

Community Building Children's Center

Parent Handbook

3/1//2017

Welcome to Community Building Children's Center. Our mission is *to create a learning community that supports children, their families, and the teachers who care for and educate them*. We invite you to join us in making this mission a reality for all of us. If you have any questions about our philosophy or policies, please let us know.

Our philosophy of providing care and education for your children is explained below in our vision statement, program philosophy and goals. Following these statements you will find information regarding our policies and program operation.

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.

By doing so, we create a community of compassionate people with children at its center.

Program Philosophy & Goals

Each of us is a lifelong learner. As children, we learn best when our own unique way of seeing the world is 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, and dramatic play;

- ❖ To utilize holistic curriculum approaches which integrate physical, social, emotional, cognitive, and language development, cultural awareness, and health and safety awareness;
- ❖ Children will experience growth in all developmental domains as recorded and shared using our on-gong observation and assessment system;
- ❖ To design inviting, home-like, and beautiful learning environments 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 educational staff through ongoing training and 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 which facilitate a consistent exchange of ideas and experiences regarding the care and education of their children and use yearly family surveys to evaluate the effectiveness of our program in meeting this goal;
- ❖ To engage in community advocacy for policies that establishes best practice as the foundation in early care and education.

Program Description, Ratios, and Group Size:

Community Building Children's Center is a child care and education center licensed for 29 children. The toddler program consists of 9 children from 12 to 36 months of age organized into primary care groups of 1 teacher with 4 or 5 children. The preschool room consists of 20 children from 3 to 5 years of age with 3 primary teachers. Minimum staffing requirements are two staff members on site at all times during operating hours; two teachers per group of nine for the toddler room and three teachers per group of 20 in the preschool room.

Integral to the Community Building Children's Center program is the Blue Prints for Learning Training Institute. Blueprints for Learning staff offers childcare staff on-going training and professional development opportunities. Both organizations work together on operational planning, staff development, community involvement, and assessing program effectiveness.

Primary Care

All lead teachers have a group of children with whom they are in primary relationship. Their primary care teacher supports self-care routines such as eating, napping, diapering, and toileting for each child. Individual goals are also developed, documented, and

assessed by your child's primary teacher. Your child's primary teacher will meet with you for conferences in January, June and October of 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.

Schedule & Routines:

Community Building Children's Center is open from 7:30 am to 5:30 pm. Each classroom follows its own schedule, designed by the lead teachers. The classroom schedules define a predictable rhythm to each day; however, the basis of decision-making regarding scheduling happens as teachers read children's cues to monitor interest levels and the flow of the classroom.

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.

Preschool Schedule:

- 7:30 – 8:00 Arrival
- 8:00-9:00 All areas open and snack is offered (purple carpet closes 8:45 to transition to outside)
- 9:00-9:30 Outside/Inside Choices: writing/message center, library, sensory table, fine motor, art, science, math
- 9:40-10:00 Morning Circle: music/movement, news/discussions, games, stories, make choices for choice time
- 10:00-11:00 Morning Choice/Play Time: project work, small groups, studio, individual choice (play includes all centers)
- 11:00-11:30 Group 1 outside
Group 2 continues morning choices
- 11:30-12:00 Group 1 free play and help prepare for lunch
Group 2 outside
- 12:00-12:30 Lunch
- 12:30-12:50 Story time and toilet time
- 1:00-3:00 Rest – Quiet activities in studio, library, fine motor, writing/message and sensory table for those awake.
- 3:00-3:15 Snack
- 3:15 -3:50 Group 1 outside
Group 2 inside choices
- 3:55-4:30 Group 1 inside choices
Group 2 outside
- 4:30-5:30 Afternoon Circle and Choices

Toddler Schedule:

Throughout the day, teachers support toddler's individual routines of eating, toileting, diapering, play and rest within the context of primary care.

