

2024-2025 / 5784-5785

Preschool Student and Parent Handbook

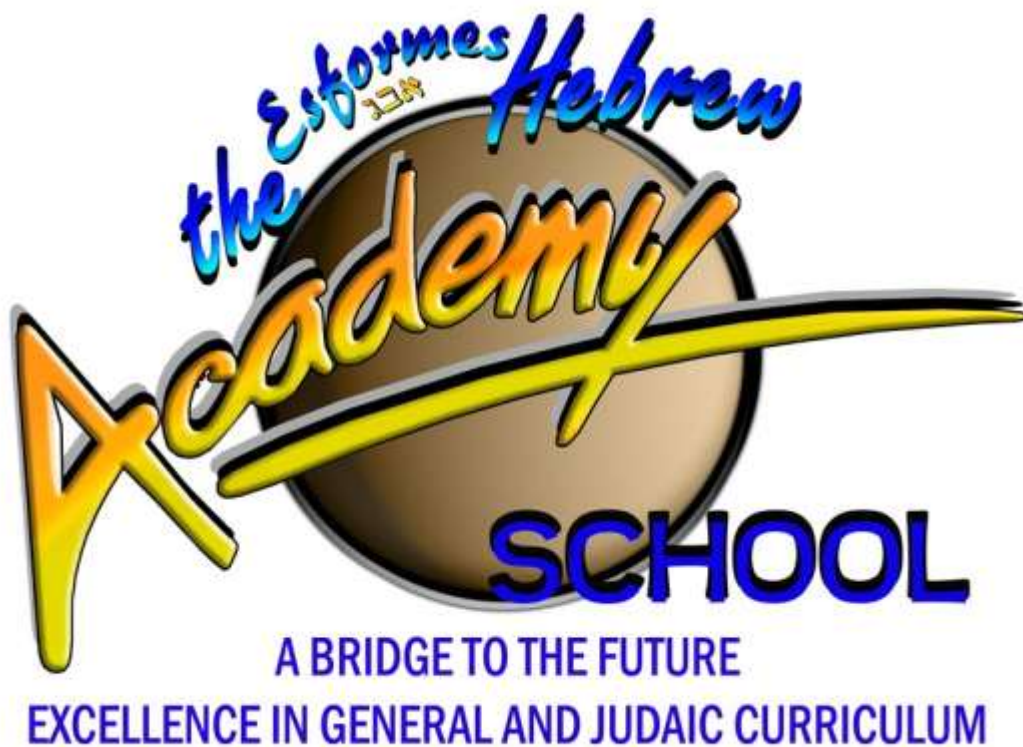


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Information

Location

Address: 1079 West Granada Boulevard
Ormond Beach, FL 32174

Telephone: (386) 672-9300

Website: EsformesHebrewAcademy.org

Preschool Philosophy

At Esformes Hebrew Academy Preschool, we believe children deserve a learning experience tailored to their unique needs. Our curriculum integrates all aspects of development—physical, emotional, social, and cognitive.

We recognize that children learn not just from teachers, but also from their peers, fostering a collaborative and nurturing environment.

Keeping our class sizes small is essential to our philosophy. This allows teachers to set personalized learning goals for each child.

In our classrooms, you might see one child working on fine motor skills building with blocks, another exploring dirt and worms for science exploration, and a third engaging in cutting and gluing art materials—all at the same time. This approach caters to the diverse learning styles and paces of young children.



We offer opportunities to ensure every child can understand concepts in a way that suits them best. For example, if learning about apples, some children might engage in hands-on activities by tasting or painting with apples, some will work in small groups measuring themselves with apples, one may receive one-on-one support with a teacher, or participate in whole-class lessons reading and responding to a story about apples and Rosh Hashana.

We create an environment where learning is fun! Teachers prepare stimulating activities and materials that encourage exploration and curiosity.

By asking open-ended questions like "What would happen if we tried it this way?" or "Why do you think this works like that?" Teachers spark students' thinking and thought processes.

Who, what, when, where, why, and how questions further engage students, and by offering thoughtful suggestions, educators extend children's learning and stimulate their thinking.

Our learning centers are designed to introduce children to important concepts such as choice, responsibility, and problem-solving. During center time, children can practice new skills they have just been taught, evaluate their understanding of concepts, and share their knowledge with teachers and peers. They also learn to recognize their strengths and areas for improvement. By having choices during center

time, children have a sense of ownership over their learning that develops good work habits and independence.



Some of our play-based centers include:

- **Dramatic Play:** Encourages imagination and social skills as children take on different roles and scenarios.
- **Building Blocks:** Develops spatial awareness, problem-solving, and fine motor skills.
- **Sensory Activities:** Engages the senses and supports cognitive and motor development through tactile experiences.
- **Library:** Promotes language and literacy development by nurturing a love for reading and providing access to a wide range of books.
- **Arts and Music:** Enhances creativity and self-expression through artistic activities.
- **Writing Center:** Supports literacy and fine motor skills by providing materials for children to practice writing and drawing.
- **Math Manipulatives:** Encourages hands-on exploration of mathematical concepts, enhancing problem-solving and critical thinking skills.

