Parent Handbook

Covid 19 Addendum







Milgard Child Development Center

*Pierce College Fort Steilacoom*

Garnero Child Development Center

*Pierce College Puyallup*



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***Welcome Families***

While we are open to assist you to further your educational goals at this time, we are making every effort to ensure your child’s safety and to minimize the risk to your family while in our centers due to the current COVID 19 pandemic.

The parent handbook addresses the updated policies and procedures that have been implemented within the child development centers in order to keep your child, your family, and our staff healthy and safe. The following have been updated:

* Center staffing
* General Information – our hours have been amended
* Transitions – transitions into the center and from the toddler classroom to the preschool classroom have been amended
* Daily Schedule – our daily schedule has changed along with the center hours
* Arriving at the Center – with the current restrictions on who is allowed in the building dropping off and picking up your child (ren) has changed
* Meals – we are no longer serving meals family style
* Illness policy – updated with allowances for current pandemic
* Handwashing policy - updated with allowances for current pandemic

***Child Development Centers***

***Who we are,***

***What we believe,***

***What we do***….

# Pierce College’s Mission

Pierce College creates quality educational opportunities for a diverse community of learners to thrive in an evolving world.

# Our Mission

To embrace children, families, and staff as part of a quality learning community.

# Our Vision

Our vision is of a place where all people of the greater community – children, families, and staff alike - can come to feel safe, accepted, and revered for the individuals they are. We strive to create an environment where questions, confrontation and debate are not feared, but embraced for their value, and where challenges are met with enthusiasm. We believe that our passion for our work will be reflected in our environment and daily lives. We are a diverse family of co-learners coming together to effect change and make a positive impact in the universe.

Our Goals

* To communicate unconditional and positive regard for everyone, trusting each other and learning openly from one another.
* To ask questions, solve problems, make mistakes, and express ideas.
* To have the freedom to be ourselves and act from our own experiences.
* To accomplish what we are capable of doing on our own and together.
* To be a place where everyone is encouraged to be actively engaged in the journey of life and learning.
* To make our learning visible through all our senses.

Our Beliefs

Pierce College Child Development Centers are places where the needs of the child come first. We see ourselves as an extension of the family home providing a caring, warm, and nurturing place for children and their families. In doing so, we succeed by tapping into the educational power of family life. Our program is built on the cultural background and environment of each family. In addition, we see ourselves in partnership with the community as we all come together to help children grow, develop and reach their potential.

# Drawing by Jannah Rose, Age 4

We believe children have enormous potential and capability. We believe that we must give them the same trust, patience, dignity, and respect we would offer anyone embarking on an important and serious educational journey. We believe we can best guide children by listening to them. We believe we are in a partnership with parents and the community.

Our Methods

Our teaching methods are inspired by the Reggio Emilia approach. Within the principles of Reggio, teachers identify and honor children as prepared, capable, and competent. Children come with potential, curiosity, and interest in forming relationships and engaging in social interactions with others and their environment. Teachers are there to set the environment and guide children in their learning and discovery. Within the Reggio approach, parents and community members work as partners with the teacher to benefit the development of the child. The environment is known as the “third teacher.” Whether in the classroom, on the playground or in the community, a child’s environment helps create and shape the child’s learning and growth.

Our buildings and landscapes are laboratories — places where children can explore and experiment. The buildings are designed to provide the best use of light and space and serves as an inspiration for children and for adults to explore and learn together. We encourage children’s learning by recording their thoughts, ideas in writing, in pictures and on tape. Children strive to understand the world and how it functions by making their own theories. Our program provides them with the opportunity to experiment with and test these theories. Our teachers, in partnership with families and the community, create the learning environment and facilitate and document the learning that takes place here.

To read more about the Reggio approach see: Curriculum; Principles of Reggio on page 11 below

# Our Center Staff

Our CDC Centers consist of three types of staff:

* Classroom Staff
* Administrative Staff and
* Support Staff

Each is equally important and the center could not operate efficiently without any of them.

## Classroom Staff

Classroom Staff consists of two types of staff members.

All classroom staff help children accept responsibility for their actions and encourage proper social interactions. They assist with the day to day activities with/for your child: meal or snack times, quiet times, outside times, free play, hygiene routines, etc. They prepare materials, they monitor activities, they assist in classroom supervision, and more.

