



SAM POMERANZ
JEWISH COMMUNITY CENTER
OF SYRACUSE



Parent Handbook 2016-2017

Jewish Community Center of Syracuse
5655 Thompson Rd DeWitt, NY 13214
www.jccsyr.org

HOURS OF OPERATION

The Early Childhood Development Program is open Monday-Friday from 7:00am-6:00pm.

WHO ARE WE

Director	Jo David
Assistant Director	Pam Ranieri
Morning Reception	Chrissy Flynn
Evening Reception	Jen Paine

HOW TO REACH US

By Phone:

Direct Line 315-445-2040
Director, extension 122
Assistant Director, extension 123
Receptionist, extension 120

By email:

Director: j david@jccsyr.org
Assistant Director: pranieri@jccsyr.org
Reception: cflynn@jccsyr.org

IMPORTANT REGISTRATION INFORMATION

The ECDP runs two separate programs, a 10 month school year and an eight week summer camp program. Separate registration is required for each, every year.

Early bird registration for the school year begins February 1, 2017 and is open to current families and anyone who becomes a member of the JCC, allowing new families to register. Paperwork will be sent home in your child's classroom mailbox on January 31, 2017. Open enrollment begins March 15, 2017.

Space in classroom is limited so we encourage and recommend that current families turn in their registration paperwork the first week of early bird registration to avoid being closed out.

Summer camp registration begins in March. Parents have the option to pick and choose the weeks they want their child to attend. Please understand there is NOT a four day option during summer camp. Children can attend camp Monday-Friday, Tuesday/Thursday or Monday/Wednesday/Friday.

TUITION & PAYMENT

Tuition is due on the tenth of the month. Parents can pay their bill by cash, check or credit card in the ECDP office. We offer automatic payment via credit card, and a new automatic deduction form needs to be filled out at the beginning of each new school year and summer camp, as the amounts billed change.

At the start of each school year, a 50% deposit of one month's tuition is due on August 1. That deposit goes towards June's tuition. If you withdraw from the school year before June 21, 2017, you forfeit your deposit.

CHANGING ENROLLMENT

To make changes to your child's initial school year enrollment, you must do so before August 1, 2016. The school year consists of three sessions when you can adjust/make changes to your child's enrollment.

Session 1	9/6/2016-11/30/2016	Deadline 8/6/2016
Session 2	12/1/2016-2/28/2016	Deadline 11/1/2016
Session 3	3/1/2017-6/21/2017	Deadline 2/1/2017

PHILOSOPHY

ECDP is designed to develop the social, emotional, physical and intellectual well being of each child. Accepting each child at his or her own developmental level enhances the individual child's self-concept and feeling of self-worth. The focus of our program is on creating a safe and nurturing environment. The emphasis is on developing curiosity,

imagination, independence, self-esteem, caring for others, and the ability to play both cooperatively and independently.

OUR STAFF

Our staff consists of dedicated people who enjoy working with younger children. All of our staff has experience in teaching children ages 6 weeks through five years of age.

Our staff qualifications vary. All of our Lead Teachers are required to have an MA, a BA, an AA in Early Childhood Education or related field, or a Child Development Associate credential that is renewed every 3 years. Our Assistant Teacher credentials vary from a High School Diploma to a BA in Early Childhood or related field, or a CDA. For those teachers who do not have a college degree or a CDA, we encourage them to further their education and provide them with the resources to achieve their educational goal.

Our program is licensed by New York State Office of Children and Family Services. Each staff member is fingerprinted by New York State and they are run through the New York State Central Register office for a criminal history record check.

Our staff brings to the school creativity, enthusiasm and years of experience in providing a positive and secure environment for all children.

Our teachers are professional and not only encouraged but required to sharpen their skills, expand their knowledge, and keep up to date with new developments in the early childhood field by taking classes, participating in workshops, and attending both local and regional conferences.

WHAT TO BRING: 18 months-4 years

We have an active program and the children should be dressed in comfortable, washable clothes that can take paints, spills, dirt and lots of activity. They should also be free of complicated fastenings.

Please make sure that your child has with him or her every day the following:

- Sneakers or rubber-soled shoes (which are required for the gym and the playground equipment). They are also the recommended footwear for everyday.
- An art smock- we can order a long sleeve art smock through our program.
- A complete change of clothes (which is to be left in the classroom). Place labeled pants, shirts, socks and underwear in a **shoebox sized** tote.
- 2 inch clear view white binder for your child's portfolio with a package of 50 sheet protectors.
- Diapers and wipes (for children who are not yet toilet trained). If you are using cloth diapers, please provide a zippered storage bag for transport.
- A crib sheet and a blanket (for napping children). Both need to be taken home at the end of each week to be washed.
- Please label everything (from wipes to blankets) with your child's first and last name. You can go to www.identamelabels.com and order great labels that are dishwasher, microwave, washer and dryer safe.
- Please do not bring in plastic bags to transport your child's things. They are against NYS regulations.

WHAT TO BRING: 6 weeks-18 months

- Several changes of clothes
- Diapers, wipes, diaper cream; please label everything with child's first and last name.
- Crib sheet, blanket and a lovie (if applicable) from home.
- Pacifier (if applicable); please label with child's first and last name.
- Bottles; please label everything with child's first and last name.
- Formula, breast milk, baby food, rice cereal; please label with child's first and last name.
- Acetaminophen for teething pain along with **WRITTEN MEDICATION CONSENT FORM**
- Please do not bring in plastic bags to transport your child's things. They are against NYS regulations.

PLAY ITEMS FROM HOME

We understand that children like to bring in their own toys. We allow children to bring in their toys from home provided they do not promote violence. Please understand that there will be times throughout the day that we will ask your child to put their toys from home away so they can actively participate in class. The teachers are not held responsible for lost, broken toys from home.

CLASSROOM PLACEMENT

In an effort to create a positive learning environment for all children the following guidelines have been developed to determine student placements.

Educational/Social Emotional Considerations:

Placing children into classrooms for the school year is dependent on many things, including consulting teachers to find the appropriate placement for your child when necessary. We do not honor parent requests when placing children into classrooms. When creating classroom placements the following things are taken into consideration:

- Avoid segregated class groupings—special attention is given to ensure that there is a relatively equal mix of social, gender and academic groups within each classroom.
- Produce a reasonable social mix—all classrooms need children with good leadership and a variety of social skills; some children do not work well together and need to be separated.
- Remain within the NYS Office of Children and Family Services class size guidelines; each age group has a different teacher/child ratio.
- Allow the maximum number of children in each classroom according to what days and times children have registered for, to ensure everyone has a placement.

