



**Jewish Community Center**  
SONOMA COUNTY

# FAMILY HANDBOOK

## 2024-2025

*\* Returning families please note that every year there are changes made to this handbook.  
Please read this in its entirety and note the updated changes.*

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## Welcome

### Welcome to the JCCSoCo Preschool!

We look forward to our second school year, after experiencing so much growth in our first year. It is a pleasure to have you join us on this journey. In our space, we bring together two separate stories of community building.

Historically the Santa Rosa Jewish Community Center Nursery School was founded in 1979 and while it was housed at Congregation Beth Ami, it was a community school and oversight and grant funding came through what was then the United Jewish Community Centers of the Bay Area. The school was officially transferred to Beth Ami as the Beth Ami Community Preschool in 1995 and it was eventually closed this past April, 2023.

Hidden Valley Preschool originally opened on our new site in 1997. Recently, the owners consolidated their three schools to their main site: Fulton Community Preschool, after losing Mark West Preschool in the Tubbs Fire and facing the effects of COVID-19.

What these schools have in common is “Community” as their middle name. We are inspired to create community through relationships—with children, their families, the staff, and community stakeholders all coming together to lay a foundation for lifelong learning and engagement with Jewish life.

We are a Reggio-inspired, constructivist preschool, dedicated to providing developmentally appropriate, open-ended experiences for children in a joyful, safe, and rich learning environment, guided by Jewish traditions. Our goals for each child are that they develop a positive self-image, independence, creative and critical thinking skills, respect for others, and appreciation for diversity. We strive to provide an excellent social-emotional learning experience, instilling strong values through a Jewish lens, that meets the childcare needs of the families in our community. We warmly welcome families of all backgrounds and religious affiliations.

We are humbled to build our school on the foundation of the traditions of what has come before and are thrilled to be going forward and impact future generations.

~~L’Dor V Dor~~ Hebrew saying: From generation to generation

# About Us

## Our Environment

We provide both indoor and outdoor learning spaces that are intentionally creative settings where children can explore, find inspiration, and discover. The layouts, orientations, and furniture are child-centered and designed to foster independence and responsibility. Within the classrooms, both inside and out, the learning spaces are intentionally organized into areas with open-ended materials where children are encouraged to make independent choices and follow their interests.

## Our Philosophy & Curriculum

### I. REGGIO EMILIA INSPIRED, CONSTRUCTIVIST CURRICULUM

Our curriculum is inspired by the preschools and early childhood centers in Reggio Emilia, Italy through a lens of Jewish values. This means our teaching, environment, and activities are child-centered and guided by the teacher's trained observation of the children and their interests with a strong overlay of relationships, community, culture and traditions. Our philosophy emphasizes children's competence, trusting relationships, and the role of children in constructing their own understandings of the world via interactions with people, materials, and the environment.

We believe creativity is a significant foundation for all other milestones in educational development. Harnessing creativity at a young age, when brain development is at its peak, not only optimizes academic success but also is critical for social-emotional development, critical thinking, and problem solving. Creative thinking enables original thought and the ability to see solutions where others don't. Creativity skills are essential to prepare children, and society, for future success in a rapidly changing world.

At JCCSoCo, children are active participants in their own learning, where exploration, discovery, and invention are of primary importance. Literacy development, beginning math concepts, the scientific method, critical thinking and problem-solving skills are woven into open-ended, play-based experiences. Inspired by the Reggio approach, teachers design projects and environments that emphasize process over product and where children and teachers together reflect on their work and discoveries to build knowledge and make their learning visible. The learning that happens within the process is more important than the end result. Here are some phrases parents can use for similar emphasis:

*"Tell me about your project." "I am noticing XYZ about what you created and I am wondering... Can you tell me more?" "You chose such vibrant colors! Which is your favorite?"*

### II. JEWISH CURRICULUM

We celebrate and learn about Jewish traditions by reading stories, singing songs in Hebrew and Yiddish, dancing, cooking, celebrating the holidays, and the end-of-the-week Shabbat (Sabbath) together as a school. We welcome Shabbat every Friday by singing, lighting candles, saying blessing over grape juice, and baking challah (braided bread). Jewish values (such as kindness, respect, repairing the world, and giving) are woven into the fabric of our daily activities. For more examples, please see the *Values that inspire Jewish Early Childhood Education* in the following pages.

### III.SOCIAL-EMOTIONAL DEVELOPMENT

We view moments of struggle, whether over a mutually-desired toy or a move to exclude one another, as learning opportunities. Rather than jumping in and solving the problem or putting someone in timeout, we support the children as they navigate the issue and problem-solve together, so they can gain and practice the tools (such as self-advocacy, empathy, and solution-generation) that they will need to do this independently in the long run. When conflicts arise, teachers will reflect and validate the feelings of all involved, ensure that all sides are heard, facilitate conflict resolution, and when necessary, suggest solutions or model negotiating skills.

For example, a teacher might say, “It looks like you both want to play with that toy, but we only have one. What could we do to solve this problem?”

If and when a child poses a threat to themselves or others or needs time and/or space to calm down, they may be removed temporarily from the situation, classroom, playground, etc. At these times, a teacher either remains with the child, talking calmly, or a quiet space is provided for the child somewhere in the classroom. It is usually left up to the child to determine when they feel ready to talk or re-enter the social scene. Alternatives for future situations may be discussed, as will validation of the feelings behind the behavior. For example, a child may be told, “It is okay to be angry, but it is not okay to hurt anyone. You may...” and then alternatives may be suggested. Physical outlets may be provided for a very angry child when needed, such as foam balls to squeeze or throw, or play dough to pound.

## Our Staff – Teacher Qualifications and Ratios

We believe the success of our school depends on the dedicated and skilled individuals who make our staff and our founding Advisory Committee. All of our teachers are trained early childhood educators who are passionate about JCCSoCo’s preschool mission. Our educators bring with them a wealth of experience, are committed to their professional development as lifelong learners, and have completed all the requirements for Community Care Licensing. Our school Director/teacher is responsible for supervising the day-to-day operation of the Preschool and works closely with the teachers in developing and implementing the daily program.

Throughout the year we offer professional development and partner with outside organizations to provide high quality training. Just like with our students, our teachers create individualized learning plans for themselves so ht they are consistently developing their own practice. In addition to scheduled training, and resources provided by partner organizations we provide a comprehensive list of professional development opportunities and resources.

The State of California regulations require that we maintain a 1 to 12 adult to child ratio however we know that to provide a quality program for children it is important to maintain a lower adult to child ratio. For our youngest children, we strive to maintain a 1 to 6 ratio and a 1 to 7 ratio for the older children. Ratios may be higher as permitted by licensing during nap time and outside.

## Our Partners

Collaboration and community building is at the heart of what we do and this extends to our professional relationship with outside organizations and specialists. Whether it be for student or family services, our own professional development, or for health & safety resources, we deeply value our partners and the excellent resources they provide. More information on our partnerships can be found throughout our Family Handbook and will soon be found on our website.

First and foremost, the school is being supported by an Advisory Committee under the guidance of dedicated individual leaders on the board of the JCCSoCo. We have assembled a community of stakeholders who have



been interested and influential in supporting education and Jewish community building in Sonoma county. We have the involvement of founding Santa Rosa Jewish Community Center Nursery School board members, past directors, educators, parents, grandparents and folks involved with the organized Jewish community. We are looking forward to partnering with our pioneering families to build our community at this school and help us move forward to building strong family engagement throughout Sonoma County.

