



Parent Handbook

2017-2018

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MESSAGE FROM DIRECTOR

Dear Parents and Community Members,

I am delighted to introduce you to Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila. This handbook has been prepared to outline school policies and procedures and to anticipate parent questions. I request that you review this carefully and keep it in a handy place for future reference.

We have tried to make this handbook as comprehensive as possible, but there will inevitably be situations and questions that arise which are not discussed in these pages. I encourage you, always, to let me know if you have a question or concern. I appreciate hearing your comments about our programs. I do hope; however, that the contents of this handbook convey our view that it is a considerable privilege and sacred responsibility to educate each of our students.

We strive to provide each child with a secure, caring and stimulating experience. It is our desire to help students use their innate abilities to create, imagine, explore and learn. This school exists to serve the whole family and we encourage you to come to us with any suggestions on how we can fulfill this role. We are all partners in this endeavor and mutual support from home and school will allow the best learning possible for our students.

Sincerely,

Beth B. Adler
Director

1.0 PHILOSOPHY OF SCHOOL

At Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila, we strive to provide each child with a secure, caring and stimulating experience. It is our desire to help students use their innate abilities to create, imagine, explore and learn. We believe that we can best achieve these goals by providing an environment that is grounded in a set of four core values.

Children are naturally capable and should be active participants in their learning. Children are born with a drive to order the world around them. They do not do this in isolation; however. They need supportive adults, cooperative peers and a stimulating environment to help them make sense of their experiences.

When children are given the opportunity to direct their own learning, the teachers role changes from all-knowing sage to supportive guide. Teachers carefully listen, observe, and document children's work and the growth of community in their classroom. For students to construct knowledge, they need the opportunity to discover concepts for themselves and practice skills in authentic situations. Hypotheses are explored in multiple forms such as print, art, construction and drama.

The learning environment is rich with possibilities and linked with nature. The environment of the school can be seen as the third educator, after the teacher and the parent. Teachers organize environments that provoke the children to undertake extended exploration and problem solving. These are often carried out in small groups, where cooperation and disputation mingle pleasurably. Documentation of children's work is displayed throughout the space.

In addition, early experiences with nature have been positively linked with the development of imagination and a sense of wonder. When children play in natural environments, their play is more diverse with creative play that fosters language and collaborative skills. Our playscape and nature-infused curriculum encourage independence, confidence and self-reliance.

Learning is a collaboration of child, teacher, parent and families. A child's education can be viewed as a system of relationships. The environment of the school fosters and nurtures these relationships by providing opportunities in which children and adults become partners in learning. We view parents as a child's first teacher and an essential resource for their child's learning.

The interactions among children, families, and teachers are central to the learning process, serving to deepen the children's understanding of the world in which they live. To foster community we host a variety of events throughout each school year for parents and families as a whole.

Education is most meaningful when grounded in the child's culture and heritage. Our school takes pride in its identity as an American Jewish preschool where all are welcome. We believe that children's learning is given roots by placing it in the context of our shared history. The customs and beliefs we practice add a framework to teach societal roles and norms. Our values guide our actions as we interact between ourselves and the greater community.

1.1 Admission Policy

Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila prides itself on serving a broad spectrum of the community. We appreciate the individuality of each child and believe that no two children learn at the same pace, nor learn best by the same method. We provide a flexible and creative approach to best meet the needs of each child through an individualized learning plan addressing his or her own specific social and educational needs. Staff will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Schedules, routines and activities are flexible and early childhood educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child. Some children require in-classroom support to be successful. If, in the opinion of the school the child

requires a shadow, one must be obtained at parent expense. If in the opinion of the Director of the Early Childhood Center the program will not meet the needs of the child and/or the family, then the Director reserves the right to deny admission.

All families must submit completed application forms to the school office. Each child must have a current Immunization Record and Health Form, Health Form Addendum and an Emergency Information Form on file in the office. Children will not be admitted to school until these papers are on file.

We recognize that toileting may be challenging for both children and parents and we are happy to assist with this developmental milestone. Children in all classes will be offered several opportunities for toileting. The teachers will assist the children in undressing and dressing as necessary. Parents of children still in diapers are encouraged to keep teachers informed of the progress of toileting. Please be sure to keep a change of clothes and a supply of diapers and wipes at the school.

1.2 Placement Policy

Children must be of the class age by September 1st to be a member of a class. Children will be placed with their peers unless compelling evidence is presented to Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila to do otherwise. Exceptions to this rule will be made at the discretion of the administration in conjunction with classroom teachers and the child's parents.

