

ETHICS

STATEMENT OF COMMITMENT

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.



This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

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naeyc[®]

National Association for the
Education of Young Children

Signature

Date



JT EMPLOYEE CODE EMPLOYEE CONDUCT

Because staff act as role models for young children, in addition to compliance with The NAEYC Code of Ethical Conduct, Staff and the Statement of Commitment and JT Rules, all employees of Jolly Toddlers shall act in a professional and principled manner in accordance with the following:

Attire—Attire should be practical while reflecting an attitude of pride and professionalism. Jolly Toddlers requires all employees to wear a scrub top. Other than the required top, dress choices must be consistent with conservative and generally accepted standards. Staff is encouraged to dress comfortably, recognizing that work in an early childhood environment requires unhindered freedom of movement and is frequently quite messy. Safe and practical footwear must be worn at all times A Director may require an employee to improve or correct their appearance. Employees whose personal appearance, personal hygiene or demeanor is not appropriate for work will be asked to clock out and to return to work appropriately dressed.

Program Learning Environment—All staff are required to maintain a safe and healthy Learning Environment in accordance with Jolly Toddlers Policies and Procedures. Such Learning Environments shall incorporate the PA ELS, PBIS, CLASS, ASQ, Funshine, and Eco-friendly standards. Adjustments and modification shall be made in accordance with DHS, the PA ELS, Keystone Stars requirements, and CCIS requirements.

Abuse & Neglect—Children who attend our program are cared for, nurtured, and kept safe at all times. Because child abuse is a very serious allegation, policies are intended to protect both the children in our care as well as colleagues at the Center. It is the Center’s goal to employ child-care professionals who are committed to the highest standards of ethical behavior. To ensure the health and safety of young children in our care, a policy of “Zero Tolerance for Child Abuse” is strictly enforced. Children at the Center should expect to be treated with kindness, concern, and respect at all times. Any employee who exhibits unprofessional behavior that could be construed as abusive may be dismissed from work without any accrued benefits or assistance in legal representation. Any evidence of physical or sexual abuse or misconduct will be grounds for immediate dismissal. Staff is advised that corporal punishment or physical discipline is considered abuse. Any employee accused of abuse or neglect shall have an opportunity to respond to the allegations. Until the issue is resolved, an employee suspected of abuse or neglect may be reassigned, suspended or placed on administrative leave, either with or without pay, at the discretion of the Director.

Any person who has information about behavior that may reasonably be characterized as known or suspected child abuse or neglect shall make a report to the Director and to appropriate authorities, as required by law. Allegations of abuse shall be reported to parents and investigated.

Harassment—Jolly Toddlers does not tolerate the harassment of any employee by any other employee or supervisor for any reason. The Center is committed to a work environment in which all individuals are treated with respect and dignity and expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment. In addition, harassment on the basis of sex is a violation of state and federal laws, which subject the individual harasser to liability for any such unlawful conduct.

Smoking, Alcohol, & Drugs—Smoking, alcohol, and drugs of any kind are absolutely prohibited on or near Center facilities—inside or outside. Use of these substances in or near the Center is grounds for immediate termination. The manufacture, distribution, dispensing, possession, sale, purchase or use of a controlled substance on Center property is prohibited. Being under the influence of alcohol or illegal drugs on Center property is prohibited. The illegal or improper use of alcohol or drugs on Center property is prohibited.

Parking—Staff parking is available near the Center and will be identified by a Director. Staff may not park in reserved areas or in the area immediately in front of the Center for the convenience parents and visitors.

Telephone & Computer Use—Employees may use Jolly Toddler telephones only for work related calls or texts or emergency calls or texts. Staff should avoid receiving personal calls while at work; receive and accept only emergency or work related calls or text during working hours. Staff will be interrupted in class for only true emergencies. Computers may be for education and Center use only. Cell Phone Usage is prohibited while caring for children, unless the Director has approved a special circumstance (e.g. Hi Mama/Lillio).

Food and Drink—In accordance with accreditation criteria, employees are expected to sit and eat with the children at snack and lunch times. Eating at any other time should be confined to the staff break room. Employees are permitted to transport hot beverages in a covered thermal cup only. **Before entering the children’s environment, only cold beverages should be used. Be mindful of allergies in your classrooms.**

SIGNATURE: _____

DATE: _____



Mission Statement

The mission of Jolly Toddlers is to care, nurture and educate children of working families and those in need within our shared community. To sustain diverse, enriching, and recreational activities that are safe, secure, and supportive on both the educational and creative platforms. To preserve an environment that facilitates the discovery of joy through learning and the development of a positive self-image for every child – infants through kindergarten – as well as their families and community.

Vision Statement

Our Vision is one where all children have access to high quality education and the tools to succeed.

Values Statement

Jolly Toddlers offers high quality educational programs that are inclusive of all children and responsive to the needs of all children, families, and communities serviced. We are transparent and our operations are conducted in a way that demonstrates integrity and a commitment to teamwork.

Signature: _____

Date: _____



Philosophy Statement

Young children learn by doing. The complex process of learning begins at birth and results from the interaction of a child's own thinking and experiences. Maturity and emotional development are important contributing factors in learning because they provide an invaluable framework that learning proceeds.

Children learn by hearing, seeing, moving, and touching. With a foundation of security, love, and encouragement, children will explore and learn to understand the exciting world around them.

Knowledge is not given to children. They acquire information about their physical and social world through playful interactions with other children, adults, and objects. They are motivated by a natural desire to explore and make sense of the world around them.

Each child is unique. A quality early learning center recognizes the individual needs of children while providing an environment full of stimulating as well as challenging materials and activities for all children. Skilled staff closely observes the children to see how much and what they understand. Then they construct additional experiences and challenges to expand the children's thinking.

Learning information in meaningful context is not only essential for a child's understanding and the development of concepts, but it is also critically important to stimulating self-motivation in children.

Children learn language through daily fun experiences, through the five senses, and through listening as well as talking to other children and adults. Staff can help children learn language by speaking to the continually about what they are experiencing at that time—what is happening while it is happening, and by telling them the words they need to understand their experiences.

Children's ability to learn is directly related to their ability to use language effectively. Children should be given every opportunity to express what they need and what they think. Conversations and questions should encourage thinking and require more than a simple answer from the older children.

A quality early learning program encourages and fosters the development of creativity. Children are full of wonder and excitement, they are eager to explore, experiment, test, touch, and experience.

Encouraging children to discover and use their natural curiosity fosters the development of their creativity. Curriculum and lesson plans should enhance the development of children's creativity.

Children develop a complete understanding of the world around them through physical awareness. Gross motor skills develop first, making movement the basis for all learning in the earliest months and years. Children use and develop gross motor skills while crawling, walking, jumping, climbing, sliding, throwing a ball, etc. Children also gain a sense of control and self-confidence by using these new skills.