## Values that inspire Jewish Early Childhood Education

Hebrew	Transliteration	Translation	Explanation, Application
תשחית בל	<i>Bal Tashcheet</i>	Do not destroy needlessly	Care for the environment, care for our sacred space, care for property
בקר חול'ם	<i>Bikur Cholim</i>	Visiting the sick	Caring for the ill (i.e. sending cards, wishes)
חסד	<i>Chased</i>	Kindness	Caring for humanity
דרך ארץ	<i>Derech Eretz</i>	Common courtesy	Treating every person with respect
אמת	<i>Emet</i>	Truth	Honesty, owning one's deeds
גמילות חסדים	<i>Gimilut Chasadim</i>	Acts of loving kindness	Caring for humanity
הכנסת אורחים	<i>Hachnasat Orchim</i>	Welcoming guests	Welcoming, a place of openness, Inclusiveness, embracing diversity
הידור מצווה	<i>Hiddur Mitzvah</i>	Beautifying a Mitzvah	Creating beauty; focus on esthetic
כוונה	<i>Kavanah</i>	Intention	Intentionality, consciousness, focus
כבוד	<i>Kavod</i>	Honor, respect	Honoring all: Friends, teachers, parents, colleagues, classroom, environment, etc.
כבוד הור'ם ומור'ם	<i>Kibbud Horim u'Morim</i>	Honoring Parents & Teachers	Doing something special for parents and/or teachers
כל ישראל	<i>K'lal Yisrael</i>	Unity of the Jewish People	Jewish inclusiveness
לימוד	<i>Limud</i>	Learning	Lifelong Jewish learning
ודור לדור	<i>L'dor v dor</i>	From generation to generation	Continuity, passing down tradition, family, creating Jewish memories
מצווה	<i>Mitzvah</i>	Commandment	Deeds, actions, commitment
התעוררות פלא	<i>Peleh Hit'orerut</i>	Wonder, awakening	Amazement, sense of wonder, awe, gratitude
התעוררות שלום בית שלום בכתה	<i>Shalom Byit/ Shalom BaKitah/ Rodef Shalom</i>	Peace in the home/class., Pursuers of peace	Civility, care, compassion
שמירת לשון	<i>Shmirat HaLashon</i>	Guarding your tongue	Speaking with intention and carefulness
שמירת הגוף	<i>Shmirat Haguf</i>	Guarding our bodies	Keeping our bodies safe
שומרי אדמה	<i>Shomrei Adamah</i>	Guardian of the earth	Caretakers of our environmental inheritance
שמחה של מצווה	<i>Simcha shel Mitzvah</i>	Joy of celebrating a mitzvah	Joy, delight in celebration
תקון עולם	<i>Tikkun Olam</i>	Repair of the World	Responsibility, environmental concerns
צער בעלי חיים כבוד הביות	<i>Tza'ar Ba'alei Chayim/ Kavod Habriot</i>	Kindness to Animals/ Honoring all Creatures	Taking care of animals, showing respect for all creatures
צדקה	<i>Tzedakah</i>	Justice	Righteousness. Giving to those in need.
צלם אלקים	<i>Tzelem Elokim</i>	Divine Image	Capability, dignity and potential

# Hours of Operation & Schedules

## Office Hours:

8:00 a.m. - 5:30 p.m. • Monday - Friday

## Schedules

At JCCSoCo we offer programming for children ages 2-5 years old in a mixed age community setting. Small groups or pods of children and a teacher become their own learning communities, creating strong relational consistency within the larger school community. This allows children to form strong connections with their own teacher and small group, while at the same time developing relationships with all of the teachers and peers in the school. Mixed age groups offer opportunities for children to express themselves as both a leader and a follower, providing children with more opportunities to explore at their own developmental rate.

**3, 4, or 5** days a week

### Full and Part Time Options

8:00am - 9:00am

9:00am - 1:00pm

1pm - 3:30 pm

3pm - 5:30 pm

## School Year

Academic School Year: August through the middle of June.

Summer: We offer summer programming to accommodate care needs while our school year program is closed. Our Summer program continues with our philosophy of constructivist curriculum. The children will have more time spent outside, exploring the vibrant uniqueness to summer days with special activities in our yard and at our local park.

Closures: Please see our school calendar for all planned school closures and early closures.

## Pod Names (in Hebrew)

**Alonim**  
"Oaks"

**Aravot**  
"Willows"

## Routines

### Shabbat

Every Friday, we all celebrate the traditions of welcoming Shabbat (the Sabbath). Families may provide toppings or ingredients for volunteer hours. The children shape and make their own small challah. We have a school-wide gathering that involves singing, movement, and stories, sometimes with a local Rabbi. Each child will bring home their challah at the end of their school day.

### Naptime

California State Licensing requires all children in our program to be offered a rest period. All children are provided cots and a calm nap space with soothing music. Families provide bedding and any other items that may help children sleep. Children who do not fall asleep are given "quiet kits," which are filled with quiet activities they can work on independently while they rest on their cots.



# Arrival & Departure

The main entrance to our school is the side gate located to the left of the garage at 3421 Bonita Vista Lane. There are two short term parking spaces in the driveway, to be used just for drop off and pick up, as well as street parking.

## Arrival Procedure

We ask families to arrive at, or shortly after, their scheduled time and accompany their child onto campus:

- WASH HANDS**  
*We ask that family members help their child wash their hands at the sink in the outdoor sink before joining the group.*
- SIGN IN**  
*Each child must be signed in at the side gate. Sign in by using the Procare App - scanning the posted QR codes. Any notes to staff can be left under "drop-off notes" on ProCare.*
- LUNCHES & WATER**  
*Place lunch boxes and water bottles in their designated spots: on the lunch cart and your child's outdoor cubby. Nap items should be placed in their indoor nap cubby.*
- EXTRAS**  
*Restock any extra clothing in the bathroom if needed.*
- GREET THE TEACHER**  
*Walk your child to their teacher for a morning greeting and to help them start the school day.*
- DEPART**  
*Depart promptly afterwards to support transitions for all children. You are welcome to stay and visit with other family members in our outdoor welcoming community lobby.*



## Pick Up

- SIGN OUT**  
*Each child must be signed out at the side gate using the Procare App or tablet.*
- GOODBYES**  
*At pick up, please make sure your child says goodbye to the teacher(s) present.*
- CUBBY**  
*Be sure to check your child's cubby for belongings, notes, and creations before leaving campus.*

NOTE: If someone other than the primary family member will be picking up a child, please notify the school via Procare message. Procare has an option to add authorized pick ups for additional persons who regularly drop off or pick up other than legal guardians. Please make sure they have their ID available for confirmation.

This process, and the consistent documentation of pick up and drop off with full signatures, is essential for our record keeping as a licensing Preschool provider governed by requirements established by the State of California. Rules of compliance (CCR, Title 22, Sections 101226.1{b} and 101229.1) dictate that these practices assure the health and safety of children in our school.

Therefore, every enrolled child needs to have their own designated Procure account for daily sign-in and signout. These signatures are a legal document which transfers responsibility for the child between the center and the child's authorized representative. **It is mandatory that each child be signed in and out every day with their caregiver's code AND full legal signature.**

## Authorization for Pick-Up

Only those individuals 18 years and older who have been previously authorized by primary family members through Procure will be allowed to pick up a child. If the staff does not know the person who has been authorized to pick up a child, the staff person will ask for a picture I.D. Please let teachers know if someone new will be picking your child up. Additional authorized pick-ups can be added throughout the year. Please notify staff by Procure message so they may note the change and anticipate seeing a new person at pick-up time.

