



WELLSVILLE YMCA
EARLY LEARNING CENTER
AND CHILD CARE
PARENT HANDBOOK

For a better us.®

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This handbook is intended to familiarize families with current YMCA Early Learning Center and Child Care policies, practices and standards. Additional copies and electronic copies (PDF) of the handbook are available upon request. The YMCA Early Learning Center and Child Care reserves the right to revise its policies, practices and standards as deemed by the Director. Families will be notified of updates to the handbook.

History

The YMCA came to the Wellsville community in 2013 offering School Aged Child Care (SACC). Over the last 9 years the YMCA has continued to grow its SACC programs and offerings by entering more school districts and widening its reach. In September 2022, the YMCA will be opening the doors to the newly constructed Early Learning Center (ELC). The ELC will allow the YMCA to offer children 6 weeks to pre-school the quality child care it has been giving our school aged children all these years. This custom-built center will have two infant rooms, two toddler rooms, and one preschool room accommodating up to 50 children.

Mission Statement

At the YMCA Early Learning Center, we believe in the value and uniqueness of each child we serve. Our childcare experience is designed to promote each child's own individual social, emotional, physical, and cognitive development.

As caregivers and educators, our mission is to provide a safe and developmentally appropriate learning environment based on Christian principles that build a healthy spirit, mind and body for all.

Every day, we work side-by-side with our neighbors to make sure that everyone, regardless of age, income or background, has the opportunity to learn, grow and thrive.

Philosophy

Our program is built on meeting the developmental needs of each child. We are committed to nurturing individual differences and the growth of the whole child-physical, social, emotional, and cognitive. **As a center, we strive to create a learning environment that is safe, stimulating, and encouraging to help each child learn and grow.** The following principles are excerpted from *The New York State Prekindergarten Learning Standards (2019)* and serve as the foundation for our curriculum.

- All children are capable of learning, achieving and making developmental progress. The Standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, and emotional challenges.
- Children develop at different rates and each child is unique in their own development, growth, and acquisition of skills. Appropriate and reasonable supports and accommodations, including home language, trauma, and behavioral and instructional supports must be provided to empower all children to succeed.
- Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that encourage participation, involve multiple contexts, and engage the senses that help children explore their environment.
- Early development and learning are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.
- Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community.
- The family is a significant contributor to children's lifelong development and learning. Actively engaging caregivers in the early education of their children is essential to children's success in the elementary classroom and later learning.
- These learning standards may be used as tools to empower parents, teachers, and caregivers to better support and enhance young children's development and learning.
- These learning standards acknowledge, respect, and embrace children's diverse backgrounds, their heritage, cultures, and linguistic experiences.
- These learning standards are guided by research, stakeholder feedback, and effective practice to strengthen instruction and educational experiences across all settings. They are systemically aligned with all of the New York State P-12 Learning Standards, performance indicators for bilingual and preschool special education, Head Start Early Learning Outcomes, and the National Association for the Education of Young Children guidelines.

General Center Information

ADMINISTRATION

CEO: Jeff Townsend
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HOURS OF OPERATION

The Wellsville YMCA Child Care is open Monday through Friday from 6:30am to 6:00pm. The center is closed for the following holidays and staff development/ deep cleaning days. A new handbook and yearly calendar are provided every January to portray the correct closed staff development days.

<p>Holidays:</p> <ul style="list-style-type: none">• New Year's Day• Good Friday• Memorial Day• Independence Day (July 4th)• Labor Day• Thanksgiving• Black Friday• Christmas Eve• Christmas Day• December 26th	<p>Staff Development Days</p> <ul style="list-style-type: none">• Staff Development and deep cleaning days will take place once each quarter as well as 3 consecutive days over summer (Calendar provided each year)
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PROGRAMS

There are 7 childcare programs offered at the Wellsville YMCA Child Care. They are:

- | | | |
|------------------------|---------------------------|-------------|
| • Younger Infant Room | 6 weeks-milestone* | 8 children |
| • Older Infant Room | mobile infants-milestone* | 8 children |
| • Younger Toddler Room | 18 months-milestone* | 10 children |
| • Older Toddler Room | 24 months-milestone* | 10 children |
| • Preschool Room | 3 years-5 years | 14 children |

*Based on appropriate developmental milestones.

In addition, the YMCA Child Care provides a school-aged program to children in Kindergarten-12 years of age. This program is located in the public school (Wellsville, Scio, Bolivar, Cuba).

RATIOS

At the YMCA Child Care, we maintain the following staff-to-child ratios at all times in our classrooms.

<u>Age of Children</u>	<u>Minimum Ratio of Staff to Children</u>
6 weeks-12 months	1 staff to every 4 children
18 months-24 months	1 staff to every 5 children
24 months-36 months	1 staff to every 5 children
3-5 years	1 staff to every 7 children
Kindergarten-Third Grade	1 staff to every 10 children
Fifth Grade-12 years	1 staff to every 15 children

Licensing

The YMCA ELC is a public program licensed to serve 50 children by The Office of Children and Family Services. A copy of the licensing regulations is available for review in the lobby areas of the child care and classrooms.

The Office of Children and Family Services is available for contact by telephone at 1-800-342-3720.

Accreditation

The YMCA Early Learning Center is a participant in QUALITYstarsNY. QUALITYstarsNY is New York State's voluntary Quality Rating & Improvement System (QRIS) for early childhood programs.

QUALITYstarsNY Standards represent the best practices and policies in early childhood care and education. Developed by leading experts in the field of early childhood learning and development from across the state and then validated by research, QUALITYstarsNY Standards are used to assess and rate the quality of an early childhood program.

QUALITYstarsNY assesses four key areas that work together to create a high quality early childhood program where children, families, and providers can thrive.

1. **Learning Environment:** In a high quality environment, spaces are clean, safe and inviting for children to play, learn, and grow. Equipment, materials, and planned activities stimulate learning. Adults interact with children in nurturing, respectful, and responsive ways.
2. **Family Engagement:** Family engagement is the way staff work with families to advance their child's development and support household stability. Family members should feel respected, welcomed, and invited to participate in decisions that affect their child. Communication with families is regular and culturally responsive.
3. **Qualifications & Experience:** Programs known for their excellence have teachers with knowledge and experience in child development and early education.
4. **Management & Leadership:** Strong leadership and management supports the entire early childhood program. Leaders set a vision for the program and establish policies to ensure the program functions properly and staff are supported, which allows educators and families to focus on the children.

More information about QUALITYstarsNY and standards are available on the web <https://qualitystarsny.org/>

WEATHER-RELATED CLOSINGS

The YMCA ELC will remain open during severe weather. In the event of an emergency closing, all families will be contacted and informed of the situation. In the event of an emergency early closing, all children are to be picked up in a reasonable amount of time to ensure the safety of all involved parties. Families will still be charged during emergency closings.

UPDATING ENROLLMENT RECORDS

Each Spring and Fall The YMCA ELC completes an audit of enrollment records. At the conclusion of this audit, families will be notified if anything needs to be updated. Some forms may be updated every year, including the Emergency Contact Form.

Other records must be updated throughout the year, such as physicals and immunization records. When visiting your child's physician for a yearly "well-child" appointment, please request a Child Health Form prior to the visit, and have your child's physician update the Child Health Form and return it to your child's classroom.

In addition, any time a family's information changes such as address, place of employment, health insurance provider, or authorized pick up individuals a new Emergency Contact Form must be completed. **All records must be updated based on the due dates and can result in the unenrollment of a child if not completed in the reasonable amount of time given.**

CONFIDENTIALITY

Confidentiality is a top priority for the YMCA ELC. Personal information of families, children, and staff will not be shared for any reason without prior written consent of the individual. When discussing a child's activities and friends in the classroom, only first names will be used. In situations regarding behavior concerns and/or Incident Reports, names of children involved will never be given to families.

