



PARENT HANDBOOK

**The Early Childhood Center
at the
Siegel JCC**

**101 Garden of Eden Road
Wilmington, DE 19803**

Telephone: 302-478-5661 Fax: 302-478-6068

www.siegeljcc.org

Updated August 2018

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August 2018

Dear Parents,

On behalf of the entire staff and families of the Siegel JCC Early Childhood Center, welcome to the 2018-2019 school year!

The ECC is a special place and we are all so pleased to have the opportunity to share amazing things with your family this year.

This Parent Handbook, written over the years by parents for parents and guided by our professional staff, is an invitation to you to be an active participant in your child's early education. Any questions you may have about our curriculum, our philosophy or our policies will hopefully be answered in these pages. However, we invite you to contact us whenever the need arises. We are always available to you!

Welcome back to our returning families and we look forward to getting to know all of our new families. We wish you all a wonderful year and hope that you will take the opportunity to get involved in the many JCC/ECC parent and school run activities throughout the year!

Shalom!

Amie & the ECC Leadership Team

Amie Baker	Interim Director, Early Childhood Center
Amy Karpinski	Infant/Toddler Curriculum Coordinator
Erin Strickland	K'Ton Ton Curriculum Coordinator, Specials Mentor
Nicholas Tavares	Program Coordinator
Pam Galbraith	Preschool II & Pre K Curriculum Coordinator/Special Events
Rachel Hess	Preschool I Curriculum Coordinator

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EARLY CHILDHOOD CENTER CONTACT INFORMATION

302.478.5661

ECC STAFF

<u>Contact Person</u>	<u>Position</u>	<u>E-mail</u>
Amie Baker	Interim Director	amiebaker@siegeljcc.org
Pam Galbraith	Curriculum Coordinator	pamgalbraith@siegeljcc.org
Nicholas Tavares	Program Coordinator	nicholastavares@siegeljcc.org
Amy Karpinski	Curriculum Coordinator	amykarpinski@siegeljcc.org
Beth Ann Short	ECC Administrator	bethannshort@siegeljcc.org
Mona Duwell	Assistant Executive Director/JCC	monaduwell@siegeljcc.org

JCC Board Members who are ECC parents:

Alyssa Rosenberg

Jameson Tweedie

Aliza Sawdon

Jennifer Lowrey

Aaron Goldstein

Brian Legum

PHILOSOPHY

The foundation of our program is quality education in a positive atmosphere of security and love, which respects the uniqueness and importance of *each child*. While motivating the children through play, our caring and experienced staff helps them to broaden their experiences, build relationships with peers and adults and develop a healthy and positive self-concept. Our environment is rich in stimulation, yet gentle and accepting of each child as he or she develops at his or her own pace. While children of all religious, ethnic and racial background are most welcome, we are a Jewish preschool, and we stress the values of respect, tradition, dignity, kindness, responsibility and community. In our program, your child will develop intellectually, physically, socially, spiritually and emotionally. We embrace early intervention opportunities to work on your child's developmental, health and support needs as necessary. Your child will also develop a healthy, wholesome and positive self-concept and will graduate our program better prepared to meet the challenges of the future. The ECC looks forward to helping your child thrive here at the JCC!

GOALS

1. To continuously attend to the needs of each individual child helping 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 social responsibility by teaching goodwill towards others and respect for the environment.
5. To develop in children a love for fine arts and culture. To give young children and their families a sense of Jewish identity and culture.
6. To specifically develop in our children age-appropriate, cognitive and physical skills in the following areas: language, listening, visual discrimination, large and small motor, handwriting, math and science.
7. Encourage and demonstrate sound health, nutritional and safety practices.
8. Promote and respect the cultural diversity of the ECC staff, its children and families.
9. Be responsive to each family's beliefs, home values, experiences and language as well as the individual learning needs of each child.
10. To support and nurture parents and guardians in their efforts as they provide stability, growth and enrichment for their child's development.

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.