## Adjusting to School

We know starting school for the first time, or beginning somewhere new, might be overwhelming. To make your child's adjustment to their new setting easier, we suggest you begin talking about school well before your child's first day. Schedule a time to come by and visit. It might be helpful and reassuring that you will drop them off, stay close by, and will come back right after lunch or nap, depending on your child's schedule. It can help to have a consistent phrase or exit routine each day at drop off.

## Transitional Objects

Some children need a transitional object to take from school to home. The transitional objects we've seen used that have been successful are stuffed animals or "loveys" that can live in their cubby during the school day for visits when needed for comfort. Please make sure you have a back up between home and school in case it is misplaced or forgotten.

While transitional objects are welcome, home toys should be left at home. For example, toy cars, figurines, balls, etc. need to stay home to provide an equitable experience for all children. We ask all families to provide a picture of the whole family so that your child can look at it for comfort. Family photos will be accessible to your child for comfort and in order to make our extended school community visible. Communication with your child's teachers about what makes your child feel secure can benefit the first days of the JCCSoCo Preschool experience.

Please don't be anxious or self-conscious if your child is upset and cries at drop off, as we have experience navigating separation upset. It's important to leave when you say you will, even if they protest. Know that a teacher will help your child find an activity or a comforting lap, that separation upset usually ends shortly after you leave, and we will call you if it doesn't. When possible, we will send a photo or message via Procure once they have settled. Feel free to call us or send a message any time for reassurance.

# Daily Essentials: Food

## Meals & Snacks

Mealtime is a great opportunity for both learning and social opportunities, and is a strong part of Jewish tradition, therefore an important part of our school day. We eat our meals family style in our dining room or on our outdoor deck.

### Daily Snacks:

JCC SoCo Preschool provides a morning and afternoon snack. Often the children will be helping prepare snacks in our child friendly dining room/kitchen. It is our intent that snacks be small in quantity and large in nutrition. We use many organic and fresh foods in our snack preparation, and hope to grow some of our produce.

### Lunches:

Families need to provide a packed lunch box/bag and water bottle each day. These are placed in the designated location in the dining room by families upon arrival. We recommend families send small amounts of a variety of foods each day, so that children have familiar choices available in their lunch. Anything you send in your child's lunch should be an item you want your child to eat. We do not tell children which item to eat first. Please be sure to cut spherical foods (cherry tomatoes, grapes, etc.) to prevent choking. While you know your child's eating habits best, they may be more active in a school social setting than they are at home. Cutting choking-prone foods helps us ensure a safe and pleasant experience for all.

**In the event of a change in public health guidelines, if we are not able to provide supplemental snacks we ask you to please pack a morning snack separate from your child's lunch. If your child stays for extended care, please pack an additional afternoon snack separately as well.**

## Dietary Restrictions

As a program of JCCSoCo, we respect kosher dietary rules and seek to create an environment where everyone would feel comfortable eating. We ask families to provide **only vegetarian-ish food options (Dairy, fish, chicken, and turkey are OK)**. In an effort to prevent any peanut-induced allergy reactions on campus we ask families to be careful by not sending any **peanut-based products**. Tree nuts and seeds are fine, but must be labeled as "Tree Nuts/Seed based" before arrival. Please see the lists below to help guide your food planning.

Please save these foods for home:

- \* No beef/pork products or shellfish (per kosher rules)
- \* No peanuts or peanut butter (due to allergies)

YES! Definitely send these foods:

- |                                 |                                   |                    |
|---------------------------------|-----------------------------------|--------------------|
| * Yogurt                        | * Grains (ex. rice & quinoa)      | * Peanut-free:     |
| * Cheeses (ex. cream & cottage) | * Cereals (ex. cheerios)          | - Breads           |
| * Eggs (ex. hardboiled & salad) | * Fish (ex. tuna & salmon)        | - Nut/seed butters |
| * Fruit (ex. fresh & dried)     | * Chicken/Turkey                  | - Trail mix        |
| * Vegetables                    | * Vegetarian:                     | - Granola bars     |
| * Beans                         | - Sandwiches, wraps & quesadillas | - Veggie burgers   |
| * Hummus & dips                 | - Pastas (ex. ravioli & gnocchi)  | - Crackers         |
| * Tofu                          | - "Meat" & soy substitutes        | - Stuffed pretzels |
| * Olives                        | (ex. tofu dogs, tempeh, tofurkey) |                    |

## Food Allergies

If your child has any known food allergies, please submit this information in your registration packet and be sure to communicate directly with your child's teacher, as well as the director. The director posts a list of all children with food allergies in the kitchen, dining room, and outdoor eating space that is visible to all staff, subs, and all others engaged with children.

## Daily Essentials: Clothing & Bedding

Appropriate clothing for play is extremely important. Children need to feel comfortable, free to fully explore the school environment, and be self-reliant during their school play. Rugged, washable play clothes and tennis shoes are ideal for Preschool. For wet weather days, please be sure to provide your child with rain jackets and rain boots. A full rain suit that can easily be pulled on and off indoor clothing would be best. Please reach out to the director for suggestions on purchasing this item. Know that your child's clothes will get dirty and wet while at school as we do sensory and water play year-round.

Considerations when selecting school clothes:

- **Laundering:** Items can be easily washed and cleaned.  
*Preschool paint labels state that they are washable, but certain fabrics launder better than others.*
- **Labeling:** Items can be clearly labeled with both and last name.  
*In order to keep your child comfortable, our shared spaces organized and the lost and found manageable, we greatly appreciate your efforts to label everything you send in.*

## Change of Clothes

In addition to their daily outfits, children need multiple articles of labeled clothing to be kept in their extra clothing bin located in the child bathroom. These are used in the event of any potty accidents, water play, spills, etc. We have extra clothes on site but find children often prefer to wear their own, so we ask that their bin is always stocked with:

- Socks
- Underwear and/or diapers
- Pants and shorts
- Sweatshirt or jacket
- Long/short-sleeved shirts
- Shoes



Please check your child's cubby regularly to ensure extra clothing is available. We greatly appreciate when clothes lent to your child are washed and returned to the school as soon as possible.

## Emergency Preparedness Kits

As back-up essentials, we ask every family to provide an Emergency Kit. The full instructions for this kit are outlined in the **registration packet** and need to be provided on the first day of school. Classroom teachers collect and store these at school in the event of an emergency. You may collect your child's previous year's kit at our year-end potluck picnic. If your child is staying for the summer program, you may update your kit at that time.

- Emergency Kit Form  
*(in Registration Packet)*
- Family photographs
- Non-perishable snacks & drinks
- Additional clothing

## Bedding for Nap

For our nappers, we provide a cot. Please provide your child's own Nap Kit in a clearly labeled bag for their personal comfort. The Nap Kit can include a blanket, small pillow, comfort toy, and any additional necessary items. Be sure to label each item. We provide routine cleaning of the bottom sheet and cots and ask families to take home their Nap Kit each Friday to wash and clean before returning the kit Monday, or the child's first day of the week.



