



# **Siegel Jewish Community Center**

# **Early Childhood Center**

# **2020-2021**

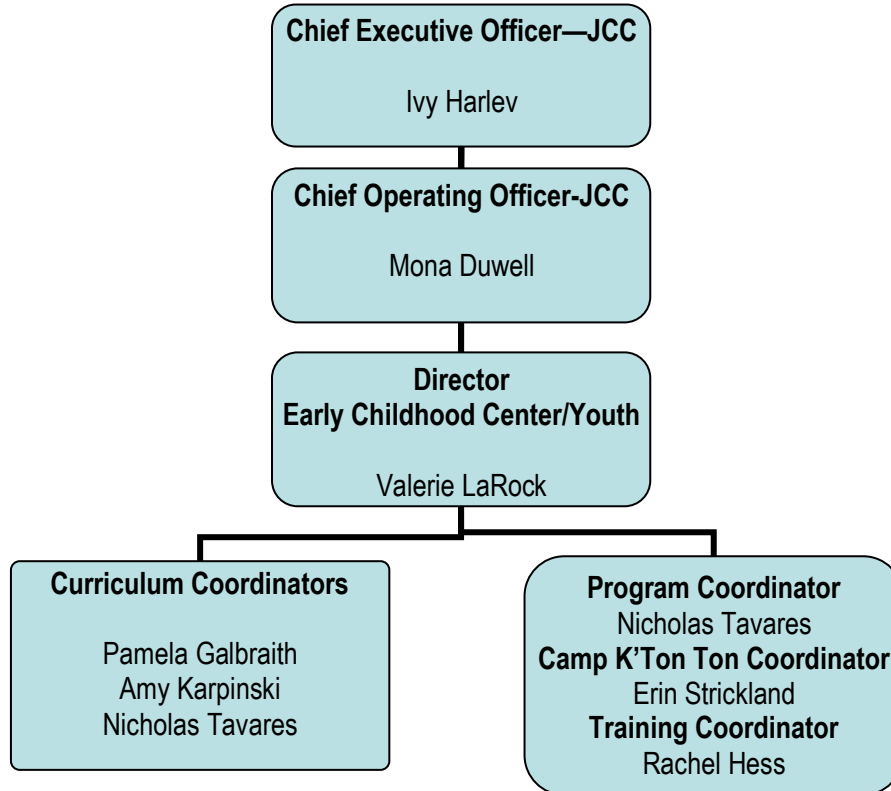
## **Family Policy Handbook**

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[www.siegeljcc.org](http://www.siegeljcc.org)

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# Chain of Command—Seigel Jewish Community Center Early Childhood Center 2020-2021



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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 which 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 welcomed part of our center and classroom community. Our literal doors may not be open, but we are available in any way possible.

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**

1. To continuously attend to the needs of each individual child, making them feel safe, happy and comfortable throughout the day.
2. To develop in each child independence, confidence, and a feeling of self-worth as an individual and as a member of a group.
3. 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.
4. To develop in children a social responsibility by teaching goodwill towards others and respect for the environment.
5. To develop in children a love for fine arts and culture.
6. 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.
7. 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.
8. To support and nurture families in their efforts to provide the best possible environment for their children.
9. 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 in order to:

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

***The strategic planning process includes methods such as:***

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

## **SUPPLY LIST for each child in the center**

*Please mark all items on the supply list clearly with your child's name. Sharpie permanent markers are great for this.*

- Shoebox or (shoebox-size) plastic box for your child's cubby with their name
- A change of seasonal clothes for your child's shoebox. Please label each individual item: shirt, shorts or pants, underwear (at least two pairs if already potty trained, five if beginning or in the middle of learning) and socks.
- Classroom Supplies as prescribed by their teacher
  - Examples of possible supplies could include, but are not limited to:
    - Class Supply of tissues
    - Class Supply of Clorox Wipes
    - Class Supply of Ziplock Bags
    - Pack of Markers or Crayons (as supplemental supply)
- Nap Time Materials
  - Fitted Cot Sheet labeled with child's name
  - Blanket labeled with child's name
  - Security item (if needed) such as stuffed animal, blanket, small pillow
- A photograph of your child AND a photograph of your family.
- 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)
- Extra Classroom Routine Materials
  - Examples of Extra Materials could include, but are not limited to:
    - Bathing Suits, Towel, Water Shoes
      - Preschool 2 will begin in January, Pre-K in October
      - All Classrooms will Swim in the Summer Time.
        - Additional information to follow

## **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***

We are excited to welcome you and your child to the school. Below are a few tips for easing your child into the program.