**Our core staff** (typically four per pod) are full time staff members and are the key staff in the pods. They design and facilitate the weekly educational activities for the classroom. They complete general clerical program support procedures, and they provide child development information to parents, other staff, and anyone who asks for assistance. The core staff also works with the site supervisors and district director on staff development; suggesting ideas, planning meetings, and preparing and presenting materials. At least two of the core staff per pod are the head start or early head start staff members. These staff members receive on-going additional training through our early learning partners and complete all necessary screenings, assessments, and goal settings with the families. ***This work is done both in the classroom and out of the classroom.***

**Our part-time staff, or co-learners**, assist the core teachers in the classrooms. Our goal is to keep the same co-learner in the same classroom every time they work to enable them to get to know the children and families better and enable the children and families to get to know them better but there are times this is not possible due to center needs and individual schedules.

***Currently the centers are being operated at a reduced capacity to limit the risk of exposure for your child and your family so the role of our co-learners maybe reduced but every precaution is being taken by all of our staff members as they enter the center.***

Many of our staff members from all of the categories, full and part time, are also students furthering their education and knowledge for the benefit of all involved.

## Administrative Staff

Our administrative team consists of the district director, pedagogical leaders or site supervisors and office staff.

The district director recently retired. He oversaw the general operations of both child development centers. He traveled back and forth between both centers and works closely with all the center staff, the ECE Staff, the college president, the state licensor and more. He was also involved with hiring core staff, worked with the budgeting, preparing contracts and partnerships and was sometimes also in a classroom or the kitchen as the needs dictate. Currently the pedagogical leader / site supervisors in conjunction with the president of the Pierce College Puyallup Campus (Dr. Darrell Cain) are coordinating these duties.

Each center has a pedagogical leader or site supervisor who is part of the administrative team. The site supervisor works closely with all classroom staff at their centers and is a mentor to them modeling positive interactions with the children and other staff members, good classroom management skills, serves as a sounding board when issues arise in the classroom, helps with the scheduling of the staff to ensure your children are safe and well cared for, fills in if necessary in the classroom if staff are out, and more. The site supervisors work closely together with each other as well as the district director ensuring smooth operating centers where your child is in a safe, fun, and creative learning environment.

The office staff are typically the first staff members seen upon entering the center, they are the staff members who have helped you enroll into the center, helped you learn how to log in and log out of the building, they prepare the billing, answer the phones, provide clerical support to the classroom staff (classroom schedules, extended day information, vacation information, etc.) the district director and the site supervisors.

## Support Staff

There are five categories of support staff: kitchen staff, family support staff, practicum students, work study students and volunteers.

The kitchen staff are the staff who prepare and serve all the food your children eat while in the building ensuring it is as healthy and nutritious as possible. They also do all the dishes while making sure the kitchen is sparkling clean when they leave it. In addition, the chef creates the monthly menus, orders all the food, monitors allergies while making sure your child has an appropriate substitute if necessary.

The family support staff works with those families who are enrolling in head start or early head start, helping them complete necessary paperwork, working with classroom staff on the necessary screenings and educational plans, works with the families on the goal setting and more.

Practicum students are early childhood education students who are working towards an ECE degree or a teaching certificate in early childhood education. They work closely with the core staff in the classroom in many of the same capacities. They must meet many of the same standards as the rest of the staff (background check cleared, first aid/cpr, food handler’s card, etc.). Many of our practicum students often move on and become co-teachers.

Work study students and volunteers can be in the classroom, kitchen or office depending upon their abilities and the centers needs at any given time. Again, they must meet the same standards as the rest of the staff - (background check cleared, first aid/cpr, food handler’s card, etc.).

***During the COVID 19 Pandemic the Child Development Centers will not be accepting volunteers into the centers. Practicum students and work study students will also have a limited role in our centers during the pandemic. As the restrictions ease, their roles within the center will again increase.***

# Our Affiliations

Pierce College Child Development Centers are licensed by the Department of Children, Youth and Families, to care for the children of Pierce students, faculty/staff, and community members. Both centers are also members of, and accredited by, National Accreditation Commission for Early Care and Education Programs. Both centers are also sub-contractors of Puget Sound Educational School District for our Early Head Start and Head Start Programs.

# General Information

Pierce College operates two child development centers. Milgard CDC is located on the Fort Steilacoom campus. Garnero CDC is located on the Puyallup campus. Both centers can serve up to 54 children, however will be operating at a reduced capacity during the pandemic in an effort to keep everyone safe. The classrooms will be operating with a maximum of:

* ***Four*** per classroom in each toddler classroom with one full time teacher per classroom.
* ***Nine*** per classroom in each preschool classroom with three full time teachers per pod.