Special Needs:

Some children have specific learning needs that are being addressed by both the classroom teachers and therapists in the building. The administration reviews these special needs and makes the appropriate placement.

Reggio Emilia Inspired Approach using the Creative Curriculum®

The Reggio Emilia approach to learning is based on 8 principles:

- Emergent Curriculum
- Project Work
- Representational Development- The One Hundred Languages of Children
- Collaboration
- Teachers as Researchers and Learners
- Daily Documentation
- The Environment as the Third Teacher
- Role of the Parents and Teachers as Partners

The Reggio Emilia Approach is an innovative and inspiring approach to early childhood education which values the child as *strong, capable* and *resilient*, rich with wonder and knowledge. Every child brings with them deep curiosity and potential and this innate curiosity drives their interest to understand their world and their place within it.

The Reggio Emilia Approach originated in the town (and surrounding areas) of Reggio Emilia in Italy out of a movement towards progressive and cooperative early childhood education.

It is unique to Reggio Emilia. *It is not a method.* There are no international training colleges to train to be a Reggio Emilia teacher. Outside of the town of Reggio Emilia, *all schools and preschools (and home schools) are **Reggio-inspired***, using an adaptation of the approach specific to the needs of their community.

This is important, as each student, teacher, parent, community, and town are different. No two Reggio-inspired communities should look the same, as the needs and interests of the children within each community will be different.

Children are capable of constructing their own learning

They are driven by their interests to understand and know more.

Children form an understanding of themselves and their place in the world through their interactions with others

There is a strong focus on social collaboration, working in groups, where each child is an equal participant, having their thoughts and questions valued. The adult is not the giver of knowledge. Children search out the knowledge through their own investigations.

Children are communicators

Communication is a process, a way of discovering things, asking questions, using language as *play*. *Playing* with sounds and rhythm and rhyme; delighting in the process of communicating.

Children are encouraged to use language to investigate and explore, to reflect on their experiences. They are listened to with respect, believing that their questions and observations are an opportunity to learn and search together. It is a process; a continual process; a collaborative process. Rather than the child asking a question and the adult offering the answers, the search is undertaken together.

The environment is the third teacher

The environment is recognized for its potential to inspire children. An environment filled with *natural light, order and beauty*. Open spaces free from clutter, where every material is considered for its purpose, every corner is ever-evolving to encourage children to delve deeper and deeper into their interests.

The space encourages collaboration, communication and exploration. The space respects children as capable by providing them with authentic materials & tools. The space is cared for by the children and the adults.

The adult is a mentor and guide

Our role as adults is to observe (our) children, listen to their questions and their stories, find what interests them and then provide them with opportunities to explore these interests further.

The Reggio Emilia Approach takes a child-led project approach. The projects aren't planned in advanced they emerge based on the child's interests.

An emphasis on documenting children's thoughts

You'll notice in Reggio and Reggio-inspired settings that there is an emphasis on carefully displaying and documenting children's thoughts and progression of thinking; making their thoughts visible in many different ways: photographs, transcripts of children's thoughts and explanations, visual representations (drawings, sculptures etc.), all designed to show the child's learning process.

The Hundred Languages of Children

Probably the most well-known aspect of the Reggio Emilia Approach is the belief that children use many, many different ways to show their understanding and express their thoughts and creativity.

There are one hundred different ways of thinking, of discovering, of learning. Through drawing and sculpting, through dance and movement, through painting and pretend play, through modeling and music, and that each one of these Hundred Languages must be valued and nurtured.

These languages, or ways of learning, are all a part of the child. Learning and play are not separated.

The Reggio Emilia Approach emphasizes hands-on discovery learning that allows the child to use all their senses and all their *languages* to learn.

The Creative Curriculum® philosophy is that young children learn best by doing. The Creative Curriculum® is built on theories of development in young children, that all children learn through active exploration of their environment and therefore the environment plays a critical role in learning. The goal of the Creative Curriculum® is to help children become

independent, self-confident, inquisitive and enthusiastic learners by actively exploring their environment.

The curriculum identifies goals in all areas of development: **Social/Emotional, Cognitive, Physical and Language.** The planned activities for the children, the organization of the environment, the selection of the materials, planning the daily schedule and interacting with the children are all designed to accomplish the goals and objectives of the curriculum and give your child a successful year in school.

Preschool Children

The Creative Curriculum® allows teachers to integrate learning in literacy, math, science, social studies and the arts throughout the day. It also gives the teacher a wide range of teaching strategies from child-initiated learning to teacher-directed approaches, to best respond to children's learning styles, strengths and interests.

The staff at the Early Childhood Development Program builds the curriculum for their children around the environment using 10 different interest areas or centers

- Dramatic Play
- Blocks
- Manipulative (Table Toys)
- Art
- Sensory
- Library
- Music & Movement
- Cooking
- Outdoors
- Discovery

Infants, Toddlers and Two's

Our infant and toddler teachers focus on 5 routines and 8 experiences to create a rich learning environment for our youngest students.

The 5 routines are:

- Hellos and Goodbyes
- Diapering and Toileting
- Eating and Mealtimes
- Sleeping and Naptime
- Getting Dressed

The 8 experiences are:

- Playing with Toys
- Imitating and Pretending
- Enjoying Stories and Books
- Connecting with Music and Movement
- Creating with Art
- Tasting and Preparing Food
- Exploring with Sand and Water
- Going Outdoors

The richer the environments the more concrete opportunities there are for children to learn by interacting with materials and people. The teacher's role is to create an environment that invites the children to observe, to be active, to make choices and to experiment.

SHABBAT AND JEWISH HOLIDAYS

Every Friday, we celebrate Shabbat, saying the blessing over grape juice, and eating Challah (Sabbath bread). The children enjoy welcoming the Shabbat with songs and dance.

In addition to celebrating Shabbat, we invite PJ Library and our local Rabbis to visit our classrooms monthly for a special story and/or activity.

When celebrating the Jewish holidays, the classroom use the fine arts, storytelling, and the preparation of traditional foods as vehicles to “feel and see” what is being taught. Please note, we do not celebrate Halloween, Christmas, Valentine's Day, Easter, or St. Patrick's Day. Please refrain from

bringing anything into the program related to these or other holidays we don't celebrate. It puts the teachers in an awkward position, as they will politely ask you to take them home. Your child may get upset and confused as well.