When your child enters a new situation, he/she 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 he/she starts. 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.

For the 2020-2021 School Year, we are faced with challenges associated with COVID-19 that we have not had to manage before. One of which is our Drop Off and Pick Up Procedures. Please adhere to the "Drop Off and Pick Up Procedure" [section on page 9](#).

#### ***Prior to the First Day of School***

- Talk about your new morning/drop 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 pick up and what that will look like

As the teacher helps move your child into an activity, your presence will be less vital. Teachers are trained to help ease a child's separation from their family. 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 good-bye and reassuring him/her 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 of your preschooler's life.

### **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 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/or Administrative staff. Please keep in mind that if you are missing a day due to sickness, ECC Staff may ask if your child is exhibiting signs of COVID-19.

### **Birthdays**

Families celebrate birthdays in a variety of ways to include, not celebrate birthdays at all. We 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 cupcakes, cookies, donuts or other treats to share with the class. 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 is 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** of 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 in order 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**

One of the keys to the success of our school is the open and clear communication between home and school. Our goal is to keep the lines of communication open at all times so that we may best serve your child's needs.

#### ***Some forms of communication include, but are not limited to:***

- Intake Interviews: Our teachers hold intake interviews 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.
- Family to Staff: All communication is very important, and we encourage families to generate a relationship regarding the child through email, phone calls and Tadpoles. REMINDER: All communications between teachers and family members will be through our JCC e-mail, Tadpoles or JCC phones.
- Written Communication: Families will receive a weekly newsletter, "Ma Chadesh", via email. Our teachers also send home weekly updates on what the class has been learning during the week so that you can be a part of your child's daily routine. Every child will receive Daily Information about their day to day routines through Tadpoles. Children 2 years old and younger will receive daily information regards food intake, toileting and napping.
- Telephone: Should you need to speak to your child's teacher, simply call the Early Childhood Front Desk at (302) 478-5661 and we will be happy to connect you to the appropriate classroom. If no one is available to answer your call, please leave a voice-mail and someone will contact you as soon as possible. If you need to reach an Administrator immediately at



any time regarding your child in our care, please call 478-5661 and or call 478-5660 and ask for any member of our Leadership Team.

- **Parent to School:** Please communicate with us via e-mail, phone call or Tadpoles relating to any of the following items: Your child's home routine (i.e. parents traveling, grandparent moving in, etc.), address or phone numbers, emergency contacts, babysitters or nannies, and medical conditions. Direct this e-mail to your child's teacher and the ECC front desk.

### **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 see a member of the ECC Leadership Team.

### **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 Director or a member of the Leadership Team.

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/Fundraising/Co-Op**

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 an important component of a high-quality early childhood environment and a staple at the ECC. At this time, in person participation is not permissible due to COVID-19 restrictions.

***Some examples of Family Participation include, but are not limited to (in addition to the list above):***

- Donating Books, Clothes, Toys, etc.
- Purchasing items from a Teachers Wish List/Amazon Wish List

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

### **Drop Off and Pick Up Procedures**

The JCC-ECC's Drop Off and Pick Up Procedures will look different this school year. As of August 28, 2020, the procedure is:

**Infants, Toddlers, and Twos classroom will be utilizing carline for drop off and pick up.**

- If your child's teacher is Ms. Deb, Ms. Maria, Ms. Danielle, Ms. Heather, Ms. Erin Y., Ms. Kenisha or Ms. Rubi, this applies to you.
- There will be cones outside of the ECC that will show you where to pull up for both drop off and pick up. Simply pull into the fire lane, drive all the way to the cone, and we will approach your vehicle.
- You will be asked two COVID related questions and your child's temperature will be taken.
- Once this process is complete, we will walk your child to their classroom.
- You will be given a "Car Line Tag" to put on your dash for pick up. **DO NOT CALL** as we will be able to identify who you will be picking up and walkie in to have your child ready for pick up.