As pandemic restrictions ease our classrooms will go back to their current make up of:

* **Eight** in each of the early head start toddler classrooms with two full time teachers per classroom
* **Ten** in each of the non-early head start toddler classrooms with *two full time teachers* per classroom
* **Eighteen** in each of the preschool classrooms with two full time teachers per classroom

The Child Development Centers also offer a full-day Head Start/Early Head Start program for qualifying children aged 1 to 5 years old. Please see center staff for additional information and how to talk with the Family Advocate for Head Start/Early Head Start in the center.

Children are placed in classes based upon their age and developmental stage, in conjunction with information from parents/caregivers. All of our classrooms (four at each center) are staffed by experienced teachers with degrees in Early Childhood Education.

Tuition is based on the number of childcare hours needed, as determined by parents, with a minimum charge of 20 hours per week (15 hours per week during Summer Quarter only). Through support from the Associated Student Body of Pierce College, the centers are able to offer lower rates to Pierce College students taking at least three credits who have children enrolled.

Contact Information

**Milgard Child Development Center Garnero Child Development Center**

Pierce College Fort Steilacoom Campus Pierce College Puyallup Campus

9401 Farwest Drive Southwest 1601 39th Avenue Southeast

Lakewood, WA 98498 Puyallup, WA 98374

Telephone and 24 Hour Voice Mail: Telephone and 24 Hour Voice Mail:

(253) 912-3680 (253) 864-3302

Fax Line: (253) 964-6663 Fax Line: (253) 864-3148

E-Mail: children@pierce.ctc.edu E-Mail: children@pierce.ctc.edu

If no one answers the telephone during normal business hours please be aware the centers have a full-time (24 hour – 365 days a year) voice mail system. If you need to leave us a message regarding your child (illness, absence, running late picking your child up, etc.) please feel free to use this service. All staff have the capability to check voice mails so even if office staff is away from their desk, gone for the day or talking with another parent, your voice mail is retrieved and relayed to the appropriate staff member. The voicemail system will also be used for notification in the event of inclement weather and other emergency closures.

What do I need to do before my child can attend?

There are **four steps** to complete before your child’s first day of attendance in the Pierce College Child Development Centers.

1. All forms/documents must be completed in full and turned in before child’s first day of attendance. Please see office staff if you need assistance completing the enrollment paperwork.
2. For your child’s safety and well-being, a physician’s signature is required when there are health related allergies or intolerances present. Any emergency medication, such as an Epi-pen, must also be present in the center. This does not include personal preferences identified by the family. Adaptive equipment that is essential to the child being able to function safely within the classroom is also necessary for attendance.
3. The Parent Handbook contains crucial policies and procedures, please review it carefully. Question any policies or procedures that are unclear or that may affect your decision to enroll. If you have any questions, comments, or concerns, please contact center director or site supervisor.
4. Attend a mandatory orientation session with center director, or site supervisor, & take a tour of the classroom with your child. We ask that you plan to spend at least 30 minutes in the classroom with your child. This gives families a chance to meet & discuss childcare needs with center staff, and gives your child an opportunity to interact with other children in their new classroom environment prior to being left for the first time.

During the pandemic, our orientation sessions will be held via Zoom. The orientation sessions are mandatory prior to center attendance.

## What Should We Bring?

In a Bag or Backpack

Please bring at least two full sets of season-appropriate clothing—including shoes, socks and underwear (or a supply of disposable or cloth diapers). You will also need to bring a blanket and pillow to be used at child’s rest time. You may also want to bring a special security item your child may want while sleeping. Blankets and pillows are to left in the building, the center staff will launder then for your child for the duration of the pandemic. After that, we encourage you to take your blanket and pillows home every Friday for washing.

REMINDER: All items brought to school (including coats, hats, and shoes) should be labeled with child’s name.

## What to Wear

Prepare for your child’s day to be active, playful, and messy! Remember, that children do have accidents, spill or spatter things, and often get wet while washing up. It will help your child, the staff, and you to deal with these situations if your child is not wearing their “best” clothes. We recommend that children be dressed for comfort, as well as safety. In general, rubber-soled shoes with closed-in toes are best for playing, running, and climbing. Also, please be aware that outdoor play is a daily activity—year-round and in all types of weather. Proper clothing for the current outside weather conditions is essential.

Clothing is to be left at the center and will be laundered by center staff during the pandemic only.