2.0 SCHOOL DAY PROCEDURES

2.1 School Arrival

School arrival procedures ensure that the school day gets off to a safe, organized start. In addition to developing good habits, children need a few minutes to mentally prepare for the start of class. Our core school day runs from 9:00 a.m. to 12:30 p.m. for the 2s and 9:00 a.m. – 2:00 p.m. for the 3s and 4s. Many young children have difficulty assimilating into an already busy classroom. Arriving on time also eases the transition from home to school. We therefore suggest that parents arrive at 9:00 when the classrooms are opened.

Parents should park their cars in appropriate marked spaces in the parking lot and escort their children into the classroom. Please refrain from inappropriately parking, even momentarily, in the handicap parking spots or yellow-lined curb areas. Children should be signed in on the attendance sheet located by the cubbies. A brief good-bye is suggested to ease the child's transition from home to school. As parents bring their children into the classroom, it is also a good time for a quick comment or question between parents and teachers. Issues that require privacy or a more in-depth discussion should; however, be scheduled for a separate, pre-scheduled time.

2.2 Late Arrival

Late arrivals can hamper a student's understanding of an entire day's material. They are also disruptive to the other students in a class. Parents should make every effort to get children to school on time every school day.

2.3 Snow Days

From time to time it is necessary to close school due to inclement weather or other unforeseen emergencies. In such cases, Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila will follow the decision of the Montgomery County School System on the first day of closings. Future day closings shall be made at the discretion of the school. If Montgomery County delays school openings, Shaare Tefila shall open at 10:00 AM, regardless of the number of hours Montgomery County schools are delayed. Information regarding snow days, late openings, or early closings will be communicated via email.

2.4 School Dismissal

Students should be picked up in their classroom. Please remember to sign your child out on the attendance sheet.

2.5 Special Situation Pickups

It is extremely important that we maintain the highest level of safety for our children. We therefore request that you observe the following procedures when a change of your usual dismissal routine is required.

Write a note or send an email explaining the pickup situation for the day. A child's word will not be relied upon for a change in arrangements. Please send a separate note for each child. Include the date, the name of the person picking up the child and the time the child is to be released from class. Any change of plans should be phoned or emailed into the office as soon as possible. People who are not familiar to the teachers will be asked for identification.

2.6 Late Pickups

Your child expects you and looks forward to seeing you at the end of each day. Lateness can cause uneasiness, so please be prompt. If an unavoidable situation arises, please inform the school asap. Parents who repeatedly pick up their children late will be assessed a late fee of \$10.00 per 15 minutes of tardiness or fraction thereof, at the discretion of the Director.

2.7 Food Policy

In an attempt to be as inclusive as possible, Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila observes a strict level of Kashrut on school facilities and during all school-sponsored activities. No meat poultry or shellfish can be brought into school.

In addition, due to the pervasive and severe nature of nut allergies, Gates of Discovery: The Rose and George Teller Preschool at Shaare Tefila is a **peanut and tree-nut free** facility. Occasionally, Shaare Tefila is notified by a family of the existence of a sensitivity to another food. Often these allergies can be life threatening and can be triggered by the mere presence of the food in the classroom. In these situations, a food may be banned from a certain classroom or the entire facility. While Shaare Tefila acknowledges that this can be a difficult situation for children who are picky eaters, we hope all parents will respect the gravity of the situation and follow any instructions provided, should this occur.

Child's Lunch

Healthy foods are a strong priority in setting patterns for healthy lifetime eating. Please consider the major food groups when making your child's lunch Lunches or portions thereof can be refrigerated.

Food brought in to be shared

Food brought to school for general consumption must be certified kosher (dairy or parve). It should be brought to school at least one day before it will be served.

- Food must be certified kosher by the OU, OK, Chof-K, or Star-K.
- Food must be in an unopened package.
- Foods prepared in private homes cannot be shared in school.
- Fresh baked goods may be purchased locally from Shalom Kosher Market, Kosher Mart, Kosher Pastry Oven, Shaul's Kosher Market, Ben Yehuda Café, Siena's Kosher Restaurant, or the Crispy Kreme by Shady Grove hospital.
- Foods should be sensitive to any food restrictions of the children in the class.

