

COMMUNITY BUILDING CHILDREN'S CENTER



FAMILY HANDBOOK



35 W MAIN AVE, STE 110, SPOKANE WA 99201



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Welcome to the Community Building Children’s Center (CBCC)! Our mission is ***to create a learning community that supports children, their families, and the teachers who care for and educate them.*** We invite our families to join us in making this mission a reality for all of us. A member of CBCC leadership staff is happy to answer any questions about our philosophy or policies as they arise. Our philosophy of providing quality care and education for children is explained below in our vision statement, program philosophy, and goals.

Vision Statement

We ***believe*** in the sacred nature of each child; their imagination, intelligence, and capability.

We ***believe*** that when children are surrounded by loving, nurturing and joyful family members and caregivers we create a foundation for peaceful, generative lives.

We ***believe*** in the unity of the human family and in caring for the earth, our home.

We ***open our doors***, hearts, and minds to all who are willing to embrace this journey with us.

Program Philosophy & Goals

Each of us is a lifelong learner. As children, we learn best when our own unique ways of seeing the world are welcomed, reflected, and encouraged to grow by loving and authentic adults. As adults, we learn best by sharing our knowledge, curiosity, and perspectives with others in a collaborative community. Our program philosophy draws upon many educational traditions and is strongly inspired by the Reggio Emilia Approach. The following goals direct our program planning:

- ❖ To establish and sustain [reciprocal learning relationships](#) between children, parents, and teachers based on trust, acceptance, and positive regard;
- ❖ To support children in their construction of new knowledge through [direct experience](#) with materials, peers, adults, and nature;
- ❖ To encourage children to demonstrate their understanding of the world through [symbolic representation](#) using methods such as: painting, sculpting, music, movement, sculpture, building, collage, poetry, dramatic play, and more;



- ❖ To utilize [holistic curriculum approaches](#) which integrate physical, social, emotional, cognitive, and language development, cultural awareness, and health and safety awareness;
- ❖ To support children in [experiencing growth in all developmental domains](#) as recorded and shared using our ongoing observation and assessment system;
- ❖ To design inviting, home-like, and beautiful [learning environments](#) that are organized to foster capability, discovery, and exploration;
- ❖ To instill a sense of [stewardship for the earth and shared caring](#) for our learning environments;
- ❖ To provide constant [collaborative opportunities for educational staff](#) to question, plan, reflect on, and evaluate their work together;
- ❖ To promote [professional development of teaching staff](#) through ongoing training, mentoring, and the development of individual professional development plans that are updated annually;
- ❖ To [involve educational staff in self-evaluation and program evaluation](#) on an annual basis;
- ❖ To regularly present the learning of children and adults through carefully designed [documentation](#) methods;
- ❖ To create [partnerships with families](#) that facilitate a consistent exchange of ideas and experiences, regarding the care and education of their children, supported by the distribution of yearly family surveys to evaluate the effectiveness of our program in meeting this goal; and
- ❖ To engage in [community advocacy](#) for policies that establish best practices as the foundation of Early Care and Education.

Program Description, Ratios, & Group Size

CBCC is an Early Care and Education program licensed through The Department of Children, Youth, and Families (DCYF). Our program's licensed capacity is 29 children. Our Toddler Room consists of 9 children, 12 to 36 months of age, organized into Primary Care Groups of 1 Teacher to 4-5 children. Our Preschool Room consists of 21 children, 3 to 5 years of age, with 3 Primary



Teachers. We require that a minimum of two staff members are on site at all times during operating hours with a minimum ratio of 2 Teachers to 9 Children in the Toddler Room, and 3 Teachers to 20 Children in the Preschool Room.

Primary Care Model

All Lead Teachers have a group of children with whom they are in primary relationship. The Primary Teacher supports self-care routines such as: eating, napping, diapering, and toileting for each child. Additionally, individual goals for children are also developed, documented, and assessed by their Primary Teacher in collaboration with the child and their family. Primary Teachers meet with parents for conferences in October, February, and July each year. The Primary Teacher-Child structure is carried out within a collaborative staff environment, and thus is not exclusive of other staff support. Teaching and support staff share in the care and education of children who are not in their primary group during play and routines throughout the day.

Hours of Operation & Closure Dates

CBCC follows the same schedule as District 81 for holiday closures.

Hours of Operation:

Monday - Friday
7:30 am – 5:30 pm

CBCC will be closed on the following days each year:

CBCC Annual Closure Dates	
Holiday	Date
<i>New Year's Day*</i>	January 1
<i>Martin Luther King Day</i>	Third Monday in January
<i>President's Day</i>	Third Monday in February
<i>Memorial Day</i>	Last Monday in May
<i>Juneteenth</i>	June 19th
<i>Independence Day</i>	July 4
<i>Labor Day</i>	First Monday in September
<i>Veteran's Day*</i>	November 11th
<i>Thanksgiving Day</i>	Fourth Thursday in November
<i>The Day After Thanksgiving</i>	Fourth Friday in November
<i>Christmas Day</i>	December 25
<i>Annual Winter Vacation</i>	The Last Full Week of December



**If the Holiday lands on a Saturday, we will be closed the previous Friday. If it lands on a Sunday, we will be closed the following Monday.*

Professional Development & All Staff Collaboration Day Closures

CBCC will distribute an Annual Closure Calendar in August of each year. We will have 6 scheduled early release days for All Staff Collaboration, and 6 Full Day Closures for Professional Development each year.

Snow Day Closures

CBCC follows guidance from Spokane Public Schools concerning closures for snow days and other inclement weather. It is best practice to listen to local television, radio, or social media announcements in the morning when weather is especially bad. *If Spokane Public Schools are closed, CBCC will also be closed.*

Enrollment & Withdrawal

Priority for enrollment will be given to parents who work in The Community and Saranac Buildings. Enrollment will be on a first come, first serve basis. There are a limited number of part-time slots in the Preschool and Toddler Rooms.