## Non-Essentials

We know there are other items not listed above that might feel essential to your child but are best left at home. For the comfort and safety of everyone, please keep very personal items like home-toys, makeup/lip gloss, and irreplaceable items at home.

# Communication

The relationship between teachers, families, and children is sacred and a vital part of both JCCSoCo and the Reggio Emilia philosophy. With great care, we hope to form a *brit* (contract or agreement) of respect and a *kehillah* (community) of social responsibility and honor to each person's effort and individuality. In support of this, we have a variety of communications tools available for families to use.

## Procare

Procare's digital platform is our primary communication tool. This is the same application used for daily sign-in and sign-out and will facilitate almost all other essential functions around school communications (e.g. messaging, photo-sharing, billing information, and event updates).

**Please ensure that your Procare notifications are enabled** so you are receiving vital information and updates about your child's day. From any school emergency notifications to routine nap updates, families will hear from Procare first (any urgent communications will come as an "alert" through Procare - for more information on this process, please refer to the Emergency Preparedness and Procedures section of this handbook).

For any immediate, informal, or logistical points of communication, please use Procare's message function. All incoming messages will be seen by and responded to by both teachers and/or the JCCSoCo Preschool Director.

*If you have any questions about this service contact the Director via email (listed below).*

## In-Person

For any day-of or quick updates that you'd prefer to do in person, our staff can often make themselves available briefly at pick-up and drop-off time. For any in-depth topics that would benefit from the undivided focus and time from your classroom teacher, please send a Procare message to request a phone or on-site meeting.\*

## e-Newsletter

Our routine newsletter goes out to all families with programming highlights, important updates, and reminders. You will also find links to school forms, calendars, and opportunities to help out around the school. Families are responsible for reading the information in the newsletter, so please make sure that each family member provides



us with an e-mail address that you check regularly. If you do not see these newsletters coming into your inbox, check your spam/promotions folder and add us to your contacts.

## Contacts

For any specific questions or concerns about school policies, operations, or sensitive topics, please contact the preschool director directly:

Preschool Office: (707) 528-4272  
sarahgrace@jccsoco.org

JCC SoCo Office: (707) 528-1476  
heather@jccsoco.org

\*Please note that in order to provide quality and safe programming for all children at JCCSoCo, we appreciate the family's understanding when conferences, meetings, and phone calls might be impacted by any immediate needs of our programming. Staff will always work to respond as quickly as possible and work with families to reschedule in the event of a necessary change/cancellation.

## Getting Involved

Family involvement in the preschool is an integral component of our program. Our community is made up of our families, and the more we get to know each other, the more we benefit from being in each other's lives. The more we celebrate together, work together, and lean on each other, the stronger we become. We welcome you to contribute to our warm, vibrant community by being an active part of it.

### Family/Teacher Committee

For any primary family member wishing to be involved more directly, we encourage them to join the JCCSoCo Family/Teacher Committee. This group is made up of primary family members of current enrollees who want to provide support and assistance towards improving the morale, physical environment, and the well-being of the school. Anyone who is interested can join any time. We welcome all those who are interested to contribute as much or as little as they're able. Sign-ups will be available at our welcoming table in the front hallway.

Sample Contributions:

- Garden Work
- Facilitating Events
- Teacher Appreciation
- Organizing & Cleaning
- Set Up & Breakdown of Events
- Fixing & Building

### Donations

We are honored that our families often think of us when preparing to donate any previously loved, but still useful items like books, clothes, and furniture. As a program of JCCSoCo, all donations to the Preschool are tax-deductible. If you have any items you think could be useful, but aren't sure, please contact the JCCSoCo Director (see previous contact page) to talk about the opportunity, and any potential storage or transportation considerations.

Things we can always use:

- "Loose parts" (washers, paper, apple sauce pouch lids, etc. toilet paper rolls, wood scraps, plants)

## Special Experiences & Occasions

### Birthdays

Children enjoy celebrating their birthdays at school. JCCSoCo invites you to bring a healthy birthday treat for your child's birthday. Please speak to teachers about appropriate snacks and make arrangements with your child's teacher in advance. Additionally, please confirm with your child's teachers about allergies in the classroom prior to bringing them on campus. Birthday treats should not have too much sugar if possible (think muffins vs cupcakes or fresh fruit vs gummies). Treats can be homemade or prepackaged. If you are hosting a birthday party for your child outside of school, please do not hand out party invitations at school unless the entire class is invited. Please email them instead. You will be given access to a JCCSoCo Preschool Family Directory so you will have addresses, should you need them.

### Walking Field Trips

From time to time we will take the children on a "walking field trip," around the neighborhood to explore our nearby environment. Children will observe the nearby creek, or collect leaves and sticks for a collage in the adjacent field and woods. Experiential learning such as this is an important part of the early childhood curriculum. You will receive a permission slip to sign so that your child can participate in these walking trips throughout the year. JCC SoCo Preschool does not participate in field trips that require transportation by vehicle. We do however, invite community partners such as fire fighters, beekeepers, and service animals to come to us.



### Shabbat

Although the Sabbath officially begins at sundown on Friday and lasts until three stars are sighted on Saturday evening, we celebrate Shabbat at school every Friday with an Oneg Shabbat (informal Shabbat celebration). We sing songs, celebrate holidays, and highlight values and mitzvah (good deed) moments. As a school community, we recite blessings over the candles, the grape juice, and the challah (bread). We also make challah dough in the classrooms with children, so please let us know if your child has any food sensitivities.

### Non-Jewish Holidays

As a school, we do not celebrate Halloween or Valentine's Day. We also do not do anything specific to celebrate Mother and Father's Day, but do not discourage conversation around any of these holidays if, and when, they come up as topics brought up by the children. Please support us by telling your children that our costume holiday with treats is Purim, when we dress up and distribute mishloach manot (gifts of food).

#### Please do not send:

- **Candy** to school, in lunch or to distribute to the children (at any time, but specifically) for Halloween and Valentine's Day
- Your child wearing a **costume** to school for Halloween
- Valentine's Day or Halloween **cards** or other related items to school

# Health & Safety

## Healthy Children at School

We understand that for many of our families, they enroll their children at JCC SoCo Preschool both because of our educational philosophy and because of their need for childcare. In order to perform both at the highest quality, our illness policy is strict for the wellbeing of your child, other children, and our teachers.

We ask families:

- Assess the health of your child each morning before school.
- Keep sick children at home.
- Pick-up your child if they develop any symptoms of illness while at school.

How do I know it is time to stay home?

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- Fever (temperature over 100 °) or have had a fever during the last 24-hour period.  
*If you have used fever reducing medicine in the last 24 hours to stave off a fever, please keep your child home another day.*
- Vomiting or diarrhea within the past 24 hours.
- Symptom of a communicable disease:
  - Red and/or dripping eyes
  - Pink Eye (Conjunctivitis)  
*Discharge, itching of eyes, redness of eyes, swelling of eyes, eyes sealed shut with crust.*
  - Fever
  - Sore throat accompanied by white spots on throat or other symptoms
  - Headache
  - Rash (without a doctor's note clearing your child)
  - Abdominal pain
  - Earache
  - Swollen glands
  - Mucous
  - Coughing/sneezing
  - Listless or drowsiness
  - Glassy eyes or a flushed face
  - Any indication of head lice.

*Please notify the school at once if your child has a communicable disease or has been exposed to one.*
- Has been prescribed an antibiotic by a physician/practitioner within the last 24 hours.