Our integrated curriculum supports the holistic development of each child:

Activities that enhance balance, coordination, and motor skills are included daily.		Children learn to collaborate, share, and build relationships with their peers.
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<p>Interactive and hands-on learning experiences stimulate thinking and problem-solving skills.</p>	 <p>The image shows four rounded square icons arranged in a 2x2 grid. Top-left: Red background with a white silhouette of a person walking, labeled 'Physical'. Top-right: Teal background with a white speech bubble containing three dots, labeled 'Social'. Bottom-left: Teal background with a white silhouette of a head containing gears, labeled 'Cognitive'. Bottom-right: Yellow background with a white silhouette of two hands holding a heart, labeled 'Emotional'.</p>	<p>Our nurturing environment helps children understand and manage their emotions.</p>
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School Hours

Preschool Arrival

Monday through Thursday:

Arrival: 8:30 a.m. – 8:40 a.m.
Classes begin: 8:45 a.m.
Dismissal: 3:50 p.m.

Friday:

Arrival: 8:30 a.m. – 8:40 a.m.
Classes begin: 8:45 a.m.
Dismissal: 1:50 p.m.

Late Start

Arrival: 10:30 a.m. - 10:40 a.m.
Classes begin: 10:45 a.m.
Dismissal: 3:50 p.m.

Early Dismissal

Dismissal starts at 11:50 am

School Closure

Esformes Hebrew Academy *generally* follows the Volusia County school system in the event of emergency and weather related closings. Please check WhatsApp and email for alerts.

Administrative Staff

Rabbi Pinchas Ezagui, *Executive Director of Synagogue*

Rebbetzin Chani Ezagui, *School Director*

Pamela Noble, M.Ed, *Principal*

Shelly M. Jebens, Psy.D, *Psychologist/Behavioral Health Consultant*

Rabbi Mendel Niasoff, *Financial Office Manager*

Donna Plappert, *Administrative Executive Assistant*

Gittel Schwartz, *Administration Support*

Laurie Broad, *Preschool Lead and Instructional Coach*

Student Information System (SIS)

Registration, tuition and fees are paid through the FACTS portal.

Website: www.factsmgt.com

School Code: EHA-FL

State of Florida scholarship opportunities may be available for children 3 and up through the **Family Empowerment Scholarship for Students with Unique Abilities (FES-UA)**. Information is available at: <https://www.stepupforstudents.org>

Communication

Notification from Parents

When a student is absent from or late to school, EHA requires the parent to notify the school via email or a phone call indicating the reason for the absence or tardy within 24 hours.

Staying Informed

- **MyKidzApp** for daily check-in/check-out and daily reports.
 - Both parents should have the “**MyKidzday**” app downloaded on their phones.



- **WhatsApp Group** WhatsApp Group for one-way communication from the school administration

and front office.

-  whatsapp.com

- **Instagram** for social media/photos of events.
 - <https://www.instagram.com/ehaschool/>
- **School/Classroom** - weekly or monthly newsletters will be e-mailed to you, or you will receive a link to click through MyKidzDay or WhatsApp.

Teacher Contact Methods

For most questions or concerns, please start by contacting your child's teacher.

Teachers should only be contacted in these two ways:

1. MyKidzDay App
2. Teacher school email

**Please give teachers 24 hours to respond.

**For urgent matters requiring immediate attention, such as student safety or health concerns, please contact the school office directly. They will connect you with the appropriate personnel.

Additional Communication Tools

Parent-Teacher Folder

The parent teacher folder contains daily work, projects, important information, and occasional forms requiring signatures. Please check it daily. (All children receive a new folder each year. A \$10 fee applies for replacements within that year.)

We>Me Tote Bag:

Children must use an EHA Tote for transporting their communication folders and other school related items. (Children will receive a bag their first year in preschool only. Returning children can purchase a replacement for \$10, if needed.)

Keeping Us Informed

At Esformes Hebrew Academy, we believe in a strong partnership between parents and teachers. Just as it's a priority for teachers to keep you informed about your child's progress, it's crucial that you keep us informed as well.

Please let us know about any significant changes in your child's life that might affect them at school, such as a new baby, a change in childcare arrangements, or a family crisis. Knowing these changes allows us to provide extra support and understanding during stressful times.

To ensure we can reach you effectively, please keep us informed of any changes to your mailing address, phone number, or email address.

By working together and sharing important information, we can create a supportive and positive learning environment for all our children.

Parent Involvement

Parent Teacher Association (PTA):

Join the PTA, a group of parents, teachers, and staff dedicated to supporting the school, encouraging parent involvement, and organizing events.

A Guide to School Contacts

My child is or will be absent from school.	Front Office
Someone else will be picking up my child.	Front Office (ext.100)
I need a copy of my child's records.	Front Office
I need to change my contact information.	Front Office
I need to pick up my child early.	Front Office
I need my child to take medicine during the day.	Front Office
I need to turn in medical forms.	Front Office
I need to make a payment.	Financial Office
I need information about scholarships.	Financial Office
I am having technical difficulties with FACTS.	FACTS
I have questions or concerns about my child's classroom behavior.	Teacher
I would like my child tested for a learning disability.	Teacher
I would like to further discuss a situation after discussing it with my child's teacher.	Principal
I have not received a response for at least 24 hours.	Principal
I would like to share my thoughts and feelings about my child's teacher.	Principal
I would like to know more about testing or the curriculum.	Principal

Student Forms

To make the first day of preschool a breeze for your child, please submit your updated forms to the school office before their first day. Children will receive an admittance ticket to attend class when all items are completed.

