

## **MISSION STATEMENT**

The mission of the Brookville YMCA daycare/nursery is based on the mission of our parent association, the Brookville YMCA. That mission is “to put Christian principles into practice through programs that build healthy spirit, mind, and body for all.” Under the guidance of experienced, qualified teachers, each child will have the opportunity to develop Spirit through positive social interaction, character development education and creative expression; to develop Mind through discovery learning centers, themed activities and skills reinforcement; and to develop Body through large motor activities, cooperative sports and games, and health and wellness education. Every child will be treated as an individual, learning through hands-on fun in an age appropriate environment.

## STAFFING

### Director/Group Supervisor (Teacher) Qualifications

1. A bachelor's degree from an accredited college or university in early childhood education, child development, special education, elementary education, or the human services field and 1 year experience with children.
2. A bachelor's degree from an accredited college or university, including 30 credit hours in early childhood education, child development, special education, elementary education or the human services field and 2 years of experience with children.
3. An associate's degree from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field and 3 years of experience with children.
4. An associate's degree from an accredited college or university, including 30 credit hours in early childhood education, child development, special education, elementary education or the human services field and 4 years of experience with children.

### Director/Group Supervisor (Teacher) Responsibilities

1. Maintain compliance with PA Department of Human Services regulations.
2. Maintain compliance with PA Keystone STARS 2 Program Performance Standards.
3. Assess the classroom learning environment using the *Environment Rating Scales (ERS)* at least once a year. Create aCQI Plan with goals and action items to support necessary improvements.
4. Complete the *Health and Safety Checklist for Early Care and Education Programs* at least once a year. Create aCQI Plan with goals and action items to support necessary improvements.
5. Manage facility and inventory requirements, including the purchase of materials, cleaning, and maintenance.
6. Oversee classroom budget.
7. Administer the program policies and objectives.
8. Maintain staff and student files.
9. Perform a yearly written evaluation of the assistant group supervisor to be placed in her employee file.
10. Arrange necessary annual trainings for self and assistant group supervisor.
11. Handle all aspects of student enrollment, including Open House, registration, parent welcome letter and orientation, parent tours, and Meet-the-Teacher Day.
12. Plan and implement a developmentally appropriate curriculum based on the PA Early Learning Standards.
13. Coordinate and plan daily activities with the assistant group supervisor.
14. Supervise and ensure the safety of children at all times.
15. Perform regular authentic observations and screenings of each child. The first screening should be performed within 45 days of the start of school.
16. Complete a *Child Services Report* for each child in the program within six months from the start of school. The parents should receive the original report, and the facility should retain a copy.
17. A minimum of one family conference should be offered per year to discuss children's progress and behavioral, social, and physical needs.
18. Arrange and attend fieldtrips.
19. Maintain an orderly, clean, safe, and aesthetically pleasing cubby room and classroom space.
20. Maintain *Attendance log, Fire Drill log, and Illness or Contagious Condition Tracking log*.
21. Publish monthly newsletter and snack calendar for families.
22. Review and revise the Procedures and Policy Manual, the Parent Handbook, and the Emergency Management Plan before the start of each school year. Conduct subsequent trainings on the updates and revisions.

### **Assistant Group Supervisor (Aide) Qualifications**

1. A high school diploma or a general educational development certificate and 30 credit hours from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field.
2. A high school diploma or a general educational development certificate, including 600 or more hours of secondary training.
3. A high school diploma or a general educational development certificate, 15 credit hours from an accredited college or university in early childhood education, child development, special education, elementary education or the human services field and 1 year of experience with children.
4. A high school diploma or a general education development certificate and completion of a post-secondary training curriculum.
5. A high school diploma or a general educational development certificate and 2 years experience with children.

### **Assistant Group Supervisor (Aide) Responsibilities**

1. Supervise and ensure the safety of the children at all times.
2. Help prepare and set-up activities.
3. Implement portions of the daily program as assigned by the teacher.
4. Assist in keeping the classroom, cubby room, and bathroom neat and orderly and sanitized.
5. Attend fieldtrips.
6. Collect children from the ATA bus at the beginning of class and sign them in. Take the children to the ATA bus at the end of class and sign them out.
7. Check backpacks each morning for parent correspondence. Place paperwork and children's art work in the backpacks to go home to parents.
8. Sanitize tables and snack cart before snack time. Prepare each child's place for snack, including napkins, plastic ware, and name tags. Set out snack on cart for children to make their selections. Perform any other functions necessary for snack time.
9. Sweep the floor and clean and sanitize tables after snack time.

### **Contents of Staff Files**

1. Name, address, telephone number, and date of birth of the staff member.
2. Employment date at center.
3. Signed and dated Disclosure Statement
4. Back ground clearances. See **Staff Clearances**.
5. Most recent physical exam and prove of tuberculin skin test and results.
6. Proof of qualifications (high school diploma, teaching certificates, years of experience)
7. Two written references.
8. Staff evaluations (to be performed every twelve months).
9. Verification of Mandated Report Training and Health and Safety Training (one-time trainings upon initial employment).
10. Verification of current First Aid Training.
11. Verification of annual Fire Safety training, Water Safety training, and Emergency Management Plan training.
12. Verification of an additional six (6) clock hours of child care training.

## **Professional Development/Trainings**

1. Pre-service trainings include Mandated Report and Health and Safety. These trainings may be taken on-line.
2. Fire Safety and Water Safety are taken annually with the staff of the YMCA.
3. Emergency Management Training takes place at the start of each new school year (August) and is given by the facility Director.
4. All staff must have current certifications in pediatric first aid and CPR. These trainings are available free through the Brookville YMCA.
5. Each staff member must have an additional six (6) hours of training each year. Courses may be taken on-line through *Better Kid Care*.
6. Discovery Kids is a STARS 2 facility. Staff should have STARS Orientation 101 and 102, available on-line.

## **Staff Health Records**

1. Staff members must have an initial health assessment before employment begins, including the results of initial and subsequent tuberculin skin tests, x-rays or other medical documentation to confirm freedom from communicable tuberculosis.
2. Staff members must have a health assessment every 24 months thereafter. A report signed by a physician must be on file at the facility.
3. A Staff Health Assessment form can be found in the Appendix.

## **Staff Clearances**

1. All staff members must sign a Disclosure Statement as required by the Child Protective Services Law. (The form can be found in the Appendix.)
2. All staff must have a report of criminal history from the Pennsylvania State Police.
3. All staff must have a Child Abuse History Clearance from the Department of Human Services.
4. All staff must have a fingerprint based federal criminal history submitted through the FBI.
5. New clearances must be obtained every 60 months (five years).
6. All necessary instructions and links to apply for these clearances can be found at <http://www.dhs.pa.gov/publications/findaform/childabusehistoryclearanceforms/index.htm>.
7. Child abuse history clearances and PSP criminal history clearances obtained for volunteer purposes can only be used for other volunteer activities.
8. A copy of all clearances must be on file at the facility.

## **YMCA Personnel Policy**

1. All employees of the daycare/nursery are also employees of the Brookville YMCA. As such, employees must follow the policies set forth in the Brookville YMCA Personnel Policy Manual.
2. The Brookville YMCA Personnel Policy Manual was established for the purpose of defining and coordinating the employment standards of our local YMCA. The policy manual serves as a device for helping all employees better understand not only their privileges, but also their responsibilities as employees of the Brookville YMCA.
3. A copy of the Brookville YMCA Personnel Policy can be found in the Appendix.

## **PROGRAM ADMINISTRATION**

### **Enrollment**

1. Enrollment is open to children who are 4 years old until end of 6<sup>th</sup> grade (for BASC) and 3 years old until they are ready to attend kindergarten the following school year. Enrollment shall be granted without regard to a child's or parent's race, color, creed, religion, national origin, gender, or disability.
2. All families are invited to visit the facility and meet with the director/teacher before making any decisions regarding enrollment. A public registration is held in May for nursery. The classroom teachers set the date for registration. After the initial registration event held in May, families may enroll their children at any time.
3. Enrollment is limited to fifteen children for our nursery classrooms and 30 max (at one time) for the BASC room. Once enrollment is closed, a waiting list will be maintained and children will be admitted if openings occur based on their position on the waiting list.
4. For our nursery area, after a placement has been offered, initial enrollment is contingent upon receipt of the completed and signed tuition agreement, the emergency contact form, a health appraisal and immunization form, and a \$10.00 non-refundable registration fee to be paid to the Brookville YMCA.
5. Failure to provide any forms required by the Department of Human Services will result in the removal of the child from the program.