Self-help skills, such as dressing, toileting, washing and eating, are among the more important skills young children acquire. Encouraging and allowing children to become more independent and self-

confident is vital. A quality early learning program encourages children to acquire independence by giving them numerous opportunities to develop self-help skills as well as various other skills.

Children should have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment with and enjoy many forms of music. A variety of art media should be available for creative expression.

Fine motor skills help children develop small muscle control as they mature. When they learn to use their hands in coordination with their eyes, they are able to learn about the world around them by reaching, grasping, holding, as well as letting go. These skills aid in later success in learning to read and write.

Social development is an important part of every child's maturation process. These skills are developed during daily interaction with staff and other children in the early learning center. Children learn what behavior is socially acceptable by example and instruction. They should learn to take turns, share equipment, as well as the attention of adults in a loving, understanding environment.

Self-esteem, independence, and good manners are strengths and qualities every child needs. Encouragement, support, love and respect, strengthens confidence and builds self-esteem.

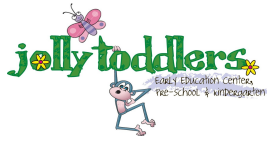
Staff should facilitate the development of self-control by using positive guidance techniques such as modeling, encouraging expected and desirable behavior, redirecting children to a more acceptable activity, and by setting clear limits. Staff's expectations should match and respect children's developing capabilities.

A quality early learning programs works as a partnership with parents and families by communicating regularly to build a mutual understanding and greater consistency for the children.

Jolly Toddlers is committed to the provision of safe, nurturing, culturally-competent, affordable childcare services that meet social, emotional, and developmental needs of children, supplementing to the parenting education of families and enabling parents to be gainfully employed.

Signature: _____

Date: _____



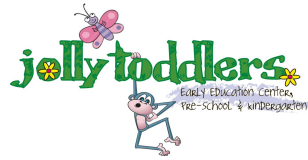
Jolly Toddlers Child Abuse Reporting Procedure

Child abuse is a serious physical or mental injury that cannot be categorized by the medical field as accidental. *Child abuse includes, but is not limited to: sexual abuse, sexual exploitation, serious neglect of a child if the injury, abuse, or neglect of a child is caused by acts or omissions by that child's parents/guardians, a person responsible for that child's welfare, by an individual residing the in same domicile, or by a paramour of that child's parents.*

- According to the Department of Public Welfare ("DPW") and Jolly Toddlers, *anyone* who has any reason to believe that a child enrolled in our facility is in any immediate future danger of abuse or is already in danger of abuse and/or neglect is required by law to report such a belief to ChildLine pursuant to CPSL.
- In cases of suspected child abuse, immediately notify ChildLine at 1-800-932-0313. The state will follow up with an inspection to our center or the child's home.

Signature: _____

Date: _____



Jolly Toddlers Discipline Philosophy

Children at our facility will never receive physical punishment. Children who are involved in conflicts or problems with others while attending our facility are encouraged to verbalize their frustrations and concerns. Children without the ability to verbalize their feelings (e.g. infants and toddlers) rely on their teachers to identify the problem, offer words describing how they may feel, suggest a solution and any logically related consequence for choosing not to try and resolve the situation. The role of the Lead Teacher encompasses many responsibilities, but one in particular is to be a helper. As a helper, encourage positive problem solving by example. Our staff members agree to guide rather than punish.

Children who behave in a way that endangers other children will be supervised in a separate location, away from the other children. The staff member associated with such child and any other concerned party will help this child process their issues. "Time-outs" should be used in moderation. Unless a child is emotionally unmanageable and requires private time to regain composure, "time-outs" will not be utilized. Staff understands that *verbal processing* is the preferred and primary technique that will be employed.

Discipline, which can be defined as "guidance," shall be positive, productive, and exercised immediately when a child's behavior is inappropriate. No child shall be humiliated, disgraced, frightened, or subjected to verbal or physical abuse by any staff member or by any parents chaperoning a field trip or while physically present at our facility.

I, _____, have read and do attest that I understand Jolly Toddlers Discipline Philosophy. I understand and agree that non-adherence to this philosophy is grounds for immediate termination of employment.

Signature: _____

Date: _____



Confidentiality Policy

General Overview on Record Confidentiality Early childhood education and care services require personal information from families to provide appropriate and responsive care. This information needs to be maintained and managed by the center in a private and confidential manner. The center will maintain private and confidential files for educators, children and their families. These records will be securely stored, locked and maintained. The center will maintain records according to the PA Department of Education, PA Department of Human Services, and Pennsylvania Keystone Stars.

As an employee you may have access to confidential information about the facility, operations, children and/or other parties. All such information should never be discussed except as necessary in the performance of your job. It must not be the subject of conversation either outside or inside our organization. Even casual conversation may be overheard and thereby violate the privacy of others.

Jolly Toddlers will:

- Ensure that information collected from families, educators and the community is maintained in a private and confidential manner at all times.
- Ensure that such information is not divulged or communicated (directly or indirectly) to another person other than the way that are appropriate and reasonable,
 - To the extent necessary for the education, care or medical treatment of the child.
 - To the parent of the child to whom the information relates (except for information in staff records)
 - To the regulatory authority or an authorized officer
 - As authorized, permitted or required to be given by or under any act or law
 - With written consent of the person who provided the information.

Nominated Supervisors will:

- Maintain up-to-date enrolment records, including information from families on immunization, updates, contact details of family members, emergency contact information and any medical or legal information required by the center.
- Ensure that center records, personnel records, JT information, and children's information is stored according to policy and remains private and confidential within the center at all times.

Educators will:

- Maintain children's information and store documentation according to policy at all times.
- Not share information about the center, management information, other educators or children and families without written permission or legislative authority.

Process for Addressing Aggressive or Unsafe Behavior Confidentiality shall be maintained at all times with regard to the child/ren involved, the Aggressive or Unsafe Behavior, and as such the other child should not be identified by name. Use initials only (this extends to lesson planning reflection as well).

Communicable Diseases Some communicable diseases must be reported to public health authorities so that control measures can be used. Nancy Thompson, R.N., Director/Owner will obtain an updated list of reportable diseases from the local or state health authorities annually. A copy of this list will be shared with each parent and legal guardian at the time of enrollment. In September, families and staff will be reminded to notify within 24 hours after the child or staff has developed a known or suspected communicable disease and

to inform if any member of their immediate household has a reportable communicable disease. While respecting the legal boundaries of confidentiality of medical information, Nancy Thompson, R.N., Director/Owner will notify the appropriate health department authority about any suspected or confirmed reportable disease among the children, staff, or family members of the children and staff.