We do celebrate all of the Jewish holidays and Thanksgiving with a Thanksgiving Luncheon, Passover Seder Luncheon, and Chanukah Party for children in classrooms A, B, 2, 6, 7 and 8. Children in classrooms 1, 9, 3, 4 and 5 celebrate the holidays using their five senses. The teachers allow the children to explore, discover and taste the different objects and foods related to the holiday. Parents are welcome to volunteer in the classrooms for these holidays, please speak to the Lead Teacher in the classroom.

We provide a Parent Information Booklet for each holiday, prior to celebrating so you can share the joy of the holidays with your child.

MEETING THE NEEDS OF CHILDREN

The Early Childhood Development Program recognizes that every child is different and unique and that children develop at different rates. We strive to meet the needs of all the children we care for, while at the same time recognize that we may not be able to meet the needs of every child.

The Early Childhood Development Program works exclusively with Children's Therapy Network. Our goal is to provide coordinated services for children identified with special needs in the early childhood environment. Children's Therapy Network Staff are a group of highly educated professionals which include Special Education Teachers, Teachers for the Visually Impaired, Teachers for the Hearing Impaired, Physical Therapists, Occupational Therapists and Speech Therapists. They have the ability to evaluate and screen children who may not be identified.

Children's Therapy Network staff support both the children who attend and our program and the teaching staff. Working with one therapy group provides our school with an additional safety feature. Our children and teachers will always know the therapists coming in and out of our program. Teams work together and are able to communicate their goals with each other and with the classroom teachers. Teams of therapists working together can build schedules to best meet the needs of children. Therapists are present throughout the day to provide support to our classroom teachers.

If you are concerned about your child's development at any time throughout the school year, you can speak with the Director and she will guide you through the evaluation process.

Once your child has an evaluation and acquires an IFSP or an IEP or is enrolled in our program with an IFSP or an IEP our teachers and administrators, along with your child's therapist(s) will implement significant modifications and provide additional supports to the best of our ability. If we cannot meet the needs of your child we will assist you in finding the appropriate placement for your child at another facility.

CHILD OBSERVATIONS, DOCUMENTATION & PARENT TEACHER CONFERENCES

The Early Childhood Development Program believes in quality care for every child. In order to best care for and meet the appropriate developmental needs for every child, the teachers continually observe and document the children's learning through a variety of methods.

Parents are asked at the beginning of each school year to complete the ASQ-3 to help us understand where your child is in all areas of development. This is done within the first 45 days of enrollment. Teachers use this information to understand where your child is in relation to what they will be teaching.

Assessing children is accomplished through careful observation and documentation. If a child requires a formal assessment through Children's Therapy Network it is done in a culturally and linguistically appropriate manner, including the appropriate language.

For children who come into our program speaking a primary language other than English, we strive to meet their needs utilizing our community resources, whether it's family support working directly with the parents, having a teacher on staff who speaks the child's primary language do the assessments, or using different tools and techniques to observe and assess such as non-verbal observations, visual cues and visual schedules.

Communication between caregivers at school and at home is critical to every child's success. We schedule two conferences with parents during the course of the school year to discuss the progress of their child.

It is very important for every parent to sign up for a conference. Sign-up sheets will be posted in the office in December and April. If there is a date or time that is not conducive to your schedule, please let us know so that we can find an alternative date or time and we will try our best to accommodate you.

Parents will be informed of any special problem, occurrence or unusual behavior as needed throughout the year. Parents are requested to inform us of any unusual or significant events in the home (new baby, trips, illness, etc.) so that teachers can better understand the behaviors of each child and meet their needs. If you would like to set up a meeting to discuss your child development or any concerns you may have other than at scheduled conferences, please call the Director to set up a meeting.

SNACKS

We provide a healthy snack served with 1% milk for children over 18 months, Monday- Friday, whole milk for children under 18 months Monday-Friday. To ensure health and kosher standards, only food provided by the program will be served during snack time. Copies of the snack menu will be posted in the classroom and parents can request a copy from the school office.

We understand how babies are introduced to solid foods and work with parents and their babies individually. The 6 week-18 month old room will use the same snack menu as the other rooms and parents can communicate what their child can have when the time is right. Parents will provide a snack if what we are serving isn't applicable.

LUNCH

ECDP is part of the Jewish Community Center, and therefore, we are required to observe the dietary laws of Kashrut. We ask that all children bring a "dairy" or meatless lunch. Favorites among our preschoolers include peanut butter and jelly, cheese pizza, tuna fish, yogurt, cheese & crackers, fresh fruit/vegetables and pasta. We provide milk or water every day as well as refrigeration and/or microwave heating for those lunches that need it.

Infants will be fed according to their individual feeding schedules. Parents will need to update the feeding schedule as it changes or every 3 months, throughout the year.

For infants, once a child starts eating from a bottle, it cannot be saved if they don't finish it, it must be discarded. This applies for food as well.

We know the importance of children eating healthy, well-balanced meals; therefore, we require children's lunches to contain a combination of 2 fruits and/or vegetables, a grain and a "dairy" or meatless main entrée. We provide water (all day long), milk.

Lunches can be purchased during the school year. At the beginning of each year there is a 2 week try me session to see if your child enjoys what is on the menu. If your child enjoys the lunch, you can sign up for him/her to receive lunch throughout the school year. There are 3 sessions to purchase lunch. If your child stops eating school lunch, you may cancel after the session. Lunches are non-refundable once you enroll in a session.

If your child orders a meat lunch, such as chicken nuggets or hot dog, additional dairy items (i.e. yogurt, cheese sticks, etc) from home will not be served to your child in keeping with our Kashrut policy.

Parents are not permitted to bring in food for more than one day and store it in the classroom refrigerator/freezer. The teachers are responsible for preparing lunches that are pre-packed only. If we allow one family to store additional food items for the week, then we must allow every family to do the same. There simply isn't enough space in the refrigerator/freezer and there isn't enough time for the teachers to prepare lunches. Mealtimes are a special time for the teachers and the children to relax, eat and enjoy each other's company and conversation.

BREAKFAST

Arrival is a very important part of everyone's day and sets the tone for your child's day. The Early Childhood Development Program does not provide/serve breakfast. We do understand that some children get here very early and there simply isn't time to eat breakfast at home. Parents are welcome to bring in breakfast for their child.

The teachers are warmly greeting all of the children and families in the classroom. There is a lot of information shared between teachers and parents and we must be able to give our full attention during arrival time. Preparing and serving breakfast takes away from this very important part of the day, as children are arriving from 7:00am-9:15am.

If parents bring in breakfast they are responsible for preparing and serving it. Parents are allowed to use the microwave if needed. Storing food in the refrigerator/freezer is not permitted.

