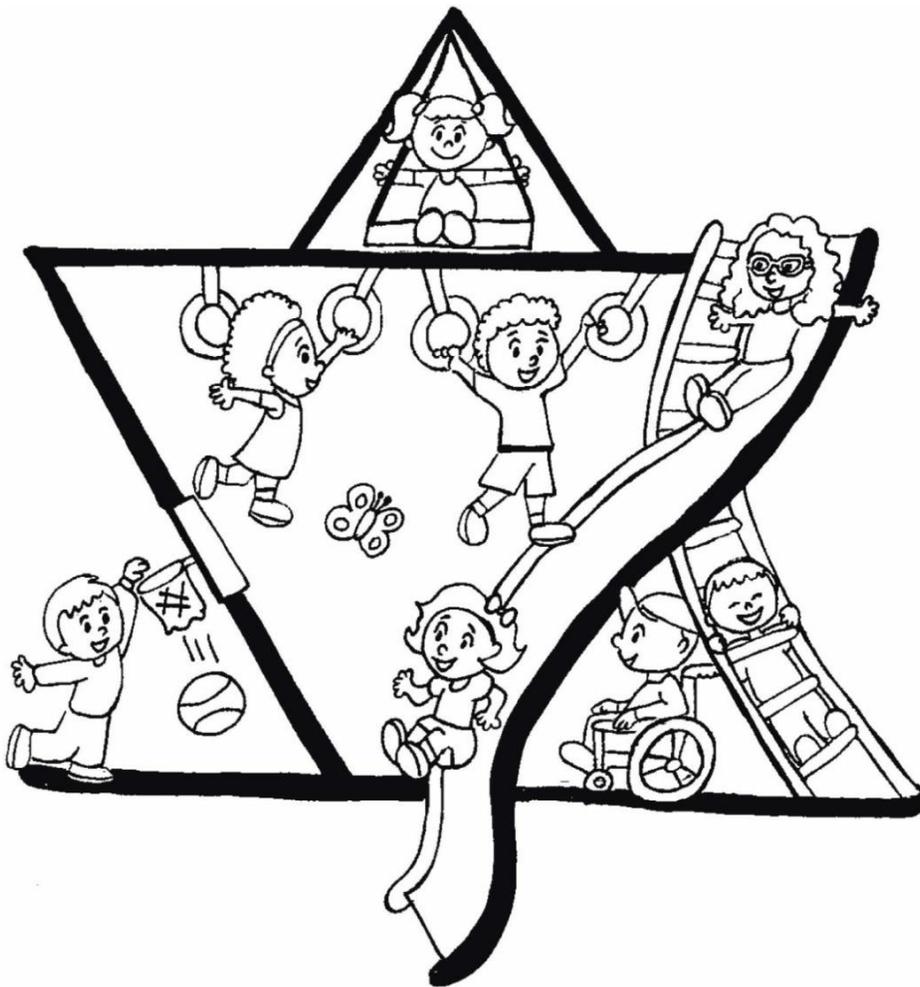


Early Childhood Education
Family Handbook

Fall 2017/2018



Barbara & Ray Alpert Jewish Community Center
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AJCC Mission, Vision, Values and Pillars

Mission Statement

To provide programs and services which contribute to the sound development of individuals of all ages; and, to offer opportunities to enhance an appreciation of Jewish and democratic values in Long Beach and West Orange County.

Vision Statement

The Alpert Jewish Community Center (AJCC) is a Jewish neighborhood and gathering place. It is the heart of Jewish learning and activities, designed to improve its members' lives in conjunction with their family, synagogue, local organizations, and the general community.

- Our Values:** We will fulfill our mission by operating our AJCC with these shared values.
- Jewish Experience:** We will promote the spiritual, cultural, and ethical values of Judaism, and provide Jewish learning and living experiences that enhance one's sense of Jewish identity and understanding.
- High Quality:** We strive to provide the highest quality program services, facilities and staff to meet the social, recreational, cultural, educational, and wellness needs of our members.
- Community:** We provide a gathering place for Jews, foster fellowship among all people, and work cooperatively, collectively and in partnership with other organizations in the Jewish and general communities.
- Leadership and Democratic Decision Making:** We value the partnership of strong lay and professional leadership which enables us to plan collectively to provide direction to achieve our goals.
- Responsiveness:** We are listening and sensitive to the needs of our members, volunteers and staff, as well as the total community to ensure that we will provide programs and services that meet the needs of our members and supporters.
- Fiscal Responsibility and Accountability:** We will maintain the trust of the community by operating within our budget. We strive to become financially self-sufficient, by transforming the agency into a pro-active and efficient operation that will reach for excellence and success in all of its endeavors.

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E.C.E. Director's Message

Hello, and welcome to the Early Childhood Education program! We are so pleased that you have chosen us as the starting point for your child's educational journey! You and your child are in for an exciting time, filled with new friends, new experiences, new challenges, growth and development beyond your imagination, and a lot of fun! We are delighted to welcome you to our AJCC family, and we assure you that we will be there to celebrate in your child's triumphs and offer encouragement and support through any trials and tribulations you may face in the coming years.

Please take the time to read this handbook! It will help acquaint you with the AJCC's philosophy, programs, and policies. This handbook will also answer many of the questions I'm sure you might have.

In addition to the ECE department, the AJCC has so much more to offer. Be sure to explore all of the possibilities on our website at www.alpertjcc.org.

Please feel free to come see me with any questions or concerns. You can drop by my office to chat, call me on the phone, or email me at acosores@alpertjcc.org.

In the days ahead, we look forward to getting to know your family better. Making the AJCC family part of your family is our goal. On behalf of the entire Early Childhood Education staff, we're glad you've chosen us to begin your journey!

Alayna Cosores
ECE Director

Our Philosophy

Our goal is to provide learning and growing experiences which will help each child grow into a sensitive, self-directed, creative, and confident whole person. We do this by integrating emotional, physical, creative, social, and intellectual activities. We dedicate ourselves to providing an environment which will enhance each child's natural curiosity and love of learning, and will lay the foundation for educational skills.

The Early Childhood Education events and activities will:

- Foster relationships with other children
- Provide enriching Jewish experiences
- Challenge and stimulate a child's curiosity
- Develop appreciation for the diversity in our world
- Encourage each child's positive self-image
- Teach and develop an appreciation of learning
- Cultivate healthy habits and attitudes
- Enhance parent-child relationships
- Provide early recognition of learning disabilities
- Meet family childcare needs

We commit ourselves to strengthening the bonds between each child and his/her family. Central to our programs is our emphasis on joyful and meaningful Jewish experiences. Each child participates in, and experiences, the major Jewish holidays and festivals throughout the year. Daily activities are enriched with Jewish values and morals, giving a Judaic flavor to each classroom.

In a safe, stimulating environment, the teacher sets the stage for your child's day with rich sensory materials that are appropriate for each stage of development. The teacher recognizes when help is needed and steps in to guide, question, and make suggestions so that each child may be their own problem-solver and discover their own answers.

We set clear limits for each child's benefit, so they will learn more about their own safety and will develop responsibility and respect for the rights of others. We look forward to this being the beginning of a long partnership between the AJCC and your family, and we hope to provide the best possible Jewish learning experiences for your child. Working together, we can achieve this goal.

Preparing Your Child for School

Perhaps the largest step away from complete dependence occurs as your child enters preschool. Both you and your child may need some help adjusting. Your child may feel uneasy in a new environment. You can help by not showing any of your own distress (at least for the first few days), especially if your child is shy and clings to you, is aggressive and will not share, cries easily, and/or has bathroom accidents. These behaviors will disappear as your child begins to trust their teachers and other children. Be sympathetic and understanding. Act out the experience of going to school with your child at home by discussing in detail what to expect.

We welcome your visits any time we are open. Please notify us of any changes in your household that would affect your child. This information will be kept confidential and will allow us to meet your child's needs.

For some children, it is helpful to:

- Talk about school as a place where children go to have fun.
- The night before their first day, try to keep things as calm and restful as possible.
- Your child may want to skip breakfast on the first day of school. If so, we suggest that you not force the issue and just let your child go to school without breakfast. Don't worry though, because your child *will* be given a snack when s/he does get hungry.
- Try to avoid a long list of instructions (i.e. "do's" and "don'ts"). Trust the school staff to exercise their judgment as to the welfare of your child.
- Give your child a warm send-off, indicating that you will be waiting for his/her return in the afternoon.
- Plan to attend **Visitation Day** before the school semester begins. (You will receive prior notice of this day.) From 10am to noon, you and your child will visit, meet the teacher and other children, and play in the classroom. You may choose to attend for only a short time or for the entire two hours.
- Transitional objects (***labeled with the child's name***), such as small stuffed animals or blankets, can often ease a child's entry into school. Ask your child what s/he would like to bring, or offer a choice of items which you have selected. Sometimes the object brought is something that belongs to a parent. If so, tell your child that they can give it back to you when you see him/her next.
- Bring a family photograph to post on the classroom family board.

Our goal is for your child to feel comfortable and eager to come each and every day.

Things to Send To School with Your Child Every Day: (Please LABEL EVERYTHING with your child's name!)