1. One smock for painting labeled with your child's name. A Youth Medium T-Shirt works well for this.
2. Shoebox or (shoebox-size) plastic box for your child's cubby with his/her name
3. 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.
4. One family size box of tissues.
5. We suggest "loveys" or security items for those children who may need them for comfort in a new environment – even if not napping. If your child will be napping in the afternoon, please send a blanket, a fitted crib sheet, and a "lovey" your child may need. (These items will be sent home on Fridays for washing).
6. A photograph of your child AND a photograph of your family.
7. One large bag of disposable diapers (not applicable to potty- trained students) to be replenished by parents as needed. (please talk to your teacher for further clarification)
8. One box of plastic Ziploc storage bags, gallon size.
9. Full day 3 year olds and Pre-K children will be notified in advance of "swim days" so parents can send in bathing suits, pool shoes and towels.
10. Summer Time swim attire may include swim diapers and plastic pants for children who are not yet potty-trained.

***** 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.**

EARLY CHILDHOOD POLICIES AND GUIDELINES

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

ACCIDENT PROCEDURES

In case of an accident, we will first try to notify the parents/guardians, emergency contacts, and then the child's physician. All ECC teachers and assistant teachers are certified in First Aid and Cardiopulmonary Resuscitation. Should emergency action be needed, staff will provide immediate care; call EMS (911), call the parent and the child's physician. A staff person will accompany the child and EMS to the Hospital with necessary Emergency Medical Forms – individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions that require medication or technology support) are on file with the teacher. Staff will contact you when your child receives any minor injury that requires more than "a hug and a kiss" so you will be aware of the incident. An "accident report" will be filled out by your child's teacher and signed by an administrator. You will receive a copy of this and a copy will be placed in your child's file.

****** Always make sure you notify the ECC front desk when any of your contact information changes. ******

ADJUSTMENTS AND DAILY TRANSITIONS

Adjustments to Preschool

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

Separation anxiety is a real fear for some children. There are many reasons that children are afraid to leave the parent or to have the parent leave them. There are many degrees of anxiety... from simple clinging, quieter than usual, to tears, or temper tantrums. The teachers and directors have had a lot of experience dealing with children's adjustment processes and separation anxiety is very common among young children, particularly toddlers and two year olds. Parents should not be embarrassed or worried if their child cries when they leave.

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. You can help by not being upset during the first few days if your child clings to you when you leave him/her. Be sympathetic and understanding. Discuss the experience with your child at home.

TALK WITH YOUR CHILD ABOUT SCHOOL BEFORE THE FIRST DAY

Go through the daily routine, who will be there and what he/she will be doing. Always stress the fact that one of your child's parents, guardians, nanny or babysitter will always come to pick him/her up. Tell your youngster why he/she is going to school. This should refer to the pleasant things about school, your job, etc. Try avoiding the word "send," for it implies that your child is being "sent away."

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 his/her parent. Please listen to the teacher and leave if asked. Many times a child will be more likely to get involved with other children when parents are 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 his/her surroundings, we encourage you to come, visit, and be an active part of your preschooler's life.

Daily Transitions

For children who are enrolled in Preschool Plus, there will be some staff transitions that occur. Children enrolled all day may have a different teaching staff for the afternoon. It is our intention to minimize transitions as much as possible for your children. To create few transitions and to develop warm interactions with their peers and teachers, we try to maintain consistency in the children's child-teacher relationships. It is also important to write notes regarding specific instructions about your child's day. These notes can then be passed on to the other staff members caring for your child and the information will be followed through and shared amongst the appropriate staff.

ALLERGIES

Please indicate your child's allergies on the enrollment/intake forms. We are happy to work with you in ensuring 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 (for example 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.

ASSESSMENT OF STUDENTS

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 such as observations, check lists, anecdotal records and individual assessment scales. The formal assessment tool used at the Early Childhood Center is **Teaching Strategies Gold** and is used under the guidance of our Early Childhood Curriculum Coordinators. Teachers have been grouped into teaching teams according to their children's age/developmental level and have weekly meetings in which they collaborate, 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, parent 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.

*****USE AND PURPOSE OF ASSESSMENT**

The assessment strategies used by the preschool staff is a guide for the teaching teams weekly planning of activities. The information gathered from formal and informal assessments is used to meet the individual child's developmental needs and interests, as well as the overall group. By meeting regularly to discuss each child's developmental progress, learning and the interests of the children, the teaching staff can identify possible developmental delays and the need for possible early intervention. By regularly reviewing the assessments/observations of the children they can monitor and adapt their teaching strategies. The teachers will also use the information from the assessments and related discussions to make suggestions to the Director for classroom/program wide improvements.

