

Community Child Care Center



Parent Handbook



Dear Parents,

Welcome to the Community Child Care Center! This handbook should be kept as a reference as we know questions will come up throughout the year. We have included answers to the most common questions that we receive.

Community Child Care Center (C.C.C.C.) operates four different types of programs for children: Early Head Start (EHS), Head Start (HS), Early Childhood Education Assistance Program (ECEAP), and tuition-based child care. Our central office is located in Pullman. This handbook has been developed to encompass all C.C.C.C. programs. Because these programs have some slight differences between them, you will find some sections within the handbook that are specific to the program your child is enrolled in. If you do not see the answer, you are looking for or do not understand the answers provided, please feel free to contact us.

- **EHS / Head Start** – are federally funded programs, providing comprehensive child and family services to qualifying income and age eligible children and families at no charge.
 - *EHS (Early Head Start)* is provided throughout Whitman County. This Home-Based program option provides comprehensive services for pregnant moms, infants, and toddlers up to age 3. Details of the home based EHS program are contained in a separate parent handbook.
 - *Head Start* operates in Pullman and Colfax, focusing on developing school readiness and social/emotional skills in children. This preschool program offers half day sessions, Monday – Thursday, during the school year.
- **ECEAP** – is the Washington State funded preschool program, which was modeled after Head Start and provides similar services. ECEAP offers a variety of program options in Pullman, Colfax, Rosalia, St. John, Endicott, Tekoa, Palouse, and Garfield during the school year.
- **Child Care** – is our parent paid tuition-based program and is located in Pullman (ages 1 year and up) and Colfax (ages 3 years and up). There is a variety of scheduling options, including half day preschool, full day care, and after school programs.

All Community Child Care Center centers have received National Association for the Education of Young Children (NAEYC) accreditation. NAEYC is the nation's largest organization of early childhood educators / professionals, and accreditation has long been recognized as the gold mark in high quality early childhood programs. Only 5 percent of centers reach accreditation nationwide, and we are the only NAEYC accredited center in Whitman County. CCCC fully participates in our Washington State QRIS (quality rating and improvement system) Early Achievers and has been rated at a level 4 of 5.

We respect your role as your child's first and foremost teacher, and will work in partnership with you to develop an individualized program for your child. We also focus on the family as a whole. Our agency has three family outcomes that we hope all families attain through connection with our program: 1) to become more knowledgeable about your child's development and actively involved in their educational program, 2) to personally benefit through participation in our education workshops and other parent planned involvement opportunities, and 3) to become more informed of the community resources that are available to help meet your family's needs.

We welcome applications from all families!

Mary McDonald, Executive Director

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PROGRAM SITES

Greyhound Way Center (HS/EHS/ECEAP)
530 NW Greyhound Way
Pullman, WA 99163

Ph: (509) 334 - 9290
Toll Free: (877) 909 – 7005
Fax: (509) 332 - 5108

St. James Center
1410 NE Stadium Way
Pullman, WA 99163
Child Care/ECEAP/School Age Care

Ph: (509) 332 - 7005
Fax: (509) 332 - 8436

Colfax ECEAP/Child Care Center
Jennings Elementary School
1207 North Morton
Colfax, WA 99111

Ph: (509) 397 - 3335
Fax: (509) 397 - 6741

WEB SITE ADDRESS

www.community-childcare.org

COMMUNITY CHILD CARE CENTER ADMINISTRATIVE TEAM

Executive Director	Mary McDonald
Fiscal Manager	Jean Wilkinson
Colfax ECEAP / Child Care Site Manager	Jason Fernandez
St James ECEAP / Child Care Site Manager	Lisa Cates
St James Administrative Assistant	Kelsey Davis
Greyhound Way Administrative Assistant	Kristen Creswell
Education Program Manager Head Start / ECEAP	Roanne Chapman
Family Services Program Manager Head Start / ECEAP	Stacey Grzybowski
Enrollment and Recruitment Specialist Head Start / ECEAP	Mona Younes
Health and Nutrition Manager Head Start / ECEAP	Tamara Boling

MISSION STATEMENT

The mission of Community Child Care Center is to promote each child's development by providing high quality early childhood education and care, and develop family partnerships.

VALUE STATEMENT

We are committed to providing children:

High Quality Staff: We employ highly educated staff who demonstrate a natural ability to work well with young children and their families. We actively recruit staff with degrees in early childhood. We provide structured staff development to address individual and programmatic needs through educational opportunities, mentoring and teamwork.

Social-Emotional Growth Opportunities: We foster each child's social-emotional growth through the awareness of self and community. We value classrooms that nurture self-expression, adaptability, respect, caring, and empathy.

Learning Experiences: We facilitate each child's learning by understanding development and appropriate practices. Highly qualified staff provide individualized attention; exciting, fun and academically challenging activities; and opportunities to develop school readiness skills.

Family Partnerships: We foster partnerships with families based on mutual respect and trust. We provide education and support to empower parents in their role in their child's development.

High Quality Environments: We create high quality environments for children, parents and staff that build a sense of community which is safe, diverse, and acknowledges the individual.

Community Partnerships: We operate within a network of agencies and link children and families to outside resources. We identify community needs throughout Whitman County and respond by providing services or fostering program development within the community. Parents and external community professionals provide program oversight by serving on our executive board.

AGENCY STATEMENT

It is the philosophy of Community Child Care Center to view all children as individuals, each unique in their personal development, who enter into our program with many types of experiences and environmental factors. We acknowledge and value the differences and diversity in our children and our families. We meet the child where they are and promote their development by providing high quality early childhood education and care. The development of family partnerships is critical as we understand each child's general pattern of development and move them forward. We create high quality environments for children, parents and staff that build a sense of community which is safe, diverse, and acknowledges the individual.

Community Child Care Center values and provides well qualified, highly educated staff who offer a supportive and inviting atmosphere, along with an enriched curriculum, for children to learn in. We actively recruit staff with degrees in early childhood education that show a natural ability to work well with both young children and their families. CCCC provides ongoing staff professional development to our staff through educational opportunities, mentoring, and teamwork.

Staff facilitates each child's learning by understanding development and appropriate practices. We provide individualized attention; exciting, fun and academically challenging activities; and opportunities to develop school readiness skills. Our educational approach is the development of the whole child. Our goal is to see children developing and learning as expected in all areas of development, at the same time we recognize and are aware of each child's individual strengths, needs, and differences. The curriculum provides a general framework of expected child goals and outcomes. Teachers work with parents to develop individual goals and outcomes for each child that are uniquely appropriate for them. We recognize that a healthy social and emotional development in children provides them with the foundation needed for learning and success. We foster each child's social-emotional growth through the awareness of self and community. We provide an environment that nurtures self-expression, adaptability, respect, caring, and empathy.

We cultivate partnerships with families based on mutual respect and trust. We provide education and support to parents to empower them in becoming fully engaged in their child's development and educational process. We operate within a network of agencies and link children and families to outside resources. Community Child Care Center is governed by both parents and community professionals, who work directly with staff to provide program guidance, direction, and oversight.

Effective communication and transparency to parents is a priority. Health policies can be found on parent bulletin boards and within this handbook. Other staff and program policies will be presented to parents upon request, including items such as liability insurance information, outside inspection and monitoring reports, notices of enforcement actions, or any other pertinent information you are interested in. Please see your Center's Site Supervisor with any questions or requests.

ENROLLMENT / ADMISSION

Parents will work with our Enrollment Specialist to enroll children into our Head Start, EHS, and ECEAP programs. These programs have specific age and income qualifications the child and family must meet in order to be accepted and enrolled. Parents enrolling into the Child Care program will work with our Center Managers to enroll their children. The Child Care programs at St James and Colfax do not contain any qualification factors, and are open to the general public.

During an orientation visit at St James and Colfax we plan placement of your child, answer your initial questions, and discuss important information about your child. Staff will complete an orientation checklist to ensure parents have received all pertinent information and paperwork, which parents will sign. Parents and children are welcomed to tour the facility, receive a program orientation, and meet our teachers and staff. Once enrolled, parents are welcome to stay with their child in our classrooms while their child becomes acclimated, or plan an individual start-up schedule with staff. Teachers will pay special attention to “new” children to ensure they feel welcome and become comfortable with the classroom routine as quickly as possible.

The Fall Open House for Greyhound Way families provide parents a chance to be introduced to key employees, as well as meet and visit with the teaching team prior to the school year starting. Open House also provides the family an opportunity to visit in the classroom for an extended time to allow children to be comfortable in the new surroundings. Parents and children will receive a tour of the classroom, outside play areas, and facility during open houses.

We require Parents to complete our enrollment packet prior to your child attending our programs. This packet contains pertinent information about the child and family that must be reviewed prior to attendance. Minimally, we cannot take a child into our care with out a completed emergency form, which includes health information such as allergies and medications, parent contact information, the child’s doctor and insurance information, and other emergency adults listed. An up-to-date Immunization record is also required before the child attends. An interpreter will be made available as needed.

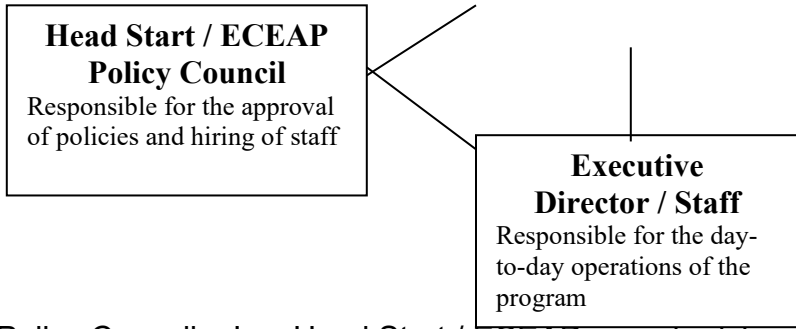
Tuition and billing information will be provided to Child Care parents while Head Start, EHS, and ECEAP are offered at no charge to parents.