7:30 a.m. Center Opens

Goodbyes/Open Explore and Play

8:15-9:30 Morning Snack Served

Open Snack and Open Explore and Play

9:30-10:00 Transition & Open Explore and Play

Diapering/Toileting, Clean Up & Dressed for Outside or Lobby
Alternating Thursdays/Fridays Music Together class with Heather

10:00-11:00 Outdoor Play/Lobby Play/Small Group Activity

11:00-11:30 Indoor Play

Diapering/Toileting/Open Explore and Play

11:30-12:30 Lunch Served/Clean Up

After eating children take care of dishes, wash hands
Diapering/Toileting, Books, Rhymes, Finger Plays & Singing

12:30-3:00 Quiet Time/Napping

Children who wake early are taken to the lobby for open explore and play

3:00-3:30 Afternoon Snack

Upon finishing Snack, Children Wash Hands
Diapering and Toileting

3:30-4:30 Open Explore and Play & Small Group Activities*

*In Art Studio

4:30-5:20 Outdoor Play

5:20-5:30 Clean Up/Center Closes

Curriculum

Holidays and Celebrations

Curriculum is based in 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 we serve and not follow any specific religion or religious holidays. We will tone down

the type 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 dramatic play, art, and blocks. Learning areas are designed so that children can direct their own play, and 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.

Developmental Screening

We are committed to completing the Milestone Checklist*, an approved developmental screening tool on every child with 90 days of enrollment. Families will be provided the age appropriate Milestone Checklist to fill out on their child. The child's primary teacher will also fill out a Milestone Checklist 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 Milestone Checklist as evidence that the screening information has been shared with them and these will be kept in each individual child file. 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.

Documenting Children's Progress

Teachers are in regular communication with families about their child's pursuits, interests, and struggles. Teachers share with families informally on a weekly, if not daily basis. When scheduled in advance, teachers are available for formal conversations by phone or in person. In addition to this, teachers highlight children's learning and progress

through documentation posted in daily/classroom journals, in children's individual portfolios, and in the group's daily/classroom journal notebook. Children's individual portfolios are present in the classroom and available for child and parent review at any time. Primary teachers also meet with families for conferences three times a year to review their child's progress. Our primary teachers use the Teaching Strategies Gold/WaKIDS 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. At the last parent conference of your child's pre-kindergarten year (usually in June), teachers will provide parents with a copy of the assessment information to give to the kindergarten teacher.

* Starting in 2017, primary teachers will schedule a third parent conference each October to share each child's individual portfolio (Journey Book) with parents.

Music Together

Music Together specialists teach music and movement classes weekly in cooperation with our classroom teachers. Recordings, songbooks, and teaching materials are provided for classroom and home use with new curriculum introduced three times yearly. In addition, there is a small additional charge for materials for home, payable to CBCC, who will in turn pay Music Together. Each trimester, Music Together will host two special parent events called Family Jams at the end of the school day. Parents are always welcome to join their child at the weekly music classes even if the class day is not a regularly scheduled school day for their child.

Child Guidance/Discipline

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, outlined below.

Community Building Children's Center Child Guidance Statement

In order 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

In order 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

In order 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

In order 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

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

1. If the adjustments made within the center environments do not work, the teacher will discuss the concerns with the child's parent to identify possible causes and solutions for the behavior.
2. If the challenging behavior still persists, the child's teacher, parent, and the director will design a behavior plan which details problem-solving techniques 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. 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.
3. If after taking the above steps, we feel a situation is beyond our expertise and it is found that the behavior of the child requires supervision and expertise beyond our scope, a final meeting will be set up with the primary teacher, director and parents to come up with suggestions for an alternate setting for the child and exit time line and process.

If a child's behavior is physically threatening to self, others, or the environment, the child's teacher will call extra staff into the classroom to assist in helping the child regain self-control.

The following discipline techniques are not acceptable under any conditions, and may be grounds for remedial action with staff or termination of employment:

- 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 of a punishing nature

Enrollment Process

During registration and enrollment, parents may meet with the 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 care teacher and/or director. The teacher and parents will discuss information regarding the child and the classroom as the enrollment packet is completed, which is required before the child's first day of attendance, including the following forms and information about the program:

- 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 \$100 registration fee is due at time of enrollment and on an annual basis due on each family's enrollment anniversary date.

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(ren) visit together, and during the second, the child visits for 1-2 hours alone, then with the parent when they return. 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.

Community Building Children's Center accepts all children regardless of race, sex, national origin, religion or disability.

Rates and Fees

Priority for enrollment will be given to parents who work in The Community/Saranac Buildings, and enrollment will be on a first come first serve basis. There are a limited number of part-time slots in the pre-school and toddler rooms.