*****EVALUATION PROCESS**

The evaluation process will be used to assess each child's overall development and growth over the course of the school year. Within the first three months the school year, the overall development of each child will be formally and informally evaluated using an assessment scale. The same assessment scale will then be used again towards the end of the school year in the spring prior to the child moving to the next age group. Any developmental "red flags" or concerns indicating possible delay determined from the assessment will be discussed with the parents. The teacher will offer the opportunity for parents to share their view of their child's learning and development at home and at school in addition to expressing any concerns about their child or the program. Whenever an area of significant concern emerges, the teachers, along with a member of the Administrative team, will make recommendations and/or assist the parents or guardians with professional contacts for further assessment.

****** The content of children's files is confidential and must be kept in a locked file cabinet. It may be shared only with the family of the child, designated staff, and representatives from Delaware Department of Social Services (DDSS) the Health Department, and NAEYC. Written permission must be obtained from the child's family to authorize any other individual to have access.***

*****CLASSROOM ASSESSMENT PORTFOLIOS**

Assessment Portfolios, consisting of work samplings, observations, check lists, anecdotal observation, dictations and other methods to assess and record development and abilities, will be kept by the classroom teacher each year for each child and updated regularly during the year. The Assessment Portfolios will be shared with the family at the (2) parent/teacher conferences held during the year and as requested.

Parents are given the opportunity to provide their input regarding their child's interests, strengths and abilities emerging at the beginning of each school year on the Intake Form and during individual intake meetings. The input from the parents is combined with the other information to develop goals for their child that will guide the teachers in their planning for activities to meet the individual developmental needs and interests of each child and to determine the effectiveness of their teaching strategies.

ATTENDANCE POLICY

There are times during the school year when closings occur for holidays, times when families choose to take vacation or times when parents 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.

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 toddler 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:

1. Staff will carefully monitor children.
2. Staff will model appropriate gentle behavior and pre-social play, encouraging children to use words.
3. When a biting incident occurs:
 - a. Staff will quickly respond with a clear message to the biter: "No! I won't let you bite. Biting hurts!" Tone of voice, body language, and facial expression all will clearly express disapproval. Staff will recognize the biter's feelings, "I know you are angry but I can't let you bite."
 - b. Staff will comfort the "bitee" with ice, a Band-Aid (if necessary), and TLC until the child is ready to return to play.
 - c. Staff will suggest alternatives to biting behavior as appropriate for the age of the children. "Next time, say MOVE!" The seriousness of the incident may need to be reinforced: "No! It's not funny. Biting hurts. No biting."
 - d. If excessive biting is occurring in a classroom, we will temporarily shadow (follow very closely) to intercept and redirect a child who is biting.
 - e. If the biting behavior is not improving or placing others at too high of a risk, temporary removal of the child from the class might be an option discussed with the parents.

Unacceptable Measures

1. Verbal or physical humiliation.
2. Intimidating or frightening a child.
3. Physically punishing a child – biting, pinching, grabbing, pulling, slapping, spanking, etc.
4. 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).
5. Isolating a child without supervision.
6. Depriving a child of food or the use of the bathroom, and/or refusing to change a child's diaper.
7. Placing a child in mechanical restraints.
8. 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 measures while on JCC property.**

BIRTHDAYS

Families celebrate their children's birthdays in different ways and some do not celebrate birthdays at all. We try to recognize and respect these differences. We are also aware that a little bit of excitement goes a long way in groups of young children. We intentionally keep birthday observances low key. 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. You should make arrangements with your child's teacher in advance and let them know specifically what you will be bringing 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.

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. Thank you for your assistance in keeping your child safe. In addition—texting teachers regarding ANY school related business is prohibited.

CHILD PROTECTIVE SERVICES

As required by law, all cases of suspected child abuse or neglect will be reported to Child Protective Services. Staff report any suspected case of child abuse or neglect immediately to the ECC Director who, in turn, will determine whether or not to call Child Protective Services.

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.

