



LEARN, GROW, THRIVE

CAPITAL DISTRICT YMCA
Early Childcare Parent Handbook

TABLE OF CONTENTS

Mission & Goals (page 3)

Capital District YMCA
Mission Statement
Program Goals & Philosophy
Notice of Non-Discrimination Policy
Statement of Inclusion
About the Y
Program Hours
About the Caregiver
Professional Development

Program Practices (page 7)

Program Curriculum
 Infant & Toddler Care
 Preschool Program
 Program Curriculum Quality
 Continuity of Care
 Transitions
 From Home to Childcare
 While at Childcare
Outdoor Play
 Transition Out of the Program
 Field Trips
 Healthy Eating & Physical Activity Standards
Meals & Snacks
 Nutritional Guidelines
Infants
 Breast Feeding
 Bottles
 Older Infants & Toddlers
 Choke Foods
 Classroom Birthdays
Napping
Personal Items
 Appropriate Dress

Payment Information (page 11)

Financial Assistance
Childcare Registration Forms
Payment Schedule
Vacation Allowance
Non-Sufficient Funds
Administrative Changes
DSS and Third-Party Billing
Withdrawal From a Program

Late Pick-Ups
Intoxication/Drugs
Custodial Issues/Disputes
Complaint Policy

Parent Involvement (page 13)

Parent Orientation
Communication and Support
Child Daily Reports
Family Nights
Assessment of Children
Parent – Teacher Conferences
Parent Committees
Open Door Policy for Parents
Parent Conduct Policy
Visiting the Program
Community Partnerships

Behavior Guidance (page 14)

Child Guidance
Youth Behavior Policy
Positive Guidance

Health & Safety (page 15)

Illness Guidelines
 In Case of Accident
 Back-up Care Plans
Inclement Weather
Administering Medication
 Medical Log
Emergency Transportation
Child Abuse & Maltreatment
 Staff Relationships
 Outside Any Y Program
 Mandated Reporters
Your Child's File
Photographing Children

MISSION & GOALS

CAPITAL DISTRICT YMCA

At the Y, we nurture the potential in every child, work to help improve the health and well being of our members, and give back to our community by actively supporting our neighbors.

Our childcare programs provide quality care in a safe and supportive environment which fosters the physical, emotional, and social growth of children, while supporting and strengthening families.

This handbook provides information about our childcare. When updates to the handbook occur, parents and guardians are notified.

Capital District YMCA childcare programs are licensed/registered by the New York State Office of Children and Family Services.

MISSION

The mission of the CDYMCA is to put Christian principles into practice through programs that build a healthy spirit, mind, and body for all.

PROGRAM GOALS & PHILOSOPHY

In addition to activities and routines, our teachers place high importance on planning, evaluating children, individualizing activities, creating an appropriate learning environment, guiding behavior, and health and safety.

Our programs have goals and objectives for our teachers and children. Goals for teachers include building responsive relationships, planning a developmentally appropriate program, promoting children's development, maintaining professional standards, and advocating in support of children and families.

Goals for children include self-concept, emotional, social, language, physical, and cognitive development.

NOTICE OF NON-DISCRIMINATION POLICY

Children of any race, color, nationality, and ethnic origin enjoy all the rights, privileges, programs, and activities generally made available to CDYMCA members. The CDYMCA does not discriminate on the basis of race, color, religion, national and ethnic origin, age, gender, or disability in the administration of childcare policies.

For children with special-needs, factors that affect enrollment consideration include, but are not limited to, how well a child's individual needs will be met by our curriculum, group size, teacher-child ratio, and staff expertise.

STATEMENT OF INCLUSION

The CDYMCA welcomes children with individual needs into our program when reasonable accommodations can be made. All children have opportunities to learn, develop, and form positive relationships while in our care. During enrollment, please identify health concerns or individual needs your child may have so we can determine together what accommodations your child may need to be successful. To best respond to your child's needs, completion of an individual care plan and a meeting with the Center Director is needed prior to participating in a program. We work collaboratively with families who receive specialized services and we partner with agencies and school districts to meet the needs of individual children.

All CDYMCA Early Learning Centers are licensed by the New York State Office of Children and Family Services (OCFS) and run in accordance with their regulations. These regulations can be found on the OCFS website: www.ocfs.state.ny.us

ABOUT THE Y

The Y is one of the nation's leading nonprofits strengthening communities through youth development, healthy living, and social responsibility. Anchored in more than 10,000 communities, the Y has the long-standing relationships and physical presence to deliver lasting personal and social change.

PROGRAM HOURS

Please consult with the Center Director for specific hours of operation.

ABOUT THE CAREGIVER

Early Learning Centers are licensed through the Office of Children and Family Services. The office provides the program with the minimum requirements for each position. These qualifications ensure the highest quality care is given to the children.

PROFESSIONAL DEVELOPMENT DAYS

The Early Learning Centers will be closed for the following days for professional development:

- Martin Luther King Jr. Day
- Good Friday
- Columbus Day
- Veterans Day
- Black Friday
- Christmas Eve
- New Year's Eve



The minimum education and experience qualifications for staff are as follows:

418-1.13(f)

418-1.13(f)

| | Administrator Credential | | field of work |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------|
| Group Teacher for preschoolers | Associate's degree in Early Childhood, Child Development or related field | AND | No additional experience necessary |
| | OR | | |
| | Child Development Associate credential or other Office- recognized credential specific to the preschool developmental period. | AND | One year experience related to caring for children |
| | OR | | |
| | 9 college credits in Early Childhood, Child Development or a related field, with a plan of study leading to a: <ul style="list-style-type: none"> • Child Development Associate credential; or • Associate's Degree in Early Childhood, Child Development or a related field. | AND | Two years' experience related to caring for children |
| Group Teacher for infants/toddlers | Associate's degree in Early Childhood, Child Development or related field | AND | One year experience related to caring for infants and toddlers |
| | OR | | |
| | <ul style="list-style-type: none"> • Infant and Toddler Child Care and Education credential; or • Infant Toddler Child Development Associate credential; or • other Office-recognized credential specific to the infant/toddler developmental period | AND | Two years' experience related to caring for children. |
| | OR | | |
| | Child Development Associate credential | AND | Two years of experience caring for children, one on which must be related to caring for infants or toddlers |