### **Student Records**

1. The information contained in a student's records is privileged and confidential. Information about a child will only be shared when a parent/guardian of the child has given express written consent, except where otherwise permitted by law. Only with written permission can we release the contents of a child's records to another agency, school, or individual. That release can only be valid for a period of up to one year. Parents will be asked to sign a release detailing the information that is to be shared, the person or school/agency with whom the information will be shared, and the reason(s) for sharing the information. (A copy of the center's release form is provided in the Appendix.)
2. Parents/guardians have complete access to their child's records.
3. A copy of the child's record shall be retained at the facility for at least one year after termination of service, unless the entire record is transferred to the parent/guardian or to another agency at the request of the parent/guardian.
4. Student records shall contain the following information:
  - Registration and Tuition Agreement
  - Child Health Assessment Signed by a Physician
  - Emergency Contact/Parental Consent Form
  - Child Services Report
  - Release of Information Form
  - YMCA Release and Waiver of Liability and Indemnity Agreement
  - Child Abuse Prevention: Parent Statement of Understanding
  - Parental Consent for Use of Swimming Pool and Climbing Wall
  - Photo Release Form
  - Record of accidents, injuries and illnesses sustained while enrolled at the Discovery Kids Learning Center (if necessary)
  - Receipt of Parent Handbook Signature Page
  - Copy of Child IEP if Applicable

## Arrival and Departure

1. For nursery, parents should escort their children into the building from the parking lots. Parents should not arrive more than ten minutes before the start of class. For daycare, parents should escort their children to the room to be signed in and same for the end of the day.
2. For nursery, all parents or persons picking up children after class must come into the YMCA. Adults are to wait in the lobby until the children are dismissed, so as not to disrupt the class.
3. Parents or persons picking up the children are to notify the school as soon as possible if there will be a delay picking up a child due to an emergency, traffic, or other circumstances.
4. Emergency Contact Forms provide the names of anyone to whom each child may be released. Children should not be released to anyone whose name does not appear on the form, unless we receive written consent, which includes the name of the person, the date and the parent's signature. During an emergency, phone calls will be accepted. Parents must tell the staff the nature of the emergency, the name and relationship of the pick-up person, and the expected arrival time. Children may not be released to anyone who cannot produce the proper identification (if unknown to the staff) or anyone under the age of eighteen.
5. If there are custody issues involving a child, the family must provide the school with court papers in advance, indicating who has permission to pick-up the child.
6. Staff may refuse to release children if there is reasonable cause to suspect that any person picking up a child is under the influence of drugs or alcohol, or is physically or emotionally impaired in any way that may endanger the child. To protect the child, staff may request that another adult listed on the Emergency Contact Form pick-up the child, or staff may call the police to prevent potential harm to the child. Reoccurring situations may result in the release of the child from the program.

## Curriculum

1. The YMCA Daycare curriculum has been designed to reinforce the basic skills necessary for a positive experience in their educational endeavour. Children will be encouraged to participate in age appropriate activities, which facilitate the development of the child socially, intellectually, emotionally and physically.
2. The YMCA has a comprehensive and coordinated planned program of daily activities based on the *Pennsylvania State Early Learning Standards*. Our program includes lessons and activities that incorporate the following curriculum components: Character Development, Social Competence and Conflict Resolution, Following Directions, Health/Wellness/Fitness, Arts and Crafts, Discovery Science, Cooking, Math Concepts, Small and Gross Motor Skills, and Language and Literacy Development.
3. The objective of the curriculum is to foster incremental developmental progress in a healthy and safe environment. The curriculum should be flexible enough to capture the interests of the children, while meeting the individual abilities of each child.
4. The director/teacher may develop a curriculum specifically designed for this program and the children and families it serves. The teacher should be able to articulate components of the curriculum being implemented and the related values/principles on which the curriculum is based.
5. If a published, commercially available curriculum (either a curriculum for one area such as literacy or mathematics or a comprehensive curriculum) is consistent with the mission statement and the program's goals and values, appears well suited to the children and families served by the program, and can be implemented effectively by staff, then it may be worth considering, especially as a support for inexperienced teachers.
6. The teacher is required to write daily lesson plans based on the chosen curriculum. Documented objectives should demonstrate that the Pennsylvania Early Learning Standards have been used as a resource.

### **Parent Orientation/Meet-the-Teacher (Nursery Only)**

1. The director/teacher should host a parent orientation meeting prior to the start of the school year to discuss the curriculum and the policies and procedures outlined in this manual. This event is for adults only. The date and time for the orientation is at the discretion of the director/teacher.
2. The teacher should host at least one Meet-the-Teacher Day prior to the start of the school year. The purpose of this event is to allow the children to meet their teacher and become more familiar with the classroom. The dates and times are at the discretion of the teacher.

### **Screenings**

1. The preschool setting provides daily indoor and outdoor opportunities for promoting and monitoring the children's development. The teacher should observe each child's development, share observations with parents/guardians, and provide resource information as needed for further screenings, evaluations, and early intervention services.
2. The use of authentic assessment, curriculum-based assessment, and work sampling methods should be an ongoing process throughout the entire school year.
3. The Keystone STARS Performance Standards state that "a research-based screening tool is to be used within 45 days of enrollment to identify children who may need additional evaluation and/or intervention strategies".
4. The *Brigance Screening* is used as our research-based developmental screening. A base-line test is performed at the beginning of the year using the five-year-old screening. Subsequent screenings are performed in January and April to monitor the children's progress. Screening materials are in the Director's office. These are to be completed within 45 days of enrollment and conferences will be offered after each screening.
5. *Ages and Stages* is another option of formalized developmental screening advocated by PA Keystone STARS. The center has all the materials necessary for this screening. Training on its use can be taken through the STARS program. It must be completed within 45 days of enrollment and conferences will be offered twice a year with parents as a result.
6. The PA Department of Human Services requires the director/teacher to complete a *Child Services Report* on each child enrolled in the program within six months of the start of the school year. The original report is to be given to the parents and a copy is to be kept in the child's file. A *Child Service Report* form can be found in the Appendix.

### **Parent Conferences**

A parent conference will be addressed as necessary due to progress meetings, behavioral issues or as staff may see fit. Conferences are offered twice a year during child service reports; parents/guardians may deny the need to a conference.

1. The *Keystone STARS Performance Standards* state that "a minimum of two family conferences are offered per year to discuss children's progress and behavior, social, and physical needs".
2. A conference is offered to a family in September or October if their child is experiencing behavioral, social, or physical problems or difficulties or if the *Brigance Screening* shows a developmental delay or disorder. Parents are made aware of the community resources available to them.

3. A family conference is offered to all parents in January, after the second *Brigance Screening*, to discuss progress based on the screening, as well as, authentic assessment, curriculum-based assessment, and work sampling methods. At this time information is given to the parents regarding kindergarten registration and transitioning.
4. If a family is experiencing special healthcare needs of any type, a complete Jefferson County resource guide is available in the Appendix.

### **Referrals to Intermediate Unit**

1. If the *Brigance Screening* or any observation of the child results in a concern about the child's development, the director will relay these concerns to the parents. With the parents' permission, the child will be referred to the *Riverview Intermediate Unit 6*. Consultative services are provided by the IU to assist in determining if a child has special needs and, if needed, to design an appropriate early intervention plan. The accommodations and/or specific strategies can focus on academic, as well as, behavioral issues.
2. Consultative services are available by calling the local IU6 classroom at 849-1190. Parents are required to sign a permission slip provided by the IU6 before their child can be further evaluated.
3. If a child continues to attend the PAL Nursery while receiving IU services, the IU will provide copies of IEP/IFSP goals to the child's teacher and discuss strategies for meeting the goals.
4. If a child is demonstrating speech delays, the director/teacher may make a referral directly to the IU6 speech therapist. They will work with the child one or two days each week in the classroom, after school has been dismissed. The day(s) of the week are chosen by the family and the IU. They will provide weekly goals to the classroom teacher and discuss strategies for meeting those goals.
5. Parents who have questions about their child's development may contact the **CONNECT Helpline at 1-800-692-7288**. The CONNECT Helpline assists families in locating resources and providing information regarding child development for children ages birth to 5. In addition, CONNECT can assist parents by making a direct link to their county early intervention program or local preschool early intervention program. To make a referral for early intervention, please call the **CONNECT Helpline at 1-800-692-7288** [www.connectpa.net](http://www.connectpa.net).