Intake Interviews: Our teachers hold intake interviews with each family before the school year begins. This provides an opportunity for you and your child to become acquainted with the teacher, and have questions answered before classes begin. At this meeting you and your teacher will discuss goals for your child for the upcoming year. It would be helpful you would complete the intake forms *before* your meeting. Some teachers will hold group intakes as well—if you need an individual meeting—please schedule one with your teacher.

Parent to Faculty: All communication is very important, and we encourage parents to call at any time to discuss their children with our staff. If your child's teacher is teaching, you may leave a message and they will get back to you ASAP. If you have any special information for your teacher and she is not in yet, you may leave a note at the front desk. Your note will be given to the appropriate staff member and your instructions can be clearly communicated.

REMINDER: Please do not text teachers. All communications between teachers and parents should be through our JCC e-mail or phones.

Written Communication: You 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. Children 2 and under are sent home daily with a "My Day" sheet discussing your child's day specifically. Each classroom has its own way of disseminating information. The entire school will be using a program called "Tadpoles" to facilitate our ability to communicate with parents throughout the day. This system will be explained in the beginning of the school year. Please make sure you are checking for such information often and notify the office if you are not receiving it.

Telephone: Our number one priority above all others is your child. Our teachers may be in the classrooms, on the playground, or elsewhere in the ECC attending to the needs of the children. For this reason, all teachers have a voice mailbox, which they check periodically throughout the day for messages from parents, other teachers and administration. 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 or in person any changes 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. Because of the busy nature of 8:45-9:00 drop off-- we advise against verbal messages and instructions at that time.

Parent to Teacher: Please refrain from conferencing with your child's teacher during the 8:45-9:00 drop-off or class time. In addition, if you visit your child's classroom (which you are always welcome to do), we ask that you not engage in conversation with the teacher when she is working with the students. Her job at that point is to be with the children. Please do not discuss sensitive issues with your child's teacher in front of your child. Little ears can pick up so much! You can always call the office and we will have your child's teacher return your call on break/planning time. If you have any concerns about your child's classroom experience, we encourage you to approach your child's teacher first. Open communication is key for a successful parent/teacher partnership. Then, if you still have questions or concerns, please contact Amie Baker (Interim Director), or Beth Ann Short (Administrative Coordinator) to continue the conversation.

COMMUNITY RESOURCES

We maintain a current list of child and family support services available in the community. If at anytime you need information on health services, mental health, nutrition, special education screening, subsidized childcare, etc., please see Appendix A, your child's teacher or someone in the ECC office.

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 have a discussion about your child's progress.

Between conferences, please feel free to contact the teacher whenever you have a special concern. You are welcome to visit the school at any time; an appointment is never necessary.

CONFIDENTIALITY

The content of children's files is confidential and must be kept in a locked file cabinet. It may be shared only with the family of the child, designated staff, and representatives from Delaware Department of Social Services (DDSS) the Health Department, and NAEYC. Written permission must be obtained from the child's family to authorize any other individual to have access.

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.

From our warm, friendly and accepting teachers and staff, 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 learn 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 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.

DONATION/FUNDRAISING

Parent volunteers and staff use funds raised throughout the year for Thanksgiving, Chanukah, Purim and Passover parties for the children, Teacher Appreciation and training. The main fundraising event of the year is the very popular "Ladies Only" Event. There are other opportunities to support the School throughout the year. Contributions are always welcome and are a great way to earn Co-Op Hours for your time and donations. Contributions are also a special way to express appreciation or sorrow, remember a birthday, an anniversary, a birth, or recognition of accomplishment.

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

Preschool Arrival and Dismissal

Arrival (8:45 – 9:00 am)

All Parents should feel free to park in the Early Childhood Center's 15-minute parking lot immediately to the right as you enter the driveway from Garden of Eden Road. If this parking lot is full, please feel free to park in the main campus parking lot or the fitness center parking lot. We ask that you bring your child in by 9:00am so they can participate in all of the activities the teacher has planned for the day. Please remember to sign your child in to class with a teacher present. Please call into the ECC if you need any assistance as parking in the fire lane is not allowed.

RELEASE OF CHILDREN

1. Children will be released to their parent, guardian and/or those adults listed on the child's information form. 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. Please have your JCC badge with you at all times at our center and scan/check-in each time you enter the JCC.
2. Written permission must be given to release a child to someone other than those on the Release Form, and the person picking up must bring photo identification.
3. 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.