Curriculum

Curriculum at the YMCA Child ELC includes child-initiated and teacher-directed activities and experiences offered to young children that support and enrich their development physically, emotionally, socially, and cognitively. The YMCA ELC uses the Creative Curriculum for Infants, Toddlers, and Preschool as guides for planning curriculum in each of its program rooms. Each classroom has weekly lesson plans. These plans contain a number of activities, designed to foster each child's development, and the development of the group as a whole. Lesson plans may be changed in order to accommodate the children's changing interests.

Each classroom is set-up in centers, which includes blocks, dramatic play, book, gross motor, fine motor, art, science and more. Outdoor play is important to a child's physical development and must be included in the daily schedule, weather permitting. "Free Play" is a daily part of the curriculum and means a child has the opportunity to choose which center or activity he/she participates in. This promotes creative expression and development of important social skills.

The Wellsville ELC aligns with the goals put forth by Healthy Kids, Healthy Future. These goals are to nurture healthy eaters, provide healthy beverages, get kids moving, reduce screen time, and support breastfeeding. Staff are trained using the Healthy Kids, Healthy Future modules which were developed in partnership with the Centers for Disease Control and Prevention and provide practical strategies for implementing best practices in early childhood settings for promoting healthy weight in young children.

DAILY SCHEDULE AND ACTIVITIES

The classroom teachers work cooperatively to create a daily schedule and plan activities that meet each child's developmental abilities and needs. The daily schedule and activities create a balance between active and quiet times; large and small groups, individual activities; indoor and outdoor play times; as well as times for free-play and teacher-directed activities.

Physical activity is a core component of the ELC's daily routine. Infants will be provided with daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake and alert. Toddlers and preschoolers will be provided with the opportunity to have 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity, both indoor and outdoor, for every hour they are in care. Examples of structured activities may include walking, music and movement, kick ball, obstacle course, or gross motor games (musical chairs, freeze dance, duck duck goose, toss, red light-green light, follow the leader).

Consistency from day-to-day is particularly important to the overall well-being of the children and classroom environment. Children thrive on consistency! Routines will be maintained as much as possible for arrivals; meals and snacks; resting or nap times; personal care routines like diapering/toileting and hand washing; and transitions.

FREE PLAY

"Free-Play" (also called child-initiated activities, free choice, self-selection) activities are incorporated into the morning and afternoon schedule. During free-play, teachers actively participate with the children by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc. Free-play is another opportunity for a child to grow socially and cognitively through the development of relationships.

OUTDOOR PLAY

Outdoor play is incorporated into the classroom's daily schedules. Outdoor play is an important opportunity for children to be able to participate in gross motor play. Gross motor play is important for children to practice as they develop because it helps children learn how to coordinate and control their body movements. Gross motor skills also help lay the foundation to be able to complete fine motor skill movement such as pinching or grasping.

Children will be going outside year-round, including Winter. Only during extreme weather conditions will the children remain indoors. Based on QUALITYstarsNY children are expected to go outside when the forecast temperature/wind chill is above 25 degrees, the forecast temperature/heat index is less than 90 degrees, there is no precipitation falling, and that there is no current air quality alert.

It is important that families send their children in appropriate clothing and outerwear for the weather conditions (e.g., coats, boots, hats, gloves, etc.).

Please label all these items with your child's name. The YMCA ELC has a few extra hats and gloves, but not enough for every child. If a child does not have the appropriate clothing for the weather, they may need to remain inside. At times, your child's classroom may need you to send in snowpants as well. During these times, your child's teacher will communicate with you beforehand.

NAP/REST TIME

All children from the ages of 6 weeks-5 years of age are provided a regularly scheduled nap or resting time. Children will not be forced to sleep but may be encouraged to lie quietly for a period of time. The length of time a child should have to remain resting varies by child. Children are provided with alternative quiet activities while on their sleep cot if unable to rest.

Every child is provided with their own sleep cot which is not shared with any other child. Infants are provided with their own crib or pack-n-play that is labeled with their name. Families are encouraged to send their child (over 12 months of age) with a blanket. All blankets will be clearly stored with your child's name. All items will be sent home on Fridays to be washed and returned on Monday.

MULTIMEDIA

The use of multimedia in our program is an extension of the teaching and learning that takes place in our classrooms. Multimedia is never used to replace an actual teacher. Multimedia may be used to do an extension of a

lesson plan based upon weekly themes. All multimedia must have a rating of "PG" or "E" and possess an educational theme. Classrooms are limited to a specified amount of time per week they may use or view multimedia. The Wellsville ELC follows the CDC recommended guidelines for screen time as follows: Limit screen time to half an hour per week of educational or physical activity programming for children 2 years or older; no screen time for children younger than 2 years. Screen time will never take place during nap or meal time.

WEAPONS/VIOLENT PLAY

There is a strict policy of allowing no weapon at the YMCA Child Care Center. Children are not permitted to play with weapons of any type or size or to pretend that other items are weapons. Redirection is used to help teach children about safe play. In the school age program, competition increases negative behavior and decreases the acceptance of others. Bullying is not considered an acceptable behavior. Staff are trained and model ways to help guide the children in having positive interactions with peers.

Assessments

The Teaching Strategies GOLD and the Ages and Stages Screening Tool are the assessment tools used by our program to evaluate and track each child's individual development during their time at the YMCA ELC. It is an on-going assessment system, meaning that teachers are continuously watching, observing, and documenting each child's development. These tools are to allow a more complete picture of your child's development. Accommodations will be made as needed to ensure screening and assessments are performed in a culturally and linguistically appropriate manner, including in the child's home language. Individual learning goals will be set for each child and instruction will be tailored to address assessment results.

The Ages and Stages Screening Tool is based on early learning targets and current research making assessments and reporting effective and easy to understand. Children will be evaluated within 45 days of enrollment into our

program. The Teaching Strategies GOLD online assessment helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. Children will be evaluated three times a year using Teaching Strategies GOLD. Data will be shared with families during parent-teacher conferences. All personal and confidential data is kept on a password secured laptop or in a cabinet in the assistant director's locked office.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences will typically be offered at least twice a year. The goal of these conferences is to gain insight into your child's development both in the child care setting and home setting. Parents are encouraged to request conferences at any time they feel it is necessary.

Field Trips

The YMCA ELC offers a variety of experiences both at and away from the center. Field trips outside of the center will require a "Field Trip Permission Form". Parents will be notified at least one week in advance. If you do not wish for your child to attend a particular field trip, please find alternate childcare arrangements for that day, as we will not have staff available to stay behind with children not participating in the field trip.

As a participant in our childcare program, your child may participate in short, unannounced field trips including but not limited to: walks around the perimeter of the building and/or nearby neighborhoods; trips to local playgrounds; trips to the local library. Teacher-child ratios are maintained at all times. A "Walks/Trips Permissions" is signed at the time of enrollment for this type of field trip.

Meals and Snacks

At the YMCA ELC, children within the five year old and younger programs are provided a nutritious breakfast, lunch, and PM snack. The School Age

Program is provided with a PM snack, with families providing a packed breakfast and lunch on days the school does not offer this service. Packed lunches need to be labeled with your child's first and last name and should not include anything that involves heating and our program follows the nutritional guidelines established by the Child and Adult Care Food Program (CACFP). Menus are sent home at the beginning of each month and extras are available in the lobby of the child care center.

Children will be encouraged to sample all foods that are offered, but will never be forced to eat. Please inform the Child Care Director if your child cannot eat a certain food or has a different dietary needs. For certain dietary restrictions, you may be asked to provide food from home for your child.

FOOD ALLERGIES

If your child has a food allergy, please have your doctor complete your child's Health Assessment Form with the food allergy included. It is important that our center has accurate information in regards to your child's allergy.

