



FAMILY HANDBOOK 2025-26

1311 Fort Washington Ave

Fort Washington, PA 19034

215-591-9310

www.chabadgardenschool.com

CGS@jewishmc.com

Allergy Alert!

The Chabad Garden School is a Peanut and Tree Nut Free School

CHABAD GARDEN SCHOOL ADMINISTRATIVE PERSONNEL

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NEW FOR THIS YEAR:

TEXT MESSAGES:

**Parents can now text the office on our main
office number: 215-591-9310**

Your message will go straight to our admin team for a quick response.

**Please use this number instead of texting staff directly so we can be sure your
message is received and handled right away.**

CALL OR TEXT THE OFFICE TO:

- **Notify the school of your child(ren)'s absence and/or illness**
- **Notify the school of your child(ren)'s late arrival or early dismissal**
- **Communicate timely updates and questions relating to your child(ren)**
- **Get answers to quick questions relating to school calendar, etc.**

Other Communication:

Please call or email **Stefanie** (please DO NOT text Stefanie):

- for inquiries relating to all forms including medical forms, allergy updates, etc.
- to update Authorized Pickup on file
- for any questions relating to extra-curricular Specials

Please contact **Devorah** to:

- Discuss concerns relating to student, classroom or teacher
- Discuss all **tuition payment/processing** related questions
- to request or inquire about schedule changes

AN INTRODUCTION TO THE CHABAD GARDEN SCHOOL

It is with great pleasure and enthusiasm that **we welcome you** to The Chabad Garden School-Gan Chabad! If this is your family's first year at our school, we're delighted that you're here and we hope that you and your child have a wonderful experience. If you've been here before, it's wonderful to welcome you back.

The beginning of the school year is an exciting time, and for young children especially, it can also be an anxious time. Working together, we can smooth the path, and help your child become comfortable in what we hope will be a "home away from home." We sincerely want you to feel comfortable to come to us with any questions, concerns or suggestions you may have regarding the program and your child - now, or at any time during the year.

In planning for the new school year we try to make sure that standards of excellence are consistent in all facets of our school. As we thought about each of the many aspects of the preschool program, we asked ourselves the following questions: "How does this reflect our vision for the Chabad Garden School? Does this show respect for the child as a competent learner? Is this experience authentic? Does this demonstrate our commitment to families? What are we doing to make learning visible?"

We are blessed to have so many beloved Morahs (teachers), each bringing her own unique strengths and talents, but each of our Morahs share a genuine passion for young children and deep respect for each child individually. Our staff members are qualified and experienced teachers, trained in early childhood education, who participate in workshops and studies for professional advancement throughout the year. Graduates of the CGS continue in a variety of Jewish day schools, public and private schools in the area, where they routinely excel as they advance in their studies.

OUR PHILOSOPHY AND CURRICULUM

The Chabad Garden School or “Gan”, is literally a garden of children, a place where they can blossom. We are committed to providing an extraordinary educational experience for young children, mindfully partnering with parents to facilitate the social, physical, intellectual, creative, emotional, and spiritual development of every child and family. Through innovative pedagogical programs, the CGS offers young children the opportunity to develop self-confidence and self-awareness, enhance their academic skills and creative capabilities, and build their individual identity in a caring, safe environment.

Our early childhood education program embraces the Reggio Emilia pedagogical model based on the principles of respect, responsibility, and community where the children learn through exploration and discovery in a supportive and enriching environment. We begin each school year with blank walls... we leave it to the children to fill them with their works of thought and art. In essence, the “color” of the classroom comes from the children and the learning becomes visible with a sense of ownership and pride for every child. The school curriculum therefore evolves, guided by the children’s interests as the classes explore phenomena that arouse their curiosity.

Current thinking in the field of early childhood education echoes a statement by King Solomon, found in the Book of Proverbs: ***“Educate a child to his way, and when he is old he will not depart from it.”***

We’re beginning to realize how wide is the scope of that simple phrase, “according to his way.” **It is now commonly accepted that not all children of the same age learn at the same pace or in the same way.** The incredibly wide range of learning styles among children tells us that as educators we have to provide a rich variety of experiences in order for all children to thrive. The Multiple Intelligences theories are an example of this approach, and the work we have begun with Reggio as well as Conscious Discipline expands and deepens that work.

As teachers, we strive to provide an environment that is emotionally secure and safe, where every child feels wanted and loved, and which promotes independence by offering choices and allowing the child to take the initiative. We believe in active learning, in encouraging children to manipulate materials, to use their senses to investigate, to explore by hands-on experience, and to search for answers to satisfy their curiosity. The classrooms are planned to include a wide variety of open ended activities and materials so that children can learn in their own way and at their own pace and level. We strive to highlight the unique strengths of every child, and to help each one become an independent thinker.

The philosophy behind our curriculum is that children learn best by doing. Firsthand experiences become the basis for new knowledge and growth. Learning requires active thinking and experimenting to find out how things work, and to learn first-hand about the world in which we live. Children are given the opportunities to explore, using all their senses, and using real materials, such as blocks, to try out their ideas about size, shape, color and the relationship that exists between things. By moving from the concrete to the abstract, play provides the foundation for academic learning.

Family, community, and culture are by nature important to young children; their experiences in school allow them to make sense of their world and to further develop their perceptions. The Judaic aspects of CGS curriculum (as all other aspects) are naturally and holistically woven into the child's experience and are presented in a way that every child can be equally comfortable with. As their sense of self grows, so too, does their self-esteem.

Social relationships are crucial in so many areas of life, and a positive preschool experience is one of the most important keys to a child's future success in connecting to other people. Teachers help children learn how to resolve conflicts without fighting, and they encourage the development of empathy and concern for others. Through developmentally appropriate practice we work to implement the curriculum focusing on the social, physical, intellectual, creative and emotional development of each child.

Some of the objectives of the Chabad Garden School program are:

- To provide a setting in which each child will feel safe and happy
- To use each child's interests and experiences as the basis for learning and activities
- To help each child develop a love for learning; a love that is deep, wide, and ever-growing
- To provide opportunities for each child to learn academic skills through day-to-day activities and through interactive experiences with peers and adults
- To encourage each child's love for books and foster the pre-reading skills appropriate to his/her stage of development
- To provide opportunities for each child to make discoveries and to use them in learning, developing the building blocks for the study of science
- To develop each child's problem-solving abilities, developing the building blocks in the study of mathematics

- To encourage each child's creativity and artistic expression
- To encourage each child to ask questions, which will be answered sincerely and honestly
- To develop each child's social skills, in both one-on-one and larger group settings
- To encourage each child to work independently and with his or her peers
- To provide learning materials and equipment, as well as caring and committed adults, to help each child get the most out of school and themselves.
- To help each child feel good about him/herself

Our staff plans, implements, and evaluates the classroom curriculum so your child receives the best opportunities for high quality education. The curriculum, while reflecting children's interests, is designed to meet the highest standards of early childhood education, including the PA Learning Standards for Early Childhood. This includes designing the environment, planning experiences, and selecting materials to help accomplish our goals and give each child a successful start in school. A child should go through the preschool years associating fun with learning. If we're successful, that feeling will last a lifetime.

