

*The JCC East Bay stands for equal rights and safety for people of all backgrounds and faiths. We welcome and support our diverse Jewish community, people of all religions, nationalities, and socioeconomic backgrounds, communities of color, people with disabilities, and the LGBTQ+ community.*



## **Berkeley Afterschool Parent Handbook 2025-2026**

Dear Berkeley Afterschool Parents,

Welcome to the JCC East Bay!

As a parent, your participation in your child's afterschool program is important. This Parent Handbook is a useful reference for program policies, procedures, weekly schedules and daily activities. All parents are encouraged to read through this parent manual and let us know if you have any questions. **We require you to sign and return the last page of this handbook to afterschool leadership by Friday, August 29th.**

The Berkeley Afterschool programs are located at the JCC East Bay, Berkeley Branch at 1414 Walnut Street. The Berkeley Afterschool and Edah program pathways are for children grades TK-5. In addition to our core activities, group programming, celebrations, and free play time, we also offer a wide range of specialty classes. The Edah pathway also incorporates immersive Hebrew language learning and a deeper exploration of Jewish curriculum, with a focus on holidays, traditions, and values.

Berkeley Afterschool is a registered heritage school in the state of California, as defined by [Education Code \(EC\) Section 33195.4](#).

We appreciate you joining our community. You can find our contact information below. See you soon!

All our best,  
Sonia, Rebekah, and Rafi

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## IMPORTANT CONTACT INFORMATION

**Sonia Brin, Director of Berkeley Afterschool:** [sonia.brin@jceastbay.org](mailto:sonia.brin@jceastbay.org)

**Rebekah Sherman, Assistant Director of Berkeley Afterschool:** [rebekah.sherman@jceastbay.org](mailto:rebekah.sherman@jceastbay.org)

**Rafi Esterson, Director of Edah:** [rafi.esterson@jceastbay.org](mailto:rafi.esterson@jceastbay.org)

**Priyanka Paranjape, Afterschool Administrative Coordinator, Berkeley Afterschool:**  
[priyanka.paranjape@jceastbay.org](mailto:priyanka.paranjape@jceastbay.org)

Email is the easiest way to reach us, and is the best method for reporting absences. You may also contact us via the Remini app messaging feature.

**BAS office:** 510-848-0237, Ext. 131

## ABOUT THE PROGRAM

### Philosophy

Our afterschool program creates a safe, affirming space where youth can be their authentic selves as they explore interests and passions, grow as students and community members, and continue to develop their place in the community and the world. We integrate a variety of activities into our daily schedule to encourage each child’s curiosity, exploration, and imagination. We connect Jewish values (see below) with an anti-bias education to foster the social-emotional and critical thinking skills that are the foundation of lifelong learning. We honor and respect differences and use a culturally responsive approach to teaching, which includes materials, activities, and language to promote this. We work together to grow and build relationships, and connect to the larger Jewish community.

Our dedicated and caring staff help children make strong, lasting connections with peers and adults. We believe in giving children the opportunity to practice life skills such as cooperation, critical thinking skills through natural consequences, active listening, and problem solving. We meet each child where they are by encouraging them to practice taking risks and support them in building their resilience. We foster respect and love for the outdoor environment, and we cultivate children’s self esteem, sense of security,

and belonging. We work to develop compassion and empathy in all children so they feel included, accepted, and valued.

## EDUCATIONAL VISION

At the JCC of the East Bay (JCCEB), we strive to create a vibrant and inclusive **kehillah** (community) of learners, rooted in the value of **hachnasat orchim** (welcoming all). Together, we build a culture of **kavod** (respect), collaboration, and mutual learning, where everyone is empowered to contribute to our community's collective strength and growth. We are committed to seeing the whole student—emotionally, socially, and intellectually, and supporting them in the development of these domains. We work to foster a learning environment where everyone feels valued, heard, and supported on their personal and educational paths.

### Identity

The plurality of Jewish life, values, and wisdom serve as the core foundation of our work. We integrate this into all aspects of learning, nurturing a deep connection to Jewish traditions, ethics, and heritage. Our students explore the rich history of the Jewish people while developing a sense of identity and belonging to the broader global Jewish community. We believe that each student is created **b'tzelem Elohim** (in the Divine image). With Jewish life and culture at the core, we provide unique opportunities for all students to explore their multilayered identities through a Jewish lens.