Professionalism Maintain confidentiality about issues concerning other staff members, children and families, or Jolly Toddlers management and operations. Never involve families in center concerns. Demonstrate knowledge of ages and stages of development. Understand and guide the team in the general areas of physical, social, cognitive and emotional development of children. Model professional work ethic by reporting to work on time and maintaining consistent attendance, arranging and communicating leave requests in advance. Demonstrate flexibility and openness to new ideas in childcare practices. Attend leadership and staff meetings, training sessions, and other center events. Respond to center and organizational needs by attending regional training, contributing to a newsletter, or serving on committees. Continue professional growth by attending courses, asking for feedback, and reading professional literature. Share information with families and teachers. Receive constructive criticism with a willingness to improve. Give feedback in a respectful manner. Positively project the organization, mission, goals, philosophies, and policies to families, staff and the community. Establish positive relationships with home office and clients. Attend and actively participate in regional functions and training.

Security Code- Keep Private In order to maintain the security of the facility and ensure the safety of the children, the Jolly Toddler staff will use the following procedures:

- Maintain the confidentiality of the security code for the facility entrances.
- Ensure and monitor sign-in for all children.
- Ensure that adults who pick up children from the program are authorized to do so. For any adult who is not recognized, the child's Emergency Contact Form will be consulted and the adult's identification matches information on file about those authorized to pick up the child. **Always check ID!**
- Never share information about a child with anyone except his/her parents.
- Follow advisement from Assistant Directors, Directors and Owner regarding information that should (or should not) be shared, with whom, and how.
- Request guidance and follow advisement from Assistant Directors, Directors and Owner regarding on what to do if they receive an unusual information request.
- Balance security measures with responsiveness to parents.
- Be alert and aware of your surroundings.
- Report anything out of the ordinary.
- Be aware of adults near the center or home who are not parents or adults from the neighborhood. Take notice of unusual visits or phone calls.
- Report anything out of the ordinary to the police, Assistant Directors, Directors and Owners.

I, _____, have read and do attest that I understand Jolly Toddlers Confidentiality Policy. I understand and agree that non-adherence to this policy is grounds for immediate termination of employment.

Signature: _____

Date: _____



Jolly Toddlers Staff Observation Policy and Procedure

Overview: All staff will be given a copies of the Staff Classroom Observation Checklist and the Staff Evaluation Form. The Director will discuss these forms with each staff member within the first three (3) months of employment. The Lead Teacher or Assistant Teacher is free to discuss or clarify anything during this conference.

Bi-annually, each staff member will be observed via the Staff Classroom Observation Checklist. And annually, each staff member will be evaluated via the Staff Evaluation Form.

Staff Classroom Observation Checklist: is used by the Director two times per year to observe each staff member in his/her classroom. It integrates the Pennsylvania Early Learning Standards, the Funshine Curriculum, and CLASS, ICP, ASQ/SE, OUNCE/WORK SAMPLING and PBIS + TPOT/TPITO. Observations will take place biannually, normally once at the beginning of each school year (October) and once at end of each school year (May/June).

Staff Evaluation Form: is comprised of a (1) Self Evaluation and (2) Director's Evaluation, which will be assessed based on the following integrations: Staff Classroom Observation Checklist, CLASS, Funshine Curriculum, Pennsylvania Early Learning Standards, Ounce/Work Sampling, ASQ/SE, PBIS + TPOT/TPITO. All staff members will rate themselves first and have access to all the evaluation tools aforementioned. They will also have the opportunity to discuss their performance with the Director or Assistant Director.

OUR TOOLS

- **OUNCE:** *is used by teachers working with infants or toddlers. (Assessment in Lillio 2x per year)*
- **WORK SAMPLING:** *is used by teachers working with children ages 3-5 yrs. (Assessment in Lillio 2x per year)*
- **CLASS:** *is for Classroom Assessment Scoring (Observation by Nancy or Star rep 1x per year)*
- **ICP:** *is for Inclusive Classroom Scoring (Observation by Nancy or Star rep 1x per year)*
- **ASQ:** *stands for Ages and Stages (Assessment done by Lead Teachers 2x per year)*
- **PBIS & TPOT/TPITO:** *stands for Positive Behavioral Interventions and Supports & Tools we use to assess. TPOT is for ages 3-5 and TPITO is for infants & toddlers (Philosophy & Assessment by Janine 1x per year)*

Summary: Any staff member interested in discussing the Staff Classroom Observation Checklist, Staff Evaluation Form, CLASS, Funshine Curriculum, Pennsylvania Early Learning Standards, OUNCE/Work Sampling, ASQ/ASQ-SE, or PBIS is encouraged to so—contact nancy.a.thompson@gmail.com.

Signature: _____

Date: _____



Jolly Toddlers Curriculum & Lesson Planning Procedure

All Lead Teachers and Assistant Teachers in all classrooms will have 4+ hours per month (or 1hr per week) for curriculum and lesson planning or preparation time away from the responsibility of caring for the children. This is in addition to the lesson plans being pre-planned via Funshine. Teachers can now use this time for lesson prep exclusively should they wish.

This time allotment is to be completed within the eight (8) hours that s/he works (not on his/her own personal time) once a week. The following schedule shall apply and is posted in the lounge. *Note:* Should a staff member need to make any adjustments or requires more time, please notify the Director.

Monday	Tuesday	Wednesday	Thursday	Friday
Pooh 12-1 Ladybug 1-1:30 Dr Seuss 1:30-2	Jungle 12:30-1	Ladybug 12:30-1 Rainforest 1-2	Dr Seuss 12:30-1 Butterfly 1:30-2:30	Owl 12-1
Dr Seuss 12-12:30 Pooh 12:30-1:30 Ladybug 1:30-2	Jungle 1-2	Ladybug 1-1:30 Rainforest 1:30-2:30	Butterfly 12-1 Dr Seuss 1-1:30	Owl 12:30-1:30
Dr Seuss 12:30-1 Pooh 1-2 Ladybug 2-2:30	Jungle 1:30-2:30	Rainforest 12-1 Ladybug 1-1:30	Butterfly 12:30-1:30 Dr Seuss 1:30-2	Owl 1-2
Ladybug 12:30-1 Dr Seuss 1-1:30 Pooh 1:30-2:30	Jungle 12-1	Rainforest 12:30-1:30 Ladybug 1:30-2	Dr Seuss 12-12:30 Butterfly 1-2	Owl 1:30-2:30

Infant Room—Pooh:

Monday, the first week of the month: 12pm-1pm
 Monday, the second week of the month: 12:30pm-1:30pm
 Monday, the third week of the month: 1pm-2pm
 Monday, the fourth week of the month: 1:30pm-2:30pm
 One Lead Teacher and One Assistant Teacher

Young Toddlers—Jungle:

Tuesday, the first week of the month: 12:30pm-1:30pm
 Tuesday, the second week of the month: 1pm-2pm
 Tuesday, the third week of the month: 1:30pm-2:30pm
 Tuesday, the fourth week of the month: 12pm-1pm
 One Lead Teacher and One Assistant Teacher

Older Toddlers—Rainforest:

Wednesday, the first week of the month: 1pm-2pm
 Wednesday, the second week of the month: 1:30pm-2:30pm
 Wednesday, the third week of the month: 12pm-1pm
 Wednesday, the fourth week of the month: 12:30pm-1:30pm
 One Lead Teacher and One Assistant Teacher

Pre-K 3 yr. olds—Butterfly (depending on enrollment):

Thursday, the first week of the month: 1:30pm-2:30pm
 Thursday, the second week of the month: 12pm-1pm
 Thursday, the third week of the month: 12:30pm-1:30pm
 Thursday, the fourth week of the month: 1pm-2pm
 One Lead Teacher and One Assistant Teacher

Pre-K 3 yr. olds—Owl:

Friday, the first week of the month: 12pm-1pm

Friday, the second week of the month: 12:30pm-1:30pm
 Friday, the third week of the month: 1pm-2pm
 Friday, the fourth week of the month: 1:30pm-2:30pm
 One Lead Teacher and One Assistant Teacher

Pre-K 4 yr. olds—Ladybug

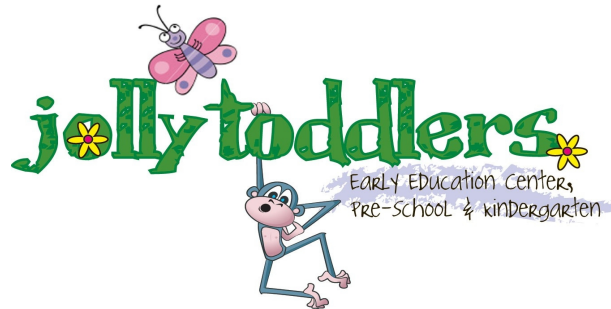
Monday, the first week of the month: 1-1:30pm & Wednesday 12:30-1pm
 Monday, the second week of the month: 1:30-2pm & Wednesday 1-1:30pm
 Monday, the third week of the month: 2pm-2:30pm & Wednesday 1-1:30pm
 Monday, the fourth week of the month: 12:30-1pm & Wednesday 1:30-2pm
 One Lead Teacher and One Assistant Teacher

Pre-K 5 yr. olds—Dr. Seuss

Monday, the first week of the month: 1:30pm-2pm & Thursday 12:30-1pm
 Monday, the second week of the month: 12pm-12:30pm & Thursday 1-1:30pm
 Monday, the third week of the month: 12:30pm-1pm & Thursday 1:30-2pm
 Monday, the fourth week of the month: 1pm-1:30pm & Thursday 12-12:30pm
 One Lead Teacher and One Assistant Teacher

Signature: _____

Date: _____



Jolly Toddlers Break Options

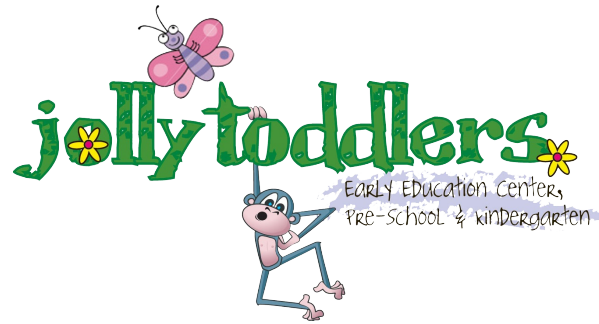
Jolly Toddlers offers two options for break:

1. A one-hour break
2. Two (2) fifteen (15) minute breaks and one thirty (30) minute break throughout the day.

I, _____, choose option # _____.

Signature: _____

Date: _____



275 Second Street Pike, Southampton, PA 18966

Phone 215.355.3628

Fax 215.322.5223

Email: kidslovejollytoddlers@gmail.com

Dear Jolly Toddlers Staff,

There have been many concerns regarding the recreational use (including but not limited to social media) of cell phones in the classrooms and on school grounds during times of supervision. Jolly Toddlers policy on phone use is as follows: *“Employees may use Jolly Toddlers telephones only for work related calls or texts or emergency calls or texts. Staff will be interrupted in class for only true emergencies.* This policy was presented and signed by everyone at his or her time of hiring.

Due to the concerns that have been brought to the attention of Jolly Toddlers administration, this letter will serve as the one and only warning. For those found abusing this policy, they will be immediately asked to leave their phones at the front desk during work hours.

By signing this agreement, it states that you are aware and understand this policy as it is explained above.

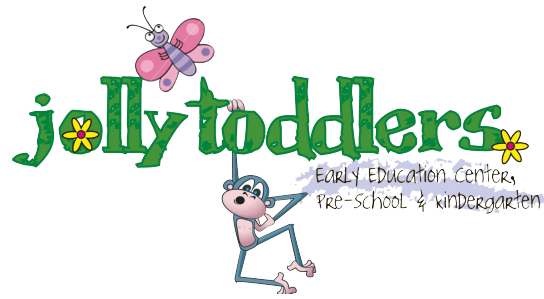
Sincerely,

Nancy Thompson

Owner and Director of Jolly Toddlers Early Education Center

Witness

Employee



Policy & Procedure – Unsafe, Challenging or Aggressive Behavior, IEP/IFSP, BIR, and Suspension & Expulsion

Last Updated on October 18, 2023

Last Reviewed on June 27, 2025

From Policy & Procedure Book, pg. 9-14; Employee Handbook pp. 30-36, 81

6. **Addressing Aggressive, Challenging, or Unsafe Behavior** (See CONNECT chart on last page of handbook) Please note, our definition of “aggressive, challenging, or unsafe” behavior extends to issues involving social, emotional, mental health, healthcare, academic needs, etc.—in addition to behavioral issues and issues stemming from diagnosed or suspected disabilities, as all of these issues will only present a problem when a child’s behavior is aggressive, challenging, or unsafe. Jolly Toddlers reserves the right to amend this policy at anytime.
- I. **The Whole Child Approach:** Jolly Toddlers believes in supporting children, strengthening families, and fostering effective solutions for any aggressive, challenging or unsafe behavior. Jolly Toddlers has highly skilled teachers trained to handle the most difficult environments. They set goals and track data to ensure they’ve exhausted every avenue before we consult outside resources for aggressive, challenging, or unsafe behavior. Although we conduct universal screening for all incoming children, sometimes we can’t identify issues immediately –e.g. mild hearing loss. Our on-going relationship with Bucks County Early Learning Resource Center for Early Intervention affords us an immediate, direct line to consultation we trust. Referred families may reach the CONNECT line at 1-800-692-7288. Appreciate that Jolly Toddlers eagerly wants to help each child achieve his/her full potential and this is possible if we have the family’s trust and full access to their child’s IEP/IFSP.
 - II. **IEP/IFSP** If a child has an Individualized Educational Plan (IEP), Individualized Family Service Plan (IFSP), and/or a Special Need, Jolly Toddlers requests a written copy prior to enrollment or at the time of knowledge of the IEP, IFSP, and/or Special Need so our staff can be aware of each child’s needs and the families, staff, and center can work together to ensure that the proper guidelines are put into practice in order to provide each child with the best care. Disclosure of this information is within the parent or guardian’s sole discretion, though the disclosure would be beneficial to their child and their development.
 - III. **Process for addressing Aggressive, Challenging, or Unsafe behavior:**
 - a. When an aggressive, challenging, or unsafe behavior occurs, a staff member will remove the child from the situation and express that their behavior is not OK by speaking to the child in a firm, but calm voice, at eye level with the child, in words that he/she can understand by:
 - Utilizing the Jolly Toddlers’ PBIS guidelines, reminding the child to activate their breathing tools or other self regulating activity, discussing their understanding of Red and Green choices, helping the child with their words to express their feelings, and fostering a positive resolution of the conflict or frustration causing the aggressive, challenging, or unsafe behavior in an appropriate manner.