Birthday Parties

Birthdays are an important milestone in a child's life. We mark them in school through several customs and acknowledge the birthday child at Shabbat Sing the week of their birthday. In place of food, we ask that the birthday child bring in a book or an activity to share with their class.

2.8 School Dress

Our programs provide a wide variety of activities; please dress your child in appropriate play clothing so he or she will be able to participate fully. Dressing children in easy to remove clothing will facilitate toileting. All children should have a complete change of seasonal clothing (including socks and underwear) at school. If your child's extra clothes are used, please send replacements the following school day.

We plan on spending time outside each day. Please send your child with appropriate outdoor clothing, including gloves, hats, boots, snowpants, and coats, as appropriate. In all weather, closed-toed shoes are recommended, as they

facilitate ease of movement. Bike helmets must be worn to ride tricycles. PLEASE LABEL ALL CLOTHING WITH YOUR CHILD'S NAME.

If you would like sunscreen applied to your child, you must complete a Lotion and Ointment form for your child available on the school website at www.gatesofdiscovery.org.

3.0 BEHAVIORAL EXPECTATIONS AND DISCIPLINE POLICY

At Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila we view discipline as a system of guidelines in which children can operate safely. Through these guidelines, children learn to control their bodies and emotions and develop appropriate social behaviors. Child guidance through positive discipline is a process of assisting children in understanding and using constructive behaviors. Our goal is to encourage appropriate forms of behavior, not to punish for inappropriate behavior. "Time outs" are not utilized as a discipline measure in our classrooms. In each classroom, discipline is geared to the developmental level of the children.

To accomplish these goals, the following techniques among others, are used as appropriate:

- Identifying the right combination of classroom materials, play equipment, structure, space and classroom environment helps keep conflict at a minimum and assists with a child's positive development;
- Developing clear, simple rules in each classroom which are appropriate to the developmental level of the class;
- Anticipating and avoiding problems before they occur;
- Redirecting unacceptable behavior to an acceptable alternative;
- Examining teacher-modeled and peer-modeled behavior and communication techniques to help children identify positive means of interaction;
- Creating predictable routines that help children to feel secure;
- Teaching problem solving skills and moral reasoning to understand the natural consequences of one's actions; and
- Anticipating emotional overload and helping the child manage his/her emotions until he/she is ready to rejoin the class.

The Preschool believes the following methods are inappropriate. They are NOT used at the Preschool:

- Physical, emotional or verbal abuse;
- Leaving a child unsupervised;
- Directing a child to face the corner of the room or ordering a child to perform a humiliating task to serve as a model for the other children;
- Group punishment;
- Using food as a reward or punishment.

Caring deeply about children means that we want to provide many opportunities for children to develop self-discipline. A trusting relationship must be established between staff and child. Discipline is built on mutual respect and trust. We do not permit any discipline to be related to food, toileting, or naps. Any use of corporal punishment is strictly prohibited. An employee who uses corporal punishment will be terminated immediately. The process of helping children learn to solve their own problems is time consuming but should be the goal of guidance for children. "Time-out" is never used due to the lack of correlation to the incident. "Time-out" refers to setting a child aside by himself/herself to reflect on his/her behavior. This is a difficult task for young children to master. The logic required has not yet developed in young children. If a situation warrants the removal of a child from an activity, a "cooling off" period may be needed. In this situation, the staff member remains with the child and uses verbal guidance to explain why the child had to be removed from an area. Children must be able to relate the consequence to the action. It is important to remember that discipline is not punishment, but rather a step towards resolving conflicts.

For the youngest children, redirection is the most typical technique. In using redirection, a teacher helps guide a child's energy and attention from a negative behavior or situation to a positive one. The teacher helps the child "problem solve" while avoiding conflict and possible aggression. With younger children who are not yet using language, a teacher who notices two children tugging on the same toy might offer one child another toy or change the focus of both children by singing or starting a new activity.

As children get older, language is used more often to guide children's behavior. Teachers help children label their feelings and teach them to use language rather than inappropriate physical actions. As children reach the age of three, they typically begin to develop an understanding of "cause and effect" and the concept of consequences. Reasonable consequences for inappropriate behavior are used, when necessary.

A child that displays uncontrollable, inappropriate and frequently aggressive behavior and who does not respond to the above discipline methods, will be given an individualized school treatment program in order to protect that child and the class. The treatment program may involve consulting with a learning needs specialist and devising a plan to best meet the child's needs. The cost of additional staff, as deemed necessary will be the responsibility of the parents. If a child is determined to continue to be a threat or a danger to other students or staff members, after exhausting appropriate treatment plans, Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila reserves the right to temporarily or permanently dismiss the child from the school.