### Joyful Learning

This educational approach is grounded in joyful learning, where **sakranut** (curiosity) drives exploration, empowering student questions, new ideas, and meaningful conversations. Through peer-to-peer learning, we recognize the power our actions and words have to shape our world. Using reflective leadership as a practice, we find ways to influence our community and take **achrayut** (responsibility) for ourselves, our learning, and the world around us. We believe **limmud** (learning) is a lifelong process for students and teachers alike. At the JCCEB, we invest deeply in the growth and development of our educators, nurturing their personal and professional growth so they can better support their students. Teachers and students are partners in learning, engaging in a continuous exchange of knowledge, ideas, and inquiry.

### Shabbat and Jewish Holiday themes

Every Friday we share the joy of celebrating Shabbat. This program typically involves storytelling, games, saying blessings over candles, challah and grape juice, and honoring those children who have been noticed by staff and by their peers as a role model of kindness, inclusivity, bravery, and/or helpfulness. Often we tell stories that correlate to the particular moment in the Jewish calendar that we are in, and revolve around themes of positive relationship with self, others, and the earth. We also have celebrations and activities around Jewish holiday themes that take place during the school year. The celebrations are typically centered around fun, inclusivity, and our core values. For example, on Purim, a holiday that involves merriment and costumes, we might decorate masks, have a Berkeley Afterschool

Costume Fashion Show, and discuss ways that children of any gender identity can wear whatever makes them feel good. On Purim it is customary to make *mishloach manot*—gift baskets of food for other people, and to give funds indiscriminately to those who need support. At Berkeley Afterschool, we can use this as an opportunity to work together to make gifts and also have discussions about the importance of lending support and sharing material resources with those in our community who are in need.

### **Anti-Bias Education**

The JCC Berkeley Afterschool strives to be reflective of the many identities in our community. We actively acknowledge, celebrate, and welcome families of all races, ethnicities, religions, nationalities, socioeconomic backgrounds, families of color, people with disabilities, and LGBTQ+ families. Using developmentally appropriate language, we discuss and respect differences. We want children to take pride in their identities and families, and begin to use critical thinking and problem solving to act against biases. We aim to inspire children to question their world and appreciate multiple perspectives. These discussions might come up in a group circle time, authentically during play, or through specific activities. We make sure to have a variety of representation in our books, images around the JCC, materials and activities. We will also talk about current events in a culturally responsive and developmentally appropriate way to give students space to process what is happening in their world.

## **FAMILIES AS PARTNERS**

We view family engagement as essential to building a healthy afterschool community and we nurture collaborative partnerships with all of our families. We actively listen to families' perspectives and support your own journeys of learning and parenting.

In order to best meet the needs of your child and family, your participation and collaboration is of utmost importance. We encourage you to let us know about anything happening at home, in your family life, or with your child. We recognize and acknowledge the diversity and different identities of families by celebrating and discussing them. We strive to ensure that all parents and family members are acknowledged and feel welcomed.

### **Parent Connectors**

We invite families from each grade group to serve as Parent Connectors. The role of Parent Connectors is to organize other afterschool families to come together outside of afterschool hours. This could be as simple as coordinating a park playdate that is open to all afterschool families from your child's grade group. Parent Connectors are also responsible for supporting Teacher Appreciation Week and coordinating end-of-year class gifts for teachers. Our hope is to have all our families feeling welcome and included in our community.

If you are interested in serving as a Parent Connector, please reach out to Rebekah Sherman at [rebekah.sherman@jcceastbay.org](mailto:rebekah.sherman@jcceastbay.org).

## A DAY AT BERKELEY AFTERSCHOOL

### Schedule

Berkeley Afterschool's hours of operation are Monday-Friday from 1:30pm to 6:00pm. Students' arrival times are TBD depending on the bussing schedule (usually between 1:30 - 3:45).