Cold & Flu Medications:

We appreciate that suppressing an illness with decongestants, ibuprofen, acetaminophen, and cough syrup can improve symptoms but they do not remove the contagious nature of the illnesses. Therefore, please do not send your child to school if they require these medications.

### **Antibiotics:**

If your child has a bacterial infection, they must be on antibiotics for 24 hours or 72 hours symptom free for any other related illness before returning to school. Once back at school, our staff can administer medication, as long as the medication comes in the original container and a Medication Release Form is properly and fully filled out. This can be found in your **registration packet** or provided upon request. Instructions with doctor's orders must be left in writing on such form.

### **Lice**

If there are any indications of head lice, please inform the office immediately. We require that children be free of all nits and louse before returning to school. A notice will be sent out to all families at the first case of any communicable disease including head lice, as this will allow families to prepare and be aware of symptoms and signs.

### **Doctor's Note**

Depending on the type of illness your child is experiencing, we may require a doctor's note for your child to return to school (such as in the case of a rash or a diagnosis of allergies rather than pink eye).



## COVID-19 Quarantine & Testing Policies

As a child care provider, we follow the California Department of Public Health (CDPA) and Community Care Licencing (CCL) guidelines and requirements for public health orders and mitigation strategies which includes ongoing developments in COVID regulations. For an update and outline of the most up-to-date guidance that informs our policies, families can visit [CDPH.ca.gov](https://www.cdph.ca.gov)'s website directly.

### Masking Policy

At this time, children are not required by licensing to wear a mask at school. Children who are masking will be supported, monitored and helped to have some space from the group if they need a mask break. They will also have a little space while unmasked at lunch time. If your child naps, they will either go home at rest time, or you can opt to join a "rest nest" and stay masked.

#### What do we do IF:

##### **Someone in our household has a known exposure to COVID:**

1. Contact the Preschool Director to find out your protocol.  
Do NOT attend school until you are cleared by staff to do so.
1. If you reach out outside of open hours, we will get back to you as soon as we can.
2. Take a home test and let us know your results.
3. Review the terms and information below.

##### **My child tests positive for COVID:**

1. Contact the Preschool Director right away or at least within 24 hours.
2. For our county health report, please let us know:
  - a. Your child's first and last name
  - b. Your child's date of birth
  - c. Date of symptom onset (if symptoms present) and date of positive test result
  - d. First and last name of a parent contact
  - e. Parent contact phone number
3. Review the terms and information below

## EXPOSURE

The infectious window for Covid-19, the time in which someone can transmit the virus to others, begins 2 days prior to symptom onset, or test date if the person does not have symptoms. The person will continue to be infectious for at least 5 days after symptom onset. The CDC's definition of a close contact is below:

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for a total of 15 minutes or more
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (hugged or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

\*Please note close contact is about proximity. You can be a close contact whether or not masks were worn, or the exposure occurred indoors versus outdoors.

<b>POSITIVE CASES</b> Isolation Protocol	<b>CLOSE CONTACTS</b> Quarantine Protocols
<p><b>Anyone who has tested positive:</b> Stay home and isolate for a minimum of 5 days, beginning the day after their symptom onset (or the day after their positive test date, if no symptoms).</p>	<p><b>Close contacts:</b> No quarantining requested.</p> <p><b>Asymptomatic persons exposed to someone with COVID-19:</b> No quarantining requested</p>
<p><b>Examples:</b> Day 0 = 10/4 (symptom onset or test date) Day 5 = 10/9 (last full day of isolation if symptoms not present or resolving AND a diagnostic specimen* collected on day 5 or later tests negative)</p> <ul style="list-style-type: none"> <li>▪ If unable to test/choosing not to test, and symptoms are not present/are resolving, isolation can end after day 10.</li> <li>▪ If fever is present, isolation should be continued until fever resolves.</li> <li>▪ If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving/until after day 10.</li> </ul> <p>Day 6-10 = 10/10-10/14 (wear a well-fitted mask around others if released after day 5)* Day 10 = 10/14 (last full day of isolation if ineligible for earlier release)</p> <p>*After ending isolation (no fever without the use of fever-reducing medications and symptoms are improving), confirmed cases may remove their mask sooner than Day 10 if they have two sequential negative tests at least one day apart. If antigen test results are positive, the person may still be infectious and should continue wearing a mask and wait at least one day before taking another test.</p> <p><b>For nappers:</b> If you are released after day 5, and are attending school with a well-fitted mask, your child will have to go home during rest time if they sleep at school. Since children are unmasked while sleeping, we are trying to keep the other nappers all clear. You can still attend the morning program or ask your site director about your child skipping nap during this time.</p> <p>Once you contract Covid, you would be considered recovered after you complete the isolation period. You would be exempt from quarantine for any future exposures for 3 months after infection. If you are exposed again in 3 months from now, you would need to quarantine again.</p>	<p><b>Recommended Actions</b> Everyone, regardless of vaccination status:</p> <p>Persons infected within the prior 30 days do not need to be tested, quarantined, or excluded from work unless symptoms develop.</p> <ul style="list-style-type: none"> <li>▪ Test within 3-5 days after last exposure</li> <li>▪ Close contacts, if exposed in your own household, should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings and when near those at higher risk for severe COVID-19 disease.</li> <li>▪ Close contacts, in our school setting, have the option to mask or unmask.</li> <li>▪ If symptoms develop, test, and stay home</li> <li>▪ If test result is positive, follow isolation recommendations.</li> </ul> <p><b>All close contacts:</b> Should consider testing as soon as possible to determine infection status and follow all isolation recommendations above if testing positive. Knowing one is infected early enables (a) earlier access to treatment options, if indicated (especially for those who may be at risk for severe illness), and (b) notification of exposed persons (close contacts) who may also benefit by knowing if they are infected. If testing negative before Day 3, retest at least a day later at least once, during the 3–5 day window following exposure.</p> <p>Close contacts who were previously infected in the last 30 days do not need to test unless symptoms develop. Close contacts who were previously infected in the last 31–90 days should test using an antigen test, even if asymptomatic and regardless of vaccination status, given the increased transmissibility and increased repeat infections with the circulating Omicron variant and the higher likelihood that they may be infected.</p> <p>Here is a sample protocol timeline based on the above information, for people who were exposed in their household, but do not have symptoms: Day 0 = 10/8 (last day of exposure) Day 1 = 10/9 (first day of "quarantine", wear a well fitted mask around others) Day 3-5 = 10/11-10/13 (soonest testing date if they develop no symptoms) Day 6-10 = 10/14-10/18 (wear a well-fitted mask around others if released after days 3-5) Day 10 = 10/18 (last full day of masking)</p> <p>Testing is required every morning before attending school during the 10 day "quarantine" period, so we know they are at least clear at the start of the day. Please email the results to the preschool director.</p>

## Becoming Sick at School

We feel that children who are too sick or fatigued to play outside or fully participate in our program should be at home. Children who are ill require and deserve more care than may be available in a group setting. In the event a child becomes sick at school, we will first call the primary family member(s) and if unavailable, we will proceed to the list of emergency contacts. We will provide a quiet, safe space, apart from the rest of the children until the family member or an authorized adult arrives for pick up. **Family members are asked to arrive within 30 minutes of receiving the call or make arrangements for others to supply care.** Per licensing requirements, every family needs to maintain a list of viable emergency contacts, as well as phone numbers where we can reach the primary family members at all times. In the event we can not reach the primary family members listed, we will then contact the emergency contacts that have been provided. If you have an additional child (i.e. sibling of student) who is ill, PLEASE DO NOT bring the sick sibling into the classroom when dropping off your student.