### **Threes and Pre-K classrooms will be utilizing the rear entrance to the ECC.**

- If your child's teacher is Ms. Rasheda, Ms. Rachel, Ms. Sidney, Ms. Erin or Ms. Gina, this applies to you.
- Please pull into the small ECC parking lot and park your vehicle.
- There will be cones as well as staff outside to show you where the rear entrance door is.
- There will be painted spots on the sidewalk area for social distancing purposes.
- You will need to wait with your child on a spot until approached by a staff member.
- You will then be asked two COVID related questions and your child's temperature will be taken.
- Once this process is complete, we will walk your child to their classroom.
- When you arrive for pick up, please park in the small ECC parking lot. You will be given a "Car Line Tag" to put on your dash for pick up. **DO NOT CALL** as we will be able to identify who you will be picking up and walkie in to have your child ready for pick up and we will bring your child out to you.

*\*\*If you have more than one child that attends the ECC, please reach out separately and we will discuss your drop off/pick up location. \*\**

#### **Entry Procedures:**

- Teachers have their temperatures checked when arriving to work and asked 2 COVID-related questions surrounding symptoms and possible exposure.
- All children will have their temperatures checked at drop-off, and parents will be asked 2 COVID- related questions surrounding symptoms and possible exposure.
- Drop-off and pick-up will happen at designated areas depending on your child's age. There will be markings to show families where to stand to practice physical distancing.
- **Only ECC/JCC staff and enrolled children are allowed to enter the ECC.**

#### **Arrival**

We highly encourage all families to arrive at the JCC by 9:00. The ECC Teaching Staff have planned out schedules that include planned lessons and specials. Arriving mid-morning could potentially distract instruction, and may mean your child is missing our on valuable programming.

#### **Late Fee**

Your child has a designated pick up time outlined on their contract. It is important that families pick their children up on time at their appropriate departure time. Pick up is defined by the child being signed out of the program through Tadpoles. A \$25 late fee per 15 minutes will be charge to families (per child) for any late pick-ups.

If an emergency situation arises and you will be delayed, please call the Early Childhood Center at 302-478-5661 so we can provide appropriate care for your child and to inform your child of your delay.

#### **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.*

#### **Financial/Tuition Policy**

All families are expected to comply with financial policies set forth in this packet and on the financial contracts. We will be happy to work 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 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 are responsible to pay the indicated tuition for their child's respective class assignment for the entire school year. 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 60-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. See the attached calendar for Jewish Holiday closings.

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).

Havdallah: Traditionally, Havdallah takes place on Saturday evenings after sundown. At the ECC, preschoolers celebrate Havdallah on Monday mornings. Children sing songs, say blessings, and light the braided candle and smell traditional spices. Havdallah 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 branch) 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 cookie), 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 with regard to 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 at any time. A copy of the OCCL regulations are kept at the front desk, as well as in each classroom. This information is also available on their website:

<https://kids.delaware.gov/occl/pdf/delacare-regulations-center-2019.pdf>

### **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 the 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 18 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 daily. 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.

Children will go outside if the temperature is between 32 degrees F and 90 degrees F. The ECC Leadership considers Real Feel Temperatures.

### **Pet Policy**

Some classrooms may have a small pet such as a hamster, hermit crab and/or fish for the child to observe and help with feeding of 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. Classroom pets or visiting animals must be in good health, and must have documentation showing full and current immunizations, when appropriate. Students must be instructed on safe and appropriate behavior while in proximity to animals. The animal(s) must be suitable for contact with children, and all interactions between animals and children must be supervised by teaching staff

### **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
One year to two years olds	1:4 then 1:6	1:6
Two years to three year olds	1:7	1:8
Three years to four years old	1:9	1:10
Four years to five years old	1:10	1:12

***We organize staffing to adhere to the established ratios at all times. At no time should a staff member be left out of ration with the children.***

**School Hours/Late Fees**

For School Year 2020-2021, our Operating Hours are 8:00 am – 5:00 pm. If you are late picking up your child(ren) from the program, 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. If you are running late—please call the ECC to let the front desk know.

**Smoking**

The JCC facility, outdoor playground, parking lot, and courtyard areas are entirely smoke free. Please refrain from smoking in the presence of the children as well as at any JCC/ECC sponsored event or activity.