PROGRAM GOVERNANCE

As a non-profit and Head Start / ECEAP grantee, we are required to have a board of directors (**Executive Board**) that takes responsibility for the corporation legally and fiscally, and a parent advisory board (**Policy Council**) that works in partnership with key administrative staff. Parents must comprise at least 51% of the Policy Council and parents receive representation on the Executive Board.

Executive Board

Responsible for the non-profit organization legally and fiscally



Policy Council – Is a Head Start / ECEAP parent advisory group that works in coordination with the Parent Center Committees and key programs staff, and is responsible for the direction the Head Start/ECEAP program, including parent activities and training, program design and operation, and long- and short-term planning goals and objectives, taking-into-account the annual community wide strategic planning and needs assessment and self-assessment. The Policy Council Representatives (PCR) shall be elected by the parents of children who are currently enrolled in the Head Start/ECEAP programs. Community Representatives will be nominated and voted in at the Policy Council meeting.

Executive Board – Is responsible for fiscal and legal oversight of the non-profit agency. Membership is composed of currently enrolled parents from all programs and community representatives. Some members must have specific qualifications in the area of early childhood education, fiscal, and legal.

Shared Decision Making – Both Boards have specific authority and approval requirements, and must work in cooperation with each other and key management staff to accomplish work. The boards coordinate and plan their work schedules to ensure that all items of shared governance are reviewed, revised and approved by the proper entity, in the proper order.

Reimbursement for Parent Involvement

It is our intention that the opportunities presented to parents through our program are provided at no cost. All parent reimbursement must be pre-approved by appropriate management staff (i.e., Family Support Manager, Program Director, and Parent Involvement Specialist).

Child Care - At most all of our program sponsored activities we either provide child care for children, or the children are involved with their parents during the activity. Staff are open to discussing the family’s individual childcare needs and private child care arrangements may be arranged depending upon individual circumstances.

Out of Town Travel - At times, parents may be approved to attend out of town trainings or events. In this case, the program may reimburse parents for full day (up to 9 hours) childcare costs if needed. Staff will work individually with families to determine their childcare needs. Parents will receive the same per-diem rate as staff for travel days.

The program will make and pay directly for the lodging arrangements, and we will coordinate the details on the appropriate mode of transportation.

Mileage - Parents who serve on Policy Council / Executive Board, or travel to attend special trainings / workshops / activities a distance of greater than 10 miles (round trip) will be reimbursed at the same rate that we reimburse staff.

PARENT CONSENT

All parents are asked to sign a parent consent form as part of our enrollment packet at the beginning of your child's enrollment. Through this form, CCCC gains a parent permission to conduct important daily activities (providing screenings and assessments, applying topical creams /ointments as needed, using toothpaste and hand sanitizer, etc.) and to gain permission if your child may be photographed and/or videotaped (both by staff and other parents) and how these images may be used within the program.

RELIGIOUS/ POLITICAL STATEMENT

As a non-profit organization, we are non-sectarian, although the St. James' program is housed in the basement of St. James Episcopal Church. Staff do not discuss their religion or beliefs with children or other staff members, nor do they instruct children in how to practice their beliefs. We do protect the right of every child to practice their beliefs, but respect parents as the teachers of these practices.

NON-DISCRIMINATION STATEMENT

EQUAL EMPLOYMENT OPPORTUNITY / NON-DISCRIMINATION STATEMENT: All actions concerning families and decisions concerning enrollment and disenrollment will be made without regard to race, color, religion, national origin, culture, sex, national origin, age, disability, veteran status, medical condition, family composition, gender identity or gender expression, sexual orientation, public assistance recipient status or reprisal or retaliation for prior civil rights activities or any other statuses protected under Federal or State Law.

PARENTS' RIGHTS AND RESPONSIBILITIES & ROLES

Recognizing that parents are the primary educators of their children, you as a parent of a child enrolled have the following rights and responsibilities:

- Your child's classroom is open for your visitation at any time the center is in operation. We welcome your attendance and advance notice is not required.
- No assessment, screening, test or procedure will be conducted without your consent. You have the right to revoke this consent at anytime. All results are shared with parents.
- Parents provide permission for children to participate in fieldtrips on the permission form. You will be notified 24 hours in advance of any field trip.

- No child will ever be physically punished or demeaned verbally.
- You will be notified in writing of any meeting being held to make plans for your child and you are invited to participate in formulating plans for your child.
- If you are deaf, or English is not your primary language, we will find an interpreter for you.
- The file containing information about your child will be maintained in a confidential manner and is open for your review at any time. We receive your consent for teachers, administrators, and regulatory authorities, on request, to access your child's file. No information concerning your child or family will be released without your written permission. When your child is no longer enrolled, all files will be retained and then destroyed in a confidential manner as required by law.
- It is a parent's responsibility to follow our no smoking / vaping or any use of tobacco, alcohol, or marijuana policies while on the premise of CCCC. We prohibit the use, possession, or sale of controlled substances or illegal drugs.
- CCCC disallows guns, firearms, knives, crossbows, explosives, or weapons of any type that are intrinsically capable of causing serious bodily harm to another person on the premise.

PARENT ENGAGEMENT, SUPPORT, AND EDUCATION

We foster partnerships with families based on mutual respect and trust. We provide education and support to empower parents in their role in their child's development. Our plan in supporting families in their efforts is to:

- become more aware of their individual strengths and cultural
- value and support parent in having strong sense of family pride and self -worth
- provide opportunities for strengthen parenting through parent education
- provide basic information about child development
- make available information about community resources and how to access and utilize them
- remove obstacles preventing parents and family members from entering into meaningful activities with their children
- provide appropriate referrals
- provide timely follow-up with families
- provide advocacy as needed
- provide family, parent and male involvement activities
- provide social connections where parents are able to benefit from networking with other parents.

Developing true parent partnerships takes active, on-going communication and relationship building. Teachers communicate with parents daily on an informal basis, weekly through newsletters and lesson plans, and hold regularly scheduled conferences and/or home visits to work individually with parents as partners to promote and enhance children's school readiness. Parents always receive screening and on-going assessment information, and work individually with the teacher about their child's learning. Communication with parents about their child's education status and progress should be individualized to meet the needs of the child, parent, and teacher. We encourage staff to be pro-active and hold further communications as needed and appropriate.

COMMUNICATION AND BUILDING RELATIONS WITH STAFF

Strong and healthy communication patterns between staff and parents are the key to success. We value your input and need to have regular communication about the interest and needs of your child, both at school and at home. It is important that mutually satisfying decisions are made between parents and teaching staff concerning the time your child spends with us. The staff are respectful and interested in your family background and beliefs, and we understand that using this information will make your child's learning experiences more meaningful. We take into account a family's home language both when interacting with parents and working with their children.

Some teaching staff have the advantage of seeing parents daily during the arrival and departure of the child. Per your request, we can arrange for staff to break away for a private conversation to discuss your child or family concerns. Staff in programs that offer transportation to families are not provided this opportunity to have a conversation face to face with the parent, so we send home a weekly folder with a communication log, to dialogue and we encourage you to contact us anytime you want to have further conversations about your child.

C.C.C.C. has also developed a formal structure of contact and communication with parents through the parent teacher conferences (and home visits for EHS/Head Start and ECEAP families). During these contacts staff will share information about your child's progress and together we will develop an individualized learning plan and goals specific to your child. Beyond this, the program has a variety of ways that you can become involved with program evaluation, direction, and improvements. Our Parent Policy Council, suggestion / comment boxes, open houses / program events, and communicating through technology and e-mails are all ways that parents can provide us feedback and suggestions for program improvement.

EMPLOYEE, PARENT, AND COMMUNITY COMPLAINTS

Community Child Care Center provides means for all persons involved in or affected by the organization to bring problems and complaints forward for resolution. We encourage suggestions, which may improve our operations and procedures.

Misunderstandings or conflicts can arise in any organization and should be resolved before serious problems develop. Some incidents may resolve themselves naturally. Should a situation persist, however, that you believe is detrimental to you or to CCCC,

you are encouraged to engage in free discussion, in an open and honest manner, with your supervisor (for employees) or an appropriate staff person (for parent / community members).

Our CCCC complaint procedures are intended to resolve disputes at the lowest level possible and as soon as possible. Complaint procedures must be provided to all staff and customers, and members of the community upon request.

How to register a complaint

If you feel that your concerns have not been initially dealt with fully, or for some reason you do not wish to discuss your concern with the person you are having concerns with (such as your teacher, family advocate, or other staff person), you are encouraged to contact the next authority in the chain of supervision.

If you still feel that your concerns have not been dealt with fully, put your concern in writing and request a meeting with:

1. First, the Executive Director or
2. Second, The Executive Board Chairperson, if the Executive Director is part of the complaint.

The Executive Director or Executive Board Chair will work in good faith to act as a mediator and assist the parties towards resolution.

The Executive Board of Directors will serve as the last appeal in the problem resolution process.

Parent concerns / complaints – Communication towards resolution should begin at the Lead Teacher, Family Advocate, or Program Supervisor level and increase in levels of authority as necessary.

Community concerns / complaints – Communication towards resolution should begin with the Executive Director. In the Directors absence, communication will begin with the program supervisor. If resolution cannot be reached at this level, the Executive Director, Policy Council Chair, and Executive Board President will work together with the complainant to seek resolution.

Documentation, including resolution:

1. Parent concerns which are orally communicated to staff will be documented with all follow-up / resolution in the teachers contact log or in the child's main file. All concerns received in writing require a written response documenting all follow-up / resolution and placed in the child's file.
2. Community Concerns shall be documented and kept by the Executive Director, including all steps towards resolution.

All complaints will be verbally responded to within a 48-hour time-line, even if just to verify receipt of the complaint and explain the investigation process. The length of the investigation may vary, but resolution in most cases should occur within one-month time or sooner.

