



Siegel Jewish Community Center

Early Childhood Center

2025-2026

Family Policy Handbook

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Siegel Jewish Community Center

Early Childhood Center – Administrative Staff

2025-2026

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PHILOSOPHY and PROGRAM GOALS

The philosophy of The Early Childhood Center (ECC) is based on the premise that children thrive when they are treated with respect and given opportunities to grow emotionally, intellectually, and socially through meaningful age-appropriate experiences.

The ECC is a child-centered, experiential approach rooted in the NAEYC Code of Ethical Conduct and State of Commitment as well as keeping in mind Best Practices in early childhood education and observes what is developmentally appropriate for the children in the program. The ECC respects the importance of children's play and the uniqueness of each child. We strive to create an environment rich in stimulation, yet gentle and accepting of each child as they develop at their own pace. The ECC also believes in the concept of Early Intervention when support for a child and/or the family is needed.

While children of all religious, ethnic and racial backgrounds are welcome, we are a Jewish school. We seek to impart a strong sense of belonging by providing opportunities for children to share their common Jewish heritage. Celebrations throughout the Jewish calendar year, weekly Kabbalat Shabbat services and an active living of Jewish values daily in the classroom bring authenticity to a child's Jewish life and makes for positive Jewish memories. We encourage children to know and respect their own heritage and to respect the cultures and traditions of others.

The ECC is an Open-Door Program, meaning, we promote full disclosure and openness about every element of the program. In short, you are always a welcome part of our center and classroom community.

The ECC does not discriminate based on race, color, national origin, gender, age, sex, pregnancy, marital status, sexual orientation, gender identity/expression, religion, creed, disability, veteran's status, or any other category by state and/or federal law.

PROGRAM GOALS

- To continuously attend to the needs of each individual child, making them feel safe, happy and comfortable throughout the day.
- To develop in each child independence, confidence, and a feeling of self-worth as an individual and as a member of a group.
- To stimulate each child's curiosity, sense of wonder, and motivation to learn about the world around them by establishing an age appropriate, hands-on and stimulating environment.
- To develop in children a social responsibility by teaching goodwill towards others and respect for the environment.
- To develop in children a love for fine arts and culture.
- To foster in young children and their families a sense of Jewish identity, an understanding of and a respect for the Jewish religion and culture.
- To prepare our children for continued academic success in the areas of cognitive, physical, social and emotional development through language, listening, visual discrimination, large and small motor skills, handwriting, math and science.
- To support and nurture families in their efforts to provide the best possible environment for their children.
- Provide/utilize early intervention partners and strategies, if needed to support children and their families.

FORMAL METHODS TO IMPROVE PROGRAMMING

The Early Childhood Center uses formal and informal methods to develop strategic plans for improvement and to monitor that we are meeting families' needs. The various plans are formulated with the guidance of the Board of Directors and the Professional Staff Members of the Siegel JCC. Formal and informal strategic plans are developed to:

- Implement and sharpen the program's vision and mission
- Achieve outcomes that are appropriate and desired for the children in our care
- Maintain high quality services to children and families
- Provide long-term resources to sustain the successful operation of the program

The strategic planning process includes methods such as:

- Review all family surveys and evaluations
- Comparative studies of area preschools
- Opportunities to promote teacher professional development
- Review of building/physical space
- Review of salary scales and ways to increase salaries and benefits
- Plans to retain teaching staff
- Creation of focus groups to evaluate programs

“WHAT DO I NEED FOR MY CHILD ON THE FIRST DAY OF SCHOOL?”

Each classroom teacher will have a comprehensive list in their School Welcome Letter, these are the basic supplies that everyone will need in the classroom. **AS ALWAYS—Please label all items clearly with your child's name.**

- Seasonal Appropriate Changes of Clothes (preferably 2 full sets)
 - Pants/Shorts
 - T-Shirts/Long Sleeved
 - Socks
 - Underwear (if applicable)
 - Change of shoes (can be older and slightly worn)

- Nap Time Materials
 - Fitted Crib Sheet
 - Blanket
 - Security Item (if needed—stuffed animal, small pillow, etc)

- Bathroom Needs—to be replenished by family as needed
 - May include but not limited to:
 - Supply of Diapers
 - Supply of Wipes
 - Diaper/Rash Creams (if needed)
 - Underwear (consider your child's progress in potty training)

- A photograph of your child AND a photograph of your family.

- Water Bottle/Cup
 - If Toddler/Twos--a second cup for milk is preferred

- Extra Classroom Routine Materials
 - Examples of Extra Materials could include, but are not limited to:
 - Bathing Suits, Towel, Water Shoes
 - Preschool II will begin in January, Pre-K in October
 - Children in our Toddler through Pre-K classes will Swim in the Summertime.
 - Additional information to follow

****** AS A NOTE -- WE GET MESSY *****

When dressing your child, please keep in mind that your child's daily discovery might sometimes get messy. Grass stains, spills and paint spots are inevitable - even with a smock. Play clothing is most suitable for our program, and clothing which the children can take on and off themselves will help foster their independence and ensure easier experiences in the bathroom. We ask that your child wear close-toed shoes with rubber soles or sneakers for safety purposes. Weather permitting, the children will play outside each day. In winter, please send snow boots, hats and mittens. Layering clothes for warmth in cold weather is recommended.

Wearing sun-protective clothing or applying skin protection with UVB 15+ is recommended during the summer.

GENERAL POLICIES AND PROCEDURES

To ensure the safety of your child and to help us maintain consistency and organization, please adhere to the following policies and guidelines.

Adjustments and Transitions to Our Program

Adjustments to School

When your child enters a new situation, they may feel uneasy. A new place, new people, separation from parent, and the number of other children can all be stressful to a child. Be sure to bring your child to the ECC before they start. It's important for your child to know what we look like and become familiar with the new surroundings. Be sympathetic and understanding. Discuss the experience with your child at home.

Separation is a real fear for some children. There are many reasons that children are afraid to leave their family. Separation challenges may look like simple clinging, quieter than usual, tears, or temper tantrums. The ECC Staff have had a great deal of experience managing routines to help ease the challenges that may come with separation. Please utilize the ECC staff for best practices in managing an effective transition routine that supports your child and your family's needs.

Prior to the First Day of School

- Talk about your new morning/drop-off routine
- Talk about things that they may see or do in their classroom
- Establish a goodbye routine
 - Some children's literature to support separation anxiety:
 - The Kissing Hand—Audrey Penn
 - I Miss You Stinky Face—Lisa McCourt
 - Llama, Llama Misses Mama—Anna Dewdney
- Talk about their teachers they will see
- Talk to them about their pickup and what that will look like

As the teacher helps move your child into an activity, your presence will be less vital. Many times, a child will be more likely to get involved with peers when their family is not around. Never slip away without telling your child goodbye and reassuring them that you will return. If you have concerns about your child's adjustment or, to check on your child, we are happy to assist you in any way we can. Once a child is settled and secure in their surroundings, we encourage you to come, visit, and be an active part in their classroom community.

Attendance Policy

There are times during the school year when closings occur for holidays, times when families choose to take vacation or times when families choose to temporarily change their weekly work schedules. Please be advised that in most instances the ECC will be unable to accommodate "switching" or "swapping" of the days that your child is registered to attend. If a permanent or long-term schedule change is necessary for your child, please check with the ECC administration for availability.

If your child is going to miss a day (sick, doctor's appointment, vacation), please communicate the absence to your child's teacher and administrative staff. As noted on your Preschool Contract, no refund or adjustment will be given for any days missed, due to minor illness or JCC closings. **Please note: Missed days cannot be "banked" for future use.**

Birthdays

Families celebrate birthdays in a variety of ways to include, not celebrate birthdays at all. We want to recognize and respect these differences. If you would like your child to celebrate a birthday in school, we welcome you to bring in store-packaged Kosher treats. Families should decide with their child's teacher in advance and let them know specifically what will be brought in to share for snack (this allows for advance notice for those children with allergies).

Remember that any items to be shared with the class need to be marked with a Kosher symbol. Please do not send in any home-baked items. We also ask that you limit the birthday celebration to the special treat and not bring in paper goods, party hats, favors, balloons or goody bags. Invitations to birthday parties outside of school are to be mailed or e-mailed to your child's classmates – PLEASE DO NOT USE THE CUBBIES FOR THIS PURPOSE. A roster with student names, telephone numbers and e-mail addresses are available upon request from the ECC front desk. As you are planning your child's celebration, please keep in mind that parties occurring on Saturdays may prohibit some children from attending. Many of our families celebrate Shabbat (the day of rest for Jewish people) and depending on one's level of observance, this may mean that the family will be in synagogue, may not drive, etc.

Child Files

Contained in your registration packet are Health, Emergency Release, Parent's Right to Know, Computer Usage and Family Handbook forms. **All** these forms must remain current in your child's folder. The ECC will notify you if your child's forms have expired. Parents of children with expired forms must provide **current forms within 10 days** of expiration for the child to remain in our program.

Cell Phones

For your child's safety and well-being, please do not use your cell phone while picking up or dropping off your child. The parking lot is a very busy, potentially dangerous place and your child deserves your complete attention at that time. All children enjoy an undistracted and loving "good-bye" at drop off and a warm greeting at pickup. The ECC also encourages an opportunity for conversation between the family member and teacher.