- Teacher will consider delaying or preventing a return to the activity or event giving rise to the behavior, redirect him/her to another activity, consider providing a sensory activity to help calm the child, or some other creative solution.
- b. Caring attention will be on the child who was the target of the behavior at issue. Appropriate first aid will be a priority.
- c. Administration is notified any time a teacher or child is the target of another child's behavior.
- d. A Behavior Incident Report (BIR) will be completed.
- e. If someone was injured, an Injury Report will be completed for each person involved and must be signed by the appropriate parties.
- f. **Confidentiality must be maintained at all times. BIR and Incident Reports shall use child's initials only.**
- g. Administration & Teacher will review the BIR to study context and patterns.
- h. Administration & Teacher will determine appropriate path forward via an Action Plan or IU Referral.
- i. Any child with 3 or more BIRs of the same kind within in two-week period is considered challenging and an informal Intervention Meeting will be held.
- j. Administration will conduct an Intervention Meeting with the child's family, whether formal or informal, that may involve the child's teacher.
- k. Administration and family will orally agree or execute a written agreement that identifies the next steps to be taken by center and child's family.
- l. Informal or Formal meeting will be conducted to monitor progress.
- m. Formal meeting may be requested at the family's request to modify agreement.
- n. If the teacher sees no improvement *and* behavior persists or worsens (i.e. 12 BIR within 1 month), or if material 'next steps' (e.g. IU call, Evaluation, Services, Consistent Wrap Around, etc.) aren't taken immediately—within one week of the informal or formal meeting—or if family stops taking steps forward, the suspension and expulsion policies may be triggered as safety concerns are of utmost priority. Families may utilize this survey to request support <https://www.surveymonkey.com/r/PAExpulsionHelp>
- o. After suspension or expulsion policies are triggered, a formal meeting will be held at family's request.

IV. **What is a BIR?** A Behavior Incident Report is a form used to document problematic behavior incidents. When a child engages in the following kind of behavior it may be considered aggressive, challenging, or unsafe if it involves:

- Aggression to another child or adult that results in physical pain or harm to that person (e.g. kicking, hitting, biting, scratching)
- Aggression towards school property (e.g. deliberately breaking toys)
- Running out of classroom, off playground, or away from group without responding to the calls of the adult.
- Intentionally injuring self in manner that may cause serious harm (e.g. severe head banging, biting self).
- The form will NOT be completed if the behavior has not occurred before or if the behavior may be developmentally expected (e.g., 2-year olds who tussle over a toy).
- See the chart below for a full list.
- Do NOT send home BIR to parents until there are 3 BIR of the same kind.

V. **What is an Action Plan or IU Referral?**

- a. Action Plan: This is a documented, formalized planning process that outlines strategies, actions, and activities that will be accomplished over a given period of time. It also includes challenges to be overcome as well as guidelines for crisis situations. We ask questions, reflect, and devise a plan of action to prevent a challenging behavior from recurring. This is something staff and administration go over long before an informal Intervention meeting is held.
 - Can the teacher succeed in managing the child's behavior safely without additional staff present to provide one on one care/protection?

- Or, does the child present a direct threat to the safety of him/herself or others that may result in an injury or licensing violation?
 - Can the environment be modified or improved to meet the child's needs?
 - Does the child show other behaviors that are not age appropriate?
 - Is the child engaged?
 - Are the child's basic needs being met (i.e. is the child eating enough, tired, etc.)?
 - Can the teacher cut down transition time?
 - How easy is the schedule, rules, PBIS contract to read/understand?
 - Are there any screenings (mental, hearing, vision, dental) that we need to revisit?
 - Did family attend the 45 day meeting?
 - Was an ASQ or ASQ-SE conducted?
 - Does the child feel safe at home?
 - Does the aggressive child need help engaging in play or socializing?
 - What guidance can we give the family to address the behavior in a similar/appropriate way?
 - How does the teacher respond and does he/she have strong redirection skills?
- b. IU Referral: This is a need for a child to be evaluated for special education services. If a child is between the ages of 3-5, the Intermediate Unit will conduct an evaluation following parental consent. If a child is under 3, a program called SWIFT may be helpful.
- Call IU or SWIFT or current agency. They schedule a development screening within 2 weeks.
 - Do Screening. If child falls below cutoff or if extreme behavior related issues are noted, the IU will recommend evaluation.
 - Family receives permission to evaluate.
 - Once Family returns the permission to evaluate form:
 - Evaluation must be conducted, written, and returned to the family within 60 days.
 - IEP Meeting within 30 days.
 - IEP implemented within 2 weeks.
 - Any approved services must be consistent as is in the best interest of the child (i.e. the same wrap around should come for the same child each day). The director must approve all changes in writing.

VI. **Action Plan Guidance:**

- a. Communication with Families: An Action Plan or IEP should address how best to keep all children and teachers safe while working toward improvement—prior to any suspension of enrollment consideration. With administrative approval, an action plan or IEP may include a shadow for a maximum of two (2) weeks at family's expense (Or IU expense). Shadows may be particularly effective during transitions or periods of high activity. The director should discuss the use of a shadow and its limitations with the family of the aggressive, challenging, or unsafe child in advance, stressing its short-term nature as a strategy and not a solution. Any decision to extend the shadow beyond the 2-week maximum should be approved by administration, and discussed with the family, in advance. Shadows are not paid for or provided by Jolly Toddlers. This cost is out-of-pocket for family or available through IU.
- b. Family Meetings should include a discussion of:
- the action plan or IEP,
 - any Behavior Incident Report(s), whether written or orally referenced;
 - our process and expectations for improvement in a reasonable time; and
 - available outside resources.
- c. Monitoring of Action Plan Progress/IEP Progress, administration will:
- meet, collaborate, and communicate regularly and closely with the family of the challenging child;