## What to Leave at Home

Please be aware that during the pandemic, items may not be brought back and forth on a daily basis. As restrictions ease, our normal sharing policies below will apply.

Some classrooms have special sharing days when children are allowed to bring items from home. Teachers will inform families in advance if/when this is to be a part of the classroom program. The Child Development Centers policy is that no child shall bring toy guns or weapons of any sort to the center.

Adults’ purses, bags, or backpacks often hold items that have the potential to harm children: medicines, candy, lighters, cigarettes, or other items that children could swallow or choke on. When volunteering, please leave personal items at home, in the front office, or in one of the locking cabinets in classrooms.

## Storage

Your child will be assigned a classroom “cubby” for their coat and backpack. School projects, incident reports and other center communications are found in your child’s communication folder. Please learn where they are and check them daily for art work, notes from the teachers and/or office staff.

Staff will bring any projects or other parent communications to you when they are bringing your child to the front at pick up time.

## What is the Curriculum?

Families often enroll their children in the Child Development Center because they like the “feel” of what they see during their initial visit. They want their children to be in an environment where they will be treated kindly by others and have a positive introduction to school. Recognizing that children learn through their play, curriculum at the Child Development Centers is emergent, rather than rigorously structured. Constructive play is vital to most aspects of children's intellectual, emotional, social, and physical development. Consequently, play prepares children for academic learning - as they begin their school years and at each step along the way.

Emergent curriculum describes the kind of curriculum that develops when exploring what is "socially relevant, intellectually engaging, and personally meaningful to children." The basic idea is that whole learning evolves from the interaction of the classroom participants, both children and adults. In emergent curriculum, both adults and children have initiative and make decisions. Emergent curriculum is never built on children’s interests alone; teachers and parents also have interests worth bringing into the curriculum. The values and concerns of all the adults involved help the classroom culture evolve.

Our programs and curriculum are inspired by the principles of the Reggio Emilia approach. This approach, which originated in Italy, provides a framework for how teachers look at their work, their classrooms, and the families and children in their care.

Principles of Reggio – (NAEYC, 1993 and Leila Gandini)

***The image of the child***. All children have pre­paredness, potential, curiosity; they have interest in relationship, in constructing their own learning, and in negotiating with everything the environment brings to them. Children should be considered as active citizens with rights, as contributing members, with their families, of their local community.

Teachers and children as partners in learning. A strong image of the child has to correspond to a strong image of the teacher. Teachers are not consid­ered protective babysitters, teaching basic skills to children but, rather, they are seen as learners along with the children. They are supported, valued for their experience and their ideas, and seen as re­searchers. Cooperation at all levels in the schools is the powerful mode of working that makes possible the achievement of the complex goals that Reggio educators have set for themselves.

***The Role of the Environment***—through conscious use of space, color, natural light, displays of children’s work, and attention to nature and detail, the environment serves as another teacher. It conveys to children, parents and teachers how the space is to be used and that their presence is valued and respected. The environment serves as the third teacher.

***Education Based on Interaction and Collaboration***—Education is experienced as a continuous interaction. This interaction takes place with exchanges that go from teacher to children, children to children, teacher to teacher, teacher to parent and parent to teacher and again from children to teacher in a circular process. School then takes the form of an education community where not so much ones teaches but one educates oneself, with each member contributing to the education process.

***The Importance of Time***—Projects and themes follow the children’s interest and development of concepts. Projects and activities are not “one-shot deals,” rather they build upon one another over time, as children “re-visit” their original work and ideas, refining them further through new experiences, activities and forms of expression. Time is also important in building sustaining, collaborative relationships.

***The Role of Parents***—the education process involves three equally important participants: children, teachers and parents. Parents have the right – and should be encouraged - to be active contributors in their children’s activities, classroom, school, and development. Parents collaborate with teachers in curriculum decisions as well as administrative decisions. The schools welcome parent involvement in a wide range of ways. Parents participating by giving time and talents and serve as an advocate for the schools in community politics.

***The Power of Documentation***. Transcriptions of children’s remarks and discussions, photographs of their activity, and representations of their thinking and learning are carefully studied. These documents have several functions. Most importantly, they help to determine the direction in which the work and experiences with the children will go. Once these documents are organized and displayed, they help to make parents aware of their children’s experience and maintain their involvement. They make it possi­ble for teachers to understand the children better and to evaluate the teachers’ own work, thus promoting their professional growth; they make children aware that their effort is valued; and furthermore, they cre­ate an archive that traces the history of the school.