Effective June 1, 2015

| | | | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------|
| | OR | | |
| | <p>9 college credits in Early Childhood, Child Development or a related field, with a plan of study leading to:</p> <ul style="list-style-type: none"> • Infant and Toddler Child Care and Education credential; or • Infant Toddler Child Development Associate credential; or • other Office-recognized credential specific to the infant/toddler developmental period; or • Associate's Degree in Early Childhood, Child Development or a related field; | AND | Two years' experience related to caring for children, one of which must be related to working with infants or toddlers |
| | | | |
| Group Teacher for school-age children | Associate's degree in Child Development, Elementary Education, Physical Education, Recreation or a related field | AND | No additional experience required |
| | OR | | |
| | School-age Child care credential or other Office-recognized credential specific to the school-age developmental period. | AND | One year experience working with children less than 13 years of age. |
| | OR | | |
| | High School Diploma or its equivalent | AND | Two years direct experience working with children less than 13 years of age. |
| Assistant teacher (all age groups) | High School diploma or its equivalent | OR | One year experience working with children less than 13 years of age |

PROGRAM PRACTICES

INFANT & TODDLER CARE

Infants: 6 weeks to 18 months

1 to 4 staff to child ratio with a maximum group size of 8.

Toddlers: 18 months to 36 months

1 to 5 staff to child ratio with a maximum group size of 12 children.

Creative Curriculum is a scientifically-based program that combines the latest research and freshest ideas in a forward-thinking approach to learning. We use the Creative Curriculum to inspire teachers and help them create high-quality learning environments that honor creativity and respect the role teachers play in making learning exciting and relevant.

Our Early Learning Centers use Creative Curriculum for infants & toddlers, a developmentally appropriate program which contains three interwoven elements:

- age appropriateness
- individualized appropriateness
- cultural/social appropriateness

All our infant & toddler programs focus on developing a strong relationship between children, their families, and our teachers. Our teaching happens through activities, play, and routines.

In our infant and toddler programs, routines are an essential component to building positive relationships with each child including hellos and good byes, diapering and toileting, eating and mealtimes, nap times, and getting dressed.

Activities in our infant and toddler programs include playing with toys, dabbling in art, imitating and pretending, enjoying stories and books, tasting and preparing food, exploring sand and water, having fun with music, movement and going outdoors.

PRESCHOOL PROGRAM

3 year olds: 1 to 7 staff to child ratio with the maximum group size of 18.

4 year olds: 1 to 8 staff to child ratio with a maximum group size of 21.

Mixed age groups (3-5 years old): ratios based on the majority age of the children in the room.

Our child-centered care allows teachers to provide meaningful experiences for children as they learn, grow, and develop. Our early learning programs focus on learning, guidelines for teaching, and working with families as outlined in the Creative Curriculum.

Our programs use the Creative Curriculum as a blueprint for planning and implementing developmentally appropriate activities. Grounded in research and theory, the Creative Curriculum for preschoolers is based on five components:

- How and what children develop and learn
- Learning environment
- Teacher's role
- Family's role

The Creative Curriculum classroom contains interest areas for learning with 11 different areas: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers, and Outdoors/Nature.

PROGRAM CURRICULUM QUALITY

The CDYMCA believes that children learn best through hands-on experiences. Classrooms are arranged in activity centers to provide children with a variety of developmentally appropriate choices. Teacher-initiated enrichment activities such as art, science, cooking, story time, music, and games are available. Group time for sharing, discussing values, and teaching social skills is held daily. Outdoor play, meals and snacks, and rest time round out the day. We encourage respect for cultural and ethnic diversity.

PROGRAM CURRICULUM

CONTINUITY OF CARE

Forming secure attachments to caregivers is the foundation for healthy development. Helping children form bonds with caregivers and feel comfortable in their environments encourages confidence and safe exploration. Knowing that staff are attentive and responsive to their needs has a lasting positive impact on the children in our programs.

TRANSITIONS

At the CDYMCA, we recognize how important new beginnings are in your child's life. Our teachers and staff work to make transitions from one program to another as seamless as possible for your child and family.

FROM HOME TO CHILDCARE

Our staff realize that enrolling your child in a center can be a difficult time as you adjust to a new routine and new people. During the transition from home to childcare, you will receive information about the program and a daily schedule. We encourage you to meet with our teachers and tour our classrooms to meet some of the children in the class. Constant communication is key to creating a safe and nurturing environment for your child. This communication is best when it flows from childcare to home and from home to childcare to ensure we are all on the same page.

WHILE AT CHILDCARE

As children grow and develop, they need new challenges and social interactions with other children in their peer group. Children will transition to the next classroom based on chronological age, developmental readiness, state licensing requirements, and space availability. Because each child is unique, there is no specific formula; each classroom adjusts to fit the developmental characteristics of the children enrolled.

During the transition period, current and future teachers meet to make sure your child is gently

integrated into her/his new classroom through a series of visits.

We support your entire family during these changes. You are encouraged to share communication methods that work best for you to ensure ongoing dialogue.

OUTDOOR PLAY

Weather permitting, children (including infants) spend 15 minutes to 2 hours each day in outdoor play. It is important for children to have freedom of movement, so we request that children be dressed accordingly. As we encourage children to explore, there may be times when your child becomes messy or ruffled. We ask parents to provide one complete change of clothing to remain at childcare.

TRANSITION OUT OF THE PROGRAM

When your child transitions out of the program, we support them by talking about endings as well as new beginnings and hosting shared rituals to help children process. We provide parents with pertinent developmental information and copies of medical records if desired.

FIELD TRIPS

We take parent-approved field trips. You will be notified regarding a trip, including the cost and how your child will be transported. Children can participate in a field trip once we receive your written permission. For neighborhood walking trips, you are asked to sign a permission slip when enrolling.