Civil Right Complaints - Civil Right complainants may receive a Civil Right Complaint Form upon request. Complaints must be filed within a specified period of time, usually one year or less from the date of an alleged program rule violation for program complaints and one hundred and eighty (180) days for Civil Rights Discrimination complaints. If a Civil Rights violation is suspected, and the complainant is unable or unwilling to complete the Form, the staff member aware of the suspected discrimination will complete the form. Each center maintains and monitors a CACFP Civil Rights Complain Log and Procedure Book.

Confidentiality –Confidentiality policies will be followed when handling and communicating concerns / complaints, and parents and staff should be assured that concerns will be kept confidential. Comment boxes are available to anyone who wishes to comment anonymously. All comments received shall be reviewed and assessed seriously by management staff and the Executive Director.

To protect the right of privacy, CCCC will make every effort to ensure the security and confidentiality of personnel, children and family files. It is clearly the moral obligation of staff and parents to keep private any information involving CCCC families. The relationship between staff, parents and volunteers is based upon trust. Sensitive information obtained by conversations or observations at the center, in the file, on home visits or during any program activity is to be discussed only with the supervisor or at an appropriate family staffing. Communications within the agency regarding CCCC families is allowable on a “need to know” basis. Such information may be communicated when it is necessary for the staff person to perform their duties.

Parents must be assured that all information collected about the child and the families, including child assessment and screening data, and family needs and referral information, will be held in the strictest of confidence. The obligation of being a mandated reporter and the protection of a child overrides the confidential relationship between families and staff.

1. Staff should read and sign the “Acknowledgement of Confidential Communication” as soon as he/she becomes an employee of CCCC.
2. The statement should be filed in his/her personnel file.
3. It is not acceptable for any staff person to gossip about CCCC families. When gossip occurs in the community or between parents about a CCCC family, CCCC staff is encouraged to confront or leave the situation.
4. Only authorized staff may consult family/ child records. Such information should not be disclosed to other persons or agencies unless the parent has given informed, written consent for the exchange. This written consent will be kept in the child’s file.
5. The confidentiality of communications in the CCCC program includes protecting the confidentiality of the family / child files. Files should be kept in a locked file cabinet. The cabinet should be unlocked only when it is in use. Files should not be taken out of the center except for transfer to internal offices or program service meetings, such as home visits or IEP meetings.
6. Files should not be left unattended at any time. Parents of children in CCCC programs may request to see their child’s files at any time, and these files should be opened for their review at our earliest convenience.

7. It is the policy of CCCC to use password access and build security levels into all electronic storage of information.
8. Disposing of records, both electronic and hard file copy shall occur in a secure manner using the agencies record disposal schedule and procedure. Disposal of electronic information shall occur with assistance from our IT personnel to ensure security.

Transition Planning

Parents often relate the idea of planning transitions with children entering into kindergarten. However, children also require special attention during other transitional times as children initially enter into our program, transfer from one classroom to another, or leave the program. Effective planning, communications, and record sharing make for smooth transitions.

- 1) Entry Transitions: As children move into our program, strategies are in place to ensure smooth and effective transitions for children and their families. These activities may include provide families with tours of the facility and classrooms, introduces them to teaching staff, and answer initial questions. We discuss options of placement of the child and any special needs of the child or family. Parents complete the application process and enrollment requirements working primarily with office staff. Children must have the application, emergency form, and immunization record / exemption on file prior to attending. Children with any food allergies or chronic health conditions files are flagged, and office staff are responsible to ensure information is carried over to classroom teachers. Office staff will ensure each Child Care family receives a parent handbook upon enrollment, while HS/ EHS/ ECEAP staff deliver parent handbooks on their first home visit prior to the start of the program year, or upon enrollment of a new child.

Parents complete the child care application or the Child Profile form prior & after enrollment to share information about their family background and culture, languages spoken, and their perspectives and observations about their child's development, behavior, and personality. Parents are invited to visit the classroom and stay with their children as they become acclimated. Opportunities for extended visits in the classroom are provided to fit child's needs. Teachers who work in part year programs plan the first week as a transition week, welcoming in all children together and getting to know each other and the classroom routines. Children in full year programs will enter into the program individually, and teachers will pay special attention to "new" children to ensure they feel welcome and become comfortable with the classroom routine as quickly as possible.

- 2) Classroom Transitions – Well planned out transitions when children move into a new classroom can make both parents and children feel secure in their new environment. Communication starts with the parents as they are introduced to

their child's new teacher and a transition plan is shared. An example of a transition plan may include:

- a. Review with parents the child's TSG assessment data and identify skills that indicate the child's readiness to move.
 - b. Provide to parents the descriptive Welcome to Our Classroom sheet, and are introduce to the new teacher. Parents are welcome to visit the new classroom.
 - c. The child's education records and file will be transferred to the new teacher.
 - d. Begin to talk to the child about moving into the new classroom.
 - e. One week before moving into new classroom, child visits new classroom for two hours of activities. Current teacher will stay with child for one hour and leave for second hour.
 - f. During the week, child increases hours each day. Current teacher gages how long they need to stay for each visit.
 - g. Some children may transition very quickly and not need a longer adjustment period, while others may show stress. Anytime child exhibits extreme anxiousness or distress, they will return to their base of support.
 - h. Parents are kept informed of how the child is adjusting.
- 3) Leaving the Program – When families leave the program it is important to recognize they are leaving and allow children the opportunity to say good-bye. Teachers coordinate with families to determine what educational records they would like to have and ensure all personnel belongings are sent home.
- 4) Kindergarten Transition – Parents and Teachers have been discussing school readiness and continually working specific skills to help support children successful transition into kindergarten throughout the child's enrollment. The TSG on-going assessment provides good indication of each child's readiness level. Additionally, local schools often have their own readiness checklist that we provide to parents and complete together with parents during the spring months. Several activities are planned during the spring and summer months before your child moves onto kindergarten:
1. Home visits and Parent Teacher conferences will focus attention on kindergarten transition and the school readiness of the child. We will provide all parents with transition information and resources, such as registration dates, school locations, teacher's names, principal's names, school times, etc.
 2. CCCC Host a Kindergarten Transition meeting with Public School Principals and Kindergarten Teacher and parents of kindergarten bound children to discuss the transition. This meeting will be held in April or May.
 3. Parents receive a Kindergarten Transition packet, which contains local school district registration applications, enrollment dates and times to parents, school brochures, and all school transition event information, such as school district open houses, transition meetings, and start up schedules.
 4. Parents provide permission for the child's education records to be directly transferred to local school districts.

5. Teachers and parents will attend school district transition meeting for all kindergarten bound children on an IEP, and the Children Services Manager will coordinate any other necessary meetings for all other high-risk children

Parent Involvement with the Program

You can volunteer in the program in a variety of ways. Listed below are some simple ways that you can be involved:

- Volunteer in the classroom
- Serve on the Policy Council or Executive Board
- Attend Parent Committee meetings and activities
- Help on field trips and special classroom activities
- Share your family culture with the classroom
- Share special items or talents with the classroom

Individual parent involvement and education

Family Support staff work individually with parents to increase family well-being. This is accomplished through positive relationships and on-going communication about the needs of your family and child. For HS / EHS/ ECEAP families this includes the development of individual family partnership agreements (which includes family assessment and goal setting) and assistance towards meeting the family's individual needs. We encourage all families to become fully involved with the program.

Teaching staff work individually with parents to ensure parents are active partners in their child's education. CCCC follows guidelines from the National Center on Parent, Family, and Community Engagement described in "Family Engagement and Ongoing Assessment" document. During parent teacher conferences and home visits, Teachers assure that parents have access to information about their child's development and behavior, and that this information is understandable and meaningful. Parents also provide valuable input to the teacher about their child and in partnership develops a learning plan for the child that both the teacher and parents can take action on to support the child's school readiness. Parent can always request additional time on meeting if needed.

Group parent education, activities, and events

All parents are automatically members of our Parent Center Committee. In coordination with parents, we plan 5 – 7 activities through the year that we encourage you to participate in. Activities and events are promoted through RSVP flyers and postings as each event nears. Additionally, we incorporate *The Incredible Years* as formal parenting support and education program. Parents sign up for classes, and classes are offered on a first come, first serve basis. Incredible Years is an evidenced based parent education curriculum. Staff delivering family education programs has received training and certification to be able to do so. Parents will assume no cost to participate in sessions, however once enrolled into education sessions attendance and participation is required.

Parents who participate in program governance through the Policy Council or Executive Board will be offered sponsored attendance to outside Advocacy and Leadership training.

Individual parents and families have the opportunity to be provided individual resources and parent education through their Family Advocates and Family Resource centers. Parent Education articles, books, and videos, such as 1, 2, 3 Magic and other Positive Discipline resources are available through CCCC.

Helping parents to access community services and resources

CCCC provides all parents on-going information about community resources through flyers, postings, and providing comprehensive local recourse lists. During conferences and home visits staff discuss family situations, needs, and interests to identify and help family's access community resources that are responsive to these needs and interests. Head Start and ECEAP families receive additional family support services, which include conducting family strength and need surveys, and identifying specific family goals and any resources the family may benefit from.

EARLY CHILDHOOD EDUCATIONAL APPROACH

INTRODUCING YOUR CHILD TO THE CENTER

This may be your child's first experience in a school setting. It will be a new and exciting experience involving new challenges, friends, and greater independence. Each child reacts to school in his or her own way. The staff will work closely with you to ensure the transitions between home and school go as smoothly as possible, for both you and your child. Some children love coming to school from the beginning; some are not so sure and need time to get used to the idea. In each case, the child needs support from home. Some suggestions are:

- Visit the center with your child, so they can become familiar with teachers, other children, and the facility and daily routines.
- Assure your child that the adults will like him/her and keep him/her safe.
- As your child is getting acclimated to our center, you may want to stay for a few minutes until you see your child is comfortable. When you are ready to leave, please let your child know you will be back. You may want to leave for a short period the first time.
- The teacher is available to help you separate from your child. When you leave, feel confident that the teacher is ready to handle a few tears if necessary. Many children that cry at first go on to have a great day.
- Let your child know what to expect at school: new children, activities, toys and routines. Teach your child his/her teacher's name. Talk positively and often to your child about school.