- Lunch with a drink
- A rolling backpack or carrying bag (large enough to carry all of their items), labeled with your child's name, for extra clothes, notes and projects
- A ***labeled*** blanket and crib-sized sheet, if your child naps during PM extended hours
- Disposable diapers, wipes, and plastic bags (for disposal), if your child is using diapers
- Extra clothes
- A bottle of sunscreen (spray is best), ***labeled*** with child's name (used year round)
- DURING FALL/WINTER: A sweater or jacket (***labeled*** with your child's name)
- DURING SUMMER: Swimsuit (***labeled*** with child's name), swim diapers (if needed), water shoes (optional), plastic bag. (Please note: The AJCC Pool Policy is that children who are not yet fully potted trained under are required to wear 3 layers: swim diaper, plastic pants, and a swimsuit.)

Environments

Family

Valuing children and their families is extremely important to us here at the AJCC. Young children are completely engrossed in the context of their family culture. We strive to make this visible in the classroom by means of photos of the children with their families and other items that may be found in the home. In addition, we eat our daily snack and lunch “family style” (everyone altogether), and we talk about how families are different and valuable. By aspiring to this, we have found that our school becomes an extension of the home, and children are able to achieve great things since they are in an environment in which they feel safe, secure, and loved.

Found Items

We value items found in nature as great teaching tools. Children are given the opportunity to explore leaves, rocks, shells, plants, flowers, and other natural objects. These materials open the way for a myriad of questions about nature and life. Many teachers are also eager to move away from mostly plastic containers for their manipulatives and toys, towards having baskets, wooden toys, and other natural objects. Again, we have found that these items can be more of what children may see in their homes and can help us to create an inviting environment which will promote exploration.

Sensory Materials

Sensory exploration is what it's all about in Early Childhood! Young children are constantly exploring the world using their five senses. Therefore, as much as possible, we strive to incorporate sensory exploration into their days. Messiness is integral to their learning, and you do not have to go far in our ECE to find it. Whether we are outside in the water, entrenched in clay, or up to our ears in paint, our teachers constantly provide the children with creative and imaginative sensory experiences.

Cozy Environments

Each of our classrooms has taken great care to create warm and cozy environments. You can find ceiling and window curtains, plants, animals, soft spaces, and adult spaces. We have found that by creating these types of environments, all the people who visit the classrooms will be comfortable and at ease.

Assessment

As educated professionals, our teachers plan curriculum activities and evaluate development through authentic assessment. This includes observation, conversation with children, conferencing with parents, the use of standardized, developmental guidelines, and if needed, outside consultation. We have an Early Childhood Education Specialist on staff who assist with observation, facilitate teacher/parent trainings, meets with parents to help ease the path to referral/assessments, and provides ongoing support.

Program Descriptions

Parent Participation Classes

From The Beginning

New parents meet for one hour each week. This group is for parents with babies who are from newborn to crawling or walking. Enhance your parenting skills by sharing with each other, making new friends, and enjoying the pleasure of watching your baby learn to play in an informal setting at the AJCC.

Yad b'Yad 1 - Hand in Hand: (walking to 23 months) - meets once each week.

Yad b'Yad 2: (walking to 23 months) - meets twice each week.

Parents participate together with children in crafts, story time, music, and outdoor play. Both classes are designed to:

- foster continuing growth in Jewish experiences for the child
- continue strengthening parental understanding and skills
- enhance the parent-child relationship as each child takes steps toward independence

Parents participate in this informal support group and assume some responsibility for the program.

Preschool (ages 2 - 4 years old)

The AJCC Preschool is designed for children two years through pre-Kindergarten. The program combines cognitive learning, social growth, emotional and physical maturation, and creative play. Here, children begin to take their first steps outside the home under the guidance of skilled, warm, and professionally trained teachers. They experience the joy and pleasure of Havdalah, Shabbat, Jewish holiday celebrations, and other enriching Jewish activities. Preschool meets the following days and times: Monday through Friday; Monday, Wednesday and Friday; or Tuesday and Thursday. Morning preschool is from 9:00am-1:00pm.

Two-Year-Old Program

A Typical Day: A two year-old's understanding of the world, and their development, takes place within the context of what is very familiar to them (such as their family and their home). A typical day at school includes:

- Structured literacy-based group time, led by the teachers
- Child-initiated activities
- Self-directed projects in various interest centers

- Group activities (such as cooking)
- Flannel stories and songs
- Sensory exploration activities (such as clay, playdough, or the water table)
- Outside play
- Creative open-ended art activities.

The day is fluid, as one activity flows into the next, so the children are able to focus on meaningful play.

In addition to daily classroom activities, the children also participate in specialist activities on a weekly basis. These weekly activities include:

- Judaic Circle Time
- Movement/Music Education
- Shabbat and Havdalah celebrations.

Each day, before snack and lunch, the children sing HaMotzi (the prayer before meals). In every area of the classroom, Judaism is woven into activities, including puzzles, dramatic play, and stories. Hebrew vocabulary is a natural part of classroom life. Children are exposed naturally to a new vocabulary by integrating Hebrew when discussing numbers, colors and holidays.

Classroom Environment: A two-year-old classroom is dynamic! Quiet work is not the norm. Rather, the children are engaged in active learning development, which occurs between the ages of 2 – 3, and is reflected in the environmental set-up. At the beginning of the year, interest centers are stocked with activities and tasks appropriate to the child's skill level. As the year progresses, the interest centers are updated as the children's interests and skills grow, allowing for new skills to emerge and old skills to be practiced. Many activities/experiences are open-ended, allowing for individual creative thoughts, problem-solving opportunities, and meaningful work.

Interest Centers May Include:

- Library Corner: Board books, picture books, puppets, soft chairs, cozy rugs
- Writing/Literacy Center: Paper, markers, crayons, scissors, tape, stamps, written words, charts, poems
- Fine Motor/Manipulative Area: Puzzles, Duplos, construction/building toys, Jewish puzzles, playdough, flubber, foam, scissors, toy people, toy cars
- Blocks: Wooden geometric blocks, natural objects with which to build, cardboard blocks, foam shapes
- Easel: Assorted brushes, tempera paint, watercolors, paper
- Sensory Table/Science Center: Various items to sift, sort and mix through, classroom fish, magnets, color paddles, plants, photos
- Dramatic Play: Puppets, dress-up clothes, kitchen set-up, various themed pretend play set-ups (flower shop, pet shop, etc.)
- Creative Art: Paints, markers, pencils, crayons, scissors, tape, collage materials, glue

Two-Year-Old Program (continued)

Key Experiences:

Children will have the opportunity to:

Social/Emotional:

- Express their feelings and thoughts using their words as modeled by their teachers
- Explore parallel play with their peers
- Take "safe" risks with their physical and cognitive skills
- Investigate and express their own independence
- Practice peer problem solving
- Be a part of the classroom community

Physical:

- Practice eye/hand coordination through building
- Practice whole body movement by running, jumping, kicking and throwing a ball
- Strengthen small muscles in the hand
- Fine-tune hand movements and skills

Cognitive:

- Listen and practice new vocabulary words
- Explore hearing stories and verbally re-tell stories
- Verbally express daily events
- See the printed word and see their words written for them
- Play with letters through songs, stories and finger plays
- Develop pretend games
- Play with numbers through songs, stories and counting rhymes
- Explore patterns to find similarities in groups
- Give reasons and explanations for events (as they see them)

Self-Help:

- Express their needs verbally
- Practice self-help skills such as dressing, undressing, cleaning up and washing hands
- Explore their independence
- Offer assistance to others

Three-Year-Old Program

A Typical Day: Talk about busy! A three year-old's typical day is guaranteed to be filled with lots of activities, involving social interactions, cooperation skills and pretend play. Any given day can be filled with interest center work time, projects, open art activities, sensory exploration, outside/gym time and a structured, teacher led circle time. In addition to daily classroom activities, the children participate in specialist activities on a weekly basis. These activities include:

- Judaic Circle Time

- Movement/Music Education
- Shabbat and Havdalah celebrations.

Three-year-old children are very interested in group play and imaginative games. Because many classroom activities involve children working together, much attention is given to supporting children through the peer problem-solving process, as well as encouraging children to creatively problem solve their own "work" related challenges. Throughout the year, Jewish learning is a natural part of the classroom. Children sing songs and hear different Hebrew vocabulary as related to Shabbat and other Jewish holidays. Children are introduced to concepts such as Mitzvot, Tzedakah, and Tikkun Olam, through projects and every day conversation. Shabbat and Havdalah blessings, HaMotzi, and other holiday blessings are also integrated into the program.

Classroom Environment: The classroom is set up into learning centers, in which the children spend a block of time working through the materials and activities that the teachers have carefully prepared. The classroom walls may include pictures of the children engaged in project work, literacy-based posters, and Judaic posters. The environment changes frequently to stimulate new learning, and over the year the classroom evolves to reflect the new skills and interests of the children.