HOURS OF OPERATION

The Chabad Garden School is open from 7:30am to 5:30pm. CGS offers many scheduling options to serve the needs of children and families.

- Full Day Care 7:30am – 5:30pm
- Early Care extends from 7:30am-9:00am
- Core program 9am-1pm, or 9am - 3pm
- Nap Time - 1pm-3pm. Most toddlers and younger 3s nap. Older 3s and 4s nap according to individual schedules. 4s generally do not nap but do rest. Parent/child preferences are considered on a case-by-case basis and can include active, rest or nap time depending on individual needs.
- Late Care 3pm-5:30pm
- Afternoon program extends from 3-5:30pm.
- During the days between Daylight Savings Time, the school closes early on Friday. Please see the calendar for specific closing time.

If you would like to extend your child's day or week at CGS, we will be happy to accommodate you, provided there is room in the segment you desire. The office can provide you with the per-diem add-on costs.

ATTENDANCE

ABSENCES

If your child is going to be absent from school, we ask that you please call the office in the morning and we will let your child's teacher know. To ensure the safety of your child, we will attempt to contact parents that have not reported an absence.

CLOSING DUE TO EXTREME WEATHER

Should severe weather or other conditions (i.e., snow, storms, floods, tornadoes, hurricanes, earthquakes, blizzards, loss of power, loss of water) prevent us from opening on time or at all, notification to the families via text message and email. The information will also be posted on the CGS closed Facebook page.

WEATHER OR EMERGENCY EARLY DISMISSAL

If it becomes necessary to close early, we will contact you or your emergency contacts as soon as possible. Your child's early pick-up is your responsibility to arrange.

DROP-OFF AND PICK-UP

TRANSFER OF CARE:

Transfer of Care at Arrival: A **transfer of care from parent to school** occurs when a child is physically handed over by a parent or authorized adult to a staff member **and the staff member acknowledges the child's arrival**. At this moment, the school assumes responsibility for the child's supervision.

Transfer of Care at Dismissal: A **transfer of care from school to parent or authorized pick-up person** happens when a staff member hands the child over to the parent or authorized person, and that person acknowledges receipt of the child. School supervision continues until this handoff is complete, marking the point of responsibility transfer.

BRINGING YOUR CHILD TO SCHOOL:

Arrival and dismissal for students will take place either outside or inside the school building. Details will be provided closer to the start of school.

Please note: At all times, parents should remain outside the classroom. Parents are requested to please NOT enter the classroom.

Please help us keep our school SAFE! At times, the exterior door may not close properly. We need EVERY PARENT to **ensure that the door closes securely** upon entering and exiting the building.

We open at 7:30 AM for early care. Please do not drop-off your child prior to the school opening, or prior to the time you registered for. If you are registered for a 9 AM start, please do not arrive before 8:55 AM. Parents are expected to accompany their children to the door. We close at 5:30 PM. Please allow enough time to arrive and leave by closing time.

PARKING – AND THE DRIVEWAY:

When you drop off or pick up your child, please park your car in a legal space in the parking lot. Always follow the one-way signs and drive at a safe rate of speed. Refrain from using your cell phone when driving in our parking lot so that your full attention can be given to pedestrians. It is

prohibited to park in a handicapped space unless your license plate displays a handicapped symbol.

Parents should exercise extreme caution in the driveway; drivers should be alert to little children. When walking with your child in the parking lot, hold hands at all times.

Do not leave children unattended in the car for any reason.

WHEN YOU ARRIVE: It is the responsibility of the parent to ensure that your child has been acknowledged by a staff member. Children may not walk from the car into their classroom without direct supervision from their parent or other authorized adult.

Each child must be signed in and out of their school by an authorized adult only.

Please note that staff are not legally permitted to put a child in, nor take a child out of his or her car seat. It is the responsibility of the parent or authorized adult to do this.

ARRIVAL & DISMISSAL PROCEDURE:

A Note for Parents:

To help transitions go smoothly, parents should not enter the classrooms at arrival or dismissal. These moments are also not the best time for longer conversations with teachers. If you'd like to connect, please reach out to schedule a time.

Arrival

- **Early Care (7:30–8:55 am):** Drop-off will take place inside. If your child arrives after 8:55, please follow the School Day Arrival or Late Arrival protocol below.
- **School Day Arrival (8:55–9:05 am):** All students enter through the front entrance, where staff will be ready to welcome your child(ren).
- **Late Arrival (after 9:05 am):** Please bring your child to the office. Our staff will happily walk them to class. If your child will be especially late, let the office know.

Dismissal

- **12 pm, 1 pm, and 3 pm:** Children will be dismissed from the front entrance. If you arrive early, please wait outside and your child will be brought up to you. For consistency, children are not picked up from classrooms during the school day.
- **Late Care (after 3:00 until 5:30 pm):** Pick-up will be inside, directly from your child's classroom.

- **5pm dismissal:** For your convenience, we also offer dismissal at the front entrance at 5 pm. Please notify the office if you would like your child included in this option on an ongoing basis. For daily changes or requests, we ask for at least 30 minutes notice.

A NOTE ON GREETING AND STARTING THE DAY:

We like to greet children warmly at the start of the day. Our greeting time extends until about 9:15. After that time, we transition into more formal classroom activities and the focus of the staff is on the group as a whole. For your child to have that warm one-one-one beginning, it is important that you arrive on time. If you are late, we will do our best to smooth the way, but please understand the limits of the situation.

DISMISSAL

Please send a note or call the office whenever there is a change in who will pick up your child(ren).

Please arrive promptly for pick up. After pick-up, you are responsible for supervising your child. Be sure that your child understands with whom they are going home. If your child is going home with someone other than his other regular driver, please inform the teacher with a dated note or indicate on tadpoles. Parents must provide us with the names and telephone numbers of persons authorized to bring/pick-up their child. Your emergency pickup list can be updated at any time by your request. It is the parent or guardian's responsibility to notify the Preschool office and teach of any changes in this authorization. If someone other than the authorized person is to pick up your child, please notify us in writing. A photo ID may be required at pickup. We may release children to authorized persons only.

Please keep us informed. All information on the emergency and authorization form and in your child's file must be kept current. It is your responsibility to inform the office of changes.