## Curriculum Development

The curriculum is called emergent because it “emerges” and evolves, diverging along new paths as choices and connections are made. The curriculum is always open to new possibilities that were not thought of during the initial planning process. To plan an emergent curriculum requires observation, documentation, creative brainstorming, flexibility and patience. Rather than starting with a lesson plan which requires a “hook” to get the children interested, emergent curriculum starts with the children’s interests. This is not to say that the teacher has no input, in fact teachers may well have a general topic they think is important for children to study and they may purposely include certain materials or experiences related to it as jumping off points. This process requires a great deal of flexibility and creativity on the part of the teacher. In part, the teachers systematically plan and construct it based on what they know and what they have done before; in part, the children determine it by their responses to the plan. Once teachers see an interest “emerging” they brainstorm ways to study the topic in depth.

Curriculum development by our teaching teams has many influences. As a staff, we look to the latest research and information to guide us. Teaching teams consult with one another to create “webs” of ideas that are based in the teacher’s observations of the children’s interests. From there the teaching teams can bring in resources and develop activities for the development of curriculum that is relevant to the child.

The “project approach” is another way we develop curriculum. In the project approach children have the opportunity to define what they already know about a topic of interest as well as what they are interested in learning about the topic. From there, extended amounts of time are given to help facilitate this emerging interest and sustain it to new levels of thinking and understanding.

The classroom is the child’s workshop. There a child develops skills in making decisions acquiring knowledge of the world, making friends, and learning to cooperate in a group. The child exercises curiosity, initiative, and creativity. Activities include those that are necessary to a child’s physical well-being (toileting, washing, resting, and refreshments), those that are teacher-directed, and those that are child-directed. Children learn most quickly when the situation is relatively consistent. Through play, children develop gross motor skills (physical mobility and muscle control) and fine motor skills such as eye-hand coordination - a critical precursor to reading and writing skills. Equally important, play helps make learning fun! Play fuels children's imagination and sparks creativity, making the learning journey pleasurable and joyous.

## Developmental Screening

Each child in our programs is given a ASQ-3 and a ASQ:SE-2 Developmental Screening within the first 90 days of enrollment in the center. This is done after the teachers have had time to develop a relationship with the child, and is also done with parent participation and input. Once the developmental screenings are turned in by the parents, the teachers then score them and share the information with the parents within 30 days of the packet being returned. These screenings are used for several purposes. They help create a picture of where a child is developmentally when they enter our program, so teachers can track their growth. They also give teachers and families the opportunity to share information and insight regarding the child, building communication and collaboration between the child’s life at home and at school. These screenings are **NOT** used as a grading system or as the only measure of a child’s capabilities. They are a piece of data that helps create the larger image of who a child is. If the child scores lower than where they should for their age, targeted activities will be provided for the child and a rescreening will take place after four to six weeks. If the child still scores lower than they should for their age Birth to Three and/or Child Find Services information will be shared with the family for further support. It is up to each family / each parent, to choose what is right for their child and their family. Child Development Center staff will support families and children whether they choose to pursue, or decline, additional services.

## My Teaching Strategies

Our program uses the online version of My Teaching Strategies®, an assessment, report, and planning system. It helps us collaborate with you as we follow your child’s progress and plan our program. The My Teaching Strategies® family site makes it easy to communicate with you about your child’s ongoing development and our classroom activities. We hope you will use the family resources available on this online system. There is not a fee for you to use them.

Through the family site, you will be able to use our messaging system and event calendar to keep in touch with us and stay up to date about what your child is doing at school. You will also be able to view our weekly planning forms so you will know about both special events and our day to day classroom activities. You can view the documentation we enter to show what your child knows and is able to do. That includes photos, scanned artwork, and other electronic samples of his or her work and play at school. You can also share your documentation with us by entering it in the system! You can also view reports about your child’s development and learning. The “Development and Learning Report” shows your child’s current knowledge and skills and what his or her next developmental steps are likely to be. On the basis on your child’s current levels of development, the report also recommends fun activities that are related to our curriculum so that you can support your child’ learning at home.

**Ready Rosie** is an additional educational resource for our families. It has videos and activities that support you and your child in his/her learning. Families have free access to their learning website and app. The games and activities are simple, brief and use materials easily found in your home.