BIRTHDAYS

We would love to have your child celebrate his/her birthday during class time and have developed two special services to facilitate this. You can purchase cupcakes only or the Birthday in a Box. Cupcakes will be baked & decorated by the children and served after lunch. The Birthday in a Box is a party in box! The classroom will be decorated prior to arrival for the day with balloons and streamers. The box contains a birthday necklace for the birthday child, a special stuffed animal, a game to be played, birthday themed paper products and birthday hats.

The cost for just cupcakes is \$10 and the Birthday in a Box is \$40. All proceeds from the Birthday in a Box go towards the Teacher Appreciation Dinner.

Parents are welcome to come in for their child's special celebration. Order forms for classrooms 3, 4, 5, 6, 7, 8, A, B & 2 are included in the initial registration packet. Once children in classroom 9 are old enough for cupcakes, birthdays may be celebrated. Forms are also available in the office and under the files section on Member hub. Children in our infant room 1 do not make cupcakes.

Parents are not allowed to bring in goody bags for birthday celebrations. While this is an optional service, no other baked goods will be served. Please do not put your child or us in an unpleasant situation by bringing something in. We will not be able to serve it. Parents can bring in fresh fruit if they choose.

Class lists are available through the office to send out birthday invitations. Unless every child in the class is being invited to a birthday party outside of

class time, ECDP mailboxes cannot be utilized for distribution of birthday invitations.

PARENTS PARTICIPATION

Parents are a vital part of our program. They provide us with support for programs and are a wonderful resource for our curriculum. We welcome parent participation throughout the school year, especially with special holiday events and gatherings. Please share with your child's teachers if you have a special hobby or talent you can bring to the classroom!

We are interested in developing a close working relationship with you in regards to your child's development and activities. Please let us know, if something new and extraordinary is happening at home (a new baby, a visiting cousin, etc) so that we can work more effectively together. All of these things can affect your child's behavior.

We believe that parents and teachers working together can provide the best learning environment for young children. The Director and teachers are accessible if there is anything you wish to discuss. Likewise, your child's teacher will contact you if there is something of concern, or to share, in reference to your child's day.

ARRIVAL AND PICK UP

We ask that children be dropped off as close to 9:00AM as possible. Your child's day will start promptly at 9:15AM. We want your child to be able to participate in all of the scheduled activities. In addition, children arriving late may cause a disruption to the rest of the children and the classroom schedule. We do understand that appointments and emergencies come up; please call the office to notify us that your child will be arriving late.

In order to maintain teacher/child ratios, we ask that you do not bring your child to his or her classroom earlier than their scheduled arrival time. If you find that you are running more than a few minutes late when you are coming to pick up your child at the end of the day, please call us. A phone call from you gives us the opportunity to reassure your child that everything is okay and that you are on your way.

We understand that there are times when you need to adjust your child's schedule and you may need to extend their day. Extra time is granted on an approved available basis and only intended for occasional use. There will be an additional fee of \$10.00 per hour and \$5.00 per half hour, payable upon pick-up for extra time care.

If your child is going to be picked up by another person (even another ECPD parent), we need to know in writing that we have your permission to release your child to someone else. We will ask for a picture ID if that person is not known to us.

We pay our teachers overtime when they stay later than their regular hours. Therefore, if you are picked up after 6:00PM there will be a \$20 late fee. If a child is picked up after 6:15PM, there will be an additional charge of \$2 per minute thereafter. Excessive lateness can result in the termination of your child's enrollment. Please refer to the termination policy on page 34 for further information.

SEPARATION

Separation for the first time can often be an unsettling experience for both parents and children. It is very helpful if you can stay for 10-15 minutes the first few times so that your child can explore the environment while still feeling the security of your presence. However, when you do need to leave, the best way is generally the most direct one. Let the teacher know that you are ready to leave: tell your child you are leaving and will return later, assure your child that they will be cared for, say good-bye and leave.

It is normal for a young child to feel apprehensive and to be reluctant to allow the parent to leave, but it is important to allow the teacher to do the comforting. In this way, your child will be reassured that you feel alright about separating, which will help make the transition easier.

PARENT SIGN IN AND SIGN OUT

Classroom

Every teacher has a clipboard with the green parent sign in sign out form. Parents are required by NYS Office of Children and Family Services to sign their child in and out on a daily basis. Upon morning drop off, please write

your child's name, the time of arrival and your signature on the form. When picking your child up, please fill in the departure time and signature.

Playground

When picking your child up on the playground, you may be asked for your photo identification or be directed to the office to check in, if the teacher doesn't recognize you. The same procedure for signing your child in or out in the classroom applies to the playground.

Parents and siblings are NOT PERMITTED on the playground for any reason. Teachers will bring your child to you once you have been cleared for pick up. Children are NOT PERMITTED to open the gate on the playground. The children will be taught this rule and parents are asked to reinforce it.

***Please understand that once you arrive in the classroom/playground at the end of the day, you are now responsible for your child and will be asked to sign them out. Parents are not permitted to leave children with the teacher once they have arrived to pick up for any reason.**

Upon arriving to pick your child up from school, we ask you to finish all business/phone conversations. Your children have missed you and have lots of things to share with you, including hugs and kisses! We understand that you are busy, but departure is another special time of the day and requires your full attention to both your child and the teachers. Please allow time to speak with the teachers before leaving for the day in order to ensure your child's success at school.

Siblings

Siblings may be with you when you pick up your child. If you are picking up in one of the infant rooms, siblings are asked to stay near the door. Our infant rooms are kept very clean and all who enter are required to wash their hands and remove their shoes. Siblings have a tendency to want to touch things in the classroom and other infants, this spreads germs unintentionally.

When picking up children in the other classrooms, please ask the sibling to stay near you. Siblings don't understand the routines and rules of the classroom and have a tendency to run around the room and mistreat the

materials and the environment. Siblings are the parent's responsibility, not the teachers.

Persons Other Than Parents Authorized to Pick Up

If someone else is dropping off your child off they can ring the door bell to be let in. If someone else is picking your child up, they must be on the authorized pick up list, located on the registration form and provide photo identification.

Please do not provide them with your membership card. Guest cards are available for grandparents and nannies. Persons without photo identification or who are not on the authorized pick up list will NOT be permitted to take children from the program. Please notify the office if someone other than you will be picking up or dropping off.

VISITORS

All admitted visitors are required to stop at the ECDP office. Those who have an authorized reason to proceed and visit a classroom are required to sign in (name, time in, reason for visit). This includes therapists, state representatives, presenters and parents inquiring about enrollment of their child. Visitors will then be given a visitor's badge that must be clearly displayed. Return of the badge and sign-out are required at the end of the visit.

