my imagination and creativity
- balance and coordination
- to be conscious of moods and rhythms of music

- to express myself physically in an appropriate way
- about the space around me and the space of others

**When I sing songs I learn:**

- principles of music and rhythm
- vocabulary
- memory skills and sequencing (reading, math)
- to be conscious of others
- various concepts emphasized in songs
- phonics or auditory discrimination (reading)
- awareness and identification with my culture and other cultures

**When I cut with scissors I learn:**

- to control the small muscles in my hand (writing)
- concepts of shape, size, color, and location (math)
- to exercise my imagination and creativity

**When I play I learn:**

- that I am me - a small child who is valued, cherished, and loved
- I count in the world