Children are welcome to bring in special treats to celebrate a birthday or holiday. Due to various food allergies and dietary restrictions in our classrooms, we ask that you speak with your child's teacher before sending in any items. We recommend supplying store-bought snacks still in the original packaging.

Infant and Toddler Program Information

The following information is specific to the infant and toddler program rooms:

- Parents must supply diapers, wipes, diaper cream, formula, baby food, extra clothing, pacifiers, and blankets. Please label all items with your child's name.

- Children may use pacifiers during rest time. To reduce the likelihood of spreading illness, we encourage keeping pacifiers in the child's cubby during all other times of the day.
- If you are breastfeeding, please discuss with your child's teachers when your child should be fed breast milk, and when you would like to come in and feed your child.
- Breast milk must be brought in breast milk bags labeled with the date it was pumped and the child's first and last name. For health reasons, we are unable to store bags of frozen milk for extended periods of time.
- We recommend that all new foods be tried at home first since a child could have an allergic reaction to foods they have not tried before. Please inform your child's teacher of any new foods your child has tried.

SIDS

Sudden Infant Death Syndrome (SIDS) is the unexpected, sudden death of a child under the age of one for which a cause of death cannot be identified. It is not known what causes SIDS, however several sleeping practices have been linked to an increased risk for SIDS. Therefore, the YMCA ELC has a strict policy for infant sleep placement.

All infants less than one year of age will be placed on their back to sleep.

Infants will be removed from their car seat upon arrival, even if they are sleeping.

Once a child has been placed in his or her crib for a nap, if the infant rolls from back to front-and is also able to roll from front-to back-it is acceptable to leave the infant sleeping on his or her stomach. NO heavy blankets, stuffed toys or pillows should ever be placed in a crib. A request for alternative sleeping positions must be accompanied by a signed and dated physician's note stating the reason for the request and the length of time for the request.

Clothing and Items From Home

PLAY CLOTHES

Please send your child to the YMCA ELC with play clothes and proper shoes. Play is usually active and often messy; comfortable, washable clothes are important if your child is to participate fully in the program. Outdoor play is scheduled (weather permitting) every day as an essential part of our planned curriculum. All children will need to have proper clothing for both indoor and outdoor activities.

All children occasionally get their clothes wet and have toileting accidents. Whenever this occurs, it is best to change the child into an extra set of clothing provided by the family. Your child's teacher will request that you bring a complete change of clothing, including underwear, to be kept at the child care center and replenished when needed. Due to health reasons, if a child soils their underwear, the teachers will not be able to clean/rinse out the clothing. The soiled clothing will be put into a plastic bag and sent home with your child. Please be sure to clearly label all items of clothing.

ITEMS FROM HOME

We ask that all items brought from home be placed in your child's cubby shortly after arrival. Blankets sent from home will be kept in a bag with your child's name until nap/quiet time. The classrooms send home blankets on Fridays to be washed and then sent back on Mondays with your child. To help your child feel more comfortable we ask that you send in a picture of you with your child that they can keep in their classroom. It often helps a child to be able to talk about their picture/family with their teacher. Please clearly label all belongings brought from home.

We ask that toys, gaming systems, electronics, and items of value be left at home. School Age children may bring their cell phones but will be required to keep them in their bags, due to the risk of damage or theft. The YMCA ELC is not responsible for lost, stolen, or damaged items.

Arrival and Departure

ARRIVAL

Parents/Guardians are required to accompany their child into the center and into their child's classroom. We encourage parents to communicate with their child's teacher about their child's temperament that particular day, how he/she slept the night before, whether he/she has eaten that morning, etc. For children under 12 months of age please communicate with your child's teacher about the last time your child had a bottle and any other important information.

Most children go through periods of difficulty with separating from their parents(s)/guardian(s). This is common and developmentally appropriate. Try these tips for a successful drop-off.

- **Establish a regular, predictable routine.** Whether you have a kiss and a hug and go, or help your child put their things in their cubby first, do it the same every day. What often makes separation stressful for children is the uncertainty. If your child can predict what will happen, the separation won't be as difficult.
- **Separate once.** If you come back into the classroom again and again, it will increase your child's stress. Remember the moment of separation is the worst part for your child, so doing it more than once makes it more stressful for your child.

DEPARTURE

The YMCA ELC closes at 6:00PM Monday through Friday, unless otherwise stated under the **Hours of Operation**. We ask that you respect our closing time and make alternate arrangements with an authorized pick-up person to get your child. There is a late fee of \$50 for every 10 minutes past our closing time.

If someone we are not familiar with is to pick up your child, it is essential that you inform your child's teacher in advance of the pick-up. This person must be listed as an authorized person on the *Emergency Contact Form*. Please remind the authorized person that they may be asked for identification such as a driver's license to ensure your child's safety. Even if the individual has picked up before, he or she may still need identification if the teacher in charge has never met him or her.

Once you have reunited with your child and are departing the classroom then the YMCA ELC is no longer responsible for your child. For safety reasons, please do not let your child wander away from you inside or outside of the building.

ATTENDANCE

Regular attendance is strongly encouraged for the benefit of the child as well as the classroom as a whole. If your child will be absent, please call the center so that your child's teacher may make accommodations to the lesson plan.

If your child is absent for an extended period of time (more than 2-3 days) then your child's teacher may call home to do a wellness check. Enrollment will be terminated if a child is absent for a period of two weeks or more, and no notice has been received or contact made by the family.

Health and Safety Policies

NO LICE/NO NIT POLICY

Child Care families face many new challenges as they begin their first experience in a group setting. One of these challenges is the risk of children contracting head lice. Head lice are a common occurrence among children and never a reason a family should feel embarrassed.

Staff members are trained on how to properly check for lice and nits and to perform periodic head checks to stop an outbreak from occurring. Since the YMCA Child Care Center does have a no lice/no nit policy if a case is found then a staff member will notify a parent/guardian and ask that the child be picked up. When the child returns a staff member will need to check the child to ensure that all lice and nits are gone.

Some of the duties performed to decrease the chance of head lice are:

- Cleaning carpets
- Disinfecting toys
- Washing all blankets, stuffed animals, dress up clothes, etc.

If your child is sent home with lice or nits below is some helpful information:

- Look for nits – tiny yellowish-white oval eggs firmly attached at an angle to the hair shaft.
- Be sure not to confuse nits with hair debris such as DEC plugs (bright white irregularly-shaped clumps of dandruff stuck to the hair shaft).
- Although nits may be more prevalent at the nape of the neck, around the ears and at the crown of the head, check the entire scalp since nits can be found anywhere in the hair.
- Nits are tiny and can be difficult to remove. They are firmly attached to the hair shaft and cannot be brushed out or removed with a regular comb.
- Lice are about the size of a sesame seed, clear in color when first hatched and then become brown after they feed, and move quickly away from light.

SHAKEN BABY SYNDROME, ABUSIVE HEAD TRAUMA & CHILD MALTREATMENT POLICY & PROCEDURE

The staff members at the YMCA Early Learning Center are trained in preventing, recognizing, responding to, and reporting shaken baby syndrome (SBS), abusive head trauma (AHT), and child maltreatment. This policy is an important function of keeping children safe, protecting healthy development, providing safe and quality childcare, and educating families.

SBS/AHS is the name given to a form of physical child abuse that occurs

when an infant or small child is violently shaken and/or there is trauma to the head. Shaking may last only a few seconds but can result in severe injury or death.

- **PROCEDURE/PRACTICE:**

- **Recognizing:** Children are observed for signs of abusive head trauma including irritability and/or high pitched crying, difficulty staying awake/lethargy or loss of consciousness, difficulty breathing, inability to lift head, seizure, lack of appetite, vomiting, bruises, poor feeding/sucking, no smiling or vocalization, inability of the eyes to track and/or decreased muscle tone. Bruises may be found on the upper arms, rib cage or head resulting from gripping or from hitting the head.