### **Special Care Plans:**

Your child's health and safety are a top priority for our center. One of the ways we can assure that we are prepared to meet your child's needs in any situation to the best of our ability is by utilizing special care plans. If your child needs special accommodations or has a long-term health care need such as asthma, allergies, a need for emergency medication, long term medication administration or other medical needs please obtain a **special care plan**. We request that you take the form to your primary care physician and have the form completed and returned to the center. Once it is in your child's confidential file at the facility, we are asking that you keep it up to date and current at all times. Please see a staff member to obtain the proper form.

Our center uses/refers to Caring for our Children to establish policies and practices regarding care plans for children with special medical needs. You can visit the Caring for Our Children website at: <https://nrckids.org/CFOC>

### **Family**

#### **Parent Involvement:**

Parents are welcome to visit the Center any time during the Center's hours of operation to observe their child, the Center's operation and program activities, without having to secure prior approval. Parents may also participate in the Center's operation and activities. Parents have the right to breastfeed or provide breast milk for their child while in care. A rocking chair is available in the infant room for comfortable seating.

Parents may be requested to engage in a workshop once or twice a year in order to maintain their spot at the center. This engagement opportunity may be an event, training, or a meeting of happenings at our center. These events will be held during the spring and fall months. If a parent has information that they would like to relay to the other families,



they are also given the chance to put on a workshop at their cost.

### **Families Services Policy**

If a family/guardian confides in the staff/Director about the need for social, mental health, educational, wellness, or medical services, the staff member will confidentially discuss the needs with the director and the director will reach out confidentially to the family/guardian in need.

Upon that time, the director will either give an exact agency name and number, and may give a list of agencies available so that the family/guardian has all the resources at their disposal.

A list of agencies for our county can be found at

<https://www.health.pa.gov/topics/Documents/County%20Guides/Jefferson%20County%20Resource%20Guide.pdf>.

If a family resides in another county than the one our center resides in, we will look into agencies to the best of our ability for their home county and relay that information to them.

### **Continuity of Care**

To the best of our ability, we will make sure that the children in our care are enrolled in high-quality early learning experiences through current and consistent relationships with caregivers/teachers. Our goal is to minimize the number of transitions children experience over

the course of a day, week, year, and whenever possible, during the course of their participation. In order to do this, we will look at transition at least twice a year; however, if space allows/is needed, we will transition children earlier, but only as needed. Transition emails will be sent to parents/guardians before a child is set to transition to the next room/stage; this also applies to school age children.

Staff and school age children who are nearing age to stay home, will work together to create goals and safety plans for the children to show they are ready and able to stay at home by themselves and do so safely.

### **IEP/IFSP Request**

Because of the diverse set of needs of the children in our program, it is important to gather as much information about the best ways to educate each child. IEP's and IFSP's are created by service providers working with children with special needs and include all information that may be needed to help aid the child in their learning. The Keystone STARS Performance Standards therefore require early learning providers to request copies of IEP's and IFSP's for children in their care.

The information found on an IEP/IFSP is protected by privacy laws including the Health Insurance Portability and Accountability Act (HIPAA). Releasing of information may also be required when speaking to members of a child's treatment team.

When IEP/IFSP meetings are scheduled we are willing, when scheduling permits, to attend these planning meetings to further support the learning goals set for your child. This will also allow the other providers our take on the child and his/her needs that we see on a day-to-day basis.

If your child currently has an IEP/IFSP, or does in the future, it is required by the STARS standards to be shared with the center so we can work together to ensure that the guidelines are put into practice. Written documentation will be required by guardians releasing that information to our center, but is easily obtained; a copy given to use by the adults/parents may also be accepted. Our goal is to include all children's individual learning goals into our lesson planning. If you do have to provide this information, please know we will keep all information confidential.

## **CLASSROOM MANAGEMENT**

### **Opportunities for Physical Activity**

1. All children should engage in vigorous to moderate physical activity (such as running, climbing, dancing, or walking) on a daily basis. Children are to play outdoors for 20 to 30 minutes each day, weather permitting.
2. Children may be taken to the gymnasium during the assigned time for movement. (See **Outdoor Play and Activities**, item 2)
3. Children may also be taken to the neighboring park for outdoor activities. (See **Outdoor Play and Activities**, item 1)
4. Balls, cone, hoola hoops, and a parachute and foams balls and other PE supplies are located in the gym storage area.
5. If the children cannot go outside due to weather conditions, they are to participate in 20 minutes of indoor exercise or movement activities.
6. In addition to the gymnasium, the children may use the swimming pool, climbing wall, and dance studio (See **Swimming**.)

### **Outdoor Play and Activities**

1. When walking as a group, the children are to walk beside an assigned partner, staying in a line on the sidewalks. Pedestrian safety is to be followed at all times. This includes crossing in the crosswalk when traffic signals indicate it is safe to cross and after looking left, right and left.
2. When using the neighboring playgrounds, the children are to walk to the playground as a group. They should be given the opportunity to use the bathroom before departing, as there are no facilities at the playground. Children are to remain in the semi-enclosed area covered by woodchips. Children are to come down slides feet first; they are not to run up slides. The children are to sit on the swings, no standing or lying on their stomachs. They are not permitted to jump from the swings. Children are not permitted to throw woodchips or other items, such as rocks or sticks, found at the playground.
3. Children are to be dressed appropriately for outdoor play or walking trips. Staff may deem a coat inappropriate for weather conditions and **tactfully** substitute different outerwear. Extra coats and hats are available in the director's office.
4. If parents have sent their child to school in boots, the children are to wear the boots when going outdoors. Children are to change out of their boots or wet shoes when reentering the classroom. Parents are encouraged to keep an extra pair of shoes or slippers in their child's cubby.
5. A first aid kit is located in the facility backpack and is to travel with the children during any outdoor activities away from the facility. A bottle of water is to be kept in the backpack for medical emergencies. Emergency phone numbers and a copy of each child's *Emergency Contact* form should be kept in the backpack.

### **Snow Days and Delays**

1. The PAL Nursery School will be closed on any day that the Brookville School District has a delay or is closed for inclement weather. Snow days will not be made-up.
2. Closings and delays will be announced on local TV and radio stations and will be posted on the Brookville Area School District website.
3. The BASC will provide care on snow days as well as additional hours on delays.

### **Snack Time**

1. Parents are asked to provide the classroom snack and drink on a rotating basis. A schedule is sent home with the monthly newsletter. Each family has one snack day per month. All remaining days are the responsibility of the center.
2. The snacks are to be a “healthy choice” and the drinks are to be milk or juice. Water is also available at the school. Parents receive a list of healthy food suggestions at the beginning of the school year.
3. The parents are to provide napkins, plates, cups or plastic utensils, if necessary. Additional supplies are kept in the snack cart.
4. Perishables are to be stored in the refrigerator in the classroom. Frozen items may be stored in the freezer located in the kitchen on the second floor. Non-perishables may be left on the snack cart.
5. The appropriate time for snack is between 10:00 and 10:30 a.m. and not the beginning or end of the class time. (Nursery only)
6. Due to the possibility of children in our program with peanut allergies and life-threatening anaphylaxis reactions to peanuts and tree nuts (almond, brazil nut, cashew, filbert/hazel nut, hickory nut, pecan, pine nut, pistachio, macadamia and walnut), we will strive to maintain a nut free program.
7. The snack cart and table tops should be cleaned before and after snack using a sanitizer safe for food contact. The refrigerator is to be cleaned out and sanitized monthly. The operating temperature should not be above 45 degrees as shown by a thermometer kept in the refrigerator.
8. All staff, volunteers, and children should wash their hands before preparing food or eating snack.