**Special Needs and ADA Compliance**

Our facility is ADA Compliant and we will do our best to make reasonable accommodations to 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; ultimately, 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 a follow:***

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 Director and Curriculum Coordinators 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.

### **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 by **REMIND** texting app, email and **Tadpoles**. Please be sure to sign up for **REMIND** and create 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](http://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 to 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 technology 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 this and a copy will be placed in your child's file.

### **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 and Preschool I rooms are deemed "Peanut Free". All preschool II and Pre-K rooms are nut free as needed. Peanut-free snacks are given by the school daily.

In an effort 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.

### **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 warrants 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. No child will be released to an unauthorized adult.
- 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.
- 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 contact 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 at preventing the spread of communicable or transmittable diseases is through regular and thorough hand washing. In order to ensure that the exposure to an illness is kept 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 (strep throat, conjunctivitis, head lice, etc.) is required to notify the ECC front desk immediately. The office staff will then distribute a health alert form to the families of those children who may have been exposed to the ill child. The name of the child will be kept confidential.

During the 2020-2021 School Year, the following procedures regarding COVID-19 Prevention will be adhered to:

If you, a staff member, a child in care, or a child's parent/guardian tests positive for COVID-19, anyone in the facility who had close contact with that person needs to quarantine for 14 days from the last time of contact. Close contact means someone was closer than six feet to the person for more than 10 minutes. **Even if they are tested and receive a negative result, they still need to quarantine for 14 days.** In the case of children in child care centers, this means all the children in that class and other staff members who worked in that class need to quarantine for 14 days. If a child tests positive, his or her siblings must quarantine



too. The quarantine period is required despite the negative result because the tests may not be reliable. In addition to the quarantine period, the child care needs to be thoroughly cleaned and disinfected before others return.

The Office of Child Care Licensing has received multiple complaints from parents regarding staff members failing to wear face coverings appropriately. Please be aware that there are proper ways to wear a face covering which includes the following:

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Don't put the face covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect
- Masks are to be worn at all times, unless you are able to maintain social distancing
- Launder cloth face coverings after each use
- Throw away disposable masks and do not reuse them
- Remember that wearing a face covering is not a substitute for social distancing

### **Injury/Illness Report**

Whenever a child has an accident that results in an injury (change of skin either by bite, fall, cut, bruise, etc), the Injury will be recorded on the ECC "Injury/Illness" Report. These reports are not necessarily cause for further medical attention, but often times 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 are able to 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 15.

### **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, we must have doctor's guidance.

***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.
- 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 inaccessible to children at all times.
- 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 times most successful when they have the 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 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**

- If a child becomes ill at school, parents/guardians will be notified and required to pick up immediately.
  - If the parents cannot be reached, we will follow the following procedures
    - We will call number that has been given (cell or home). If there is no answer,
    - We will call the parent's/guardian's place of employment. If there is no answer,
    - We will call the other alternative numbers
- If severe pain, cough, sore throat, itching, diarrhea, vomiting, oral temperature of 101° degrees, jaundice, difficult or rapid breathing, skin rashes lasting more than one day, swollen lymph nodes, swollen joints, blood or pus from ear, skin or stool

occur, then children will need to be picked up from school. Health exclusions include, but are not limited to those listed above.

- Students displaying any of these symptoms will be removed from class and brought to the designated area in the office to rest until parents/caregiver can pick-up.
- Please do not bring your child into the program with any of the above-mentioned symptoms. If in doubt about your child, please keep your child at home. It is highly unfair to healthy faculty members and children to expose them unnecessarily to illness. Remember also, that once a virus begins in a group, it becomes very difficult to control. Please be considerate of others.
- 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 parents or guardians to have advance alternative plans to provide for their sick children.
- If a child is not well enough to play outdoors or participate in all school activities, they must be kept home or picked up from school.
- As required by the Delaware Division of Public Health, the following is a listing (but not limited to) of contagious illnesses and the number of days/weeks the child is to be excluded from school: (Please see Page 18)

***Please Note—If a child is sent home from the program for any contagious illnesses, the exclusionary periods will be observed in accordance to school days and not hours.***

***EXAMPLE: If a child is sent home on Monday morning at 10:30am for two episodes of diarrhea, their 48-hour exclusionary period will be Tuesday and Wednesday. The child will be able to return to school on Thursday provided they are symptom free.***