Communication

The key to a successful Family/Teacher relationship is clear and transparent communication regarding the needs of the child. There are many ways to keep lines of communication open, here are a few options:

- Intake Interviews: Teachers will hold intakes via phone or zoom with each family before the school year begins. This provides an opportunity for families to meet with teachers and have questions answered before classes begin. At this meeting families will be provided with pertinent information related to your child's class as well as develop three goals for the up-and-coming school year
- Drop off and Pick Up: A terrific way to share informal information between family and teacher is at drop off and pick up times. This allows everyone to keep current on the day-to-day needs of the child.
- Daily and Weekly Written Communication: Families will receive a weekly newsletter, "Ma Chadash," via email. In addition to our weekly center newsletters, each child will receive a "Daily Report" via our online communication platform "Tadpoles." This daily report will have information on specific activities that their class participated in, pictures of your child engaged in their day and notes about future events or needs for the classroom.
- Email: Your child's teacher, as well as any staff member of the JCC-ECC is available through their JCC email. It is their first and last names (no spaces) @siegeljcc.org.
- Formal Conferences: Your child's progress will be documented through our observation and assessment platform, Teaching Strategies Gold and shared with you in the Fall, Winter, and Spring. A formal development conference and goal planning meeting will be held in February. However, if at any point you feel that you need to have a formal meeting to discuss your child's progress and development, the ECC Staff can arrange one.

Communication—Managing Challenging Interactions (Between Staff and Families)

Whereas we hope that all interactions between staff and families are professional, clear, and reliable, we understand that there may be difficulties or differences that arise in interactions between families and program staff. In the best interest and best practice of professional development, we ask that the following be observed:

- Staff and /or families ask to speak outside of the classroom and in private.
- Share the difficulties or differences in a professional and respectful manner.
- Come to mutual agreements.

If personal communication is not effective:

- Request to meet with ECC Directors and/or teacher.
- Utilize ECC Directors as a mediator to come to common resolutions and agreements.
- If needed, ECC Directors could seek out resources for the family or provide training to staff.

If mediated communication is not effective:

- ECC Directors will discuss with the rest of the Administration Team (including JCC, COO)
- Possible discussion with staff and/or family
- Continue resources for family as well as staff member.

Community Resources

We maintain a current list of child and family support services available in the community. If at any time you need information on health services, mental health, nutrition, special education screening, subsidized childcare, etc., please contact the ECC Directors.

Confidentiality

The ECC defines confidentiality as, the practice of keeping specific information discussed between families/teachers, teachers/administration, teachers/families/relevant outside agencies, or classroom teams, etc. to be kept private from unnecessary parties. Meaning, if a family has a conversation with a staff member of the ECC, that information will only be shared with the appropriate parties. If a family finds or suspects that their confidentiality has been breached, please contact the ECC Directors.

Your child has a file with confidential information contained in a file cabinet at the front desk. The contents of a child's files may be shared only with the family of the child, designated staff, and representatives from Delaware Department of Social Services (DDSS), the Health Department, OCCL and NAEYC. Written permission must be obtained from the child's family to authorize any other individual to have access. Family members are entitled to review the contents of their child's file and are available within 48 hours of request.

Family Participation/Involvement

There are many opportunities to be involved at the Early Childhood Center. Please look out for family discussions, planning meetings and events that you can volunteer your time and expertise. Family involvement is a vital component of a high-quality early childhood environment and a staple at the ECC. ***Some examples of Family Participation include, but are not limited to:***

- Donating Books, Clothes, Toys, etc.
- Purchasing items from a Teachers Wish List/Amazon Wish List
- Being a classroom "parent"
- Volunteering for helping with center events/classroom support needs

If you have an interest in making a specific donation to ECC-related funds or projects, please contact the ECC Directors for guidance.

Fire Lane/Idle Car Policy

Cars are **NEVER** allowed to be parked unattended in the fire lane when picking up or dropping off your child(ren). Furthermore, cars may never be left on and idling while you pick up your child.

****If this policy is violated for any reason, a \$25 fee will be charged to your account for each offense, except for Purchase of Care parent/guardian***

Financial/Tuition Policy

All families are expected to comply with financial policies set forth in their enrollment packet and on the financial contracts. We will be happy to collaborate with you if you require a special payment plan, but any deviation from the standard plan requires communication with the JCC Accounting Office. For your convenience, the JCC does accept payment by credit card, debit card or checks, with automatic monthly debit as an option.

Families must register for each new school year, which begins in late August or early September. A non-refundable \$110 registration fee is required for each child and is due each year at the time of registration. A non-refundable \$200 deposit is required at the time of registration for each new family. This \$200 will be applied to the last tuition payment for the school year. Families using Purchase of Care are exempt from these fees.

Families are responsible to pay the indicated tuition for their child's respective class assignment for the entire school year, per their Preschool Contract. A school year is September through August for Preschool Plus (full day) students and September through June for Preschool (half day) and Pre-K students.

*****The exception to this rule is when a child turns two years old, at which time their tuition rate will drop to the two-year-old rate beginning the month after their second birthday.***

Summer tuition rates for Preschool and Pre-K students will reflect the camp program which families choose through the camp registration process, which is separate from the ECC school year registration.

There are no refunds or prorated fees for sick or vacation days. Extraordinary circumstances may be considered on an individual basis.

If a family wishes to maintain their child's spot in the ECC, the minimum registration they can reduce to is 2 half days. This may be requested, for example, during the summer months or an extended absence. This change can be requested for at least one month and will not be accepted for time periods of less than one month.

Requested changes to the initial registration will be granted, space permitted. Cancellation of registration will be honored with a 30-day notice.

Holidays

While we celebrate cultural diversity and various national and Jewish holidays, we do not participate in the celebration of Halloween, Christmas, St. Valentine's Day, St. Patrick's Day, or Easter. ***Please refrain from sending in cards or candy related to these holidays for distribution to the children while in our school.***

The following are brief explanations of the Jewish Holidays we celebrate weekly and during the school year:

- **Shabbat**: The Jewish Sabbath starts at sundown every Friday and lasts until sundown on Saturday. In many Jewish homes the tradition of lighting candles and saying prayers to welcome the Sabbath are observed. Although Shabbat lasts from sundown Friday to sundown Saturday, all the children in our program join together on Friday mornings to celebrate the coming Shabbat. Traditional prayers and Shabbat songs and stories make this weekly program special. In addition, each preschool classroom has an additional Shabbat celebration on Friday mornings with challah (twisted bread) and "wine" (juice).
- **Havdalah**: Traditionally, Havdalah takes place on Saturday evenings after sundown. At the ECC, preschoolers celebrate Havdalah on Monday mornings. Children sing songs, say blessings, and light the braided candle and smell traditional spices. Havdalah is our way of saying good-bye to Shabbat and welcoming the new week.
- **Rosh Hashanah**: This two-day holiday is the Jewish New Year and usually falls in September. It is a time of personal reflection of our past and future behavior. The children enjoy apples and honey, which are symbolic of hope for a sweet year.
- **Yom Kippur**: This is the most solemn holiday of the year -- the Day of Atonement. It is an adult fast day and a day of prayer. We discuss with the children how to be the best we can be.
- **Sukkot**: This holiday recalls the journey of the Jews from Egypt to the Promised Land when they lived in sukkots (booths). It is also a harvest holiday symbolized by the Lulav (palm frond, willow branches, & myrtle branches) and Etrog (citron) which are intricate parts of the celebration. We decorate our Sukkah with fruit and greenery and enjoy our snack in the Sukkah.

- Shemini-Atzeret: This holiday occurs on the eighth day of Sukkot and is considered a holiday in itself. It is a solemn day with special prayers for rain (geshem).
- Simchat Torah: On this joyous holiday, we complete the reading of our Torah for the year and immediately start reading the Torah all over again. This is a happy holiday for children as they march around the JCC singing songs and carrying flags.
- Chanukah: "The Festival of Lights" celebrates the Maccabean victory, when brave Judah Maccabee and his small band of followers saved the Jewish Nation from the Syrians. For the eight days of Chanukah, the Chanukiah (an eight-branched candelabra) is lighted to recall their rededication of the Temple in Jerusalem and to give thanks for the great miracle of the survival of the Jewish people. At school, we light the Chanukiah and say the blessings, prepare potato latkes (pancakes), as well as other special activities.
- Tu B'Shevat: On Tu B'Shevat we celebrate the New Year of the Trees. Trees are a symbol of life, a symbol of Jewish people. Children may plant trees, as well as collect money for trees in Israel and sample a variety of fruits and nuts.
- Purim: Purim is the jolliest of all the holidays, commemorating how Queen Esther and her uncle, Mordechai, saved the Jews of Persia from Haman. This day we eat hamantaschen (triangle shaped cookies), which the children enjoy making. During the reading of the Megillah, the children make loud noises by shaking groggers and stamping their feet whenever the name Haman is read. The children send Shalach Manot (gifts) to be shared with friends and the less fortunate.
- Passover: Passover (Pesach) commemorates the experiences and ordeals of slavery in Egypt, and the Exodus following them. The Seder is a special family occasion. Prayers and songs from the Haggadah (the story of Passover) are read, and certain foods are eaten. The best known of these is matzah, or unleavened bread. The children will prepare their own model Seders.
- Lag B'Omar: This holiday celebrates Jewish survival. At school, we celebrate with outdoor activities.
- Yom Ha'Atzmaut: Yom Ha'Atzmaut is the Independence Day of modern Israel. We celebrate by learning songs and making Israeli flags.
- Shavuot: A thanksgiving and harvest feast, also commemorates the giving of the Ten Commandments on Mount Sinai.

Legal Custody Notification

In compliance with Delaware State Statutes, we require documentation regarding which parent/guardian has legal custody in the case of separation or divorce. If there is no legal documentation, then both parents have the right of access to ECC records and pick-up of their children. It is the responsibility of the custodial parent to provide legal documentation verifying custody arrangements. Custodial parents are responsible for notifying the ECC, in writing, of any special circumstances regarding the rights and obligations of the non-custodial parent. This includes providing written permission for the non-custodial parent to pick-up a child on a regular basis or for a special occasion.