Scholarships may be available for childcare on a limited basis. Tuition rates are in the table below. A late fee of one dollar per minute after 5:30 pm will be added to the bill. Billing will occur on the first of each month, and payment is due within 5 days of billing dates. A late fee of \$25 may apply if tuition is received after the 5th calendar day of each month. Payment may be made by cash or check. We require two weeks prior written notice before withdrawing your child from the center.

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.

Please see our website for current tuition rates.

Your child's first day – what to bring and routines to follow

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)
- Sandwich for lunch

Toddlers also require:

- 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 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 monthly on the last Friday of each month.

Program Security and Access

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

Confidentiality

We shall treat child assessment information confidentially and share this information only when there is legitimate need for it. Disclosure of children'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). Children's files and assessment information will be locked in a filing cabinet.

Toys from Home

Our toy policy is one soft toy for naptime use only. 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. Here are some examples of what not to bring: jewelry, games, action figures, collectible cards, Barbie dolls, videos, videogames, violent books, etc. Here are some suggestions for how to say "no" to your child in a positive way, when your child wants to bring toys to school:

- "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's fine if your child brings a book or a natural object or some other "big excitement." 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. We ask that your child never bring action figures or commercial toys, games, or movies. If a child does bring such items, we will keep it 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." It is not an option for children to leave toys in their cubbies or mailboxes. Many toys are lost or broken when left in cubbies, and often there are arguments about

toys from home sighted in children's cubbies. Though it's sometimes 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.

Arrival and Departure

Parents are required to sign their complete signature when they pick up and drop off their child (children) daily. Parents must give written permission for other adults to pick up their child before children will be released to other adults. Center staff may ask adults who are new to the center to provide us with picture ID when they arrive to pick up children.

Health standards require that all staff and children wash their hands as they arrive at school. Parents can help by incorporating this hand-washing task into each child's arrival routine by washing your hands with your child as soon as you arrive in the morning. During the warmer/sunnier time of the year (May-September), please apply sunscreen in the morning at home, as part of your child's "getting dressed" routine. If you forget at home, you can apply the sunscreen at school upon arrival.

Arrival and departure is a good time to talk with your child's primary care teacher to find out how your child's day went, or to share with your child's teacher how their evening and morning routines went. Please let us know when you have questions or concerns about your child's care.

Holidays/Center Closures

Parents will receive at enrollment or in July of each year a schedule of program closures and early dismissal days for the upcoming school year. CBCC will be closed for 10 holidays each year and six staff development days, two of which are scheduled on Presidents' and Veterans' Days. In addition, the program will schedule six early dismissal days throughout the year for staff meetings.

Holidays Closed

- Labor Day
- Thanksgiving day and the day after
- Christmas day plus two other days to be announced each year
- New Year's
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day

Snow Day Closure

The center will follow Spokane Public Schools concerning closures for snow days or other inclement weather. Listen to local television in the morning when weather is

especially bad. If Spokane Public Schools are closed, Community Building Children's Center will also be closed.

CBCC Food Program

Food will be served at the following times:

Morning Snack: 8:15-9:15

Lunch: 11:30-12 for toddlers, 12-12:30 for preschoolers

Afternoon snack: 3:00

Snack bags to go: 4:30-5:30

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 your child's lunches. Please bring the food each day for that day's meal.
- Water bottles encourage children to hydrate, which we support. Please label with your child's name. Water bottles will be kept in cubbies. Please do not send children with any sugary fluids or anything that will spoil in the cubby.

Morning Snack: 8:15-9:15

- If your child has not eaten at home, please be sure to bring them to the center in time to eat this 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

Here are the Washington State Department of Early Learning licensing requirements that are intended to ensure your children's nutritional wellbeing.

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. We have up to 20 children's lunch food in the fridge on any given day and labeling helps us insure that each child receives the correct lunch.

3. The following list of foods cannot be given to children in our care because of 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 insure 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.

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.