TARDINESS AT PICK-UP TIME:

We understand that emergencies can happen, and we do our best to deal with exceptions when necessary. We ask you to keep in mind that teachers need to be elsewhere when sessions finish, and that we are not able to properly accommodate children after their scheduled pick up time. It is clear that this situation is upsetting to children and can ruin a perfectly fine day! Please be sure to be prompt.

In the event that you are going to be late picking up your child, please call the school before pickup or closing time. We suggest that you carry the school's number with you at all times.

As many centers do, CGS will grant a total of five minutes tardiness “grace”. After those 5 minutes, you will be charged \$5 for each five minutes or part thereof after that, **each day** that you are late. Tadpoles is used to clock your arrival time; the office will handle billing.

WHAT YOUR CHILD NEEDS IN SCHOOL

PREPARING FOR THE FIRST DAY

- **Clothing:** School clothes should be comfortable, washable and appropriate for preschool activities (sandbox, sitting on the rug, art activities etc. – in fact, some families buy second hand clothes just for school!) Clothes should allow for self-dressing in the bathroom. Outdoor clothing should be warm enough for playtime. **If jackets, etc. have drawstrings, please remove the drawstrings for safety.** Children should wear/bring boots in snow and muddy weather. We get messy!
- **Two complete changes of clothing to be kept in school:** Each item should be marked with your child’s name. Remember to keep extra clothing in school during toilet training, and to change the clothing with the seasons.
- **Label everything:** Outerwear and sweaters should be marked with your child’s name (also boots, hats, gloves, scarves, pacifier, etc).
- **For Toddlers:** Toddlers not yet toilet trained should have a supply of diapers and wipes sufficient for several days in school, to be replenished as needed. We do not initiate toilet training, but we will support your efforts as much as possible. State regulations do not allow us to keep potties in school; we use stepping stools where needed. (See toilet training policy).
- **Tzedaka:** We encourage the children to bring tzedaka (money for charity) every day. A penny or two is fine – the point is to develop a daily habit of sharing. It also helps children associate money with giving and doing good.
- **Snack/Lunch:** Please send snack and lunch in a labeled bag or lunch box if your child stays for lunch. (See section on Snack and Lunch for important details).
- **Bedding:** If your child naps at school, CGS will provide your child with an individual, labeled cot for his or her use during school. Please provide a sheet, blanket, favorite pillow or stuffed animal (if desired) for your child to use for rest. The bedding must be stored at Chabad and taken home each weekend to launder. It is advisable to provide an extra fitted sheet to be kept at school for backup in case of need.

- **Shoes:** Sandals and slip-on shoes are dangerous for climbing and running as well as uncomfortable when mulch and sand are present.
- **Tote bag or large backpack:** Please provide a large “tote-bag” or backpack which is large enough to transport your child’s art and projects. Your child works hard on these “masterpieces” and it would be devastating if they were ruined while being stuffed into a bag too small.

SUPPLY LIST FOR INFANTS

- Full pack of diapers (this can be one of the plastic packs out of the big box)
- 3 packs of wipes and a plastic wipes container. The container will be refilled as needed.
- Diaper Cream (if desired)
- 2 crib sheets (3 if your child is prone to spitting up or diaper leaks)
- 3 full changes of clothing including socks/footie pants. If your child is prone to spitting up or diaper leaks, please feel free to send extra tops and/or pants.
- Burp cloths and bibs. Please provide one per day. Alternatively, parents can send a stack to use over an extended period. For children eating solid food, parents are requested to send a plastic lunch bib. The bib will be rinsed daily at school and sent home weekly for a full cleaning.
- Pacifier and/or lovey as needed.
- Enough bottles of breastmilk or clean bottles to cover regular feedings *plus one*
 - **Important:** If your child has only been breastfed before starting school, it's crucial to introduce and successfully transition them to bottle feeding **before** school begins.
 - If your child is formula fed, please provide 2 canisters of formula and two jugs of water (tap water can be used based on parental preference).
 - If your child is eating solids, please send in enough jars/pouches, food for a day, *plus extra (we are happy to store extra jars, pouches, snacks in their cubby)*
 - For infants eating solid food and snack, please send in containers/ziploc bags/boxes of puffs, mummums, cheerios (based on personal preference). The snack will be stored in the student’s cubby and replenished as used.
 - Bottles, cups, bowls, spoons etc, will be rinsed and sent home as is. Staff are not permitted to clean them thoroughly.

LOST AND FOUND

Check in the office for lost and found items. To prevent loss, please label your child's belongings. Items will be kept for several months and will then be donated.

BEGINNING OF THE YEAR

THE HOME VISIT: LAYING THE GROUNDWORK

All CGS families will have a scheduled visit from at least one classroom teacher. These visits can take place in the student's home or school (based on teacher/classroom availability) Visits last about thirty minutes and generally take place the weeks before your child's first week of school. This visit offers parents and children an invaluable opportunity to get to know teachers in the comfort and security of their own home. When your child sees you interacting positively with his or her teacher, this helps to build the child's trust in the teacher. During the visit you are encouraged to ask questions and share important information about your child and family. At the same time, please give your child enough time and space to interact with the teacher if and when he/she feels comfortable.

In preparation for the visit, please select at least one photograph of your immediate family, as well as any other photographs of other significant family and friends that you think your child would enjoy displayed in the classroom. These photos will help to foster a feeling of comfort and familiarity in the new classroom environment. Please note that teachers are not expecting refreshments during the home visit as their focus is on forging a new relationship with your child. As part of the home visit, your child's teacher will ask you questions as they complete an "Enrollment and Getting To Know You" questionnaire. This will allow for a smooth transition for the student, the parents and the teachers as they begin the new school year.

TRANSITIONS

Your child's transition in childcare should be a positive and exciting learning adventure. We will work with you and your child to ensure the smoothest possible transition occurs as new routines and new people are introduced.

Transition from Home to Center. Prior to your child's first day, you will have an opportunity to tour the Center, meet with your child's peers and teachers, and communicate any anticipated concerns. At this time, please share the best communication methods that the teacher may use to reach you.

Transition between Learning Programs. Children are transitioned to the next program based on age, developmental readiness, state licensing requirements, and space availability. During the transition, current and future teachers will meet with you to propose a plan to introduce your child into the new program.

Transition to Elementary School. Transition activities such as reading books, classroom discussions and special projects will provide you with information, what to expect, and ideas on how to talk to your child about going to elementary school.

Transfer of Records. When a child is transitioning to the next program setting or to a new classroom within the Center, his/her records will automatically be transferred internally. When a child is transitioning to a new childcare center, program or school, the child's parent/guardian must submit a written request with instructions to where the child's records should be sent.