### **Contagious Illnesses and Health Exclusions**

When a potentially contagious illness occurs, please notify the office. Notices will be sent home immediately to families of children who may have been exposed. Please refer to the below-mentioned list. For updated information of communicable diseases, please visit: <https://www.dhss.delaware.gov/dhss/dph/dpc/rptdisease.html>

***The following graph is a sample of exclusionary illnesses (and not limited to).***

☒ 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;
☒ Temperature of 101°F or higher without medication accompanied by behavior changes or symptoms of illness for children older than four months;
☒ Symptoms of possible severe illness, such as unusual tiredness, uncontrolled coughing, unexplained irritability, persistent crying, difficulty breathing, wheezing, or other unusual signs;
☒ 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;
☒ Blood in stools not due to change in diet, medication, or hard stools;
☒ 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;
☒ Ongoing stomach pain (more than two hours) or off-and-on pain due to a fever or other symptom;
☒ Mouth sores with drooling;
☒ Rash with fever or behavior change;
☒ Purulent conjunctivitis “pink eye” (defined as pink or red conjunctiva with white or yellow eye discharge), until 24 hours after starting antibiotic treatment;
☒ Scabies, until 24 hours after starting treatment;
☒ Pediculosis “head lice” or nits, until 24 hours after starting treatment;
☒ Tuberculosis, as directed by DPH;
☒ Impetigo, until 24 hours after starting antibiotic treatment and sores are dry;
☒ Strep throat or other streptococcal infection, until 24 hours after starting antibiotic treatment;
☒ Varicella-Zoster “chicken pox,” until all sores have crusted and are dry (usually six days);
☒ Shingles, only if sores cannot be covered by clothing or a bandage; if not, exclude until sores have crusted and are dry;
☒ Pertussis, until completing five days of antibiotic treatment;
☒ Mumps, until five days after onset of glandular swelling;
☒ Hepatitis A virus, until one week after onset of jaundice, or as directed by DPH;
☒ Measles, until four days after arrival of rash;
☒ Rubella, until seven days after arrival of rash;
☒ Herpetic gingivostomatitis “cold sores,” if the child is too young to have control of saliva; or
☒ 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.

**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 lighted 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, except school-age children who do not sleep at the center, has clean, safe, age-appropriate individual rest equipment such as a crib, playpen, pack-and-play (without ripped mesh), cot, bed, or mat and permitted bedding. A child's rest equipment shall be labeled with the child's name or assigned chart number and used only by that child while attending the program. Chart numbers and assignments shall be documented, kept current, and available for review.
  - i. 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.
  - ii. 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.
  - iii. 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.
- Crib mattresses shall be firm and tight-fitting with a tight-fitting bottom sheet only. Pillows, bibs, blankets, bumper pads, cloth diapers other than those worn by an infant, comforters, flat sheets, quilts, sheepskin, sleep positioning devices (except as described in Subsection 42.E), stuffed toys, top sheets, and other items (except a pacifier, if used) are prohibited in a crib. Toys or objects attached to sleeping or rest equipment are prohibited.
- Soft surfaces such as soft mattresses, pillows, sofas, and waterbeds are prohibited as infant sleeping surfaces.
- 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 shall sleep only in cribs, playpens, or pack-and-plays and be placed on their backs when laid down to sleep or in accordance with the recommendations of the American Academy of Pediatrics. An exception may be granted 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 ever year on Safe Sleep Practices/SIDS Prevention Procedures***

## **Shaken Baby Syndrome**

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 neck muscles are not strong enough to control the motion of their heads. Shaken Baby Syndrome can cause brain damage, blindness, paralysis, seizures, and fractures.

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

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

- Never, ever shake a baby.
- Make sure everyone in contact with your baby is aware of the dangers of shaking infants, even in play. Anyone could shake a baby - a mother, father, and sibling or child care provider.
- Always support a baby's head. Make sure everyone who holds your baby knows how to properly support his or her head when holding, carrying or playing with your baby.
- Holding your baby is important. However, when your baby is crying and you feel frustrated and unable to comfort your baby, consider that your baby may need a diaper change, be hungry, be too hot or cold or may actually be sick.
- If nothing seems to work and you feel unable to cope with your baby's crying, place your baby in a safe place, like a crib or playpen, and take a break. You may also want to call a friend for support or contact your pediatrician for further guidance.