Interest Centers May Include:

- Science Center/Sensory Table: magnifying glasses, collections of natural items, color paddles, charts, posters, scales, tubs, scoops, funnels, beans, rice, and dirt
- Library: picture books, story books, magazines, reference books, poems, charts, flannel board stories, puppets
- Writing Center: scissors, tape, primary pencils, stamps, cards, envelopes, markers, stickers, writing books, journals
- Math/Manipulative: Legos, counting items, measuring devices, sorting collections, peg boards, geo boards, lacing cards, beads, lotto games, puzzles, dominoes
- Building/Blocks: wood blocks, Lincoln logs, rocks and sticks, fabric, driftwood
- Easel: paint, watercolors, various materials to paint on, chalk, spray bottles, brushes, paint rollers
- Dramatic Play: dress-up clothes, hats, shoes, purses, play food, Shabbat set-up, various themed set-ups such as restaurant, pet shop, shoe store, animals, people, etc.

Three-Year-Old Program (continued)

Key Experiences:

Children will have the opportunity to:

Social/Emotional:

- Make friends
- Negotiate peer problem-solving
- Make attempts at taking turns
- Explore feelings and use language to describe feelings

- Express emotions appropriately
- Join group activities

Physical:

- Play with balancing games
- Kick/bounce/throw/roll balls
- Coordinate running/jumping/climbing movements
- Build with small materials
- Coordinate hand muscles for gluing and cutting
- Practice small hand movements for pen and pencil usage

Cognitive:

- Listen to short stories
- Retell favorite stories
- Express ideas/stories verbally and see those ideas in written form
- Express ideas symbolically through painting, drawing, and writing materials
- Explore words and print through stories
- Learn rhymes and finger plays
- Explore hands-on concepts such as texture/size/shape/color
- Play sort and match games
- Practice give and take communication with friends
- Explore the natural environment making predictions and observations

Self-Help:

- Clean-up spills and messes
- Zip/button/snap clothing
- Practice hand washing
- Participate in classroom clean-up
- Learn personal safety rules

Pre-Kindergarten (MUST BE 4 YEARS OLD BY SEPTEMBER 1ST)

A Typical Day: A typical day in Pre-K includes many different types of activities, all designed to meet the developing skills of the whole child (social, emotional, cognitive, and physical). Children are provided longer blocks of time to engage in project work. These projects vary in topic according to what the children are currently interested in, the teachers' goals, and our curriculum. Many projects take the form of story dictations, clay sculpture, collage, tempera paintings, pencil drawings, or some other form of art expression. Project work may include a few children or the entire class at one time. Often, the project process is documented with photos, dictations from the children, and teacher notes. This documentation process helps children reflect upon new discoveries during the project process, and therefore deepens their learning. In addition to projects, children spend time in the classroom

learning centers, which are stocked with activities designed to challenge emerging developmental skills. Not only do teachers rotate materials according to the planned lesson topic, but also according to the children's developing skill levels.

Teacher-directed circle time includes:

- Stories and songs
- Cooking activities
- Science experiments
- Discussions about project topics and planned daily events

Other activities include:

- Snack time and lunch, with a natural time for lively discussions between friends
- Outside play
- Art activities
- Music
- Group games
- Weekly Movement/Music Education
- Jewish Learning
- Reading specialists

All Pre-Kindergarten children participate in the Reading Mastery program on a daily basis. Working with the Reading Specialist teachers in small groups, the children further their phonics comprehension, as well as their visual discrimination, small motor skills, matching, ordination, and understanding of directionality in reading.

Within the Pre-K program, rich Judaic elements can be seen everywhere. From books, music, games, and songs, to cooking activities and Hebrew vocabulary, children are naturally exposed to the rich Jewish culture and traditions. Throughout the year, children sing songs which reflect the Jewish calendar. HaMotzi is sung before snacks and meals. Shabbat and Havdalah are celebrated weekly. Children easily learn the Shabbat Candle and Kiddush Blessings. Concepts such as Mitzvot, Tzedakah, and Tikkun Olam are often incorporated into classroom projects.

Pre-Kindergarten (*continued*)

Classroom Environment: The classroom environment is designed to allow children to practice mastered skills and challenge emerging skills. The room is set up into complex interest centers that allow small groups of children to work together. The classroom set-up is dynamic and changes throughout the year. Materials in the classroom interest centers change throughout the year, according to the curriculum and children's developing skill level. Literacy is everywhere! Carefully placed signs, posters, charts, clipboards and pencils encourage print and word recognition, and encourage children to write or "pretend write" for themselves. Teachers create a warm environment which not only supports the children's interests and needs, but also shows respect for the amazing

work these children do!

Interest Centers May Include:

- Science Center/Sensory Table: Magnifying glasses, magnets, microscopes, mirrors, prisms, plants, fish, collections of natural items, color paddles, charts, posters, scales, tubs, scoops, funnels, pulley systems, measuring tapes and rulers, beans, rice, dirt, clipboards and pencils for observations, flashlights, and color mixing tables
- Library: Picture books, storybooks, magazines, reference books, poem charts, flannel board stories, puppets, table and chairs
- Writing Center: Scissors, tape, pencils, stamps, cards, envelopes, markers, stickers, paper
- Math/Manipulative: Legos, counting items, measuring devices, sorting collections, peg boards, geo boards, lacing cards, beads, lotto games, puzzles, dominoes, counting games, color games, pencil and paper
- Building/Blocks: Wood blocks, Lincoln Logs, rocks and sticks, fabric, driftwood, hollow building blocks, Tinker Toys, Legos
- Easel: Paints, watercolors, various materials to paint on, chalk, spray bottles, small brushes, paint rollers, paint pallets
- Dramatic Play: Dress-up clothes, hats, shoes, purses, animals, people, play food, Shabbat set-up, various theme set-ups such as restaurant, pet shop, shoe store, etc, with equipment such as cash register, play money, calculator, writing pads
- Art/Collage: Buttons, fabric, paper shreds, glitter, sequins, magazines, leaves, scotch tape, colored masking tape, contact paper, pens, markers, ink, glue, oil pastels, colored pencils, stickers, cardboard, ribbon

Pre-Kindergarten (*continued*)

Key Experiences: Children will have the opportunity to:

Social/Emotional:

- Make friends
- Independently negotiate peer problem-solving and help others to peer problem-solve
- Take turns
- Request help from teachers and peers
- Use words to describe feelings and emotions
- Show empathy and help others
- Express emotions appropriately
- Offer play ideas
- Play cooperatively and join group activities
- Be part of a classroom community

Physical:

- Play with balancing games
- Kick/bounce/throw/roll/catch balls
- coordinate running/jumping/climbing/kicking/throwing movements
- Skip

- Build with small materials
- Coordinate hand muscles for gluing and cutting
- Practice small hand movements for pen and pencil usage

Cognitive:

- Listen to short stories with and without pictures
- Retell favorite stories from memory
- Dictate stories and sequence story events
- Use primary pencils
- Play symbol and color matching games
- Observe letters and print
- Make predictions from memory or past experiences
- Collect observations
- Arrange objects and pictures by attributes
- Observe and discuss physical changes in science experiments
- Play with measuring instruments such as rulers, measuring tapes, and scales
- Practice sequencing items by size
- Experiment with position, direction, distance and size while building
- Play with patterns and shapes
- Build representational items such as bridges and boats
- Express ideas symbolically through painting, drawing and writing materials
- Explore words and print through stories and rhymes
- Practice give and take communication with friends
- Explore the natural environment

Self-Help:

- Clean-up spills and messes
- Zip/button/snap clothing
- Practice lacing and tying shoes
- Practice hand washing
- Participate in classroom clean-up
- Learn personal safety rules during school, such as fire and earthquake drills

PlayDays (for 2 - 5 years old)

During secular school vacations when the preschool is closed, optional “themed” program days are offered. PlayDays provide a lively, entertaining and educational day. For children enrolled in the Full Time Program (7am-6pm), the option of PlayDays is already included in your tuition. Everyone must register specifically for PlayDays, if desired. Note: staffing and classrooms for PlayDays are subject to change.

Extended Hours

Extended hours are available on an hourly basis, from 7:00am-9:00am, and from 2:30pm-6:00pm, throughout the year. Arrangements can be made per day, per week, per month, or for the entire semester. These hours are available permanently, once in a while, just on certain days, or for special weeks- whatever will best meet your needs. Our carefully constructed childcare program combines freedom of choice with directed activities. Children who do attend morning or afternoon extended hours will be put in classrooms by age, depending on the number of children present at that time.

(Hourly rate for Childcare is \$7.50 per hour, billed by the hour.)

Drop-In (Starts at 1:05pm daily)

Drop-In is for those days when extra hours might be needed in the afternoon. Children enjoy play time, reading, music, and the playground.

(The Drop-In fee is a flat rate of \$20 from 1 - 2:30pm.)

Chugim (for 3 ½ - 5 years old)

Chugim, or Enrichment Classes, allow students the opportunity to experience thematically based activities, such as gardening, quilting, sports, math, Jewish Life & Culture, Discover C.A.T.C.H, theatre arts, crafts, and literature. Different and specific themes are presented each day, lasting throughout the semester.* (Chugim means “clubs”)

Chaverim Connection (for 2 - 3 ½ years old)

This program, with a specially designed curriculum, offers younger students the opportunity to learn important social and emotional skills, such as conflict resolution, problem solving, and cooperative play, through an extra hour of thematically structured activities.*(Chaverim means friends)

*Children may register for either Chaverim Connection or Chugim, for one or more days per week, on a per semester basis, as part of Preschool or Pre-K Plus, or as part of a full day package. Both the Chugim and Chaverim Connection meet from 1:00-2:30pm

Full Time (for 2 - 5 years old)

Full time care is available 2 days a week, 3 days a week, or 5 days a week. Full time is defined as 7am-6pm.