Returning children:

- Online application/registration completed (factsmgt.com)
 - contact info
 - payment info
- DCF Forms (Child Care Application for Enrollment, Influenza, and Distracted Adult)
- Health forms (Immunization and Physical)

Additional Forms for New Children

- Teacher-student evaluation form
- Behavior observation form
- Documents from any previous childcare settings
- Initial visit form

Medical Forms:

Florida law requires proof of immunization using the form "Florida Certification of Immunization" (Form DH 680) for each student. This form shows that your child has received the recommended vaccinations. This form can be obtained from your child's physician or the Volusia County health department.

Staffing

Staff Background Checks and Safety

At EHA, the safety and well-being of your children is our top priority. To ensure a secure environment, all preschool staff members are fingerprinted and undergo a detailed and comprehensive Level Two background check, as required by Florida Statutes Section 435.04. This ensures that all employees meet the highest standards of safety and integrity.

We believe in maintaining open communication with parents. You can trust that we are doing everything possible to provide a safe and nurturing environment for your children.

Physical Contact Policy

We follow the "3 H's" approach: hugs, handshakes, and high fives.

Esformes Hebrew Academy does not engage in corporal punishment under any circumstances.

In accordance with Sections 1003.32, 1006.11, and 1012.75 of the Florida Statutes, reasonable force, as defined by the State Board of Education, may be used by Esformes Hebrew Academy personnel to maintain a safe and orderly learning environment.

Drop Off & Pick Up Procedures

At EHA, we value your child and love seeing their beautiful faces at the start of the school day. We care about your child's academic, emotional and spiritual wellbeing. We are committed to your child's success and attending school regularly is the foundation of their educational advancement.

Please partner with us to ensure your child attends school regularly and on time.

Young children need routine and consistency.

Changes can disrupt their comfort and daily rhythm. It's important to wake up at the same time each day and arrive at school on time so they don't miss out on activities and disrupt the classroom flow or their learning.

Consistent routines help keep their day running smoothly, including nap time, which is important for their development and well-being.

Drop Off

Monday - Friday, 8:30-8:40 a.m.

Please ensure breakfast is finished before entering the school building.

- As you enter the EHA parking lot, please ensure your hanging tag is displayed on your mirror.
- Proceed to the back preschool gate and remain in your vehicle until a staff member arrives.
- Use your QR code on the **MyKidzDay App** when you arrive on premises to sign in your child(ren). The QR code should be kept in both vehicles. The child needs to be signed in before the teachers take them into the classroom.
 - If a parent or approved family member/friend needs assistance signing their child into the app, they should pull up and veer to the right near the front of the preschool carline and wait for a staff member to assist them. This will allow other cars to pass by and not obstruct the carline.
- All children should exit from the passenger side of the vehicle.
- If your child arrives after 8:40 am, please park in a designated parking spot, and walk your child to the Front Entrance.

Late Arrival

Children arrive between 8:40 a.m.-9:00 a.m. and after 9:30 a.m.

- EHA preschool gate and parking lot will be closed/locked promptly at 8:40 a.m.
- Park your car and walk your child(ren) to the front office. Please do **NOT** use the yellow curb.
- Use your QR code on the MyKidzDay App to sign in the child(ren)
- A designated EHA staff member will then escort the child(ren) to their classroom.

Uninterrupted Circle Time

Circle time is from 9:00 am – 9:30 am.

To allow the teaching staff to engage and focus on the students during circle time, children are not permitted to be dropped off between 9:00 am - 9:30 am.

(You may drop off your child before 9:00 a.m. or after 9:30 a.m. when circle time ends.)

Children arriving at or after 9:30 a.m. will be invited to enter the classroom and receive a warm greeting from their teacher. Teachers will ensure children arriving after circle time (9:30 a.m.) feel welcome and ready to join their classmates for a day of learning and fun.

Pick Up

Dismissal Procedures

Monday through Friday, a faculty member will be outside and use walkie talkie to communicate the names of the children who are to be dismissed.

It is critical that you display the name tag on the passenger side visor when parking or going through the car line.

Children will only be released to their parents or someone previously designated by the parents with authority for pick-up. If someone other than the parents is picking up and is not on the designated list, please let us know by leaving a message on Extension 100 by 3:20 p.m. Monday-Thursday and 1:20 p.m. on Friday (follow the prompts). If this is a permanent change, please email donna@esformeshebrewacademy.org.

Please note: Half Day children will be dismissed at 12:15 p.m. from the front of the school.

Mon-Thurs 3:50 p.m., Friday - 1:50 p.m.

- The flow of traffic depends on you!
- Children are dismissed from the back preschool gate.
- Parents are expected to be in the carpool line by 3:50 p.m. Monday-Thursday and 1:50 p.m. on Friday.
- Pull up as far as possible. Follow all directions from staff members.
- Remain in the car. Your child(ren) will be brought to you.
- Teacher-Parent communication can briefly occur while parents are buckling in their children, but should not interfere with the flow of traffic. (Please refrain from exiting your car to speak to other parents.)
- Parents are responsible for buckling their children.

Florida Car Seat Laws

Under Florida law (316.613), it is **mandatory** for children 0-5 to be securely fastened in a child restraint device that has passed crash tests and is federally approved.

Infants and toddlers, ranging from ages 0 to 3, must be placed in separate carrier child restraint devices or in a vehicle's built-in child seat provided by the manufacturer.