SNACK AND LUNCH

KOSHER

Chabad is a strictly Kosher facility. Any food that is shared with students or staff during school must be strictly Kosher.

SCHOOL FOOD POLICY

The following are important facts about our lunch and snack policy:

- No meat (chicken, turkey, pork, or beef), shellfish, peanut, or tree nut products are permitted in lunches.
- Lunch should be clearly labeled with the child's name.
- All lunches will be refrigerated.
- Children will not be allowed to share food provided by the child's family. We do not allow any outside food to be brought into the school to be shared with the class.
- Leftover food will be discarded except for foods that do not require refrigeration and/or come in a commercially-wrapped package that was never opened.

ALLERGY ALERT

The Chabad Garden School is now a PEANUT AND TREE NUT FREE SCHOOL. We currently have enrolled students with life threatening allergies and we need everyone's help to keep our school safe for each of our students. Each family must sign the Allergy Alert Form stating that they are aware of this policy and will comply.

Please check the ingredients of all foods your children bring to school and make every effort to not send in any food with peanuts, tree nuts, peanut oil, or food that has been processed in a plant with other nuts or that may contain traces of nuts.

SNACK

Please provide adequate morning and afternoon snacks for your child. Please include a variety of fruits and vegetables as well as other snacks that your child will enjoy. Fruit & Veggies must be ready to eat (cut as needed). Please be sure to include snacks that have nutritional value and are filling.

Additionally, please provide your child's teacher with a selection of non-perishable snack to keep in the classroom for your child as backup. Children's appetite can vary greatly, and we'd want to be sure to have additional snack on hand in the case of need. Children attend late care should have an additional afternoon snack.

LUNCH

Recommended guidelines include protein (fish, eggs, cheese, tuna, etc.), fruit & vegetable (or 2 fruit or 2 vegetables), carbohydrate (bread, cereal, pasta, crackers). If your child stays for the afternoon and you want to specify specific food for the afternoon, please indicate which foods are for later. All packaged food and drinks must have Kosher certification, and all ingredients in prepared foods should also be kosher.

Lunches are served cold and food will not be warmed.

Mark the outside of the lunch bag/box with your child's name.

NEW FOR THIS YEAR

ARTIFICIAL FOOD DYES

At CGS, we are committed to providing children with a healthy learning environment. Current research shows that artificial food dyes such as Red 40, Yellow 5, and Blue 1 can impact children's behavior, attention, and overall wellbeing. For this reason, the snacks and activities we provide at school will be dye-free.

We encourage families to join us in this effort by supporting their child's success with the foods they bring from home. Reducing or eliminating artificial dyes in lunches and snacks helps children feel better, focus more easily, and participate more fully in the classroom.

Together, we can create the healthiest possible environment for every child to learn and thrive.

PLEASE AVOID SENDING

Any type of candy, popcorn, hard pretzels sticks, raw peas, and carrot chunks (baby carrots and carrot sticks are okay).

Fruits with small pits (like cherries):

- Over 4 years of age: should be cut up to less than a half inch
- Under 4 years of age: should be cut up to less than a quarter inch

Whole grapes: Not recommended for children under 3 years of age; if used with this age, they should be cut into small pieces.

If we see these items, we will put them aside and return them to you with a “whoops” note.

Children may not share food at all for Kashruth as well as allergy and other health related reasons.

PLEASE NOTE: To ensure the safety of our classroom environment, we request that no glass containers or bottles be used for snack or lunch.

PASSOVER

During Passover, the school strictly observes the dietary laws of the holiday. When school is in session (intersession only), the school will provide all snacks and meals for the students attending (apart from infants). A detailed letter will be sent home as the holiday approaches.

SHARING FOOD

Children will not be permitted to share food in the classroom.

INFANT FEEDING

In an effort to maintain consistency for the children in our care from home to school and to meet the needs of every child, babies will eat according to their own schedule while in our care.

Formula and breast milk will be provided to the school by the parents/guardians. Breast milk should be brought in bottles with the amount needed for each feeding. Please provide extra breast milk for backup as needed. Staff will store extra breast milk in the freezer. Each day enough bottles for the day should be sent in with your child. Additionally, it is helpful to keep one extra empty bottle on hand for days when an extra feeding may be needed. For formula fed

babies, we request two canisters of formula and two gallons of water (tap water can be used as per parent preference) and staff will advise parents when we need replenishment. Staff will prepare the formula at school according to the directions on the canister using the quantities as instructed by the parents.

Bottles should be labeled with the child's first and last name on both the bottle itself and the bottle's lid. All used bottles will be sent home at the end of the day. To ensure the safety of the classroom environment, we no longer permit the use of glass bottles in the classroom.

Microwaves are not to be used to heat formula or breast milk. Bottles can be warmed in a warmer if needed.

Breast milk that remains beyond two hours once the feeding has finished, and formula unfinished one hour after feeding has finished, will be discarded to avoid contamination.

Important: If your child has only been breastfed before starting school, it's crucial to introduce and successfully transition them to bottle feeding before school begins.

Once a child has begun eating solids, parents are requested to send enough jars/pouches for each day plus extra. Staff will store extra jars, pouches, snacks in each child's cubby. Additionally, parents are requested to send a spoon each day. For snacks, parents can send in containers/ziploc bags/boxes of puffs, teethers, cheerios, crackers according to personal preference. Staff will advise parents as the snack stock is depleted.

REST TIME

Infants sleep according to their own schedule and are put to sleep on their backs. Cribs will contain crib sheets only and must be provided by the parents/guardians. Cribs may not have mobiles attached to them.

All 12-month-old to 2-year-old children who remain in school past 1:00pm will rest on individual cribs or cots. We do our best to provide an appropriate sleeping environment. Families need to provide crib sheets for the crib or cot. Some children choose not to sleep and in those cases we do not force a nap. Parents may request their 3- and 4-year-olds to nap if those children's dismissal times are 3:00PM or later. Three and 4-year-olds will join afternoon activities if they do not rest.

BEDDING: If your child naps at school, CGS will provide your child with an individual, labeled crib or cot for his or her use during school. Please provide a sheet, blanket, favorite pillow or stuffed animal (if desired) for your child to use for rest. The bedding must be stored at Chabad and taken home each weekend to launder. It is advisable to provide an extra fitted sheet to be kept at school for backup in case of need.

AFTER REST TIME: Late afternoons at CGS are a blend of active and quiet activities that reflect the natural flow of a child's day. For example, children during the afternoon hours are generally more tired and less structured and our curriculum mirrors their experience. Age groups often mix, which offers special opportunities to both younger and older children, including fresh faces and new friends! Snack is served.