- Always feel free to call the teacher and check on how your child is doing during the day. You can also ask the teacher to call you.

STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Each classroom team is headed by a Lead Teacher. Nearly all of our Lead Teachers have completed a degree in Early Childhood Education or a closely related field, with 30 credits in early childhood education. Teachers who have not completed a degree have been hired due to other professional education and work experience, and have agreed to a professional development plan to gain college credits in early childhood education. Other staff working in the classroom all have a minimum of a child development associate credential (CDA or 12 college credits in ECE) or are currently enrolled in such a program. CCCC classrooms may also have local public school staff, WSU teaching practicums or interns, and both community and parent volunteers working with the children.

CCCC provides on-going training to all staff at some level. Some training is required and mandated by licensing regulations or performance standards. Examples of mandated trainings include first aid and CPR, blood borne pathogens, and child abuse and neglect reporting. Lead Teachers are minimally required to receive 20 hours of training annually, while other classroom staff are required to receive 15 hours (often staff receive much more during the year). Each Lead Teacher has an individualized professional development plans specific to their needs, interests, or the program qualifications. Our Teachers also attend conferences and workshops and receive regular on-site training provided by management or consultants. In some cases, teaching staff are financially supported to receive higher education classes in early childhood education.

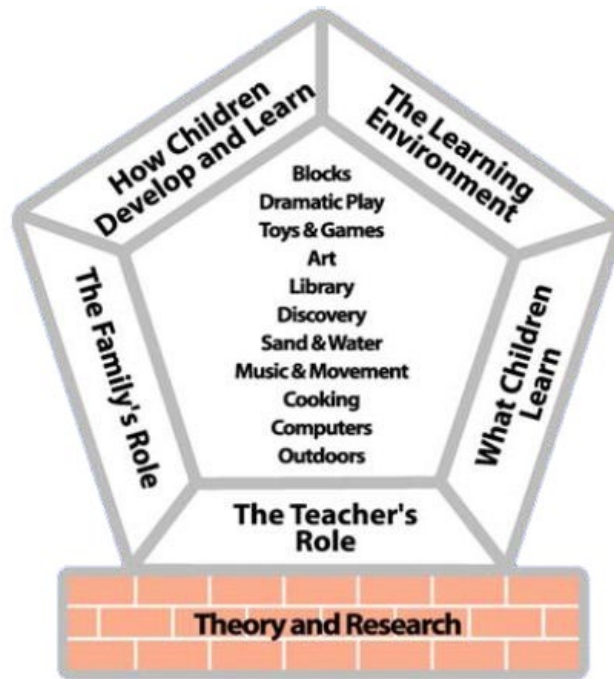
Staff names, pictures, and the positions they hold are posted on the parent board of each classroom. It is best to always communicate with a Lead Teacher when needing to ask or relay important information about your child or the program.

Staff to Child Ratio

For our 3 – 5 preschool population, the state ECEAP program, Head Start, NAEYC, and WA State Child Care Licensing standards all require a 1:10 adult to child ratio. Our Toddler program requires a 1:7 staff to child ratio, and afterschool care requires a 1:15 ratio. We often operate with lower staff to child ratios as we generally staff each classroom with one additional adult, however our minimal staff to child ratio is listed below:

- Age 1 – 2 ½: 1 adult to 7 children
- Age 2 ½ - 5: 1 adult to 10 children
- Age 5 – 12: 1 adult to 15 children

Curriculum Practices and Educational Philosophy



The educational philosophy and approach at CCCC are based on the best practices for preschool children as determined by the National Association for the Education of Young Children, and aligned with The Head Start Education Framework, ECEAP Performance Standards, and the Washington State Early Learning Guidelines. We maintain a holistic view towards children's development with an emphasis on school readiness skills in children.

Creative Curriculum is based on sound educational theory and child development principles in a clear educational approach. CCCC using a prescribed approach to daily lesson planning to implement the curriculum with fidelity, including Teacher training. Our curriculum approach, values, and practices specify that curriculum implementation:

Supports each child's development by:

- Being child focused and comprehensive towards all learning domains.
- Providing a comprehensive framework of child development, developmental stages, and explanations and examples of how children learn (hands on experiences, peer interactions, relation to home and daily life experiences)
- Acknowledging each child is a unique individual and therefore learns in a unique manner and approach to learning. All learning stems from this understanding of individual appropriateness. The curriculum and daily lesson plan must have the flexibility to allow for individual differences, and build on each individual child's skills and knowledge
- Promoting the children's self-awareness and positive self-concept

Defines the role of the teacher and classroom environment by:

- Explaining that curriculum development is an ongoing creative process that develops as the teacher interacts with children and responds to the changing interests and needs of the community.
- Understanding that learning occurs when an activity is child-initiated and child-directed. This does not minimize the role of the teacher. Rather, it redefines the teacher's job. Children learn best when they are actively engaged, having concrete experiences (hands-on) and are making their own decisions.
- Helping to identify the developmental levels of children to develop individual school readiness learning goals. These developmental levels are accepted as foundational to all children and their school readiness. Teaching staff must always be aware that each child progresses through these stages at different times and at different rates. For learning to occur, the curriculum must reflect sensitivity to these growth patterns.
- Assisting the teacher to create an appropriate individual context for learning, by helping to create a rich, interactive environment with a variety of materials, for both indoor and outdoor play. Materials and activities must be consistent with developmental stages of growth and allow for flexibility, reflecting the child-directed nature of the curriculum. The teacher becomes a facilitator who can help the children find the necessary resources to learn and grow.
- Planning intention daily activities and planned experiences for children which support development
- The role of the teacher is to understand each child's developmental level, plan daily activities which support individual and group development, guide and actively engage with children, and support and observe children.

Supports the role of parents by:

- Reflecting and responding to the community and cultures represented in the group
- Recognizing and promoting the role of parents through an open classroom policy and systematic communication and relationship building activities; including the identification of individual learning styles of and interests of their child throughout the year, and working together with parents to identify the child's individual strengths and needs.
- Working together to develop an initial developmental level of the child, creating individual learning goals, and incorporating on-going parent observations and home activities to support each child's individual learning goals.

CURRICULUM DESCRIPTION

The Creative Curriculum is based on the philosophy that children learn best by doing. Its framework is divided into five basic components:

1. How Children Develop and Learn
2. The Learning Environment
3. What Children Learn
4. The Teacher's Role
5. The Family's Role

The Creative Curriculum for Preschool features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and critical thinking skills and currently includes 18 study guides which comprehensively cover all learning domains. The Creative Curriculum for Preschool is based on 38 objectives for development and learning. The Creative Curriculum sets goals for each child to reach, identifying what students need to work towards and assisting teachers in lesson planning. Teachers utilize a 'scaffolding' approach to learning by identifying what students know and what they want to learn. Teachers create partnerships with families to enhance a positive learning environment, offering opportunities for parents to be involved. Additional curricula are utilized to supplement The Creative Curriculum, enhancing the core program utilized in our centers.

CHILDREN'S ASSESSMENTS AND SCREENINGS

Written permission by the parent must be given before any screening or assessments occur. Your enrollment forms list the types of screenings given to children and gains your permission. Common screenings / assessments given include:

- **Ages and Stages Developmental Checklist**
- **ESI developmental screening**
- **Hearing, vision, height, & weight screenings**
- **Teaching Strategies Gold Developmental Assessments are completed up to four times a year and results are shared and discussed at parent teacher conferences, home visits, or through written notification and explanation.**
- **Local school district readiness checklists**

Initial developmental screenings will be completed within 45 / 90 days after enrollment. Screening results are shared with parents no later than 30 days after the screening date. The purpose of these screenings and assessments are to determine if there may be a reason for further assessment by an outside professional, and to help the teacher get to know your child better, and start to develop a beginning developmental level. Screenings also help the teacher begin to plan a curriculum individually designed for your child. Parents can refuse permission for their child to participate in any of the screenings. Copies of all screenings are contained within your child's education file, and available to you at any time.

Ongoing Assessment / Teaching Strategies Gold

CCCC uses Teaching Strategies Gold (TSG) as our on-going assessment tool for all age groups. Teachers receive training and certification to perform assessments accurately within 6 months of their hire, and receive on-going training in child assessment.

The best way to capture what children know and can do is by observing them in the context of their everyday experiences. Parents observe their children in their homes and other outside environments. Teachers depend upon parents to share your observations of what you see your child doing, and we will share our observations with you of your child's classroom behavior and developmental interests during conferences and home visits.

Children all grow and develop individually and at different rates. TSG helps us communicate with parents what typical development expectations we have for most children, and where their child's development current level is. TSG helps teachers and parents understand the child's strengths and areas of development that require additional support.

Using assessment information, teachers and parents work together to develop individual school readiness goals for your child. Teachers are able to identify a starting developmental level at the beginning of enrollment, individualize and plan curriculum, and show your child's progress in different assessment areas and they learn and grow throughout the year.

Approximately every three months, teachers complete a formal assessment, called a TSG assessment checkpoint. This helps us show growth and progress over time. Both teachers and parents share perspectives and observations of the child at home and at school. Together they develop individual school readiness goals and learning objectives, and discuss what activities and experiences can happen both in the classroom and at home to support progress towards goals. This conversation and process continues through the year.

Children are assessed and progress is tracked in the following learning areas:

1. Social & Emotional Development
2. Physical Health and Development
3. Language Development
4. Cognitive Development
5. Literacy
6. Mathematics
7. Science and Technology
8. Social Studies
9. The Arts
10. English Language Acquisition

Individualized Curriculum

Teachers use this assessment information to plan an individualized curriculum for your child as well as planning for the whole classroom group. Teachers develop daily / weekly classroom experiences which intentionally support each individual child's development. Teachers are aware of areas large number of the children need support in and comprise group goals also. Lesson plans will reflect what children will benefit from which specific activities (indicated by the child's initials) and teachers guide and encourage participation of children into those activities. See if you can find your child's initials on the lesson plan!