Children between the ages of 4 and 5 are required to be in either a separate carrier, a built-in child seat, or a booster seat.

Children who are 6 years old and above have the permission to use standard seat belts; however, it is advised that they continue to use a booster seat until they reach the height of 4'9" and are at least 8 years old. The booster seat is crucial as it ensures the seat belt is correctly positioned over the child's hips and shoulders.

Early Pick-Up

Please make plans to pick up your child(ren) before 3:30 p.m. Monday through Thursday or 1:30 p.m. on Friday, if they have an appointment. You can inform us by leaving a message at Extension 100.

Late Pick Up

After 4:05 p.m.

- children who are not picked up by 4:05 will be supervised by an EHA staff member until a parent arrives.
- Pull up during the elementary car line and veer to the farthest right hand lane to pick up your child.
- Please be aware that elementary children will have priority for pick up.
- Please be sure to be prompt.

Late Pick-Up Fee

Each minute you are late will be documented. Chronically late (more than four times per calendar month) will result in a fee. Parents will be charged \$10.00 for the first five (5) minutes and then \$2.00 for each consecutive minute. While we certainly understand emergencies, the late pick-up fee still applies if you have exceeded the number of allowable late pick ups.

Dress Code

Please send three completely labeled changes of clothing (i.e. socks, underwear, shirt, pants) in a plastic bag (with the child's name written on the outside of the bag). These changes of clothing will remain at school and will be sent home to switch out upon change of weather.

The Esformes Hebrew Academy Kippa can be purchased for \$10.00

Please keep in mind, your child will be engaged in messy crafts/floor activities/water play. In spite of wearing protective smocks, they sometimes get paint or other media on their clothing, so please dress your child accordingly.

For safe playtime indoors and outdoors, all children must wear closed toe and secured shoes to prevent accidents or injuries. Athletic shoes are encouraged. Flip-flops, sandals, crocs or opened toed shoes are not permissible.

Learning

Curriculum

Our curriculum is designed to address all areas of a child's development, fostering a balanced growth through an integrated approach. We recognize that each child is unique and progresses at their own pace, and our curriculum reflects this by providing diverse learning opportunities tailored to individual needs and interests.

We emphasize learning as an interactive process. Teachers prepare the environment to encourage active exploration, enabling children to engage with various materials and



activities. This hands-on approach allows children to learn through discovery and involvement, making their educational experience both meaningful and enjoyable.

Teachers in our program act as facilitators, guiding children's engagement with their surroundings. By asking open-ended questions and making thoughtful suggestions, educators stimulate children's thinking and extend their learning. This method nurtures critical thinking and problem-solving skills, essential for lifelong learning.

Documentation and Portfolios

We value the documentation of each child's learning journey, captured in personalized Portfolios. These portfolios encompass five key domains: Approaches to Learning, Social-Emotional Development, Language and Literacy, Cognition and General Knowledge, and Physical Development.

Portfolios include developmental checklists, stories, photographs, work samples/artwork, and self portraits, providing a comprehensive view of each child's strengths and growth. Parents are encouraged to engage with their child's portfolio throughout the year, fostering a collaborative relationship between home and school.

Peer Learning

Peer learning allows children to share their belongings and boost their confidence while fostering learning from each other. By explaining and listening to others, children develop essential communication skills, expand their knowledge, and gain new perspectives from their peers. This dynamic interaction not only enhances their understanding of the world around them but also promotes empathy and social bonds. These shared moments help children learn the value of collaboration, respect, and mutual support.

Friday will be “Show and Share Day” for all preschool classes. The children can bring in any item from home related to the designated theme, with Mom's approval first! They will have the opportunity to talk about it with their classmates during circle time.

Toys should ONLY be brought in for Show and Share Day, as teachers cannot be responsible for toys brought in on other days. Teachers want to make sure they are able to adequately manage and supervise your children’s precious items they bring in to share with their classmates. Please make sure that the show and share item is labeled and can fit in the We>Me school bag.

Learning Centers

To support comprehensive development, our classrooms feature various learning centers, including Dramatic Play, Construction (Blocks), Art, Writing, Computer/Listening, Library, Math Manipulatives, Science, and Language/Literacy.

These centers offer children the freedom to explore their interests and engage in self-directed learning. Regularly updated centers maintain a balance of novelty and familiarity, keeping children engaged and secure.



Judaic Learning

Our curriculum includes cultural and religious practices, such as celebrating Shabbat and engaging in mitzvot (good deeds). These activities not only enrich the children's cultural awareness but also instill values of kindness, charity, and community involvement.

Mitzvahs, or good deeds, help children connect with their Jewish tradition and heritage. Mitzvahs teach children how to act kindly and responsibly. Doing mitzvahs helps children feel closer to G-d. They understand that their actions have a spiritual significance and that they are part of something bigger than themselves. Performing mitzvahs brings joy and a sense of accomplishment. Children feel proud and happy when they help others and do the right thing.

Mitzvah notes papers are sent home each week. Parents are encouraged to send a note periodically with a written mitzvah your child has done at home. Every morning the Hebrew teacher will read the notes after davening. Children really look forward to hearing what their parents have to say.

One of the most beautiful mitzvot in Judaism is charity. Tzedakah helps children learn about compassion and empathy. By giving to those in need, children understand the importance of helping others.