Summer Programs

Moving On

Moving On is a program for 2 year old children, who are preparing to transition into preschool. It concentrates on activities that encourage independence, self-esteem, motor development, and group interactive play. Activities include rhythm, music and singing, playground, arts & crafts, story time, and guided group-play opportunities. Parents participate with their child or children for the first hour, and then leave them with the teachers for the next 2 hours. At the end of the class, the parents return to pick up their children. Class meets Tuesdays and Thursdays from 9:30am to 12:30pm.

Preschool (2 - 4 years old)

This summer program combines cognitive learning, social, emotional, and physical growth. Children experience the joy of Shabbat, participate in value enriching activities, and sing and dance to Hebrew music. The carefully planned curriculum includes swimming, art, music, cooking, gardening, and science.

Gan Hamaish Kindergarten Camp (For children entering Kindergarten in the Fall)

Our qualified teachers plan exciting activities using many different media. Gan Hamaish includes a swimming program, field trips, sports activities, photography/scrapbooking, arts & crafts, music, literature, in-school visitors, and weekly themed activities. The program is available all summer for one 9-week program or two semesters (5-week and 4-week sessions), and is designed to run 9am to 2:30pm, Monday-Friday or Monday, Wednesday, Friday. Transportation for field trips will be provided by appropriately licensed drivers on regularly inspected chartered buses.



🎵 MESSAGE FROM THE MOVEMENT/MUSIC SPECIALIST 🎵

Hello, everyone. I am here at the AJCC Early Childhood Education Department to integrate movement and music into our Curriculum by giving children daily opportunities in their lives and schooling. I want them to develop a healthy self-image through successfully participating in joyful and purposeful play, while also learning healthy social skills. With our Movement/Music Program, the children learn how to communicate, how to follow basic rules and game play, how to follow directions, and most important, how to keep themselves fit with body awareness. In addition, we are using Discover C.A.T.C.H, which is a Coordinated Approach To Child Health. This program is designed to promote physical fitness using moderate to vigorous physical activity, while also promoting healthy food choices and eating habits...all done through a Jewish Lens. *Discover C.A.T.C.H. is our child wellness program from the National JCC Association as part of "SHEVA" and it seeks to bring the gift of healthy habits to the very youngest members of the community – and their families.* With Discover Catch you will be receiving Parent Tip Sheets that help you with ideas for incorporating more activity and better nutrition into your child's life!

It's much easier to create good health habits than it is to change bad ones.

My goal is to also instill in your children the importance of music in their lives. Whether listening, moving, dancing, or singing, music has been proven to enrich people's lives. Music has been shown to not only be good for physical movement, but also for brain function as well. It helps children develop language skills, self-esteem, listening skills, and math skills.

Music and movement go together. Children naturally respond to music by moving and being active. Music helps children learn about rhythm and develop motor coordination. Music relieves stress, makes transitions easier, and encourages creativity in children.

As part of your ECE experience, I hope my love of music and my belief in good, healthy, lifelong choices will be passed along to your entire family.



Stay Healthy!



Ms. Maureen
Movement & Music Specialist

MESSAGE FROM THE AJCC JEWISH EDUCATOR

Shalom and B'ruchim Ha'Baim (Welcome)!

I am delighted to be the Jewish Educator for our excellent Early Childhood Education Department, here at the AJCC. The Hebrew word for teacher is *morah*, and the name by which children know me is Morah Jackson.

To keep you informed of the special Judaica information and activities that I provide for your child and your family, I will communicate with you through our weekly emailed messages. One of my many objectives is to teach the Hebrew language to your children through songs and stories. In addition, I assist teachers in demonstrating and teaching Jewish customs, beliefs, and values. These values include caring and compassion, generosity, Tzedakah, learning tolerance, and embracing our differences. All of these values are used in the JCC Association's innovative program, An Ethical Start (please refer to page 26). We are entering the third year of our journey toward becoming a JCC Association 'Sheva' School.

Every Thursday and Friday, I lead Shabbat Ruach (Spirit) singing with the children, as we welcome Shabbat (the Jewish day of rest). Each Monday morning, we celebrate Havdalah (which means separation), as we separate Shabbat from the rest of the week, and separate the holy from the ordinary. You are always welcome to join us at these times, and your child's teacher will tell you what time their class is scheduled for singing. Once a month, we have an All-School Havdalah, and an All-School Shabbat, for the whole family. Please see the calendar for these dates. You can also see our weekly E-mail messages for dates of all of our events (such as Shabbat Dinners, or the Purim Carnival, to name a few). We hope to see you at all of them!

I look forward to beginning this new year with you, your children, and the ECE family.

L'Shalom,

Shlomit Jackson

Policy of Respect (Kavod)

When families select our ECE program, we realize that you are entrusting us with your precious children, knowing that they will be cared for and taught in a loving environment. We gladly accept this responsibility.

In carrying out our daily responsibilities, we teach and emphasize to your children a culture of respect and ethics, which are in alignment with Jewish principles. As a matter of mutual respect for our Jewish principles, we ask that parents realize that certain days are not recognized nor celebrated here at the AJCC. These days include Halloween, Christmas, St. Valentine's Day, St. Patrick's Day, and Easter. Although many of these days may have become American traditions, these days are rooted in other religions, and therefore not appropriate for ECE involvement. Please do not involve your children, teachers, or the classrooms in recognizing or celebrating these days or seasons, in any manner, while on AJCC premises. Examples of inappropriate involvement include sending your child to school in themed costumes during these seasons, or distributing party invitations at school for these days or seasons (regardless of party date or location). We will offer gentle reminders during the year of this policy. We appreciate your respectful cooperation.

Blessings

Shabbat Blessings

Shabbat begins at sundown each Friday night, marking the end of the week.

Shabbat Candles

Baruch atah Adonai Eloheinu melech ha-o-lom Asher kid'shanu B'mitzvotav v'tsivanu L'had lik ner shel Shabbat. Amen.

(Blessed, are you, our G-d, Ruler of the Universe, who has sanctified and commanded us to kindle the Sabbath lights.)

Kiddush – Blessing over the wine (or juice)

Baruch atah Adonai Eloheinu melech ha-o-lom Bo-rey p'ree hah-gah-fen. Amen

(Blessed are you, our G-d, Ruler of the Universe, who created the fruit of the vine.)

Challah – Blessing over the bread

Hamotze Lechem min ha-aretz
We give thanks to G-d for bread.

Our voices join in happy chorus
as our prayer is humbly said.

Baruch atah Adonai Eloheinu melech ha-o-lom
Hamotze lechem min ha-aretez. Amen.

(Blessed are you, our G-d, Ruler of the Universe, who brings forth bread from the earth.)



Havdalah Blessings

On Saturday evening when we can see three stars in the sky, Shabbat ends and we welcome the new week. (Havdalah is Hebrew for separation.)

Kiddush (Repeat blessing over wine from page 20.)

Blessing for the Spices (We pass the spice boxes, to smell the fragrance.)

Baruch atah Adonai elohenu melech ha-o-lom borai mee-nai v'sam-meem.

(Blessed are you, our G-d, Ruler of the universe, who creates fragrances in the world of beauty.)



Blessing for the Havdalah Candle - Spread your hands toward the candlelight to see the light reflected in your fingernails and the shadow projected on your palms, to symbolically separate day from evening, light from darkness and Shabbat from the weekdays.

Baruch atah Adonai Elohenu melech ha-o-lom Bo-rey m'orey ha-esh.
(Blessed are you, our G-d, Ruler of the universe, who creates the light of fire.)

The final blessing is the Havdalah blessing itself - the blessing over the separation of different things.

Baruch atah Adonai, Elohenu melech ha-o-lom, ha-mav-deel beyn kodesh l'chol.
(Blessed are you, our G-d, Ruler of the universe, who separates sacred from ordinary.)

Sip the wine and then extinguish the Havdalah candle in the wine. A good week, a week of peace.

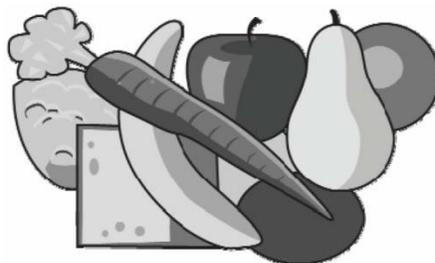
Blessings for Other Foods

Fruit

Baruch ata Adonai elohenu melech ha-o-lom borai pri-ha-etz.
(Blessed are you, our G-d, ruler of the universe, who creates the fruit of the tree.)

Cookies & Cake

Baruch ata Adonai elohenu melech ha-o-lom borai mee-nai m'zonot.
(Blessed are you, our G-d, Ruler of the universe, who creates food.)