HEALTHY EATING AND PHYSICAL ACTIVITY STANDARDS

In our programs, we follow healthy eating and physical activity standards as part of the Y's nationwide commitment to combat childhood obesity and ensure that all participants in YMCA programs live healthier and balanced lives.

These standards illustrate the Y's commitment to being one of the healthiest providers of early childhood education and afterschool programming in the nation.

These standards have been expanded and revised to align with the commitment made by First Lady Michelle Obama and the Partnership for a Healthier America. These standards include parallel Early Childhood Education HEPA Standards. See Addendum A.

MEALS & SNACKS

NUTRITION GUIDELINES

At our Early Learning Centers, we provide your child with nutritious snacks and establish good eating habits that encourage healthy development and promote lifelong wellbeing. Our staff work with you to exchange information regarding family eating patterns, introducing new foods, food intolerances and preferences, special dietary requirements for your child, and feeding requirements for your infant, toddler, or child with special needs.

Your child receives a nutritious breakfast and afternoon snack each day. Meal patterns, components, and serving sizes follow guidelines set by the Child & Adult Care Food program (CACFP) of the U.S. Department of Agriculture which are approved by a nutritionist. Consult with your Director about hot lunch availability.

If you prefer to provide your child with food from home, please provide a note explaining what foods your child may have with regard to personal preferences and food allergies. The foods provided need follow CACFP guidelines. Please note, some Y programs are peanut-free based on the allergies of children in those locations.

INFANTS

Your infant is fed according to his/her schedule. As he/she grows and starts eating solid foods, eating times are adjusted to fit with the group schedule. During lunch, infants not yet eating table food will be served cereals and jarred food.

As your infant becomes more adept at eating and using fingers for eating, we will help her/him use infant utensils. As your infant starts eating cereals, jarred foods, and table foods, we will work with you for what your child can eat. We

recommend your infant try new foods at home first, after which the new food can be added to the classroom list.

If your toddler has a food allergy or food intolerance, let us know immediately and provide a doctor's note explaining what foods cannot be given to your child. If your child has an allergy or an intolerance, please provide an appropriate food substitute for your child.

BREASTFEEDING

You are welcome to breast feed your infant while at the center. We support breast feeding mothers by providing a comfortable, quiet corner. We welcome bottles of breast milk and encourage you to drop by for feedings.

BOTTLES

Bottlefed babies receive the same personalized attention as breastfed babies. All babies are held for bottle feeding. The feeding schedule is individualized to accommodate your child's needs. Infants are fed when they are hungry.

Parents of bottlefed babies need to provide labeled bottles with nipples and lids each day. Breast milk needs to be dated and labeled with your child's name; fresh breast milk can be stored for 24 hours in our refrigerator or up to two weeks in the freezer. Milk exceeding this time frame will be discarded. Only breast milk, formula, or water can be placed in your child's bottle. Bottles containing cereal or any other products will not be served. Juice can be served from a sippy cup. To avoid "hot spots", bottles are warmed up by a bottle warmer. If your child is breastfed and you forget to provide breast milk, we will call you immediately.

Any formula or breast milk that is provided but not completely consumed will be discarded after one hour.

OLDER INFANTS AND TODDLERS

Children ages 12 months and older are served lunches, snacks, and milk. Older infants sit in chairs with trays or at a small table with chairs;

toddlers sit at tables and use sippy cups or regular cups and utensils.

Food is never used as punishment or reward. Your child is encouraged but not forced to eat their food. Sufficient time is provided for your child to eat.

CHOKER FOODS

To help ensure the safety of your child, we prohibit potential choking hazards for small children including popcorn, grapes, raisins, gummy bears, fruit snacks that are “gummy” in texture (sticky, chewy, slimy), and hot dogs.

CLASSROOM BIRTHDAYS

We look forward to opportunities to celebrate with your child. If your family celebrates a special holiday, please share information with our teachers. Classroom celebrations, including birthdays, can feature healthy snacks and food options and be celebrated in ways besides sugary treats, like handing out jump ropes or having a dance party. With several birthdays per classroom each month, it is important for us to help children set limits. Our programs serve foods and beverages that promote lifelong health including minimally-processed foods made with whole grains and heart-healthy fats or oils without added sugar or trans fats. When your child celebrates a birthday in our program, please help us to ensure a healthy, sustainable celebration for all.

NAPPING

Infants nap when dictated by their individual schedules. Toddlers and preschool children take a daily nap after lunch. Please provide a labeled blanket and fitted crib sheet for your child’s nap time. Items are sent home on Fridays for laundering. You may also choose to send one small pillow or stuffed animal. We offer quiet rest time for all children as directed by Office of Children & Family Services (OCFS) regulations. Children are not woken up from a nap or forced to remain awake when they are tired. Depending on the needs of the classroom, children who choose not to nap will be offered peaceful activities. See Addendum B — Nap Time Permission Form.

PERSONAL ITEMS

Please encourage your child to leave valuable personal items at home. We are not responsible for items lost, broken, stolen, or ruined.

APPROPRIATE DRESS

We believe in engaging in physical activity every day and try to spend time outdoors as the weather permits. Please dress your child to engage in learning and active play.

Children should always have an extra set of clothing including shirt, pants, underwear, and socks. If your child is being toilet-trained, please bring two extra sets of clothing. During the winter bring a warm jacket, hat, scarf, mittens, or gloves, a snowsuit or snow pants, and boots. During the summer, you may want to bring a hat to protect



PAYMENT INFORMATION

your child from the sun. Please label clothing with your child's name. Shoes should be close toed for outdoor play.

The CDYMCA's scholarship program provides funds to help individuals and families who cannot otherwise afford our programs and services. Eligibility is based on income level, family size, and funds available. Financial aid applications are available [online](#) or at the front desk at any of our locations.

WE OFFER SIBLING DISCOUNTS

The Capital District YMCA offers Sibling Discounts at \$10 per week.

YMCA CHILDCARE REGISTRATION FORMS

To be considered for childcare, a registration form needs to be completed for each child. Parents/guardians need to sign our Parent Handbook Verification forms, verifying that you received and understand the Parent Handbook. Prior to your child's first day of attendance these forms need to be returned to childcare center staff. We are not able to care for your child until we receive your complete emergency information and all applicable medication consent forms.