Besides assessment, teachers use other information as well to individualize curriculum including:

- The Child Profile form and other parent input about the child's background, culture, likes and dislikes, strengths and areas of need.
- Parent ideas from the curriculum input form provided at conferences

- Classroom observations and notes
- Children's work samplings and interests

TECHNOLOGY USEAGE

Digital technologies and computers have become an integral part of many children's daily lives. For this reason, it is important that our educators are not only familiar with the use of computer technologies, but are able to guide children's understanding of, and ability to use them. Technology and media items will only be used as an extension to the daily program assisting in the development of social, physical, emotional, cognitive, language and creative potential of each child. Quality TV program can be helpful in the retelling of stories about our culture and to help celebrate diversity.

The internet is a magnificent resource for research, communication extending programming ideas and interests. Computer use within our service delivery aims to encourage children to solve problems and use logical reasoning, leading children to make decisions and choices and assisting them to use computer software competently.

Guidelines for use of technology at Community Child Care Center:

- Programs must be carefully selected and be suitable to the needs and development levels of each child using or watching various types of technology or media.
- Technology is used to assist in expanding the content of the daily programming.
- Programs are chosen that are engaging and age appropriate to children.
- The use of technology and media will be kept to a minimum to support normal programming.
- Programs depicting violence or graphic news will not be shown.
- Children are only allowed to view G programs only.
- TV programs or videos will only be shown that have positive messages about relationships, family and life.
- All media used will be shared with families beforehand to ensure that they approve of the content.
- All content will be socially and culturally considerate and appropriate.
- Timeframes for screen time will follow the CDC guidelines.
- Children will be taught healthy concepts of digital use and citizenship as children are now growing up in the digital world.

Only quality developmentally appropriate interactive media will be used.

Social Media Policy:

Community Child Care Center recognizes the value of online social media tools for connecting with members, staff and volunteers. Our web presence should project a positive image that is reflective of our overall brand and is consistent with our mission. Social Media, for the purpose of this policy, should be understood to include any website or forum that allows for open communication on the Internet including but not limited to: blogs, wiki, social networking sites, virtual worlds, video and photo sharing websites and content published online by CCCC employees.

If you choose to post a personal website or to participate in social media the following guidelines must be followed:

1. The use of photos, logos, or images of CCCC or its program is prohibited on staff's personal pages.
2. All staff members of Community Child Care Center must uphold CCCC's value of respect for the individual and avoid making defamatory statements about CCCC Managers, employees, members, participants, clients, partners, affiliates and other including competitors.
3. Any personal website, blog or social network interactions should not contain commentary and/or links that violate CCCC's policies on harassment or discrimination.
4. Facebook page and Instagram– Community Child Care Center maintains a Facebook and Instagram page that is administered and maintained by the Management Staff at CCCC.
5. Parents/guardians are prohibited from posting photographs or videos (from the CCCC program) of any child other than their own.
6. Community Child Care Center requires that all staff members use good judgement and discretion when posting on social media sites and abide by the internal CCCC policies.

PARENT TEACHER CONFERENCES/ HOME VISITS

The staff will schedule a minimum of two conferences with you during the year (fall and spring). At both conferences you will receive a written report concerning your child's development and progress, among other information. During the first conference the staff will share all the results of the screenings and assessments and together with you we will create an individual educational plan with you for your child. Activities are planned and discussed for both school and home. It is very important for you to be a part of this planning team. You know more about your child than anyone else. The other conference will come in the spring. This conference is to share progress your child has made and to make plans to transition your child into kindergarten (if age appropriate). In between these conferences, (only for child care families) the on-going assessment information collected on your child during the winter and summer months will be sent home with a letter of explanation, and offer an additional conference to discuss if the parent desires. Other conferences will be scheduled as teachers see needed. Please feel free to request a conference whenever you wish.

Home Visits – specific to Head Start/ECEAP

All children enrolled in these programs will have two or three home visits during the year, in addition to the Parent – Teacher conferences at school. A Family Advocate or teacher will contact you to arrange for these visits. This is a very important part of our program. The purposes of these visits are to meet you in a setting where you are most comfortable. During these visits we will discuss the family as a unit, discuss family or personal goals, and determine if there are other community resources that may be helpful, and share other information, and of course discuss your child's progress in the program. Please do not feel you have to do anything special for these home visits.

GUIDANCE PROCEDURE

Families and teachers must work TOGETHER to provide a fair and consistent set of guidelines in order for children to learn effective work and social skills.

Children learn social skills just as they learn to identify colors or learn to read. They observe what is modeled for them by adults, they watch other children, and they learn through reasoning and discussion. Over time children become less and less dependent upon adults to solve their problems and instead become capable of resolving their own disputes. The goal is for children to develop skills to more closely monitor their own behavior and learn to problem-solve for themselves. It is our responsibility to ensure that all children are safe from physical and verbal injury by peers and are free to learn. Expectations for behavior must be grounded in knowledge of the developmental level of each child.

Children respond best when the rules are consistent and adults provide an environment that is caring, even when a child makes an inappropriate/unsafe choice. At no time may staff use corporal punishment and treating a child in an aggressive manner; punishment associated with food, naps or toilet learning; scaring children into compliance or threatening to tell their parent; pinching, shaking or hitting a child; hitting a child with a hand or instrument; putting anything in or on a child's mouth; verbal abuse, humiliating, ridiculing, rejecting or yelling at a child; subjecting a child to harsh, abusive, or profane language; placing a child in a locked or dark room, bathroom, or closet.

Staff will receive training on positive guidance techniques and implementing CLASS emotional support strategies in their classrooms every two years or as necessary. The Management team is available to support staff and classrooms individually as needed.

CCCC follows a no expulsion policy. Transitions to an alternative setting, planned jointly by staff, parents, special education, and mental health consultants are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan. Please refer to below steps:

Teaching staff are responsible for creating an environment which supports the child and maintains positive relationships. Staff should:

- Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.
- Use positive language, saying what children can do instead of what they cannot do.
- Validate children's feelings.
- Respond to children's requests and questions.
- Show tolerance for mistakes and teach that mistakes are for learning.
- Give descriptive feedback, instead of generalized praise or criticism.
- Pay attention to children to learn about their individual interests, ideas, questions, and theories.
- Observe what children do, with whom, and where they play.
- Listen reflectively, staying on the child's topic, and paraphrasing their ideas.

- Demonstrate the belief that children are capable by letting them try out their ideas, take safe risks, and do things at their own pace, in their own way.

Teaching staff must use positive guidance techniques to help children learn to get along with each other and the adults they come in contact with. Such techniques include:

- Adapting the environment, routine, and activities to the needs of enrolled children.
- Establishing consistent, reasonable expectations.
- Supervising children’s activities.
- Foreshadowing events and expectations by letting children know what will happen next.
- Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.
- Modeling and teaching emotional skills, such as recognizing feelings, expressing them appropriately, accepting others’ feelings, and controlling impulses to act out feelings.
- Involving children in defining simple, clear classroom limits.
- Using the following acceptable techniques for individual situations:
 - Reinforcement of desired behavior by using encouragement and praise.
 - Non-reinforcement / ignoring behavior.
 - Allowing for non-involvement of children – remember many children learn first by observing.
 - Redirection.

Example of appropriate steps to follow when inappropriate/unsafe choices are observed:

1. Assess the situation and environment critically.
2. Coach the appropriate behavior.
3. Explain in a positive manner why the situation is unsafe/inappropriate.
4. Problem solve appropriate alternatives with the child which matches the child’s energy level.
5. Every opportunity will be given to allow that child to express his/her feelings verbally or in appropriate non-verbal ways. For example: water play, sensory activities, drawing, appropriate physical movement such as running or jumping.
6. Teacher provides support, re-direction, and positive reinforcement.
7. Restraint may be used as a method of last resort and is defined as the continuous use of bodily force to limit a child’s freedom of movement in order to protect the child, others, or the environment. The use of restraint may only be used when non-physical interventions are not or would not be effective and the child’s behavior poses a threat of imminent, serious, physical injury to self and /or others, property, or to obtain possession of a dangerous object or weapon. Staff must limit the use of restraint to such reasonable force as is necessary to protect a student or another from physical injury or harm, and shall discontinue such restraints as soon as determined possible to achieve the safety goal. Staff must not use physical restraint as a means of punishment or to force a child to comply. No seclusion or mechanical restraint (use of a physical device) methods shall ever be incorporated. All restraint usage will be documented and reported to parents.

Steps to follow when inappropriate/unsafe choices continue in a problematic manner:

1. Begin daily documentation of the inappropriate/unsafe choices being made.
2. Teaching staff will conference with Education / Mental Health Managers.
3. Parents will be contacted and a conference set up to discuss the behavior.
4. At this point assistance may be sought from our Mental Health consultant and the need for any outside referrals determined. If the child is enrolled in another early learning program, we may ask permission for a representative from that program to meet.
5. Program staff will work jointly with the parents and other individuals as appropriate to develop a behavior support plan. The plan should address both school and home environments as appropriate.

Steps to follow once a behavior support plan has been established:

1. Adequate and appropriate time will be given for the child to become successful based on the goals of the behavior support plan. The general expectation is a gradual, but noticeable improvement within the first couple of weeks.
2. If expected improvement is not met, a second conference including parents/guardians, teacher(s), program manager, and mental health consultant, when necessary, will be convened to renegotiate the behavior support plan.
3. The decision for the child to receive temporary services at home is allowable when there are specific steps and time frames which are outlined that work back towards full inclusion in the classroom.
4. If all the above steps have been taken and the child continues to be a serious danger to him/her or others, the appropriate administrative team members, parents, and the mental health consultant will meet to determine a more appropriate alternate setting the child can be transitioned into. CCCC programs under Head Start and ECEAP cannot dis-enroll or expel children for behavioral challenges. If it is determined that transition into a more appropriate setting is the solution, staff must ensure that these four topics have been addressed:
 - Supporting classroom teachers.
 - Planning to meet individual needs of child.
 - Engaging community resources.
 - Choosing an alternative schedule or setting.