- **Responding:**

- **If SBS/ABT or Child Maltreatment is expected, a staff member will:**
 - Call 911 immediately and inform the director.
 - Call the parent/guardian.
 - If the child stops breathing, a staff member will perform CPR.

- **Reporting:**

- Instances of suspected child maltreatment in child care programs are reported to the Child Protective Services (CPS) by calling 1-800-342-3720. If this happens in a child's home the director and/or staff member will report this to the mandated reporter hotline at 1-800- 635-1522.

- **Prevention Strategies:**

- Rock the child, hold the child close, or walk with the child.
- Sing or talk to the child in a soothing voice
- Gently rub or stroke the child's back, chest, or tummy
- Offer a pacifier or try to distract the child with a rattle or toy
- Take the child for a walk in the child care center hallways
- Turn on soothing music or white noise
- All staff members at the YMCA ELC are trained to call for help if they are ever feeling overwhelmed or stressed in a situation with a child.

- **Prohibited Behaviors:**

- **Behaviors that are prohibited include but not limited to:**
 - Shaking or jerking a child
 - Tossing a child into the air
 - Screaming and/or belittling of a child

- Any type of physical aggression towards a child (pushing, hitting, etc.)
- **Trainings to assist staff members understand how to care for infants:**
 - All staff members are required to take trainings on Shaken Baby Syndrome, Abusive Head Trauma & Child Maltreatment upon immediate hire. Training includes recognizing, responding to and reporting child abuse, neglect or maltreatment as well as the brain development up to five years of age. Some of the trainings available are listed below:
 - *Caring for Our Children Basics (CFOCB): Health and Safety Foundations for Early Care and Education* which represents the minimum Health and Safety standards experts believe should be in place where children are cared for outside of their homes for policy and procedure development.
 - *Prevention of Shaken Baby Syndrome and Abusive Head Trauma*
 - *Shaken Baby Syndrome*
 - *Protecting Infants: reducing the Risk of SIDS and Shaken Baby Syndrome*
- **Parent Resources:**
 - American Academy of Pediatrics
 - <https://www.healthychildren.org/english/ages-stages/baby/Page/default.aspx>
 - <https://www.kidshealth.org.nz/never-ever-shake-baby>

ILLNESS

Our first priority at the YMCA ELC is providing a healthy, safe learning environment for all children. A child must be picked up by an authorized pick-up person within two hours of notification of illness. A child will be sent home if any of the following is experienced: an illness prevents the child from participating comfortably in activities (as determined by staff); an illness results in greater need for care than the staff can reasonably provide care without compromising the health or safety of other children in the classroom; or a child is experiencing any of the following conditions:

- Fever of 100 or greater, and until 48 hours symptom free without fever reducing medication.

- Diarrhea (not associated with diet changes or medications; multiple loose or watery instances within an hour; or accompanied with fever or vomiting) until diarrhea stops for 24 hours or the continued diarrhea is deemed not to be infectious by a licensed healthcare professional.
- Vomiting (One instance) the child can return after vomiting has been resolved for 24 hours or until a healthcare provider determines it safe for the child to return.
- Blood in stools not explainable by dietary change, medication, or hard stools.
- Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other signs/symptoms of illness.
- Mouth sores with drooling, unless a healthcare provider determines the sores are not contagious.
- Rash, until a physician determines that these symptoms do not indicate a communicable disease.
- Pink eye (conjunctivitis) until treatment has been initiated for 24 hours
- Scabies, until treatment has been completed.
- Tuberculosis, until a health care provider states that the child is on appropriate therapy and can attend child care.
- Impetigo, until 24 hours after treatment has been initiated.
- Strep Throat, until 24 hours after initial antibiotic as long as there is no fever.
- Chicken pox, until all sores have dried and crusted (usually 6 days)
- Hand, Foot, and Mouth sores have dried and crusted and no fever
- Pertussis, until 5 days of appropriate antibiotic treatment has been completed.
- Mumps, until 9 days after onset of symptoms.
- Hepatitis A Virus, until 1 week after onset of illness.
- Measles, until 4 days after onset of rash.
- Rubella, until 6 days after onset of rash.
- Unspecified respiratory tract illness symptoms (cough, green secretions, lethargy)
- Herpes Simplex, with uncontrollable drooling
- Cough that hinders child's participation in activities

A child who becomes ill with contagious symptoms while at the YMCA ELC must be removed from the classroom in order to limit exposure to other

children to communicable disease. An ill child will be sent to the office to wait for his/her parents/guardian to arrive. For this reason, sick children must be picked up within two hours of notification.

The YMCA ELC reserves the right to make the final determination of exclusion due to illness. Any child sent home due to illness will be sent home with an illness form stating whether a letter from a health care provider is needed to return to the child care center.

Please contact the YMCA ELC by 9:00am whenever your child is ill.

NOTICE OF EXPOSURE & REPORTING DISEASE

If your child is exposed to a communicable disease, a notice will be posted beside the door of your child's classroom. If your child becomes ill with a communicable disease, please notify the Director or Assistant Director immediately.

In the event, where a communicable disease needs to be reported, the Director will notify the Department of Health.

HAND WASHING

Frequent hand washing with soap and warm, running water is the most effective way to reduce and prevent the spread of illnesses commonly found in childcare centers such as the flu, stomach bugs, and pink eye. Parents are encouraged to assist their child in the hand washing process upon arrival. Other times your child and staff members will be expected to wash their hands:

- Upon arriving at the center or when changing classrooms
- After each diaper change or using the restroom
- Before and after meal times
- Before and after administering medication
- After handling bodily fluids (mucus, blood, vomit)
- Before and after using the sensory table
- After coming inside from the outdoors
- After handling any type of animal

- After cleaning or handling garbage

Warm, running water (no colder than 60 degrees F) and soap must be used. Hands must be rubbed vigorously for at least 20 seconds, including the backs of hands, between fingers, under nails, and under jewelry. A disposable paper towel should be used to dry hands and turn off faucets. Help reinforce the importance of hand washing by encouraging proper hand washing at home as well.

MEDICATIONS

Prescription and over-the-counter medications must be given to a staff member in the original container, clearly labeled with the child's full name and birth date. The YMCA ELC will not administer any medication without a signed Medication Authorization Form. Forms can be obtained from your child's teacher, the Assistant Director, or the Director.

All medications will be stored in the locked medicine cabinets in the classrooms.

Prescription medications will only be given if the script is located on the medication container with a beginning and end date. A medical authorization form must also be filled out and signed by a parent/guardian. Prescription medication will only be given at the center if they are not able to be given at home. (ex. Twice daily can be administered at home. Three times per day requires a middle of the day dosage and can be given at the center.)

All lotions, diaper creams, etc will require a Medication Authorization Form.

PHYSICAL AND IMMUNIZATION RECORDS

Each child must have a current physical and immunization record on file at the YMCA ELC. The physical and immunizations records must be updated every 6 months for children under the age of three years old, and every 12 months for children over the age of three years old.

DOCUMENTATION OF ACCIDENTS/INCIDENTS

Staff members shall document accidents and incidents that occur at the YMCA elc using an Incident Report. If the incident of a child being bitten, an Incident Report will also be completed for the child who bit as well as the child who was bitten. Incident Reports will include detail of the incident but will never include other children's names. If the injury involves the head, face, and/or breaks the skin then the parent will be contacted before pick-up. The parent/guardian will need to sign the report the **same day** as the incident. A copy may be made to be given to the parent. All Incident reports are filed in the child's permanent file.

DOCUMENTATION OF HEALTH INCIDENTS/ILLNESS

Each time a parent is contacted regarding an ill child or symptoms or illness, an Illness Policy Form will be completed and sent home with the ill child. A copy of the form will be placed in the child's permanent file. All parents will be notified of any communicable illnesses present in the center via a sign posted outside the classroom.