Locked doors at both entrances of ECDP prohibit visitor entrance without being "buzzed in" by the ECDP staff. Access will be denied to all persons who have no authorized reason to be in the wing.

PHYSICAL WELL-BEING AND HEALTH

We believe and understand that young children need to be moving throughout the day. Therefore, all children are provided with physical play both inside and outside.

The ECDP does not promote the use of television as part of its curriculum or as a supplemental downtime activity.

The Prekindergarten classrooms have Smart boards. Smart boards are used to enhance the curriculum.

HEALTH AND SAFETY POLICIES

Contagious diseases and ill children: A child at school believed to have a contagious disease or who is ill will be brought to the office until a parent picks them up and will be excluded from the school until the child is no longer contagious/symptom free. Parents will be informed of any serious contagious disease/illness.

Additional health and safety concerns:

- Scrapes and bruises will be treated by staff with cleansing and bandaging. If we feel it is warranted, we will contact the parent.
- Serious falls, blows, open wounds, sprains, breaks, and similar injuries will receive appropriate first aid treatment. Parent or authorized person will be notified. In the event that neither is available, the school will call 911 and follow advice. Parent or authorized person will be notified as soon as possible.
- Choking that requires emergency care will be administered by a teacher who is certified in CPR and First Aid, and 911 will be called simultaneously by another person. Parent or authorized person will be notified by telephone as soon as possible.
- Cardiac/ respiratory distress: in a case needing Cardiac Pulmonary Resuscitation (CPR), a trained staff person will initiate the treatment and another person will call 911 simultaneously. Parents will be notified by telephone as soon as possible.
- Ingestion of foreign or unknown substance: 911 or the Poison Control Hotline will be called. Parent or authorized person will be notified by telephone as soon as possible.
- Human Bites
The bitten child will be treated according to need. Parent will be informed personally about the circumstances.

Appropriate action will be taken regarding the biting child's behavior, and parents will be spoken to regarding the incident.

Please refer to the "biting policy procedure" for more detailed information.

ILLNESS POLICY

ECDP is a well child center. The impact of sending a sick child to a preschool is twofold. It presents the possibility of spreading the illness to children and teachers. In addition, we do not have the staff and facilities to give a sick child the extra TLC and attention that they deserve. If your child has any **one or more** of the symptoms listed below, we ask that you make alternate arrangements for his/or her care until they have been symptom free for 24 hours. Your child **will not** be able to come back the next day.

- Vomiting
- A fever of 100 degrees or higher
- More than one episode of diarrhea
- Heavy nasal discharge
- Watery, inflamed, glazed or crusty eyes or eyelids
- A rash, sore or any other unusual skin condition
- Listless/unusually tired and unable to participate in normally scheduled classroom activities
- Consistent, deep coughing

ECDP reserves the option to ask parents to not leave a child within our care if any of these symptoms are present at the time of morning drop-off. If the symptoms appear during the day, we may also choose to call the parent and request that they pick up their child. If we are unable to reach a child's parents, we will attempt to reach the people listed on your medical emergency form.

MEDICATION & ALLERGIES

We are able to give over-the-counter and prescription medication to your child at our center, provided the proper paperwork is completed.

Over-the-Counter Topical Medications

Our program provides a list of over-the-counter topical medications and first-aid items that we stock and can administer to your child provided you complete the OTC form prior to enrollment.

Over-the-Counter Medications and Prescription Medications

New York State Licensing requires us to have written consent from a parent that has been completed by the parent, the authorized prescriber and the ECDP administrative staff for any medication including but not limited to, Tylenol, Motrin, Benadryl, Epi-Pens, Penicillin, Nystatin, inhalers, and eye drops. The written consent must be completed on the form provided. Forms can be found on member hub under files and in can be obtained in the ECDP office.

When bringing in medications, please make sure that the medication is in its original packaging. The actual medication and the box it comes in must be labeled with your child's first and last name. All medications MUST match the specific brand on the Written Medication Consent Form. For example if the doctor authorizes Tylenol, the medication MUST be Tylenol brand, not the generic brand.

ALL medication MUST be brought to the ECDP office to ensure that the proper forms have been completed and we maintain our license to administer medications. Only staff members who are MAT trained are allowed to administer medications unless they are considered an emergency medication (see allergies).

Medications cannot be put in your child's back pack or lunch box, or given to the classroom teacher directly. Leaving medication with your child imposes a risk to them and the other children in the program. Please make sure you bring all medications to the office.

Please alert the director and your child's teacher when your child is receiving medication (from cough syrup to antibiotics) either at home or during school hours.

Allergies

The ECDP is equipped to handle allergies, including food allergies. If your child has an allergy, please notate that on the intake form. It should also be on your child's medical form, completed by your child's pediatrician.

Our program has an emergency medication waiver, allowing all staff to administer emergency medication to children provided they have current CPR and First Aid certifications and have been trained by the health care consultant or parent on how to administer the emergency medication.

Emergency medications are inhalers, nebulizers, Epi-pens and benedryl. If your child needs any of these medications or has a medical condition that requires additional medication/treatment to be given at school, the Director will sit down with you and create an Individual Health Care Plan that is specific for your child. The proper medication consent forms must be completed with the medication that accompanies them.

OUTDOOR PLAY

Daily outdoor activity is very important for young children and is planned as an integral part of our programming, as well as a NYS regulation. In the winter we will go out as long as the temperature/wind chill is 30 degrees Fahrenheit or above. Children may go outside for shorter periods of time when temperatures are between 20-30 degrees.

It is our policy that children who are well enough to come to school are well enough to go outdoors. If children are dressed properly, weather conditions do not pose health risks. Please supply appropriate clothing, allowing for weather. During winter, children should have the following items: ***WATERPROOF** mittens, boots, shoes, hats, coats and snow pants.

Our children in the infant room also go outside for walks, weather permitting. We will be taking our youngest children for walks and active play in the grass and/or playground area.

INCLEMENT WEATHER

Although we are located in the same building as the Syracuse Hebrew Day School, we do not follow their closing policy. We try to make every effort to remain open as a service to working parents, even though we may have to operate on minimal staffing. We do ask, however, that parents who are able to keep their child safely home, to consider that option on heavy snow or ice days. In the event that the decision is made to close, we will ask local television stations 3, 5 and 9 to broadcast information. You will receive an email and text alert through member hub, with a closing or a delay notification. You can also call our voice mail at 445-2040 ext. 120 to see if there are closings or delays. There are no refunds for emergency closings and unfortunately, we cannot make-up days.