- **continue to document and analyze behavior patterns, environment, and classroom dynamics;**
 - continue to refine the action plan and consider additional strategies based on our success; and
 - use the *Meeting Preparation and Framework* for conversations sections below to plan the meetings and communicate our process.
- d. Access and Collaborate with Outside Resources If we are unable to achieve positive change through redirection, positive guidance and family collaboration, our goal is to connect the child with the professional supports needed for his/her success, while maintaining a safe environment. In family meetings, administration will discuss available resources with the family, which may later be required. If/when resources are in place, they should be included in the meetings, to the extent possible, to collaborate, add insight and strategies for our action plans, and support our efforts.
- e. Resolution/Suspension/Expulsion. If the Action Plan or IEP in collaboration with outside resources is not successful and if the behavior has not resolved within a reasonable time despite our efforts, suspension of enrollment may be appropriate. Jolly Toddlers does not believe in Expulsion, but recognizes there are extreme circumstances where it may be necessary for safety purposes.
- f. Meeting Preparation and Framework In preparation for the meeting, administration will have talking points. These may include:
- specific incidents, attempts, and the frequency
 - the details of the action plan and for keeping the other children safe;
 - and our overall framework, as set out below, which includes a discussion of outside resources, so family is aware of our expectations.
- g. Teacher's Conversation Framework for Family Meeting:
- It is our expectation that a child can be safe without a 1:1 or adding extra staff to the classroom. [Discuss the unsafe behavior, our attempts to resolve & reproach, the data we gathered, & and the challenges that continue. Discuss that we are a group program; our teacher/child ratio must be preserved at all times and one teacher cannot be dedicated to one child's needs or added to a classroom to address safety concerns.]
 - If a child needs a 1:1 or extra staff to be safe despite our efforts to resolve the behavior or challenges our next step is to connect Families with the help that their child/ren needs. Jolly Toddlers does NOT pay for or provide 1:1, extra staff, shadows, etc., but we will confidently refer you to the IU, who can likely, if your child is eligible for services, provide any relevant services free of charge to you. [Discuss available resources & less structured programs, which can provide support/guidance to the program and family.]
 - We can't wait indefinitely for help/support to arrive while a safety issue exists. [Discuss how we may need to refer you to outside resources if safety issues persist (including frequent disruptions); if IU fails to provide promised supports; if supports do not show up for work, etc. Encourage Families to seek help sooner than later.]
 - Where the IU has evaluated and confirmed a child's eligibility for attendance dependent services (i.e. wrap-arounds, 1:1, shadows), but fails to provide said services—for whatever reason—Jolly Toddlers will not act as a conduit for unsafe behavior and environment while the agency determines next steps. Where services never start or fail and the child's behavior has been deemed unsafe in the past, the child must be given the opportunity to explore a less structured environment until services are provided per the agreement. Assurances must be given by IU and accepted by the director before any changes occur.
 - We will need to pause your child's enrollment on _____, until [he/she is connected with resources, an aide is in place, etc.] at which point we will meet to determine best next steps and if/how to return the child to the program with the right supports in place.
 - Use for IEP where Family refuses services for a child with suspected disabilities: Due to the fact that Jolly Toddlers may not impose services and as a result of refusal of services, our staff must

devote an excessive amount of time or attention to one child's unsafe or aggressive behavior to the detriment of others, we have no choice but to suspend your child on _____, until an IEP or material steps towards obtaining an IEP are made. [The fact that an evaluation has occurred or an IEP is provided is not the goal, but instead that the parent partners with us to share strategies, guidance and alternatives that lead to improvement/resolution in a time frame that is appropriate for a group child care setting. Safety must be our priority.]

- Families always have the option of supporting a 1:1 at your own cost. [Legal will work with you on the details of how this can be implemented if Families are interested in this option.]

VII. **Suspension** It is Jolly Toddler's expectation that improvement will result within a reasonable time after an Action Plan or IEP is implemented. If safety concerns persist despite our best efforts over a reasonable period of time, suspension may be considered. A decision to suspend requires the participation, review, and approval of our Administration team and Legal department. Administration and the Legal will evaluate if diligent efforts to resolve the behavior within our abilities were made, if other strategies were considered and the extent to which the availability or contribution of outside resources added to this effort, while focusing on the direct threat to the safety of the child and others if enrollment continues.

Suspension is not measured by a period of time (i.e. days or weeks), which could be viewed as punitive. Instead, a suspension is a pause in the enrollment until the child can participate safely with the right supports in place. Depending on the situation, this may be until outside services are secured, medical or behavioral intervention occurs, or the child returns with a 1:1 aide supported financially by the family/guardian/school district/or other outside resource. Ideally, once secured the outside resources will join in the collaboration with the center and family to determine if or how the child can return to the center safely. Administration and Legal should be involved in any decision to return a child to a classroom after he/she has been suspended.

VIII. **Expulsion** It is Jolly Toddler's expectation that improvement will result within a reasonable time after an Action Plan is implemented, or in the case of family declining services for a child with suspected disabilities, within a reasonable time after an IEP is obtained. **If a child has been suspended three times in the past month and safety concerns persist despite our best efforts over a reasonable period of time, expulsion may be considered as a last resort. Contact OCDEL for guidance.** A decision to suspend requires the participation, review, and approval of our Administration team and Legal department. Administration and the Legal will evaluate if diligent efforts to resolve the behavior within our abilities were made, if other strategies were considered and the extent to which the availability or contribution of outside resources added to this effort, while focusing on the direct threat to the safety of the child and others if enrollment continues.

The expulsion of a child is not a decision that is taken lightly and has only been pursued in less than 5% of cases at Jolly Toddlers over a 39-year period. Please note: this is a measure of last resort only. If you work with us there will be no reason to expel your child!