During registration and enrollment, parents may meet with the Program Director to learn about the program, ask questions, tour the center, and meet teaching staff. After this initial contact, if the parent decides to enroll their child(ren), an orientation meeting will be scheduled with the child's Primary Teacher and/or the Program Director. The Primary Teacher and parents will discuss information regarding the child and the classroom during the initial visit. All enrollment paperwork must be completed prior to a child's first day of attendance, including the following:

- Registration Form
- Child Health History
- Permission Authorization Form
- Medication Authorization, if applicable
- Emergency Medical Treatment Authorization and Health Insurance Information
- Certificate of Immunization
- Enrollment Agreement
- Parent Handbook



- Curriculum Philosophy of the Program

*A non-refundable **initial registration fee in the amount of \$200** is due at the time of enrollment. A **\$100 annual registration fee will be billed each consecutive year in the month of September.** If you enrolled your child in the months of June, July, or August, and paid the \$200 initial registration fee, the annual registration fee will be waived that year, and will resume the following September.*

Whenever possible, two parent-child visits to the center are recommended before the child's first day of attendance. During the first visit, the parent and child visit together, and during the second, the child visits for 1-2 hours alone. This allows for a smooth transition for the child, particularly if this is his/her first group care experience. Teachers will familiarize the child and family with the classroom layout, routines, and procedures during these visits.

Throughout the child's first day, teachers will be available during arrival and departure times to address parent questions and concerns. Teachers will also orient parents to the classroom's communication routines and procedures, such as signing in and out, sharing daily information notes, use of parent notices on sign-in sheets, etc.

CBCC accepts all children regardless of race, sex, national origin, religion or disability.

We require two weeks prior written notice before withdrawing your child from the program.

Child Records and Commitment to Confidentiality

We treat child assessment information confidentially and share this information only when there is legitimate need for it. Disclosure of a child's records beyond family members, program personnel, and consultants having an obligation of confidentiality, shall require family consent (except in the case of abuse or neglect). Child files and assessment information will be stored in a locked filing cabinet and kept for 3 years after their last day of attendance.



Billing & Fees

CBCC enrolls children that are 12 months – 5 years old.

Tuition rates are as follows:

CBCC 2023 Monthly Tuition Rates – Effective February 1, 2024

Tuition payments are due by the 5th day of each month
(or the weekday following the 5th if it falls on a Saturday, Sunday, or Holiday).

	Toddler Classroom (Pre-Toddlers 12-18 months)	Toddler Classroom (Toddlers 19+ months)	Preschool Classroom (Children 3+ years)
Two Days	\$1366	\$1184	N/A
Three Days	\$1590	\$1379	\$1224
Four Days	\$1814	\$1573	\$1396
Five Days	\$2037	\$1767	\$1568

*There is a non-refundable, initial registration fee of **\$200.00** per child; and an annual registration fee of **\$100.00** due in the month of September.*

Please pick up your child(ren) **no later than 5:30 pm**. This is crucial in ensuring that our teachers have adequate time to clean and prepare the classrooms for the next day. In the event that you are running late, due to circumstances beyond your control, please message via Brightwheel or call our Parent Line to notify teachers as to when you will arrive.

*If your child is **picked up after CBCC closes at 5:30 pm**, a fee of **\$1.00 per minute** will be assessed for each child that receives care.*

How to Pay

You may pay your tuition using one of the following methods:

- ACH through the Brightwheel App.
- Drop a Check into the Middle Office Lock Box (Please notify us if you choose this option).
- Mail a Check to: Blueprints for Learning, 35 W Main Ave, Ste 110, Spokane, WA 99201.

There is a \$30.00 fee for returned checks due to insufficient funds in an account.

For families with two or more children enrolled:

A family discount of 10% off the oldest child’s tuition will be applied to the monthly bill for families whose children attend 3 or more days per week.



Payment in the Event of Absence

During any period of illness, family vacations, holidays or scheduled child care closures, full tuition still needs to be paid and guarantees your child's place will be held for him/her until he/she returns. No credit is given for missed days. Please notify the Center Director in advance if your child will be gone during family vacations.

Financial Assistance and Scholarships

Scholarships may be available to support with childcare tuition on a limited basis.

What to Bring: Your Child's First Day

Please be sure to dress your child in clothes that he/she can wear while playing indoors and outdoors. Clothes should be:

- Durable, washable play clothes (clothes that your child can get messy in!)
- Suited to the weather (including hats, mittens, boots when needed)

All children will need to bring the following items, labeled with their name:

- Two **full** changes of clothes
- Naptime items - blanket, stuffed animal, small pillow (we provide a cot and sheet)
- An entrée for lunch

Additional Requirements for Toddlers:

- Diapers and wipes
- Bottles, if applicable

If your child needs medicine or ointments of any kind, please check them in with the teacher when you arrive with your child. We will keep them in a separate place, out of reach of children (not in the child's cubby) with a signed Medication Authorization Form.

We will launder all sheets at the center; however, we will send home any soiled clothes daily and the child's nap blanket weekly for laundering.

Toys from Home Policy

We allow **one soft toy for naptime use only**. All other toys need to stay home.

When personal items are brought to school, they frequently get lost or broken. They can also cause disagreements and hurt feelings, and distract children from the wealth of materials and



experiences available to them at school. We have plenty of toys to play with and projects to work on at CBCC.

Please leave personal toys at home or in the car – *placing them in cubbies is not an option.*

Many toys are lost or broken when left in cubbies, and often there are arguments about toys from home sighted in children’s cubbies.

Here are some examples of toys and materials that should stay at home: *jewelry, action figures, commercial toys, movies, collectible cards, Barbie dolls, videos, videogames, violent books, tablets, iPods, cell phones, etc.*

Though it can sometimes be hard for a child to part with a cherished toy, our experience is that it’s much easier to do so before leaving home, rather than delaying that negotiation until you reach school.

You can say “no” to your child in a positive way when your child wants to bring toys to school.

Here are some suggestions:

- *“CBCC has an agreement: only one soft toy at school.”*
- *“CBCC has lots of school toys. This is a home toy.”*
- *“Toys from home stay at home.”*
- *“What’s your teacher’s agreement about toys from home?”*
- *“I will keep this toy safe for you, at home or in the car, until you leave school today.”*

Occasionally, children may want to bring a **special book, a photo, a great find from nature, or some other “treasure.”** We honor that delight and enthusiasm in children, and it is fine if your child brings a book, a natural object, or some other “big excitement” discovery.

Please consider that the classroom is a busy space, with lots of children, so you may want to think twice about delicate items or family heirlooms.



If we discover that a child has brought a toy from home, we will keep the item for him or her until pick-up time with a reminder that “our agreement at CBCC is that children leave their toys at home. We’ll keep that for you until you go home.”