DOCUMENTATION OF ALLERGIES

A child with allergies must have the allergy listed on the Health Form that is completed by a health care provider. Allergies are posted inside a cabinet in all classrooms and there is a notice in all classrooms about children's allergies. All staff working in the classrooms must review the Classroom Allergy Posting upon arrival in a classroom.

EMERGENCY/MEDICAL FORMS

It is important that parents complete and update, as needed, an Emergency Contact and Parental Consent Form. This form contains contact information for both parents as well as individuals authorized to pick up the child in the event of illness or emergency. In addition, this form allows the YMCA Child

Care Center staff members to seek emergency medical care from authorized care providers in the event that medical care is needed. **It is the responsibility of the parent to complete this form and to make corrections to this information when necessary.**

- If a child becomes ill or injured after arriving at the center, the Lead Teacher will attempt to contact the parent(s) at all available telephone numbers. If a parent cannot be reached, the individuals listed as emergency contacts on the Emergency Contact and Parental Consent Form will be called.
- Children who are seriously ill will be sent to the office and will remain under the supervision of a staff until an authorized individual arrives.

If the child requires immediate medical attention:

- The staff member who witnessed the emergency situation will remain with the injured child and instruct someone else to call 911.
- The Director, Assistant Director, or staff member who witnessed the emergency situation will accompany the child to the hospital, bringing the child's physical exam, immunization records, and Emergency Contact and Parental Consent Form.
- The Director or Assistant Director will contact the parent(s).

For these reasons, Emergency Contact and Parental Consent Forms must be updated anytime there is a change to information.

SUNSCREEN & INSECT REPELLANT

Between the months of April and October, all families will be required to supply sunscreen for their child/ren for outdoor activities. Families give consent to sunscreen being applied to their child during enrollment on the Parental Consent Form. Sunscreen must be SPF 15 or above, and will be applied regularly throughout the day. Parents are encouraged to apply insect repellent to their child before arriving at the YMCA Child Care Center for the day, as the YMCA Child Care Center staff are not permitted to apply insect repellent.

CLOTH DIAPERS

Only commercially available disposable diapers or pull-ups may be used at the YMCA ELC, unless the child has a documented medical reason that does not permit their use. Documentation from the child's physician must be provided to the Director before cloth diapers will be used while the child is at the center. Families must provide a container for storage of soiled cloth diapers while at the center.

MANDATORY CHILD ABUSE REPORTERS

As childcare professionals who interact with children on a daily basis, each staff member of the YMCA Early Learning Center is a mandatory child abuse and neglect reporter and must contact the CPS hotline whenever abuse or neglect is suspected.

TOBACCO USE

Cigarettes and smokeless tobacco products are prohibited on the YMCA ELC premises, including parking lots and outdoor play areas.

AFFIDAVIT POLICY

At times families may be dealing with difficult situations at home. When legal matters are present in the home, families may need to collect affidavits for their legal team. Due to the nature of the relationship between caregiver and child, families may choose to ask a YMCA ELC staff member to provide such a statement. Our program's priority is providing the best possible care when children are away from home and our focus will remain on the child; making sure all their needs are met during what could be a difficult time at home. The YMCA ELC staff members will not provide written statements or affidavits of a professional nature to families.

LEAD POISONING PREVENTION

Lead poisoning is preventable. The key is to stop children from coming into contact with lead. Lead poisoning often occurs with no obvious symptoms

and frequently goes unrecognized. Talk to your healthcare provider about risk factors that may put your family at risk and whether a blood test should be done. If your child has an elevated blood lead level, your child can be connected to follow up services to reduce long-term effects. Lead poisoning can affect a child's learning, behaviors, growth, hearing, organs and more.

Behavior Policies & Procedures

REDIRECTION

Every adult who cares for children has a responsibility to guide, redirect, and socialize children toward appropriate behaviors. Positive guidance and redirection are crucial because they promote children's self-control, teach children responsibility and help children make thoughtful choices. The more effective that caregivers are at encouraging and praising appropriate behavior, the less time and effort will be spent correcting behaviors.

The YMCA Child Care staff members are trained in methods to help focus on the development of the child. Staff members never partake in actions that insult or belittle the children which will cause children to view the caregiver negatively. YMCA Child Care staff members will only use positive guidance techniques with helping teach children appropriate behaviors.

When interacting with children, staff members should ask themselves the following questions:

"Am I..."

- Validating feelings?
- Asking open ended questions?
- Encouraging problem solving?
- Respecting children's choices?
- Using praise, encouragement, and positive reinforcement?
- Talking with the children at their level - not at them?
- Circulating throughout the classroom and participating in active play with the children?

REASONS FOR MISBEHAVIOR

If teachers understand why children misbehave, they can be more successful at reducing behavior problems. Listed here are some reasons why children misbehave.

- They experience different sets of expectations between home and school.
- A child does not understand the rules, or are held to expectations that are beyond their developmental levels.
- They want to assert themselves and their independence.
- They feel ill, bored, hungry, or are tired.

ENCOURAGING POSITIVE BEHAVIOR

Children's misbehavior is impossible to prevent completely. Children, usually creative and endlessly curious, are likely to do things that parents and caregivers have not expected. However, there are many positive approaches that caregivers can take to help encourage positive behavior.

- Set clear boundaries and consistent rules. (e.g., walking feet, gentle touches)
- Make certain the environment is safe.
- Show interest in children's activities. (e.g., participating in activities with the children at their level)
- Encourage self-control and independence by providing meaningful choices. (eg., "You may pick up the blocks or art center.")
- Focus on the desired behavior, rather than the one to be avoided. (e.g., "Please use gentle touches with your friends.")
- Build children's images of themselves as trustworthy, responsible, and cooperative.
- Give clear directions, one at a time.
- Notice and praise children when they exhibit positive behavior, this will help encourage the positive behaviors.
- Set a good example (e.g., exhibit the positive behaviors that you want the children to exhibit)
- Encourage the children often and generously.
- Help children see how their actions affect others.

RESPONDING TO UNDESIRED BEHAVIOR

Below are strategies that the YMCA Child Care staff members will use to respond to undesired behaviors from children. Remember, that it is always a good idea if rules and expectations are explained fully and clearly understood before the behavior occurs. Whenever possible, involve children with making the rules and expectations for the classroom.

- **Redirection:** This strategy should be used frequently when working with children. If a child is not following the rules or expectations, quickly get the child's attention and introduce another activity. *For example, "Stacey, will you please help me feed the fish? You've been playing at the light table for a long time and now it's Rachel's turn."*
- **Logical Consequences:** There are structured consequences that follow undesired behaviors. The child should be able to see how the rule, behavior and the consequence are directly related. *For example, Ginny is standing on her chair at lunch. Her teacher should remind her that if she stands on her chair, she could fall and get hurt.*
- **Participate in the solution:** If a child damages something, he/she should help in fixing it or in cleaning up. If a child causes someone distress, he/she should be helped to understand the distress the other child is feeling. *For example, "It made Shauna very sad when you told her she wasn't your friend anymore. Can you please apologize and help make her feel better."*
- **"Take a break":** In some instances, children may need to be removed from an activity or particular situation in which he/she has become overwhelmed or is physically hurting themselves or others. The child should be redirected to "take a break". This strategy gives the child a chance to calm down, regain control, and reflect quietly on his or her behavior away from others. Once the child has calmed down, staff members should talk with the child about the actions that led up to and resulted in needing a break. *For example, "Mandy, what happened earlier when you threw the book? What could we have done instead? When we feel this way, what is something we can do to help us calm down?"*

If these actions do not help in reducing or changing undesired behaviors the following will take place:

1. Staff will report behavior and what strategies have been attempted to the Assistant Director and/or Director.

2. The Assistant Director and/or Director will observe the child and meet with the Lead teacher to look at behaviors and Assessments, to develop a behavioral management plan.
3. The behavior management plan will be discussed with the parent/guardian then put into practice.
4. The Director and/or Assistant Director, Lead Teacher and/or Assistant Teacher, and parents will evaluate the behavior management plan. If needed, adjustments will be made.