Each registration needs to be approved before your child enters our care; 48-hour notice for registration is required before your child's first day of care to ensure that all emergency information is onsite.

PAYMENT SCHEDULE

Parents and guardians are responsible for submitting payment Monday of the week of service. **If your payment is not received by the Tuesday of that week, your child will be removed from the program.** Weekly childcare rates are not reduced for weeks with scheduled holidays or closures due to weather. Parents and guardians are responsible for payment when your child does

not attend on a scheduled day.

We reserve the right to request that payments be made with cash or money order.

Enjoy convenience and safety when you choose to have payments automatically transferred from your bank or credit union account or applied to your credit card. Online accounts are available for those who prefer to pay online.

If your account becomes past due, your child will not be able to return until payments are made.

NON-SUFFICIENT FUNDS

You will be charged a fee of \$20 for each check returned due to non-sufficient funds. The CDYMCA reserves the right to require payments via cash or money order.

ADMINISTRATIVE CHANGES

Please notify our staff immediately of any changes to your address, phone, or medical information.

The parent or guardian who completes and signs the registration form is the only one authorized to make changes/deletions/additions to the form. The parent or guardian who enrolls a child is responsible for all charges related to the child's care, including co-pays and registration fees. This includes families that receive assistance through Department of Social Services (DSS) or an employer.

DEPARTMENT OF SOCIAL SERVICES (DSS) PAYMENTS AND THIRD PARTY BILLING

Third-party eligibility and billing arrangements need to be confirmed before we may provide care. An approval is needed at the time of registration; please allow two weeks for this process.

For billing questions, please contact: billing@cdymca.org or 518.869.3500 x 9960

WITHDRAWAL FROM A PROGRAM

If you must leave our care, we ask that you give two-weeks' written notice. Parents or guardians who fail to do so are still responsible for payment.

When the health, welfare, and safety of other children and staff are at risk, the YMCA reserves the right to terminate childcare services immediately.

Possible reasons for termination of our services:

- Harassment, violent behavior, or threat of such behavior against a staff person or other individual by a parent or guardian or persons associated with the child, such as a family member, family friend, etc.
- Being continuously late to pick up your child after childcare closes
- Extended absenteeism
- Non-payment, late payment, or non-sufficient funds (NSF) of fees
- Behavior is continually disruptive or dangerous to others and/or self
- Behavior is destructive to property and/or there is a refusal to replace said property
- Any incident that is deemed by the Childcare Director as dangerous, harmful, or disruptive

LATE PICK-UPS

Please be considerate of your child at pick-up time. Even a short delay can seem endless to a child who is waiting.

For your child's safety, we will not release your child to someone who does not have clear permission to pick-up your child.

If someone other than you will pick up your child, that person will need to be on file on the authorized pick-up list and will need to provide ID in order to pick-up your child.

Parents or guardians are expected to contact our childcare staff if they will be late. Failure to pick up children at closing time will result in a fee of \$1 per minute. Continual lateness will lead to removal of the child from our care.

In the event childcare staff do not receive prior notice from the parent or guardian, the following procedure will be followed:

- CDYMCA staff will call the parent or guardian for instructions.
- If contact cannot be made, CDYMCA staff will call the emergency numbers in the child's file.
- After one hour past official closing time with no contact with the child's parent or guardian, or any emergency contacts, CDYMCA staff will call Child Protective Services (CPS) to report an abandoned child. Staff will then follow instructions provided by CPS.

INTOXICATION/DRUGS

Should staff believe any parent/guardian/responsible adult is under the influence of alcohol and/or drugs, the staff member can require that alternate transportation be arranged, including calling a taxicab to take you and your child home. Should you refuse alternate transportation, staff are obligated to report the situation to the police and the New York State Child Abuse Hotline.

CUSTODIAL ISSUES/DISPUTES

A child may be removed from our care when parents/guardians/responsible adults are unable to resolve issues. CDYMCA staff are prohibited from any involvement in custodial disputes between a parent/guardian/responsible adult. You are responsible for resolving any custodial issues involving childcare. Staff follow court orders to the best of their ability when official documents and court orders are submitted.

A request for copies of a child's records (attendance, payment history, etc.) can be given to the parent/guardian/responsible adult who registers the child for care. All other requests require a court order.

COMPLAINT POLICY

Complaints that are not adequately addressed at the program level may be referred to the Executive Director of Childcare. The CDYMCA will investigate any complaint in which the health, safety, or welfare of a child could be in danger.

The following actions are taken:

- The YMCA will call or provide a written letter with the results of the investigation to the staff person who is the subject of the complaint and to the person who is submitted the grievance.
- If the complaint is determined to be unsubstantiated, no further action will be taken.
- If the complaint is substantiated, it will be documented in the employee's file. At the discretion of the Director, the Child Care Director may require the employee to submit and comply with a written plan of correction.

PARENT INVOLVEMENT

PARENT ORIENTATION

Parents are welcome to visit the center, ask staff for any clarification of policy, request a conference, or call the Early Learning Director at any time.

COMMUNICATION AND SUPPORT

A strong relationship between parents and teachers forms the foundation for each child's positive experiences at childcare. You are encouraged to talk openly with teachers. Please tell us about any changes or special activities at home. The more familiar we are with your family, the more understanding, supportive, and helpful we can be. Family conferences are formally offered once a year, but can be requested at any time.

CHILD DAILY REPORTS

Tadpoles online reporting system records diapering, meals, and lessons daily. You can access this through the Tadpoles app.

FAMILY NIGHTS

Family Events are offered at CDYMCA branches and at our Early Childhood Education centers. These are a great way to get to know other families in the program and the community. Please join us as often as possible.

ASSESSMENT OF CHILDREN

All children are assessed formally and informally to ensure that teachers plan curriculum goals and activities to support individualized learning. Our teachers observe, record, and document children's development, participation and learning throughout the year. Assessments are ongoing, systematic, and gathered from natural play activities and realistic settings that reflect children's actual performance. Our center uses a variety of methods such as observations, checklists, and rating scales. Assessment results are used to make sound decisions about children, teaching, and program improvement. When assessments identify concerns, teachers use appropriate follow up, referral, or other intervention. Formal assessments are done twice a year.