To encourage this practice, a Tzedakah bag will be sent home for your child to bring coins to school. The act of giving helps develop awareness and a commitment to share with others who are less fortunate. Please replenish the Tzedakah bag when it is sent home.

Every Friday each preschool class will hold a Shabbos Party and two children will be picked to be the Shabbos Imma and Abba. Parents will be provided with a list of the dates your children are selected to be Imma/Abba**.

On the child's chosen date, he/she should come to school dressed in dress clothes, like he/she is going to Synagogue. Additionally, boys selected to be Abba will bring grape juice and girls selected to be Imma will bring sliced/cut fruit.

**If for any reason your child is unable to attend the Shabbos party during the assigned week, please let your child's teacher know. You may choose to switch the date and make arrangements with another parent in the class. It will be the parents' responsibility to make the arrangements and to notify the teacher of any such changes.

Outdoor Play Activities

Physical education is integral to our program, with activities designed to enhance balance, coordination, and motor skills. Large motor development is essential, as well as fresh air, vigorous activity and the freedom of the playground is important. Outdoor play is prioritized during moderate weather conditions.



Physical Education is implemented in the weekly curriculum. Our preschool staff are dedicated to assisting children with strengthening balance and motor coordination; throwing and catching skills, social participation, and teamwork all while having fun too.

The preschool students will be going outside daily. Large motor development is essential, as well as fresh air, vigorous activity and the freedom of the playground is important.

Please send a labeled pre-filled water bottle/sippy cup each day in order to stay hydrated. Teachers will refill the bottles as needed throughout the day. The water bottle/sippy cup will be sent home daily for washing and refilling.

Moderate cold or rainy weather will not keep us inside, but teachers will listen to the children and adjust the outdoor schedule based on their comfort. All children must have the appropriate clothing for the weather conditions.

Nurturing Rest and Relaxation

Recognizing the importance of rest, our program includes a daily nap time, creating a relaxing environment conducive to recharging young minds and bodies. This practice supports optimal cognitive and emotional functioning, ensuring children are well-rested and ready to learn.

According to recent research conducted by the **National Institute of Health (NIH)**, classroom naps enhance memory and support learning in preschool children. As preschoolers grow and develop, naps give their bodies and minds time to rest and recharge. Well rested children will retain more information they have learned throughout the day.

During naptime at EHA, every preschooler will experience a relaxing and quiet atmosphere with the lights dimmed and soft music playing. Children are encouraged to take a nap for optimal cognitive and emotional functioning. However, for those children who do not fall asleep, they will have the option to lie down quietly or be given a quiet activity.

A nap bag will be provided at the beginning of the year. Please ensure you send a clean blanket, small pillow and crib-sized sheet at the beginning of each week.

Self Care Skills

Teachers will assist with potty training if the child is ready. This effort requires collaboration between parents and teachers to ensure consistency and support for the child. The decision on whether a child is ready for potty training will be made at the discretion of the Director and teacher, based on careful observation of the child's development and readiness cues.

We understand that some children may need comfort items such as blankets, baby dolls, teddy bears, and pacifiers for attachment reasons. While we encourage these items to be kept at home to promote independence and focus in the classroom, we recognize that they can be important for a child's sense of security. If your child must have these items, we will work with you to gently encourage the weaning process. This gradual transition helps children build confidence and adjust to new routines while still feeling supported and understood.

Placement in classrooms is dependent upon development. We consider all areas of development to determine the best placement, regardless of chronological age.

Students that may be of appropriate chronological age, but not quite ready for the next class will visit the older classroom on a regular basis to help ease the transition for when it's developmentally appropriate. (This may also apply for students visiting Kindergarten classes.)

EHA Guidelines for Placement into the Preschool Classroom:

1. Emotional Development/Regulation

- The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and regulate emotions. It also means responding age appropriately to a frustration and managing to ‘contain’ tantrums or recovering quickly from an upset.
- Being able to communicate their needs such as how they feel, what they want, etc. This will help them to navigate through their day without feeling overwhelmed.

2. Social Interactions

- Shows ability to make and keep friends and collaborate with others.
- Ability to engage in problem solving, with teacher support.
- Ability to listen to multi step instructions and follow them
- Ability to be seated for at least 10 minutes at a time.

3. Self Care

- Washing hands independently
- Managing their lunch box and putting items away in school bag
- Using the potty independently
- Using tissues to wipe nose

Community Engagement

We invite community members, such as doctors, first responders, and musicians/artists, to share their knowledge and skills with our children. These interactions broaden children’s horizons and connect their learning to the wider world.



Conferences

EHA values regular communication between parents and teachers. We will schedule conferences twice to discuss your child’s learning and social-emotional goals and progress.

Additional Conferences:

- **Teacher-Initiated**

- If a teacher has concerns about your child's progress, they may request an additional conference..

- **Parent-Initiated**

- You can request a conference at any time. Please schedule these at least a week in advance by contacting the teacher(s) directly.

By attending conferences and staying informed, you can be an active partner in your child's success at EHA!

Classroom Expectations

Social Problem Solving

Children learn best through everyday experiences where they solve problems that are meaningful to them. Our teachers are proactive in anticipating and addressing issues before they escalate, guiding children to identify and implement their own solutions.

We teach problem-solving procedures at EHA by breaking down the steps:

1. **Identify the Problem:** Children learn to recognize and define what the issue or challenge is.
2. **Think About Solutions:** They brainstorm potential ways to resolve the problem.
3. **Consider Consequences:** Children explore the outcomes of each solution and how it may affect themselves and others involved.
4. **Try the Solution:** They implement the chosen solution and assess its effectiveness.