The following schedule represents a general idea\* of a week at **BAS**:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:00	Teachers prep time	Teachers prep time	Teachers prep time	Teachers prep time	Teachers prep time
1:30	Teacher prep time  TK & K first arrival: snack, activity stations	Teacher prep time  TK & K first arrival: snack, activity stations	Staggered Arrivals: snack, activity stations      Second snack	Teacher prep time  TK & K first arrival: snack, activity stations	Teacher prep time  TK & K first arrival: snack, activity stations
2:30	Staggered Arrival: snack, activity stations, free play	Staggered Arrival: snack, activity stations, free play		Staggered Arrival: snack, activity stations, free play	Staggered Arrival: snack, activity stations, free play
3:00					
3:45					
4:00	Second snack	Second snack	Choices (4:00-5:00)	Second snack	Second snack
4:15	Group Time	Chugim (Electives)		Chugim (Electives)	Shabbat (4:15-5:00)
5:15	Free play	Free play	Free play (starting at 5:00)	Free play	Free play (starting at 5:00)
6:00	End of day	End of day	End of day	End of day	End of day

The following schedule represents a general idea\* of a week in the Edah pathway:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>1:00</b>	Teachers prep time	Teachers prep time	Teachers prep time	Teachers prep time	Teachers prep time
<b>1:30</b>	Teacher prep time	Teacher prep time	<b>Staggered Arrival:</b>  Mavoah (stations) + Misada (snack)	Teacher prep time	Teacher prep time
	<b>TK &amp; K first arrival</b> Mavoah (stations) + Misada (snack)	<b>TK &amp; K first arrival</b> Mavoah (stations) + Misada (snack)		<b>TK &amp; K first arrival</b> Mavoah (stations) + Misada (snack)	<b>TK &amp; K first arrival</b> Mavoah (stations) + Misada (snack)
<b>2:30</b>	<b>Staggered Arrival:</b>  Mavoah (stations) + Misada (snack)	<b>Staggered Arrival:</b>  Mavoah (stations) + Misada (snack)		<b>Staggered Arrival</b>  Mavoah (stations) + Misada (snack)	<b>Staggered Arrival</b>  Mavoah (stations) + Misada (snack)
<b>3:00</b>	Hafsakah (recess)		Hafsakah (recess)		
<b>3:15</b>	Ma'agal (opening circle)	Hafsakah (recess)		Hafsakah (recess)	Hafsakah (recess)
<b>3:30</b>	Ivrit (Hebrew)	Ma'agal (opening circle)	Ma'agal (opening circle)	Torah Ma'agal (Torah service)	Ma'agal (opening circle)
<b>3:45</b>		Ivrit (Hebrew)	Ivrit (Hebrew)	Ivrit (Hebrew)	Ivrit (Hebrew)
<b>4:00</b>	TK-3rd Wilderness Torah at Live Oak Park				
<b>4:15</b>		Nishnush (second snack)	Chugim (electives) + Nishush second snack	Nishnush (second snack)	Nishnush (second snack)
<b>4:30</b>	4th-5th Zman Kvutza (group time)  + Nishnush (second snack)	Zman Kvutza (group time)		Zman Kvutza (group time)	Shabbat (4:15-5:00)
<b>5:15</b>	Closing Ma'agal (circle)	Closing Ma'agal (circle)	Closing Ma'agal (circle)	Closing Ma'agal (circle)	Free play
<b>5:30</b>	Free play	Free play	Free play	Free play	
<b>6:00</b>	<b>End of day</b>	<b>End of day</b>	<b>End of day</b>	<b>End of day</b>	<b>End of day</b>

\*Schedules are subject to change based on group needs or staff needs.

### Transportation

The JCC East Bay works closely with BUSD to provide\* transportation from most schools, including Cragmont (1st-5th only), Malcolm X, Oxford, Rosa Parks, Ruth Acty, Sylvia Mendez, Thousand Oaks, and Washington. We do two walking pickups at Berkeley Arts Magnet, one for the TK/Kindergarteners and one for 1st-5th graders. BUSD schools without a bus to the JCC include Cragmont Kindergarten, Emerson, and John Muir.

*\*Please note that a spot on the bus is not guaranteed. We are not able to offer transportation from other schools not serviced by BUSD transportation.*

### **Outdoor & Indoor Environments**

Each day, children have the opportunity to participate in supervised outdoor and indoor activities. We offer a combination of curriculum, structured activities, elective classes (chugim) to choose from, and free play. We strive to create a safe and fun afterschool experience by giving our students different opportunities to work together in a group, make choices about structured and unstructured activities, have ample time to be outside, and build on their learning experiences at school. When at Live Oak Park, we use the playground, basketball court, field, and creek. Occasionally we take children on walking field trips to other nearby locations.