Physical Activity:

In keeping with children's need for physical activity, active outdoor play will be incorporated into the daily schedule. If children are well enough to attend the center, they are well enough to go outdoors with their classroom. Indoor, alternate activities will be provided during planned outdoor times in situations where the weather or other extenuating conditions limit access to safe outdoor conditions.

COMMON QUESTIONS ABOUT DAILY ROUTINES

How can I get information about what is happening in my child's classroom or my child's day?

Your child's teacher is the best source of information. The teachers will send out regular classroom newsletters high-lighting activities. The parent bulletin board in each

classroom contains information such as class schedules, menus, newsletters, special events, lesson plans and other parent information.

Our staff wants to share information with you about what your child did during their school day. We want to share the achievements and hard work, as well as any concerns we may have. Parents who pick children up have a natural opportunity to talk to the teacher on a daily basis. We also welcome you calling the teacher during the day to check on your child. If your child is transported to and from school you may want to set up some other schedule of regular communication. Teachers schedule regular parent teacher conferences to up-date parents on their child's progress at school.

Is attendance required?

It is very important that you help your child establish the good habit of regular attendance. Children need the opportunity through consistent attendance to become familiar with classroom routines and develop trusting, positive relations with our staff. Children who have regular attendance at school achieve their school readiness goals sooner and have better social relationships than children who are frequently absent.

Head Start/ECEAP - It is very important that you let us know if your child is ill or will not be attending due to other circumstances. If your child has multiple unexplained absences, we will contact you to find out why. HS/ECEAP performance standards states that programs must maintain an average attendance of 85%. If your child's attendance falls below 90%, your family advocate and our Enrollment Specialist will help develop with you appropriate strategies to increase attendance. If your child stops attending and we have unsuccessfully worked with you to resume attendance, we will consider the enrollment spot vacant and enroll a child on the wait list.

Child Care – We have no attendance requirements, however children will not receive a tuition discount for time missed. Please let us know if your child will be absent for any reason from their regular schedule of attendance.

How do I check my child into and out of the center?

Parents sign their children in and out on electronic tablets located in each of the classroom. Our regulations require that you sign your full name. Please make sure a staff member is aware that your child has arrived and is checked in, or that you are leaving with your child. Only authorized adults listed on the authorization form are allowed to leave with a child. To check the child out, please use the same procedure as listed above.

Some of our Head Start/ECEAP and school age children ride transportation to and from school. In this case, parents must sign a release giving staff permission to sign children in and out of the program, as required by law. Staff will sign children in and out, and mark their attendance as they enter and exit the busses.

What if someone else will be picking up my child?

Your child cannot be released to any person other than those individuals you name on the child emergency sheet. If you want someone else to pick up your child, please notify

the staff so we can note and expect someone different. Staff are required to ID adults other than the parents who pick up children until we become familiar with the individual.

What if I am late picking up my child?

If you are going to be running late it is your responsibility to call and notify the center. If you are unable to contact us, we will attempt to locate you. If this is unsuccessful, those listed on your child's emergency list will be contacted. After one hour without hearing from you we will call the Police Department and report that your child has been abandoned. Late fees will be assessed to you if lateness becomes habitual.

When can I visit the center?

Parents are welcome to come and visit anytime. You do not need to make an appointment. We love having parents and welcome you to stay as long as you can.

What about videos?

We do not show videos or DVDs that are not planned as part of the curriculum. If you have a video you think would contribute to the classroom, please ask your teacher if it would be appropriate for her to include in her lesson planning.

Will my child take a nap?

Preschool children, who are in care over 6 hours must be given an opportunity to nap. They will be provided a resting cot or mat and asked to lie quietly. Our staff may assist children in falling asleep, but some children may not physically need a nap or fall asleep. We encourage you to talk with the teachers to decide what is best for your child. Children who don't sleep will be allowed to get up from their cots after a short time and engage in other quiet activities.

What type of clothing should I send my child to school in?

Play clothes are the most practical for children at school. Your child should wear clothes suitable for playing outdoors, using paints and glue, and going to the bathroom easily. Children (and teachers!) can enjoy themselves more if they do not have to worry about getting dirty or damaging clothing. Children should also wear practical shoes which enable them to run and play outdoors.

Does my child have to be potty trained to attend?

No, your child's teacher will partner with you to help potty train your child, as developing this skill needs to be supported both at home and at school. Our Dino classroom is comprised of children ages 1 – 3 who are developing toileting skills and these staff work closely and continuously with parents and children who are ready to potty train! Most, but not all children, are potty trained by the age of three. However, children are not required to be potty trained to be enrolled in our preschool 3 – 5 classrooms. Preschool teachers also work individually with parents and children to support potty training when your child is ready.

What does my child need to bring to school?

Clothing - Each child needs to have a complete change of clothes in case of an accident. Children get dirty, and sometimes spill or have bathroom accidents. It is always comforting to have familiar clothes to change into. If your child is toilet training or has frequent accidents, more than one set of clothing will be needed.

Diapers - Child care parents will provide their own diapers and diapering materials. We do keep a limited supply of diapers on hand for emergencies. Parents may incur an additional charge on their tuition statement we are continually using our diaper supply to meet your child's needs. Head Start and ECEAP will supply diapering needs for children who are not yet potty trained.

Toys -We ask that toys and other items should only be brought on specific sharing days. Toys from home are easily broken or lost, and can cause conflict among children. The classroom teachers will decide what day they want to have set aside for sharing day and they will let you know.

Blankets and stuffed animals for sleeping - We know that children who are napping need familiar sleep props to assist the child in going to sleep. Please limit blankets to no larger than crib size, as we have very limited storage. A small stuffed animal is fine. Please do not bring large quilts, sleeping bags, large animals or pillows. Blankets and sleep items should be taken home each Friday to be laundered.

Backpacks - Are not a required item, but many parents find them a convenience. Besides the items your child brings home from school, backpacks are useful to allow children to keep their personal "special" items close, but not in the classroom.

Do the children go outside when it is cold?

We will go outside with the children on most winter days, unless the weather poses a health threat to the group at large. We do not have the staff necessary to keep individual children inside upon parent request. If your child is not feeling well enough to go outside and follow our daily routine, we ask that you keep them home. Children love to go outside and learning to enjoy the outdoors is very important to their overall development. Please be sure that your child is dressed for the weather as everyone goes out unless it is raining hard or is extremely cold. **In the winter** children need a warm coat, waterproof boots, mittens, hats, and snowpants.

FOOD AT SCHOOL

Can we celebrate birthdays at C.C.C.C.?

Teachers will keep track of children's birthdays, and strive to make the day special for the child. Children will have planned activities to make the day special. Each class will have their own way of celebrating the day. Due to a variety of reasons, we ask that special treats or prepared foods are not brought in. If parents want to bring something for a special treat, we can suggest some fun craft ideas.

What meals and snacks will my child get at school?

Pullman: Head Start/ECEAP/Child Care:

- We serve breakfast, lunch, and afternoon snack during the day. For children in the program for 9 hours or longer they will receive an additional small snack at 5pm. Your child will be provided with the meals and snacks that occur during his/her regular scheduled hours.

- All meals are served family style with each child choosing what and how much he/she wants to eat. No child is required to eat any particular food and food is never withheld from a child as a means of punishment.
- If your child has allergies to certain foods, please notify your child's teacher as soon as possible, so that we can plan the menu accordingly or serve alternative foods to your child. Parents should not provide meals except in the case of severe allergies and if you are asked to provide your own food by the program.
- CCCC uses all BPA-free plastics for the serving and storage of food and beverages. We encourage families to use BPA-free products at home and in any meal/snack that your program may ask you to bring to the program. This is especially true with infants/toddlers who use bottles or sippy cups. Parents are encouraged to consider the use of glass bottles with a silicone sleeve and sippy-cups labelled BPA-free.
- Parent's will receive copies of the menu (hard copy or electronic) and CCCC welcomes menu feedback!

Colfax ECEAP/Child Care Program:

- We serve breakfast, lunch, and afternoon snack. CCCC purchases the lunches we serve from the Colfax School District. There will be days when the district kitchen is not open and our childcare program is (winter and spring breaks, and summer). On these days, we will ask families to provide their own sack lunches, and we will provide a morning and afternoon snack. When parents supply their child's lunch our licensing regulations require that the lunch meets the USDA CACFP meal requirements:
 - Milk
 - Meat / Meat Alternates – cheese, egg, yogurt, beans, tofu, nut or seed butters
 - Vegetables
 - Fruit
 - Grains – bread, bread product, pasta, or rice

HEALTH INFORMATION

Immunizations

Washington State law states no child shall attend class until they have proof of one of the following:

- A completed/up to date immunization record that has been verified from a health care professional or from MyIR/WA IIS.
- A catch-up immunization schedule created by a care provider AND a record that shows a child is as up to date as possible and awaiting next series.
- A Certificate of Exemption*
 - Medical exemptions, Personal/Philosophical exemptions, and Religious exemptions require a care provider's signature
 - Per WA State law, MMR exemptions cannot be Personal/Philosophical

*By Washington State Law children who are not immunized will not be accepted for care during an outbreak for diseases that can be prevented by immunization. This is for the non-immunized child's protection and to reduce the spread of the disease.

Excluding Children Out-of-Compliance with Immunization Requirements: Our Health Manager will assist in determining if your child is out-of-compliance with immunization requirements prior to enrollment. If found out of compliance, parents will be required to get the child as up to date as possible prior to the first day of attendance. A catch-up-schedule must be adhered to thereafter to ensure the child is brought up to date. By law, RCW 28A.210.120, it is the duty of CCCC to exclude children from our classrooms or program for any purpose until proof of compliance through immunizations, certification of exemption, or an approved schedule has been received.