Licensing (OCCL) Regulations Regarding "Right to Know":

Families are encouraged to review current Office of Child Care Licensing Regulations as well as the center's compliance report at any time. A copy of the OCCL regulations is kept at the front desk, as well as in each classroom. This information is also available on their website:

Current Regulations (June 2022) -- [Final-Center-Regulations-6-22-22.pdf](#)

Center Compliance Report -- [Facility Details – Delaware Department of Education](#)

Lost and Found

Labeling all your child's belongings (coats, sweaters, gloves, hats, lunch boxes, tote basket, smock, etc.) is a great asset in loss prevention. Occasionally an item belonging to another child may be accidentally sent home with your child. If you find an item not

belonging to your child, please send it back. If you are missing an item, check with our staff as well as the lost and found. Unclaimed items will be given to a charitable organization.

Nap Policies

All children in our ECC program (with the exception of Pre-K) are required to lay down for rest time. Parents should send in a labeled crib sheet, blanket, and any “lovies” that will help their child feel more comfortable during this time (Pre-K is exempt and will only have a rest period of 30 minutes). Mats must be at least eighteen inches apart while students are lying down. All nap items are removed from their mats daily and stored. Items are sent home at the end of the week for parents to wash and return at the beginning of the next week. All nap mats must be sanitized with bleach water once a week.

Outdoor Play & Air Quality Procedures

Outdoor play is an important element of the Early Childhood Program. Children will play outdoors twice a day. Children benefit from experiencing many kinds of weather conditions. The American Academy of Pediatrics supports outdoor play even in cold weather. Layering your child’s clothing is desirable during cold weather, so they may adjust clothing to maintain a comfortable body temperature.

The ECC Directors assess the weather each day and advise classrooms on outdoor play. Weather watches and warnings are taken into consideration as well as Real Feel Temperatures and Air Quality Indexes issued by the National Weather Service.

Pet Policy

Some classrooms may have a small pet for the child to observe and help with feeding the animal. If any child in the room has an allergy related to or worsened by the presence of the small pet, the animal will be moved to another classroom. Please let us know if your child may have potential pet allergies.

Personal Items from Home

Except for a sleeping companion (or lovey), toys may not be brought to school. Toys tend to get lost or broken and are difficult to share. Candy and gum also are not allowed at school at any time.

The children are encouraged to bring in and share items of special interest. Books, pictures, or other items which have educational value are welcomed. We especially enjoy items related to current curriculum themes. Please let your teacher know if your child has brought something to share with the class.

Program Evaluation and Feedback

During each school year, families will be asked to complete a questionnaire evaluating all aspects of the program. If it is an accreditation year, you may be required to fill out two questionnaires. If you have concerns at any time during the year, please do not hesitate to call an appropriate faculty person. Your feedback is extremely important to us! Systematic evaluation of our program allows us to service our families to the best of our abilities.

Ratio for Age Groups

Group Name	Adult: Child Ratios NAEYC	State of Delaware Ratios
Infants (under 12 mos.)	1:4	1:4
Toddlers	1:6	1:6
Two Year Olds	1:6	1:8
Three Year Olds	1:10	1:10
Pre-K (Four Year Olds)	1:10	1:12

We organize staffing to always adhere to the established ratios. At no time should a staff member be left out of ratio with the children.

School Hours/Late Fees

For School Year 2025-2026, our Operating Hours are 7:30 am – 5:30 pm. If you are late picking up your child(ren) from the program hours you have registered for, you will be assessed a late fee of \$25 for each fifteen (15) minutes you are delayed per child. Late fees will begin the first minute after your expected pick-up time. Purchase of Care can be charged after a 10-hour day has been exhausted. If you are running late—please call the ECC to let the front desk know.

Smoking/Illegal Substances

The Siegel JCC is a smoke-free campus. Smoking, including electronic devices, is prohibited indoors and outdoors. The Siegel JCC will also not allow drugs or alcohol use to adversely affect employee work performance. Accordingly, the use, possession, sale, or transfer of any drugs or alcohol while on the job, during working hours or on the campus is prohibited.

Special Needs and ADA Compliance

Our facility is ADA Compliant, and we will do our best to make reasonable accommodations for our program so that all children can participate. We welcome all children who apply for admission if space is available. If your child has special needs or you have any questions about whether your child will fit into our environment with reasonable accommodations made, please meet with the school director prior to the beginning of school. We urge families to advocate for their children; we believe it is up to the family to make the primary decision about services that their child needs. In many cases we are able to provide information about programs and services from other organizations.

Our special needs policy is as follows:

Definition: A child with special needs is defined as one whose developmental progress does not fall within the range expected for the child's chronological age or when development in any of the following areas appears to be atypical: cognitive, speech/language, gross and fine motor, social/emotional, self-help or behavioral.

Procedures: The ECC will attempt to meet the needs of children identified as having special needs in the regular classroom, whenever possible or deemed appropriate. All actions will be at the discretion of the Early Childhood Center Directors as well as with other Professionals from outside agencies including:

- A Family Interview
- an observational screening of the child
- contact with other professionals involved with the child (i.e., early intervention program, preschool special needs teachers, and therapists)
- Demonstration that the child has the ability to participate and cooperate as a part of the ECC program for the great majority of the program time with appropriate program modification and support.

Above all, the ECC believes in supporting a child's development and the need for early intervention if needed. The ECC welcomes any programs that provide services for children with disabilities, including services through an IEP or IFSP and at the request of a parent/guardian.

Unexpected or Unplanned Closures

In the event of severe weather, community/national emergencies, or utility outages, the ECC reserves the right to close our programs. Unexpected closings will be communicated from the ECC to the parents via **Tadpoles**. Please be sure to sign up for an account on **Tadpoles** before school begins. In these circumstances, families will be expected to pick up their children without delay.

In the case of a weather or community emergency, we will also post closings on our website – www.siegeljcc.org – and through WDEL (1070 on your AM dial) and WSTW (93.7 on your FM dial).

Use of Photographs and/or Videos:

The ECC/JCC takes photographs and videos of children enrolled in its center on a regular basis for our communication and public relations purposes. The ECC/JCC takes care that any use, display, or dissemination of photographs or videos of children, is for informational/communication/public relation purposes and is utilized in a thoughtful, safe, and secure manner appropriate to the program.

The ECC also utilizes pictures and videos for observation and assessment purposes as well as for daily communications through our Tadpoles/Teaching Strategies Gold Platforms. Should you wish for your child to not be photographed or videoed please communicate with the Administration, and a note will be made in your child's file as well as their Tadpoles Profile.

HEALTH, SAFETY & SUPERVISION POLICIES AND PROCEDURES

Accident and Emergency Procedures (Requiring Additional Medical Attention)

In case of an accident requiring additional medical assistance other than basic first aid, the ECC staff will notify a child's family immediately. All ECC teachers and assistant teachers are certified in First Aid and Cardiopulmonary Resuscitation.

Should immediate emergency action be needed, staff will provide immediate care; call EMS (911), call the parent/guardian and the child's physician (if necessary). A staff person will accompany the child and EMS to the Hospital with necessary Emergency Medical Forms (i.e. individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency such as allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions that require medication or technological support).

ECC Staff will contact you when your child receives any minor injury that requires more than basic first aid. An Injury/Illness Report will be filled out by your child's teacher and signed by a member of the ECC Leadership Team. You will receive a copy of the injury/illness report, and a copy will be placed in your child's file. Additionally, if the injury is above the child's neck, families will receive a phone call from the ECC.

Allergies

Please indicate your child's allergies on the enrollment/intake forms. We are happy to work with you in ensuring that your child is safe in our care. If it is a life-threatening allergy, we will need specific information on treatment in case of contact as well as the appropriate supplies (i.e. an EpiPen). All Infant, Toddler, Twos rooms are deemed "Peanut Free". All Threes and Pre-K rooms are nut free as needed. Peanut-free snacks are given by the school daily.

To ensure full disclosure of your child's allergy to all staff members that work in the classroom, an "Allergy/Medical Condition Alert" posting will be created. This posting will have all pertinent information related to your child's condition and will be posted in a visible spot in the classroom. You will be asked to sign the posting as permission as well as to verify all correct information.

Building Security and Access

The JCC-ECC has the duty and responsibility to provide the safest environment for children, families, staff, and members. The JCC aims to adopt the highest possible standards and take all reasonable steps in relation to the safety and welfare of children and adults at risk. The JCC has enacted several elements to the campus to ensure the safest environment.

- Perimeter Fences
- Video surveillance in fixed locations within and outside the facility
- Annual Safety Training involving Situational Awareness
- Picture Badges/Key Fobs for entrances to all areas of the building (only staff and families are coded for ECC)
- Safety Council that assesses the security needs of the program

Access

The JCC is open Monday-Thursday: 6am-9:30pm, Friday: 6am-6pm, and Saturday and Sunday: 8am-6pm. The ECC hours of operation are 7:30am-5:30pm and access to the ECC is unavailable after that time. If you need assistance after those hours, you must contact an individual for Member Services at the JCC desks.

Child Health Appraisal

Within one month of starting the program, each child's file must have a health appraisal that includes a record of immunization. A health care provider should conduct this appraisal and must be within the last 12 months. A child's health appraisal is not needed if other federal or State laws, such as specified in the McKinney-Vento Homeless Assistance Act, require the 48 center to admit a child without one. Health appraisals and immunization records must be updated every 13 months. A licensee shall keep the most recent health appraisal on file, and it must include:

- Health History
- Physical Examination
- Growth and Development
- Age-Appropriate immunizations
- Proof of blood lead screening for children at or around ages 12 months and 24 months
- Proof of blood lead screening after age 24 months for all children, if blood lead tests were not conducted at or around ages 12 months and 24 months
 - Religious Exemption for Blood Lead Screening is permitted with documentation
- Medical information for treatment in case of emergency
- Recommendations regarding required medication, allergies, restrictions or modifications of the child's activities, diet or care.