Signing Your Child in and Out of Care

Children must be picked up and dropped off by a legal parent/guardian or an individual designated on the child’s approved pick up list. Children must be signed in and out, daily, using the Brightwheel App. CBCC is required by DCYF to collect signatures when a child is signed in or out of care. If CBCC staff has never met an approved pick up person, they will be asked to show their ID the first time that they pick the child up from care.

Permission for Free Access

At CBCC, parent involvement is strongly encouraged. Parents are welcome to have unscheduled access to their child at any time, during childcare hours. We invite you to visit the center, any time that your child is in care, to play with your child, volunteer in the classroom, observe your child interacting with others, or visit with staff. If you are interested in meeting with staff, please schedule an appointment ahead of time.

There are many great ways for parents to get involved. A few are as follows: nature walks, story time, arts and creative expression, science experiments, gardening, baking, sharing a special tradition or celebration, etc.

Communicating with Families

At CBCC, we strive for clear and open communication between families, staff, and children. It is the parent/guardian’s responsibility to read all written communications from the Teachers and Director, including posted signs, emails, personal communications, and to respond when necessary. An evolving daily curriculum board is posted at the entry of each classroom. It displays highlights of current projects/activities and periodic news from Teachers, the Director, and other families. Families are required to notify CBCC in writing of any important changes or information regarding their child’s health, attendance, schedule, etc.



Parent Only Phone Number

This is an un-published CBCC phone number for parents to use for direct access to center staff:

(509) 209-2596

Email Communications

At CBCC, we use email as a regular form of communication with families. Please provide us with your preferred email address(es), and keep us updated if they change. Each class has an email list from which the Teachers and the Director can email families. Families who do not use or regularly check email should inform the Director to ensure that hard copies of emails are distributed to them.

Brightwheel Communications

Brightwheel is an all-in-one software management system. We use this secure software to house child profiles, invoice for tuition, process ACH payments, to track attendance, to share important documents, and for daily communication with families, to name a few. Brightwheel is allows quick access for families to check in with their child's Primary Teacher.

Family Involvement

CBCC invites families to be involved in our program in a variety of ways. We welcome family input surrounding curriculum, at parent meetings, and by sharing your family story with us, to name a few. We place strong value on working together as partners in providing the best care and education for your children.

Staff and parents have opportunities for communication informally and formally, through daily routines, and during parent involvement opportunities throughout the year. Staff and parent communication includes:

- Sharing daily information regarding care and education of children.
- Sharing weekly classroom journals via email.
- Establishing arrival and departure routines which instill a sense of security and connectedness for the child.
- Posting parent notices about upcoming activities and events.



- Invitations for parents to join in projects that are occurring in each room by working on projects with us, or donating knowledge or materials for the project.
- Offering thrice yearly parent conferences to discuss each child’s development and portfolio.

There are a number of ways that parents can volunteer, most of which fall into one of these categories:

- **Staff support** - classroom cleaning, field trip attendance, sewing, washing and mending, etc.
- **School maintenance** - gardening, painting, carpentry, repairs, etc.
- **Fundraising**- Annual Fundraising Event, special events, grant writing, etc.
- **Oversight committees**- Board of Directors, Fundraising Committee, etc.

If you have a special skill that you would like to share with the school or classroom, please let your child’s teacher know. Maybe you can arrange a field trip to your place of work for a group of children, or bring in something special that relates to what the children are studying. The possibilities are endless, and *your contribution of time and energy helps bring you and your child closer as you become part of their world at school.* Please ask your child’s teacher if you need ideas for ways to become more involved.

We welcome your questions, feedback, and concerns at any time, and look forward to our journey together of creating a learning community that supports children, their families, and the people who care for them.

Conflict Resolution

While we will make every effort to proactively address problems or concerns before they arise, we recognize that conflicts are bound to occur at times. Because conflicts are an expression of different perspectives, they offer the possibility of deepening understanding between staff and families.

When you have questions or concerns about your child or our program, please feel free to address them with your child’s Primary Teacher, the Center Director, or the Executive Director



as appropriate. If the issue at hand may take some time to discuss, please give us advance notice so that we can schedule coverage for the classroom and arrange for a parent conference with your child's Primary Teacher. We will make every effort to resolve conflicts in a manner that recognizes our common ground – caring for each child in the best way possible.

Program Security and Entry

Our program's entry door is secure and has a coded key pad. All enrolled families are given the code and notified when the code is changed. If someone you do not recognize as affiliated with CBCC approaches the door as you do, please do not let them in. Say to them:

- "Please ring the doorbell to the left of the door and someone will come to help you."
- "I will get a staff member to help you."

Daily Routines and Schedules

Designed by the Primary Lead Teachers, each classroom schedule defines a predictable rhythm to each day, known as the Rhythm of the Day. However, the basis of decision-making regarding the schedule happens as teachers read children's cues to monitor interest levels and the flow of the classroom. CBCC teachers are happy to answer any questions about daily routines and schedules that you may have.

Please take into consideration that we spend a great deal of our time outdoors, creating, and exploring. Children are expected to come to care in clothing that is weather appropriate and exploration friendly.

Toddler Rhythm of the Day

Throughout the day, teachers support toddler's individual routines of eating, toileting, diapering, play and rest within the context of primary care. **All children should arrive prior to 10:00 to ensure we can leave on time for nature walk.**

7:30 am	CBCC Opens Parent Supported Handwashing on Arrival Open Play & Exploration
8:00-9:30	Morning Snack Offered Open Snack/Open Play & Exploration Post-Snack Tidy Up & Handwashing



9:00-10:00	Open Play & Exploration Care Routines (Diapering/Toileting)
10:00-10:30	Nature Walk/Outdoor Play & Exploration
10:30-11:15	Small Group Activities/Art Studio/Music Together Alternating Schedule See Classroom Bulletin Board for Schedule
11:15-11:30	Transition & Handwashing
11:30-12:30	Lunch Offered Care Routines Post-Lunch Clean-Up & Handwashing Rest Time Rituals (Books, Rhymes, Fingerplays, Singing)
12:30-3:00	Rest Time Quiet activities offered in the Atelier for children when they awake early Care Routines as children awake
3:00-3:15	Post-Rest Tidy Up Care Routines Handwashing
3:15-3:45	Afternoon Snack Offered Open Snack/Open Play & Exploration Post-Snack Tidy Up & Handwashing
3:45-4:30	Open Play & Exploration/Art Studio Care Routines
4:30-5:30	Outdoor Play & Exploration
5:30 pm	CBCC Closes

Note: Teachers stay within arm's reach of Toddlers during approved water play activities.