Jewish Holidays

The AJCC is a place for the Jewish community to gather and celebrate Jewish festivals and holidays. An elementary introduction to the story of the holidays and their traditional rituals will be explored in the preschool. A focus on Jewish culture will be an ongoing part of the educational program. We learn about the holidays through music, arts and crafts, dance, film, and cooking. To help us celebrate, we invite parents to join us for several of the holidays during the school year, as well as several All-School Shabbat and Havdalah singing sessions. The children will participate in special All-School Passover and Tu B'Shevat Seders, a Lag B'Omer event, a Purim Parade and Show, a Chanukah show, and a Yom Ha'Atzmaut parade.

Shabbat / Havdalah

Although Shabbat lasts from sundown on Friday to sundown on Saturday, we celebrate the Sabbath at school every Friday, as our classes join together for Shabbat singing. The teacher lights the candles and the children recite the traditional blessing. On Shabbat, the children enjoy challah (braided egg bread) and juice. Havdalah (separation) is also part of the Shabbat curriculum as we end Shabbat. Every Monday morning, we gather together to celebrate Havdalah and welcome the new week.



Rosh Hashanah

The Jewish year begins with Rosh Hashanah, which falls on the first day of Tishri (usually in September), the seventh month in the Jewish calendar. Rosh Hashanah begins a ten-day period of reflection and self-examination. The main symbol of this holiday is the sounding of the shofar (a ram's horn), which is meant to awaken our inner self. The children enjoy apples and honey, which are symbolic of hope for a sweet new year.

Yom Kippur

This is the most solemn holiday of the year — the Day of Atonement. At this time, we discuss the nice things we can do for others during the New Year, and talk about what it means to say "I'm sorry." We decide that we will endeavor not to do things which can harm others again.



Jewish Holidays (*continued*)

Sukkot

Sukkot, the "Feast of Tabernacles," recalls the journey of the Jews from Egypt to the Promised Land when they lived in tents and booths called sukkot. The harvest season is symbolized by the lulav (palm branch) and etrog (citrus). During this week at school, we decorate our Sukkah (tent or booth) with fruit and greenery, have singing time, and enjoy our snacks outdoors.

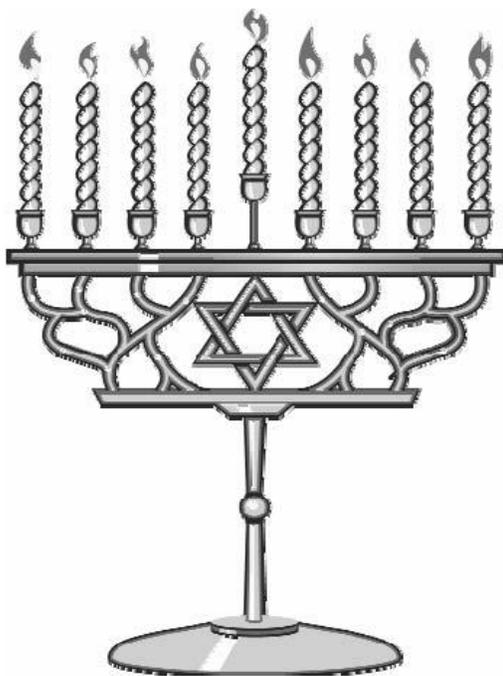


Simchat Torah

This holiday is associated with Sukkot, but is actually an independent holiday, falling on the day after Sukkot ends. Throughout the year, passages of the Torah are read aloud in the synagogue. On Simchat Torah, the reading is completed with the last two chapters of Deuteronomy, and then immediately begun again with Genesis. This symbolizes the fact that study of the Torah has no beginning and no end. In Temple, children are given the honor of being called to read the Torah alongside the adults. Children also join adults in carrying Israeli flags and specially decorated flags in a series of seven processions, or "hakafot" around the synagogue. The seven processions are in honor of Abraham, Isaac, Jacob, Moses, Aaron, Joseph, and David. We celebrate with the children by unfurling the Torah.

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 eight days each year the Chanukiah (nine-branched menorah) is lighted to recall the rededication of the temple in Jerusalem and to give thanks for the great miracle of the survival of the Jewish people. Chanukah is a festive time of year at the AJCC; our children participate in a Chanukah show, and families are invited to classroom parties. In addition, each day we light the one candle in the Chanukiah, until all 8 lights and the Shamash (helper) in the middle, have been lit.





Jewish Holidays (*continued*)

Tu B'Shevat (Birthday of the Trees/Israeli Arbor Day)

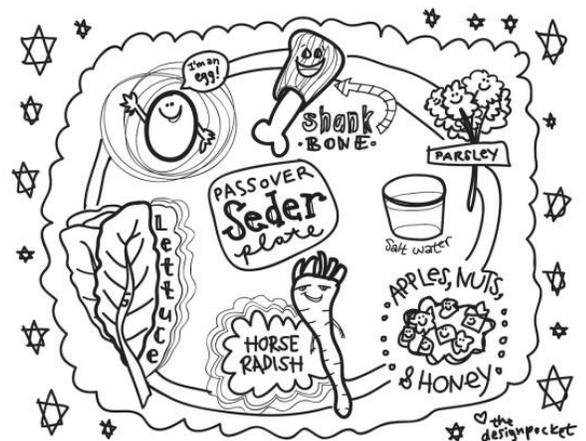
On Tu B'Shevat, we celebrate the new year of the trees and our own belief in the future of the world. The Jewish calendar, with all of its holidays, is tied to the cycle of growing things. As Jews, we have a kinship with trees, especially fruit trees. Trees are a symbol of life, a symbol of the Jewish people.

Purim

Purim is the happiest of all the holidays. It commemorates Queen Esther's bravery and how she and her uncle Mordecai saved the Jews of Persia from an evil plot by Haman, the prime minister, to destroy them. This day, we eat hamantaschen (triangular shaped cookies), and listen to the story of Esther, the hero. It is customary to make so much noise during the storytelling that we cannot hear the name of the villain Haman (BOOO)! The children participate in a parade and enjoy watching our ECE staff perform the annual Purim Shpiel.

Pesach (Passover)

Passover commemorates the Jewish people's experiences and ordeals of slavery in Egypt, and the Exodus which followed. The word Seder means "order," and refers to the telling of the story and the performance of certain rituals. Traditionally, a festive meal follows the Seder. The Seder is a special and fun family occasion. Prayers and songs from the Haggadah (the book used in the Seder to tell the story of Passover) are read and certain foods are eaten. The best known of these foods is Matzah, or unleavened bread.



Yom Ha'Atzmaut

Israel's Independence Day occurs on the fifth day of Iyar. Israel declared their independence in 1948. The children learn about Israel during our Cycles for Smiles event, by taking a "trip" to Israel, where they explore the Red Sea, climb Masada, fish in Lake Kinneret, and write notes on the Western Wall.

Jewish Holidays (*continued*)

Lag B'Omer

This holiday recalls the struggle of the Jews to regain their independence as a Jewish nation during the second century B.C.E. The Romans, who were ruling Palestine, banned the study of the Torah and Jewish literature. Jews continued learning in secret. It is believed that they studied in caves and forests, under the pretense of hunting, picnicking, and hiking. Eventually, they organized a heroic revolt, which resulted in a massacre of the Jews. Today, however, the holiday celebrates Jewish survival.

Shavuot

Shavuot, a thanksgiving and harvest feast, also commemorates the giving of the Commandments on Mount Sinai. Known as the "Feast of Weeks", Shavuot is celebrated seven weeks after Passover. It is customary to decorate the house with plants and flowers, recalling the green mountains of Sinai where Moses received the Commandments, as well as reminding us of the fruits of the ancient harvest festival.



An Ethical Start

Why is it important to teach Jewish values?

In the fast-paced world in which we live, we want our children to learn that there are timeless truths from our Jewish traditions which they can trust to guide them throughout their lives.

How does An Ethical Start® work?

Parents, children, and teachers actively explore Jewish values through the text of *Pirkei Avot*, a compilation of the ethical teachings and maxims of the Rabbis of the Mishnaic period. (i.e. “Who is wise? The one who learns from every person. Who is brave? The one who subdues his negative inclination. Who is rich? The one who appreciates what he has. Who is honored? The one who gives honor to others.”) Together, everyone participates in a growing and learning community, uniquely supported by the Peer K. Explorer™ book series and an original musical CD developed for home and school by the National JCC Association.

How is this program different?

Your specially-trained staff creates an environment of discovery, looking at the world through a uniquely Jewish perspective, to inspire discussions of ethical behavior and values.

Who is Peer K. Explorer®?

Peer K. Explorer™, and his friend, Dafna®, are the children’s guides, helping them to make decisions based on Jewish ethics, instead of impulses, while supporting the child’s natural awe and wonder of the world.

Everybody is on the same page!

Parents, teachers, and children explore the same text at their own appropriate levels, resulting in a shared language, which lays the foundation for lifelong learning, social development, and spiritual growth.



How Parents and Families Can Get Involved

It is the purpose and intent of the Alpert Jewish Community Center to provide programs and services which will enhance family life, encourage the development of Jewish values, and engage participants (both children and adults) in constructive learning activities which will augment the quality of life. To achieve these goals, we offer a variety of programs, groups, and volunteer opportunities. Our primary aim is for each individual and each family to become involved at the AJCC.