Dismissal

Children will be dismissed from their classrooms at their appropriate pick up time. It is very important that you be on time to pick up your child at his/her scheduled departure time. Children become anxious and worried when they are not picked up promptly. 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. All children will be checked off the attendance sheet once the parent/guardian picks up. Please call into the ECC if you need any assistance as parking in the fire lane is not allowed. ***A \$25.00 late fee will be charged to the parents (per child) for any late pick- up. An e-mail will be sent letting you know that you are being charged the late fee.*

FIRE LANE POLICY

Cars are **NEVER** allowed to be parked in the preschool fire lane when picking up or dropping off your child(ren). You must park in our 15 minute parking lot or one of the other two available JCC lots and come into the building. Please advise anyone that you have authorized to pick up your child(ren) of this policy as well. If this policy is violated for any reason, a \$25 fee will be charged to your account for each offense.

ENRICHMENT CLASSES (Lunch Bunch 7 Club 3-4-5)

Both **Lunch Bunch** and **Club 3-4-5** programs offer a variety of special interest classes for children ages 3 & 4 in the Preschool II & Pre-K programs. The children go to Einstein Academy to join together for lunch and then attend an enrichment program. Pre-K students are excluded from **Lunch Bunch** because they have programming at that time. **Club 3-4-5** is from 3:00-4:00 run by our JCC Recreation Department. Both of these programs offer 8-10 week sessions that may include; arts & crafts, cooking, science, soccer, yoga, dance, T-ball and more. Parents can enroll their child in as few or as many activities as they wish. Registration for these classes takes place three times during the school year. A description of the classes and fees will be sent home before each fall, winter, and spring session. Registration begins as soon as the information is distributed and enrollment is on a first-come, first serve basis.

FIELD TRIPS/IN-HOUSE VISITS

We frequently invite outside resources (such as the Captain of a firehouse, an animal handler from the Ashland Nature Center, Scrubby Bear from the Red Cross, the SPCA) to share their talents and knowledge with the children through "In House Field Trips." In addition, Pre-K classes go on outside field trips twice during the year to the zoo, a farm, a museum or other exciting places. Parents will be notified by way of a permission slip when a field trip is planned, and are encouraged to join us on the trip by acting as chaperones and driving the children.



FINANCIAL POLICIES

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.

FIREARMS

No one is to have a firearm of any type anywhere on the premises.

FOOD POLICIES

An important goal of our program is to expose our children to a variety of Jewish traditions. 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. In addition, our Infant, Toddler and Preschool I classrooms are nut free. Our Preschool II and Pre-K classrooms are nut free as needed.

MENU SUGGESTIONS:

There are many delicious and nutritious foods you can send in your child's lunch. Please be sure to include a protein, vegetables, fruit, grains and dairy as you plan. Snacks and sweets are not needed as we provide snacks during the day (see below). Remember—we do not allow meat of any kind and shellfish in our school as per our kosher policy. Please ask at the front desk for a list of lunch suggestions if you need ideas.

Breakfast

The children eating breakfast must be at school by 7:45 a.m. to allow our faculty an adequate amount of time to feed your children and be prepared for school to begin. The Kosher rules apply to lunch as well. Breakfast cannot be served to children who arrive after that time.

Snacks

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 juice is provided in the afternoon. We celebrate *Shabbat* with *challah* (braided egg bread) and grape juice for Friday morning snack. A snack menu is available on our website to parents at the beginning of each month. Our school uses recommendations of the American Pediatric Association as a guide.

Lunches

You should send a nutritious lunch and drink in a lunchbox labeled with your child's name. Please do not send meat or shellfish products in your child's lunch. Please do not pack glass containers for safety reasons. We will refrigerate any perishable items when your child arrives at school. Unfinished lunches (except liquids in open containers) will be sent home so parents will know what was eaten unless otherwise noted by the parent. All food sent to school should be pre-cut (to avoid choking) and age-appropriate. We do not recommend sending in candy, chewing gum, popcorn, un-sliced grapes, olives, grape or cherry tomatoes, or the like as they are common causes of choking. Please be mindful of how you are preparing your child's food so they can be self-sufficient and safe. Licensing does not allow us to heat food for children at our facility.