Preschool Rhythm of the Day

Throughout the day, preschoolers have free access to the classroom bathrooms to meet their toileting needs. **All children should arrive prior to 9:30 to ensure we can leave on time for nature walk.**

7:30 am	CBCC Opens Parent Supported Handwashing on Arrival Open Play & Exploration
8:00-9:00	Morning Snack Offered Open Snack/Open Choice, Play, & Exploration



	Post-Snack Tidy Up & Handwashing
9:00-9:30	Open Choice, Play, & Exploration Outdoor & Indoor Options <i>Play Outdoors, Writing/Message Center, Library, Sensory Table, Fine Motor, Art, Science, Math, etc.</i> Handwashing when returning from outside
9:30-10:00	Nature Walks/Morning Circle/Music Together Alternating Schedule
10:00-11:00	Project Work/Art Studio/Small Groups/Individual Choice Alternating Schedule
11:00-12:00	Open Choice, Play, & Exploration Outdoor & Indoor Options <i>Play Outdoors, Writing/Message Center, Library, Sensory Table, Fine Motor, Art, Science, Math, etc.</i> Handwashing
12:00-12:30	Lunch Offered Post-Lunch Clean-Up & Handwashing
12:30-1:00	Rest Time Story & Tuck-Ins Encouraged Toileting
1:00-3:00	Rest Time Quiet activities offered for non-resting children <i>Library, Fine-Motor, Writing/Message Center, Sensory Table, Etc.</i>
3:00-3:15	Post-Rest Tidy Up Encouraged Toileting Handwashing
3:15-3:45	Afternoon Snack Offered Open Snack/Open Choice, Play, & Exploration Begins Post-Snack Tidy Up & Handwashing
3:30-4:30	Open Choice, Play, & Exploration Outdoor & Indoor Options <i>Play Outdoors, Writing/Message Center, Library, Sensory Table, Fine Motor, Art, Science, Math, etc.</i> Handwashing
4:30-4:50	Afternoon Circle
4:50-5:30	Open Choice, Play, & Exploration Indoors Only
5:30 pm	CBCC Closes



Rest & Napping

Children rest in their classroom on cots for at least 30-45 minutes each day. Each child has his/her own sheet, provided by CBCC, and usually brings a favorite small blanket/pillow and soft toy from home. Staff will place blankets in the child's classroom cubby on Thursday (Toddlers) or Friday (Preschoolers) of each week so parents can take them home for washing. Make sure to bring them back on your child's next school day. Children generally start their rest time between 12:30 and 1:30, and get up between 2:30 and 3:00, depending on the age group. Quiet activities (books, quiet toys) will be provided for those children who do not need to sleep. Any variation in nap routine should be negotiated between parents and teachers. All staff who work in the Toddler Room will complete Safe Sleep Training annually.

Curriculum, Holidays, & Celebrations

At CBCC, curriculum is based on the rich context of our community, families, and staff. Young children are learning traditions and religious values from their families. Because there are many diverse traditions we would like to incorporate the celebrations of the families that we serve and not follow any specific religion or religious holidays. We will tone down the hype of many holidays with activities that are meaningful and relevant to children, at the time.

Because children are capable, enthusiastic learners, we believe that everything that happens in the classroom is a part of the curriculum. Curriculum is a dynamic process requiring the involvement of children, staff, families and community. In order to implement learning strategies that focus on the development of the whole child, our approach to curriculum is:

- **Relationship-based.**
- **Responsive** to the discoveries and ideas of children, staff, and families.
- **Emergent** from the spontaneous and observed interests of children, staff, and families.
- **Community-oriented**, connecting learning activities with friends, neighbors, and neighborhood.
- **Integrated**, including physical, social, emotional, cognitive, and language development, cultural awareness, and health and safety awareness.



- **Collaborative**, demonstrating shared learning among children and teachers.

Teachers set the stage for curriculum implementation by designing classroom environments that are home-like and inviting. The environment includes clearly defined learning areas, such as: imaginative play, art, blocks, writing, fine-motor, library, and sensory exploration. Learning areas are designed so that children can direct their own play. Large periods of time are given in order for children to sufficiently develop and explore their ideas. In addition to the indoor environment, teachers promote active learning in the outdoor environment, on a daily basis. Curriculum is carried out in the classroom environment through whole group, small group, and individual exploration. Parents are invited to participate in developing curriculum, volunteering in the classroom, and visiting their child throughout the day.

Music Together

Several of our teachers are certified Music Together in School specialists who teach music and movement classes weekly in cooperation with supporting classroom staff and teachers. Recordings, songbooks, and teaching materials are provided for classroom and home use with new curriculum introduced annually. At least twice each trimester, trained staff will host special family events called Family Jams at the end of the school day. Parents are always welcome to bring their child and join the weekly music classes even if the class day is not a regularly scheduled school day for their child.

Conferences, Assessments, & Developmental Screening Documenting and Sharing Children's Progress

Teachers are in regular communication with families about their child's pursuits, interests, and challenges. Teachers share with families informally on a weekly, if not daily basis. When scheduled in advance, teachers are available for conversations by phone or in person. In addition to this, teachers highlight children's learning and progress through documentation posted in weekly classroom journals, in children's individual portfolios, and in the group's weekly classroom journal notebook. Children's individual portfolios are present in the classroom and available for children and parents review at any time. Primary Teachers also



meet with families for conferences three times a year to review their child's progress and set goals for learning and development.

Observation and Assessments

Our Primary Teachers use Teaching Strategies Gold, a WaKIDS aligned assessment tool, for formal assessments twice per year before the January and June parent conferences and within 90 days of enrollment. This is the same assessment tool used at the Kindergarten level in all Washington state public schools. We use the results of observations and assessments to set goals for children in collaboration with parents/families. At the last parent conference of your child's pre-kindergarten year, teachers will provide parents with a copy of the assessment information to give to the Kindergarten teacher. Ongoing, informal assessments in the form of weekly journals and individual child portfolios (Journey Books) are maintained throughout the school year.

