

Parent Receipt of Information

I have read and received the following information/policies from Chatham Methodist Preschool. Please check below, date, and sign your name.

___ I have received the Information to Parents document

___ I have received the Policy on Communicable Disease Management

___ I have received the Policy on Release of Children

___ I have received the Positive Discipline Philosophy & Guidelines for Positive Discipline

___ I have received the Disruptive Behavior/Expulsion Policy

___ I have received the Policy on Methods of Parental Notification

___ I have received the Policy on Use of Technology and Social Media

Child's Name: _____

Parent/Guardian's Name: _____

Signature: _____

Date: _____

If a non-custodial parent is not included among the persons authorized by the custodial parent to pick up the child, please explain and attach a copy of the appropriate documents (Court Order).

Please return the following completed forms:
Parent Receipt of Information
Universal Child Health Record
Medical/Emergency Release Information



POLICY ON RELEASE OF CHILDREN

1. Each child may be released only to the child's parent(s) or person(s) authorized by the parents, as specifically by **written notification** of a regular sitter/caregiver, carpool, or written notification if on a daily occurrence; OR persons authorized by the parent(s) on the school's Medical/Emergency Release form to take the child from school and to assume responsibility for the child in an emergency if the parent(s) cannot be reached.
2. If a non-custodial parent has been denied access or granted limited access, to the child by a court order, the school shall secure documentation to this effect, maintain a copy on file, and comply with the terms of the court order.
3. In the event that the parent(s) or person authorized by the parent(s) fails to pick up or is late in picking up a child at the time of the school's daily closing:
 - a. The child will be supervised at all times by school staff members.
 - b. Every effort will be made by the staff members to contact the parent(s) and/or other persons authorized by the parent(s) to care for the child.
 - c. Whenever the parent(s) and/or other persons authorized by the parent(s) fails to pick up the child one hour or more after closing time, and provided that the staff members have been unable to make other arrangements for returning the child to his/her parent(s), a staff member shall call the 24-hour State Central Registry Hotline 1-877-NJ-ABUSE (1-877-652-2873) to seek assistance in caring for the child until his/her parent(s) or other persons authorized by the parent(s) is able to pick up the child.
4. If the parent(s) or person authorized by the parent(s) appear to be physically and/or emotionally impaired to the extent that, in the judgement of the Director and/or Staff member, the child would be placed at risk of harm if released to such an individual:
 - a. The child shall not be released to such an impaired individual.
 - b. Staff members will attempt to contact the child's other parent or an alternative person authorized by the parent.
 - c. If the center is unable to make alternative arrangements, a Staff member shall call the 24-hour State Central Registry Hotline 1-877-NJ-ABUSE (1-877-652-2873) to seek assistance in caring for the child.

Please report all carpools in writing to your child's teacher. **If anyone other than a child's parent/guardian is picking up from school, you must give your permission in writing to your teacher. We will not release any child to someone other than a parent/guardian unless we have your permission in writing.**

Please arrive promptly at dismissal time. Teachers need time before and after class to prepare. Thanks! Also, children should come to school dressed suitably for indoor art and play experiences and outdoor recreation.

POSITIVE DISCIPLINE PHILOSOPHY

CMP's discipline philosophy emphasizes a positive approach. We redirect a child from inappropriate behavior by offering a different, more appropriate activity to change the focus of a child's behavior. Individual attention will be given to the child to help him/her in dealing with a particular situation. The Preschool has no "time out" chair or any other threat of isolation or punishment. If a child continues to have a difficult time behaving appropriately and cannot be diverted, a teacher might take that child from the classroom for a short period of time to avoid classroom disruption and until the child is ready to re-enter the group.

Teachers respond to and reinforce positive behavior. We believe that each child in our care deserves our respect in all circumstances, and we believe in demonstrating our fondness for each child with kind words and hugs.

GUIDELINES FOR POSITIVE DISCIPLINE

Positive discipline is a process of teaching children how to behave appropriately. Positive discipline respects the rights of the individual child, the group, and the adult. Methods of positive discipline shall be consistent with the age and developmental needs of the children, and lead to the ability to develop and maintain self-control.