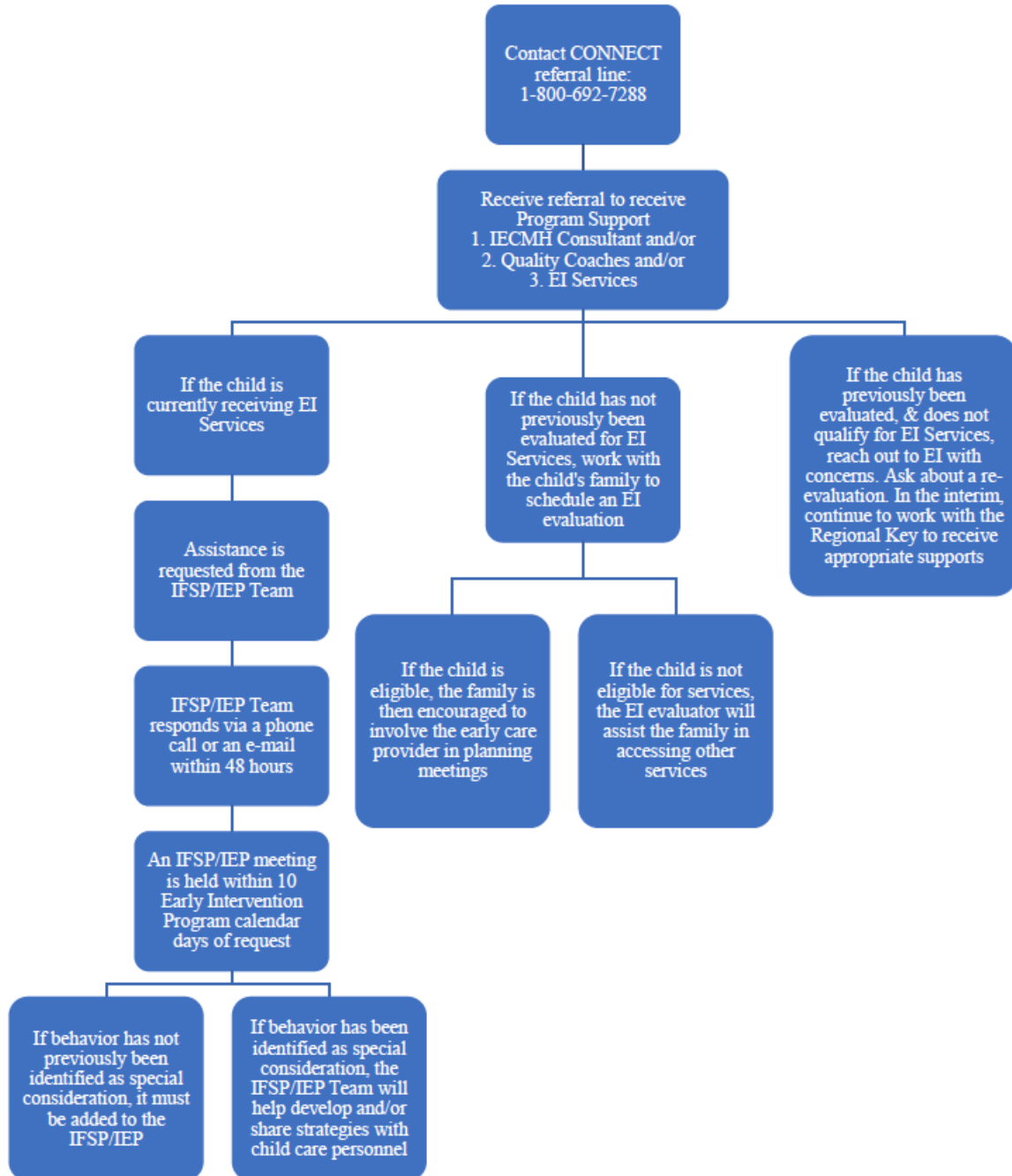
BIR Form Definitions

Behavior	Definition	Examples
1. Aggression	Making physical contact with an adult or peer where injury may occur	Striking, pulling hair, biting, scratching, pulling clothes, kicking, spitting
2. Self-injury	Physically abusing self	Self-scratching, head banging, self-biting, skin picking
3. Stereotypic/self-stimulatory behavior	Engaging in repetitive actions, verbal or physical	Spinning objects, body rocking, flapping hands, mouthing objects
4. Disruption/Tantrums	Causing an interruption in class or activity	Throwing items, loud vocalizations, crying, screaming, cussing
5. Inappropriate language	Using words or phrases that are offensive or rude	Profanity, insults
6. Non-compliance	Refusing to follow direction	
7. Teasing	Verbally abusing another child	Name calling, threatening
8. Biting	Biting children or adults	
9. Running away	Leaving the unsupervised area alone and without permission	
10. Property damage	Deliberately impairing or destroying items	Tearing paper, breaking items, writing on items
11. Unsafe behaviors	Engaging in dangerous acts with materials	Standing on furniture, inappropriate use of classroom materials

Activity	Description
1. Arrival	Child arrives at school for the day
2. Classroom jobs	Child completes daily tasks such as unpacking or hanging jacket
3. Large group activity	Structured large group, teacher-directed activity >6 children; Circle time activities
4. Centers/Workshops	Semi-structured play time; includes art, music/movement, dramatic play, writing, blocks, books, sensory, and science
5. Small group activity	Structured, planned, teacher-directed activities <6 children
6. Meals	Includes breakfast, snacks, and lunch
7. Quiet time/nap	Includes nap time, quiet reading time, etc.
8. Outdoor play	Free play with and without equipment
9. Special activity	May include parties, assemblies, and special events
10. Self-care	May include dressing, undressing, toileting, washing hands, etc.
11. Departure	Child leaves school for the day
12. Transition	Time in between activities or movement to a different classroom or school environment
13. Therapy	When receiving intervention services from a speech therapist, occupational therapist, physical therapist, or therapy assistant
14. Individual Activity	Child engaged in one on one activity with adult

Others Involved: This category refers to individuals who are *directly affected* by the incident. It does not include individuals who were merely *present* during the incident.

What to do when you have a child with unique needs/challenging behavior?¹



¹ If you have pre-existing or established relationship with your local EI Services provider or Regional Key, please contact them directly to receive program support.

Signature: _____ Date: _____



Jolly Toddlers Staff Rules 2025/2026

When all staff members are respectful to one another and cooperate with one another by following the rules, Jolly Toddlers will be an even better place to work. It's the PBIS way!

1. Smile and greet everyone ☺ Might seem silly, but try it and see how you feel. We are team *Jolly!*
2. Be kind to the children (and everyone else you encounter). You are their daily example of what good behavior looks like. Smile at them. Engage them. Form relationships with them.
3. Don't yell at the children. We need to teach them what we want them to know and that includes how to behave. We teach them *everything, especially behavior (PBIS)*.
4. All staff must be respectful to one another, supervisors, children, parents, guests, visitors, prospective employees, etc. Do not use foul language or escalate a dispute on school property.
5. No gossiping or rude behavior. *We're not mean girls; we're me & you girls. Lead by example.*
6. Read pg. 72-75 of the Employee Handbook <https://www.jollytoddlers.com/employment-forms> and agree to the Handbook's Code of Conduct by signing this form.
 - a. Please see specifically Category I and II offenses and be familiar with NAEYC Code of Conduct as well. *See Kendall for PW.*
7. Cell phones shall not be used during working hours. Parents do not want to see you on your phone. Violation of this rule CAN result in immediate termination. Your eyes must be on the children at all times.
 - a. Exception: If an emergency arises on the playground, staff shall use their cell phone to secure help.
 - b. Exception: Lillio Uploads at Nap.
8. Punctuality is absolutely vital and is required upon arrival to work and after break periods. Tardiness puts the children at risk, jeopardizes the student-teacher ratio, and is disrespectful to other staff members.
9. Coming to work at your scheduled time is absolutely critical for this business to function. With unique requirements regarding ratio, your commitment to your job is more serious than others. Calling out of work sick on the day you are scheduled to work jeopardizes everyone's carefully crafted plans. Parents can't work if their children cannot be cared for and we cannot care for them unless we have staffers that are cleared to work with children. Your job is so important. The lives, education, and well being of these children demand your commitment. Please! Please think twice about calling out so casually.
 - a. We do pay for government clearances, but they remain our property until we are reimbursed. Please keep copies of all your records, especially if we pay for them. The copies are yours to keep. We charge FMV plus an administrative fee after the fact.
10. The refrigerators located in classrooms shall be wiped down by the teachers in that room every night and cleaned thoroughly every Friday.
11. Absolutely no sleeping on school grounds, especially at naptime. This is a crucial time to be supervising children.
12. Trash shall be discarded every night.
13. All rooms will be vacuumed by teacher after snack, lunch, and at night.
14. Scrub tops or JT shirts shall be worn upon entry to the building for working purposes.
15. Staff members assigned to clean the bathrooms will be responsible for the condition of the bathrooms every day.
16. Under no circumstance shall teachers or children leave their designated classrooms without permission. Ratios are TOP PRIORITY.
17. Children shall only leave their designated classroom when they are in their parents care or are accompanied by a staff member for an approved purpose.