### **Fieldtrips**

1. Parents are to be notified in writing when a fieldtrip is planned. A reminder should be sent home in the children’s backpacks one day prior to the trip. If parents do not want their child to participate in the outing, the child should not come to school on said day.
2. Teachers are to create identification tags for each child that provides the program’s name and phone number.
3. A first aid kit is located in the facility backpack and is to travel with the children. A bottle of water is to be kept in the backpack for medical emergencies. Emergency phone numbers and a copy of each child’s *Emergency Contact Form* should be kept in the backpack.
4. Transportation is not provided for any fieldtrips. If the fieldtrip location is not within walking distance or entails an unsafe route from the school, parents will be responsible for providing transportation to and from the fieldtrip location.
5. If snack is to be provided during the fieldtrip, all necessary supplies should travel with the group to the location of the fieldtrip.
6. Fieldtrips pertaining to the art and music can be arranged through *CREATE* or the *Fusion Café*.

### **Toys from Home/Show-and-Tell**

1. Due to the risk of damage, sharing issues, and loss, children are not permitted to bring in toys from home, unless specifically requested by the classroom teacher for use as part of the curriculum. Parents are responsible for enforcing this policy with their child. Parents should be encouraged to consult the classroom teacher should they find their child is having difficulty with this policy.
2. Each child may bring in a show-and-tell item only on his/her assigned snack day. Show-and-tell is to be limited to one item or multiple items that form a set.
3. Pets are welcome at the discretion of the director. Parents are to give advance notice so that the staff may identify any allergies and receive prior written consent forms from each child’s parents.

4. All toys brought in for use as part of the curriculum or for show-and-tell will be inspected by the staff for safety and appropriateness, and may be prohibited at the sole discretion of the staff should it be deemed unsafe or inappropriate. Toys will remain in the children's cubbies until a time designated by the teacher.

### **Swimming**

1. The staff to child ratio for the swimming pool is 1 to 5 nursery and 1 to 6 school age. The lifeguard may not be included in the ratio. Each staff member is to wear a bracelet listing the five children for whom they are responsible. Adult socialization should be limited. The use of cell phones is not permitted while monitoring the swimming pool.
2. Children are to wear their swimming suits to the YMCA under their street clothes (nursery only). Parents should place underwear and towel in a plastic bag in their child's backpack. The wet swim suit and towel will go home in the plastic bag. Parents are to notify the staff if a child requires earplugs.
3. Girls are to change in the women's locker room. Boys are to change in the family locker room.
4. Children are to use the restroom before entering the pool area. Restrooms are located in the women's locker room.
5. The children should sit down on the edge of the pool until the lifeguard has reviewed the safety rules and given permission to enter the water.
6. Children are to wear a flotation device when they are in the water, unless they can swim the width of the pool without assistance. This decision is made by the lifeguard.
7. The children and staff should not leave the lockers rooms until all children are dressed and ready to go.

### **Transitioning to Kindergarten/Self Care**

1. PAL Nursery School uses the same "Behavioral Expectations" approach as Northside Elementary School, so that the children will already be familiar with their system.
2. The director/teacher observes the kindergarten classrooms at multiple times and days throughout the school year to become more familiar with the curriculum and the school and classroom policies and procedures.
3. Preschool parents are made aware of the dates and times for kindergarten registration and parent meetings, as provided by area school districts. Written announcements are sent home to the parents and a notification is hung in the cubby room.
4. The children have a fieldtrip to the school to see the gym/cafeteria, library, music room, and each of the classrooms. They also meet the kindergarten teachers, aides, school nurses, cafeteria staff, and Principal. The Northside Elementary Guidance Counselor, Michele Confer, arranges and supervises the fieldtrip. She can be reached through the district website.
5. The director/teacher meets with the Northside Elementary Guidance Counselor, Michele Confer, to discuss each child and determine the best placement in regards to kindergarten classrooms and teachers. Parents must sign a *Voluntary Authorization to Exchange Information* form before any information may be provided to the school district. The form can be found in the Appendix.
6. Similar to transition to kindergarten, the YMCA BASC will help transition the student from the daycare to self care. On my Own and Okay" documents, will be utilized that help provide a great opportunity for staff to work with students on how to be home alone.

## **SUPERVISION AND DISCIPLINE**

### **Supervision/Ratios**

1. At least two staff members must be present at all times, regardless of the number of children, to help in the event of an emergency. Department of Human Services (DHS) ratios must be maintained at all times and in all circumstances. At least one staff member must be trained in First Aid. Substitute staff may be another YMCA childcare staff person or a facility volunteer that meets all aide qualifications, excluding the 6 hours of continuing education.
2. Staff should directly supervise preschoolers by sight and hearing at all times. Staff should position themselves where they can observe all children and scan play activities in the entire area while remaining directly responsible for close supervision of the children specifically assigned to them. Adult to adult socializing should be limited to before and after class. Staff should not be talking or texting on their cell phones, except to talk to parents or emergency personnel.
3. Staff should regularly count children, especially at transitions and when leaving one area and arriving at another, to confirm the safe whereabouts of every child at all times. Additionally, they must be able to state how many children are in their care at all times and be able to name those children. Regular counting of children will alert staff to begin a search before a child can get too far or slip into an unobserved location.
4. A daily attendance record is maintained at the entrance to the facility, listing the times of arrival and departure of each child, as well as, the person dropping off and picking up.
5. Staff should try to know each child's abilities, anticipating challenges that might lead to harmful or undesirable behavior. A child's risk-taking behavior must be detected and illness, fear, or other stressful behavior must be noticed and managed.
6. It is the responsibility of staff to monitor what children are talking about and intervene when necessary to prevent teasing, bullying, or inappropriate behavior.
7. All areas of the classroom should be easy to view and should be free of clutter and trip hazards. The room should be organized for safe storage that allows only appropriate access to materials without the risk of items or shelving falling on children.
8. Supervision of the playground should be a strategy of watching all of the children within a specific territory and not engaging in prolonged dialog with any one child or group of children. Each staff member should remain aware of and scan the outdoor environment and activities for potential safety hazards.
9. Children who are able to use the toilet independently should be allowed privacy for toileting but should be within hearing of a staff member. The staff should make sure that children flush and wash their hands after using the toilet. Staff should monitor the bathroom to make sure that the toilet seat and floor are free from urine or stool and ensure that supplies are available.

### **Behavior Management Policy**

1. Brookville YMCAs committed to providing an environment where children can feel safe and comfortable while having an enjoyable time. We use a positive behavioral support approach, which focuses on preventing behavior problems by supporting children in learning appropriate social skills and emotional responses. Children should be encouraged to respect other people and property, to be responsible for their actions, and to practice skills that will allow them to resolve conflicts and have their needs met without the use of aggressive or destructive behaviors. Staff should ensure that each child is provided with a positive model of acceptable behavior. Our goal is to prevent behavioral difficulties between children and lessen the need for disciplinary action on the part of staff.

- Center rules and expectations are established for the safety of all children and for the materials within the center. These rules and expectations should be tailored to the developmental level of the children in attendance, be short and simple, be stated in a positive way, and be used consistently. When situations occur which require intervention, staff should provide children with clear explanations as to why specific behavior is inappropriate and help them to find an alternative behavior that fits within classroom rules and expectations.
- The physical indoor and outdoor learning/play environment should be designed to encourage positive behavior and self-regulation by providing engaging materials that are based on the children's interests and developmental levels, thus promoting the active participation of each child.
- Staff should create a predictable daily routine and schedule. When a routine is predictable, children are more likely to know what to do and what is expected of them. This may decrease anxiety in the children, leading to less acting out. Reminders need to be given to the children so they can anticipate and prepare themselves for transitions within the schedule.
- Staff should use encouragement and descriptive praise to give attention to positive behavior, so that the positive behavior is more likely to be repeated by the child. ("I can tell you are ready for story time because you are sitting quietly with your hands in your lap." "You were a good friend to help Ryan clean up his toys.")
- Certain behaviors can be ignored while at the same time the staff member redirects the child to another activity. If the behavior cannot be ignored, the staff member should prompt the child to use a more appropriate behavior and provide positive feedback when the child engages in the positive behavior.
- Use clear, direct, and simple commands. The staff should use if/then and when/then statements with logical and natural consequences. This helps the children to understand that they can make choices and that their choices have consequences.
- If a child is displaying persistent, unacceptable behavior, the staff should take steps to help the child gain self-control. A staff member should first attempt to help the child understand the gravity of the behavior. Staff should then re-direct the child to activities that hold the child's attention (the choice is made with the child). If the behavior continues, the staff person should consult with fellow staff members to develop alternatives for helping the child gain acceptable control of his/her behavior. If the unacceptable behavior continues, the child may have to be temporarily removed from group.
- Separating the child from the group is a final step that should be taken only after other measures within the positive behavioral support approach have been tried. Make sure that the children understand how time-out works before it is used for the first time. Staff should not talk to a child in time-out, but should keep the child in sight. Time-out should not be longer than one minute for each year of the child's age (e.g., a three-year-old receives three minutes of time-out).