Physicals EHS/ Head Start / ECEAP

A child's health has a big impact on his/her ability to learn, grow, and develop. This is why each child is required to have a well-child physical exam that shows the child is up-to-date with all routine and preventative health care. Our Family Advocate staff also work with parents to determine if they have a medical home and health insurance. Parents will be asked to submit verification of current physical exams as soon as possible, but no later than 90 days from enrollment date. We ask you keep health records up-dated on an annual basis. For screenings which indicate follow-up is necessary, we ask parents submit documentation that follow up health care is being or has been received.

Dentals

Dental exams are required for Head Start / ECEAP children within 90 days of enrollment and every 6 months beginning at 1 year of age.

What if my child is sick?

If your child is sick and will be staying home, please give us a call. We always want to know if your child is going to be absent and it is important for us to know what type of illnesses may be being passed around. Certain infectious disease and parasites require us to post a public notice.

If your child feels poorly and normal activity is not possible (stomachache, lack of sleep, bad cold, injury, etc) please keep your child home. If you suspect your child has a contagious condition (i.e. pink eye, strep throat) please keep them at home until they are no longer contagious. Your child may return to care when symptoms have subsided and they are feeling well enough to fully participate.

What if my child gets sick at C.C.C.C.?

We follow our licensing WAC 110-300-0205

1. Staff must check all children for signs of illness when they arrive at the center and throughout the day. We will contact you if your child develops signs or symptoms of illness and decide whether your child needs to be sent home.
2. Staff will exclude children with the following symptoms from care with the following symptoms:

1. Fever of 101 °F for children over 2 months of age **and** who also have one or more of the following symptoms:
 - diarrhea/vomiting
 - earache
 - fatigue that prevents participation in regular activities
 - sore throat
 - rash
 - headache

Child is able to return when fever free for 24 hours without the use of fever-reducing medication AND symptoms have improved.

Ear or rectal methods of measuring temperature WILL NOT be used. Digital InfraRed no-contact forehead thermometers and contact forehead thermometers will be used. Other no-contact thermometers may be adopted as COVID-19 brings other no-contact options. Glass thermometers containing mercury and under the tongue thermometers are not used.

2. Vomiting: Two or more instances within the past 24 hours.
Child is able to return the following day if symptoms have resolved.
3. Diarrhea: Where stool frequency exceeds two stools above normal for that child in a 24-hour time period, or, whose stool contains more than a drop of blood or mucus.
Child is able to return the following day if symptoms have resolved.
4. A rash not associated with heat, diapering, or an allergic reaction.
5. Open sores or wounds discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling.
6. A child who appears severely ill, which may include lethargy, persistent crying, difficulty breathing, or significant change in behavior or activity level.
7. A child who appears ill and is presenting in a manner that:
 - Prevents the child from participating comfortably in activities
 - Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children
 - Poses a risk of spread of harmful disease to others

If a child becomes ill while attending the program, the parent, guardian, or emergency contact person will be notified by phone promptly. The child will be removed from the classroom and sit with an agency staff member in the office area to be kept comfortable until parent is able to pick up. The staff member will monitor the child for continued or worsened symptoms.

Note: Separate COVID-19 Pandemic Exclusion Policy in 2019-2020 and 2020-2021 per WA State Department of Health Guidelines and Whitman County Health Department direction. These policies are fluid as the State and County guidance is fluid. Allowing children to return to care after illness during COVID-19 policy is

very specific and clear based on State/County guidance; this may flow into 2021-2022.

The following Conditions DO NOT require IMMEDIATE exclusion, but may result in a period of exclusion for the child.

1. Lice or nits
 - a. If diagnosed at home, child will stay home and return after first treatment.
 - b. If diagnosed while at the program, the child may stay for the remainder of that program day and then can return after the first treatment.
 - c. Program staff will conduct daily lice check for several days after first treatment.

2. Impetigo, Ringworm, Scabies (Diagnosed or Suspected communicable skin infection)
 - a. If diagnosed at home, the child will stay home and return after receiving the first treatment (recommended to schedule with child's provider for prescription ointment or oral medication). All sores must be completely covered.
 - b. If observed at program, parent will be contacted and the child may stay until the end of programming on that day. The child may return 24 hours after the first treatment (recommend to schedule with child's provider for prescription ointment or oral medication); all sores/lesions must be completely covered.

3. Pinkeye (bacterial conjunctivitis) indicated by pink or red conjunctiva with white or yellow eye mucous drainage and matted eyelids after sleep. This may be thought of as a cold in the eye. Exclusion is no longer required for this condition. However, if the mucous drainage is severe and has an increased risk of spreading to other children/staff, the child may be excluded and asked to reach out to health care professional and/or keep the child home until the pinkeye has cleared.
 - a. Health care professionals may vary on whether or not to treat pinkeye with antibiotic drops. Most children with pinkeye get better after 5 or 6 days without antibiotics. Parents/guardians should discuss care of this condition with their child's primary health care provider and follow the primary health care provider's advice. Some primary health care providers do not think it is necessary to examine the child if the discussion with the parents/guardians suggests that the condition is likely to be self-limited. If no treatment is provided, the child should be allowed to remain in care. If the child's eye is painful, a health care professional should examine the child.
 - b. If 2 or more children in a group develop pinkeye in the same period, the program will seek advice from the program's health consultant/public health agency.

PROGRAM HOURS AND DAYS OF OPERATION

All programs develop and post a school calendar which includes school holidays and closures.

Greyhound Way Center

1. ***EHS (Early Head Start)***: Monday – Friday Home Based
2. ***Head Start/ECEAP Center***:
A.M. sessions – Monday – Thursday 8:00 – 11:30
P.M. sessions – Monday – Thursday 12:30 – 4:00

St James Center: (ECEAP / Child Care)

Center hours are from 7:15 am to 5:30 pm (Monday –Friday). ECEAP operates an extended day model (full day / full year) at this center. Both part time and full time schedules are available in our tuition based program. ECEAP allows extended day models to close up to 23 days during the year for holiday's, breaks, and staff professional development.

Colfax Center: (ECEAP /Child Care)

ECEAP– Full day program option; Monday – Thursday 8:00 – 3:00 (Early release Wednesdays at 2:30)

Child Care - Program hours are from 7:30 am to 5:30 pm Monday – Friday. Both part time and full-time schedules are available in our tuition-based program.

CCCC closes all programming 1-2 days annually to complete staff professional development opportunities. Parents will receive at least a 30-day notice as to when these closures may occur.

Closure of Children's Programs due to Weather:

Greyhound Way Head Start/ECEAP Center:

- When the public school is closed, we will also be closed.
- If there is a two-hour delay in the public schools, HS/ECEAP will be open normal operating hours, but transportation will not be provided.

St James Center:

- C.C.C.C. will close if Washington State University closes for employees due to bad weather.

Colfax:

- We will close if the Colfax School District closes due to bad weather.
- In cases where Colfax School Transportation is delayed for two hours or more, we be open with normal operating hours.

ENROLLMENT, TUITION AND FEES

EHS/Head Start/ECEAP

Head Start and ECEAP are income eligible based programs and no costs will be charged to parents for tuition or other fees associated with their program participation.

All families, or participants representing families, who intentional attempt to provide or provides false information must understand that such acts will result in the termination of the application. A statement to such is included within the enrollment application.

Child Care

Child Care is a tuition-based program. Parents fill out the CCCC Tuition Agreement upon enrollment and we will base your child's tuition upon their scheduled attendance. This agreement also outlines our payment policies, including our 3% monthly discount for automatic deposit payments (no discount for payment with credit cards). Tuition is billed at the beginning of the month and is due by the 10th of the month. A 1.5% late fee may be applied to invoices that are not paid by the end of the month. We will work with families to arrange a different monthly payment schedule if one payment at the beginning of the month does not work well with your family budget.

There will be no tuition credit or refund given for occasional days missed, holidays when C.C.C.C. is closed, or personal vacation periods. Families may be provided refunds on an individual basis when the month is pro-rated due to a withdraw. During extended leaves, C.C.C.C. will provide a 50% tuition refund to children who are absent for 3 or more consecutive weeks. If a child leaves the center for one full month or more, no tuition will be charged for the time absent. However, if a child withdraws for the month, parents are not guaranteed to have space to return to, and may be put on a waiting list for re-enrollment. We request a two week notice from parent/guardians when children leave the program or have a change in status / schedule.

DSHS Working Care Connections

Community Child Care Center accepts DSHS subsidized childcare. Arrangements must be made by the parent/guardian through DSHS. We must have verification from DSHS that a family has been approved prior to children attending C.C.C.C. It is the sole responsibility of the parent to understand, complete and keep up-dated all requirements of this program. Parents/guardians are responsible for any hours of service beyond DSHS authorizations and all co-payments as well as any late fees or fines.

TRANSPORTATION

Children are always transported in proper height and weight safety seats and seatbelts.

Fieldtrips – Parents sign consent for children to participate in fieldtrips upon enrollment, so we do not require individual permission slips. Teachers will notify parents in their newsletters or by other notice at least 24 hours in advance of a fieldtrip. CCCC posts notification to parents on parent bulletin boards that we may take the children on short walks or to nearby parks spontaneously. Fieldtrips are considered part of the daily curriculum and appropriate for all children, unless specifically indicated under a child's special need information. We cannot always guarantee your child "other" supervision if

you do not want your child to participate. Please see your teacher or the program supervisor if you do not want your child to go on a fieldtrip.

Head Start/ECEAP/EHS – Limited transportation is provided for Head Start/ECEAP preschool families, who can show a need (No car, driver's license, etc.), at our Greyhound Way and Colfax Centers. Pick-up and drop-off sites need to remain consistent. Many of our preschool children at the Greyhound Way Center are provided transportation through the Pullman School District due to IEP's. EHS families are provided assistance to socialization play groups by request. Transportation is not provided for any of our child care programs or ECEAP extended day program at St James. CCCC will provide transportation for children who need to be transported between our St. James and Head Start/ECEAP center at mid-day.