If a child's behavior becomes threatening to themselves, other children, staff, or teachers, the child will be removed from the classroom and possibly the program for a period of time. This will be used as a last resort and only when a child has become physically harmful to others in the program.

USEFUL PHRASES

The following phrases are useful when problem-solving with children:

AVOID	SAY OR MODEL	REMEMBER
Don't Run	Walk; Use your walking feet; Hold my hand	Way to go! Look at you using your walking feet; Thanks for walking
Stop Climbing!	Keep your feet on the floor.	Wow! You have both feet on the floor!
Don't Touch!	Keep your hands down; Look with your eyes.	You are such a good listener; You are looking with your hand down.
No Yelling!	Use a calm voice please; Let's talk so I can understand you; Can we use our inside voice please?	(In a low voice) Now I can hear you; I love how you are using your inside voice
Stop Whining!	Let's use our calm voice; What are you	Now I can hear you; Can you tell me with

	feeling?	your words what is wrong?
Don't Hit!	Hands down please; Hands for playing, eating, hugging; Use your words	You are doing such a great job using your words! Great job!
No coloring on the table!	Color on your paper please; Where can we color?	Look at what you colored. Tell me about your picture.
No Biting!	We only bite our food; Let's use our words if we are upset.	You are upset, thank you for telling me.
No thank you!	Please (do this) instead.	I love that you (doing this) instead.

This positive feedback is sometimes called descriptive praise, because it tells the children specifically what they are doing well. Remember if children have a choice between no attention or negative attention, they'll often seek out the negative attention.

Behavioral Management Plan

PHILOSOPHY

The Wellsville YMCA Early Learning Center child care staff's approach to positive behavior is to help children learn self-control within their child's environment. Creating positive behaviors is viewed as a learning process. In our program, this process is carried out by:

- Establishing roles and limits that are clearly defined and developmentally appropriate.
- Providing a learning environment where there is consistency and a daily routine of activities.
- Redirecting to refocus a child's attention and avoid unnecessary confrontations.

A positive approach is essential to reinforce a child's success. Appropriate behavior requires planning, setting clear limits and boundaries, reasonable expectations, redirection, and logical consequences. Punishments such as humiliation, disrespecting, striking, shaming, use of bribes, false threats, and withdrawal of food will never be used by any staff member.

GUIDANCE AND DISCIPLINE

The Wellsville YMCA Early Learning Center staff members share the philosophy that guidance and discipline are opportunities to support each child's development of positive problem-solving skills and self-control. We understand that children are constantly striving for independence and an understanding of their environment. Therefore, it is our responsibility to create a safe and consistent environment that will enable them to gain self-confidence, self-control, and an understanding of their feelings. We believe guidance and redirection are part of a lifelong continuous growth process. Together, we can foster each child's development in making appropriate choices for today and for their future. We believe that children should be encouraged to verbalize their feelings, frustrations and anger in a constructive manner and should be encouraged to resolve problems and work out solutions with staff encouragement. Our goal is to help the child learn from their experiences, separate the action from the child and to always treat the child with respect.

Our guidance and redirection goals are carried out by:

- ***Teachers who serve as role models for appropriate behavior***

Our teaching staff sets examples and models ways for children to express their feelings and effectively problem-solve.

- ***Creating an environment that is comfortable and safe for all children***

Our programs offer a variety of age-appropriate toys and activities, which provide children with the opportunity to experiment with their world and socialize with their peers.

- ***Stating clear and concise rules***

Children are better able to express themselves and successfully work within their environments when they are aware of what is expected and aware of their limits and boundaries.

- ***Acknowledging and respecting each child's feelings***

Teachers help children to express and understand their feelings, which enables them to recognize their feelings and express them in a positive manner.

- ***Using redirection to refocus the child's attention towards a more positive outcome***

Redirection helps avoid unnecessary confrontations while guiding children to make appropriate and positive choices.

- ***Developing consistent and ongoing communication between teaching staff and parents***

Open lines of communication regarding each child's day will help the adults in the child's life better understand their stage of development. This shared knowledge will give the adults the information necessary to better meet the needs of each child.

PROCEDURES

The Wellsville YMCA ELC programs define unacceptable behavior as:

- A child who continuously interrupts the flow and continuity of the program and requires constant one-on-one attention.
- A child inflicting physical/emotional harm on other children or staff members.
- A child who is consistently unable to follow the rules and expectations of the program.
- A child/parent who uses abusive language or threatens other children or staff members.
- A child who continues to behave against the center's policies outlined in this Handbook. The Teachers/Director/Assistant Director feels that the program can no longer function effectively or safely due to the unacceptable behaviors exhibited by the child.

If a child engages in unacceptable behavior:

- The child will be assisted by the staff and redirected to an appropriate activity and given suggestions for positive alternatives.
- If this is not effective, the child will be removed from the activity and the child and staff will engage in a period of conversation – This

enables the staff and the child to discuss the situation and come to a reasonable solution regarding the child's behavior and help the child make a better choice next time. The child will then be redirected back to an appropriate activity.

- A staff member will document the behavior accordingly and parents will be asked to sign and return the report.
- A conference may be required with parent(s)/guardian(s), Teacher, and Director/ Assistant Director to further discuss the behaviors.

If the above steps have been followed and the child's inappropriate behavior continues, the child may be dismissed from the program. However, if a situation occurs that severely jeopardizes the health, safety and well being of the children and staff in the program, the Director reserves the right to dismiss a child immediately without advance warning or notice.

Biting Policy

Biting is a behavior that usually appears between the ages of one and three years old. While biting is an age-appropriate behavior, it is also an undesired behavior in a childcare environment. Children bite for a variety of reasons: teething, sensory exploration, cause and effect, imitation, crowding, frustration, and stress. Biting is not something to blame on children, parents, or teachers. There are a variety of strategies we implement at the YMCA ELC to prevent and address biting. This is the process followed when a child bites:

- The child being bit and the biting child are separated.
- Depending upon the observed reasoning for the bite, the separation may include redirection or meeting the child's needs. As little attention as possible will be placed on the biting child, to avoid reinforcing the behavior.
- Appropriate first aid will be provided to the child who was bitten. The bite will be washed with soap and water; cold compress will be applied to reduce pain and swelling. A bandage will be applied when necessary.

It is important to explore the reasons for biting when it occurs. Teachers need to work with parents to gather information about the child's behavior

and begin observations to determine the reasons for biting. Examples of triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching replacement skills. Below are steps the teacher will take to identify triggers and replace the behavior:

1. The teacher will examine the context in which the biting is occurring and look for patterns. The following questions should be asked:
 - Was the space too crowded?
 - Were there too few toys?
 - Was there too little to do or too much waiting?
 - Was the biting child getting the attention and care he/she deserved at other times?
2. The teacher will change the environment, routines or activities if necessary.
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate ways.
4. The teacher will observe the child, to get an idea of why and when they are likely to bite.
5. The teacher will identify children likely to be bitten and make special efforts to reduce the chance of being bitten.
6. The teacher, parent, and Director and/or Group Supervisor will meet regularly to regulate an action plan and measure outcomes.
7. If biting continues the teacher will observe the group more closely and work with the parents to seek out additional resources as necessary to shadow the child who is biting.

All information is confidential and names of the children involved in the incident report are not shared between parents. In addition, biting is always documented on an Incident Report which is completed and signed by a teacher and parent. A copy is provided to the parent and the original is kept in the child's permanent enrollment file in the office.