BIRTHDAYS IN SCHOOL

We love to celebrate birthdays! School celebrations are small scale and are centered around snack time. Parents are welcome to join in the birthday celebration in school. Birthday guidelines are:

Plan: Discuss plans with your child's teacher at least one week before the celebration.

Birthday treats: The school can facilitate the purchase of mini cupcakes for the class at the cost of \$9 for each package of 12 cupcakes. Please notify the office if you would like this for your child's birthday. If a parent prefers to purchase other baked goods or snacks for the class, please check with the office to determine the list of approved bakeries. Only approved items will be permitted to be served in school.

Favors and gifts: Please do not distribute birthday favors. Instead of these, we suggest that your child present the class with a gift for the classroom in honor of his/her birthday. Each classroom has a wish list. Giving school a gift helps develop the value of giving, and not just the usual birthday "getting".

Parties outside of school: Invitations to a party outside of school may be distributed in school only if all the children in the class are invited to attend, and if the party is not held on Shabbat or a Jewish holiday. Some children at CGS have allergies and additional kosher requirements. If you would like to ensure to include everybody in the food, please speak to us and we can help you. This is a great opportunity to teach your child about consideration and thoughtfulness.

MY SPECIAL THINGS

We request that you do not allow your child to bring toys from home to school unless they are part of a show-and-tell activity. If a younger child needs a special article for security, please discuss this with the teacher.

Toy weapons, particularly guns, war toys, and other toys that promote aggressive play are not permitted in school and will be unavailable for use in school if a child brings them in. Please assure your child that those toys are for home use and that at school, he/she has special toys and activities.

SHABBAT PARTY

All groups have a Shabbat party on Friday. Every class has its own special tradition – it is truly a highlight of the Chabad Garden School experience. Through the year, the students in the older toddler, 3s and 4s will each have opportunities to be the “Shabbat Star”. Parents will be notified in advance and are encouraged to join if possible.

If your child is not registered to attend CGS on Fridays, we will be happy to arrange for you to participate in a CGS Shabbat party. Speak to the child's teacher to make arrangements.

GUIDING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

The Chabad Garden School is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence and bullying. We work to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with all members of the school community.

Thoughtful direction and planning ahead are used to prevent problems and encourage appropriate behavior. Communicating consistent, clear rules and involving children in problem solving helps children develop their ability to become self-disciplined. We encourage children to be fair, to be respectful of other people, of property, and to learn to understand the results of their actions.

At The Chabad Garden School we believe that most of the common discipline problems with young children can be avoided by properly structuring the environment and the activities. Appropriate expectations are crucial to promoting appropriate behavior. The following are some of the ways in which we implement this idea:

- Setting limits for children: This includes demonstrating proper use of materials, pointing out the safe way of doing something, etc.

- Keeping the ratio of staff to students above the minimum state requirement. This allows for close supervision and attentiveness to what's happening, which often stops trouble early.
- Limiting group size in specific areas of the room or for specific activities.
- Providing a rich array and variety of activities, with a balance between active and quiet choices available.
- Being consistent in our expectations of children. These are all factors in helping children to succeed.

NOTIFICATION OF BEHAVIORAL ISSUES TO FAMILIES

We expect children at this age to have occasional behavior difficulties and are prepared to guide them to more acceptable ways to express their feelings.

If a child's behavior becomes a concern, communication will begin with the parents/guardians as the first step to understanding the child's individual needs and challenges. We will work together to evaluate these needs in the context of our program.

Once a child is identified by the classroom teacher to have significant behavior issues, the classroom teacher will speak to the Director. The Director will conduct an informal observation of the child and make some suggestions. Particular strategies may be implemented at this point and the child's family will be notified to discuss the issues and proposed strategies.

At times, a child's behavior can be extreme and pose a danger for his/her safety and the safety of the other children and adults, often requiring continuous 1:1 support that is not available throughout the day. CGS routinely exceeds the state recommendations for ratio per age group but is still unable to accommodate any single student requiring continuous individual support to be safe and successful in the classroom.

In the case of a behavior concern, the teachers will communicate frequently with the parents to help resolve the behavior. If the behavior cannot be resolved in this manner, the director and teacher will meet with the parents to establish a Family Agreement outlining the modification strategies that the school has/will implement, as well as to outline the expectations of the parents in facilitating the necessary intervention and services.

If the child's challenging behaviors increase or do not improve, we may ask the family to consult with the Montgomery County Intermediate Unit or with a Child Psychologist.

The full cooperation of the parents is imperative in the success of this Agreement. If additional staff is required to facilitate the child's safe attendance in school, it will be the responsibility and

expense of the parents to secure a qualified individual to support their child in school. The Agreement will be monitored for compliance.

On rare occasions, a child's challenging behaviors may warrant the need to find a more suitable setting for care and possible expulsion from our program. Examples of such instances include:

- The child's actions pose a physical danger to him/herself or others.
- Continued care could be harmful to, or not in the best interest of the child as determined by medical, psychological, or social service personnel.
- Reasonable efforts have been made to curb the child's behaviors without success, and providing further accommodations would pose an undue burden or hardship on the Center's resources and/or finances
- Parental non-compliance of Family Agreement made as part of a behavior modification plan.

The discipline policy of the Chabad Garden School is reviewed annually with the full staff.

BITING POLICY

Biting is a common issue in early child development. There are many reasons why children may bite, whether they are fulfilling a need or coping with a challenging situation. Brief episodes of biting do not mean a child is having a social or emotional problem nor does it mean a family is to blame. It simply indicates that that child is going through that particular stage in his/her development. As with developmental stages, biting soon ends.

In all cases of biting, our response will be to care for the child who was bitten, to help the biter learn a more appropriate behavior, to communicate with the child's family to determine why a child is biting and to find ways to support the child, and to examine our program to maintain an environment that is consistent with all of the children's needs. Our focus will not be on punishment but rather on effective techniques that address the specific reason for biting.

CGS POLICIES ON TOILETING AND DIAPERING

We do not require a child to be toilet trained in order to participate in the program, and the timing for initiating toilet training is up to parents to determine. Most children are developmentally ready to begin toilet training between the ages of 2½ and 3½, however each child does develop at his/her own rate. Our toilet training policy has been developed with consideration for our children and years of experience.

Learning to use the toilet is a big event in a young child's life. Timing is everything when it comes to potty-training success—and trying to force the potty on a not-quite-ready kid only prolongs the process. Toilet training is much easier when a child is ready.

How do I know if my child is ready to be potty trained?

- He remains dry for at least 2 hours at a time during the day.
- She has regular and predictable bowel movements.
- He walks to and from the bathroom, knows how to remove his pants and pull them up on his own.
- She seems uncomfortable with soiled or wet diapers.
- He tells you when he needs to go — or uses body language, like going into corner or grunting.
- She seems interested in the toilet, potty and underwear.