School Aged Child Care – Transportation is provided to school aged children by the Pullman School District. The PSD drops children off at the corner of Stadium Way and Lybecker, and staff walk children across the street and into our programs. If your child rides a bus and is not going to attend school that day, please also let the CCCC program staff know. If we are expecting a child to attend and they do not get off the bus, we will call you immediately.

PARKING LOT SAFETY

Parents are to:

- Park in designated parking spots only at all Community Child Care Center locations. Avoid blocking in other vehicles or parking behind other vehicles that are already parked.
- Drive slowly and safely through all Community Child Care Center parking lots and drive ways. Please slow down and be aware of your surroundings.
- Turn off motors when getting out of your vehicle to drop off/pick up your children at the CCC Centers. Do not leave engine's running no matter how quick you think you plan to be.
- Hold your child's hand and keep them close to you at all times when in the parking lots or drive ways.
- Have all children in your vehicle buckled in appropriate car seats or buckles depending on their height and weight.
- Parents or assigned guardians are responsible for their children before entering the building or upon pick up and exit of the building.

ANTI-IDLING POLICY

No person driving or in charge of a motor vehicle shall permit it to stand unattended without first stopping the engine, locking the ignition, removing the key and effectively setting the brake.

Persons appearing to be impaired by drugs or alcohol at the time of drop off or pick up

The staff at Community Child Care Center will contact local police and/or the other custodial parent should a parent appear to the staff to be under the influence of drugs and/or alcohol. The parent's right to immediate access does not permit the agency from denying a custodial parent access to their child even if the parent is or appears to be impaired. However, CCCC staff will delay the impaired parent as long as possible, while contacting the other parent, the local police, and possibly Child Protective Services (CPS) if necessary. Any other authorized person who attempts to pick-up a child and appears to the CCCC staff to be under the influence of drugs and/or alcohol will be denied access to the child. CCCC staff will contact the child's primary guardians and local police, and Child Protective Services, as needed to notify them of the situation.

Court orders affecting enrolled children

In cases where an enrolled child is the subject of a court order, i.e., Custody Order, Restraining Order, or Protection Order) Community Child Care Center must be provided with a *Certified Copy* of the most recent order and all amendments thereto. The orders of the court will be strictly followed.

In the absence of a court order on file with Community Child Care Center, both parents shall be afforded equal access to their child as stipulated by law. CCCC cannot, without a court order, limit the access of one parent by request of the other parent, regardless of the reason.

If conflicting orders are presented CCCC staff will follow the most current dated court order provided to them.

Once presented with a Protection Order or Restraining Order CCCC is obligated to follow the order for the entire period that is indicated on the certified copy of the order. Employees of CCCC, cannot, at the request of anyone, except the issuing Judge, allow a Protection Order or Restraining Order to be violated.

Prohibition of drugs, alcohol and firearms while at Community Child Care Center

Community Child Care Center provides a safe and secure place for both children, parents, staff and visitors at all our center locations. In this effort CCCC prohibits the use of any illegal substances, alcohol and firearms at all centers.

No Smoking or Vaping Policy

- Staff and parents will not smoke or vape while at work in the presence of children.
- There will be no smoking or vaping of any substance on site or in outdoor areas within 25 feet of an entrance, exit, operable window, or vent in the building. This policy is enforced at all times, regardless of whether or not children are on the premises. (Rationale: residual toxins from smoking can trigger asthma and allergies when children do use the space).

- There is no smoking or vaping of any substance is not allowed in any vehicle that transports children. Smoking or vaping of any substance is not allowed in any vehicle owned by CCCC.
- Using, consuming, or being under the influence of cannabis on licensed space is prohibited at all times.
- The program will post “no smoking or vaping” signs that are clearly visible and located at each building entrance.

REPORTING TO CHILD PROTECTIVE SERVICES

All persons caring for children are mandated by law to call Child Protective Services if we have any reason to suspect that a child is in danger of abuse, neglect, or sexual molestation.

ANIMAL POLICY

Teachers will notify parents in writing of classroom pets at the beginning of the school year or if a classroom pet will be visiting. CCCC will allow caged animals or fish as classroom pets, but the animal is never to be handled by the children. All visiting pets must have proof of current immunizations from a veterinarian and be pre-approved by management staff.

PESTICIDE POLICY

Parents will be notified 48 hours in advance of the application of any pesticide. The notification will be posted in each classroom on the Parent Board. Included in this notification will be:

3. The product name of the pesticide being used.
4. Date, time, and location of application.
5. Why pesticide is being used (pest to be controlled).
6. Who to contact in the center with any questions or concerns.

When at all possible, pesticide application will occur on Friday evenings or Saturday mornings, leaving the areas unoccupied for a minimum of 24 hours.

If circumstances warrant that pesticide application occur other than on weekend closures, in addition to the 48-hour advance notification, markers must be placed at all points of entry to the center grounds, and left for a minimum of 4x5 inches, designed and clearly placed to be noticed. The headline must state, “This premise has recently been sprayed or treated with pesticides”, and contain information such as who applied the pesticide and who to contact for more information.

C.C.C.C. central office shall maintain a copy of the pesticide records, provided by the applicator, and make it available to all individuals upon request.

DISASTER PREPAREDNESS PLAN

Internal Disaster

In case of an internal disaster such as fire, explosion, etc., the first priority of all staff will be to evacuate and account for all persons.

1. Person discovering problems will sound general alarm, and then call 911 to give disaster information and site address.
2. Lead teachers will get roll sheets, emergency forms, and quickly check bathrooms, all play rooms and proceed immediately outdoors, while other staff are directing children outside. Any supplies provided by parents for special medical needs will also be taken.
3. One staff member, directed by a lead teacher, will notify office staff of disaster.
4. Lead teachers and administrative staff will account for all children checked in.
5. All certified staff would administer first aid to anyone needing care.
6. No staff member will be allowed to leave without permission from the administrative staff in charge.
7. The Director will consult with city personnel as to directions for parents.
8. If necessary, local media will be notified with specific directions for parents.
9. An administrative member will stay at the site to inform parents of vital information.
10. The Director will accompany any injured children to the hospital.
11. Children with special needs will be transported by bus, if at all possible.
12. We will notify the local police department of the location of all of the children and staff. The Greyhound Way Center's closest relocation site will be the Pullman High School; St James's relocation will be The Beasley Coliseum; Colfax relocation will be the Colfax High School gym. The teachers will be required to take roll before we leave our centers and after we arrive at the relocation site.

External or delayed disaster

C.C.C.C. will follow all directions of the local disaster agency. All staff will remain with the children and will remain at the individual sites unless directed by the city to do otherwise. If directed to leave the site, we will notify the local police department with the location of all the children and staff. The Greyhound Way Center's closest relocation site will be the high school; St James's relocation will be The Beasley Coliseum. Staff will be required to take roll before we leave our centers and after we arrive at the relocation site.

Lockdown Plan – Active Shooter

1. Front desk staff will use the pager feature on the phones and turn on the megaphone siren.
2. All office staff will take cover in their office.
3. **All classrooms who are inside their classroom will do the following:**
 - a. Secure the bolt feature on their door to secure the classroom door
 - b. Turn off lights

- c. Close window blinds
 - d. Grab the first aid backpack, medications, and emergency binder
 - e. Ensure a staff member has a cellphone with them or have a cell phone in the first aid backpack during teaching hours
 - f. Staff and children will take cover in the designated location for that classroom. Children and staff will remain quiet and calm.
4. **All classrooms who are outside will do the following:**
- a. If you have knowledge that the active threat is already inside the building, grab your first aid backpack, someone dial 911, and begin to lead the children away from the building. This will provide opportunity to hide behind cars or other items if you need to hide.
5. If you are on a Home Visit or not on the premises, CCCC manager will attempt to contact you via cell phone/text if/when it is safe to do so. IF you receive a text to this regard, you shall not return to the building until you receive notification that it is safe to do so.
6. Administrative staff, managers, teaching office staff, school district staff, and any other staff/visitors to the building will have designated locations and procedure to secure their location to take cover.
7. Parents will not be notified at the time of a lockdown as the first priority is the safety and survival of all persons in the building. As soon as it is safe to do so, CCCC manager(s) will use Child Plus to notify by text all enrolled families at the facility.

Lockdown Plan – Shelter in Place (threat in the area but not immediate to your center)

1. If there is an active threat in the community, but not necessarily close in proximity to our location, the following will happen:
 - b. Front door will get locked
 - c. Classroom doors will get locked
 - d. Classroom window blinds will get closed (ensure all windows are locked)
 - e. Outside time would be suspended – everyone would remain indoors (even if it is end of shift, time to leave for a break, home visit, etc.
 - f. All window blinds would be closed throughout the building
 - g. Anyone on a HV or outside of the building would be notified by text/call and would not return to the area until receiving an “ALL CLEAR”
 - h. Parents would not be permitted to come to the area to pick-up children until the “ALL CLEAR” unless this is accompanied by Law Enforcement Assistance and a method is used to track children released to parent or emergency contact person(s).
 - i. **Operations inside the building would proceed as normal; teaching, cooking, meetings within the office.**
 - i. **Office staff will coordinate and use Child Plus to send a mass text to all families to inform of Shelter in Place and not to pick-up child until notified.**
 - j. Note that a shelter in place could turn into a LOCKDOWN.

Parent/Child Reunification Plan

In the event of a natural disaster C.C.C.C. will make sure that parents are kept informed of their children’s location through the media and emergency operations center. An

administrative staff member will ensure that these agencies are notified on an on-going basis of the location of staff and children.

When parents arrive to pick up their children, lead teachers will ensure that a parent or guardian signs out their child. The children's emergency forms will be on hand in case parents aren't able to pick up their children. Proper identification will be required for people who are on the emergency forms.

Coping with the disaster

After the disaster we will have trained counselors and the Red Cross available to help the children and their families deal with the results of the disaster.

Staff members will have resources available to help families deal with their individual needs.

When the children return to the center, the teachers will provide opportunities for the children to talk about their feelings and experiences. Staff will provide an emotionally safe environment at all times.

Up-dated July 2022