### **Prohibited Forms of Discipline**

- No child should be subjected to emotional abuse, which includes but is not limited to name calling, ostracism, shaming, making derogatory remarks about a child or the child's family, and using language that threatens, humiliates, or frightens the child.
- Physical restraint is prohibited, unless necessary to protect the health and safety of the child or other children or staff. No child should be subjected to the use of mechanical restraints, such as tying.
- No child should be subjected to corporal punishment, which includes but is not limited to rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking.
- No child should be denied food as a punishment for unacceptable behavior.
- No child should be shamed or punished when bathroom accidents occur.
- No child shall be confined in a locked room or closet or be left alone without supervision.

## **Care Plan for Children with Severe Behavioral Problems**

1. When children exhibit or engage in challenging behaviors that cannot be resolved easily, the staff should assess the health of the child and the adequacy of the curriculum in meeting the developmental and educational needs of the child.
2. The program staff should complete the *Behavioral Data Collection Sheet* to describe the staff's observations of the child while in their care. The director/teacher can then use this documented information when discussing the behavior with the family. The director/teacher should try to engage the family in a spirit of collaboration regarding how the child's behaviors may be best handled, including appropriate solutions that have worked at home or in other settings. (The *Behavioral Data Collection Sheet* can be found in the Appendix.)
3. With the family's permission, the director should be prepared to facilitate a referral for an evaluation by a qualified early childhood mental health consultant, qualified special education staff, and/or community-based mental health care provider.
4. If it becomes necessary for a child to leave the program, a detailed transition plan from the Discovery Kids Learning Center to a more appropriate setting should be developed with the family and followed. The transition could include a different private or public-funded child care or early education program in the community that is better equipped to address the behavioral concerns (e.g., Head Start or IU 6).

## **Behavioral Reasons for Suspension or Expulsion**

1. Continued placement in the program jeopardizes the physical safety of the child and/or the other children in the program AND all possible interventions and supports recommended by an early childhood mental health consultant aimed at providing a physically safe environment have been exhausted.
2. The family is unwilling to participate in mental health consultation that has been provided through the Brookville YMCA program or they are unwilling to independently obtain and participate in child mental health assistance available in the community.
3. Continued placement in the program clearly fails to meet the mental health and/or social-emotional needs of the child as agreed by both the staff and the family AND a different program that is better able to meet those needs has been identified and can immediately provide service.

## **Non-Behavioral Reasons for Suspension or Expulsion**

1. The parents/guardians have failed to make tuition payments. The family will be notified by the director that payment is overdue and services will be terminated two weeks after the notification if the fee has not been paid in full or other arrangements made.
2. The parents/guardians fail to comply with state licensing regulations as stated in Pennsylvania Code Title 55. Public Welfare, Chapter 3270. Child Day Care centers. Noncompliance includes but is not limited to providing required paperwork for file (e.g. current health appraisals and updated emergency contact information).
3. The parents/guardians fail to comply with the program policies of the Discovery Kids Learning Center as stated in the Parent Handbook, which is provided to parents upon enrollment.
4. A parent/guardian threatens physical or intimidating actions towards staff members or exhibits verbal abuse to staff in front of enrolled children.

## **Resources I will utilize in supporting your child when issues arise:**

- **Early Intervention** - If your child already has an IEP / IFSP in place I will contact EI for assistance before asking you to UN-enroll your child.
- **Early Learning Resource Center / my program's Quality Coach:** Keystone STARS provides my program with a Quality coach to support me with my classroom practices.

**PA Key Expulsion/Suspension Support Request** - <https://www.surveymonkey.com/r/PAExpulsionHelp>

### **Retention Policy to assist with Challenging Behaviors / Suspension / Expulsion**

Our facility is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discipline, violence, and bullying. Our center works to ensure that all students have the opportunity and support to develop to their fullest potential, a personal and meaningful bond with people in the school community. We strive to adhere to all state and federal laws when developing policies and procedures including DHS, ADA, IDEA and other relevant statutes.

Thoughtful direction and planning ahead are used to prevent problems and encourage appropriate behavior. Communicating consistently and involving children in problem solving help children develop their ability to become self-disciplined. We encourage children to be respectful of other people, of property, and to learn to understand the results of their actions. We intentionally plan activities that support children's social and emotional competence.

Children are guided to treat each other and adults with self-control and kindness. Our goal is to create a caring, respectful environment where everyone feels included, loved and accepted. Learning can only take place when we feel safe and secure in our environment. We ensure the success of every child by taking preventive measures that support all children. Some of the steps we take to assure this is:

- The environment is set up to be accessible to all children, developmentally appropriate and engaging.
- We utilize transition activities to limit conflict and encourage engagement.
- Our daily schedule allows for a balance of activities and we implement a curriculum that is aligned with the PA Early Learning Standards and meets the level of all children. Our lesson plans reflect individualization for each child.
- Our staff take trainings on how to best support classroom management, teaching social / emotional skills, cultural competence, and how to engage in high quality interactions with children. They are trained in child development and are aware of typical developmental milestones and how development impacts child behaviors.
- We strive to support a high quality workforce by assuring our staff feel supported and valued. We maintain appropriate child / staff ratios and attempt to allow staff time for wellness breaks during their work hours. We allow time for observation, lesson planning and communication with children and families.
- Our program has policies and procedures in place to support positive behavior strategies, sharing of resources and multiple support strategies.
- Screenings and observations are conducted regularly to catch red flags to assist children and set appropriate goals for each individual child.

You are your child's first teacher and we want to create strong family partnerships with you. Some of the ways we attempt to maintain positive relationships between our facility and home are:

Taking time to interact with families, utilizing getting to know you forms at enrollment, and offering parent / teacher conferences. We also send home daily notes to keep families informed about their child's day. We also have informational resources to share with families. If there are behavior challenges to best support your child both at home and at school.

Each student at the Brookville YMCA has a right to:

- Learn in a safe and friendly place
- Be treated with respect



- Receive the help and support of caring adults

When a child becomes verbally or physically aggressive, we intervene immediately to protect all of the children. Our usual approach with children with challenging behaviors is to show them how to solve problems using appropriate interactions. When discipline is consistent and understandable to the child. We maintain a zero tolerance to bullying. If you have any concerns about this at any time, please contact the Director of the Center.

If a child's behavior/circumstance is of concern, communication will begin with the parents as the first step to understanding the child's needs and challenges. We will work together to evaluate these needs in the context of our program. We will also share social / emotional skills you can complete for your child and we can review the results together before planning next steps.

We utilize information gained from screenings, assessments, behavioral tracking forms and other action steps to help us partner with you in the best setting for your child.

Our program has access to, and utilizes as necessary, the assistance of a Quality Coach, Infant / Toddler and TA consultants. If you are struggling we can discuss contacting outside sources such as Early Intervention or an Early Childhood Mental Health Specialist through STARS. If your child is referred to Early Intervention and is found not eligible we can also assist in referrals to other community partners such as Behavioral Health, Psychologists, Social Services, Wellness or Medical Specialists upon request.

Physical restraint is not used or permitted for discipline. We do not shame, ridicule, threaten or belittle any child or their family.