### **Items From Home**

PLEASE label all items that your child might bring to the JCC. This includes shirts, shorts, pants, sweatshirts, jackets, hats, and backpacks. Proper labeling will assist us in returning misplaced items to their proper owner. Staff will make every effort to keep children's belongings together and to ensure that no child leaves any items behind. Nonetheless, we strongly discourage bringing any items of value to the JCC, as things get lost, broken, or possibly stolen. The JCC East Bay is not responsible for any lost items. Any type of toy or garment that depicts or is a representation of acts of war or violence, drugs, alcohol, racism, homophobia or sexism is not allowed. Lost & Found items are collected and placed in a large bin in the afterschool area. At the conclusion of the school year, all unclaimed items will be donated to a charitable organization.

## **PICK UP PROCEDURES**

### **Remini Sign Out App**

- All children are signed in when they arrive at the JCC by our staff, and signed out at the end of the day by a parent or guardian.
- We use the Remini app to sign in and out. You can download the app or scan the QR code that we provide. Each authorized pickup person has their own code, and you will be prompted to provide an electronic signature.

### **Pick Up at The JCC**

- Parents will park and walk to the front entrance of the JCC East Bay. They will let the security guard know who they are picking up.
- JCC staff will call for the child over the walkie talkies.
- Teachers will let the child know they are being picked up, and will radio back that they child is being sent to the front door.
- Parents need to correctly sign out their child.

### **Pick Up Elsewhere**

- For walking field trips, parents and guardians will always receive an email letting them know where their child will be going, the route the group will be walking, the times they'll be in different locations, and a specific location for pick-up.



- For trips to Live Oak Park, parents usually will not be notified beforehand, but will find out upon arrival that their group is at the park, and where they should meet their child for pickup. Parents should come to the JCC first to check in with our team at the sign-out desk and to sign out their child, and then can go to Live Oak Park if needed for pickup. Parents should check in with the teachers at the park before taking their child away from the group.

#### **Authorized Pick Ups**

- Only YOU can tell us who is authorized to pick up your child in your parent forms.
- If someone other than the pickup persons regularly scheduled and authorized on your Identification and Emergency Information Form is going to pick up your child, we must have notification of this in writing, in an email to leadership.
- The pick-up person will be asked for identification before we release the child to them.

#### **Absences**

- Unreported absences can cause major delays for our programs. Please notify us of all absences and/or schedule changes, preferably via email to Priyanka at [priyanka.paranjape@jcceastbay.org](mailto:priyanka.paranjape@jcceastbay.org).
- Voicemail will record your message 24 hours a day.

#### **Late Pick Up Policy**

If you anticipate arriving late/after 6PM, please call a member of the leadership team to notify. If you do not call, leadership will call you and your emergency contacts to ensure someone is on the way to pick up your child. If we cannot get a hold of anyone, someone on staff will stay with your child for as long as we can. We reserve the right to call the non-emergency police to help us locate you and escort your child home. There will be a \$2 per minute late fee for each of the first 20 minutes late and \$5 for every minute thereafter. Please refer to your contract.

### **POSITIVE GUIDANCE & NEEDS-BASED APPROACH**

#### **Positive Guidance**

As educators, our role is to be patient while the children practice their skills. Positive guidance is proactive, to emphasize the positive in each child. Teachers are prepared to intervene quickly when needed to model and discuss appropriate behavior, responses, and language. We can take any situation and turn it into a teachable moment, allowing children to feel heard and understood, giving them tools to help regulate their emotions, and feel competent in handling conflicts.

We want to give all students the opportunity to express their feelings and emotions, and know that it is OK to feel any way they are feeling. Our goal is to teach them ways in which to express their emotions and needs pro-socially, to build their own self-control and take responsibility for their actions, not to have them behave through adult imposed control. When we offer peaceful, positive conflict resolutions and assist children in reflecting on and discussing their behavior, they will begin to learn to resolve their

own conflicts. In any situation, we want to allow children the opportunity to improve their behavior and give them chances to make different choices the next time.

### **Needs-Based Approach**

By learning to view behavior as communication around feelings and unmet needs, we can approach behavior with curiosity, empathy, and compassion, and with an overarching goal of supporting kids in getting their needs met. Using the framework of Nonviolent Communication, we try to identify the underlying feelings and needs of behavior without judgment, and respond with connection and openness. Our goal is to support children in engaging with an activity and each other in the way that works for them and best meets their specific needs.