4.0 HEALTH AND SAFETY PROCEDURES

4.1 Health Appraisals

The health of our children is a primary concern for both the parents and school professionals in our community. When children are feeling well they are happier and more open to new information and experiences.

Immunization Policy

Maryland State law requires that all children registering for school be up to date on their childhood immunizations. The American Academy of Pediatrics recommended immunization schedule is included in Appendix D.

When to Keep a Child Home

The school must rely on parental judgment and discretion in deciding whether children are ill and unable to attend school. We wish to emphasize that a child who is ill is not likely to be a very effective learner. In addition, schools can be breeding grounds for contagious infections unless parents exercise reasonable caution in monitoring the health of their children. If a child is brought to school and is unable to appropriately participate in the day's activities, the parents will be asked to take the child home.

Fever - a child must be free of fever and associated symptoms for 24 hours prior to returning to school.

Rash or eye inflammation - the condition must be diagnosed by a physician prior to sending a child to school.

Nausea or diarrhea - a child who is nauseated, has vomited or has experienced diarrhea in the last 24 hours must be kept at home for observation.

Cold - A child who exhibits the early symptoms of a cold should be monitored at home before returning to school. Cold symptoms, especially sneezes and coughs, can easily transfer germs among children. Frequent hand washing is important at this juncture to avoid spreading colds.

Antibiotics - A child whose doctor has prescribed antibiotics must be on the medication for a *minimum* of 24 hours prior to returning to school. Often, while the child is no longer contagious at this point, they are

not et prepared for the rigors of a classroom setting. Please consider your child's best interests when deciding when it is appropriate to re-enter school.

Illness During the School Day

If a child becomes ill at school, or requires medical assistance due to an accident, parents will be contacted immediately. In the event that a parent cannot be notified, the emergency numbers listed on your child's Emergency Form will be called. It is our expectation that our parents (or those authorized by parents) will pick up the sick child promptly. Please keep emergency numbers current, and inform people whom you designate as contacts of their responsibilities.

Illness Prompting Parental Notification by the School

Some common childhood diseases, while usually mild, can occasionally have more serious consequences. With this in mind, Gates of Discovery often sends home notification to parents regarding the presence of a certain illness in the class. This notification is based upon the recommendations of the State Health Department, as to which illnesses prompt notification. If a child in the school is diagnosed with a condition in this category, the school will provide written notification to parents of children in that child's class(es). Notification will occur as soon as practical after the administration becomes aware of the diagnosis. Should the parents contact the administration outside of normal school hours, the school will make every effort to contact families as soon as possible, but full notification might not be practical until school returns to session.

Pediculosis Policy (Head Lice)

One health issue that is of great concern to parents is head lice, also known as Pediculosis. If your child should contract head lice, it is no reflection on the level of cleanliness of your child or home. Head lice has become the most widespread childhood illness after the common cold.

Precautionary and preventive measures can avoid a full-scale infestation. Parents should check the hair and scalp of their children every 1-2 weeks for lice and nits (egg cases). It is particularly important to check after a visit to a household where there are other children.

Should a child's hair become infested, the family physician can advise one of the recommended treatments, which may involve a chemical shampoo and will require a THOROUGH combing of your child's hair. Metal combs are often more effective in removing nits than plastic ones. In addition, other measures, such as treating your linens, stuffed toys, pillows, etc. must be taken. If a child is found to have Pediculosis while at school, the child will be removed from the classroom in a pleasant and non-threatening way. That child **MUST** be picked up immediately and treated at home. All members of the affected child's class and the child's siblings will be checked at school as well. Following treatment, children will be re-examined at school. Parents or guardians must remain at school until the child is readmitted. It is the decision of the school as to whether the child will be readmitted.

4.2 Dispensing Medication in School

Per Maryland state law, Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila will administer medication only if the parent or legal guardian has provided written consent, the medication is available in an original container, and the facility has on file the written instructions of a licensed physician or health care provider to administer the specific medication. A copy of this form is available at www.gatesofdiscovery.org.

- 1) For prescription medication, parents or legal guardians will provide caregivers with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and administration, storage and disposal instructions.
- 2) For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended/prescribed the medication for the child.