Child Protective Services/Mandatory Reporting

As required by law, all cases of suspected child abuse or neglect will be reported to Child Protective Services. Staff have been trained and directed to utilize the anonymous hotline number should they feel their suspicions warrant further investigation.

Diaper Changing

The following items are required by all families for children in diapers:

- Supply of Diapers (replenish as necessary)
 - Wipes (replenish as necessary)
 - *If using non-disposable diapers*
 - Fresh Supply of Diapers Daily
 - Closable Bag for Storing/Transporting Soiled Diapers
 - Diaper/Rash Creams (as needed)
-
- Children will be checked at every hour for wet or soiled diapers when awake and upon awakening.
 - If a child is using non-disposable diapers, staff members may not empty/clean the cloth diaper, but place in a sealed container/bag separate from the child's soiled clothing. Container/bag containing soiled cloth diapers must be returned to parent/guardian at the end of every day.
 - Classroom teaching staff will notify families when supplies need to be replenished. If children continue to not have diapers replenished in a timely manner (after reminders are given), the ECC reserves the right to charge the family for the use of center supplies.
 - A detailed diaper changing procedure is posted in every bathroom and outlines the process from start to finish.

Release of Children

- Children will be released to their parent, guardian and/or those adults listed on the child's information form and Tadpoles profile when requested.
- You or your authorized adults may be asked for ID if the staff is unfamiliar with you.
- Written permission must be given to release a child to someone other than those on the designated pick-up list, and the person picking up must bring photo identification.
- Children will not be released to an unauthorized person.

- In the case of an emergency, a parent or authorized adult may call school administration to request that a child be released to a specific adult. Please remind the person to bring photo I.D.
- If a person attempts to pick up a child and is not on the child's approved pick-up list, the ECC will contact parent/guardian for approval. After confirming with parent/guardian, Administration will verify identification and add the new pick-up person to the child's Tadpoles Profile.
- If an unapproved person attempts to pick up a child, Administration will contact the parent/guardians. If parent/guardians do not approve the release of a child to this person, the ECC Staff will not release the child. If needed, local authorities will be contacted to assist in the situation.
- If a parent/guardian/designated pick-up person is visibly intoxicated and/or unable to bring the child home safely, the Early Childhood Center reserves the right to refuse release of child to that individual. **ECC/JCC Administration will:**
 - Contact primary and secondary contacts for safe release.
 - Should the need for further action arise, the ECC/JCC Administration will contact local authorities.

Firearms

Firearms are not permitted within the Early Childhood Center.

Hand Washing

The single most effective way of preventing the spread of communicable or transmittable diseases is through regular and thorough hand washing. To ensure that the exposure to an illness is kept at a minimum, all staff and children must wash their hands, regardless of glove usage, with soap and running water and use single service towels for drying hands.

Staff and Children Must Wash Their Hands:

- Before and after eating or handling food
- Before and after giving medications
- Before and after caring for a child who may be sick
- Before and after using a water-play table with other children
- After toileting or diapering
- After coming into contact with blood, fecal matter, urine, vomit, nasal secretions or other body secretions
- After playing in a sandbox
- After outdoor play
- After cleaning
- After taking out the garbage
- Before going home

Health Alert

Any staff member who is aware of a child with a communicable disease (examples: strep throat, conjunctivitis, head lice) is required to notify the ECC front desk immediately. The administrative staff will then follow through with appropriate guidance from CDC, OCCL, Delaware Department of Health, etc.

Injury/Illness Report

Whenever a child has an accident that results in an injury (change of skin by bite, fall, cut, bruise, etc), the injury will be recorded on the ECC "Injury/Illness" Report. These reports are not necessarily a cause for further medical attention but are often utilized as a form of communication.

ECC Staff will call Parent/Guardian/Family Member concerning an injury for the following:

- Head Bumps
- Bites
- Any Injury that Staff feel require further communication or explanation

ECC Staff members may only provide basic first aid to children when injuries arise. This includes cleaning with soap and water, applying band aids, or applying ice. If an injury requires more than what we can provide, an ECC Staff member will call the family for

further attention. Should an injury require additional medical attention, please refer to the "Accident and Emergency Procedures (Requiring Additional Medical Attention)" listed on page 14.

Medication

In order for ECC Teaching staff to administer medication to a child, they must first have permission from the child's family. A staff member must be certified through the Office of Child Care Licensing in order to administer medication to children.

When medication administration is necessary, the following guidelines must be adhered to:

- Prescription medication must be in its original container, properly labeled, not expired, authorized by the child's health care provider and only be given to the child whose name appears on the prescriptions. Labeling must include child's name, date of birth, medication allergies, doctor's name and phone number, pharmacy name and phone number, name of medication, dosage, and timing for administration and route of administration. Lastly, start and end dates are to be noted, as well as expiration dates.
- Non-prescription medication must be in its original container, properly labeled and not expired.
- All medication in the Center must be stored so as to be secure and inaccessible to children and Medication requiring refrigeration shall be kept in closed containers separate from food and stored in the refrigerator in the ECC Office.
- Unused medication will be returned to the parent/guardian when no longer needed by the child.
- A Medication Administration Record (MAR) log must be kept on all prescription and non-prescription medications. The MAR must be filled out by classroom staff and verified by parent/guardian for accuracy.

The Office of Child Care Licensing does not recommend that childcare centers give over the counter medications such as Tylenol, Benadryl, Dimetapp, etc. If a child needs such drugs, they are not well enough to be at school. If a parent/guardian insists that these medications be given, a doctor's guidance is recommended.

In order for Over-the-Counter medications such as Benadryl, Dimetapp, allergy medications, etc to be administered, the following guidelines must be followed:

- Written authorization by the parent/guardian must be given on a medication log.
- We are only allowed to give recommended dose unless accompanied by a physician's note.
- Authorization is good for 10 days only.
- A Physician must fill out form for long-term needs.
- Medicine will be thrown out after 10 days if not picked up by parent.
- Staff will document each dose of medication given.
- All medications will be always inaccessible to children.
- It is the parent's responsibility to retrieve the medication at the end of the day.

For routine Over the Counter medications, such as sunscreen, diaper cream, Chapstick, hand lotions, etc. to be administered, the following guidelines must be followed:

- Medication will be kept out of reach of child
- We ask families to apply in the morning, and staff will apply as needed throughout the day
- An MAR is required as permission and kept on file.
 - Staff are not required to record each application
- In the instance of sunscreen and bug spray, families are asked to apply in the morning and ECC staff will apply in the afternoon before outdoor play.

Potty Training

Toilet training is a milestone in child development that assumes a variety of characteristics in every child. When a child is developmentally ready, ECC Staff and the family will have a conversation to begin the process. Children are often most successful when they have physical ability, vocabulary and a consistent routine in place. If potty training is a relatively new concept, your

classroom teacher will be able to provide information in creating the best practices associated with the task. If you begin toilet training for your child, please be sure to tell the classroom teacher so they will be able to reinforce your efforts.

Children who are in the toilet learning process should have several extra pairs of underwear, as well as two complete changes of clothing (shirt, pants, socks, and underwear).

Toilet accidents will be dealt with in a calm, pleasant, and casual manner. Soiled clothing will be immediately placed in a plastic bag, sealed and sent home. According to the Office of Child Care Licensing and NAEYC requirements soiled clothes will not be cleaned or rinsed out. Please be aware that children should not wear overalls, belts, onesies, and snap-legged pants as it makes it difficult for children and teachers during toilet training times.

Sick/Health Policies/Exclusionary Procedures

To maintain a healthy environment for all children and staff, the ECC program follows strict health and illness policies. Our program is for well children only, and we are not equipped to care for sick children.

If a Child Becomes Ill at School

If your child becomes ill during the school day, you will be contacted and required to pick them up immediately. If we are unable to reach a parent or guardian:

1. We will call the first emergency contact listed (cell or home).
2. If there is no answer, we will call the second emergency contact.

While waiting to be picked up, the child will be taken to a designated rest area, supervised by staff.

Symptoms Requiring Immediate Pickup

Children displaying any of the following symptoms will be excluded from class and must be picked up promptly:

- Severe pain
- Persistent cough
- Sore throat
- Itching (especially if persistent or unexplained)
- Diarrhea or vomiting: if there is 1 episode of diarrhea and 1 episode of vomiting, or 2 episodes of diarrhea, or 2 episodes of vomiting within a 24-hour period, or after just 1 episode of diarrhea or vomiting if accompanied by a fever.
- Fever: Temperature of 100°F or higher for infants 4 months and younger OR 101°F or higher for children older than 4 months. *ECC policy for taking fevers is based on pediatricians' recommendations to add 1°F to an underarm temperature reading to ensure a more accurate determination of fever.*
- Jaundice (yellowing of the skin or eyes)
- Difficulty or rapid breathing
- Skin rashes lasting more than one day
- Swollen lymph nodes or joints
- Blood or pus from the ear, skin, or stool

Note: This list is not exhaustive. In the event there is conflicting opinions between a health care provider and the Division of Public Health regarding the exclusion of a child, the Center will follow the recommendations of the Division of Public Health.

Help Us Prevent the Spread of Illness

Please do not bring your child to school if they are showing any of the symptoms listed above. If you're unsure whether your child is well enough to attend, please err on the side of caution and keep them home. Exposing others to illness unnecessarily places a burden on healthy children, families, and staff. Once a virus begins circulating in a group setting, it is very difficult to contain. We ask all families to be considerate and proactive in preventing illness in our school community. We understand that it is sometimes difficult for working families to make arrangements for their sick children, however, the ECC program is for **WELL CHILDREN** only. We are not set up to care for sick children. It is the responsibility of the family to have advance alternative plans to provide for their sick children.