HAND WASHING

Hand washing plays an important role in keeping our children and families healthy. Per NYS regulations children and adults are to wash their hands anytime they enter the classroom, when they are dirty, after toileting, before and after coming in from outdoors, before and after eating, and after handling pets. We ask that both parents and children wash their hands upon arrival.

SUPERVISION

Parents are asked to supervise their children at all times other than when the enrolled child is in the care of the classroom teacher. This includes younger siblings while in the hallway, classroom and parking lot. Parents are to bring the enrolled child into the building and into their child's classroom.

There are times in the early morning and later in the afternoon when the classrooms will be combined and not with the assigned classroom teachers.

If you arrive and there isn't a teacher in your child's classroom, you are not permitted leave your child unattended. There is a classroom indicator near every door that will tell you where to go or you can ask in the office.

Children are prohibited from coming into the building unaccompanied by an adult. In addition, children in our program will not be released to older siblings under the age of eighteen.

PARKING LOT SAFETY

For the safety of your children, it is vital that all parents adhere to the following:

- Observe designed traffic flow in/out of the entrance and exit of the JCC parking lot
- Come to a full stop
- Adhere to the posted five mile an hour speed limit.
- No child should be in the parking lot without supervision
- **Please do not leave children unsupervised in a car as it will be mandatory for us to call Child Protective Services.**
- Teachers are not permitted to "watch" your child in the car from the playground. They are responsible for supervising the children on the playground.
- Do not leave your car running, please take your keys with you.

BABYSITTING BY STAFF

We do not endorse staff employed at the JCC to engage in private babysitting arrangements with clients of the program and will not provide a reference for them to do so. As part of the enrollment process, all ECDP parents are asked to sign a “babysitting authorization form.” This form is included in the registration packet.

Your signature indicated that you understand that your child’s teachers for that school year are not allowed to babysit and that the ECDP is not responsible for the care of your child while he/she is not in attendance at the ECDP program.

We are not responsible for the actions of any staff member during the employee’s non-work hours if you choose to engage a staff member for personal babysitting. The ECDP cannot be responsible in finding care for families on the days we are closed.

CONFIDENTIALITY

All teachers are required to sign a Confidentiality Agreement.

Confidentiality is required by law and NYS OCFS regulations. Please read our guiding principles regarding confidentiality.

- We recognize that we are in a unique position to know a great deal of information about the children we care for and their families—through forms and documents, conversations, observations and disclosures.
- We believe that this information belongs to families and is not ours to share with others except as required by law, regulations or program requirements.
- We accept that keeping such information confidential is crucial to building trust with families.
- For these reasons, we do not pass on information about families nor participate in gossip about them; this applies both in and outside of the program.
- We recognize that others may ask, tempt or pressure us to reveal or share information about families. We actively resist these attempts

whether they come from staff, other parents, or people in the community.

- We understand that sometimes inside the Center, such information should be discussed only when it will benefit the care we offer the children and the parent.

In addition to our guiding principles, we will refrain from sharing information about other staff members and ask that families keep our guiding principles regarding confidentiality. Please don't put the ECDP staff in an uncomfortable situation by asking them questions about other children, families or staff members.

If teachers are not abiding to the confidentiality policy it may lead to disciplinary action, including but not limited to termination. If parents are not abiding by our confidentiality policy, they may be asked to leave the program.

ECDP Policies

The JCC Early Childhood Development Program has several policies and procedures in place to insure that your child's experience with us is a safe and nurturing one. We feel it is important for parents to be aware of all policies and procedures that may affect your child's experience in our program. Each of the following policies and procedures have been reviewed and approved by the New York State Office of Children and Family Services.

DISCIPLINE POLICY

The Early Childhood Development Program uses the Nurtured Heart Approach. We believe that children learn best through experiences. We believe that teachers must lovingly guide and redirect the children to help them to learn to cooperate with their peers and to have positive, educational experiences to encourage and enhance their growth and development while in our care. We try to be as consistent as possible with our childcare rules so that the children will know what is expected of them. **Our behavior guidance policies and procedures are as follows:**

- ***Children should be presented with positive models of acceptable behavior.*** Staff actions and interactions set the tone through behavior, body language and voice levels. Children can copy what they see and hear. Since we wish to provide a peaceful and cooperative environment for children to grow and learn, our staff is expected to demonstrate appropriate behavior through soft and calm voice levels and appropriate expression of their feelings.
- ***Redirection and constructive solutions are the techniques used by the teaching staff. Emphasis on the positive is essential in guiding young children.*** Our staff is instructed to build on the positive attention and encouragement when positive interactions are taking place. The words “NO or DON’T” are saved for emergencies or rare situations. Encouragement, intervention, explanation and reconciliation are positive goals we strive for in classroom relationships. Cooperative games and team building activities are emphasized. We will use group management techniques, like limiting the number of children in each area of the room to avoid overcrowding and allowing for sufficient materials and the opportunity for constructive interactions.

Consequences for unacceptable behavior shall be handled by the teacher who will:

- Respect and protect the rights of the child.
- Restore order without the loss of the child’s self-esteem.
- Help the child to understand the problem.
- Redirect the child to another activity area or specific area.
- Whenever possible, have natural consequences follow the misbehavior. When this is not possible, logical consequences will be used.
- Encourage children to verbalize their feelings, rather than demonstrate them physically.
- Use situations of misbehavior as learning experiences for all involved.

Persistent unacceptable behavior will be dealt with in the following manner:

- Teachers involved will inform ECDP Director of situation.

- Staff will meet to discuss the unacceptable behavior and to develop a program to meet the individual needs of the child in question.
- Parents of the child may be called in for a conference to discuss this plan and to enlist their input and cooperation.
- In rare instances if a child is clearly having an extremely difficult day and the Director (or designee) finds that his/her presence is detrimental to the well-being and safety of the other children in the class, a parent may be asked to pick the child for the remainder of the day.
- Children with consistent difficulties, even after parents are counseled regularly, may be required to seek professional assistance. If no significant progress is made for the health, safety and welfare of this child, and/or the children in the center are at risk, the child may be dismissed from the program.