Home & School Partnership

NEW FAMILY ORIENTATION

Each family is strongly encouraged to schedule a time with the Director and/or Assistant Director to complete a new "New Family Orientation". This orientation is a great opportunity for parents to tour the center, ask questions, and become familiar with staff members. Important policies and procedures are also reviewed with the Director and/or Assistant Director at this time, as well as the enrollment paperwork required for childcare.

DAILY SHEETS

For children enrolled in the infant and toddler rooms a daily "recap" sheet will be completed to tell you about your child's day. This chart contains information about toileting, meals, naps, items your child needs, and activities.

ROOM TRANSITIONS

Your child will transition to a new classroom when he/she has reached the developmental milestone for a particular classroom. As the time for a transition to a new room approaches, you will receive a letter containing information about your child's transition into his/her new classroom. Before the transition into a new classroom has been completed, parents are encouraged to schedule a meeting with the new teacher in order to familiarize themselves with the new classroom and schedule.

PARENT PARTICIPATION

Parent participation is strongly encouraged in our programs. We plan special parent-involvement days to offer opportunities for parents to be involved in their child's child care experience. Any parent who wishes to consistently volunteer in a classroom will need the following requirements.

- FBI Clearance (Fingerprints)
- Child Abuse Clearance
- Criminal Clearance
- SCR Clearance
- Physical/TB test

Please contact the Director and/or Assistant Director regarding questions with obtaining these requirements.

PROGRAM EVALUATIONS

The YMCA ELC asks parents to complete a program evaluation annually. The information gathered from these anonymous surveys is used by the staff members to develop goals for our center and to improve the overall quality of care at our center. A parent's point-of-view is different from a teacher's point-of-view. Therefore, parent feedback on the program evaluations is very important to the success of our program and satisfaction of our families.

QUESTIONS/CONCERNS

If you have any questions or concerns, do not hesitate to bring it to the attention of the teacher most directly involved. If the concern is not resolved, the Executive Director, Brianna Simms, can be reached at 585-593-3246 or by email at Briannas@twintiersymca. The Executive Director is available to assist parents and staff members in resolving concerns.

Fees and Billing Policies

FINANCIAL AGREEMENT & FINANCIAL ASSISTANCE

Upon enrollment and any changes to tuition, families are provided with a Financial Child Care Agreement. This form should be carefully reviewed and checked for accuracy. New financial assistance forms are sent home every August for families to fill out. If a new financial assistance form is completed then a rate will be increased to a full payment until the form is received. Notification of rate increase will be given out at least 30 days prior to change.

AUTOMATIC PAYMENTS

All enrollments must make childcare payments electronically with a bank card or bank account. A Direct Payment Authorization Form must be completed and returned at the time that enrollment paperwork is turned in. Special arrangements must be discussed and arranged with the Director if unable to make electronic payments. Cash is strongly discouraged. Payments can be withdrawn on Fridays or monthly on the first.

PART-TIME ENROLLMENT

The YMCA ELC generally does not offer part-time enrollment. However, part-time enrollment may be available if two or more families seeking part-time enrollment are able to coordinate their schedules to occupy one full-time spot. Part-time enrollment is at the discretion of the Director and based upon several factors including numbers of hours needed. Due to the nature of a part-time enrollment, all changes to a part-time schedule must be approved by the Director and cannot be guaranteed. If a part-time enrollment is hindering a full time enrollment then the Director will offer the full time enrollment to the part-time enrollment family first.

MULTIPLE CHILD DISCOUNT

Families with two or more children enrolled at the YMCA Child Care Center are eligible for an additional child discount. The discount will be applied to the older children in the program. The youngest child will not receive the additional child discount.

LATE PICK-UP FEE

The YMCA ELC closes at 6:00PM, Monday through Friday. Parents will be charged \$50 for every 10 minutes a child is present after 6:00PM. Teachers will record late fees for processing. If there is a late pick-up fee, parents will receive a phone call from the Director stating the amount of the late pick-up

fee. The fee will be added to your payment the following week. Late pick-ups will be recorded in your child’s permanent file and could result in termination of child care services.

RETURNED CHECKS/INSUFFICIENT FUNDS

All returned checks, EFTs, or direct debit payments rejected due to insufficient funds will be charged a \$25 penalty. Missed payments and late fees must be paid within 2 weeks. Repeated incidents of returned checks or insufficient funds notices could result in termination of child care services. A payment plan should be discussed with the Director if a family is having difficulty making tuition payments.

DELINQUENT ACCOUNTS

Families that are more than 2 weeks or \$200 behind in payments may have their child care services terminated. For information about assistance programs that will help cover the cost of child care tuition, please speak with the Director. A payment plan must be agreed upon between the family and Director before an account will be considered “in good standing” and no longer eligible for termination.

Holidays & Vacations

PAID HOLIDAYS

The YMCA Early Learning Center will be closed the following days:

<p>Holidays:</p> <ul style="list-style-type: none">• New Year’s Day• Good Friday (close at 12:00pm)• Memorial Day• Independence Day (July 4th)• Labor Day	<p>Staff Development Days</p> <ul style="list-style-type: none">• One week of Staff Development Day each year
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<ul style="list-style-type: none"> • Thanksgiving • Christmas Eve (close at 12:00pm) • Christmas Day 	
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Families will be given one month’s notice in the event of additional non-emergency closings. In the event of an emergency closing, all families will receive notification via communication apps and social media.

VACATIONS

Families who are enrolled year round may utilize 2 free vacation weeks per school year calendar (September-August). A Vacation form must be filled out at least two weeks prior to give ample time for the billing adjustment. Vacation weeks are approved provided that the enrolled child is not present from Monday-Friday in the program. For example: vacation weeks cannot be granted from a Wednesday-Wednesday. Vacation forms are kept in the child’s permanent file.

EXTENDED ABSENCES

In the event that a child needs to take an extended absence, such as summer break or maternity leave and wishes to leave the program for a period of time, a fee of \$50/week will be charged. If a family does not wish to pay this fee then a spot cannot be held for the child. Extended absences must be approved by the Director and need to be made at least 30 days before an extended absence.

Emergency Procedures

EMERGENCY MEDICAL PROCEDURES

It is important that parents complete and update as needed, an Emergency Contact and Parental Consent Form. This form contains vital information for both the parents as well as the authorized individuals to pick up the child in the event of illness or emergency.

EMERGENCY PLANS

The YMCA ELC takes extra precautions and has steps planned in the case of an unplanned emergency. The Emergency plans are posted in all child care classrooms and are located in Emergency bags that go with staff members in the event of relocation. The relocation facility is located in the emergency plan.

For the safety of children and staff members, we ask that parents not attempt to pick up their child during an emergency situation until the Director and/or Assistant Director have sent notification of safe pick-up procedures.

Nondiscrimination in Services

Admissions, the provisions of services and referrals of clients shall be made without regard to race, color, religious creed, disability, ancestry, notional origin (including limited English proficiency), age or sex. Program services shall be made accessible to eligible persons with disabilities through the most practical and economically feasible methods available.