Outdoor Play & Participation

If your child is too sick to participate in all school activities, including outdoor play, they must stay home or will be sent home.

Contagious Illnesses & Required Exclusion Periods

In the event of a contagious illness, please notify the office immediately. Families of children who may have been exposed will be notified in writing.

The Delaware Division of Public Health requires exclusion from school for certain contagious illnesses. A sample list and exclusion periods will be provided (see below). For a complete and up-to-date list of reportable communicable diseases, visit: [Delaware DPH Communicable Diseases](#)

If there is a conflict between a healthcare provider and the Division of Public Health regarding exclusion, the school will follow the Division of Public Health's recommendations.

Exclusion Periods Are Based on School Days

If your child is sent home due to a contagious illness, the exclusion period will be counted in school days, not hours.

Example: If your child is sent home Monday morning for two episodes of diarrhea, their 48-hour exclusion would be **Tuesday and Wednesday**. They may return **Thursday**, provided they are symptom-free.

The following chart is a sample of exclusionary illnesses (not all inclusive):

<ul style="list-style-type: none"> • Temperature of 100°F or higher without medication even if there has not been a change in behavior for infants four months old and younger
<ul style="list-style-type: none"> • Temperature of 101°F or higher without medication accompanied by behavior changes or symptoms of illness for children older than four months
<ul style="list-style-type: none"> • Symptoms of possible severe illness, such as unusual tiredness, uncontrolled coughing, unexplained irritability, persistent crying, difficulty breathing, wheezing, or other unusual signs
<ul style="list-style-type: none"> • Diarrhea: two or more times of loose stool during the past 24 hours, or if diarrhea is accompanied by fever, exclude for 48 hours after the symptoms end
<ul style="list-style-type: none"> • Blood in stools not due to change in diet, medication, or hard stools
<ul style="list-style-type: none"> • Vomiting: two or more times in the past 24 hours, or one time if accompanied by a fever until 48 hours after the symptoms end or until a health care provider determines the vomiting is not contagious and the child is not in danger of dehydration
<ul style="list-style-type: none"> • Ongoing stomach pain (more than two hours) or off-and-on pain due to a fever or other symptom
<ul style="list-style-type: none"> • Mouth sores with drooling
<ul style="list-style-type: none"> • Rash with fever or behavior change
<ul style="list-style-type: none"> • Purulent conjunctivitis "pink eye" (defined as pink or red conjunctiva with white or yellow eye discharge), until 24 hours after starting antibiotic treatment
<ul style="list-style-type: none"> • Scabies, until 24 hours after starting treatment

<ul style="list-style-type: none"> • Pediculosis “head lice” or nits, until 24 hours after starting treatment
<ul style="list-style-type: none"> • Tuberculosis, as directed by DPH
<ul style="list-style-type: none"> • Impetigo, until 24 hours after starting antibiotic treatment and sores are dry
<ul style="list-style-type: none"> • Strep throat or other streptococcal infection, until 24 hours after starting antibiotic treatment
<ul style="list-style-type: none"> • Varicella-Zoster “chicken pox,” until all sores have crusted and are dry (usually six days)
<ul style="list-style-type: none"> • Shingles, only if sores cannot be covered by clothing or a bandage; if not, exclude until sores have crusted and are dry
<ul style="list-style-type: none"> • Pertussis, until completing five days of antibiotic treatment
<ul style="list-style-type: none"> • Mumps, until five days after onset of glandular swelling
<ul style="list-style-type: none"> • Hepatitis A virus, until one week after onset of jaundice, or as directed by DPH
<ul style="list-style-type: none"> • Measles, until four days after arrival of rash
<ul style="list-style-type: none"> • Rubella, until seven days after arrival of rash
<ul style="list-style-type: none"> • Herpetic gingivostomatitis “cold sores,” if the child is too young to have control of saliva
<ul style="list-style-type: none"> • Unspecified short-term illness, not chronic illness, if the child is unable to participate in activities or the center cannot provide care for this child and the other children

Please Note: The ECC also reserves the right to send home children for the day if they are noticeably lethargic, inconsolable, or exhibiting non-normative behaviors.

Safe Sleep Procedures/SIDS Prevention- *(Taken from The Office of Childcare Licensing DELACARE Handbook)*

Sleeping Accommodations

A licensee shall ensure that the program provides physical care routines including opportunities for rest/sleep for each child in attendance appropriate to each child's individual physical needs.

- Rest or sleeping equipment shall meet the safety standards required by the U.S. Consumer Product Safety Commission or other recognized authority approved by the OCCL and maintained in a safe condition.
- The rest area shall be lit enough to allow for visual supervision.
- An alternative quiet activity shall be provided for those children who have rested or slept for 30 minutes and do not seem to need or want additional rest or sleep.
- A licensee shall ensure that each child has clean, safe, age-appropriate individual resting equipment such as a crib or mat and permitted bedding.
- A child's rest equipment shall be labelled with the child's name.
- Mattresses and sleeping equipment shall be covered with non-absorbent, cleanable coverings. Seasonably appropriate top and bottom coverings, such as sheets and blankets, shall be provided for each child over the age of one year. Sheets and blankets or other bedding shall be cleaned at least weekly and when soiled or wet. A tight-fitting bottom mattress sheet is required for infants.
- Cots, mats, and crib mattresses shall be cleaned with soap and water and sanitized at least weekly and when soiled or wet. Rest equipment and bedding shall be cleaned and sanitized before being assigned to another child.
- Sleeping mats shall be stored so there is no contact with the sleeping surface of another mat or disinfected after each use.
- Each child under 18 months of age and not walking shall sleep in a crib, playpen, or pack-and-play. A child who is between 12 and 18 months of age and is walking may sleep on a cot, bed, or mat and permitted bedding with written permission from the child's parent/guardian.
- A licensee shall ensure that cribs and other rest equipment are placed at least 1½ feet apart while in use.

Safe Sleep Practices for Infants and Sudden Infant Death Syndrome or SIDS/Suffocation Risk Reduction

(Taken from The Office of Childcare Licensing DELACARE Handbook)

- Cribs must meet the current standards of the U.S. Consumer Product Safety Commission or other safety authority recognized by the OCCL.

- Cribs shall not be stacked while in use.
- Cribs must not have gaps larger than 2 3/8 inches between the slats.
- Infants shall sleep only in cribs, playpens, or pack-and-plays
 - Soft surfaces such as soft mattresses, pillows, sofas, and waterbeds are prohibited as infant sleeping surfaces.
 - A licensee shall ensure infants who fall asleep in car seats, swings, seats or other equipment are immediately moved to cribs.
- Cribs must have top rails at least 20 inches above the mattress
 - The mattress must be set at its lowest position
 - Latches on cribs must be safe, secured and hazard free.
- Crib mattresses shall be firm and tight-fitting to the frame and covered with a tight-fitting bottom sheet only.
- Pillows, bibs, blankets, bumper pads, cloth diapers other than those worn by an infant, comforters, top sheets, quilts, sheepskin, sleep positioning devices (unless recommended by a physician and documentation is on file), stuffed toys, and other items are prohibited in a crib.
 - Toys or objects attached to sleeping or resting equipment are prohibited.
 - Infants may use pacifiers in a crib
- The swaddling of infants requires written parent/guardian consent. The use of blankets for swaddling shall not be used when laying an infant down to sleep; swaddle-blanket sleepers may be used.
- Infants must be placed on their backs when laid down to sleep or in accordance with the recommendations of the American Academy of Pediatrics.
 - OCCL allows an exception if the infant's health care provider documents in writing that the infant's physical or medical condition requires an alternative sleeping position or use of a sleep-positioning device.
 - The health care provider must stipulate the specific sleeping position in which that infant must be placed or stipulate the sleep-positioning device and how it shall be used.

*****Staff members are required by licensing to re-train every year on Safe Sleep Practices/SIDS Prevention Procedures***

Shaken Baby Syndrome- (Taken from The Office of Childcare Licensing DELACARE Handbook)

Shaken Baby Syndrome (SBS) is a preventable, acquired traumatic brain injury that is caused by the brain moving back and forth inside the skull and being bumped, bruised, or twisted as a result of shaking, jerking, and jolting. Babies are extremely vulnerable to injuries from shaking because their necks muscles are not strong enough to control the motions of their head. SBS can cause brain damage, blindness, paralysis, seizures, and fractures.

Shaken Baby Syndrome can result in the death of a child.

These tips have been developed to help prevent the occurrence of SBS:

- Never, ever shake a baby
- Make sure that everyone in contact with infants is aware of the dangers of shaking infants, even in play. Anyone could shake a baby – a mother, father, sibling, caregiver, etc.
- Always support a baby's head. Make sure that everyone who holds infants knows how to properly support their head when holding, carrying or playing with them.
- Holding babies is important. However, when the baby is crying and you feel frustrated and unable to comfort them, consider that the infant may need a diaper change, be hungry, be too hot or too cold, or may be sick.
- If nothing seems to work and you feel unable to cope with the crying infant, place them in a safe place (like a crib or bounce seat) and take a break. You may also call on another teacher or administrator for support or further guidance.

*****Staff members are required by licensing to re-train every year on Shaken Baby Syndrome Procedures***

Standard Health Precautions

In order to ensure that the exposure to an illness is kept to a minimum, all staff and children must wash their hands, regardless of glove usage, with soap and running water and use single service towels for drying hands.

For spills of vomit, urine, and feces on any surface including the floors, walls, bathrooms, tabletops, toys and diaper-changing tables shall be cleaned with soap and water and disinfected. Non-porous gloves shall be used in this situation.