On rare occasions, a child's behavior may warrant the need to find a more suitable setting for care. Examples of such instances include:

- A child appears to be a danger to others.
- Continued care could be harmful to, or not in the best interest of the child as determined by a medical, psychological, or behavioral health personnel.
- Undue burden on our resources and finances for the child's accommodations for success and participation.

If this situation occurs we will provide you with information to assist you in locating alternate care such as the contact information for a resource and referral agency or other providers in the area. We cannot guarantee placement.

If your child already has an IEP / IFSP in place we will contact EI for assistance before asking you to UN-enroll your child.

CONNECT Helpline:

Parents who have questions about their child's development may contact the **CONNECT Helpline at 1-800-692-7288**. The CONNECT Helpline can help families in locating resources and providing information regarding child development for children ages birth to age 5. In addition, parents can also contact their county early intervention program or local preschool early intervention program by making a direct link to their county early intervention program or local preschool early intervention program.

## FACILITIES

### Classroom Layout

1. The childcare space is located on the second floor. Nursery classrooms on the third. Children are not permitted on other floors without direct supervision.
2. The children's bathroom is located in the classroom for nursery. For the BASC, it is just outside of the classroom. The children may use the bathroom as needed.
3. The main entrance to the building is through the lobby area.

### Toilet and Hand Washing Areas

1. Children are to use the bathroom located in the classroom or outside the classroom for BASC.
2. Children should be allowed privacy when toileting. The door may be closed; however, staff should know who is using the bathroom and how long that child has been inside. Children should be reminded to flush the toilet and wash their hands.
3. Bathrooms should be cleaned on a daily basis. All bathroom supplies are stored in the kitchen on the second floor.
4. Waste water should be disposed of in the toilet and not in the hand washing sink.

### **Heating and Ventilation**

1. The thermostat is located in each classroom area. It is to be set at 70-72 degrees to maintain a comfortable temperature.
2. Portable space heaters are not permitted.
3. Windows may be open whenever weather permits. All windows used for ventilation must be screened against insect entry. All cords are to be secured out of the reach of children. When windows are closed, they are to be locked. Windows are not to be left open overnight.
4. The indoor temperature may not exceed 82 degrees. The air conditioner may be used by pressing the ON button on the remote. The settings on the unit itself are not to be adjusted. The unit is to be turned off if children are using the table adjacent to the unit.
5. Chemical air fresheners or air sanitizers should not be used, as they may cause nausea or an allergic response in some children or staff.
6. Materials that cause toxic fumes, such as spray adhesives and paints, should not be used when children are present.

### **General Furnishings and Equipment**

1. Equipment, materials, furnishings, and play areas should be in good repair and inspected on a regular basis. Any item in disrepair should be immediately repaired, removed from the classroom for later repair, or discarded away from the classroom.
2. Equipment and furnishings should be placed to help prevent collisions and injuries, ensure proper supervision, and permit freedom of movement by the children. Items that can be pulled over by the children are not permitted unless anchored to the wall or floor.

### **Electrical Fixtures and Outlets**

1. Protective receptacle covers must be placed in all electrical outlets.
2. Exposed electrical cords should be taped to the wall or floor.
3. Electrical cords or extension cords should be placed beyond children's reach.

### **Cleaning and Bathroom Supplies**

1. Sanitizer, paper towels, and trash bags can be found on a wall shelf in the bathroom. Klorox wipes, baby wipes, and dish detergent can be found on top of the refrigerator. All other cleaning supplies are kept under the sink in the kitchen on the second floor.

2. A broom with dustpan is located in the classroom. A mop and scrub bucket are in the storage area in the classroom. Mopping is only to be done when the children are not present, and the bucket is to be emptied upon completion.
3. Toilet paper, soap and paper towels for the bathroom dispensers are located in the tool room area.

### **Containment and Removal of Trash**

1. Trash cans are located in the bathroom and in the main classroom. A roll of trash bags are on the high shelf in the storage. Additional bags are in the tool room area.
2. The trash is to be removed at the end of each day and taken to the dumpster behind the Brookville YMCA.

### **First Aid Kits**

1. A first aid kit is located on top of the refrigerator. The first aid kit should contain the following supplies: soap, an assortment of adhesive bandages, sterile gauze pads, tweezers, tape, scissors, and disposable nonporous gloves.
2. A second kit is located in the facility backpack and is to travel with the children. A bottle of water is to be kept in the backpack for medical emergencies. Emergency phone numbers and a copy of each child's *Emergency Contact* form should be kept in the backpack.
3. Medications should not be kept in the first-aid kits.

### **Outdoor Maintenance**

1. A snow shovel is located just inside the main doors. Staff is responsible for clearing the sidewalks. If the sidewalks or steps are icy, sand should be spread. Rock salt is located in the same area.

## **HEALTH AND SAFETY**

### **Emergency Management Plan**

1. When an emergency response is required, please refer to the *Emergency Management Plan* located in a binder on the information shelf in the classroom.
2. The director should review the emergency plan at least annually and update the plan as needed. Each review and update of the emergency plan should be documented in writing and kept on file at the facility.
3. Each staff member will receive training regarding the emergency plan at the time of initial employment, on an annual basis, and at the time of each plan update. The date of training and the name of each person who received the training is documented in writing and kept on file at the facility.
4. At the beginning of each school year, each family receives a letter explaining the following emergency management procedures: (a) the shelter of children during an emergency, including shelter in place at the facility and shelter at locations away from the facility premises, (b) the evacuation of children from the building and evacuation of children to a location away from the facility premises, (c) the evacuation routes and evacuation plans to exit the building, (d) the method for facility persons to contact parents as soon as reasonably possible when an emergency situation arises, and (e) the method for facility persons to inform parents that the emergency has ended and to provide instruction as to how parents can safely be reunited with their children.

### **Emergency Preparedness**

1. Emergency phone numbers are listed by the phones located in the classroom.
2. All staff members are required to be certified in first aid and CPR.
3. The fire extinguisher is located in each room as well. The fire extinguisher is inspected annually. Fire Safety Training is required by all staff on an annual basis.
4. Exits from the classroom are posted. The doors are a push bar exit; no key is required.
5. A first aid kit is located in each room and at the front desk area. A second kit is located in the facility backpack and is to travel with the children. A bottle of water is to be kept in the backpack for medical emergencies. The AED is also located at the front desk area.
6. The phone number for the Poison Center is 1-800-222-1222. Staff should be prepared for the call by having the following information available: the child's age and sex, the substance involved, the estimated amount consumed, the child's condition, and the time elapsed since ingestion or exposure. DO NOT induce vomiting unless instructed by the poison control center.
7. There is a smoke detector located in all classrooms and on all floors of the facility. The alarms are interconnected, so that one alarm will trigger the others. The alarm system is tied into a company that will automatically dispatch the fire company if not directed otherwise.
8. The director is to perform a site safety review at least once a year. The documentation of said review is to be signed and dated.
9. Children are taught fire safety, evacuation procedures, and "Stop, Drop, and Roll" at the beginning of the school year. Fire drills are conducted monthly and recorded on the *Fire Drill Log* located on the bulletin board at the front door.
10. All media inquiries of any incident occurring at the Brookville YMCA should be deferred by staff to the CEO of the Brookville YMCA.

### **Medical Emergency Response, Transport, and Reporting**

1. In case of a medical emergency, the director will call 911 immediately prior to any attempt to contact the parents. The director will then contact parents. If the parents are unavailable, and the emergency requires emergency transport, the child's teacher will accompany the child in the ambulance to the Brookville Hospital. Parents can meet emergency vehicles at the hospital if they are unable to get to the center in time to accompany their child in an emergency vehicle. The teacher will bring a copy of the child's emergency form containing any known medical issues or allergies as well as any medications that are administered at the center.
2. If the parent cannot be reached, the director shall record in writing the reason emergency care was required and the attempts made to inform the parents.
3. Parents are responsible for any expenses that arise from accidents or medical emergencies that occur at the Brookville YMCA. All children enrolled in the center should be covered by a family health insurance policy or CHIP.
4. In the event of a death or an injury requiring hospitalization or emergency room treatment, the director must call the regional office of the Department of Human Services within 24 hours of the incident.
5. The director must mail or deliver a written report to the appropriate regional office of the Department within 72 hours after the occurrence. The report shall include the following information: (a) the name, address and telephone number of the facility, (b) the name, address and birth date of the child, (c) the name and address of the child's parent or guardian, (d) a description of the incident, including the date, time and location of the incident and the equipment involved, (e) the name and telephone number of local authorities notified, (f) the nature of the treatment, (g) the name and address of the place where the treatment was received, and (h) the required follow-up. The staff person who prepared the report should sign and date it. Copies of reports should be kept in a file at the facility.