We need your help. Your ideas and participation make the Early Childhood Education program at the Alpert Jewish Community Center an active and vital center of the community.

We welcome and encourage parental participation in our program. We have found that when parents involve themselves in the various facets of our school, we are able to offer more enriching experiences for your family and your school.

Parent Support Association (PSA)

The PSA is a group of parents who plan and implement social and educational activities, for themselves and their children. Membership is automatic. The following are some of the PSA's responsibilities:

- **Special Events**

Plan, coordinate, and carry out several family-oriented events and fundraisers throughout the school year that benefit the Early Childhood Education Department and its families. Additionally, there are several event activities that occur on a regular schedule. These activities include Family Movie Night, Shabbat Dinners, Teacher Appreciations, Pizza Monday, and Purim Hamantaschen Baking, to name a few.

- **Room Parents**

Another way to become involved in your child's early education program, and the AJCC, is to become a Room Parent. Responsibilities include communicating with teachers and parents via email, helping in the classroom, or working on special school projects. These projects may include creative and literary activities, cooking, holiday celebrations and art projects. There may be more than one Room Parent for each classroom.

- **Library**

Organize and maintain the Early Childhood library. You might re-shelve books, repair damaged books, deliver books to the classrooms, or help to update the library computer database. All these tasks are essential to keeping our library neat and usable.



How Parents and Families Can Get Involved (*continued*)

ECE Committee

The Early Childhood Education Committee offers parents the opportunity to become active participants in creating and revising programs and directing the formulation of policies. If you are interested in placing an item on the meeting agenda or being on the committee, please call the ECE Director. The ECE Committee is a program committee empowered by the AJCC Board of Directors. The ECE chairperson is your representative on the AJCC's Board of Directors.

The goals and responsibilities of the Committee include:

- Working with the Early Childhood administration to develop and evaluate policies and procedures for the school
- Reporting and making recommendations to the Alpert Jewish Community Center Board of Directors about priorities, policies, and procedures
- Addressing new ideas, questions and concerns brought before the Committee



School Policies and Procedures

Signing In and Out

It is a state requirement that parents sign in, using their **FULL NAME and TIME**, when they bring their children to school. They must also sign them out upon leaving. Parents driving in carpools must sign for each of the children. Please try to bring your child to their classroom by 9:00am so that s/he and their class will get off to a smooth start.

We open our doors at 8:55am for drop off, and at 12:55pm or 2:25pm for pick up. If you are more than 5 minutes late for pick-up (1:05pm or 2:35pm), your child will be taken to the Drop-In program, incurring a fee.

Authorization to Pick Up

We will only release your child to those people whose names appear on the information sheet, which you fill out. People unknown to the staff will be required to show a picture I.D.

As increased security, we are requesting parents provide a copy of the picture I.D. of any person approved for pick up.

Late pick up procedure

All children are to be picked up BEFORE the 6:00pm closing time. If a child remains in attendance after 6:00pm, the following steps will be taken:

- Two staff members will remain at the program with the child
- A staff member will attempt to contact the parent(s) and/or other person(s) authorized to care for the child as indicated on the Emergency Card submitted to the program upon registration
- A late fee of \$15.00 for each 10 minutes or portion thereof that the child remains at the program after 6:00pm will be charged to the parent or guardian. A child will not be readmitted to the program if the late fee is not paid within one week. The program may refuse to provide services to any child who is picked up late four times within one school year
- This fee will be doubled on Fridays and early holiday closings
- If after one hour (7:00pm) a child has not been picked up, a staff member will call the authorities (Long Beach Police Department) to seek assistance.

Forms

All forms required by the State of California Community Care Licensing, and the AJCC, must be in our files **before** your child will be allowed to enter the Early Childhood Education program. Please update your emergency information whenever phone numbers or addresses change, and remember to add your e-mail address to your information.

School Policies and Procedures (*continued*)

Communication

It is very important to us to keep information flowing between home and school and vice versa. In order to do so, we have incorporated several forms of communication.

- Information is available through our Email from our director. These are some of the most important ways to stay informed about all of the great things that are going on in our ECE and at the AJCC
- Each classroom has a Communication Board outside, which allows teachers to write notes for the parents about subjects being explored and activities or projects that have been completed. There are also reminders of upcoming events or special requests. In addition, each communication board has a bulletin board where you can post a note for the teacher
- Every classroom posts a weekly lesson plan, a monthly snack schedule, a daily activity plan.
- Chugim and Chaverim descriptions are posted in the hallway, as is the Nap Chart, which explains how long and how well each child naps
- Teachers post weekly notes
- Parent-teacher conferences are routinely held in December and May. However, you may also request a teacher meeting at any other time
- A monthly calendar in the lobby of the ECE

Phone Calls

The ECE Department welcomes your comments and constructive criticism. Please feel free to call the teachers or the Director. Because our first concern is your child, it is not always possible to come to the phone or to respond to your call immediately. Therefore, the teacher or administrative staff will call back as promptly as possible. We can be reached at:

(562) 426-7601 Ext. 1090

Payment

Tuition payment is required, regardless of absence due to vacation, illness, or any other reasons. Complete tuition payment is due, regardless of school holiday schedules. Consult your tax advisor as to whether your school tuition may qualify for a tax credit. Incidental childcare, or other charges, will be charged or debited as it occurs (by method of payment). Scholarships are available to AJCC members, on a limited basis, and determined by need.

School Policies and Procedures (*continued*)

Fees

To best serve each child's needs, both a play room and a nap room are available from 1-4pm. Childcare is \$7.50/hour for members and is charged by the same method as your tuition. It is billed in hourly increments: 7-8am, 8-9am, 2:30-3:30pm, 3:30-4:30pm, 4:30-5:30pm, and 5:30-6pm (\$3.75). The ECE enforces a strict late charge policy. If your child is picked up after 6pm, your account will be charged \$15 for every 10 minutes or portion thereof.

Class Size and Placement

In order to guarantee the individual attention our children need, and to maintain licensing and best practice guidelines, class sizes are limited and will be strictly observed. The Early Childhood professional staff will place children in the class which best serves the child's developmental needs. Children are enrolled in their age group, according to their date of birth. Staff will use the child's date of birth, informal observations, staff recommendations, parent conferences, and occasionally, gender balancing to determine the most appropriate placement for each child. The final decision will be made by the ECE administrative team. Parents will be notified of class assignments just prior to the beginning of school.

Photography

Participation in AJCC activities constitutes permission for the agency to use any photos of the participants for promotional purposes, without remuneration.

School Roster

We compile a roster of names, addresses, emails, and phone numbers of all families in the program. If you do not wish any portion of this information to appear on the roster, please let us know by the start of school.

Clothing

Preschool is fun, and when children play their clothing should be play clothes. Your child will also need to bring an extra set of clothing.

- Children must wear closed toe and heel shoes. We recommend athletic shoes or shoes with rubber soles, as they are less likely to slip on the playground.
- Children with pierced ears should wear button type earrings rather than hoops or dangles.
- Fridays are Ruach (Spirit) Days; encourage your child to wear his/her school spirit shirt.
- Children should wear clothes with fasteners that they can handle themselves. The teacher helps each child develop self-reliance, and wearing clothing that is too small or difficult to manage hinders a child's development and self-reliance.
- Label all clothing inconspicuously with your child's name.
- Children are required to wear school shirts on field trips (Gan Hamaish only).
- Please leave dress-up clothes at home.

School Policies and Procedures (*continued*)

Toys from Home

Please do not send toys or other valuables to school with your child, except for transitional items. We hate to see expensive items lost or broken, and children often have a difficult time sharing "special" belongings.

Illness Policy

The health and safety of your child is our first consideration. The entire staff is alert to signs of illness.

We cannot keep sick children at school. Following Health Department guidelines:

- Please keep your child home if s/he is not feeling well.
- If your child has a temperature of 100° or more, we will call you to pick up.
- Children must be diarrhea free and fever free (temperature under 100° without the use of fever reducers) for at least 24 hours before returning to school.
- Children must have been on antibiotics for at least 24 hours.
- All rashes require medical clearance for school attendance. This will safeguard your child, as well as the other children.
- If your child becomes ill while at school, you will be notified immediately.
- Parents are notified when there is a communicable disease in the school.
- Please be prompt in letting the staff know when your child is ill. It is important for our staff to be aware of any physical problems, allergies or disabilities, and to be aware of any anxieties or fears.
- We are prohibited by State Licensing regulators from providing medical care; therefore, teachers will care for minor injuries with soap, water, ice, first aid cream and bandages.
- Should an injury or illness require further care, parents, emergency contacts, or other persons listed on the child's emergency form will be called.
- When it is deemed necessary, the director or designee will phone the paramedics, while notifying the parents or legal guardians.

Immunization Policy

The Alpert Jewish Community Center ECE follows state mandates in regards to our immunization policy.