Developmental Screening

We are committed to completing the Ages and Stages Questionnaire (ASQ-3 and/or ASQ-SE) an approved developmental screening tool for every child within 45 calendar days of your child's first day of attendance. Families will be provided the age appropriate ASQ to fill out for their child. The child's primary teacher will also fill out an ASQ for each child and then meet with each family within 30 days for a 15-30-minute meeting to share the screening results. Parents will sign/date the ASQ Review Form as evidence that the screening information has been shared with them and these will be kept in each individual child file.

Your toddler-aged child (12-36months) will be screened bi-annually and your preschool-aged child (36months-Kindergarten) will be screened annually for the duration of their enrollment at CBCC. Screening results are shared during conferences following the Conference Schedule provided on page 20. With the screening tool and resource information, teachers can help identify potential developmental delays and if necessary connect families with services and/or a formal evaluation. We are committed to sharing screening results in your family's home language. If no member of our staff is fluent in your family's home language, we will outsource



for translation services (i.e. Refugee Connections, a bi-lingual family member, the school district, etc.) to the best of our ability.

Annual Conference Schedule

First Trimester (October)	Second Trimester (February)	Third Trimester (July)
<ul style="list-style-type: none">• Developmental Screening: ASQ-3 & ASQ-SE• Journey Books• Goal Setting	<ul style="list-style-type: none">• TSG Objectives for Development and Learning• Journey Books• Goal Setting/Review	<ul style="list-style-type: none">• TSG Objectives for Development and Learning• Journey Books• Goal Setting/Review

Plans for Child Specific Needs

If your child has special needs, or needs specific accommodations, DCYF approval is required.

The process is as follows:

- The licensee submits to licensing a written plan, signed by the parent or guardian, that describes how the child's needs will be met in the licensed child care; and
- The licensee has supporting documentation of the child's special needs provided by a licensed or certified:
 - Physician or physician's assistant;
 - Mental health professional;
 - Education professional;
 - Social worker with a bachelor's degree or higher degree with a specialization in the individual child's needs; or
 - Registered nurse or advanced registered nurse practitioner.
- The documentation, as described above, must be in the form of an:
 - Individual education plan (IEP);
 - Individual health plan (IHP); or
 - Individual family plan (IFP).

This plan details your child's needs; and ensures that the caregiver can support those needs.



Child Guidance & Disciplinary Procedures

Our first program goal is to establish and sustain reciprocal learning relationships between children, parents and teachers based on trust, acceptance, and positive regard. We believe that child guidance starts here. Relationship-based learning sets the stage for the specifics of child guidance techniques as outlined below:

Child Guidance Statement

To help children learn how to value social norms (expressed in routines, rules, and limits) that define our community and protect the rights of all, **we will:**

- Establish familiar routines during the course of the day
- Involve children in deciding on rules and limits
- Discuss reasons for rules and limits when necessary
- Provide options for children to correct inappropriate behavior

To help children learn how their identity shapes, and is shaped by, their learning community, **we will:**

- Facilitate conversations with children about how our choices impact each other
- Discuss the results and possible meanings of our actions together
- Explore new ways of interacting with each other

To help children learn how to fulfill their wants and needs, and to respect the wants and needs of others, **we will:**

- Maintain developmentally appropriate expectations of children
- Help children express wants and needs and problem-solve how to fulfill them
- Resolve conflicts by talking through each person's perspective and reaching equitable agreements

To help children learn how to experience emotions themselves, and about the emotional experience of others, **we will:**

- Model authentic and constructive emotional expression
- Give children options for identifying and expressing their emotions
- Build empathy in children by helping them understand the emotions of others



- Provide children with opportunities to ‘take a break’ from the classroom environment in order to express strong emotions in a safe place with a caring, familiar adult

Challenging & Disruptive Behaviors

If a child’s behavior is posing severe disruptions or is physically threatening to the safety of themselves, others, or the environment, the child’s Primary Teacher will call extra staff into the classroom to assist in helping the child regain self-control.

When patterns of challenging behaviors emerge, the following steps will be taken:

1. Teachers will evaluate together whether the physical environment, programmatic environment, or interactions are contributing to the problem, and how to change these to help modify behavior.
2. If the adjustments made within the center environments do not help, the child’s Primary Teacher will discuss the concerns with the child’s parent to identify possible causes and solutions for the behavior.
3. If the challenging behavior still persists, the Director, the child’s Primary Teacher, and the child’s Parent(s)/Guardian(s), will meet together to design a **behavior plan** detailing problem-solving techniques that can be used unanimously at the center and at home, if applicable. This plan may also include types of redirection, consequences, and skills the child needs to work on. Additionally, the behavior plan may include **referrals** to outside social service resources, if helpful. The plan will also include a **schedule** to regularly review how the plan is working and if **further action** is needed.
4. If, after taking the above steps, we feel that the situation is beyond the scope of our expertise, and it is found that the behavior of the child requires supervision beyond what we can provide, a final meeting will be set up with the Primary Teacher, Director, and Parent(s)/Guardian(s) to come up with suggestions for an alternate care setting for the child and an exit time line and process.

Prohibited Disciplinary Techniques & Actions

CBCC staff will not, or allow others to, under any circumstances, use:



- Corporal or demeaning punishment (hitting, spanking, pulling, pushing, grabbing, shaking, scolding, shaming, isolating, labeling)
- Time outs of a punishing nature (ex: child is asked to sit in a time-out chair for ten minutes)
- Physical restraint as a form of punishment or discipline;
- Mechanical restraints including, but not limited to, handcuffs and belt restraints;
- Locked time-out or isolation space;
- Bonds, ties, tape, or straps to restrain a child; or
- Physical restraint techniques that restrict breathing or inflict pain. These include, but are not limited to:
 - Restriction of body movement by placing pressure on joints, chest, heart, or vital organs;
 - Sleeper holds, which are holds used by law enforcement officers to subdue a person;
 - Arm twisting;
 - Pulling hair;
 - Choking or putting arms around the throat; or
 - Chemical restraint such as mace or pepper spray.