We give them clear limits to set them up for successful positive behavior. When we involve children in the development of the rules, and we implement these consistently with group and individual discussions, it allows the children to take responsibility for their actions. We strive to teach the children that their actions have an impact on the environment and people around them, and we help them reflect and understand their own feelings and actions. We empower children to say “No, I do not like that”, “Please stop”, “Can I use it when you are done?”, “I need space”, and to come get a teacher if they need help solving a conflict. We believe that by acknowledging and encouraging prosocial behavior such as cooperation, taking turns, listening, and more, children will grow and develop skills that will enhance not only their childhood, but their entire lives.

### **Strategies for Inclusion**

At the JCC East Bay, we are intentional about and committed to inclusion of all children to the fullest extent possible in our program. We have a sensory room that any child can utilize (with a teacher present), outfitted with soothing lights, weighted objects, soft pillows, sound-dampening headphones, and a variety of quiet fidgets to help children focus and reregulate, in addition to a punching bag and padded wall tiles to provide a safe way to release anxious or aggressive energy. Children are also welcome to bring a pair of headphones or a fidget with them into other spaces of the JCC as needed.

## **STANDARDS OF BEHAVIOR**

### **Student Behavior Agreements**

The JCC East Bay is a place where all children can feel safe, nurtured and accepted. Being in a community means understanding that it’s important to think about the whole group’s needs in addition to our own! In order to facilitate a healthy and positive environment for all, the following behavioral standards of are expected for the students:

- We check in with a teacher(s) before leaving any space or entering a new area.
- We respect each other’s personal space and bodies.
- We listen to instructions from teachers.
- We eat snacks in designated areas only and we don’t play while eating.
- We use respectful & appropriate language with teachers and peers.

- We use positivity to lift each other up and encourage each other.
- We clean up thoroughly after any activity before moving on to the next activity.
- We treat JCC materials and other people's items with care.
- We hang our backpacks & jackets on hooks, not on the ground.
- We take turns.
- We include new students in games and activities.
- We help friends when they need it.
- We follow community group agreements.
- We do our best to solve conflicts peacefully, and ask teachers for support.

### **Behavior Expectations**

JCC East Bay Staff are here to create a positive environment for all involved. Ridiculing and teasing are not allowed. Aggressive and vulgar language is not allowed. Children are reminded of these policies in a gentle but firm manner. A student who compromises the effectiveness of the staff (e.g., uncooperative behavior, not listening, being in an unsupervised location) will partake in our 4-Step Model.

**1st Step - Verbal warnings from teachers and leadership:** Students will receive verbal warnings from teachers and leadership to redirect them towards positive behavior. Parents may be notified at the time of pick up.

**2nd Step - Parent Notification and Support:** When there are repetitive occurrences of any unacceptable behaviors or behaviors that escalate despite teacher intervention, (teasing, physical aggression, not listening to instructions, etc.) leadership will notify parents by phone call where they will be asked to chat with their students to redirect them towards positive behavior.

**3rd Step - Student and Parent Behavior Plan and Contract:** If a student continues to partake in repetitive, negative behavior, then a member of the leadership team will coordinate with parents to set up a plan for supporting the student. They may be asked to create and sign a behavioral contract as part of this plan. This contract will differ by student. Parents and students will need to meet with the leadership team to create and sign the contract.

**Step 4 - Suspension or Termination From Program:** If the student doesn't show improvement in behavior after the coordinated attempts to help support them then the student may be suspended or asked to leave the program permanently, especially if behavior is compromising the physical or emotional safety of other students or staff.

### **Physical Violence, Aggressive Behavior, Racial Slurs, Non-Inclusive Language, and Damage to Property is NOT tolerated in the After School Program.**

A student may be sent home immediately, with possible suspension or termination, if they are involved in a serious physical altercation or speak slurs to others, and further intervention involving parents/caregivers will be necessary. Graffiti and other damage to the facility may result in charging parents for the damage. We do not allow any type of toy or garment that depicts or is a representation of acts of war or violence, drugs, alcohol, racism, homophobia or sexism.