Positive discipline is different from punishment. Punishment tells children what they should **not** do; positive discipline tells children what they **should** do. Punishment teaches fear; positive discipline teaches self-esteem.

You can use positive discipline by planning ahead:

- Anticipate and eliminate potential problems.
- Have a few consistent, clear rules that are explained to children and understood by adults.
- Have a well-planned daily schedule.
- Plan for ample elements of fun and humor.
- Include some group decision-making.
- Provide time and space for each child to be alone.
- Make it possible for each child to feel he/she has had some positive impact on the group.
- Provide the structure and support children need to resolve their differences.
- Share ownership and responsibility with the children. Talk about our room, our toys.

You can use positive discipline by intervening when necessary:

- Re-direct to a new activity to change the focus of a child's behavior.
- Provide individualized attention to help the child deal with a particular situation.

- Use time-out -- by removing a child for a few minutes from the area or activity so that he/she may gain self-control. (One minute for each year of the child's age is a good rule of thumb).
- Divert the child and remove from the area of conflict.
- Provide alternative activities and acceptable ways to release feelings.
- Point out natural or logical consequences of children's behavior.
- Offer a choice only if there are two acceptable options.
- Criticize the behavior, not the child. Don't say "bad boy" or "bad girl." Instead you might say "That is not allowed here."

You can use positive discipline by showing love and encouragement:

- Catch the child being good. Respond to and reinforce positive behavior; acknowledge or praise to let the child know you approve of what he/she is doing.
- Provide positive reinforcement through rewards for good behavior.
- Use encouragement rather than competition, comparison or criticism.
- Overlook small annoyances, and deliberately ignore provocations.
- Give hugs and caring to every child every day.
- Appreciate the child's point of view.
- Be loving.

Positive discipline is NOT:

- Disciplining a child for failing to eat or sleep or for soiling themselves
- Hitting, shaking, or any other form of corporal punishment
- Using abusive language, ridicule, harsh, humiliating or frightening treatment or any other form of emotional punishment of children
- Engaging in or inflicting any form of child abuse and/or neglect
- Withholding food, emotional responses, stimulation, or opportunities for rest or sleep
- Requiring a child to remain silent or inactive for an inappropriately long period of time

Positive discipline takes time, patience, repetition and the willingness to change the way you deal with children. But it's worth it, because positive discipline works.

DISRUPTIVE BEHAVIORS/EXPULSION POLICY

If, in the classroom teachers' observations, a child's deliberate actions are excessively hurtful to another child physically, or if on a given day, the child displays behavior that is excessively disruptive to the group, the teacher may ask that the parent or caregiver pick the child up earlier than the scheduled dismissal time. The teacher will then have a follow up conversation with the parent prior to the child's return to the next class session.

If a child displays continuous behavior that is disruptive to the group and/or hurtful to other children, or if the behavior demands a considerably greater percentage of the teacher's attention than that of other children in the group, the teacher will:

1. Initiate a conference with the child's parents to describe the behaviors, discuss possible causes, and explore viable methods of teacher response/action.
2. Test the agreed upon methods of teacher response/action with the child.
3. Within a reasonable period to time, assess their success and call or meet with the child's parents again to discuss the results.
4. If appropriate, request an in-class observation of the child and follow up conference with the director and/or teacher.

If, after following the above procedures are followed, there is little or no change in the child's behavior, the teacher will:

1. Notify the parents and the head teacher and/or director of the continuing disruptive behavior.
2. Schedule a conference with the child's parents, the head teacher and/or director, and the teachers.
3. Suggest appropriate action to the parents, which may include any of the following:
 - a. continued attempts at alternative teacher response/action for a specified length of time.
 - b. evaluation of the child by appropriate public or private special services individuals or teams.
 - c. removal of the child from the group for a specified length of time or for the remainder of the school year.