CBCC staff may not, or allow others, under any circumstances, to:

- Restrict a child's breathing;
- Deprive a child of:
 - Sleep, food, clothing, shelter, or physical activity;
 - Needed first aid; or
 - Required or emergency medical or dental care;
- Interfere with a child's ability to take care of his or her own hygiene and toileting needs; or
- Withhold hygiene care, toileting care or diaper changing to any child unable to provide such care for him or herself.



Child Abuse & Neglect Reporting Requirements

Please be aware that all CBCC Leadership, Teachers, Staff, and/or Volunteers are mandated reporters in the state of Washington and have been trained to recognize and report the following:

- Suspected child abuse and neglect to Division of Children and Family Services (CPS);
- Communicable diseases to the Spokane Regional Health District (SRHD) and all staff and parents; and
- Serious illnesses or hospitalization to the Department of Children, Youth, and Families (DCYF).

We are happy to address any questions regarding these reporting requirements.

Diapering & Toileting Policy

Generally, children who are in diapers or in the process of toilet training will be cared for in the Toddler Room and will transition to the Preschool Room when they are developmentally ready and able to use the toilet independently. However, there may be some situations when a child is ready to transition to the Preschool Room but still needs minor assistance with toileting.

We believe that it is important for teachers and parents to work together to create a plan for helping a child transition to using the toilet. Teachers in the Toddler Room will meet with parents to create an individual toilet training plan that works for each family.

Diapering will take place in a restroom with hot and cold running water. The child will be placed on a sturdy mat or changing table that is disinfected between uses. Staff will follow proper handwashing and disinfection procedures with the intent of protecting children from the spread of illness.

Diapers will be checked at least every two hours, and always changed when otherwise needed.

Meals & Preparation

General

- Snack menus will be prepared to provide children with a variety of proteins, grains, fruits and vegetables.



- Whenever possible, menus will use whole, organic foods with fresh, in season fruits and vegetables.
- Meals will be served family-style, with teachers and children sitting together.
- We cannot store extra food on site for children’s lunches. Food must be brought each day for that day’s meal.
- Water bottles encourage children to hydrate, which we support. Water bottles should be labeled with the child’s name and kept in the child’s cubby. Please do not send children to school with sugary drinks or any perishable fluids that could spoil if forgotten in their cubby.

Morning Snack

- If your child has not eaten at home, please be sure to bring them to the center in time to eat morning snack. We move on to Circle Time promptly at 9:30.

Lunch

- The center provides: a fruit, vegetable, and milk.
- Parents provide: a protein and a grain

Requirements for Lunch

The Department of Children, Youth, and Families (DCYF) requires that all licensed childcare centers adhere to the following meal guidelines, which are intended to ensure the nutritional well-being of all children in licensed care settings:

1. Lunches eaten at the center must contain:
 - Meat or other protein: 1 ½ oz. – parent provided
 - Bread or grain: ½ slice or ¼ cup – parent provided
 - Milk: ¾ cup – center provided
 - Vegetable and fruit: ¼ cup each – center provided
2. All food brought from home must be labeled with the child’s name or be in a lunchbox or bag labeled with your child’s name. In the Preschool room, lunch is kept in cubbies until mealtime. Please provide an ice-pack for cold items, or a warm pack or thermos for items to be kept warm. In the Toddler room, items may be refrigerated if needed.



3. The following list of foods cannot be given to children in our care because they are *choking hazards*. **Please do not include these items in your child's lunch:**

- Hot dogs, veggie dogs and corn dogs unless sliced in non-choking sizes
- Whole grapes (slice in half)
- Nuts
- Popcorn
- Raw peas
- Hard pretzels
- Meat larger than can be swallowed whole – about ½ inch square is recommended
- Carrots or other raw veggies larger than can be swallowed whole
- Peanuts or peanut butter in any form

4. Variety is a good way to ensure a well-balanced diet for your child, rather than bringing the same food every day.

5. Also, please avoid bringing your child to the center with gum or candy. We don't serve desserts from home – they will remain in your child's lunch box for at-home use.

Meal Time Schedule

Meal Served	Time Served
Morning Snack	8:15-9:15
Lunch	11:30-12:00 (Toddlers); 12:00-12:30 (Preschoolers)
Afternoon Snack	3:00

Please note: If your child needs alternative meals, due to special medical needs, special diets, religious or cultural preferences, or family preference, then a *Written Food Plan Form* must be completed and signed.

Food Allergies

If your child has food allergies or sensitivities, please let us know so that we can provide food substitutions of equal nutrient value to the menu.



If your child has food allergies, then a Food Allergy Form must be filled out, signed, and kept in your child's file. Allergy information will be kept secure and confidential, but in a convenient location for CBCC staff to reference as needed.

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Packed Lunch Ideas

Grains

- Whole Grain Bread
- Cornbread
- Bagels
- English Muffins
- Biscuits
- Spoon Breads
- Pita Pocket Breads
- French Rolls
- Tortillas
- Rice
- Other Cooked Grains or Pasta

Wraps & Sandwiches

- Wraps with protein and greens
- Bean & Cheese Burritos
- Egg/Tuna in pocket bread
- Baked beans in pocket bread
- Almond Butter/honey on tortilla wrap
- Turkey/Ham mayo lettuce on tortilla rolled up
- Tuna on bagel
- Nut butter and jelly sandwich
- Cream cheese on a bagel

Leftovers

Anything left over from dinner the night before, stored in an airtight container and ready to serve. A thermos or thermal bag is recommended for warm food because the center is not able to reheat food. We can also refrigerate and serve cold.

Fruits & Vegetables

Please feel free to add more fruits and vegetables (in addition to what we serve) that your child enjoys as you prefer!



Proteins

- Egg Salad
- Quinoa
- Tofu
- Refried Beans
- Bean Spreads/Dips
- Hummus
- Tempeh

Nut Butters

- Almond Butter
 - Sun butter
 - Other Non-Peanut Spreads
- We are a Peanut-Free Center**

Meats

- Ham
- Turkey
- Roast Beef
- Tuna Salad
- Chicken Salad

Dairy

- Yogurt
- Cheese
- Cream Cheese

Fun new sandwich and/or entrée ideas are always welcome. Please share!

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Field Trips & Walks

Because our curriculum is community-based, teachers will take children on walks frequently to connect learning to friends, neighbors, and places in the community. For example, a walk to the local farmer's market may be scheduled to purchase vegetables for a food activity. Similarly, field trips may be scheduled to extend learning experiences.