## **HEALTH AND SAFETY**

The safety of our children is our highest priority. Many staff members are certified in First Aid and CPR and have undergone training in safety and emergency procedures. Teachers will have a first aid kit and emergency binder at all times. We promptly investigate absences, and ensure that children are always provided with plenty of water and sunscreen. Teachers use a counting system to ensure the presence of all children in their group, especially while on field trips. The Afterschool leadership are in constant communication with staff regardless of their location (thanks to modern technology!) via walkie talkie and/or cell phones.

Note: As an afterschool program, we are unique from the local elementary schools in that we have children coming to us from many different places and converging together. As such, our policies may differ from those of the schools, to best ensure the health and safety of all our community members.

### **Medication**

If your child needs medication, an inhaler, or EpiPen, please provide leadership with the following:

- Medicine, inhaler, or EpiPen in the original container (no plastic bags!)
- Physician's note and prescription containing
  - Child's Name
  - Name of medication and what it is for
  - Medication instructions, dosage, and when it should be given to your child
- Administration of Medication Consent Form (director can give you this to fill out)

Medication will be dispensed only under the specific directions of a licensed physician. Please do not send any medication in your child's belongings. All over the counter medication will be administered at the indicated dosage and at the discretion of the Berkeley Afterschool Director, only after permission has been given by the parent or guardian of the child. Parents will always be notified by phone before any medication is administered, unless in an emergency situation.

It is crucial that you indicate any known allergies on your medical form. If your child appears sick, you will be called to pick them up.

### **Injuries**

For injuries such as scrapes and bumps, our teachers will apply minor first aid as needed.

For more serious injuries, or any injury involving the head/face/neck, someone will call to inform you of the injury.

### **General Health Policy**

It helps us understand and care for your child if you keep us informed of factors of significance at home. These could include, but are not limited to, prolonged illness in the family, a parent being away, death closely affecting the child, moving, and of course, nice things, too!

The JCC East Bay reserves the right to refuse participation to any participant deemed by executive staff to be at elevated medical or emotional behavioral risk. The JCC East Bay also reserves the right to request clearance from a licensed medical or mental health professional at any time to allow child participation.

Contagious diseases must be reported as soon as the illness has been diagnosed so that other parents may be notified of the possible exposure. This includes Covid-19. Following illnesses requiring antibiotics such as ear infections and conjunctivitis, the child may return 24 hours after antibiotic treatment has begun with doctor's written clearance.

If your child is sent home for vomiting or a fever over 100.0 degrees, they will need to stay home the following day and then can return after that, if they have been symptom free for 24 hours. Exceptions can be made with permission from Berkeley Afterschool leadership.

A child with the following symptoms may NOT attend Afterschool:

- Covid-19, until fever free for 24 hrs and symptoms are mild and improving. A child may return to Berkeley Afterschool once they are allowed to return to school. In the event of a close known Covid-19 exposure (i.e. someone in the same household), we may request that your child wears a mask while at the program.
- Conjunctivitis (pink eye)
- Fever in excess of 100.0 degrees (must be fever free for 24 hours)
- Excessive sneezing or coughing
- Unidentified rash
- Ear infection not seen by a physician
- Vomiting or diarrhea
- Lice (please see Lice Policy below)
- Strep throat
- Chicken pox
- Flu
- Common cold

### **Conjunctivitis/Pink Eye**

Following conjunctivitis/pink eye (redness or eye with puffy eyelid or yellow-green discharge), the child may return 24 hours after treatment. However, if the child still has symptoms after 48 hours, they should not attend until all symptoms clear.

### **Lice Policy**

If a child is found with lice (live bugs) or nits (eggs), school staff will call home for the child to be immediately picked-up and treated. Following lice, the child may return to school after an over the counter, chemical lice treatment or professional treatment and screening is completed. We cannot accept home remedies such as olive oil or mayonnaise masks. If you need support determining what is

alive and what is not, we suggest making an appointment at a professional salon that does full treatment.

If an OTC treatment has not proven successful, and a child becomes reinfected, we will require you to get professional treatment with a receipt sent to the director. In instances where there is what is considered an outbreak, which is defined as three or more cases in one class/group, the JCCEB may require (at the discretion of the administration) a professional treatment to be completed before a child can return to school. OTC shampoos do not always kill nits so a combination of treatment with lice-killing products and nit combing is required as part of the process.