- Children must have received the age-appropriate recommended immunizations prior to entering our program. (See following chart)
- Parents must show their child's immunization record as proof of immunization.
- Children may not attend any child care facility until after their immunization records are obtained. There is no grace period for children new to the program.
- A child may attend a child care center while missing a required immunization if a physician provides a written statement that the immunization(s) should not be given to a child and specifies how long the exemption is expected to be needed.

School Policies and Procedures (continued)

On June 30, 2015, Governor Brown signed SB 277 stating that personal and religious belief exemptions will not be allowed in California, effective July 1, 2016.

For more information, please visit the Center for Disease Control website at www.cdc.gov/vaccines/schedules or refer to Title 22, section 101220.1 with the CA Department of Social Services, Childcare Licensing at ccl.d.ca.gov

Vaccine	Birth	1 mo	2 mos	4 mos	6 mos	9 mos	12 mos	15 mos	18 mos	19-23 mos	2-3 yrs	4-6 yrs	7-10 yrs	11-12 yrs	13-15 yrs	16-18 yrs
Hepatitis B ¹ (HepB)	1 st dose	2 nd dose														
Rotavirus ² (RV) RV1 (2-dose series); RV5 (3-dose series)		1 st dose	2 nd dose	See footnote 2												
Diphtheria, tetanus, & acellular pertussis ³ (DTaP; <7 yrs)		1 st dose	2 nd dose	3 rd dose				4 th dose				5 th dose				
Tetanus, diphtheria, & acellular pertussis ⁴ (Tdap; ≥7 yrs)													(Tdap)			
Haemophilus influenzae type b ⁵ (Hib)		1 st dose	2 nd dose	See footnote 5			3 rd or 4 th dose, See footnote 5									
Pneumococcal conjugate ⁶ (PCV13)		1 st dose	2 nd dose	3 rd dose			4 th dose									
Pneumococcal polysaccharide ⁶ (PPSV23)																
Inactivated poliovirus ⁷ (IPV; <18 yrs)		1 st dose	2 nd dose				3 rd dose					4 th dose				
Influenza ⁸ (IIV; LAIV) 2 doses for some: See footnote 8					Annual vaccination (IIV only) 1 or 2 doses						Annual vaccination (LAIV or IIV) 1 or 2 doses		Annual vaccination (LAIV or IIV) 1 dose only			
Measles, mumps, rubella ⁹ (MMR)					See footnote 9		1 st dose					2 nd dose				
Varicella ¹⁰ (VAR)							1 st dose					2 nd dose				
Hepatitis A ¹¹ (HepA)							2-dose series, See footnote 11									
Human papillomavirus ¹² (HPV2: females only; HPV4: males and females)														(3-dose series)		
Meningococcal ¹³ (Hib-MenCY ≥ 6 weeks; MenACWY-D ≥ 9 mos; MenACWY-CRM ≥ 2 mos)			See footnote 13											1 st dose		Booster

Range of recommended ages for all children
Range of recommended ages for catch-up immunization
Range of recommended ages for certain high-risk groups
Range of recommended ages during which catch-up is encouraged and for certain high-risk groups
Not routinely recommended

School Policies and Procedures (*continued*)

Medication

AJCC staff may give medicine to a child, if the directions are explicit, and in writing from a physician. The medicine must be in the original container and labeled with the child's name. A pharmacy label or doctor's note must accompany all medicine, whether prescription or over the counter.

No medication, prescription or non-prescription, will be administered to a child without written parental authorization on an AJCC prescription medication form. All medication must be handed to an ECE staff member.

Staff at the Alpert Jewish Community Center ECE are not licensed to administer blood glucose tests, insulin or glucagon. **Please Do Not leave medications in your child's backpack.**

Lice Procedures

The JCC ECE has a strict no lice/no nit policy and will send home any child who has any lice or nits.

If a child has been diagnosed with lice, he/she will need to be checked by an Early Childhood Director before re-entry to school and daily for a 2 week period after following re-entry to school. If your child is scratching, or even if they are not, please check them for lice or nits when a case is reported within the preschool. We check all of the children in the morning and periodically over the next few weeks when a child has had a case of lice. We also bag up and wash all stuffed animals, sheets and blankets. Nap sheets and pillows are sent home to be washed.

Diapering/Toilet Learning

Children who are wearing diapers have their diapers checked hourly, and are changed as often as necessary. Learning to use the toilet is a developmental step. You will know when your child is ready. Toilet training can be a long process and does not usually happen overnight; having accidents is part of growing up. Please make sure your child has extra clothes in his/her cubby. We will work with you when your child is ready for toilet learning. When they are ready, we encourage moving from diapers to underpants, rather than diapers to pull-ups. We also encourage you to communicate with your teacher regarding potty training. Pull-ups are good for trips and shopping, but at school, we have the time to regularly help a child sit on the toilet, and we are happy to help. If they are ready for the toilet, they are ready for underpants. Children must be able to use the toilet to enter our Pre-Kindergarten program. If your child uses diapers and wipes, you must provide diapers and wipes labeled with your child's name to be left at school. When the supply is running low, your child's teacher will email and/or attach a note. ECE staff will provide a "best guess" estimate date of "by when." If we do not receive replacement supplies, we will use AJCC ECE supplies. Families will be charged \$2 per change until replacement supplies are received.

Emergencies

The AJCC has developed a disaster emergency plan, with the assistance of the Long Beach Unified School District, Long Beach Police and our AJCC Security Team. Earthquake, fire, lockdown and other emergency drills are conducted on a regular, ongoing schedule. Additionally, we keep a supply of food,

School Policies and Procedures (*continued*)

water, emergency blankets and first aid equipment in the building. Safety procedures are continually reviewed as part of our staff training.

Program Changes

Subsequent to registering for any ECE class, each family can make one permanent program change without incurring a penalty charge. **Each succeeding change will carry a \$10 administrative fee.**

A Word on Behavior

Preschool is the time to learn socially acceptable behaviors, and we understand that children are in the process of learning. We gear our curriculum and program activities towards this goal. We believe in channeling a child's inappropriate behavior through the use of re-direction, positive reinforcement, problem-solving techniques, logical consequences and, if necessary, a short separation from the classroom's activities.

Problem-Solving and Conflict Resolution

Young children are developmentally egocentric. They do not understand that they are having a problem until we define it for them. They only know that someone is standing too close or grabbing something from them. Consequently, when another person is either in their way, too close, or attempting to take an item away, your child reacts self-protectively (usually in a socially unacceptable way). Our responsibility is to help them learn how to get their needs met, in a socially acceptable manner, and to begin to develop a sense of empathy.

We have designed a relatively simple method in addressing this complex process, which we have based on the established ages and stages that children experience. Following are the techniques we use. We are sharing them with you in order to help you understand how we teach, to assist your family in achieving *shalom bayit* (a peaceful home), and to extend your child's critical thinking and social skills.

School Policies and Procedures (*continued*)

From toddler to approximately 3 years old

If the issue is a “thing”:

Neutralize it by gently removing it, yet hold it against your body, in plain sight.

Say, “We have a problem. We have to solve the problem.”

Define the problem, “Sally has the toy and Susan wants it.”

Then, tell them how the problem will be solved, “We have another doll for Susan to play with.” **OR**

“You can take turns; first Sally will have it and I will count to _____. Then it will be Susan’s turn.”

Conclude the session by saying, “We have solved the problem.” Do not give them choices at this age/stage, because all they know and understand is what *they* want, and that the other child is just an impediment to their desire.

If the issue is “space”:

Say, “We have a problem. We have to solve the problem.”

Define the problem, “Sally is standing/sitting/walking here, and Susan wants to stand/sit/walk here.”

Then tell them how it will be solved, “Susan, you may stand/sit/walk over here, where there is enough room.”

From 3 to approximately 4 years old

The approach and vocabulary remain the same. The only part that changes is to give the children an opportunity to suggest resolutions. Occasionally, children’s ideas are workable, depending on their emotional development. The solution will either be the one you have or a child’s suggestion.

From 4 to approximately 5 and 6 years old

At this age and stage, adults should intervene only if necessary. If mediation is required, the children should engage in discussion until a workable solution is reached. Keeping the language simple, and using the same vocabulary in each instance, helps your child to more quickly learn to use the process. Since your child is really only interested in achieving his/her own goal, if fewer words are used, there is a greater chance s/he will hear them. Remember how Charlie Brown heard adults? “WAH, WAH, WAH, WAH, WAH.” The final piece of information on this topic refers to how we help your child stop a peer from grabbing, pushing, hitting, kicking, or biting (all of which are age-appropriate behaviors). When a child is intent on obtaining her/his goal (i.e. more space or a toy), s/he is truly focused and determined. Remember, they are egocentric. We teach them to yell, “NO!” Yelling accomplishes two goals: 1) It is the best way to get the attention of the provoker, and 2) It will get the attention of an adult who may be needed. When you first use this method, it may feel awkward, but it becomes second nature very quickly.