The richness of our urban environment means that most field trips will be by walking or by-bye buggies. Parents are always welcome to participate in field trips and walks. Most field trips/walks are planned and will be announced in advance but sometimes wonderful spontaneous opportunities arise. **Please bring your child to school by 9:30 each day so that we may take advantage of these opportunities. If you are going to arrive later than 9:30, please give us a call.**

To promote safety on our community walks, staff will always travel with:

- Emergency contact information for each child.
- Medical records.
- Immunization records.
- Individual medications for children who have them.
- Medication administration log; and medication management plan.
- Complete first aid kit.
- Current First Aid/CPR Certification.
- A working cell phone.

Transitions

Transitions are a time of great excitement. They mark special milestones in a child's early years that are truly worthy of celebration. However, where there is transition, there is change, and change can come with many questions, emotions, and boundless anticipation. That is why we take great care to bring families into the transition experience. At CBCC we value collaboration between teachers, children, and families, creating a rich transition experience that is responsive to the individual needs of each child and family. From transitioning in as a new student, to



transitioning from the Toddler Room to the Preschool Room, to graduating and preparing for the transition to Kindergarten, or exiting the program for any reason, we partner with families every step of the way.

Free Access: Staff Training & Professional Development

Teachers and Staff at CBCC are committed to continuing education and professional development. Parents and/or guardians have the right to request access to staff training and professional development records.

Pet & Animal Policy

Pets will be permitted on site when they are housed in cages or tanks. A teacher will be designated with primary responsibility for pets in the classroom, and will set up a schedule for cleaning cages and tanks. Children and staff will wash hands after handling pets. We welcome the visitation of family pets when plans are pre-arranged with teachers and the following guidelines are met:

- Visiting animals have documentation from a veterinarian or an animal shelter to show that the animals are fully vaccinated (if the animal should be so protected) and that the animal is suitable for contact with young children
- Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals
- Program staff make sure that any child who is allergic to a type of animal is not exposed to that animal.
- Reptiles are not allowed as classroom pets because of the risk for salmonella infection.

Information on current pets in our center and potential health risks will be provided to families upon enrollment.

Emergency Preparedness & Health Care Plans

CBCC will keep, on the premises, a three-day supply of food, water, and medications required by individual children for use in a disaster, lockdown, or shelter-in-place incident.



Disaster Response Plan

CBCC has a written Disaster Response Plan that is practiced quarterly. This plan is reviewed annually by parents and is available for access any time on our website at: blueprints4learning.org/current-families/

Injury, Medical, or Dental Emergency Plan

Minor Injuries:

For injuries that require first aid only, a *Written Incident Report Form* will be filled out and signed by a member of CBCC staff and the parent/guardian. Record of the incident will be kept in the child's file. Parents may request a copy at any time.

Injuries Requiring Professional or Medical Treatment:

If a **medical emergency** occurs, center staff (preferably your child's Primary Teacher) will take the following steps:

- 911 will be contacted, if applicable; and their recommendations will be followed;
- First Aid will be administered;
- The child's parent or guardian will be contacted;
- The Department of Children, Youth, and Families will be contacted;
- An incident or injury report will be written by center staff, signed by the parent/guardian, and submitted to licensing within 24 hours.

If center staff cannot contact the child's parent/guardian, they will call the emergency contact numbers provided at enrollment. When possible, a center staff member will travel with a child to the hospital and remain with them until their parents or other emergency contact arrives.

If a **dental emergency** occurs, CBCC staff will contact the parent/guardian to transport their child to the dentist. Staff members will follow the *Dental Emergency Procedures* as described in our *Health Policy* to protect a child's tooth, if necessary. If center staff cannot contact the child's parent/guardian, they will call the emergency contact numbers provided at enrollment.

Medication Management

Parent/Guardian Consent Required:



1. Medication will only be given with prior written consent of the child's parent/legal guardian. This consent (The Medication Authorization Form), will include the child's name, the name of the medication, reason for the medication, dosage, method of administration, frequency (can NOT be given "as needed"), duration (start and stop dates), special storage requirements, and any possible side effects (use package insert of pharmacist's written information).
2. A parent/legal guardian will be the sole consent to medication being given, without the consent of a health care provider, if and only if the medication meets all of the following criteria:
 - The medication is over-the-counter and is one of the following:
 - Antihistamine
 - Non-aspirin fever reducer/pain reliever
 - Non-narcotic cough suppressant
 - Decongestant
 - Ointments or lotions intended specifically to relieve itching or dry skin
 - Diaper ointments intended for with "diaper rash", and
 - Sunscreen for children over 6 months of age
 - The medication must be in the original container and labeled with the child's name.
 - The medication must include instructions and dosage recommendations for the child's age and weight on the original label or box.
 - The medication cannot be expired.
 - The medication duration, dosage, and amount to be given may not exceed label-specific recommendations for how often or how long to be given to the child.
3. For Sunscreen and Diaper Ointment: the written consent may cover an extended time period of up to 6 months.
4. For all other Medications: the written consent may only cover the course of the illness.
5. Over the counter medications will be sent home at the end of each week.



Healthcare Provider Consent Required:

1. A licensed Health Care Provider's consent, along with parent/legal guardian consent, will be required for prescription medications and all over-the-counter medications that do not meet the above criteria (including vitamins, supplements, and fluoride).
2. A Health care Providers' written consent must be obtained to add medication to food or liquid.
3. A licensed Health Care Providers consent may be given in 2 different ways:
 - a. The health care provider's name is on the original pharmacist's label (along with the child's name, name of the medication, dosage, frequency (can NOT be given "as needed"), duration and expiration date); or
 - b. The health care provider signs a completed *Medication Authorization Form*.

Immunizations

Current immunization forms must be completed before a child's first day of care. Parents are required to contact center staff any time their child receives new immunizations so we can keep their records accurate and up to date.

Sick Child Policy

Children with any of the following symptoms will not be permitted to remain in care:

1. **Fever** of at least 100° F under the arm (auxiliary) **and** who also have one or more of the following:
 - Diarrhea or vomiting
 - Earache
 - Headache
 - Signs of irritability or confusion
 - Sore Throat
 - Rash
 - Fatigue that limits participation in daily activities
2. **Vomiting** on 2 or more occasions within a 24-hour period.
3. **Diarrhea**: 3 or more watery stools within a 24-hour period or any bloody stool.