## Accidental Injury

We do everything we can to make sure our spaces and facilities prioritize safety at all times. That said, we are prepared for accidents to happen at any time. If there is a suspected injury, a JCCSoCo staff member will assess and administer any necessary first aid treatment to your child\*\*. For minor injuries that still need further treatment, we will contact the primary guardian(s). If we are unable to reach you, we will call from your emergency list on Procure. For life threatening injuries, we will call 911. Families are responsible for any medical expenses incurred during treatment. All families must complete and submit the Licensing Title 700 form [Identification and Emergency Information Child Care Centers] covering the details of this policy.

\*\*Whenever first aid is given, teachers fill out an *Incident Report* on Procure, and you will receive a notification. Physical copies can be provided upon request.

## Mandated Reporting

As an education provider, we are dedicated to your child's health and safety. All JCCSoCo teachers and administrators are mandated reporters. This means our staff are trained in and follow guidelines prepared by the California Department of Education (CDE) and California Department of Social Services and Child Protection Services (CPS) when necessary. For further information please visit <https://www.cde.ca.gov/ls/ss/ap/childabusereportingguide.asp> or contact the JCCSoCo leadership.

## External Developmental Resources

We are committed to the best learning experiences for your child and are invested in your child's success. We also recognize that children have different learning styles and needs in the classroom. In the event we observe developmental concerns or behaviors we feel call for input by experts, we will ask your permission to contact the Early Learning Institute (ELI). ELI can observe your child and consult with staff and your family to come up with a plan of action. We will make every effort to accommodate your child. In rare circumstances, your child may need a shorter day or may not be ready for the school experience. We will work closely with you and your child to ease anxiety, smooth their transition and participate in school. However, there may be instances where we feel all staff strategies have been exhausted. If the child is not yet ready for school or presents behaviors that are dangerous for themselves or others, it will be up to the director's discretion on whether the program is a good fit for the child.

# Emergency Preparedness & Procedures

As a care provider, it is our job to be prepared and equipped to keep our community safe given any number of emergencies. For this reason, we have a Standard Response Protocol in place that is based on an all-hazards approach, as opposed to individual scenarios. For specific events, common to Preschools in Sonoma County, we have also included those here (i.e. heat advisories, wildfire smoke, and power outages). All of our planning is informed by, and compliant with mandates and protocols by California State Licensing and recommendations from the Department of Health and Human Services.

We are mindful that any change to a family's routine and our programming (including early pickups, and campus closures) can cause significant stress for our families and staff, so our goal is always to keep everyone safe with as few disruptions as possible.

We also know that it can be hard for a family to know how to best respond to an update of an "emergency" at your child's preschool so will always clarify any actions, or next steps in our communications.

- If there is a reason to arrange back-up care for the day, an early pick-up, or for visitation to campus, we will explicitly request that.
- **If we confirm routine was unaffected or fully resumed, and recommend families remain on-call for more information, or wait until scheduled pick up times for pick-up/visitation, we will also explicitly recommend that.**

We appreciate your cooperation and understanding in our efforts to keep the children and staff safe.

## Emergency Communications

### 1. Procure SMS Alert:

In the event that we enter a Standard Response Protocol, a Procure Alert is our fastest method for communication and our default choice for urgent contact. In addition to standard app-based messaging, a Procure Alert includes an SMS alert so it overrides personal messaging settings and additionally reaches family members who have not downloaded the Procure app yet. Any guardian who provided their phone number at the time of registration will receive this alert. These are not usually intended as a call-to-action for families. Alerts are most likely to notify families of a change to their child's environment or expected routine, and give notice towards preparing any changes.

### 2. Procure Messages:

Standard Procure Messages are ideal for less-urgent or in-depth updates. We will use these to provide a follow-up for an SMS alert, or a thorough outline of any updates regarding changes experienced during the day's routine.

### 3. Phone Calls, Emails & Letters:

These additional forms of communications are for any longer-form, personalized communications.

For a family's emergency contacts: Phone and email are our primary methods of contact for them. Please be sure the information provided is both correct, and for local individuals who could provide a pickup if necessary.

## Standard Response Protocols (See page 22-23)

1. **Secure:** Shelter in place, Lock-out & Lock-down.
2. **Evacuate:** Leave our facility for a different location.
3. **Close:** Leave our facility for home.

## Hazard-Specific Protocols (See page 23-24)

1. **Excessive Heat/Cold Advisory**
2. **Unhealthy Air-Quality / Smoke Days**
3. **Power Outages**

## Standard Response Protocols

### **Secure** (Shelter in Place, Lock-outs & Lock-downs)

In the event that there is a hazardous environment (i.e. weather or individuals) around or near our school, we would begin a secure protocol on campus. This begins with bringing all children inside and securing all access points. The extent of these procedural steps would be assessed and directed by Administration based on the cause for concern.

For example, securing our community might only require a shelter in place where we would centralize all children inside their classrooms with closed doors to block out hazardous elements like smoke or debris. Securing the school might also take the form of a lock-out or lock-down, depending on whether or not any unsafe human activity were happening directly outside our facility. We would then be additionally locking all entry *and* passage points, and potentially turning off lights, silencing communications tools while calling 911 to alert law enforcement.

### **Evacuate** (Leave our facility for a different location)

If our facility or the immediate location of our facility is no longer safe, we will begin an evacuation protocol. After the Director has determined evacuation safer than remaining in place, she will call 911, notify authorities, and implement the following:

- a. **Prepare to Leave:** Children's emergency contact information will be taken to the temporary evacuation area and parent/guardians will be contacted by a teacher.
- b. **Travel:** All children will be accounted for by the director and then guided by staff to the evacuation site via the safest route.
- c. **Assess Location:** If the first evacuation site provides no additional safety, the children will be brought to the second evacuation site where they can be picked up by an approved emergency contact.
- d. **Assess Situation:** The Director will follow the appropriate next steps by local emergency personnel and communicate with families all pertinent information.
- e. **Pickup or Return:** If we are given clearance by emergency personnel to return to campus, we will communicate with parents/guardians once back on site. If not given clearance we will begin an early pick up at the evacuation site.

Temporary relocation sites:

1. Hidden Valley Elementary Upper Parking Lot (If unsafe, proceed to 2)
2. Hidden Valley Park: Adjacent to JCC SoCo Preschool

## Close (Leave our facility for home)

If our facility and the surrounding area is no longer safe, we will consider beginning a closure protocol. Closure will always be our last consideration and will only enter this protocol if securing or evacuating the school are not effective options. We will also close when California State Licensing and/or the Department of Health and Human Services require us to close. **In the event that JCCSoCo is required to do an emergency closure, there will not be any tuition refunds.**

### Before School:

- If programming has not begun yet, closure might be the safest emergency response for the day. Given the opportunity, we will always prioritize notifying families **by 7am that day.**

### During School:

- If programming is in session, all primary guardians and those on the approved pickup list (all who have the Procure app) will immediately receive a Procure Alert.
- Children will need to be picked up within **30 minutes of notification.**
- If children are not picked up within that 30 minutes window, then the late pick up policy will go into effect. If the primary caregivers are not reached, then staff will call the list of people on the emergency contact and approved pick up list.