The Following actions are prohibited:

- Any form of corporal punishment, including rough handling, shoving, hair or ear pulling, shaking, slapping, kicking, biting, pinching, hitting or spanking.
- Any form of emotional abuse, including name calling, ostracism, shaming, making derogatory remarks about the child or of his/her family, using language that threatens, humiliates or frightens the child.
- Placing a child alone in a room either locked or unlocked.
- Leaving a child needing further disciplinary intervention in the ECDP Office without a full explanation to/and feedback from ECDP Director or Assistant Director.
- Use of toileting habits (or lack) or failure to eat or sleep as a cause for punishment.
- The withholding of food, clothing or medical care as a form of punishment.
- The use of physical or mechanical restraints of any kind.

TOILET TRAINING

“Toilet trained” is not a prerequisite for acceptance or placement at any age group level within the Early Childhood Development Program.

Toilet training will begin for children enrolled in ECDP when appropriate for each child's age and stage of development. Parents will be consulted on the methods used at home. Feedback will be provided on each child's progress. Parents will be requested to bring in several extra pairs of underwear, as well as two complete changes of clothes (shirt, pants, socks and underwear) and to replace with clean ones the day after soiling occurs. Children will be offered frequent opportunities for toileting, particularly after meals and before sleep periods.

Objectives of Successful Toilet Training

- Keep the child comfortable
- Give the child a sense of pride and accomplishment
- Make this "once-in-a lifetime" task a pleasurable learning experience.

Procedures for Toilet Training

- When the child is ready to begin toilet training, the child will be taken to the toilet at frequent intervals.
- Teachers and parents will work cooperatively to establish a routine that is consistent between home and ECDP.
- The child will be allowed to sit as long as he/she is willing. At any sign of distress, the process is stopped.
- The child is never punished, embarrassed or made to feel guilty about accidents. Withholding of food or normal activities is prohibited. Accidents are a natural consequence of the process and will be dealt with in a calm, pleasant and casual manner.
- If the child has soiled or wet clothing, normal diapering procedures are used.
- Child and Teacher will wash hands with soap and running water. Teacher will assist child as needed.

Bathroom floors and toilets are cleaned and sanitized nightly by the JCC maintenance department. Teachers are to notify ECDP Office of a need of an immediate cleanup due to a toileting accident.

DIAPER CHANGING POLICY

- Diapers, wipes and ointment are to be provided by each parent. If your child runs out of diapers while he/she is here there will be a \$2 charge per diaper that the center provides.
- If you choose to use cloth diapers, please provide a zippered bag for soiled diapers.
- Diapers are to be checked regularly and will be changed when soiled or wet.
- Latex gloves must be worn on hand(s) that touch the diaper and child's diapering area.
- Glove(s) must be changed between children.
- Glove(s) must be removed and hands washed before tending to a child not being diapered.
- Child's hands are to be washed after having diaper changed.
- Soiled and wet diapers (bowel movement) are disposed of in the diaper pail.
- Disinfect and clean all diapering and changing surfaces after each use.
- Child is never to be left unattended on diapering table.
- Teacher is bound by policies governing appropriate touching during this task.

NAP POLICY (Toddler and Three Year Old Levels)

- We are required by our licensing agency to provide an afternoon rest time for all children in these age groups on a daily basis.
- Naptime will begin at approximately 1:10 and continue to about 3:00 for the group as a whole. The lights in the classroom go on at 3:00PM; however, children will not be woken up. If a child seems tired before nap, he/she will be given the opportunity to lie down on their cot.
- We are governed by NYS Office of Children and Family Services Day Care Regulations and are NOT PERMITTED to wake children up. We understand that your schedule in the evening at home may be effected if your child takes a longer nap at school but if they remain awake at school and are tired, your child will struggle with self-control

and will become increasingly irritable as the day progresses. It is important that every child gets what he/she needs to be successful at school, including appropriate resting time. A copy of the NYS Day Care Regulations can be found at <http://ocfs.ny.gov/main/>

- Hallway lights are not to be turned off before 1:10 and are to be turned back on by 3:00. All naptime teachers are responsible for working cooperatively and accepting equal responsibility for this task.
- Although room shades are to be pulled down, one should remain slightly open to permit enough light into the room so that all children can be clearly visible to anyone who looks into the room.
- While all children staying beyond 1:00 will be required to take part in this rest period, no child will be forced to sleep or remain totally still on their cot. Conversely, no child will be forced to remain awake if showing signs they need to sleep.
- For children unable to sleep, a quiet activity will be provided such as coloring or reading.
- Teachers covering nap rooms are expected to continually monitor the children in their care.
- The playing of very soft music to help children fall asleep is encouraged.
- It is expected that nap room teachers will be accessible and responsive if a particular child needs to have his/her back rubbed, or needs to be held or rocked in order to quiet down.
- Children need to be able to transition from their active morning classroom activities to the quiet rest time period. A Short story time at the beginning of the naptime is an excellent step.

NAP POLICY (Infant Room)

- Infants sleep according to their individual schedules. We strive to keep the home schedule consistent with their center schedule. Parents are asked to maintain communication with teachers and

update the sleep schedule accordingly as it changes throughout the year.

- Infants are required to be put to sleep on their back, unless a note from a medical doctor is provided. Once an infant is able to roll over on his/her own, they will be allowed to sleep on their tummies. Positioning devices will not be used in cribs unless a written note from your pediatrician is provided, nor will bumpers.
- To help reduce the risk of SIDS, the infant room will be kept between 68-72 degrees Fahrenheit.

Biting Policy

Philosophy

We are always upset when we experience biting in our toddler rooms. Even though we know biting is not entirely unexpected when toddlers are together in groups, we don't want any of your children to be bitten, and we want any child who bites to learn more appropriate behavior. When it comes to biting, here is what you can expect from us:

- We all put children's safety first and provide appropriate first aid as well as comfort, support, and advice to any child who is bitten.
- We will provide appropriate programming for toddlers to help prevent biting.
- We will make current information and resources on biting available for you.
- We will provide teachers with adequate knowledge and training to deal appropriately and effectively with biting.
- We will take your concerns seriously and treat them with understanding and respect.
- We will tell you what specific steps we are taking to address biting and explain the reasoning behind those steps.
- We will respond to your questions, concerns, and suggestions—even when our response to some suggestions is no.
- We will work to schedule conferences about biting with your child's teachers at a time when you can attend.

- We will keep your child's identity confidential if he or she bites. This helps avoid labeling or confrontations that will slow the process of learning not to bite.

TOUCHING AND NUTURING POLICY

Physical touching is an important part of the care and nurturing of young children. Children feel loved, accepted and supported through the sensations of touch by nurturing adults and peers. However, physical touch should be respectful of children's body cues and only occur with permission. Staff members will be sensitive to children's responses and requests for physical interaction and model appropriate nurturing touches. Except for safety or cleansing, children always have the right to refuse a touch. Children will also be taught to respect an adult's and other children's touch preferences.