- 3) Instructions for the dose, frequency, method to be used, and duration of administration will be provided to the child care staff in writing (by signed note or a prescription label) by a physician or other person legally authorized to prescribe the medication. This requirement applies both to prescription and over-the-counter medications.
- 4) A physician may state that a certain medication may be given for a recurring problem, emergency situation, or chronic condition. The instructions should include the child's name; the name of the medication; the dose of the medication; how often the medication may be given; the conditions for use; and any precautions to follow. **Example: children may use sunscreen to prevent sunburn; children who wheeze with various exercise may take one dose of asthma medicine before vigorous active large muscle play; children who weigh between 25-35 pounds may be given one teaspoon of acetaminophen 160/mg/5cc (1 teaspoon) for up to two does every four hours for fever.**

A child may only receive medication with the permission of the child's parent or legal guardian and when the staff person who will give the medication has the skills required.

- 5) Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant, closed container that is inaccessible to children and prevents spillage.
- 6) Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instruction provided by the physician or other person authorized to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.
- 7) A medication authorization form will be maintained by the facility staff to record the instructions for giving the medication, consent obtained from the parent or legal guardian, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, refusal to take medication will be noted on this log.

4.3 School Security

Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila and Shaare Tefila Congregation is committed to providing the utmost safety and security for its students and staff. All visitors to the building must request permission to enter the building by using one of the keypads adjacent to the doors. Once recognized, admission will be allowed. If for any reason the person controlling access that morning does not recognize someone requesting admission, they may ask some questions to determine your reason for entering. Please understand if this occurs; it is for everyone's safety.

Parents are provided with a code to enter the building. This code will open the outside doors as well as the door downstairs. Please remember that our security is only as good as the people opening the doors. If you do not recognize someone DO NOT LET THEM IN. Explain that it is for the safety of all the children. The corollary is that if someone doesn't hold the door for you, please do not be offended. They are trying to keep your kids safe, too. Also, try to keep the code covered as you enter it on to the keypad. This code works Mondays through Fridays during school hours. **Please do not give this code to anyone other than people who may pick up your child – including your child!** Once children know the code, they cannot discern who is safe to tell and who is not and they could tell anyone. If for any reason you feel uncomfortable with anyone having the code (such as a no longer retained nanny), please let Beth know and we will change it.

4.4 Emergency Procedures

Our school's priority is to keep your child(ren) safe at all times when he/she is in our care. With recent world and local events, we have developed an emergency plan that will be put into place in the event that special circumstances require a different type of care. Plans for these special types of care are reviewed annually. Staff is trained in the appropriate response and local emergency management is aware of these plans. The specific type of emergency will

guide where and what special care will be provided. Parents will be notified as quickly as practical and special instructions will be communicated at that time

- 1 **Shelter in place** – This plan would be put into place in the event of a weather emergency or unsafe outside conditions or threats. In this plan, children will be cared for indoors at the center and the center may be secured or locked to restrict entry
- 2 **Lockdown** – This plan assumes that there is a danger in the building. Students and teachers would stay hidden and locked in their classrooms.
- 3 **Evacuation to another site** – This plan would be put into place in the event that it is not safe for the children to remain at the center. In this situation, staff has predetermined alternate sites for care. The choice of site is determined by the specific emergency and what would be an appropriate alternate site.
- 4 **Method to contact parents** – In the event of an emergency, parents will be called or texted and a note will be placed on the door to provide more specific information. You can also check for information by calling our main office at 301-593-3410. Depending on the distance from the center, the children will walk if feasible or be transported to the alternate site.
- 5 **Emergency ends/reuniting with children** – When the emergency ends, parents will be informed and reunited with their children as soon as possible. The contact methods listed above will be used to inform parents.

The purpose for sharing this information with you is not to cause you worry, but to reassure you that we are prepared to handle all types of emergencies in a way that will ensure the safety of your child(ren). If you have questions regarding this information, talk with the center director or your child's teacher.

5.0 COMMUNICATION PROCEDURES

Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila believes that a well-informed parent body is necessary to support students in their school activities. When parents show enthusiasm for their children's education, it teaches the children that they and their education are valued. Interest in a child's day can be shown by asking pointed questions about art projects or work that they bring home, attending school wide activities or involving yourself as a school volunteer.

If a classroom problem should arise, it should immediately be taken to the teacher. If the problem involves more than one classroom, or a sufficient result is not obtained in speaking with the teacher, the director should be notified. Leaving a problem for even a short time can allow a minor problem to escalate into something larger. Our faculty and staff are dedicated to ensuring a positive school experience for all our children.