4. **Rash**, especially with fever or itching.
5. **Eye discharge or conjunctivitis (pinkeye)**: child needs to see primary or urgent health care provider for evaluation. If diagnosed with pink conjunctivitis/pink eye, the child will need to be treated with antibiotics for a full 24 hour before returning to CBCC. The health care provider should provide a note to CBCC if child does not have pink eye and is free to return directly to school.
6. Sick appearance **not feeling well and/or not able to keep up with program activities**.
7. **Open or oozing sores**, unless properly covered and 24 hours has passed since starting antibiotic treatment, if treatment is necessary.
8. **Lice or scabies**: for head lice, children and staff may return to child care after treatment and no nits. For scabies, return after treatment.

Guidelines for Returning to Care After Illness

Vomiting

- Child is free from vomiting for at least 24 hours
- Child's appetite has returned to near normal and child feels well enough to participate in program activities.

Diarrhea

- Child is free of diarrhea for at least 24 hours and has had at least one normal stool
- Child is well enough to participate in program activities

Fever

- Child should be free from fever without fever reducing medication for at least 12 hours
- Child is well enough to participate in program activities

Specific Illnesses

Many specific illnesses have their own guidelines for when a child can return to care. The program will provide those guidelines as needed. Please direct questions to the Center Director when in doubt.



Immunization Tracking

We keep track of each child's immunization status. Each child must have immunization information submitted before the first day of care at CBCC. Immunization records are stored in the child's file; and are regularly reviewed by the Program Director or Executive Director. Requests for updates are made, as needed. Parents are required to provide updated immunizations as often as needed, based on the child's immunization schedule. Parents/Guardians may have access to their child's file, at any time, upon request. Files are reviewed and updated three times per year.

Infection Control Methods

CBCC strives to provide a clean, safe learning environment for children in care. A large part of this is teaching children how to properly wash their hands.

Children and Caregivers will wash their hands using the following methods:

- Wet hands with warm water.
- Apply soap to the hands.
- Wash Hands.
- Rinse hands.
- Dry hands with a paper towel, single-use cloth towel or air hand dryer.
- Use a paper towel to turn off the water.

*Written permission from the parent/guardian is required for use of hand sanitizers. Hand sanitizers will be used as an alternative **ONLY** when adequate hand washing facilities are not available.*

Cleaning, Sanitizing, and Disinfecting

Laundry

"Disinfect" or **"disinfecting"** means to eliminate virtually all germs on a surface by the process of cleaning and rinsing, followed by a chlorine bleach and water solution of one tablespoon of chlorine bleach to one quart of cool water, allowed to stand wet for at least two minutes.

- All nap blankets, sheets, and dress up clothes will be washed **at least weekly**.



- Laundry will be washed with the following detergent: Blueland brand Laundry Tablets: Eco-Friendly Laundry Detergent
- For disinfecting purposes:
 - Laundry will be temperature controlled; and
 - Clorox Brand Chlorine Bleach will be used.

Sanitizing Toys

"Sanitize" means to reduce the number of microorganisms on a surface by the process of:

Cleaning and rinsing, followed by using a chlorine bleach and water solution of three-quarters teaspoon of chlorine bleach to one quart of cool water, allowed to stand wet for at least two minutes.

Toys will be cleaned and sanitized:

- Before a child plays with a toy that has come into contact with another child's mouth or bodily fluids;
- After being contaminated with bodily fluids or visibly soiled; or
- Not less than weekly when the toys have been used by the children.

CBCC will use the table provided in the Washington Administrative Code to ensure that proper sanitizing and disinfecting procedures are being followed with the safety of the children in mind.

Clorox Brand Chlorine Bleach will be used at CBCC for sanitizing and disinfecting purposes.

Blood Borne Pathogens

All Leadership, Teachers, and Staff at CBCC have the potential for exposure to blood borne pathogens; and blood borne pathogen training is required.

In the event of a bodily fluid spill, staff will:

- Secure the area from children until clean-up and disinfection is completed.
- Put on disposable gloves to prevent contamination of hands.
- Wipe up the spill using paper towels or absorbent material and place in plastic garbage sack.



- Thoroughly spray all contaminated surfaces with bleach disinfection solution.
- Disinfect all non-disposable cleaning materials used, such as: mops, towels, and scrub brushes by saturating with bleach solution and air drying.
- Remove gloves and place in plastic garbage bags with all soiled, disposable, cleaning materials.
- Double-bag and securely tie-up plastic garbage bags and discard in trash receptacle.

Wash hands thoroughly following the standard hand washing procedure.

Substance Use Policy

CBCC is committed to providing a safe, healthy learning environment for the children in our care. The use of tobacco products, cannabis products, vapes, alcohol, and illegal drugs is strictly prohibited:

- Inside the Community Building Children’s Center,
- In any outdoor or indoor licensed space,
- Within 25 feet of any entrance, exit, window, or ventilation intake of the building or play yard; and
- During Nature Walks or Family Engagement Events, whether outdoor or indoor.

It is CBCC policy that no tobacco products, cigarettes, cigars, cannabis products, vapes, disposal containers, alcohol, illegal drugs, or otherwise are permitted on the premises. Additionally, staff, parents, family members, and visitors are prohibited from being on the premises if they are under the influence of alcohol, cannabis products, illegal drugs, or any other substances that result in inebriation of any kind.

Parent Handbook Acknowledgment

I have read, understand, and commit to following the policies and procedures of the Community Building Children’s Center as outlined in their Parent Handbook.

Parent Signature _____ Date _____

Teacher’s or Director’s Signature _____



Community Building Children’s Center Permission Authorization Form

Child’s Name: _____ Date of Birth: _____

Community Building Children’s Center has my permission to:	Yes	No
Take my child on walks.		
Take my child to the Riverfront Park Stream (located between the new Providence Playscape and the River) for play, exploration, and a chance to cool off.		
Allow my child to play in the central fountain in our play yard.		
Take photographs/video of my child (used for documentation, assessment, training, etc.).		
Share photographs/video of my child, for quality improvement rating purposes, with Early Achievers Coaches through the Washington State Coach and Educator Community Interface (CECI).		
Give my telephone number and email address to other parents.		
Obtain emergency medical care for my child.		

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____