6. Upon release from the hospital, or following an appointment with a doctor/specialist, a copy of the child's discharge papers need to be returned to the center for the child's file.

### **Routine Health Supervision and Exclusion**

1. Staff should conduct a daily health check of each child as he/she enters the facility. Children are not to remain at the facility if he/she displays any of these signs or symptoms: a fever over 100 in the past 24 hours, diarrhea or vomiting within past 24 hours, suspected or confirmed throat or sinus infections and has been on an antibiotic less than 24 hours, head lice, or open lesions in the mouth or on the body. Staff will determine which children with mild illnesses can remain in care and which need to be excluded. Also, the use of fever reducing medicine prior to entry into care is prohibited.
2. Exclusion is necessary if the illness prevents the child from participating comfortably in activities, results in the need for care that is greater than the staff can provide without compromising the health and safety of other children, or poses a risk of spread of harmful diseases to others.
3. Staff should notify parents when a child develops signs or symptoms of illness. Parent notification should be immediate for emergency or urgent issues and parents should remove the child from the center as soon as possible. For children whose symptoms do not require exclusion, verbal or written notification of the parents at the end of the class is acceptable.
4. In the event of a minor injury requiring basic cleaning and first aid treatment, the parent should be notified by an incident report form. The original copy of this form is given to the parents and a copy is placed in the child's file.
5. When the child is absent due to illness or has been sent home from the facility, details of the illness should be recorded on the *Illness or Contagious Conditions Tracking Log*. This form can be found on the attendance clipboard and is to be maintained by the director/teacher.

### **Infectious Disease**

1. Children will be excluded from participation in the program if they exhibit symptoms of any communicable disease. They will not be permitted to return to the program until they are no longer contagious. The center requires a child to remain at home during the first 24 hours of antibiotic treatment for any contagious illness (ear infections and tick bites are not contagious although they are treated with antibiotics).
2. The director will inform parents if their child may have been exposed to the following diseases or conditions while attending the program: meningitis, pertussis, invasive infections, chickenpox, skin infection or infestations (head lice, scabies, ringworm), infections of the gastrointestinal tract (often with diarrhea), Hepatitis A virus (HAV), *Haemophilus influenzae* type B (Hib), Parvovirus B19 (fifth disease), measles, or tuberculosis.
3. When children in the center have been exposed to one of the above illnesses, all parents will be notified via a phone call and the distribution of an information fact sheet on the illness. The fact sheet will include information on symptoms, course of disease, treatment, etc.
4. Staff is to protect the confidentiality of the child who has the infectious disease.
5. The director will report the disease or condition to the State Health Center for Jefferson County (203 N. Main St, Punxsutawney) at 814-938-6630.

### **Child Abuse and Neglect**

1. All staff members are mandated reporters per the Child Protective Services Law. If a staff person has reason to believe that a child enrolled in the facility has been abused, he/she is required to report suspected child abuse to ChildLine at 1 (800) 932-0313.
2. Within 48 hours, a written report regarding the suspected child abuse must be submitted by the operator or designated staff person to the CPS unit which has responsibility for investigating the report.
3. All staff must participate in a training approved by the Pennsylvania DHS. A web-based training "Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania" is available at [www.ReportAbusePa.Pitt.edu](http://www.ReportAbusePa.Pitt.edu). The training takes about three hours to complete. A Certificate of Completion is presented to the individual at the conclusion of the course. A copy of the certificate is to be printed and kept in the employee file.
4. For more information see the articles "What Is Child Abuse and Neglect?" and "Mandated Reporter: Frequently Asked Questions" found in the Appendix.

### **Asthma**

1. Every effort should be made to provide a way for a child with asthma to participate in all program activities by modifying the environment, using preventive medicine, wearing protective clothing, or using other measures that prevent the problem from occurring.
2. Children with asthma should have an *Asthma Action Plan* completed by the child's parents and the child's health care provider. The care plan will accompany the child when off-site. The *Asthma Action Plan* form can be found in the Appendix.

### **Food Allergies**

1. Food allergies are to be listed on the *Emergency Contact* form. A notice should be sent home reminding the parents of the importance of reporting any food allergies.
2. The name of each child with a food allergy should be posted in the classroom with a list of that child's food allergies. The daily snack is to be screened by the aide each day to be sure it does not contain any ingredients that may be harmful to a child with a food allergy.
3. Any child with an allergy is to have a Care Plan that gives instructions on what medications to give or procedures to follow if a child is exposed to an allergen.
4. Emergency medications (e.g., EpiPen) that may be required by that child will be taken on all fieldtrips or excursions away from the school.
5. Due to the possibility of children in our program with peanut allergies and life-threatening anaphylaxis reactions to peanuts and tree nuts (almond, brazil nut, cashew, filbert/hazel nut, hickory nut, pecan, pine nut, pistachio, macadamia and walnut), we will strive to maintain a nut free program.

### **Care Plans for Children with Special Needs and Disabilities**

1. All children with special health care needs (asthma, diabetes, cerebral palsy, bleeding disorders, seizure disorders, sensory disorders, autism, severe allergies, or many other conditions) are to have a Care Plan completed by their primary care provider. Some of these conditions will require daily treatment, while others will only require observation for signs of impending illness and the staff's ability to respond in a timely manner.
2. The plan should be updated after every hospitalization or significant change in health status.
3. Staff will receive additional training, if required. The director is responsible for arranging said trainings.

4. The *Process to Support Enrollment of Children with Special Needs and Care Plan* forms can be found in the Appendix. Copies can be made as needed. The originals are to remain in the Policy Manual.
5. The program staff will make the final decision as to whether a child may enter the program based on the staff's ability to care for the child with special health needs without compromising the care and education of the other children in the program.

## **Medications**

1. All medications, whether prescription or OTC, must be in their original labeled containers. OTC medication must be labeled by the parent/guardian with the child's name and specific instructions given by the child's health care professional.
2. All medications, refrigerated or non-refrigerated, should have child-resistant caps, be stored away from food, be stored at the proper temperature, and be inaccessible to children.
3. The director/teacher is responsible for maintaining a medications log if prescription or nonprescription medication is administered. The log must include the following minimum information: the name of the medication, the name of the child receiving the medication, the requirement for refrigeration, the amount of medication administered, the date of administration, the time of administration, the initials of the staff person who administered the medication, and special notes related to problems of administration.

## **Cuts and Scrapes**

1. Cuts or sores that are actively dripping, oozing, or draining body fluid should be covered with a dressing to avoid contamination of surfaces. A first aid kit is available on top of the refrigerator or in the fieldtrip backpack.
2. Staff members are required to wear gloves if there is contact with any wound (cut or scrape) that has material that could be transmitted to another surface.

## **Changing Soiled Clothing**

1. If a child dirties their clothing with food or art materials, have him/her change into clean clothing if available. Soiled clothes are to be rinsed out and sent home in a zip-loc bag in the child's backpack.
2. If a child soils his underwear, assist the child with the removal of the clothing. Disposable gloves are available in the first aid kit. Place soiled clothes in a zip-loc bag to be sent home. Use wipes to clean the child and assist with dressing, if needed.
3. Clean and disinfect any surfaces which may have come in contact with urine or feces.

## **Handwashing**

1. All staff, volunteers, and children should wash their hands in the following situations: upon arrival, after using the bathroom, before preparing food or eating snack, after nose blowing, after outdoor play, after messy projects, before and after using sensory materials, and after handling animals.
2. The children are to be taught proper handwashing techniques at the beginning of the school year. (A handwashing poster is displayed on the bathroom wall.) Children and staff are to wash their hands using the soap provided in the bathroom dispenser. Children are to use one paper towel only when drying their hands.
3. Hand sanitizers are not used at this facility.