18. Children shall be supervised and under constant, vigilant care whether they are indoors or outdoors. Note: Children shall be counted frequently (this is why cell phone use is not permitted.)
19. Supervision of your personal groups must be top priority. Your group goes with you anywhere you go unless you ask for someone to stand in while you use restroom or take child to front office for any reason. If a child in your group runs from your classroom- you take whole class with you to get them.
20. Teachers shall walk around the classroom or on the playground in order to effectively supervise and intervene when necessary. For this reason do not sit, read, or use your cell phone.
21. **IF YOU NEED TO USE RESTROOM OR BRING CHILD UP FRONT, GET COVERAGE FOR RATIO FIRST. CALL UP TO FRONT DESK.**

KENDALL: 267-742-2476

NANCY: 215-208-9027

22. With the exception of teaching purposes or unless permission is granted, computer usage is prohibited. Non-adherence to this rule CAN result in immediate termination.
23. All staff members shall make personal appointments on their own time.
 - a. Exception: Only ask if it is an emergency.
24. **Staff members must put in a written request for time off at least two (2) weeks in advance.** Otherwise, the request may not be honored. If a staff member has a replacement for his/her requested time off, the request will be easier to grant.
25. Time in the multi-purpose room must be monitored. If a staff member is late arriving, the time in this room will be forfeited.
26. Engage/interface/sit down & play with the children on repeat.
27. Naptime takes place from 12:30pm to 2:00pm. All children shall be awake by 2:30pm.
28. Nap mats do not go out until at least 11am.
29. Nap mats must be 2ft apart on 3 sides. DHS reps will come to check on this. Citations will be given by reps if this is not done. Tape measures are in every room.
30. Children shall use the bathroom before & after naptime.
31. Children shall go outside for at least thirty (30) minutes in the morning and thirty (30) minutes in the afternoon. Exception: If the heat index is above 90F or the chill factor is below 25F the children shall not go outside.
32. Children shall be appropriately dressed for the weather.
33. Children shall not be forced to eat anything they do not desire. Their food shall be given first, prior to any snacks. Should there be an issue, the Lead Teacher, Assistant Director, and Director will schedule a meeting with the child's parents/guardians.
34. Children shall not be kept inside for "time-out" during recess; this is not a legitimate form of discipline.
35. Before bringing any child to the front desk for "time-out" please utilize the calm down centers in your own classroom.
36. "Time Out" is 1 minute per child's age.
37. **CHILD ABUSE ACCUSATIONS ARE ON THE RISE. DO NOT RESTRAIN OR HOLD A CHILD TOO TIGHTLY IN ANY WAY. CALL US AT THE FRONT IF YOU NEED HELP. MAKE A BIR REPORT FOR ANY EGREGIOUS BEHAVIORS AND DOCUMENT EVERYTHING.**
38. Lead Teachers: Lesson plans should be printed out before the day of the lesson. All lesson plans are pre-loaded on Funshine. Please familiarize yourself with them.
39. All children shall be observed 2x on every domain of the PA ELS per month. This means tagging pictures with the appropriate ELS. During Parent Teacher Conferences, all questions must be answered in the Ounce or Work Sampling Assessments.

Signature: _____

Date: _____



Staff Benefits Policy 2025/2026

****Stars benefits on hold until we are back in STARS****

PTO:

Full Time staff (35-40) hours per week will be entitled to 5 paid vacation days after working at JT for 12 consecutive months. After 5 consecutive years of FT employment, JT employees receive 10 paid vacation days + 3 paid sick days. After 10 years consecutive FT employment, JT employees receive 15 paid vacation days + 6 sick days. Paid vacation may only be taken in the summer and must be approved by Janine. **Do not buy plane tickets until you clear with Janine personally.**

Part Time is pro-rated to 20 hours annually, after working at JT for 12 consecutive months.

Holiday Pay:

Full Time staff (35-40) hours per week will be entitled to at least 5 paid holiday days after working at JT for 6 consecutive months. After 12 consecutive months, 10 or more paid holidays are enjoyed.

Part Time is pro-rated to 5 paid holidays after working at JT for 12 consecutive months.

Tuition Reimbursement:

Full Time staff (35-40) hours per week will be able to apply for tuition reimbursement after working at JT for 12 consecutive months through T.E.A.C.H. or Rising Stars so long as the funds are available through OCDEL.

Part time staff rules are per T.E.A.C.H. & Rising Stars.

Retention Awards: will be distributed by JT in conjunction with they Keystone Stars as long as Keystone Stars has the funds.

Lunch Break: 1hr for lunch break offered in lieu of two 15 min breaks and 30 min lunch.

401K: Retirement savings plan helps employees build their financial future offering savings on a pre-tax basis. JT matches a portion of every eligible dollar saved.

Simple IRA: Employees eligible to enroll after 2 continuous years of employment at JT.

Childcare Reduction Benefit: after applying for CCIS, as long as there is space we will offer you 25% off the current classroom tuition. Sibling discount cannot be combined.

Shared Solutions: Partnership with PACCA helps with administrative topics: accounting, admin letters to families, discounted childcare supplies & resources.

Bonuses: Based on Anniversary Date.

Mental Health Days: In February, March/April, and October we will give Mental Health Days off. These days will be listed as Professional Development. As long as you are up to date on your PD, you will have off.

Health Care: *Telehealth available if 5 employees are interested. Otherwise, use Obamacare. Open enrollment through 12/15.*

Discounts: 10% at Michaels & Joann Fabrics for teachers and 15% at Becker's for teachers & all of the following on the ATTACHED LIST. Please email Info@JollyToddlers.com if you need a Teacher ID.

Print Name: _____

Signature: _____

Date: _____



joins

Jolly Toddlers
275 2nd St Pike
Southampton, PA 18966

*and all employees in supporting high quality child care
in Pennsylvania during the
July 1, 2025 – June 30, 2026
Membership Year
Member #3601*

Michele McEllroy
Chair, Board of Directors

Diane P. Barber
Executive Director

Employee Printed Name: _____

Employee Signature: _____