Ideas for what to pack for lunch

Grains:

- Whole grain bread • Cornbread • Bagels • English Muffins • Biscuits • Spoon Breads • Pita Pocket Breads • French Rolls • Tortillas • Rice • Other cooked grains and pasta

Proteins:

- Nut Butters: Almond Butter • Sunflower Nut Butter etc. (We are a peanut free center)
- Dairy: Cream Cheese • Swiss, Cheddar, American, Colby or Provolone cheese
- Meats: Ham • Turkey • Roast Beef • Tuna Salad
- Other: Egg Salad • Quinoa • Tofu • Refried Beans • Bean Spreads/dips • Hummus • Tempeh

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.

Wraps and 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

Fruits and Vegetables

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

Parents if you have any fun sandwich or entrée ideas please share!

Pesticide Free Policy

For children's safety, we do not use pesticides and use only chemical free, organic fertilizers on our planting beds.

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 immunized (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.

Naps

Children rest in their rooms 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 the last Thursday or Friday of the month so parents can take them home for washing. Make sure to bring it back to school 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.

Field Trips and 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 bye-bye buggies. Via the sign-in sheet, parents are asked to give permission each day for their child to go on a walk. 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 have 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:

- a cell phone
- first aid kit
- children's emergency information and medical release forms

Diapering and Toileting

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 when they are 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.

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.

Following an illness or injury, children will be readmitted to the program when they no longer have the above symptoms and no longer have significant discomfort.

Medication Management

Parent/Guardian Consent

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 is in the original container and labeled with the child’s name; and
 - The medication has instructions and dosage recommendations for the child’s age and weight; and
 - The medication is not expired; and
 - The medication duration, dosage and amount to be given does not exceed label-specific recommendations for how often or how long to be given.
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.

Health Care Provider Consent

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:
 - 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
 - The health care provider signs a completed Medication Authorization Form.

Immunizations

Current immunization forms must be completed before the child begins in care. Please contact us to update immunizations as your child ages.

Medical & Dental Emergencies

If a medical emergency should occur with your child, center staff (preferably your child's primary care teacher) will first call 911, then call you. If center staff cannot contact you, they will call emergency contact numbers that you have provided us with. Center staff will travel with your child to the hospital and will remain until the parents arrive. Center staff will complete an incident report to be reviewed and signed by the parent within 24 hours.

If a dental emergency should occur with your child, center staff will call you to transport your child to the dentist. Staff members will follow the Dental Emergency procedures described in our Health policy for your child and their tooth until you arrive. If center staff cannot contact you, they will call emergency contact numbers that you have provided us with and have them transport your child to the dentist.

Disaster Response Plan

Community Building Children's Center has a written Disaster Response Plan that is practiced quarterly. This plan is reviewed annually by parents and is available for your review at any time in the Parent Information Notebook available in the parent library at the entrance to the center and on the program's website blueprints4learning.org

Center Reporting Requirements

Please be aware that as child care center staff, we are required to report the following:

- Suspected child abuse and neglect to Division of Children and Family Services (CPS)
- Communicable diseases to the Health District, and all staff and parents
- Serious illness or hospitalization to the Department of Licensing

If you have any questions regarding these reporting requirements, we would be happy to address 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 care teacher or the Center 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 care 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.

Communicating with Families

At Community Building Children's Center, 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, and personal communications, and to respond when necessary. An evolving daily curriculum board posted at the entry of each classroom shows highlights of current projects and activities, and periodic news from teachers, the director, and other families can also be found in the in the Sign-in binder. Families please notify CBCC in writing of any important changes or information regarding your child's health, attendance, schedule, etc.

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 director can email families. If you do not use email or regularly check it, please inform the director to ensure that hard copies of emails are distributed to you.

Family Involvement

Community Building Children's Center invites parents to be involved in our project in a variety of ways. We welcome your input on curriculum, at parent meetings, and by sharing with us your family story. 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 notes regarding care and education of children
- 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
- Displaying documentation of children's work in our environments
- Offering trice 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.
- **Fund-raising** - The Great Spokane Art Party, 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.

Parent-only phone number

This is the un-published number for CBCC so parents can always have direct access – 209-2596.

Non-Discrimination Policy

CBCC will maintain and conduct all practices relating to enrollment, discipline, and all other terms and benefits of our child care services provided in a manner which does not discriminate against any child, parent or family on the basis of race, color, national origin, immigration status, religion, age, marital status, sex, sexual orientation, gender identity, socioeconomic status, disability, religion, or veteran status.