4. Children should be monitored regularly on performing hand hygiene.

### **Cough and Sneeze Etiquette**

1. Children should be taught to cover their mouths and noses with a tissue when they cough or sneeze. Children should also be taught to cough or sneeze into their inner elbow or upper sleeve and to avoid covering the nose or mouth with bare hands.
2. Tissues boxes are available throughout the classroom and should be contained in the fieldtrip backpack. Tissues should be properly disposed of in trashcans. Hands should be washed afterwards.

### **Poisonous Plants**

1. Poisonous or potentially harmful plants are not allowed in any part of the center that is accessible to children.
2. If you do not know the name of the plant, it should not be in the classroom.

### **Cleaning, Sanitizing, and Disinfecting**

1. Sanitizing spray and other cleaning products are to be kept out of the reach of children. All materials are stored in their original containers.
2. The snack cart and table tops should be cleaned before and after snack using a sanitizer safe for food contact.
3. Door handles and bathroom surfaces should be cleaned at the end of each day. Floors are to be swept or vacuumed, then damp mopped. Carpets and rugs are to be vacuumed daily. Stuffed animals and dress-up clothes are to be laundered weekly. Play activity centers are to be cleaned and sanitized weekly.
4. The refrigerator is to be cleaned out and sanitized monthly. The operating temperature should not be above 45 degrees as shown by a thermometer kept in the refrigerator.

### **Use of Sensory Materials**

1. If handmade, sensory materials (dough, slime, kinetic sand, etc.) should be made fresh each week and stored in airtight containers.
2. If purchased, sensory materials should be stored in their original containers. No toxic materials are allowed.
3. The surface on which they are used and the tools used with these materials should be cleaned and sanitized before and after each use.
4. Children should wash their hands before and after each use.
5. Materials should be discarded if sneezed on, put in a child's mouth, or contaminated in any way.
6. Children with cuts, sores, scrapes, and colds should be given their own portion of the material that can be discarded after use.

### **Animals**

1. Any animal that is brought to the facility should be trained/adapted to be with young children, in good health, show no evidence of carrying any disease, fleas or ticks, be fully immunized, and be maintained on an intestinal parasite control program.



2. These animals may have contact with the children if they meet the criteria specified: dogs, cats, ungulates (e.g., cows, sheep, goats, pigs, horses), rabbits, and rodents (e.g., mice, rats, hamsters, gerbils, guinea pigs).
3. Fish are permissible if inaccessible to the children.
4. The staff is to instruct the children on the humane and safe procedures to follow when in close proximity to the animals. The children are to be closely supervised at all times.
5. All staff and children who handle the animals or their equipment should wash their hands immediately after handling.
6. The following animals may be brought to the center, but may not be handled by the children due to the threat of salmonella: all reptiles and amphibians, hermit crabs, chickens or ducks.

### **Firearms**

1. Weapons, firearms and ammunition are prohibited on school grounds and adjacent parking lots.
2. This policy applies to children, staff, volunteers and all visitors.

### **Alcohol and Drug Policy**

1. We are a drug-free workplace. This policy applies to all staff and volunteers and covers the following substances: alcohol, illegal drugs, inhalants, prescription and over-the-counter drugs. The purpose of this policy is to provide a safe environment for all the children and staff in our program.
2. If taking prescription drugs during work hours, they must be prescribed by a licensed health care provider. Prescription or over-the-counter drugs must not affect your ability to work safely. You must follow the directions (including dosage limits and usage precautions). You must keep these drugs in their original containers or bring only a single-day supply. NO medications will be stored in the classroom. They may be stored in the kitchen or the director's office on the second floor of the school.
3. The use of alcohol or illegal drugs or not complying with the above policy on prescription and/or over-the-counter drugs will result in immediate termination of the staff member's employment.

### **Smoking Policy**

1. Because we recognize the hazards caused by exposure to environmental tobacco smoke, as well as the diseases linked to the use of all forms of tobacco, we are a tobacco-free workplace. This policy covers the smoking of any tobacco product and the use of oral tobacco products or "spit" tobacco.
2. This policy applies to employees, volunteers and all visitors to the facility.
3. This policy is in affect inside the building or anywhere on the school grounds, including the adjacent parking lots.

### **INCLUSION POLICY**

The Brookville YMCA believes that each child is unique. We welcome all children and are committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each and every child. We work in partnership with our families and health and education professionals to provide the support needed for all of our children to reach their full potential.

### **Admissions/Waiting List:**

Children of all abilities are accepted into the Brookville YMCA, and families interested in having their child attend the program will be given an equal opportunity for admission. If it becomes necessary to maintain a waiting list, children will be accepted from the list on a first come first served basis.

**Inclusive Environment:**

Early childhood educators at the Brookville YMCA use developmentally appropriate practices and consider the unique needs of all children when planning. The staff will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Schedules, routines and activities are flexible and early childhood educators will work with therapists, special educators, and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

**Confidentiality:**

Confidentiality applies to all verbal and written information about potential, currently enrolled, and previously enrolled children and their families. All staff will be trained on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the director/child's teacher. No information will be released about a child or their family during enrollment or transition to another receiving program or school without the written permission of the parent/guardian. This excludes the responsibility held by early childhood educators as mandated reporters of suspected child abuse and neglect as outlined in Pennsylvania law or when information is subpoenaed by the court.

**Family Centered Practices:**

The Brookville YMCA acknowledges and respects the priorities each family has for their child. Families are encouraged and supported to collaborate with staff to ensure that each child has an opportunity for optimum success. The Brookville YMCA communicates with each family daily and has regular meetings to discuss the child's successes and challenges.

**Care Plan:**

Children who participate in the program and who require special adaptations or accommodations (not required by typically developing children involved with the program) must have a Care Plan that addresses routines and emergencies appropriate for that child. The Care Plan is completed by the child's health care professionals and specialists, with the parents/guardians and the director/teacher of the Brookville YMCA, to determine the steps required to accommodate the child's needs. For children who are eligible for early intervention services from Riverview Intermediate Unit 6, the Care Plan can be the Individualized Family Service Plan (IFSP) or Individual Education Plan (IEP). The Care Plan must be reviewed and updated, as necessary, each time the child has a follow-up visit with a health care professional or specialist and no less than every six (6) months.

**Professional Development and Support for Staff:**

Staff members who are involved with children with disabilities or special needs are provided with information to understand and meet the special needs. The orientation and training must be accomplished before the child with special needs participates in the program. A Care Plan provided by the child's primary health care professional or specialist provides arrangements for this orientation and training. Topics to be addressed are any special handling, diet and feeding, medication, toileting issues, special treatments, adaptive equipment, abilities and limitations, recognition and response to emergencies, transport requirements, and methods of communication to use when clarification of the Care Plan is required.

**Collaboration with Other Professionals:**

Many children with disabilities or other special needs are supported by developmental and educational professionals such as therapists, teachers, and medical professionals. The Brookville YMCA welcomes these professionals and works with them to ensure the child’s success. The service provider is encouraged to provide services to the child in the context of the early childhood classroom environment, and the child’s teacher and the service provider work collaboratively to determine the best strategies to support the child in the group setting. The Brookville YMCA supports the teacher’s participation in Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings.

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**Policies and Procedures**

**Receipt and Acknowledgement**

By signing this statement, I acknowledge that I have received a copy of the policies and procedures manual issued by my employer, the Brookville YMCA’s Daycare and Nursery. I acknowledge that it is my responsibility to read and comprehend the information contained in this manual and to consult with my director/teacher if I have any questions concerning its contents.

I understand and agree:

1. that this manual is intended as a general guide to policies and procedures at the Daycare Center and that it is not intended to create any sort of contract between the Brookville YMCA and any one or all of its employees;

2. that this manual states Brookville YMCA Daycare and Nursery Center policies and procedures in effect on the date of publication;
3. that the Brookville YMCA Daycare and Nursery Center may modify any or all of these policies, in whole or in part, at any time, with or without prior notice; and
4. that in the event the YMCA Daycare and Nursery Center modifies any of the policies contained in this manual, the changes will become effective immediately upon issuance of the new policy by the Center.

I understand that as an employee of the Discovery Kids Learning Center, I am required to review and follow the policies set forth in the policies and procedures manual and I agree to do so.

Employee Name (Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_