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

## **Standard Health Precautions**

In order to ensure that the exposure to an illness is kept 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 sanitizing should be done regularly and as needed. In the child care setting this means cleaning toys, surfaces and diaper areas with a bleach solution (made in accordance to 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 a medical exemption and a 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. In the event that 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 meal times 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, non-meat snacks such as crackers, cereals, bagels, cheese, fresh fruits and vegetables are provided in the mid-morning and early afternoon. Morning snack is 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 field trip or 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 in a noticeable place.
    - 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/ 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.

### **Food Policies and Kosher Guidelines**

- 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 dairy or parve. That means that no meat of any kind or shellfish is to be sent to school.
- Packaged foods sent for snacks and lunches 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 Entemann'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 RECCOMENDED** (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 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 non-meat foods marked with Kosher symbols, and we ask that families be respectful of our tradition and not send in *any* meat or shell-fish products for their child's lunches.

### **Lunches**

Lunches can be challenging due to our Kosher/Vegetarian requirements; ECC Staff Members can help you at any time with suggestions. Families are asked to pack all refrigerated items in a Ziplock back, with all of 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 foods, but encouraged 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 must be sent home. If the food is opened and served, it must be thrown away.
- Please be sure to include protein, vegetables, fruits, vegetables, grains and dairy.
- Please do not pack lunches in glass containers (including Mason Jars, Pyrex Dishes)
- Please be mindful on how you are preparing 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)**

### **Feeding of Infants**

- A licensee shall ensure that foods and beverages provided to an infant are served on demand or during a span of time consistent with the infant's eating habits according to the following guidelines:
  - A written statement specifying foods and beverages including specific formula or breast milk and a feeding schedule shall be obtained from the parent/guardian for each infant at least on a monthly basis. Staff shall be trained on the proper handling, storage, preparation, and feeding of breast milk and formula if applicable to their program; mixing formula with cereal, juice, or other food or beverage other than water in a bottle shall be considered a modification of a basic meal pattern and require written documentation from an infant's health care provider permitting the modification;
- A daily written record of each infant's nutritional intake shall be documented and provided to the parent/guardian daily. Feeding problems experienced by an infant shall be discussed with his/her parent/guardian before the infant's daily departure from the center; and iii. An infant shall be held for bottle-feeding when too young to use a feeding chair or other age-appropriate seating apparatus. If an infant is able to hold a bottle and has established independence or a desire not to be held while fed, the infant shall be placed in a high chair or at a feeding table.
- A licensee shall practice paced bottle-feeding or allowing the infant to take breaks at feedings. Infants shall be observed for signs of fullness and shall be allowed to stop a feeding when full unless written documentation from an infant's health care provider requires the feeding to continue.
- A licensee shall not feed formula to an infant exclusively receiving breast milk, without parent/guardian permission.
- A staff member shall not hold more than one infant at a time for bottle feeding;
- At no time shall an infant be placed in a crib or sleeping, resting, or relaxing equipment with a bottle for feeding nor may a bottle be propped for feeding an infant;
- Bottles and infant foods shall 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 and shall not be warmed or thawed in a microwave oven. Bottles of breast milk shall be gently swirled to mix contents;
- For infants four to seven months of age, semi-solid foods may be introduced as requested by the parent/guardian and shall be required once an infant is eight months of age unless written documentation from an infant's health care provider permitting a modification is supplied;
- Foods for infants shall be a texture and consistency that promotes safe and optimal consumption and served from a dish unless the entire contents of the jar will be served. Introduction to all new foods and beverages shall be made only with the parent's/guardian's permission;
- Cow's milk shall not be served to infants;
- Bottles and nipples maintained by center staff shall be washed and sanitized before each use;
- Each infant's bottle shall be individually labeled with the infant's name and refrigerated immediately after preparation by center staff or on arrival if prepared by a parent/guardian;
- Unused bottles shall also be dated as to when prepared if not returned to the parent/guardian at the end of each day;
- Unused portions of formula or breast milk shall be discarded after each feeding that exceeds a period of one hour from beginning of feeding;
- Formula provided by parents/guardians or by the center shall come in a factory sealed container;
- Refrigerated, unused, prepared formula shall be discarded after 48 hours;
- Breast milk shall be fed only to that mother's own infant. Frozen breast milk shall be thawed under running cold water or in the refrigerator, gently swirled to mix contents, not shaken, and used within 24 hours. Expressed breast milk shall be discarded if it is in an unsanitary bottle or has been unrefrigerated for more than one hour. Refrigerated, unused, expressed breast milk that was never frozen shall be discarded after 48 hours or by three months if frozen and stored in a freezer at 0° F;
- Juices may not be fed to infants until they are able to drink from a cup unless by written parent/guardian request; and
- Center staff shall encourage the use of a cup when a child is at least one year of age and is developmentally capable of drinking from or holding a cup.