*****All Infant, Toddler and Preschool I classrooms are deemed PEANUT FREE. Preschool II and Pre-K classrooms are nut free as needed. Your teacher will advise you if your classroom is nut free.*****

Please be respectful of this policy and contact the ECC office if you would like more information.

Important: Please be certain to inform your child's teacher of any known food allergies or dietary restrictions before the school year begins so that our staff can become informed, and appropriate precautions can be taken.

*****Students in the one year old classes should bring a non-spill cup to school EVERY DAY.** Due to state requirements, this cup is sent **home** at the end of **each** day to be washed/sterilized. Please label all cups and lids with your child's name.

HEALTH, EMERGENCY, AND OTHER IMPORTANT FORMS

Contained in your registration packet are Health, Emergency Release, Parent's Right to Know, Computer Usage and Parent 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.

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.

More detailed information about your child's classroom activities for these holidays, as well as activities which expose your child to Jewish values, will be sent home in the weekly newsletter and daily communications.

HURRICANES, COMMUNITY EMERGENCIES, UNEXPECTED OR UNPLANNED CLOSINGS

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 and **Tadpoles**. Please be sure to sign up for **REMIND** and create an account on **Tadpoles** before school begins. In these circumstances, parents will be expected to pick up their children without delay.

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

LEGAL CUSTODY NOTIFICATION

In compliance with Delaware State Statutes, we require documentation regarding which parent 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.

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. Children and adults should turn in any items that do not belong to them in the preschool office. 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.

MEDICATION

If a child requires medication during the day, parents should deliver the medication along with a completed medication log. To ensure the safety of all children, NEVER leave medication in the child's back pack or lunch box. Only staff that has attended the Medication Administration Training provided by an approved trainer for the Delaware Department of Licensing will be allowed to give medicine. Prescription medications will be administered only when medication is in the original container with original prescription label, with the child's first and last name, date prescription was filled, directions on how to administer and store medication, physician's name, and the name and strength of medication.

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

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

SUNSCREEN/INSECT REPELLENT

We recommend you apply sunscreen to your child every day before coming to school. A medication form will need to be filled out as described above for us to reapply in the afternoon, but we can use it for the school year. Sunscreen must be in its original container with your child's name written on it. As advised by NAEYC--When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are applied only on children over 2 months of age. Do not use a product that combines sunscreen and insect repellent. Staff apply insect repellent no more than once a day and only with written parental permission via the medication log.

NAP POLICIES

All children staying past 1:45 p.m. are required to rest for quiet time. Please remember to send in a labeled sheet and blanket and "lovey" that will help your child feel more comfortable during this time. All nap items are sent home at the end of the week for parents to launder and return at the beginning of the next week. Pre-K children have a 30 minute quiet time before their programming resumes. No nap supplies are required.



OUTDOOR PLAY & AIR QUALITY PROCEDURES

Outdoor play is an important element of the Early Childhood Program. Children will play outdoors 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 he/she may adjust clothing to maintain a comfortable body temperature. When outdoor opportunities for large motor activities are not possible because of environmental conditions (below 32° F or above 90° F, similar activities are provided inside.

PARENTING INFORMATION

Parenting seminars and other programming are offered throughout the year. If you have a topic you would like to bring to the ECC or are interested in—please contact Beth Ann Short so we can bring it to our parents. Our Curriculum Coordinators will be providing current and pertinent parenting materials to our families throughout the year via the teachers or administration. If you desire articles or information on other subjects at anytime, please ask your child's teacher. Please check your weekly newsletter for more information.

PARENT PARTICIPATION

There are many opportunities to be involved at the Early Childhood Center. We hope that you will participate in any way that you can to enrich the lives of all of our families. Please look out for parent discussions, planning meetings and events that you can volunteer your time and expertise. Even a couple of hours of your time can make a difference. Parent involvement is such an important component of ECC life. It makes us special and brings us together. One way we encourage this is through Co-Op hours. Each family is required to complete 10 Co-Op hours in a school year. Co-Op hours may be fulfilled in a number of easy and enjoyable ways! You can be the Homeroom Parent, drive for a field trip, read to your child's class for a half hour during the day, spend time at home cutting various items for a creative project the teacher will be doing with the children, help with set-up or clean-up for a school event or donating needed supplies to your child's classroom. The more you engage in our program the more you will get out of the JCC experience! All hours not fulfilled will be charged \$25 per hour.