### **Air Quality**

The JCC East Bay has a comprehensive Air Quality decision-making matrix that we employ when the AQI reaches unhealthy levels. Generally speaking, for AQI levels between 51 and 150 (Moderate and Unhealthy for Sensitive Groups), we will take more breaks and do less intense activities outdoors, and also decide to move activities indoors. We will utilize HEPA filters when indoors to filter out air particles from the outdoors. At Unhealthy levels (AQI 151-200), we will assess the current levels and hourly projections to determine program closures. If we decide to keep the building and programs open within this level, we will keep everyone indoors and utilize HEPA filters. At Very Unhealthy levels and beyond (201+), we will close our building and suspend all of our programs. As air quality changes rapidly and is hard to predict, we will take building and program closures on a day by day basis. We are in constant communication with local school districts and will also consult with them on AQI if/when appropriate.

### **Child Protective Services**

In the State of California, all professionals who care for children are required by law to report “reasonable suspicion” of child abuse to either a law enforcement agency or a county child protective agency. Our staff have been trained in assessing situations which may lead them to make a child abuse referral. We are committed to maintaining a safe environment for children and for serving our children and families in the best way we can.

### **Emergency Evacuation Procedures**

The JCC East Bay holds regular emergency drills with children in the event that there is a fire, earthquake, or other emergency. There is an Evacuation Plan and emergency supplies in every room at the JCC East Bay. Teachers are routinely trained on safety and emergency procedures. We will also use our email list and Textcaster, our emergency text messaging software, to send out communication, so please make sure all email contacts and cell phone numbers are up to date.

## **SCHEDULE CHANGES**

If you wish to change your child's schedule, then a Schedule Change Form must be submitted to leadership of Berkeley Afterschool for approval. There is a \$25 administrative charge for processing this request.

**Reducing days**

We require a minimum of 15 days' notice to reduce your schedule. Tuition will be adjusted and pro-rated as appropriate when such changes are made. If you reduce your schedule today, you will be billed for the old schedule for the next 15 days and your bill gets adjusted for 15 days.

**Increasing days**

Increasing schedule can take place as soon as approved by leadership. Tuition will be adjusted and pro-rated as appropriate when such changes are made. If you have prepaid and you wish to increase your time at the afterschool, you will receive additional monthly invoices for the difference in service.

**Early Withdrawal**

If you wish to withdraw your child from the Berkeley Afterschool program, then a Schedule Change Form must be submitted to leadership of Berkeley Afterschool. There is a \$25 administrative charge for processing this request. The deposit will be forfeited for any withdrawal before the end of the school year. In addition, you will be responsible for the next scheduled monthly installment payment after the date the withdrawal notice is received. (If we receive notice of withdrawal in writing on or before the 5th of the month, you will be responsible for the installment payment due on the 5th of the current month. However, if we receive notice after the 5th, you will be responsible for the installment payment due on the 5th of the following month.) Your child may attend the program until the end of the month following the month in which your last payment is received. We cannot provide refunds for annual prepaid enrollment.

**Termination**

The JCC believes that a positive and constructive working relationship between the Berkeley Afterschool program, its participants and their families is essential. Accordingly, we reserve the right to, at any time, terminate the enrollment of your child, or to decline to offer re-enrollment to your child, if, in our sole discretion, the child is deemed not an appropriate fit for the program, or we decide that your actions or inactions or those of any other adult affiliated with the child and/or the child's family, prevent a positive working relationship or interfere with the program. Unless otherwise agreed by the JCC, if your child's enrollment is terminated by the JCC the deposit will be forfeited. If you are paying by monthly installment, no refund will be provided. If you are paying by the single payment method, the JCC will refund you your prorated prepaid tuition.

**JEWISH HOLIDAYS**

The JCC East Bay is closed for many Jewish holidays and all the federal holidays. See below for an explanation of the Jewish holidays and the tradition(s) associated with each. Our full list of holidays and closure dates can be found on the website [here](#).

All Jewish holidays begin at sundown. If we are closed for Day 1 of the holiday, that means the day after the night when the holiday begins.

**Rosh Hashanah (Day 1 and Day 2):** Rosh Hashanah is the Jewish new year. People celebrate Rosh Hashanah with prayer, festive meals, and joyful celebration. People eat apples and honey and round challah during Rosh Hashanah, which are symbols of sweetness and the circularity of a year. The JCC observes (and is closed for) the first and second days of Rosh Hashanah.