## **CURRICULUM & ASSESSMENT POLICIES AND PROCEDURES**

### **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.

### **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.

### **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**

Conferences with your child's teacher are held twice during the school year. You will receive a *Sign-up Genius* request when your teacher is setting up conferences. At your conference, you will be shown some of your child's work and discuss your child's progress with the help of Teaching Strategies Gold conference forms. Between conferences, please feel free to contact the teacher whenever you have a special concern.

At the conclusion of your conferences, you and your child's teacher will fill out an Assessment Planning Sheet with three goals for development over the next three months. Agreements/approaches/strategies will be discussed between both family and teacher and recorded. A new planning sheet will be generated and discussed at Fall and Spring conferences.

### **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 conducts 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 is 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 characterizes 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 helps 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 other 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 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, and the Teachings of Pirkei Avot.

**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:**

7:15-8:45	Family Drop Off/Greeting/Free Choice Activity
8:45-9:00	Clean Up Bathroom Diapering
9:00-9:20	Circle Time
9:20-10:20	Free Centers and Organized Table Top 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
12:00-12:45	Lunch, Books and Puzzles
12:45-2:45	Nap or Rest Time
2:45-3:00	Wake Up Transition and 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
4:45-5:45	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 Curriculum Coordinators.

**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, curriculum coordinators and/or director). 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**

### **Behavior**

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 the means by which we accomplish this objective.

#### **Guidelines for Positive Discipline**

1. Adults set clear, explicit and consistent limits according to the developmental level of the child.
2. Adults provide opportunities for the child to verbalize his/her feelings in socially appropriate ways.
3. Adults do not solve difficult situations for children, i.e. "that wasn't nice, give the puzzle back to David."
4. The behavior is separated from the individual. The behavior, not the child, is unacceptable.
5. 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?"
6. 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."
7. 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.

### **Biting**

Unfortunately, biting is a common and developmentally appropriate in infant/toddler/two's age groups. 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 at school, an injury report will be filled out. Someone in the office will contact both the parents of the biter 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.

#### **Our policies concerning biting:**

- Staff will carefully monitor children.
- Staff will model appropriate gentle behavior and pre-social play, encouraging children to use words.

#### **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 see if there are patterns with the biting.
- Children will be monitored on a one on one basis, and let the office know if the biting is becoming frequent and if there is need for an extra teacher to help shadow/re-direct the biter.

#### **When biting occurs:**

- Teachers will quickly respond with a clear message to the biter, "No biting! Biting hurts!" Tone of voice, body language, and facial expression all will clearly express disapproval.
- ECC Teaching Staff will comfort the "bitee" with ice, a band aid (if necessary) and TLC until the child is ready to return to play. Encourage the biter to help hold ice on the bite saying, "Let's help your friend feel better."
- Staff will recognize the biter's feelings, "I know you are angry but you may not bite."
- Teachers will help the biter 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 biter 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 child care institutions are required by the State of Delaware to be on the lookout for, and report to the State, any and 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, Curriculum/Program Coordinators and school administration.

*The process proceeds in the following way:*

- The student's teacher identifies any areas of concern and communicates concerns to their curriculum coordinator/ECC Director
  - The teacher has conversations with parent/guardians to determine if they have similar concerns at home.
  - Observations and Documentation will be gathered over a two-week time period
  - Teacher and Parent/Guardian will formally meet to discuss findings/observations and make agreements/suggestions/accommodations.
  - If the Teacher 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 the means by which 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. “Time Out” 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***