If a child has most of these skills, then he/she is probably ready to start toilet training. If he/she does not have most of these skills or has a negative reaction to toilet training, wait a few weeks or months until most of the skills are checked off. Starting too soon can actually delay the process and cause tears and frustration. Toilet training is much easier when a child is ready.

Children should be sent to school in underpants only after they have had two successful dry days in a row at home and have had a bowel movement in the toilet at home. Please be realistic about your child's ability to use the potty when sending him/her to school in underpants. It is very important that your child be able to verbalize his/her need to use the toilet in order to be successful at school. It is helpful to notify your teacher and discuss toilet training in advance of your child using the toilet.

We will take newly toilet-trained children to the bathroom frequently; however, do not be alarmed if they are not as successful at school as they are at home. Children who are completely trained are taken to the bathroom on an as-needed basis and during appropriate transitions (before outdoor play, lunch, nap time). We are always mindful to ask children many times during the day if they have a need to use the bathroom.

Once your child is wearing underpants, your child needs to show consistency in using the bathroom at school. Children who are trained or who are in the process of being trained must be dressed in clothing that is easily taken on and off.

It is best to attempt the toilet training process over an extended weekend (beyond the typical 2 days) or longer break at a time when your family can be home with few social engagements. This process should be stress-free and if many accidents occur, try at another time.

We understand accidents do happen and we are prepared to deal with them in a loving way. However, if your child has more accidents than successes, we will need to reconsider whether underwear is still an appropriate option in school.

CONFIDENTIALITY

Unless we receive your written consent, information regarding your child will not be released with the exception of that required by our regulatory and partnering agencies. All records concerning children at our program are confidential.

COMMUNICATION AND FAMILY PARTNERSHIP

At Chabad, we don't just see "Parents as Partners" as a fancy tagline. Instead, we truly value our families' involvement in the growth and development of children in our program. We encourage parents and other family members to be involved in the program, visit children's classrooms, participate in events, and provide feedback on the program.

DAILY COMMUNICATION

Communication is emailed daily via our Tadpoles program. Tadpoles is also available as an app for download on mobile devices. Parents can use Tadpoles as a way to notify staff of any relevant student information that is automatically forwarded to the classroom device.

CLASSROOM AND HALLWAY BULLETIN BOARDS

Located throughout the school, bulletin boards provide news, upcoming events, faculty changes, holiday closing dates, and announcements. Bulletin Boards in each classroom reflect the learning that is occurring during the school year.

WEEKLY CLASS NEWSLETTERS

The newsletter reports on the week that is ending and highlights important classroom events ahead.

PARENT CLASSROOM VISITS

While parents are not permitted in the classroom at drop off or pick up, we hope to schedule classroom activities that will give you an opportunity to enjoy special times with your child in their school setting. Some events are more formal, while others are more casual and aim to

involve you in the day-to-day life at school. Either way, we will try to give as much advance notice as possible.

PARENT-TEACHER CONFERENCES

Family and teacher conferences occur twice a year. During these conferences, we will discuss your child's strengths, likes and dislikes, and styles of learning. We will work together to set goals for your child's growth and development. You may request additional conferences regarding your child's progress at any time. We encourage you to communicate any concerns at these conferences and at any time during the year.

TALK TO THE TEACHER

Arrival and dismissal times are appropriate for greetings and very brief exchanges. These are not good times for long conversations, as the teachers need to be involved with the children. (You are encouraged to give the teacher a note with information relevant to your child's day and/or asking her to call you later). To speak to your child's teacher during school hours, leave a message for her. Your call will be returned within 24 hours. Please do not call your child's teacher at home or on her cell unless she has specifically requested you to do so.

Please do not text a teacher during school hours. School policy prohibits staff from using their phone while supervising children.

FAMILY EVENTS

These happen several times a year and are wonderful opportunities for families to socialize and meet new friends.

FAMILIES-AS-SUBS

This program gives parents an opportunity to participate "from the inside" by substituting for preschool teachers when they are absent (volunteer or paid).

IFSP/IEP

If a child has an IFSP/IEP that has been developed by his or her existing support team, we strongly recommend that parents share this with the school. Our teachers are trained and encouraged to use the information and goals included to best support the student in the classroom. Parents are encouraged to schedule IFSP/IEP review meetings to take place at CGS with the teacher and/or director present.

REFERRAL SERVICES

As appropriate, the CGS teachers and administration have access to referral resources including social, mental health, educational, wellness and medical services. In our communication with parents, we will share these resources as recommended. Parents can also inquire with the director to learn more about services available through the various service providers. The information will be kept confidential and only released to outside resources with express written permission provided by parents.

OBSERVATION AND ASSESSMENT

As part of this curriculum, we gather information about each child's developmental abilities and evaluate progress so we can modify and adjust what we are doing in our classroom so as to deliver the best individualized instruction for each child.

Each child is assessed at 45 days of enrollment and throughout the year using the "Ages & Stages" assessment survey and other developmental and educational assessment tools. Highly reliable and valid, the "Ages and Stages Questionnaire" looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates teachers' and parents' expert knowledge about their children. It allows the teaching staff to gather initial information regarding each child, which will help create the necessary curriculum framework for their group of children. Information will be shared with parents from this tool.

It is expected that each child will be observed weekly through various means, including but not limited to anecdotal records, tally sheets, photographs, and/or documentation charts. This evaluation is communicated to families periodically during the school year using various formal and informal tools, forms, and resources.

In January and May, formal assessments are conducted for each child utilizing the observations made throughout the year.

PARENT TEACHER CONFERENCES

In person conferences are offered two times per year in September and January. If parents decline their right to have a conference, they will be required to complete a "Declining of Conference Form." Parents are then given any assessment material in a confidential envelope and teachers will make an attempt to discuss individual needs of the child.

If a teacher has any concerns about a child, referral to community resources will be shared and discussed with the family.

HEALTH

MEDICAL FORMS:

a) Your child's health form must indicate a physical exam by a doctor. By state regulation, current forms must be on file in order for children to be present in school.

- Infants (up to 1 year) – Initial medical form must be dated no more than 3 months prior to first day of attendance and updated at least every 6 months.
- Young Toddler (1-2 years) - Initial medical form must be dated no more than 6 months prior to first day of attendance and updated at least every 6 months.
- Older Toddler & Preschool (2 years and up) - Initial medical form must be dated no more than 1 year prior to first day of attendance and updated at least every 12 months.

If your child has an allergy listed on their application or on their medical form, an allergy plan signed by their doctor will be required. Allergy Plan Forms are available on our [website](#) or from the office.