Unfortunately, there are occasional reasons we may find it necessary to expel a child from our program either on a short term or permanent basis. We will make every effort to work with the child and family to prevent this from happening. The following are reasons we may have to expel or suspend a child.

IMMEDIATE CAUSES FOR EXPULSION

- The child is at risk of causing serious injury to other children or him/herself.
- Parent threatens physical or intimidating actions toward staff members.
- Parent exhibits verbal abuse to staff in front of enrolled children/parents.

PARENTAL ACTIONS FOR CHILD EXPULSION

- Failure to pay/habitual lateness in payments.
- Failure to complete required forms including the child's immunizations records.
- Habitual tardiness when picking up your child.
- Verbal abuse to staff.

CHILD ACTIONS FOR EXPULSION

- Failure of child to adjust after a reasonable amount of time.
- Uncontrollable tantrums/angry outbursts.
- Ongoing physical or verbal abuse to staff or other children.
- Excessive biting.
- Efforts to modify excessively disruptive behavior have been unsuccessful.

SCHEDULE OF EXPULSION

If after the remedial actions above have not worked, the child's parent/guardian will be advised verbally and in writing about the child's or parent's behavior warranting an expulsion. A expulsion/suspension action is meant to be a period of time for the parent/guardian may work on the child's behavior or to come to an agreement with the center. The parent/guardian will be informed regarding the length of time of the expulsion period and the expected behavioral changes required in order for the child or parent to return to the center. The parent/guardian will be given a specific expulsion date that allows the parent sufficient time to seek alternative child care (approximately one to two weeks' notice depending on risk to other children's welfare or safety). Failure of the child/parent to satisfy the terms of the plan may result in permanent expulsion from the center.

A CHILD WILL NOT BE EXPELLED IF A PARENT/GUARDIAN:

- Made a complaint to the Office of Licensing regarding a child's alleged violations of the licensing requirements.
- Reported abuse or neglect occurring at the center.
- Questioned the center regarding policies or procedures.
- without giving the parent sufficient time to make other child care arrangements.

PROACTIVE ACTIONS THAT CAN BE TAKEN IN ORDER TO PREVENT EXPULSION

- Try to redirect child from negative behavior.
- Reassess classroom environment, appropriateness of activities, supervision.
- Always use positive methods and language while disciplining children.
Praise appropriate behaviors
- Consistently apply consequences for rules
- Give the child verbal warnings
- Give the child time to regain control
- Document child' disruptive behavior and maintain confidentiality
- Given the parent/guardian written copies of the disruptive behavior that might lead to expulsion.
- Schedule a conference including the director, classroom staff and parent/guardian to discuss how to promote positive behaviors.
- Give the parent literature or other resources regarding methods of improving behavior.
- Recommend an evaluation by professional consultation on premises.
- Recommend evaluation by local school district study team.

All expulsion or suspension actions will be documented in writing with copies to the family, teachers, and a copy kept on file with the Director.

METHODS OF PARENTAL NOTIFICATION

We realize that communication is an important part of setting the child up for success at school. A weekly school newsletter will be emailed on Sunday evenings. Please make sure to read the newsletter for current information. Newsletters will be posted in school hallways.

You may also check our website <https://www.chathampreschool.org> for information. Our Facebook page, Chatham Methodist Preschool-CMP and our Instagram account are great ways to stay abreast of school happenings.

We also encourage you to email or call the Director/Teachers if you have a question or concern. Please be mindful that calls, texts and emails will most likely be returned during the day. Please be mindful of weekends or evenings as personal time.

USE OF TECHNOLOGY AND SOCIAL MEDIA POLICY

Parents' will be asked to grant permission to allow images of their child to appear in local papers, CMP Facebook page, CMP Google photos, CMP website and the CMP Instagram account relating to preschool activities. No names will appear with any submitted images. CMP will use email and text messages to communicate with Parents and Staff. Emails will be returned as quickly as possible within school hours. Please be respectful of staff's personal time.

Ipads are in each classroom as a discovery tool for the class. Teacher's will supervise all use of ipads or electronic devices.