Throughout the day, we reinforce these steps through role-playing various scenarios. During circle time, using puppets or dolls, teachers enact situations where, for example, one puppet refuses to share toys. This interactive approach allows children to engage in discussions about possible resolutions and encourages them to apply problem-solving skills in real-life situations.



Tattling vs Telling

Preschoolers are learning social rules and often can't tell the difference between reporting serious problems and small issues. Tattling might happen because they want fairness, attention, or don't fully understand what's important. It can also help them learn about relationships and rules. Teachers and parents are key in helping kids understand the difference, teaching empathy, and knowing when to ask for help.

Tattling typically refers to reporting on minor incidents or rule violations that do not necessarily involve harm or immediate danger to oneself or others. On the other hand, telling involves reporting genuine concerns or situations where someone is hurt, in danger, or breaking important rules.

In Pre-K 3's and 4's

Reducing tattling behavior begins with a circle time or morning meeting where students learn the difference between tattling and telling.

Some examples of telling include situations when a student is:

- hurt.
- sick.
- fighting.

Some examples of tattling include situations when a student is:

- making faces at someone.
- cutting in front of someone in line.
- teasing or excluding some from play.
- snatching toys.

After clarifying the difference between tattling and telling, you can brainstorm ways that children can resolve their conflicts and reach compromises. We implement a tattle tale doll for children to practice their problem solving skills and give students an outlet to vent.

Strategies

1. At EHA, teachers explain the difference between tattling and telling in age-appropriate language. Role-playing scenarios and discussing real-life examples help children understand when and how to seek adult assistance. To support this process, we have a classroom tattle Suzy doll which provides children with a constructive outlet to practice problem-solving skills and express their feelings.
2. We encourage children to use problem-solving skills and seek help appropriately.
3. We establish clear rules and expectations about when it is appropriate to report incidents to minimize unnecessary tattling.

Positive Behavior

At Esformes Hebrew Academy Preschool, we believe that classroom rules and expectations are the foundation for a thriving environment where all children can succeed. Having rules are crucial for several reasons:

- Rules reveal school values
- Rules provide guidelines for success
- Rules stated positively tell children what to do vs. what not to do
- Rules reduce problem behavior
- Rules increase school safety

We emphasize the importance of positive reinforcement to encourage appropriate behavior. Reinforcement can include special privileges, sensory experiences, prizes, or verbal praise given after a behavior occurs, making it more likely to happen again. Positive feedback is a simple yet effective form of reinforcement, providing learners with valuable information about their behavior. Recognizing and rewarding children for engaging in appropriate behavior is essential and has been shown to be more effective than focusing on rule-breaking.

Research indicates that staff should aim for a rate of 4 positive interactions for every 1 negative or corrective interaction. When acknowledging appropriate behavior, adults should:

- Be positive
- Be specific and clear ^[1]_[SEP]
- Acknowledge immediately and frequently
- Look for opportunities to praise (Catch them doing good!) ^[1]_[SEP]

Discouraging Undesired Behaviors

When children struggle to meet behavioral standards or engage in unsafe behaviors at school, it is our responsibility to provide corrective strategies to help them learn to make better choices.

Calming Areas

Calming areas are provided to offer children a positive and safe place when feeling frustrated and upset or just need a place to be alone. In our calming areas, there are soft elements like pillows and stuffed animals. Additional items include books, fidget toys and manipulatives that allow children to safely calm down by refocusing their attention to something they enjoy.

Providing a calming space helps children to regulate their emotions and rejoin their classmates.

Our goal is to consistently use positive reinforcement and acknowledgment when children demonstrate positive behaviors.

When addressing inappropriate behavior, teachers assess the severity of the behavior and utilize a progressive continuum of correction.

1. **Prevention:** Prevent inappropriate and or aggressive behaviors through consistent use of 4:1 to praise, effective classroom management (procedures and routines), frequent review of classroom behavior expectations. For example, (for every redirection or correction that is given, the teacher will look for and praise four appropriate).
2. **Education:** Reteaching of appropriate behavior and frequent opportunities to practice alternatives to inappropriate behaviors.
3. **Intervention:** When inappropriate behaviors continue following prevention and education strategies, a targeted intervention to stop the behavior is necessary. The intensity of the intervention is determined by the severity of the behavior and its impact on classroom safety.

4. When behaviors impact child or teacher safety, temporary removal from the situation, classroom or program may be warranted.

According to the *American Academy of Pediatrics*, some aggressive behavior falls within the normal range when young children are still learning effective communication, emotional regulation and social skills. However, when a child engages in repeated aggressive behavior such as biting, hitting, kicking, pushing, and hair pulling, it requires an immediate response to ensure the safety of the classroom environment.

Steps Following Misbehavior

When the principal, administrator, and/or director finds the child's behavior persistently interferes with the safety and well-being of the classroom, they will:

1. Investigate the incident, including meeting with the teacher and others involved to gather information and hear everyone's explanation of events.
2. Notify the family of the behavior and corrective strategy if used.
3. If the corrective strategy involves temporary or permanent removal, send a letter to the family explaining the incident and the action plan.