Response	Possible Emergency Examples
<b>Secure</b>	
Shelter in Place	External Hazardous Materials incident, including wildfire smoke*. Excessive weather* (e.g. heat, cold, wind). Earthquakes.
Lock-Outs	Non-custodial parent/unsafe person, wild animal, crime in progress near program, ect.
Lock-Downs	Seeking refuge gunfire, violent intruder.
<b>Evacuate</b>	
Leave for a different location	Fire, carbon monoxide exposure, flooding, bomb threats
Reverse Evacuation	Dangerous situation outside warrants quick return to campus (ex: walking fieldtrip or park days).
<b>Close</b>	
End of programming	Facility is no longer safe for programming (ex: sustained black/power outages, extreme weather. Mandations by the state of CA.

## Hazard-Specific Protocols

### Excessive Heat/Cold Advisory

As per Licensing Title #101239, if a comfortable temperature (68-85 degrees) cannot be maintained indoors, we will be *required* to close the school.

If we experience loss of heat:

1. Children will be made comfortable by putting on coats and outer garments.
2. The director or designated person in charge will contact a HVAC company for assistance.
3. Primary family members will be contacted to be made aware of the situation via Procure.
4. If the temperature of the building cannot be maintained at 68 degrees Fahrenheit or higher, we will close campus. All families will be contacted, and if there is no answer, those on the emergency contact list will be called.

If we experience loss of cooling system:

1. Children will be made comfortable by removing excess clothing and opening windows.
2. The director or designated person in charge will contact a HVAC company for assistance.
3. Primary family members will be contacted to be made aware of the situation via Procure.
4. If the temperature of the building cannot be maintained at 85 degrees Fahrenheit or cooler, we will close campus. All families will be contacted, and if there is no answer, those on the emergency contact list will be contacted.

### Unhealthy Air-Quality / Smoke Days

JCC SoCo Preschool uses IQAir Smart Air Quality Monitor and Purple Air® monitoring networks to determine our outdoor AQI levels. The plan below will take effect when the air quality outside exceeds an AQI of 50.

AQ Index	In Session	Recommendations and Modifications
<b>Good</b> (0-50)	<b>Yes</b>	No Restrictions
<b>Moderate</b> (51-100)	<b>Yes</b>	<ul style="list-style-type: none"> <li>● Staff monitor any identified sensitive individuals and manage potential medical support (i.e. inhaler).*</li> <li>● Optional indoor programming will be made available.</li> <li>● Doors and windows closed.</li> <li>● If parents would like to provide masks, staff will encourage proper use.</li> <li>● HVAC and portable HEPA air filters are engaged (if not already)</li> </ul>
<b>Unhealthy for Sensitive Groups</b> (101-150)	<b>Yes</b>	<ul style="list-style-type: none"> <li>● Families will be notified of the increase in AQI.</li> <li>● No outdoor activities, all activities moved indoors.</li> <li>● Doors and windows closed.</li> <li>● HVAC and portable air filters adjusted (is possible).</li> </ul>
<b>Unhealthy</b> (151-200)	<b>TBD</b>	<ul style="list-style-type: none"> <li>● No outdoor activities, all activities remain indoors with closed doors and windows, and air filtration engaged.</li> <li>● Staff will evaluate environmental factors alongside employer and child care licensing guidelines and make any additional modifications available.</li> </ul>

<b>Very Unhealthy</b> (201-300)	<b>No</b>	<ul style="list-style-type: none"> <li>Families will be notified of the increase in AQI and to prepare for closure.</li> </ul>
<b>Hazardous</b> (301-500)	<b>No</b>	

\* Medical Releases are available both in the Registration Packet and inside the main entrance.

## Power Outages

Power	In Session	Recommendations and Modifications
<b>Power On</b>	<b>Yes</b>	No Restrictions
<b>Power Outage</b> (0-10 min*)	<b>Yes</b>	<ul style="list-style-type: none"> <li>Battery-operated appliances will be made available (ex: flashlights and fans)</li> <li>Staff will investigate power interruption and initiate necessary outreach</li> <li>Staff will evaluate the power outage's impact on the facility: <i>(For example, all licensed facilities are required to provide an indoor temperature of 65-85 degrees F)</i></li> </ul>
<b>Power Outage</b> (10-20 min*)	<b>Yes</b>	<ul style="list-style-type: none"> <li>Families will be notified of a power outage</li> <li>Staff will evaluate the impact on the facility, the utility's projected response time, environmental factors, and employer and childcare licensing guidelines</li> <li>Make any additional modifications available.</li> </ul>
<b>Power Outage</b> (30 min*)	<b>TBD</b>	<ul style="list-style-type: none"> <li>Families will be notified of the evaluation's findings, and provided with the next steps.</li> </ul>
<b>Power Outage</b> (Undetermined length without power)	<b>No</b>	<ul style="list-style-type: none"> <li>If the power outage lasts longer than the facility can provide a safe, temperate environment it will close until power can be restored.</li> <li>For outages that occur while the facility is closed (overnight), families will be notified with an update by 7am day-of.</li> </ul>

\*Times are approximate and may need to be adjusted in response to the needs of children and staff.

## Emergency Drills

Emergency drills are conducted monthly and rotate as follows; earthquake, fire and then intruder. During these drills the teachers will incorporate age-appropriate materials and practice into the daily classroom activities. Examples of age-appropriate activities everyday learning:

- Fire drill, teachers might bring out firefighter dramatic play, puzzles, they might talk about what firefighters do and how they help keep us safe.
- Earthquake drill, teachers might do an activity where children are turtles walking to the pond and all of a sudden, the earth starts to shake and they have to stop what they are doing and drop and tuck into their turtle shell.
- Intruder drill, teachers will do activities that allow practice for how quiet the kids can be, then alternate between loud and quiet and wiggly and still. They might also practice running in a zigzag line like animals. For the intruder drills we will be talking to the children about an "unsafe person/s". This is the word that we will use to describe anyone that is on the campus that requires us to go into a lock down situation.



# Admissions

## Applying

Application and registration is ongoing. New families wishing to enroll for the next school year should submit a completed application form *and* non-refundable application fee for each child new to the school. Returning families need *only* to complete the application form. Applications are preferred before March 1st so that we may place students in small groups appropriately. We will continue to accept applications after that date however, and place students in their age-appropriate small groups if there is space. Once we are full, any applications received following that will be placed on a waitlist.

## Required Paperwork

**A complete and current individual file on each child will be maintained at the Preschool.** It is a licensing requirement that all of these documents must be on file **before** a child begins school.

An enrollee's file consist of:

- Identification and Emergency information (LIC 700)
- Social/Developmental History and Medical History (LIC 702)
- Pre-admission Health Evaluation (LIC 701)
- Required immunizations  
*(MUST be submitted by the child's first day of school)*
- Signed Admission Agreement
- Emergency release form (LIC 627)
- Field-trip Permission Slip
- Medication Release Form
- Signed Enrollment Contract
- Family Participation Information
- Photo Release
- Statements signed by parent/guardian confirming receipt of:
  - This Family Handbook
  - Environmental Planning Policies
  - Personal Rights (LIC 613A)
  - Parents' Rights (LIC 995)

# Financial Policies

## Application Fee

Each application (for each new child) must be submitted with a non-refundable application fee of \$100.