Affectionate, nurturing touch is necessary for every child's emotional growth. It includes:

- hugging
- holding on lap
- rocking
- carrying
- rubbing or patting backs
- cuddling
- hand holding

Children always have the right to refuse these touches.

Personal care touch is necessary for every child's health and safety. It includes:

- first aid
- diapering
- clothing changing
- face and hand washing
- assisting with toileting
- examining rashes and unusual marks
- nose blowing

These touches are done as gently as possible and should be accompanied by verbal explanation and appropriate comfort.

MULTICULTURAL POLICY

Our program, while governed by the Jewish mission statement of the Jewish Community Center of Syracuse, is committed to multicultural education. This means we share a commitment to human rights, dignity of the individual and social justice. We strive to create a program that truly reflects the lives of our children, families, staff and community. By recognizing the impact culture plays on our families, we will make every effort to provide culturally responsive childcare by affirming the differences and the right of people to make choices about their own lifestyles. We seek to recognize, appreciate and respect the uniqueness of each child. Our programming will aim to:

- Recognize the beauty, value and contribution of each child.
- Foster high self-esteem and contribution of each child.
- Teach children about their own culture.
- Introduce children to other cultures.
- Provide children with a positive experience exploring similarities and differences.
- Encourage children to respect other cultures.
- Increase children's ability to talk and play with people who are different from them.
- Help children live happily and cooperatively in a diverse world.
- Help children notice and do something about unfair behavior and events.

SIBLINGS

As much as it is a wonderful idea for a brother or sister (who isn't enrolled in ECDP) to want to spend some time in a sibling's class, we cannot open our doors to them because of the liability issues that a childcare center and its staff face in this day and age. We may be held legally responsible for any child left in a room without a parent. When a sibling is not enrolled in our program, we become responsible for a child who is not covered under our licensing. This is an extremely dangerous legal position for ECDP to be placed in.

This is one of those circumstances that must be dictated by legalities instead of what we'd like to do to accommodate a parent's wishes. If a

situation arises that you think warrants us trying to find a way to make an exception, it must be approved by either the ECDP Director or Assistant Director *at least 24 hours in advance*.

*If a parent is volunteering in the classroom (does **not** apply to accompanying your class on the bus for a field trip):* Although we highly discourage your bringing a sibling, we strive to be flexible enough to accommodate this need. However, it is the parent's responsibility to supervise any sibling, not the ECDP staff. If the sibling in the room causes too much disruption or presents a danger to the other children in the class, we reserve the right to ask the parent to leave.

For siblings enrolled in another ECDP classroom: To maintain in compliance with NYS Office of Children and Family Services, siblings are not allowed to stay in each other's classrooms. If a child wishes to see their sibling, we will bring them to the door to give a hug and say hello. Please note that mixing of age groups in infant rooms (Rooms 1, 3 and 9) is NOT allowed.

We ask that parents with infant siblings (Rooms 1, 3 and 9) drop off older children first.

Child Abuse Reporting and Procedures

The Early Childhood Development Program of the Jewish Community Center of Syracuse believes that an important factor in providing quality care to young children is ensuring their health and safety by protecting them from abuse and neglect both in their homes and in our care. Section 508 of the Preschool Addendum to the Personnel Code of the Jewish Community Center of Syracuse contains specific information and responsibilities in relation to the suspicion and mandated reporting responsibilities. The Early Childhood Director has complete laws and interpretations that are available to any staff member or parent.

When there is a **reasonable cause to suspect** that a child has been abused or maltreated while in attendance in any of the Early Childhood Programs, the following procedure shall be followed:

1. Report of suspicion **must** be made to the Early Childhood Director.

2. Early Childhood Director will immediately remove the child from possibility of any contact with reported staff member.
3. The person who suspects child abuse is responsible for an immediate report to the Child Abuse and Maltreatment Reporting Center 1-800-635-1522 (the unlisted express number for mandated reporters effective 1/1/89.)
4. A written report must be filled out within 48 Hours of the oral report.
5. Notification of incident and procedures followed are to be made to JCC Executive Director who will in turn notify the JCC Board of Directors President.
6. Early Childhood Director must take steps to preserve potential evidence of abuse and/or maltreatment.
7. In accordance with the Mandated Reporter and Child Abuse Reporting Procedures the Early Childhood Director will determine the appropriate actions in regard to the suspected staff member during the investigatory process which may include any or all of the following:
 - Removal from the classroom and reassignment
 - Temporary leave of absence with pay pending outcome of investigation
 - Probation
 - Ongoing observation/supervision by Director or delegated other staff
8. In case of verifiable child abuse by a staff member of the Early Childhood Department, immediate dismissal with loss of any accrued benefits will be imposed.
9. Early Childhood Director must notify the parent(s) of child(ren) named in the report that a report has been made and of any measures taken to ensure the child(ren)'s safety/welfare in the center.
10. All actions taken must be done so as to cause as little disruption as possible to the daily routine of the children in the center.

TERMINATION OF ENROLLMENT POLICY

Philosophy: In a great majority of the cases, termination of care by the parent is due to reasons of relocation, change in parent work schedule, etc. However, we also recognize that our program may not be appropriate for every child's needs. If for any reason our program is found to be unsatisfactory for any particular child, we will make every effort to discuss

this with the parents in order to determine the cause and help the child make the adjustment. If the child has needs that the program cannot meet, our intent is to meet with the parents to discuss pertinent issues. If the situation cannot be resolved satisfactorily, at the discretion of the Center, appropriate written termination notice will be given.

Under the following circumstances, the ECDP Director, in consultation with the parents and the Jewish community Center Executive Director, reserves the right to issue to the parent a notice indicating termination of all child-care services when any of the following apply:

- A child presents behaviors that (as determined by the professional staff) prevent ECDP from serving the best interests of the child, the agency and/or other children.
- Parents refuse recommendations for supplemental services and the child's behaviors do not improve.
- Supplemental services are not available, or are not adequate, and the child's behaviors do not improve.
- Repeated violations of rules and policies. For example, parents who are habitually late to pick up their child.
- Abusive (physical or verbal) behavior by parents toward staff, other parents or a child.
- Failure to abide by the confidentiality policy.
- Non- payment or unapproved late payment of fees.
- The JCC and the ECDP encourages you to interact and engage with us on our official facebook page, but we reserve the right to restrict external posts on any form of social media that mention or allude to our programs, staff and or policies.
- The JCC in collaboration with the ECDP reserves the right to terminate for any reason at any given time.