Community Resources

FOOD & NUTRITION

Accord Access Center Food Pantry
84 Schuyler St, Belmont, NY 14813
Monday- Friday 9:00am - 3:00pm

585-268-7605

The Salvation Army of Wellsville Food Pantry 585-593-2640
25 East Pearl St Wellsville, NY 14895
Monday-Friday 10:00am - 2:00pm

Joyce Family Food Pantry 585-296-3757
67 East Pearl Street Wellsville, NY - 14895
Monday, Thursday & Friday 10am – 1pm

Allegany County Department of Social Services 585-268-9479
7 Court Street County Office Bldg. Rm. 127 Belmont, NY 14813
Monday-Friday 8:03am - 4:00pm
SNAP- Supplemental Nutrition Assistance Program

Cornell Cooperative Extension- SNAP-Ed program
5435A County Road 48, Belmont, 14813 585-268-7644 Ext. 12
paa79@cornell.edu
Nutrition education with workshops, classroom, nutrition tools and tips, shopping for nutritious foods on a budget and provide recipes and resources

Meals on Wheels 585-268-9390
Grace United Church
289 N Main St, Wellsville, NY 14895
Prepares and delivers meals to the elderly and disabled

WIC 585-593-2533
112 Park Ave. Wellsville, NY 14895
Women, Infant and Children – Nutrition and food supplement program for expecting and nursing mothers and children under the age of 5. Dieticians provide parents with general health services and families can receive assistance in purchasing foods high in nutrition. Nutrition classes are available.

HOUSING AND UTILITY ASSISTANCE

ACCORD Corporation Housing Services 585.268.7605 Ext. 1022
84 Schuyler Street Belmont, NY 14813
Monday-Friday 8:00am - 3:30pm

Affordable Places to Live, Eviction and/or Foreclosure Assistance, Homelessness Assistance, Section 8 (HCV & PBV), Home Repair Assistance, Home Buyer Workshop, Weatherization Program

Catholic Charities of Western New York 585-593-2015
67 East Pearl Street Wellsville, NY - 14895
Call for Appointment
Food vouchers, utility assistance, partial rent assistance

Genesee Valley Improvement Corporation (GVIC) 585-268-7605
84 Schuyler Street Belmont, NY 14813
Monday-Friday 8:00am - 3:30pm
As the title-holding affiliate of ACCORD Corporation, Genesee Valley Improvement Corporation (GVIC) provides decent, safe and affordable rental units to the low-income, elderly, and persons with disabilities population. GVIC also provides service and program delivery space to ACCORD corporation and other local service delivery agencies.

Alfred Housing Committee 585-593-6353
14 Madison Street, Wellsville, NY, 14895
Monday - Friday 8:30am to 4:30pm
Subsidized and Senior Citizen Housing

Homeowner Protection Program 855-466-3456
NY State Attorney General, The State Capitol, Albany, NY, 12224
NYSMAP is a program funded by the State of New York that provides 0% interest mortgage loans. Eligible loans uses will include, but are not limited to, paying off arrears including mortgage payments or unpaid interests and fees, paying down a second or third mortgage, satisfying property tax liens or other liens that might lead to loss of home ownership, and supplying borrowers with a "matching" fund to achieve principal reduction or other beneficial first lien modification terms. Loans shall not exceed \$40,000. The purpose of this program is to promote home ownership retention at the time the loan is made. This loan is a good fit if you are facing foreclosure due to the inability to pay your mortgage or are in arrears with property taxes.

Department of Social Services- HEAP 585 268-9622
7 Court Street, Room 127 Belmont, NY 14813
Low-income New Yorkers can apply for heating and cooling assistance under the Home Energy Assistance Program

COUNSELING AND SUPPORT PROGRAMS

Catholic Charities

585-593-2015

67 E. Pearl St. Wellsville, NY 14895

Agency provides professional counseling by a master's level therapist to individuals age 5 and up, couples, and families. Counseling is open to people of all faiths and no faith affiliation. Counseling offers clients the opportunity to explore possibilities, improve life situations, develop self-esteem, problem-solving and positive interpersonal relationships.

Clarity Wellness Community

585-593-6300

4220 State Rt. 417W

Monday & Friday 8:00am-5:00pm, Tues-Thurs 8:00am-7:00pm

24-Hour Crisis Line: 1-888-448-3367

24 Hour National Crisis Text Line: TEXT 'GOT5' to 741741

Clarity offers an array of psychiatric and counseling services for adults and children as well as emergency help and walk in crisis interventions.

The Arc Allegany-Steuben

585-593-5700

50 Farnum St. Wellsville, NY 14895

The Arc Allegany-Steuben provides supports and services to people with intellectual and developmental disabilities and their families.

www.thearcas.org

ACCORD Corporation- DV Services

585-268-7605

2 Tracy Ave. Belmont, NY 14813

Trained ACCORD staff are available 24-hours a day, every day of the year to provide free and confidential services for victims of domestic violence. Services include: Accessing emergency shelter, Filing a family offense petition to help an order of protection, Advocates that can go to court with you, Help you assess your risk and create safety plans, Domestic violence support group, Identifying other available local resources (i.e. a counselor, housing services, legal services).

ADDITIONAL RESOURCES

2-1-1 HELPLINE

Provides comprehensive information and referral services for Allegany County, connecting callers to available services, programs and volunteer opportunities throughout the region. Dial 2-1-1 (or 800.346.2211)

Catholic Charities Kinship Program

716-372-0101

danielle.kielar@ccwny.org

Support groups for kinship caregivers and children: Separate groups are offered for children and caregivers to provide support and engagement between group members.

Outreach: Respite opportunities for caregivers and their children, retreats, and other fun events to promote family connections.

Advocacy: To provide active support; and promote rights of the caregiver and child(ren).

Case Management: Organize services for the family.

Assessment and Referral to Family Counseling: Help and support to the family as a whole and for each member.

Parenting education: Referrals or in-home guidance related to parenting issues.

Referral and linkage: Assistance with connecting to other community resources, including legal, financial and human services.

Person Centered Services Care Coordination Organization

intake@personcenteredservices.com

855-208-3533

Person Centered Services is a Health Home/Care Coordination Organization for children and adults with intellectual and developmental disabilities (I/DD). We help individuals and their families navigate a very complex system of support and services. We do this through a customized Life Plan that promotes informed choices and independent decision-making. Care Coordinators link and refer individuals and their families to the care, support, and opportunities that maximize their quality of life. We work closely with school districts and community providers to identify individuals who may be eligible for Care Coordination and provide referrals to opportunities that support their individual goals.

Tobacco Free Chautauqua, Cattaraugus, Allegany, (TFCCA)

132 North Union Street, Olean, NY 14760

716-548-0555

jonathan.chaffee@roswellpark.org

TFCCA offers solutions to communities and individuals to help young people from starting smoking or vaping and helping current smokers and vapers to quit through policy change including smoke-free workplaces and parks/playgrounds, smoke-free housing, and limiting exposure to tobacco marketing.

New York State Quitline

1-866-697-8487

www.nysmokefree.com

The New York Smokers' Quitline is free for all New York State residents to help them quit smoking by offering free counseling and nicotine replacement therapy. It is never too late to quit.

The Western Problem Gambling Resource Center

716-833-4274

WesternPGRC@nyproblemgambling.org

The Western Problem Gambling Resource Center raises awareness of problem gambling and connects individuals and families to support and services including counseling and self-help programs. Confidential, local help.

Youth Mentoring of the Southern Tier (YMST)

Scio, Genesee Valley, and Whitesville Central Schools

ymst@familyservicesociety.org

Youth Mentoring of the Southern Tier connects youth with trained volunteers to create trusting, professionally-supported, one-to-one mentoring relationships that enhance the quality of their lives. Allegany County locations are school-based and match high school student mentors with elementary student mentees. Programs meet weekly throughout the school year, and all activities are led by a site coordinator.

The Upstate New York Poison Center

1-800-222-1222

www.upstate.edu/poison

The Upstate New York Poison Center, covering the 54 counties of upstate NY, is a 24/7/365, confidential and free telephone triage service for assistance with poison emergencies or poison information. We also provide education and outreach in the areas of poison prevention.

Thank you for trusting us with your child and taking the time to read our Handbook. We look forward to getting to know you and your family. Remember we are all in this together.

**Contact Information:
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Executive Director
(P) 585-593-3246
(E) Briannas@TwinTiersYmca.org**