## Tuition Deposit

Upon receiving your enrollment contract you will have 10 days to return the signed document, or by the child's first day of school. Returning the enrollment forms authorizes your non-refundable tuition deposit for each child. The tuition deposit will be applied to your annual tuition. The tuition deposit is non-refundable.

## Payment of Tuition and Fees

Tuition and enrollment is for the full 10-month school year. All invoices are sent via Procure. Tuition payment plans are as follows:

1. Once monthly payments by check or automatic withdrawal from your bank account (ACH):  
After the initial \$500 deposit is paid (applies to annual tuition and reduces monthly payments), annual tuition can be paid in monthly installments through automatic withdrawal from your checking or savings account. Monthly tuition payments will be automatically deducted from your bank account for ten months, beginning August 5th through May 5th.
2. Twice monthly payments by check or automatic withdrawal from your bank account (ACH):  
After the initial \$500 deposit is paid (applies to annual tuition and reduces bi-monthly payments), you can also choose to pay two monthly payments. Half your monthly tuition on the 5th and the balance of your monthly bill on the 20th, August through April.

*Please note that Preschool tuition and childcare fees may be tax deductible for working parents. Please consult your tax professional for more information. Our Federal Tax ID number is **68-0381321**.*

## Insufficient Funds/Late Payment Policy

If your invoice is not paid on the date that it is billed, the late payment process begins with a reminder email on the following day from the Procure automated system. The second day your invoice is not paid, an email will be sent to you from the Director reminding you to pay your bill. If, on the third day, your bill is not paid your child's account will incur a \$25 late fee. If your child's account incurs two consecutive late payment fees, you will be asked to withdraw your child from the school until your balance is settled. It is your responsibility to pay your invoices on time regardless of payment method (cash, check, or ACH). Early payment is accepted to ensure payments are made on time. \*If your family is experiencing financial hardship, please communicate with the JCCSoCo directors at [nsdirector@bethamisr.org](mailto:nsdirector@bethamisr.org)\*

## Refund Policy

Refunds will not be given for:

- Holidays, vacation, and teacher in-service and professional development days
- School closure due to natural disasters or emergencies (fires, earthquakes, etc.)
- Picking up your child early from class or after-school care

- Days your child missed due to illness
- Days your child missed due to family plans, including vacations, visiting relatives, etc

We do not offer day swaps or make-up days due to absences, holidays, or vacations.

## Early Withdrawal

30 days written notice is required when a child withdraws from our program. Notice of withdrawal must be provided to the director.

The application fee, tuition fees, and deposit are non-refundable.

## Late Pick-Up

Being late for pick-up time will result in the following charges:

- There will be a \$5 per minute late pick-up fee if you are 5 minutes late to pick-up your child at their scheduled pick up time.
- After 5 minutes, you will be charged an additional \$5 per minute that you do not arrive to pick-up your child.
- After 10 minutes, we will attempt to reach emergency contacts. If you do not arrive or contact us by 6pm, California state law requires we contact the police and report an abandoned child.

Please keep in mind that your child's safety is our priority. We schedule our afternoon staff based on the number of children we expect to have with us.

# Parent, Providers, and Visitor Conduct Policy

JCC SoCo is committed to creating an environment where employees, volunteers, parents, children, providers, or any other person who comes to our school, events, or who has contact with our staff through any other means, is treated with respect and professionalism at all times.

## Grievance Policy

In the event a community member has a grievance regarding school operations we request their statement of complaint is prepared and presented as such:

1. Clarifying Questions
2. Concerns
3. Suggestions

Clarifying questions are welcome and appropriate during pick-up and drop-off. Conversations during child pick-up and drop-off times are not generally suitable for grievance-related discussions, as present staff members are usually on active duty and in ratio providing care to the students on site. This time is appropriate for general daily operations inquiries, and clarifying questions.

Grievances regarding JCC SoCo Preschool should be addressed first to the School Director. At this level email correspondence, phone calls and meetings are available platforms for discussion of the above topics (questions, concerns and suggestions). If mutually agreeable solutions are not obtainable at this level, then the JCC SoCo's Board of Director's Programming Committee is available. The School Director will provide their contact information. If a resolution still has not been reached, a written grievance may be made to the full Board of Directors. A written response to the grievance will be issued from the Board of Directors within 14 days.

## Disenrollment Policy

JCC SoCo reserves the right to dis-enroll any child, at any time, when we believe disenrollment is in the best interest of the child and/or the program. Our first priority is to provide quality care and early education for all children enrolled in our program, but on rare occasions there may be a need to dis-enroll a child.

### Immediate Causes for Denied, Suspended or Terminated Services:

- The child is at risk of causing serious injury to other children or himself/herself.
- Parent threatens physical or intimidating actions toward staff members.
- Parent exhibits verbal abuse to staff.

A child will not be disenrolled from our program for the following, if a child's parent/guardian(s):

- Made a complaint to the Office of Licensing regarding a center's alleged violations of the licensing requirements.
- Reported abuse or neglect occurring at the center.
- Questioned the center regarding policies and procedures.

# Tuition & Fees

## 2024/2025 SCHOOL YEAR

### PART DAY CONTRACTS

Base Part Day Contracts are from 9AM – 1PM

*Afternoon only contracts may be available.  
Please speak with the director to learn more about this option.*

	<b>ANNUAL TUITION</b>	<b>DEPOSIT</b> <i>Non-refundable and subtracted from Annual Tuition</i>	<b>MONTHLY PAYMENT</b>	<b>BI-MONTHLY PAYMENT</b>
5 DAYS PER WEEK	\$10,000	\$500	\$950	\$475
4 DAYS PER WEEK	\$8,100	\$500	\$760	\$380
3 DAYS PER WEEK	\$6,300	\$500	\$580	\$290

### EXTENDED CARE CONTRACTS

Early Care is offered from 8AM to 9AM, and After Care is offered between 1PM to 5:30PM.

*Prices below are per month. Bi-monthly payment is also available.*

	<b>EARLY CARE</b>		<b>AFTER CARE</b>		
	8AM-9AM	8:30AM-9AM	1PM-3:30PM	1PM-4:30PM	1PM-5:30PM
5 DAYS PER WEEK	\$191.36	\$95.68	\$478.40	\$669.76	\$861.12
4 DAYS PER WEEK	\$162.24	\$81.12	\$405.60	\$567.84	\$730.08
3 DAYS PER WEEK	\$121.68	\$60.84	\$304.20	\$425.88	\$547.56

*Additional, uncontracted, and not regularly scheduled extended care hours are available at \$11.44 per hour. Drop-in care MAY be available if scheduled at least 48 hours ahead of time WITH confirmation from management. Same day drop-ins will be charged a \$25 Same Day Fee if space is available.*

### ADDITIONAL FEES

*Application Agreement: \$100 non-refundable fee for each new student due upon enrollment.*

#### Discounts:

3% Multiple Siblings Discount for concurrently enrolled students and applies to the second child (and third, etc.)

10% Jewish Professional Discount

*One discount per family. If multiple discounts apply, the highest discount will be taken.*

#### Tuition Assistance:

Scholarships may be available, ranging from 5% - 50%. Please contact the director to apply. We are a 4C's provider. Please reach out to the 4C's Santa Rosa office for more information.

#### Tuition Due Dates:

First Tuition Payment due August 5th. Tuition is due on the 5th of each month for monthly payments and the 5th and 20th of each month for bi-monthly payments.