**Yom Kippur:** Yom Kippur is also known as the Day of Atonement. This is the most important and holy day in the Jewish calendar. Yom Kippur takes place 10 days after Rosh Hashanah, and traditionally is a time when people pray and fast all day. The JCC observes (and is closed for) the day of Yom Kippur.

Together, Rosh Hashanah and Yom Kippur are known as the High Holy Days, or the High Holidays. The days in between the two holidays are known as the Days of Awe – 10 days of repentance and renewal.

**Sukkot (Day 1):** Sukkot is traditionally an agricultural holiday. During Sukkot, we build a *sukkah* (temporary outdoor dwelling). Traditionally, people eat, sleep, and pray in the *sukkah* for the entirety of the holiday. We shake the lulav and the etrog, representations of the different species, to honor creation. The JCC observes (and is closed for) the first day of Sukkot.

**Passover (Day 1):** Passover commemorates the story of the Israelites being freed from slavery in Egypt. We celebrate Passover by having a *Seder* – a traditional meal over a retelling of the Passover story. We eat unleavened bread called *matzah* to symbolize the haste in which we had to leave Egypt, therefore not having time to allow bread to rise. The JCC observes (and is closed for) the first day of Passover.

**Shavuot (Day 1):** Shavuot marks the day the Jews were given the Torah after their exodus from Egypt. Today, it is customary to mark the holiday by reading and learning Torah, and to eat dairy (because the Jews started observing Kosher, and cattle could not be slaughtered). The JCC observes (and is closed for) the first day of Shavuot.

The JCC is not closed for every Jewish holiday. See below for some more Jewish holidays as well as explanations of each.

**Shabbat:** Shabbat marks the seventh day of the week in the Jewish calendar, and is Judaism's day of rest. We celebrate Shabbat from Friday at sundown to Saturday at sundown. Shabbat is observed in many ways. Some use no technology and do no work, and others have a Shabbat meal with *challah* (bread) to mark the end of their week. The JCC will generally not have programs on Friday nights through Saturday afternoons. The JCC preschool and afterschool celebrate Shabbat each week.

**Shemini Atzeret:** Shemini Atzeret is celebrated on the eighth day of Sukkot. We still may eat under the *sukkah*, and we rejoice with candle lighting, blessings, and festive meals.



**Simchat Torah:** Simchat Torah takes place the day after Shemini Atzeret, and is the commemoration of when the Jews received the Torah. Today, Jews celebrate by both concluding and then restarting the annual Torah-reading cycle.

**Chanukah:** Chanukah commemorates the miracle that happened after the Jews reclaimed the temple in Jerusalem from one of the mightiest armies on earth. They found just a small bit of oil to light the Temple's menorah (seven-branched candle), but the light miraculously lasted for eight days. Now, we celebrate this Festival of Lights for eight days and eight nights (with a nine-branched candle), and eat foods cooked in oil, like doughnuts and *latkes* (fried potato pancakes).

**Tu B'Shevat:** Tu B'Shevat is also known as the new year of the trees, and is a time where we celebrate the earth and our role of caring for the environment. We also have a *seder* (celebratory meal) where we eat the seven species endemic to the land of Israel.

**Purim:** Purim is a joyous holiday that commemorates the saving of the Jewish people from Haman, who was planning on having all of Persia's Jews killed. On Purim, we dress up in costumes and masks, drink alcoholic beverages, eat *hamantaschen* (triangular cookies shaped like Haman's hat), and exchange gifts of food and drinks (*mishloach manot*).

**Yom Hashoah:** Holocaust Remembrance Day

**Yom Hazikaron:** Israeli Remembrance Day

**Yom Ha'atzmaut:** Israeli Independence Day

## CLOSING AND ACKNOWLEDGEMENT

We are grateful that you and your children are part of our community! This acknowledges that I have received a copy of the JCC Berkeley Afterschool Parent Handbook and understand that it contains important information regarding the Berkeley Afterschool program. It is my responsibility to thoroughly read the contents of this handbook and direct all questions I may have to the Afterschool leadership team.

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Parent/Guardian's typed or printed name

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Child's typed or printed name

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Parent/Guardian's Signature

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Date