All assessments are kept in the child's portfolio, which follows the child from each class to show progress in cognitive, language, physical, social, and emotional areas of development that are consistent with our program curriculum and philosophy. Families participate in the assessment process with regular communication, partnership, and involvement.

Once formal assessments are completed, teachers will schedule parent conferences to review.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences give parents an overview of their child's developmental progress and answer questions or concerns parents may have regarding their child's time in the program. These conferences enable parents and teachers to work closely to meet each child's specific needs. Parents and teachers can request conferences anytime.

PARENT COMMITTEES

We encourage parents to join our parent committees. These groups provide support, insight, and targeted feedback about our

programs. Parent committees help coordinate fundraising for our Annual Campaign and other projects. Please ask the Early Childhood Director at your location to get involved.

OPEN DOOR POLICY FOR PARENTS

We have an open door policy that encourages any parent or guardian to visit their child or observe our program during program hours. Parents or guardians have unlimited access to the program and your child at any time while your child is in our care.

PARENT CONDUCT POLICY

Any misconduct by a parent/guardian/responsible adult toward CDYMCA staff and/or program participants may result in termination of your child from our program. This behavior includes, but is not limited to, threats, harassment, swearing, and violations regarding picking up your child.

VISITING THE PROGRAM

All individuals who are observers of a program, inspectors of a program, guest speakers, or volunteers are considered visitors. All visitors are required to sign in and out using the Visitor Log, noting the purpose of the visit. Picture ID is required for each visitor and staff initial each entry to indicate that all requirements have been met. Staff have the authority to ask a visitor to leave when they feel that the presence of the visitor has a negative impact on the program or a child in the program.

COMMUNITY PARTNERSHIPS

Because our childcare programs play an active role in our communities, we form partnerships with many community organizations. As a result, we create environments where children grow physically, emotionally, and mentally.

BEHAVIOR GUIDANCE

CHILD GUIDANCE

CDYMCA Early Learning programs are committed

to helping children succeed. It is the intent of the CDYMCA behavior policy to reflect our four character development values (**caring, honesty, respect, and responsibility**) Our goal is to promote and maintain a positive atmosphere in each Early Learning Center. Children express their needs most often to us through behavior. A child's misbehavior may prevent staff from fulfilling this goal. Our staff use positive guidance and modeling to teach young children to behave in responsible ways.

Our staff:

- Understand that behavior is a form of communication.
- Set expectations relative to your child's level of development.
- Encourage cooperation, helping, negotiating, and problem solving.
- Clarify and model guidelines so your child understands them.
- Create a positive environment to encourage your child.
- Model appropriate behavior.
- Encourage your child to help build confidence.
- Use logical and natural consequences as motivators.

When a child becomes verbally or physically aggressive, we intervene immediately to protect all the children. Our usual approach to helping children with challenging behaviors is to show them how to solve problems using appropriate interactions. When discipline is necessary, it happens immediately, it is clear, consistent, and understandable to the child.

YOUTH BEHAVIOR POLICY

Children ages 3 years and older need to be able to follow rules. We expect parents to work with our staff to encourage appropriate behavior.

Children 3 years and older are responsible for:

- Following the direction of child care employees.
- Respecting each other, our staff, the facility, and the property of others.
- Staying in designated program areas.
- Remaining with a member of our staff at all

times.

- Keeping hands, feet, and other objects to themselves.
- Using acceptable language.
- Controlling their anger so that their actions do not harm others.

All childcare staff are responsible for:

- Respecting all children.
- The wellbeing of all children.
- Ensuring that children are safe by following program guidelines.
- Providing an environment that is healthy.
- Ensuring that all children have a fun and enjoyable atmosphere.
- Meet all children's needs in an equitable way.
- Supporting each child's individual development of skills needed to meet expectations, follow the rules and directions of staff
- Support each child's development of coping skills to manage strong emotions such as anger to best manage behavior.
- Documenting any and all behaviors objectively and using this data to support their behavior plans.

NOTIFICATION OF BEHAVIORAL CONCERNS TO FAMILIES

If a child's behavior/circumstance is of concern, communication will begin with the parents as the first step to understanding the child's individual needs and challenges. We will work together to evaluate these needs in the context of our program.

PHYSICAL RESTRAINT AND ISOLATION

Physical restraint and isolation are not used or permitted for discipline. There are rare instances when we need to ensure a child's safety or that of others, we may do so by moving other children to a safe location or by appropriately moving one child to a safe location in the room with their caregiver. Children are not to be left alone to manage strong emotions on their own.

POSITIVE GUIDANCE

Behavior management is accomplished through a positive approach that respects the child as an individual. Praise and positive reinforcement are effective methods of the behavior management of children to develop good self-concepts, problem-solving abilities, and self-discipline. Our staff address normal day-to-day behavior by guiding children to resolve their own conflicts.

Children of any age who cannot be kept safe or who endanger the safety of others may be removed from the program.

HEALTH & SAFETY

ILLNESS GUIDELINES

You will be notified as soon as a child develops symptoms of an illness. Our staff will remove that child from class and notify the director if a child in care exhibits the illnesses or symptoms noted below. Please refer to the appendix for more information.

With most illnesses, children have either already exposed others before becoming obviously ill (i.e. colds) or are not contagious one day after beginning treatment (i.e. strep throat). The waiting period required after the onset of treatment varies with the disease. Please see Addendum C for more information.

If a doctor places your child on an antibiotic, your child should not attend our care until she/ he has been on medication for at least 24 hours and is fever free without over-the-counter medication.

If your child seems sick without obvious symptoms, please keep her/him home. Symptoms may include being unusually pale, irritable, tired, or uninterested in usual activities and eating. If your child becomes inconsolable while in our care and requires one adult to be with him/her, we will contact you so that you may bring your child home.