ILLNESS AND EXCLUSION

We hope that everyone stays healthy, and we work to keep the Chabad Garden School a healthy environment for all. Our primary consideration is for the wellbeing of all students and staff. So, while it is normal and even healthy for young children to be sick in the early years (it helps develop a strong immune system), communicability remains an important consideration in deciding if a child is well enough to be in school. **Keep your child home if he or she has:**

- acute diarrhea, characterized as twice the child's usual frequency of bowel movements with a change to a looser consistency within a period of 24 hours
- two or more episodes of vomiting within a period of 24 hours
- elevated temperature of 100.5 F and higher within 24 hours of time child's scheduled arrival in school
- sore throat or constant cough
- skin rash, excluding diaper rash, lasting more than one day
- excessively runny nose, especially with green mucus
- begun an antibiotic for a contagious condition less than 24 hours ago
- been fussy, cranky or out of sorts for the last 12 hours

- had very little sleep the night before

Children who are too sick to participate in full program activities, including outside play, or who require constant one-on-one attention, should be at home.

Please call school when your child is absent due to illness.

If your child becomes ill in school, we will call you to take him/her home. Any child with a fever of 100.5 F or higher (as determined by an ear thermometer) needs to be at home. Please do your best to arrive as soon as possible. If you are unable to arrive within an hour after being called, it would be best for your child and others in the CGS if someone else can be called to pick up your child. If we can't reach you, designated emergency numbers will be called. ***Any other arrangements for the care of a sick child must be given to the office in writing.***

The school reserves the right to determine if a child is well enough to be in school.

A child must be fever-free for a full 24 hours (not counting the use of fever-reducers like Tylenol) before returning to school. For example, if a child is taken out of school on a Monday, the child may not return prior to Wednesday.

Please note that CGS uses "Caring for our Children" (nrckids.org/CFOC) to establish policies and practices regarding care plans for children with special needs, asthma, medical needs, food allergies, and medication administration.

MEDICATION

All medications should be handed to a staff member with specific instructions for administration on a log provided by the Center. Medications should never be left in your child's cubby or with the child to administer on their own.

Our staff will ensure that the medication is recorded along with the directions and procedure to dispense the medication as directed.

PRESCRIPTION MEDICATIONS require a note signed by the child's parent/guardian and a written order from the child's physician. The label on the medication meets this requirement. The medication must include your child's name, dosage, current date, frequency, and the name and phone number of the physician. All medications must be in the original container (you may request pharmacies to fill your prescription in two labeled bottles). Please specify the dosage and time(s) to be administered for each medication.

In order for us to administer the medication, a [medication authorization form](#) must be filled out by the parents.

Staff members will administer medications to the children and fill out a medication log.

NON-PRESCRIPTION MEDICATIONS require a note signed by the child's parent/guardian. Non-prescription medication should not be administered for more than a 3-day period unless a written order by the physician is received.

NON-PRESCRIPTION TOPICAL OINTMENTS (e.g., diaper cream) require a note signed by the child's parent/guardian, specifying frequency and dosage to be administered.

SUNSCREENS

Parents should apply a broad spectrum (guarding against ultraviolet A and B) sunscreen to their children in the morning to protect against harmful ultraviolet radiation especially during the spring and summer months. Please remember that even on a cloudy day, 85% of ultraviolet radiation still reaches the earth's surface, so sun protection needs to be performed on a daily basis. We also encourage the use of long-sleeved clothing, wide-brimmed hats, and specialized sun protective garments and swimsuits. Sunscreen does not last all day and needs to be reapplied prior to exposure, so please send in a broad spectrum sunscreen of your choice with your child (only a product previously used at home), and to renew this supply as needed. A signed form from the family is required for sunscreen to be applied at the Center. Teachers will apply in the afternoon as necessary. Shade structures in the outdoor play area are there to protect our children from the sun.

UNUSUAL MEDICAL CONDITIONS

CGS staff is trained according to State of Pennsylvania regulations in administration of emergency medication, including epi-pens, oral and topical medication. For specific information, please refer to the CGS medical policy.

ALLERGIES

You are expected to notify us regarding your child's food and environmental allergies and to provide us with a [form](#) detailing your child's symptoms, reactions, treatments and care. A list of your child's allergies will be posted in the main area and in each classroom. We are trained to

familiarize ourselves and consult the list to avoid the potential of exposing children to substances to which they have known allergies.

COMMUNICABLE DISEASE

When an enrolled child or an employee of the Center has a (suspected) reportable disease, it is our legal responsibility to notify the local Board of Health or Department of Public Health. We will take care to notify families about exposure so children can receive preventive treatments.

Included among the reportable illnesses are the following:

- Bacterial Meningitis
- Botulism
- Chicken Pox
- Diphtheria
- Hemophilus Influenza (invasive)
- Measles (including suspect)
- Meningococcal Infection (invasive)
- Poliomyelitis (including suspect)
- Rabies (human only)
- Rubella Congenital and Non-congenital (including suspect)
- Tetanus (including suspect)
- H1N1 Virus
- Any cluster/outbreak of illness

ACCIDENTS AND EMERGENCIES:

ACCIDENTS

Our staff has been certified in pediatric first aid and infant/child CPR. The staff will administer first aid if your child has a minor accident.

EMERGENCY TRANSPORTATION

In the event your child needs to be transported due to a medical emergency, if no other authorized person can be contacted and the need for transportation is essential, an ambulance will be called for transportation. A proper escort will accompany and remain with the child until a family member or emergency contact arrives.

EMERGENCY CONTACTS

As part of the enrollment process, parents provide contact information for individuals authorized to be contacted in the case of an emergency (if parents cannot be reached) as well as authorize emergency care for your child and transport to a facility for treatment. Emergency contact information for reaching the parent, guardian or other authorized adult must also be included in order to complete enrollment. Parents are responsible for updating this information as it changes. You will be required to review the emergency information every 6 months.

EXTREME WEATHER AND OUTDOOR PLAY

Outdoor play will not occur if the outside temperature/heat index is greater than 90°F or less than 25°F. Additionally, outdoor play will be canceled if the air quality rating is 50% or below.

CHILD CUSTODY

Without a court document, both parents/guardians have equal rights to custody. We are legally bound to respect the wishes of the parent/guardian with legal custody based on a certified copy of the most recent court order, active restraining order, or court-ordered visitation schedule. We will not accept the responsibility of deciding which parent/guardian has legal custody where there is no court documentation.

SUSPECTED CHILD ABUSE

We are required by law to report all observations of child abuse or neglect cases to the appropriate state authorities if we have reasonable cause to believe or suspect a child is suffering from abuse or neglect or is in danger of abuse or neglect, no matter where the abuse might have occurred. The child protective service agency will determine appropriate action and may conduct an investigation. It then becomes the role of the agency to determine if the report is substantiated and to work with the family to ensure the child's needs are met. Our Center will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect.