School Policies and Procedures (*continued*)

Biting

Many pre-verbal children experience a time of biting. They bite for several reasons. Toddlers find the impulse to bite is a natural defense when cornered, not having yet mastered more refined ways of defending and protecting themselves and their wants. It is also a sensory experience with immediate results. We recognize that biting, while not acceptable, is normal and natural for toddlers, and not unusual for two-year-olds and preschoolers. It frequently occurs in groups of children who are just on the verge of fluent language but are still unable to express themselves verbally. Our policies concerning biting are:

1. Staff will carefully monitor children.
2. Staff will model appropriate gentle behavior and pro-social play, encouraging children to use the words that will solve their problem.
3. When a biting incident occurs:
 - Staff will quickly respond with a clear message to the biter: "No! Biting is not okay. Teeth are for food. Biting hurts your friends!" Tone of voice, body language, and facial expression will all clearly express disapproval. Staff will recognize the biter's feelings: "I know you are angry, frustrated, etc., but biting is not okay."
 - Staff will comfort the "bitee" with ice, a Band-Aid (if necessary), and TLC, until the child is ready to return to play
 - Staff will suggest alternatives to biting behavior, as appropriate for the age of the children. "Next time, say MOVE!" The seriousness of the incident may need to be reinforced: "No! It's not funny. Biting hurts. No biting."
 - Parents of both children involved in the incident will be notified. Biting, while at times frightening, is part of a young child's normal developmental process. We take a proactive, rather than reactive, approach. Each biting situation will be handled in the manner outlined above. We will not discuss personal information with any parent about a child, other than their own. We ask you to trust that each biting incident will be handled in a developmentally appropriate and professional manner
 - While developmentally appropriate, biting is the most objectionable anti-social behavior that is grouped with hitting, kicking and pushing. If a child repeatedly bites another child, parents may be asked to pick up their child from school, keep them home for a few days, and/or seek professional help to curb this behavior

Special Requests

Each year, we receive parent requests for their child's placement in a class with other students. While we do not allow parents to "choose" their child's classmates or teachers, we do accept requests for children's placement with other children. These must be mutual and exclusive to **ONE** other child, in order to be considered. All requests made for multiple children will be disregarded. The ECE administration and teaching staff are focused on the best interests of the children and families in our program. Our class and teacher placement decisions reflect these priorities. We reserve the right to make placement decisions that reflect the best interests of all students in the program.

School Policies and Procedures (*continued*)

Please understand that if you choose to make a special request, it may or may not be granted by the ECE Administration. The inability to meet this request in no way changes your contractual obligations for the 2016-2017 school year. After submitting a registration forms to the ECE program, tuition is subject to the stated policies on the registration form, should you withdraw your child from the ECE program.

Membership and ECE Cancellation

To be eligible for member rates, AJCC membership dues must be current throughout the time for which the child is registered. Registration fee is non-refundable and non-transferable. Note: If a participant withdraws early, between 30 days before the start date of the program and the end date of the program, a penalty fee of one month tuition will be charged. This fee will be collected by the method of payment previously selected.

We reserve the right to withhold service on delinquent accounts.

Guidelines for Dismissal of Child from ECE Services

Dismissal/expulsion is the denial of the right to attendance. Parents/Guardians are requested to find alternative care for the child within a defined time period.

Parents /Guardians will be asked, verbally and in writing, to find alternative care immediately if/when:

1. A child behaves with extreme or unusual violence to self, others or environment.
2. Parent refuses to attend behavior planning conference.
3. Parent does not follow-up on conference recommendations, such as making appointments with outside referrals for testing and interventions, and/or supporting behavior plan interventions.
4. Despite parent follow-up and support to behavior planning interventions, we are still unable to meet the needs of the child because the inappropriate behavior persists or escalates, and continues to threaten the health and safety of the environment, others, and/or self.
5. Parent behaves inappropriately (i.e. in a threatening manner, etc.), either in person, through written material or any other methods of communication.
6. Information about behavior is withheld upon child's admission to our program, which could threaten the health and safety of environment, other children and/or staff.

While we regret any inconvenience this may cause, we need to enforce this policy to protect all the children in our care, and our staff, from unnecessary harm. Our Director reserves the right to make the final decision regarding your child's dismissal from the program. If you are asked by the Director to leave the program, a full refund of the remaining balance of your tuition will be provided.

Food

Lunch: ***Lunches are provided by the parents.*** They are also available for purchase, through an outside vendor that delivers lunches daily. Please provide children with food to their liking. Food that is easy to eat and in reasonable quantities will enable your children to begin learning to make good choices in

School Policies and Procedures (*continued*)

their diets. Alpert JCC “Kosher Style” policy requires that you refrain from sending pork products and shellfish. Children can eat the food you send in the order they desire. We require lunches to be free of candy. All bags, lunch boxes, containers, bottles, etc., must be labeled with your child’s name, so that they may be returned to you. Your child’s lunch will be served on a reusable plastic plate. We will not be able to heat food in the microwave, or store food in the refrigerator, so please keep that in mind when preparing lunch. The teachers check for children’s lunches daily. If a child’s lunch is forgotten, we can purchase a lunch off the daily menu, and the parent will pay for it when the child is picked up from school.

PLEASE, PROVIDE A LIST OF ANY FOOD ALLERGIES TO YOUR CHILD’S TEACHER AND THE FRONT DESK.

We do not have a policy against peanuts; however, we do deal with allergies on a case by case basis.

Snack

As part of our morning and late afternoon programs, the children are given a nutritious snack. This helps them to learn about good nutrition and also experience the socialization of eating in a group setting. On Thursday, our Tuesday/Thursday students have Challah and Juice for snack.

Sample Snack Menu

Mon	Tue	Wed	Thu	Fri
4 4oz - Milk/Juice 1 Granola Bar Craisins	5 4oz - Milk 1/4 cup Cereal 1/4 Banana/Raisin	6 4oz - Milk 1/4 cup pineapple 4-6 wheat thins	7 4oz - Milk Gold Fish crackers 1/2 cup Applesauce	8 Challah and Juice
11 4oz - Milk/Juice 1 Rice Roll Cracker 1/4 Apple	12 4oz - Milk 1-2 Graham Crackers 1T Cream Cheese	13 4oz - Milk 1 Cup Cereal 1/4 cup Raisin	14 4oz - Milk 1 cheese stick 6 crackers	15 Challah and Juice
18 4oz - Milk 1 Cutie Orange 4-6 Triscuits	19 4oz - Milk 1 Cup Cereal 1/4 cup Raisin	20 4oz - Milk 1 String Cheese 1/4 Apple	21 4oz - Milk 1 Mini Bagel 1 T Cream Cheese	22 Challah and Juice
25 4oz - Milk/Juice 4-6 tea biscuits 1/4 cup Peaches	26 4oz - Milk 1/4 cup Pirate Booty 1/4 Apple	27 4oz - Milk 1cup Cereal 1/4 Banana/ Raisins	28 4oz – Milk Pretzels carrots	29 Challah and Juice

School Policies and Procedures (*continued*)

Birthday Procedures

We recognize that a child's birthday is an important milestone in their life. If you choose to celebrate your child's birthday in his/her room, please check with your child's teacher. We encourage any treats for the children to be healthy (i.e. smoothies, fruit salad, or frozen yogurt.) Your child can have a small treat in recognition of their birthday, but no large events. We have provided the list of alternate choices below for honoring your children on their special day:

- Donate a book to the school library or classroom in honor of your child's birthday with his/her name inside.
- Have your child bring their favorite book to share and the teacher or child will read it to the class.
- Provide each student in class with a colorful pencil, stickers or eraser.
- Choose favorite song or musical piece to sing or play for the class.

Party Invitations

A word of explanation about our school policy regarding the sending home of party invitations: Sometimes we need to put ourselves in the children's places and try to feel as they feel. When invitations to a party are distributed at school and only some of the children are invited, the other children feel very sad and left out. The result is teasing, arguing, and other negative consequences. If all the children in a class are invited, we are happy to distribute the invitations, otherwise please use the address on the school roster to deliver the invitations or through evite.

Donations

We love to receive gently-used outgrown toys, clothes, equipment, and books. A great way to begin teaching the value of mitzvah is to allow your child (after a birthday or Chanukah) to select a toy or game to donate to us or another organization.

Licensing and Standards

The ECE program is licensed by the California Dept. of Social Services (CDSS). License #191600443. This agency provides standards which legislate requirements for personnel, physical environment, and ratios.

The Community Care Licensing Division of the California Department of Social Services (Section 101200) has the authority to interview children or staff and to inspect and audit child or facility records without prior consent. The licensee shall make provisions for private interviews with any child(ren) or any staff member and for the examination of all records relating to the operation of the facility. The licensing agency has the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect, or inappropriate placement.

Equal Opportunity

The Alpert Jewish Community Center provides equal opportunity for participation and employment, regardless of race, gender, color, religion, national origin, age, sexual orientation, disability, or other protected category.

IMPORTANT INFORMATION FOR PARENTS

CAREGIVER BACKGROUND CHECK PROCESS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by Licensing child care centers and family child care homes. Our highest priority is to be sure that Children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children cannot by law be given an exemption that would allow them to own, live in or work in a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed

We request information from police departments, the FBI and the courts about the person's record.

We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us.

The person who needs the exemption must provide information about:

- The Crime
- What they have done to change their life and obey the law
- Whether they are working, going to school, or receiving training
- Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren't related to them who know about their history and their life now.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is http://ccl.dss.cahwnet.gov/RegionalOf_1829.htm

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