Staff will call you to pick up your child if they feel your child is not able to participate in

school activities (unable to keep up with daily routines, be outside with the rest of the group, or participate in activities without the constant attention of an adult) or your child displays:

- Severe pain or discomfort
- Severe coughing or problems breathing
- Unusual behavior for your child such as refraining from play, confusion, inconsolable crying, not eating or drinking
- The need for a great deal of prolonged one-on-one attention

Please see Addendum C regarding routine questions about symptoms and the implications for group care. If you are not sure what symptoms might indicate, please call your child's health professional for an appointment. It is crucial to know whether other children in our care are at risk for infection so we can take the necessary measures to inform parents of potential changes in their child's overall health status.

IN CASE OF AN ACCIDENT

Staff assist children who experience a minor injury or illness, such as a bump, bruise, sting, or upset stomach, and note details on the child's health log, daily sheet, and/or Bump & Bruise report. You will be informed of any first aid given to your child. If symptoms persist, you will be asked to pick up your child.

All accidents/incidents are written up on Bump & Bruise reports which are given to parents at the end of the day. A copy of the report is placed in the child's file.

If a child falls and may be seriously hurt, she/he will not be moved. An adult will stay with the child and keep her/him still while sending someone immediately for medical assistance. You will be notified if a child suffers an accident while in our care. All head injuries and bites that break the skin are reported to you immediately.

BACK-UP CARE PLANS

While there are benefits in the long run children in childcare settings are prone to illness through exposure to colds, the flu, and the contagious diseases of other children. Plan for the

unexpected, especially when your child is young, with back-up care so you are ready to keep your child at home or take your child home when she/he gets sick. See Addendum D – CDYMCA policy on Allergy & Anaphylaxis.

INCLEMENT WEATHER

Please call or visit our center for information regarding emergency closings. We also provide notifications through the School Closing Network.

ADMINISTERING MEDICATION

Before a childcare site can dispense medication the Office of Children and Family Services requires:

- A written health plan be completed and approved by the New York State Office of Children and Family Services
- A staff person be designated to dispense medications who is 18 or older, possesses a current First Aid & CPR certification, and has completed Medication Administration Training

We administer medication only when a current (within the last 6 months) Medication Consent form is on file at the location where we care for your child, signed by the parent or guardian and the licensed medical professional issuing the prescription.

Our staff may only dispense prescribed medication in the original container that bears the original label displaying legible information, including:

- Child's full name
- Authorized prescriber's name
- Pharmacy name and telephone number
- Date prescription was filled
- Name of medication
- Dosage
- How often to give medication
- Date medication is discontinued
- Length of time (in days) medication is to be given
- Method of administration
- Over the counter topical ointments may be administered when provided with written instructions

Please see Addendum D for the CDYMCA policy on allergy and anaphylaxis.

MEDICAL LOG

We will keep a written record of any medication including:

- Name of the child
- Time and date of each administration
- Dose
- Staff member administering the medication

All medication is stored under proper conditions for sanitation, security, and safety. All unused medication will be returned to you. We will notify you immediately if we are unable to safely store/refrigerate a medication.

EMERGENCY TRANSPORTATION

In the event of a major emergency, such as a broken bone or puncture wound, your child will be transported by ambulance to the nearest medical facility. It is the responsibility of the parent/guardian/responsible adult to pay medical bills. The CDYMCA holds no insurance for program participants. Please ensure that your child's insurance carrier and policy number are listed with her/his medical information.

CHILD ABUSE AND MALTREATMENT PREVENTION STRATEGIES

- We use a comprehensive pre-employment screening procedure when hiring staff.
- We take any allegation or suspicion of child abuse seriously.
- Our staff understand their legal obligation to report suspected abuse.
- Policies, procedures, and training follow strict standards and quality guidelines are in place including a staff and volunteer Code of Conduct.
- We advocate positive guidance and discipline with an emphasis on positive reinforcement, prevention, and the development of self-discipline.
- Our staff and volunteers are sensitive to each individual's need for personal space. We encourage appropriate touch, but prohibit inappropriate touch.
- Our staff communicate frequently with parents

and guardians regarding day-to-day activities and we encourage you to report or question any behavior or event your child may share that appears out of the ordinary.

- Our staff try to identify stressed parents/guardians/responsible adults and offer support and referrals for help.
- Our staff are trained to discuss sensitive issue with children.

STAFF RELATIONSHIPS

Staff are not alone with a child in any location where staff cannot be observed by other staff.

Corporal punishment is prohibited regardless of parental permission or the age of your child.

Our childcare staff are forbidden from humiliating or subjecting a child to abusive or profane language.

OUTSIDE ANY Y PROGRAM

Staff are not allowed to be alone with any children they meet in any CDYMCA program beyond a CDYMCA program setting. This includes any form of communication including phone calls, emails, instant messages, and text messages.

Babysitting, sleep overs, and inviting a staff to a child's home are prohibited unless one of the following conditions exists:

- The staff person and the child's family have a relationship that pre-dates employment by the staff or volunteer work at the Y.
- The staff person and the child's family have a relationship that pre-dates the child's enrollment in the CDYMCA program.
- The staff person and the child or the child's family are related.

We recognize that children may ask staff to attend her/his sporting event, dance recital, birthday party, etc. This is permitted so long as it's a public event and the child and staff person are not alone. Under no circumstances may our staff transport any child in her/his personal vehicle.

MANDATED REPORTERS

Our childcare staff are mandated by New York State Law to report incidents of possible neglect or abuse - including physical, sexual, and psychological

abuse –to the Child Abuse Hotline and to cooperate in any investigation for such possible neglect or abuse.

Our staff do not have discretion in this matter and must make referrals whenever there is reasonable cause to believe a child might have been harmed by someone, including a family member, non-family member, or staff. We may be subject to criminal penalties if we fail to report the possibility of such harm. In grievous cases, we may also refer the matter directly to the police.

SERIOUS INCIDENT

A serious incident is defined as a situation, or event where there is a risk to the physical, emotional, and/or mental health, safety or well-being while in care.

If such an incident occurs, ,the following steps are required:

- The program will immediately notify the parent
- The program will immediately notify The Office of Children and Family Services (OCFS)

If a staff is suspected of child abuse and/or maltreatment, the procedures for reporting remain the same.