EMERGENCY PROCEDURES

SECURITY

In the event of a security emergency affecting the Upper Dublin area, please know:

- We will take care of your child for as long as needed. This could be overnight and/or could potentially involve relocating to another site.
- We will make parent notification a priority (second to the protection of your children) and use resources available (phone and Internet). However, if these are not functioning, we urge you to remember that your children will be taken care of until we are able to contact you and safely return your child(ren) to you.
- Children will only be released to parents or the individuals listed on the emergency contact form. Please make sure these forms are always current.

At the time of enrollment, parents are provided with a letter detailing our Emergency Plan including contact information and evacuation locations.

WITHDRAWAL OR TERMINATION OF ENROLLMENT

WITHDRAWAL OF CHILD FROM CGS

To withdraw your child from CGS at any time during the school year and cancel your Enrollment Contract prior to the end of the contracted enrollment period, you must provide the school with written notification of the date of withdrawal at least 14 calendar days prior to the 1st day of month you intend to withdraw your child. When the required written notice is timely provided, CGS will only charge your account a prorated tuition for the number of days the child actually attends the CGS during the last month of attendance/the month of withdrawal. However, if you withdraw your child from CGS without providing timely written notice at least 14 calendar days prior to the 1st day of month you intend to withdraw your child, you will be charged the full monthly tuition amount for the month of withdrawal (whether or not your child actually attends the full month) and you will not be entitled to any refund or credit for days that your child does not attend.

If you are withdrawing your child at any time during the school year prior to the last day of your child's contracted enrollment period as set forth in your Enrollment Contract, you will forfeit the tuition deposit you paid at the time of enrollment.

Families who withdraw their child from the CGS and later re-register that child in the Center will be required to pay a re-registration fee.

TERMINATION OF CHILD'S ENROLLMENT

CGS reserves the right to terminate a child's enrollment during the school year.

Reasons for termination of a child's enrollment may include, but are not limited to:

- Failure to pay tuition and/or fees on time
- Lack of parental cooperation
- Repeated late pick-ups
- Inability to meet the needs of the child
- A child's behavior which threatens the safety or well-being of anyone at the Center
- Verbal or physical abuse or threat by a parent or person transporting a child to and from the CECE
- Possession or use of weapons on the school's premises
- Any other reason as deemed necessary.

If CGS terminates the contract effective immediately, the \$500 tuition deposit paid at the time of enrollment will be forfeited.

TUITION POLICY IN THE CASE OF EXTENDED SCHOOL CLOSURE

For those on a School Year Enrollment: The Annual tuition will be divided into 10 equal monthly payments payable September through June. The first payment will be withdrawn on September 1, and each subsequent payment will be due on the 1st of the month.

For students on a Full-Time Enrollment: Monthly tuition will be charged on the 1st day of the month of the enrollment period (e.g. payment for October will be due on October 1).

If for any reason, we need to close for an extended period, there will be a grace period of twenty school days in which there will be no refunds or changes to tuition obligations and virtual activities will continue for that duration. Should a shutdown continue beyond twenty consecutive days, then the next month's billing will be put on hold, staff will be furloughed, and virtual activities will cease. Billing will resume once we are open and operational.

Families will not be credited for illness, snow closings/weather related emergencies, power outages, water service disruption, pandemic or any public health/safety crisis.

In the case of extended school closure, parents will be given the opportunity to pay tuition beyond the requirements. The money would be considered a tax-deductible donation that would be applied towards the school's ongoing expenses, thereby investing in the future of the school.

Chabad Garden School will provide at-home learning for any extended shut-down periods that remain within the twenty consecutive day period. Our goal is to be helpful, stay connected, and continue to educate the children to the best of our ability while taking the ages and stages of the children into consideration.

REFUND POLICIES

There are no refunds for absences, vacation, or extended time out of school.

DROP-IN CHARGES

Drop-in hours or days may be purchased at a per-diem rate as long as there is room and appropriate staffing. All drop-ins must be approved by the school director at least 24 hours prior to the add-on day.

Per Diem Drop-In Rates:

Infant Drop-In (per day)	\$175
Preschool 9am -1pm	\$75
Preschool 9am -3pm	\$110
Preschool 7:30a - 5:30p	\$175
Intersession	\$175

SECURITY FEE

A monthly per-family security fee may be assessed to help offset the cost of hiring a security guard during school hours. Chabad's security committee is consulted to revisit and determine the ongoing need.

LANGUAGE DIVERSITY IN OUR SCHOOL

Unlike monolingual children, multilingual children learn and develop two or more languages as they navigate their home, community and early childcare and education settings. The experiences, environment, exposure to languages and opportunities to use language all play key roles in each child's early language development. In particular, multilingual children need additional attention to their individual linguistic needs and experiences as they develop both their home language and additional languages. CGS policies, practices and assessment tools are designed to support children who are culturally or linguistically diverse. Children whose first

language is not English are encouraged to use home language, gestures, communication devices, sign language and pictures to communicate when needed.

INCLUSION AND EXPULSION POLICY

The Chabad Garden School endeavors to establish policies that eliminate or severely limit expulsion, suspension, or other exclusionary discipline; these exclusionary measures are to be used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications. Even in such extraordinary cases, the program will assist the child and family in accessing services and an alternative placement through, for example, community-based child care resources and referral agencies. In addition, CGS will ensure that discipline policies comply with Federal civil rights laws. Should a situation arise where there is documented evidence that all possible interventions and supports recommended by a qualified professional, such as an early childhood mental health consultant, have been exhausted – and it is unanimously determined by the family, teacher, program, and other service providers that another setting is more appropriate for the well-being of the child in question – all parties, including the receiving program, will work together to develop a seamless transition plan and use that plan to implement a smooth transition. When making decisions about transitioning a child and family to another program, specific attention will be paid to ensure that the new program is inclusive and offers a rich social context and opportunities for interactions with socially competent peers to ensure that children can optimize their learning, and develop their social skills alongside their peers in a natural environment. CGS staff will then undergo a self-evaluation and identify systemic reforms and professional development actions they may take to prevent the need for such transitions in the future. The family will be encouraged to inform the child's primary health care provider so that developmental and health evaluations may be conducted and so the health care provider may serve as a coordinating support to the family.

CGS is committed to not exclude current or potential students for medical or developmental delays such as, but not limited to, asthma, toilet training, medication, or allergies.

SCHOOL POLICIES

School policies are reviewed and updated as needed. Notice of any changes will be provided to families when implemented and will be published in the Family Handbook on an annual basis.