Actions Families Can Take:

1. Ask for a meeting with the school director to discuss the decision and request information about the situation.
2. To appeal a consequence, parents must write to the principal stating the reason for the appeal and submit the reason to the school office within 5 days of the infraction.
3. The letter will be forwarded to the school director, who will make a final decision.

Health & Safety Protocols

Wellness Policy

At Esformes Hebrew Academy (EHA), the health and safety of our children is our top priority. We believe in working together with parents to ensure a healthy learning environment for all.

Keeping Children Home When Sick:

If your child is not feeling well, please keep them home to allow time to recover and prevent the spread of illness to other children and staff.

Common signs that your child might need to stay home include:

- **Fever (above 100°F)**
- **Vomiting or diarrhea-** If your child vomits at home or school, he or she cannot return for 24 hours and must be symptom-free without medication.
- **Cough or congestion, Sore or strep throat**

- **Pink Eye (Conjunctivitis)**- children will be excluded from school until symptoms have resolved for at least 24 hours without the use of medication.
- **Unexplained rash**- consult your physical (licensed to practice in the state of Florida) for diagnosis.
- **Head Lice**- Children that are not be permitted to attend school until they are lice/nit-free. All children will have their hair checked for lice or nits periodically.
- **Pinworms**- If a child has pinworms, he or she will not be permitted to attend school for 24 hours. A doctor's note will be required to return.

For additional contagious illnesses, the child will be excused from school until a note is provided by the child's physician or physician licensed to practice in the state of Florida stating the diagnosis and that the child is not contagious.

Returning to School Healthy:

Once your child is feeling better and symptom-free (or as directed by a healthcare professional), they can return to school.

When to Pick Up Your Child:

General Illness: If a staff member believes your child is too sick to participate in activities or could be potentially contagious to others, we will call you to pick them up as soon as possible. Staff will use their judgment to assess the severity and will take your child's temperature.

Fever: A child with a fever of 100°F (37.8°C) or higher **MUST** be picked up immediately and cannot return to school until fever-free without medication. Upon returning to school, your child's temperature may be checked. If they still have a fever or have taken medication for fever, you will be called to pick them up again. (This policy may be amended to include a required 24 hours until returning to school. Please check WhatsApp for policy changes.)

Vomiting/Diarrhea: If your child vomits at school or home, they cannot return for 24 hours and must be symptom-free without medication.

Rashes: If your child has an undiagnosed rash and experiences any of the following, they will be sent to the office for observation and will be sent home if:

- The rash spreads over time.
- The rash is widespread.
- The rash is uncomfortable or accompanied by fever.
- The rash persists for more than two days.
- The rash contains blisters or appears like bleeding under the skin.

Your child will need a doctor's note confirming the diagnosis and stating they are not contagious before returning to school. (An in-person doctor is recommended) However, telehealth may be used for follow examinations.

Medication Administration

The administration can dispense approved medications, with your permission. A signed form to allow medications is included during registration. Prior to administration of any medication, we will attempt to contact you with details about dosage and time administered.

Communicable Disease Procedures

Please inform the school in the event of communicable disease (i.e., chickenpox, conjunctivitis, measles).

In compliance with Florida Administrative Code Rules 64D-3.031 and 64D-3.046, our school adheres to all state public health reporting requirements to monitor and control the spread of communicable diseases. This applies to all schools in Florida, both public and private.

Reporting Obligations:

1. We promptly report any suspected or confirmed cases of communicable diseases (e.g., measles, mumps, whooping cough, chicken pox, tuberculosis, hepatitis, etc) to the local county health department.
2. Parents will be informed about potential exposure, symptoms to watch for, and preventive measures, if appropriate.
3. children or staff diagnosed with a communicable disease may be excused from school based on health authority recommendations.
4. We promote good hygiene practices and routine cleaning.

Injury Procedures

Minor Injuries:

If your child experiences a minor injury at school, such as a scrape, small cut, or bruise, our staff will administer appropriate first-aid care. We will then notify parents through a Boo-Boo Report. It will be

completed by the teacher indicating details about the injury. Parents will sign the report during the afternoon car line or the next morning.

Major Injuries:

If your child has an accident, illness or medical condition which results in a major injury, the appropriate emergency medical services (EMS) personnel will be contacted immediately and parents and/or emergency contacts will be notified.

Examples of major injuries include but are not limited to bone fractures, loss of consciousness or concussion, open wounds, first degree burns and allergic reactions.

The parents will also receive and sign an Incident Report, completed by the teacher indicating details about the injury.

Crisis Protocol:

For serious medical emergencies, Esformes Hebrew Academy will call 911 and your family immediately. The emergency response team will determine if your child can be treated on-site and/or transported to the hospital.

Food Policy

Esformes Hebrew Academy maintains a strict kosher kitchen. However, we recognize that children may come from homes with different dietary practices. Please be mindful of your child's individual food observance and encourage them to be respectful of others' food choices.

Allergies:

All staff are aware of the specific allergies in the Preschool classrooms. Children who have these specific allergies will not be served those foods. Allergy notices, along with the children's photos, will be posted in the Preschool lobby and classrooms. Emergency care plans will be kept in the classrooms outlining the children's emergency procedures.

Each child's teacher will take the necessary precautions to ensure the child's safety.

It is the responsibility of the parent to update the school on any changes in their child's allergy status.

EHA Snack Guidelines & Procedures

To make your mornings simpler and to keep consistency for our preschoolers, we provide a wholesome morning and afternoon snack on a daily basis. However, your child may bring their own snack, if preferred.