5.1 Interacting with Parents

The school routinely provides information to parents in many ways. The following is a description of the most common.

Meet the Teacher Morning

In mid-August, teachers are asked to send notes to the children in their class, introducing themselves, welcoming the children and inviting them to Meet the Teacher Morning. The week prior to the start of school, all families are invited to school to meet their child's teachers. This is an opportunity to set both parents and children at ease and to get to know the children a little bit prior to the official start to the school year.

Back to School Night

Parents are invited to Back to School Night in the first weeks of school. At this function, parents are informed of school curriculum, philosophies and procedures. New parents are given a description of the school day and introduced to the school community.

Special Events

Special Events are an important part of the school program. They provide enriching educational experiences different from those that are possible in the classroom. Parents will be informed of any off-site events as far in advance as possible and are asked to sign a permission slip allowing their child to attend. No child will leave school property without a signed parental permission slip. To provide proper supervision of students, parents are often asked to serve as chaperones or drivers.

Daily Journals

Daily Journals are emails sent home to inform all parents of classroom activities. They are sent each afternoon to each classroom community. As a tool, daily journals facilitate communication between home and classroom, as well as parent and child. If there is an activity in the daily journal that you can enhance through an item or knowledge, please let the teacher know. In addition, we are happy to include grandparents, or other relatives or close family friends on the daily journal list.

Parent-Teacher Conferences

Parent-teacher conferences are scheduled in January for all children. As many children act differently at school than at home, these conferences allow the teacher to become acquainted with the parents and share information about the student's school behavior, social skills and academic achievement. Parents can also discuss any concerns they may have at this time. In addition, parents can request a conference with teachers at any time.

Observation Cards

Observation cards are distributed to students two times each school year at approximately equal intervals.

5.2 Parent-Initiated Contact

Parents are welcome to email or call the school at any time to speak with an administrator or teacher. If a teacher is in class, the email or phone call will be returned at the teacher's earliest opportunity.

Our teachers and administrators are also happy to schedule a conference with a parent at any time. We do ask that you not try to discuss a lengthy issue at drop-off or pickup, as the teacher's other responsibilities may prevent him or her from giving you their full attention; however, a quick message - such as a home situation which might be troubling the student that day - is appreciated to allow the teacher to be sensitive to a student's special needs.

5.3 Sunshine Committee

The Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila Sunshine acts as a support group for the school, a social conduit, a forum for discussion and a charitable organization. All parents are urged to participate. The Parent's Association coordinates school activities, school improvements and fundraising projects. You can volunteer in a large way (chairing an event) or in a small way (making a few telephone calls). All efforts large or small are greatly appreciated.

5.4 Staff Development Days and Faculty Meetings

Staff development days and faculty meetings are scheduled during the school year to ensure that teachers have a chance to enhance professional growth. School-wide policies and procedures are discussed, curriculum is developed or modified and special school events are planned. Cross-grade and inter-subject integration is a focus of all faculty meetings.

6.0 FINANCIAL RESPONSIBILITIES

6.1 Tuition Payment Policies

To enroll your child at Gates of Discovery: The Rose and George Teller Preschool of Shaare Tefila, the student's annual tuition can then be paid through one of several methods:

- Full pay by July 1 prior to the start of school, which includes a 5% tuition discount.
- 10 equal installments (July to April); or
- Camp and school payments can be combined and paid in 12 equal installments (July-June).

Payments can be made through post-dated checks, bank-issued checks or credit card. A 3% convenience fee will be added for all credit card payments.

Families with more than one child enrolled at the Rose and George Teller Preschool receive a 5% tuition discount off the core program for each child after the first child.

Please note that Shaare Tefila Congregation members receive priority enrollment and a reduction in fees for most programs. Along with the many other benefits of membership, this incentive is a strong argument for considering Synagogue membership.

ALL SCHOOL PAYMENTS ARE NON-REFUNDABLE AND NON-TRANSFERABLE. No refunds will be given for absence or withdrawal prior to or during the school year. Should the preschool exercise its right to deny admission to a child, a full refund will be made.

In the event any part of your Synagogue account becomes delinquent, your child will not be admitted into the school until the account is brought to good standing.

6.2 Returned Check Policy

In the event that a deposited check is returned due to insufficient funds, the amount of the check plus the bank charges assessed must be received within 7 days.