YOUR CHILD’S FILE

Per NYS law, no child may attend a childcare program without proper medical records on file. Medical information completed by your child’s doctor is required at the time of registration and must be kept current. The following records need to be part of your child’s file:

- Enrollment/Registration form
- Written Medical Consent forms
- Health Records
- Immunization records
- Signed Parent Handbook receipt form

PHOTOGRAPHING CHILDREN

CDYMCA staff photograph and videotape children to post photos on bulletin boards, in cubbies, and to promote our programs. If you do not wish for you child to be photographed, please let us know.

The Y’s Healthy Eating and Physical Activity Standards for Early Childhood and Afterschool Programs.

Early Childhood Program

Afterschool Programs

| | | |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program for Parent and Childcare Providers | <ul style="list-style-type: none"> Implement an educational program for parents and childcare providers with physical activity and nutritional information relevant to the health of their children | <ul style="list-style-type: none"> Implement an educational program for parents and childcare providers with physical activity and nutritional information relevant to the health of their children. |
| Physical Activity | <ul style="list-style-type: none"> Provide opportunities for light, moderate, and vigorous physical activity for children for at least 15 minutes per hour. Daily play takes place outdoors whenever possible. <p>For infants:</p> <ul style="list-style-type: none"> Provide daily opportunities for infants to move freely under adult supervision to explore their indoor and outdoor environment and optimize adult-infant interactions. Provide daily “tummy time” (time in the prone position) for infants less than 6 months of age. | <ul style="list-style-type: none"> Ensure that children engage in at least 60 minutes of physical activity per day (for full-day programs), including a mix of moderate and vigorous physical activities that promote bone and muscle strengthening. Daily play takes place outdoors whenever possible. |
| Food | <ul style="list-style-type: none"> Serve fruits and vegetables at every meal. Eat meals family-style when possible. No fried foods. | <ul style="list-style-type: none"> Serve fruits and vegetables at every meal. Serve all meals family style. No fried foods. |
| Beverages | <ul style="list-style-type: none"> Offer water at the table during every meal and have water accessible at all times. Serve beverages that do not have added sugars. For children two or older, serve low-fat (1%) or non-fat milk, or 100% fruit juice (no more than one 4–6 oz. serving per day). | <ul style="list-style-type: none"> Offer water at the table during every meal and have water accessible at all times. Serve beverages that do not have added sugars. Serve healthier beverages, including water, low-fat (1%) or non-fat milk, or 100% fruit juice (no more than one 6–8 oz. serving per day). |
| Infant Feeding | <ul style="list-style-type: none"> Adults who work with infants and their families support exclusive breast feeding for six months and continuation of breast feeding in conjunction with complementary foods for 1 year or more. | |



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

NAP TIME PERMISSION FORM

In order to meet the Office of Children and Family regulations, please read and complete the form below regarding nap time procedures.

Infants: I give permission for my child to nap in a crib: YES NO (circle one)

Infants: Infants will sleep in their own crib in a designated area in the classroom. Sleeping arrangements for infants require that they be placed flat on his or her back to sleep. The only items allowed in cribs are a crib sheet and a blanket. If your child requires special circumstances during nap (ex. being propped or swaddled), a special needs plan needs to be developed between you, your doctor, and the teachers in your classroom. Please see us if you need this document. Additionally, infants are supervised at nap time by teachers placing themselves in a manner that allows them to move freely and safely within the napping area in order to check on or meet the needs of children.

Toddlers, Preschool, Pre-K: I give permission for my child to nap on a cot: YES NO (circle one)

Toddlers, Preschool, Pre-K Children: Children in these classrooms will sleep on cots that are spread out throughout the classroom; at least two feet will be between each cot. Children are supervised at nap time by teachers placing themselves in a manner that allows them to move freely and safely within the napping area in order to check on or meet the needs of children.

Please note that individual clean bed coverings must be available, as needed, for each child requiring a rest period.

Infants nap when dictated by their individual schedules. Toddlers and preschool children take a daily nap after lunch, as necessary. Please provide a blanket and fitted crib sheet for your child’s nap time in order to make this time as relaxing as possible. Please label these items with your child’s name. Items will be sent home on Fridays for laundering. If desired, you may choose to send one small pillow or stuffed animal with your child for comfort. We offer quiet rest time for all children as directed by Office of Children & Family Services (OCFS) regulations. Children are provided with adequate sleep, and are not woken up from a nap or forced to remain awake when they are tired. Depending on the needs of the classroom, children who choose not to nap will be offered peaceful activities.

Date

Parent’s Name (Print)

Parent’s Signature

Child’s Name

Classroom

CAPITAL DISTRICT YMCA ILLNESS GUIDELINES

| ILLNESS/INFECTION SYMPTOMS | SHOULD CHILD STAY HOME? | WHEN CAN CHILD/STAFF COME BACK? |
|--------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chicken Pox | YES | When all the blisters/pox have scabbed over |
| Cold | NO (without fever) YES (with fever) | Refer to fever |
| COVID | YES | 10 days after symptoms start or 10 days from a positive test result |
| Coxsackie (hand, mouth, and foot disease) | YES | When all blisters are scabbed over |
| Diarrhea (two or more stools or over and above what is normal for child) | YES | 24 hours diarrhea free without the use of medication |
| Ear Infection | Yes | 24 hours fever free without the use of fever reducing medication |
| Fever (over 100° F) | YES | 24 hours fever free without the use of fever reducing medication |
| Fifth Disease | No (without fever) Yes (with fever) | Refer to fever |
| Giardia | YES | When diarrhea subsides and doctor approves re-admission |
| Hib Disease | YES | Symptoms improving and cleared by physician |
| Hepatitis A | YES | One week after illness started and fever is resolved |
| Aids (or HIV infection) | | Until child's health, neurological development, behavior, and immune status is deemed appropriate (on a case by case basis) by qualified persons, including the child's physician chosen by the child's parent or guardian and the director |
| Impetigo | YES | When treatment has begun |
| Lice | YES | When he/she is nit free |
| Meningococcal | | Well and proof of non-carriage (Neisseria meningitis) |
| Pink Eye | YES | 24 hours after treatment has begun |
| Undiagnosed generalized rash | YES | Well or cleared by child's physician as non-contagious |
| Ring worm | No (keep area covered) | |
| Roseola | YES (with fever) | See fever |
| Rota virus | YES | 24 hours after treatment has begun and fever free |
| Thrush | NO (should seek treatment) | |
| Strep Throat | YES | 24 hours after treatment has begun |
| Scabies | YES | Children can return the day after treatment is complete |
| Vomiting | YES | 24 hours vomit free without the use of medication |