For spills of blood or blood-containing body fluids and injury and tissue discharges, the area shall be cleaned up with soap and water and disinfected. Non-porous gloves shall be used in this situation.

Blood contaminated material and diapers shall be disposed of in a sealed plastic bag with a secure tie; and mops shall be cleaned, rinsed, disinfected, wrung dry and hung to dry. Non-porous gloves shall be used in this situation.

Environmental sanitization should be done regularly and as needed. In the childcare setting this means cleaning toys, surfaces and diaper areas with a bleach solution (made in accordance with the EPA guidance on the bleach manufacturers label). Blood spills or objects with blood on them need a stronger solution of ¼ cup bleach to 2 ½ cups water. Non-porous gloves shall be used in these situations.

A cleaning schedule is posted in each classroom as a reminder and guideline for the staff; however, teachers are responsible for cleaning up after children. Additional cleaning by our Housekeeping Department is done after hours, but all day-to-day cleaning is the responsibility of the classroom teaching staff. Examples of day-to-day cleaning: toy shelves, cabinets, cubbies, toys/classroom materials, sensory tables, activity/meal tables, bathroom counters/toilets (should they become soiled during the day), etc.

Vaccination/Anti-Vaccination Policy

Children entering the JCC-ECC are required to have their immunization history on file within 30 days, in accordance with the Office of Childcare Licensing. The JCC will uphold the same immunization exemption policy that is mandated in Delaware for children entering public school. Delaware law allows for medical exemption and religious exemption, but does not allow for a philosophical exemption. The JCC will require all official documentation when an exemption is requested. These exemption documentation requirements are outlined in Delaware Code Title 14, Part I, Chapter 1, Subchapter II: 14 Del. C131

FOOD & NUTRITION POLICIES AND PROCEDURES

Allergy Alerts

If a child in the classroom population has a life-threatening allergy, every precaution and measure will be taken to eliminate the presence of the allergen. A classroom posting will be posted and visible to all staff members and will be posted on the child's Tadpoles picture for maximum awareness. If a child has an Action Plan, this too will be available for reference. Families will need to sign off on the written alert, giving permission for it to be posted in the classroom. Teaching staff monitor mealtimes to ensure that the sharing of snacks/food is not occurring so that food allergies/sensitivities/preferences are being respected.

Foods Provided by the ECC/Snack

Nutritious Kosher snacks such as crackers, cereals, bagels, cheese, fresh fruits and vegetables are provided in the mid-morning and early afternoon. Morning snacks are served with milk, and water is provided in the afternoon. We celebrate *Shabbat* with *challah* (braided egg bread) and 100% grape juice for Friday morning snack. Our school uses recommendations of the American Pediatric Association as a guide. All children are encouraged but not forced to eat.

If your child has a specific dietary restriction, please communicate that on your intake paperwork, as well as with your teacher to ensure that not only are we able to provide a safe environment for your child, but so that we are able to provide an alternative when possible.

We are NUT-FREE in our Infant, Toddler and Two-Year-Old classrooms. Our Three-Year-Old and Pre-K classrooms are nut free as needed.

The ECC will ensure that snacks are provided by a center except when:

- The parent/guardian chooses to provide the child's food and provides a signed statement stating this choice.
- The ECC has a specific activity requiring special meal arrangements.
- The ECC Provides snacks that:
 - Follow the meal pattern requirements which are appropriate to the child's age
 - May include 100% unsweetened juice, not a juice drink or cocktail.
 - Are planned on a menu, dated, and posted outside each classroom.
 - Menus listing food served must be kept for 30 days.
 - Changes to the food served on a particular date must be written on the menu on or before that date.

The ECC shall ensure when a parent/guardian requests a change of meal patterns due to a family's food preferences or religious beliefs, the parent/guardian provides the center with a list of the foods that are unacceptable and the substitutions allowed, or the foods.

Should a child require more or request more food at mealtimes, the ECC always has surpluses of food available to supply the child.

If a child does not have a lunch, ECC Staff will ensure that one is provided that meets all OCCL food components for lunches.



The JCC-ECC staff will document all food intake for Infants, Toddlers and Two-Year Olds and anytime that there are special feeding needs.

Food Policies and Kosher Guidelines

- The ECC ensures that snacks served within the program are healthy and meet OCCL requirements for healthy eating.
- We ask that foods from home are fresh and healthy and meet USDA guidelines for serving sizes.
- The following dietary guidelines are observed in the ECC. Please ask for help in the office if you have any questions. Any food handled in our kitchens or provided by the ECC for our programming will follow these guidelines:
 - All lunches should be free of pork and shellfish.
 - Packaged foods sent for snacks must be marked with an accepted kosher symbol.
 - All food that is served to others for birthday parties or special events must be purchased from acceptable vendors such as Entenmann's or Shop Rite (on Concord Pike, Wilmington, Delaware)
 - Fresh Fruits and vegetables are always acceptable.
 - All food sent to school should be pre-cut (to avoid choking) and age appropriate.

THE FOLLOWING FOODS ARE NOT RECOMENDED (they are potential choking hazards):

- Round, hard candy
- chewing gum
- nuts or seeds
- popcorn
- hotdogs
- un-sliced grapes
- olives
- grape or cherry tomatoes
- large marshmallow
- taffy
- raisins
- hard fresh vegetable (including carrots and celery)
- large hard pretzels
- Snacks and lunches sent from home are to be packed in closed containers or bags with the child's name on each.

- All food and beverages consumed on campus and/or kept in the vicinity of students must be less than 110 degrees Fahrenheit in temperature. If food or beverages 110 degrees Fahrenheit or higher must be out of reach of the students.
- If your child drinks from a cup, sending a reusable cup is recommended. This cup must be sent home at the end of the day to be washed/sterilized. All cups and lids should be labeled with the child's name or initials.
- All staff members handling/managing food designated for the children to consume thoroughly wash their hands, wear gloves and prepare foods appropriately (based on needs of the program, with regards to portion sizes and allergy concerns).
- One of our traditions is the observance of Jewish Dietary laws, also known as “*Kashrut*” or keeping Kosher, which involves among many other things not eating any pork products, not mixing milk and meat in the same meal, and eating food products that are marked with a Kosher symbol such as  or . The Early Childhood Center *only* serves food marked with Kosher symbols, and we ask that families be respectful of our tradition and not send in any pork or shellfish products for their child's lunches.

Lunches

Lunches can be challenging due to our Kosher requirements, please do not send in any pork or shellfish products; ECC Staff Members can help you at any time with suggestions. Families are asked to pack all refrigerated items in a Ziplock bag or small reusable container, with all the items labeled, to be placed in the classroom refrigerators.

- Children will be encouraged to eat their main parts of their lunch (“Go” Foods) before eating snacks (“Woah” Foods)
- Children will not be forced to eat their food, but supported through redirection and encouragement.
- All Classrooms under 3 years old are Peanut Free, and then as needed based on the classroom's population (if a child has a nut allergy, the room will be Peanut Free).
- Any part of the lunch that is not eaten/opened will be sent home. If the food is opened and served, it must be thrown away.
- Please be sure to include protein, vegetables, fruits, grains, and dairy.
- Please do not pack lunches in glass containers (including Mason Jars, Pyrex Dishes)
- Please note: We do not microwave lunches. Families are welcome to pack a thermos to help keep food warm for their child.
- Please be mindful of how you prepare your child's lunch so they can be self-sufficient, safe, and require limited preparation time from classroom teaching staff.

Breast Milk/Formula Handling *(Taken from The Office of Childcare Licensing DELACARE Handbook and ECC policies)*

Feeding of Infants

- A licensee shall ensure a breakfast provided and served by a center has at least one age-appropriate serving-size item from each of the required food groups including breast milk or formula.
- A licensee shall ensure lunch or dinner provided and served by a center has one age-appropriate serving-size item from each of the required food groups including breast milk or formula.
- A licensee shall ensure that a snack provided and served by a center has at least one age-appropriate serving-size item from each of the required food groups including breast milk or formula, grain, and fruit and vegetable food groups.
- A licensee shall ensure an infant is given food and drinks on demand or according to the infant's eating habits using the following guidelines:
 - A parent or guardian provides a written feeding statement listing the foods and drinks, including specific formula or breast milk, an infant eats or drinks. This schedule must be updated monthly and as needed.
 - Mixing prepared formula or breast milk in a bottle with anything else requires written permission from an infant's health care provider.
 - A written record of each infant's food intake must be shared with the parent or guardian daily. Feeding problems must be discussed with the parent or guardian before the infant leaves that day.
 - An infant must be held for bottle-feeding. When an infant can hold a bottle or does not want to be held while fed, the infant may be placed in a highchair or at a feeding table.
 - Introduction to all new foods and beverages must be made only with the parent's or guardian's permission.