Please remember that certain foods are considered choking hazards and should not be sent at all according to the DCF Guidelines.

- As a general guideline, food for Torah Tots should be cut into ¼ inch pieces or smaller.
- Food for 3 and 4-year-olds should be cut into ½ inch or smaller. Items like grapes and hot dogs must be sliced lengthwise so they are not round/circular.

The following is a list of foods that are choking hazards and must **NOT** be sent for lunch or snack into any preschool classrooms:

- * Whole/round hot dogs
- * Popcorn
- * Pretzel nuggets
- * Whole grapes
- * Nuts
- * Marshmallows
- * Cheese cubes/sticks
- * Whole Carrots
- * Candy/Gum
- * Potato or Tortilla Chips with sharp edges. (Puff-type chips are OK)
- * Any food that is of similar shape and size of the trachea/windpipe

Food Items that can be included:

- Crackers, Veggie-Straws, Granola Bars and Rice Cakes.
- Cookies/Pastries (limited)
- Sugary drinks (limited)

- The occasional sweet treat may be given to children at school by their teachers, but we kindly request that you limit foods high in sugar and unhealthy fats.

EHA Lunch Guidelines & Procedures:

School lunch is provided on Tuesdays and Thursdays, however, your child may bring their own lunch, if preferred. All students should bring lunch by 9:00 a.m. If a student does not have lunch, or their lunch is not in by 9:00 a.m., a cheese sandwich will be provided and a \$10.00 fee will be applied to the student's tuition bill.

Special Events & Activities

School Events

Parent and family attendance at school events is essential to the success of children. Event notices will be sent home throughout the year via WhatsApp and email. Occasionally, we also send printed information, so please check your child's bag daily for school notices and information.

School Birthday Parties

Birthdays are encouraged to be celebrated at school once a month on the last Friday of the Jewish month. Children love to celebrate at school and we will honor all children who have birthdays during each Hebrew month. The teacher will collect \$10 for food and decorations at the beginning of the year.

Please be aware that "loot" bags, party favors, candy, and gum are not acceptable.

Private Birthday Parties

If you plan on having a private birthday celebration for your child outside of school, please be sensitive to your child's classmates. We recommend you invite all of your child's classmates.

Purim Baskets

EHA has firm policies regarding student sharing of foods as well as nutritional guidelines. As we approach Purim, a well-known holiday for sharing sweet foods, please check to see if your child might have received gifts from a classmate that the school is not aware of. Make sure to talk to your child about your family's individual dietary guidelines.

Glossary

Hebrew Words

Alef Bet (Aleph Beis) – The Hebrew alphabet, the same way one would refer to the English alphabet as the “ABCs”

Bracha – Blessing or small prayer, either said before/after certain religious activities, or before/after eating certain foods, with different blessings said for foods of different origin or that contain certain main ingredients

Challah – Twisted egg bread usually eaten on Shabbat and holidays

Daven – Pray

Hashem – G-d

Kiddush – Blessing over the wine on Shabbat and holidays

Kippa – Hebrew word for skullcap (another word is yarmulke – pronounced ya-mue-ka).

Kosher – Dietary laws that include keeping meat and dairy products separate. Kosher products have been prepared according to strict Torah guidelines. Approximately 60% of all items sold in supermarkets have an identifying kosher symbol.

Mitzvah – A good deed. In Judaism, it is a commandment

Morah – A Female Teacher

Rosh Chodesh – New Jewish Month (based on the lunar calendar)

Moshiach – Messiah

Parsha – A Torah portion

Rabbi – Leader and/or teacher

Shema – Prayer that is the affirmation of the belief in one G-d

Shabbat (Shabbos) – Hebrew word for Sabbath

Siddur – Prayer Book

Torah – First five books of the Bible – each book is divided into portions

Tzedakah – Charity

Jewish Holidays

Rosh Hashanah – Jewish New Year, and starts the 10 days of repentance – two day holiday

Yom Kippur – A day of Atonement – one day holiday

Sukkot – Holiday of harvest – eat in a Sukkah (hut) – eight day holiday followed by Simchat Torah.

Simchat Torah – Holiday upon which we complete reading the Torah and start the reading cycle again.

Chanukah – Holiday commemorating the victory of the Maccabees over the Assyrian Greek Empire, the rededication of the Holy Temple in Jerusalem, and the miracle where a jug of oil that only was sufficient to burn in the Menorah–candelabra–in the Holy Temple for 1 day burned for 8. Chanukah is celebrated for 8 days. It is celebrated by lighting a menorah and eating foods fried in oil, such as latkes–potato pancakes.

Tu B’shvat – Jewish New Year for Trees

Purim – Holiday commemorating the victory of the Jewish people against Haman the wicked (Persian Empire) who wanted to annihilate the entire Jewish people. A one-day celebration when we read the Purim story (Megillah) and make noise whenever Haman’s name is mentioned, give extra charity, give gifts of food, and eat a festive meal, often starring triangular cookies called *Hamantaschen* or Oznei Haman.

Pesach/Passover – Holiday commemorating the Exodus from Egypt. We eat Matzah (unleavened bread) and clean our homes of any bread and leavened products – 8 day holiday. Our school is closed for the entire duration of this holiday.

Shavuot – Holiday commemorating the receiving of the Torah at Mt. Sinai