ALLERGY AND ANAPHYLAXIS POLICY

Anaphylaxis Prevention

- Upon enrollment and whenever there are changes, parents/guardians are required to provide the program with up to date information regarding their child's medical conditions, including any allergies and any emergency medications prescribed for potential anaphylaxis. The parents/guardians will work in conjunction with the program and the child's physician to complete documents required for allergies. These documents will guide staff in actions to take during an allergic or anaphylactic reaction. The program will keep these documents and any emergency medications in a designated area known to all staff members as outlined in the programs' healthcare plan and will ask for updated paperwork when necessary.

Documents:

Any child with a known allergy will have the following documents on file when applicable:

- NYS OFC form 7006 - Individual Health Care Plan for a Child With Special Healthcare Needs or approved equivalent
- NYS OFC for 6029 - Individual Allergy and Anaphylaxis Emergency Plan or approved equivalent
- NYS OFC for 7002 - Medication Consent form or approved equivalent

These forms will be completed by the child's parents in conjunction with the program and the child's physician. In the event of an anaphylactic reaction, staff will call 911 and follow instructions outlined in these forms.

Staff Training

- Upon hire and at least once a year afterwards all staff members will be trained in the prevention, recognition, and response to food and allergic reactions and anaphylaxis. In addition, at least one staff member will complete the required NYS training on allergies and anaphylaxis. A number of staff will maintain certification in CPR and First Aid and medication administration. If a child with an allergy requires the administration of Epinephrine or other emergency medications, parents are required to train any staff member caring for that child on the administrations of the prescribed medication.

Strategies to Reduce the Risk of Exposure to Allergic Triggers

- Each classroom has a list posted of individual children's allergies visible to all staff and volunteers caring for the child. All staff will take steps to prevent exposure to a child's known allergy, including reading food labels. Handwashing, cleaning, and all other regulations related to allergies and anaphylaxis outlined in the OCFS childcare regulations are followed by all staff and volunteers.

Communication

- Upon enrollment of a child with a known allergy, all staff and volunteers are made aware of the child's allergy and associated medication needs, and ways to reduce the risk to exposure. All parents and children will be made aware of any allergies in the classroom, and actions taken to reduce exposure. Confidentiality will be maintained when discussing any child's allergy with parents and other children.

Annual Notification to Families

- Families are given a copy of the program's Allergy and Anaphylaxis Policy upon enrollment. Families receive an updated copy of this policy annually and when changes are made.

Administrative Office

465 New Karner Road, Albany, NY
518.869.3500

BRANCH LOCATIONS

Bethlehem

900 Delaware Avenue
Delmar, NY • 518.439.4394

Glenville

127 Droms Road
Glenville, NY • 518.399.8118

Greenbush

20 Community Way
E. Greenbush, NY • 518.477.2570

Greene County

35 Route 81, Hope Plaza
West Coxsackie NY 12192
518.731.7529

Guilderland

250 Winding Brook Drive
Guilderland, NY • 518.456.3634

Schenectady

433 State Street
Schenectady, NY • 518.881.0117

Southern Saratoga

1 Wall Street
Clifton Park, NY • 518.371.2139

Troy

2500 21st Street
Troy, NY • 518.272.5900

CAMP LOCATIONS

Camp Chingachgook

on Lake George
1872 Pilot Knob Road
Kattskill Bay, NY • 518.656.9462

YMCA Adventure Camp

Regional Day Camp
Route 155, Guilderland, NY
518.456.3634

RESIDENT HOUSING

Mont Pleasant Commons

Senior Apartments
1502 Chrysler Avenue
Schenectady, NY 12303
518.382.1848

Schenectady Residence

845 Broadway
Schenectady, NY 12305
518.374.9136



EARLY CHILDCARE PROGRAMS

Bethlehem YMCA

Duanesburg Early Learning Center (Duanesburg)

Guilderland YMCA

Kidz Lodge Early Learning Center (Clifton Park)

Learning Ladder Preschool at Good Shepard Lutheran Church (Glenville)

Preschool at Lynnwood Reformed Church (Guilderland)

Thelma P. Lally Early Learning Center (Scotia)

SCHOOL-AGE CHILDCARE PROGRAMS

Albany City School District

Arbor Hill Elementary

Eagle Point Elementary

Giffen Memorial Elementary

New Scotland Elementary

Philip J. Schuyler Achievement Academy

Sheridan Preparatory Academy

Bethlehem School District

Bethlehem YMCA*

Burnt Hills–Ballston Lake Central Schools

Charlton Heights Elementary

Pashley Elementary*

Stevens Elementary

Coxsackie–Athens School District

Coxsackie Elementary*

Scott M. Ellis Elementary

East Greenbush School District

Greenbush YMCA

Galway Central School District

Joseph Henry Elementary

Guilderland Central School District

Altamont Elementary

Guilderland YMCA

Guilderland Elementary

Pinebush Elementary

Westmere Elementary

Mohonasen Central School

District

Bradt Elementary*

Schalmont School District

Jefferson Elementary*

Schenectady City School District

Woodlawn Elementary

Zoller Elementary

Scotia–Glenville School District

Glen–Worden Elementary*

Lincoln Elementary*

Sacandaga Elementary*

Shenendehowa Central Schools

Arongen–Shatekon Elementary

Chango Elementary*

Okte Elementary*

Orenda Elementary

Skano – Tesago Elementary

Southern Saratoga YMCA*

*These locations have Before School programs