- Infants must be allowed to take breaks during feedings. Infants must be observed for signs of fullness and must be allowed to stop feeding when full unless documentation from an infant's health care provider requires the feeding to continue.
- Parent or guardian permission is needed to feed formula to an infant receiving only breast milk.
- A staff member shall hold only one infant at a time while bottle-feeding.
- An infant must never be placed in sleeping or relaxing equipment with a bottle or have a bottle propped for feeding.
- Bottles and infant foods must be warmed for no more than five minutes under running warm tap water or by placing them in a container of water that is no warmer than 120°F. They may not be warmed or thawed in a microwave.
- For infants aged four months or older, semi-solid foods may be fed as requested by the parent or guardian and are required once an infant is eight months old unless the parent or guardian provides documentation from the infant's health care provider stating otherwise.
- Foods for infants must have a texture and consistency that helps them eat safely. Puréed foods must be served from a dish unless serving the entire contents of the jar.
- Cow's milk may not be served to infants.
- Juice may not be fed to infants.
- Each infant's bottle and lid must be labeled with the infant's name and refrigerated immediately upon arrival.
- For safety reasons, all glass bottles must have a protective silicone sleeve or bottle cover to help prevent breakage.
- Unused bottles must also be dated as to when prepared if not returned to the parent or guardian at the end of each day.
- Unused portions of formula must be thrown away after each feeding that exceeds one hour.
- Formula must be prepared from a factory-sealed container.
- Refrigerated, unused, prepared formula must be thrown away after 48 hours.
- Breast milk must be fed only to the infant it was intended for.
 - Frozen breast milk must be thawed under running cold water or in the refrigerator and used within 24 hours.
 - Thawed, previously frozen breast milk may be kept at room temperature for one to two hours.
 - Breast milk must be used within two hours after a feeding has finished.
 - Expressed breast milk must be returned to the parent if it is in an unsanitary bottle, partially used, or if it has been unrefrigerated for more than four hours at room temperature or within two hours after a feeding has finished.
 - Refrigerated, unused, freshly expressed breast milk that was never frozen must be returned to the parent after four days.
 - Breast milk that was frozen and stored in a freezer at 0°F must be thrown away after six months

CURRICULUM & ASSESSMENT POLICIES AND PROCEDURES

Ages and Stages Questionnaire

Ages and Stages Questionnaire (ASQ) is a series of 21 parent-completed questionnaires designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, and personal-social skills. The age-appropriate questionnaire is completed by the parent or caregiver.

The ASQ is available to all families within the first month of the School Year and assessed by the Brandywine School District. If further intervention is necessary, the Brandywine School District will organize a conference with the child's family and the classroom teacher, as well as outside intervention if necessary.

Assessment

The teachers will routinely assess the growth and physical, social, emotional, cognitive and language development of each child while attending the Siegel JCC Early Childhood Center using a variety of formal and informal measures. The ECC's main assessment platform is Teaching Strategies Gold. Teaching Strategies GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. Teaching Strategies GOLD is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards.

Teachers have been grouped into teaching teams according to their children's age/developmental level and work collaboratively, train and learn to interpret assessment procedures and results. Assessment will occur within the natural setting of the classrooms and playgrounds during the children's ongoing interactions with others during playtime and use of materials and planned activities. The information from the assessments for each child, family feedback and screenings will be integrated with the curriculum goals and planning to support individual learning styles and needs, in addition to overall program improvement.

Classroom Assessment Portfolios

In addition to utilizing Teaching Strategies Gold to assess and evaluate child progress over the course of the year, the ECC Teaching Staff will generate a classroom portfolio. Teachers will place work samples twice a month and will be utilized as discussion points during conference times. Work Samples could include, writing samples, cutting projects, art projects, free art/writing projects, pictures of manipulative creations, etc.

Conferences/Discussing Your Child's Progress

Assessment reports created through our assessment platform Teaching Strategies Gold will be generated and sent home twice a year. Child Progress Conferences --"Kenes Yeladim" will be conducted in February. If at any time you feel that you need to have a formal conference with your child's teacher other than this time, please reach out to the ECC Directors.

During your child's conference, you will discuss progress, goal plan and view work samples demonstrating their growth and development. Agreements/approaches/strategies will be discussed between both family and teacher and recorded.

Curriculum Plan

The curriculum plan of the ECC is written and designed to enable our staff to implement and fulfill our broad goals listed at the beginning of this packet. The integrity of the curriculum and its implementation is overseen by the Administration. The curriculum focuses on skill development that is appropriate to each age group within the program. Some skills are applicable to all ages whereas others only apply to one or two age groups. The structure of our curriculum ensures continuity in skill development from year to year, contributing to smooth program transitions.

The children will gradually learn and develop the emotional and social skills needed to interact with their peers and others. From specific units discussed in the classroom such as self, family, seasonal changes, friendship, animals, colors, community helpers and Jewish holidays, the children will gain exposure to new things about themselves and their world, develop their natural curiosity and build a thirst for knowledge that will last a lifetime. From our trained Physical Education specialists, the children will develop body awareness as well as fine and gross motor coordination. From our Judaic and Music Specialists, the children will learn about Jewish tradition while developing their enjoyment and appreciation of music and song. We emphasize the following skill areas in our curriculum:

- *Social/Emotional Skills*
- *Literacy and Language Development*
- *Listening Skills*
- *Visual Discrimination Skills*
- *Large Motor Skills*
- *Manipulative and Fine Motor Skills*
- *Social Studies and Community*
- *Art*
- *Music and Drama*
- *Math*
- *Science and Technology*
- *Jewish Studies*

Curriculum Framework

To Maintain a Safe and Healthy Physical Environment

1. Teacher/child ratios meet State of Delaware ratios, and we aim to meet the suggested ratios of the National Association for the Education of Young Children (NAEYC) and generally provide better supervision than State requirements.
2. Staff conduct a brief wellness check as each child begins the day.
3. Rooms, equipment, and materials are routinely inspected and kept in clean working order.
4. All staff are trained in appropriate methods of preventing illness and maintaining a safe environment.
5. Children are never to be left unattended, and always within sight and sound supervision.

To Provide a Developmentally Appropriate Program that Offers Children Choices in a Supportive and Stimulating Environment

1. Space, routines, materials, and equipment are used as resources for activities that are appropriate to the developmental levels and individual learning styles of the children.
2. Activities are designed at appropriate developmental levels to build self-esteem and to encourage curiosity, exploration, and problem solving.
3. All children are encouraged to explore a variety of individual, small and large group options so that they may have the opportunity to experience different roles and feel free to experiment with all materials, equipment, and toys.

To Promote the Social/Emotional Development of Each Child

1. The environment is conducive to developing relationships with other children and adults. Cooperation efforts, mutual respect, appreciation of diversity, and shared leadership characterize all activities.
2. Emotional security grows as each child is guided in self-knowledge, self-acceptance and pride in individual accomplishments. Children are also helped to maintain a comfortable separation from their parents as they join in activities that promote a sense of competence and independence.
3. Social skills are developed under the guidance of the staff that help set the stage for problem solving, cooperative play, and shared responsibility.

To Promote Cognitive Growth

1. Activities involving communication, literacy, math, science, music, drama and art are offered at appropriate developmental levels to foster each child's growth and competence.
2. Children are encouraged to express thoughts, ideas, and feelings as they expand their understanding of the world and to represent these ideas to others cerebrally, graphically, and through dramatic play.
3. Children are encouraged to explore new materials, investigate new areas, and develop confidence in their ability to process and integrate new knowledge.
4. Listening and thinking skills are naturally developed through story reading and conversations. Children are read stories aloud daily and we encourage parents to continue this activity at home.
5. Children are given the opportunity to make choices as they solve problems, join in activities and plan their day.

To Promote Physical Development

1. Physical development is promoted through both daily structured and choice activities, such as playground, movement activities and gym.
2. Fine motor development is promoted by the inclusion of manipulative and age-appropriate tools.

Curriculum Learning Experiences

Art: Mediums of all types provide an opportunity for the child to experience satisfaction with manipulation, experimentation, and exploration of the medium, and provide outlets for the expression of ideas, feelings and emotions

Dramatic Play: This enables the child to re-enact the experiences in his/her world to understand and explore their meaning. With the help of props such as dolls, hats, and other items, a child may explore being a parent caring for a baby, a doctor giving shots, or an astronaut on the moon. Children can express their new knowledge and use their new vocabulary through Dramatic Play.

Concept Development: Young children are in the process of forming many concepts about their world. The teacher provides experiences in relevant areas of interest to expand each child's knowledge of cognitive skills, language, curiosity, and problem-solving skills.

Large and Small Motor Activities: Climbing, running, pushing and pulling are a few of the large muscle activities encouraged by the availability of slides, balance beams, and various climbing apparatus. Activities such as cutting and pasting, art activities, puzzles, and other manipulative materials, provide opportunities for the practice and development of small motor skills.

Music: Opportunities include singing, rhythms, listening, rhythmically moving, experimentation with various instruments, and creation and interpretation of music.

Experiences with Literacy: Provide books, child-dictated stories discussions, puppets, storytelling, and many experiences with printed materials which aid in the child's development and help him / her learn about the world.

Science and Math: Experiences offer the child first-hand opportunities for scientific discovery and an understanding of number and quantity. Such experiences include cooking activities, planting seeds, counting, sorting and numerous others.

Blocks: Provide opportunities for dramatic play, social interaction and cooperative activity, as well as opportunities for perceptual and spatial learning.

Judaics: Children will have daily opportunities to learn about their Judaic heritage through stories, songs, games, art, creative play.

Outdoor Play: Children have daily opportunities (weather permitting) to play outdoors on the playgrounds. The playgrounds are designed for climbing, balancing, running, exploring, sliding, and other gross motor activities. In addition, the preschool playground has play stations to enhance outdoor exploration and imagination.

Physical Education Program: A Physical Education instructor works weekly with all preschoolers in the gymnasium. Please be sure your child wears sneakers to school on his/her appropriate gym days. Activities are planned to promote gross motor skill development, body awareness, and physical fitness.

Example of a Daily Schedule:

7:30-8:45	Family Drop Off/Greeting / Free Choice Activity
8:45-9:00	Clean Up / Bathroom or Diapering
9:00-9:20	Circle Time
9:20-10:20	Free Centers and Organized Tabletop Activities
10:20-10:30	Clean Up and Transition
10:30-10:45	Snack and Story
10:45-11:05	Judaics, Music or Gym
11:05-11:15	Bathroom or Diapering
11:15-11:45	Outdoor Gross Motor
11:45-12:00	Bathroom or Diapering / Prep for Lunch
12:00-12:30	Lunch, Books and Puzzles
12:30-2:30	Nap or Rest Time
2:30-3:00	Wake Up / Transition / Bathroom or Diapering
3:00-3:15	Snack and Story
3:15-4:15	Outdoor Gross Motor
4:15-4:45	Story, Music or Art
4:45-5:30	Free Choice and Pick Up

Screen Time:

Children under the age of three do not have access to screen time during the school hours of the Early Childhood Center.