PETS

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. Pets from home should not be brought to school unless it is cleared with the teacher in advance, and under the care of a veterinarian that can document that the animal is suitable for contact with young children. Pets may only stay for sharing time with the child's parent and staff supervising. Teaching staff supervise and instruct children on safe behavior when in close proximity to animals. Reptiles are not permitted as classroom pets due to the risk of Salmonella infection.

PERSONAL ITEMS FROM HOME

Except for a sleeping companion (or lovey), toys may not be brought to school. Toys have a tendency to get lost or broken and are difficult to share. Candy and gum 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.

POTTY TRAINING

Children are welcomed to the ECC program toilet trained or not toilet trained. We feel that children need to develop physically and emotionally to the point when they are ready to be toilet trained.

If you begin toilet training your child, please be sure to tell the classroom teacher so she will be able to reinforce your efforts. Children who are in the toilet learning process should bring 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 State Health, 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 toileting times.



PROGRAM EVALUATION AND FEEDBACK

During each school year, the parents 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. Survey results are reported in the weekly school wide newsletter. 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! Supervisors cannot be everywhere at all times and we count on our parents to let us know if something is in need of correction.

SCHOOL HOURS/LATE FEES

We have several programs running at the ECC. You are expected to pick your child up on time. Whether that is 12:00, 3:00PM or 5:45. 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. We encourage punctuality and thank you for your cooperation in this area. If you are running late—please call the ECC to let the front desk know.

SICK/HEALTH POLICIES

1. If a child becomes ill at school, parents will be notified and asked 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 numbers listed on the medical form and the physician.

2. If none of the above answer, an ambulance will be called, if necessary, to transport the child to a local medical facility. We will continue to call the parents and the physician until one is reached.

3. When a confirmed contagious illness occurs, please notify the school. Notices will be e-mailed home immediately to parents of children who may have been exposed.

4. As required by the Delaware Division of Public Health, the following is a listing of contagious illnesses and the number of days/weeks the child is to be excluded from school.

<u>Illness</u>	<u>Exclusion Policy</u>
Chicken Pox	1 week after onset of rash or when all Chicken Pox are scabbed
Conjunctivitis (Pink Eye)	24 hours after treatment
Coxsackie	Fever free and completely crusted vesicles
Diarrheal illness	If 3 or more episodes of loose stools during previous 24 hours, or if diarrhea is accompanied by fever, until diarrhea resolves.
Fifth Disease	No exclusion unless temperature exceeds 100°
Head Lice	24hrs after effective treatment & all lice and nits have been removed
Hepatitis A	1 week after onset of symptoms. The Division of Public Health must be notified; they prefer the entire classroom receive immunoglobulin
Impetigo	18 hours after treatment
Measles	5 days after onset of rash
Pertussis	4 weeks after intense coughing begins or 5 days after treatment
Ring Worm	Exclusion until treatment by physician/not contagious
RSV	Symptom free for 24 hours
Rubella	5 days after rash begins
Salmonellosis	Cessation of diarrhea
Shigellosis	Culture negative or 48 hours after treatment and cessation of diarrhea
Scabies	The day after treatment has been applied
Strep Throat & Scarlet Fever	24 hours after treatment has begun

5. 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 and may return when they are **symptom** free for 24 hours. Health exclusions include, but are not limited to those listed above.
6. 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.
7. 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.
8. We understand that it is sometimes difficult for working parents 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.
- 9. Children sent home with a fever, vomiting or diarrhea will not be allowed back into the program for at least 24 hours after being discharged.** Children must be symptom free without medication for 24 hours before returning to school. A note will be made of the dismissal time.
10. If a child is not well enough to play outdoors or participate in all school activities, he/she must be kept home or picked up from school.

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 parents 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 as follows:

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

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

1. a parent interview
2. an observational screening of the child
3. contact with other professionals involved with the child (i.e., early intervention program, preschool special needs teachers, and therapists)
4. Demonstration that the child has the ability to participate and cooperate as a part of the preschool/kindergarten program for the great majority of the program time with appropriate program modification and support.