The ECC believes that children learn best through active social engagement and play. Because of this philosophy Screen Time is limited to short curriculum enhancing films, (mainly surrounding the Jewish Holidays). They are educational in content, short in length and previewed by ECC Directors.

Unplanned Classroom Transitions:

Transitions during the school year rarely occur due in large part to our School Year Calendar approach. However, if a transition is necessary to meet the needs of the child's development, a planning meeting between the current teacher, new teacher and family will be had (and if necessary, ECC Directors). At this time, the needs of the child with regards to separation and transition will be discussed and a timeline for slow transition will be decided.

GUIDANCE, DISCIPLINE & BEHAVIORAL MANAGEMENT **POLICIES AND PROCEDURES**

Positive Behavior Support

It is our objective to foster self-esteem, self-control, self-direction and cooperation. Positive re-direction, logical and natural consequences and opportunities for children to problem-solve and make choices are how we accomplish this objective.

Guidelines for Positive Discipline

- Adults set clear, explicit and consistent limits according to the developmental level of the child.
- Adults provide opportunities for the child to verbalize his/her feelings in socially appropriate ways.
- Adults do not solve difficult situations for children, i.e. “that wasn’t nice, give the puzzle back to David.”
- The behavior is separated from the individual. The behavior, not the child, is unacceptable.
- The child has an opportunity to make choices, i.e. “Would you like to put the blocks away by yourself or would you like some help?”
- The child can experience the consequences of his/her decision (within reason), i.e. “since you decided not to put on your smock, you’ll need to find something else to do instead.”
- Adults intervene immediately when one child physically hurts another, or the child is in danger of injuring him/herself. The responsible adult is expected to remove the child from the immediate situation and give the child an opportunity to calm down. Once calm, the children involved should be asked to express their feelings and should be encouraged to find other solutions. This is not a “Time Out” punishment. It is a cooling down period before problem-solving can take place.
- Staff members will consult with a child’s family and professionals, if necessary, to design effective positive behavioral supports or to make reasonable accommodations to comply with provisions in an IFSP or IEP and to adapt behavior supports or other practices for a child who has a special need of a disability.

Biting

Unfortunately, biting is common and developmentally appropriate in infant/toddler/two age groups. (Biting is less common but can still occur with preschool age children, as well) Until a child has gained sufficient verbal skills, biting can regularly occur. When biting occurs it can be scary, frustrating, and very stressful for the children involved and the adults. We do our best to provide an environment where minimal biting occurs, but it is an unavoidable consequence of being in a group setting. Each situation is handled with sensitivity on a case-by-case basis. If your child is bitten or bites a child at school, an injury report will be filled out. The ECC will contact both the parents of the child who bit and the child who was bitten; however, we will not disclose the name of the child who did the biting so please do not ask.

The ECC procedure concerning biting is as follows:

- The ECC will notify parents/guardians of a child who bites so that they can help eliminate the behavior by follow-up in the home.
- The ECC will call the parent/guardian of the child who was bitten, especially if the skin was broken. For confidentiality purposes, the names of biter and the child who was bitten will not be shared.
- If needed or excessive, documentation will be kept to determine if there are patterns with the biting.
- Children will be monitored on a one-on-one basis, and the office will be notified if biting becomes frequent or if additional support is needed—such as an extra teacher to help shadow and redirect the child, if staff is available to assist.

When biting occurs:

- Teachers will quickly respond with a clear message to the child that bit, “No Biting, Biting hurts!” Tone of voice, body language, and facial expression all will clearly express disapproval.
- ECC Teaching Staff will comfort the child who was bitten with ice, a band aid (if necessary) and TLC until the child is ready to return to play. Encourage the child who bit to help hold ice on the bite saying, “Let’s help your friend feel better.”
- Staff will recognize the child who bit’s feelings, “I can see you are angry, but you may not bite.” As well as providing the child options and resources when they are feeling big emotions and frustrations.
- Teachers will help the child who bit see how their bite made the other child feel, “Look at your friend’s face. Your friend is crying.”

- Teachers will focus attention on the child who was bitten. Focusing too much on the child who bit can reinforce the negative behavior.

Remember that biting is a part of the young child's developmental process, and each biting situation will be handled in the manner outlined above. All conversations are confidential, and names of other children are to be excluded when discussing biting. Biting can be a frightening but normal part of most children's development.

Crying Children

A crying child, regardless of the age, should be attended to immediately. If you are unavailable physically, give the child verbal reassurance until you can be there. If you see a crying child before their teacher does – provide comfort/assistance while alerting their teacher.

Child Neglect and/or Abuse Policy (Mandatory Reporting)

All childcare institutions are required by the State of Delaware to be on the lookout for, and report to the State, all cases of child abuse. Therefore, the Early Childhood Center is obligated to report any suspected cases of child abuse/neglect to the State of Delaware—1-800-292-9582

Managing Special Needs and/or Challenging Behavior

The ECC utilizes a group approach consisting of a child study team of professionals: the classroom teacher, ECC Directors, and if needed behavior specialist.

The process proceeds in the following way:

- The student's teacher identifies any areas of concern and communicates concerns to the ECC Directors.
- The teacher has conversations with parents/guardians to determine if they have similar concerns at home.
- Observations and Documentation will be gathered over a two-week period
- Teachers, ECC Directors, and Parent/Guardian will formally meet to discuss findings/observations and make agreements/suggestions/accommodations.
- If the Teacher, ECC Directors, and Parents/Guardians find that further intervention is necessary, Child Find, Child Watch or other outside agencies will be contacted.
- The main objective of this team approach is to provide positive support to the child, family, classroom environment as well as the teacher managing the behavior/special needs.
- Determinations regarding further assistance/exclusion/suspension/expulsion are discussed after all steps have been met. Suggestions for further services and alternative care that focuses on the child's best interest may be made at this time.
- All of these steps follow the Delaware OCCL steps for Positive Behavior Management.

ECC Discipline Policy

It is our objective to foster self-esteem, self-control, self-direction and cooperation. Positive redirection, logical and natural consequences and opportunities for children to problem-solve and make choices are how we accomplish this objective.

ECC Expulsion and Suspension Policy

High quality childcare and early learning programs play a vital role in preventing suspensions and expulsions in the early learning setting. Early childhood education programs are responsible for creating positive learning environments that focus on preventing expulsions and suspensions, encouraging partnerships between programs and families to support healthy development, and ensuring fairness, equity, and continuous improvement to support children's social, emotional and behavioral health.

The Siegel JCC's Early Childhood program focuses on fostering social emotional development and responding to challenging behaviors by incorporating positive discipline practices and policies before ever considering expulsion or suspension from early childhood programs.

Guidance for prevention of expulsion and suspension:

To prevent expulsion and suspension of children, The JCC has adopted the following, in policy and practice and in a consistent and non-discriminatory manner:

- Use developmentally appropriate practices that provide for stimulating and interactive learning environments, diversity, age-appropriate expectations, small group activities, teachable moments and knowledge of research-based evidence and best practices in child development, early learning, and education.
- Invest in professional development, training, and education to ensure educators have the competencies to support children's social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear, and consistent.
- Provide family engagement opportunities.
- Ensure fairness and equity.

Prior to the expulsion of any child from this program, the staff and Directors will follow these guidelines:

- Identify and engage mental and behavioral health consultants and community resources after obtaining parent permission.
- Reduce the number of days or amount of time in care for a specified amount of time.
- Conference with parents to discuss positive behavior interventions and development of goals.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations.

Transition Procedures:

If an expulsion must occur, The JCC will assist the child and family in transitioning to another program by identifying and engaging mental / behavioral health consultants and community resources to assist in determining the most appropriate placement for the child.

Guidelines for Positive Behavior

- Adults set clear, explicit, and consistent limits according to the developmental level of the child.
- Adults provide opportunities for the child to verbalize his/her feelings in socially appropriate ways.
- Adults do not solve difficult situations for children, i.e. "that wasn't nice, give the puzzle back to David."
- The behavior is separated from the individual. The behavior, not the child, is unacceptable.
- The child has an opportunity to make choices, i.e. "Would you like to put the blocks away by yourself or would you like some help?"
- The child can experience the consequences of his/her decision (within reason), i.e. "since you decided not to put on your smock, you'll need to find something else to do instead."
- Adults intervene immediately when one child physically hurts another, or the child is in danger of injuring him/herself.

- The responsible adult is expected to remove the child from the immediate situation and give the child an opportunity to calm down. Once calm, the children involved should be asked to express their feelings and should be encouraged to find other solutions. Removing a child from a challenging situation is not a punishment. It is a cooling down period before problem-solving can take place.
- Specific information regarding situations where a child or children are involved in biting others can be obtained from your child's teacher or from the Director as appropriate.

Unacceptable Measures

Corporal Punishment in any form is PROHIBITED at the JCC-ECC

- Physically punishing a child – biting, pinching, grabbing, pulling, slapping, spanking, etc.
- Psychologically abusing a child—humiliation, sarcasm, ridiculing, withholding affection, etc.
- Striking a child or sexually abusing a child. (Doing so will result in immediate dismissal and a report will be made to the Department of Child Protective Services).
- Isolating a child without supervision.
- Depriving a child of food or the use of the bathroom, and/or refusing to change a child's diaper.
- Placing a child in mechanical restraints.
- Punishing a child for not going to sleep, for not eating food, or for not completing an activity.

Delaware State Law prohibits parents, guardians and caregivers from using any of the above listed on JCC Property.