## Center Classroom Structure

Classrooms at the Child Development Centers are structured in Pods, with two separate classroom environments connected by a common studio space and bathroom. Children are assigned to a home classroom where their cubbies are located. Currently movement between the two rooms is limited to lessen the risk of possible exposure. As Covid 19 precautions ease movement between the two rooms as well as studio is expected and encouraged***.***

Classrooms in the Child Development Centers are set up as mixed age groups. Children from 12 months to approximately 3 years are enrolled in the Toddler rooms. Children from approximately three years to five years old (or the September after they have turned five and they are kindergarten eligible) are enrolled in the Preschool rooms. Every effort is made to balance the number of each age group within each room.

We use mixed age groupings for several reasons. First, mixed age groups allow children to potentially stay in the same classroom for anywhere from two to three years, depending on their age. This allows a deeper relationship to form between the children themselves, as well as with the teachers in the classroom. The teachers know the children and their families well and are better able to individualize curriculum to meet each child’s needs. Second, we strive to create a home-like atmosphere, and children are not segregated by age in homes. Third, the mixed age grouping allow the children to move through several different stages within the social structure of the classroom. They begin as observers, being mentored and taught by the older children in the room, and move into a position of leadership, able to mentor and teach the younger children as they were once taught themselves. Lastly, having multiple ages in the classroom encourages teachers to ensure that their activities are multifaceted, allowing exploration and learning by children of all levels regardless of age.

## Transitions

### Transitioning into the Center

There are several transition periods during your child’s time at the Child Development Centers. First, is the transition into the center itself. When you first enroll your child in the center, you are given access to the building through the secure pin pad at the front desk. You are encouraged to bring your child as often as you like prior to the official start date so that you can spend time in the classroom with your child getting to know the staff and the environment. Once your child starts, you are welcome to stay in the classroom as long as you like. Your child’s teacher will help you find the drop off routine that works best for you and your child. For more information on this, please see the *Arriving at the Center* section in the Communications section on page 20.

During the pandemic while we are limiting the visitors allowed into the center, transition meetings into the center will be done remotely using any or the following:

* Zoom,
* Face Time,
* Skype,
* Ring Central
* Any other program that works for the family

This will allow you and your child to see the classroom, the staff, some of the other kids, prior to their coming in initially. You are encourage to meet with center staff as often as you are comfortable with prior to that first drop off.

When children are on the playgrounds, parents may also observe their children from outside the fence. Please check in with office staff prior to observing your child this since not all staff may know who you are and “strangers” peering over the fence will alarm staff.

Please remember: no drop offs or pick-ups are allowed over the fences.

### Transitioning from Toddler to Preschool

During the pandemic and while our centers are being operated at a reduced capacity children will remain in their home rooms and will not be moving back and forth between classrooms during the transition process. As restrictions ease when a child is approaching transition age, the Toddler and Preschool staff will meet and determine where the child will be placed and work out a transition plan for the child.

Classroom assignments are made based on several factors and every effort is made to ensure that children are placed in a classroom environment that will best meet their developmental needs, including cognitively, physically, socially and emotionally. Children who are current Early Head Start students or eligible to become Head Start students will be moved into the Head Start classroom. Staff also consider the ages of the children currently in each classroom, which teacher might suit each child’s learning style, and whether any siblings are currently enrolled in either classroom. Parents may voice requests about classroom assignments, but we cannot guarantee that they will always be met.

When a child is approaching transition age, the Toddler and Preschool staff will meet and determine where the child will be placed and work out a transition plan for the child. Classroom assignments are made based on several factors and every effort is made to ensure that children are placed in a classroom environment that will best meet their developmental needs, including cognitively, physically, socially and emotionally. Children who are current Early Head Start students or eligible to become Head Start students will be moved into the Head Start classroom. Staff also consider the ages of the children currently in each classroom, which teacher might suit each child’s learning style, and whether any siblings are currently enrolled in either classroom. Parents may voice requests about classroom assignments, but we cannot guarantee that they will always be met.

A letter is sent home to the families detailing the plan and encouraging them to visit Preschool and meet their child’s new teacher. Transitions are generally done gradually, beginning with a Toddler teacher accompanying the child for short visits up to the new classroom. As the relationships strengthen between the child and the new teachers, the Toddler teacher will only drop them off for their visits to Preschool. Visits grow longer and begin to include staying for meals and nap time, and finally the child is dropped off in Preschool by the parent.

Because no two children are alike, no two transitions are exactly alike. Some children need up to six weeks of short visits before they feel comfortable staying for a full day. Others take off the minute they enter the classroom and barely need any transition at all. Parents are kept well informed of their child’s progress during the transition time and play a vital role in helping teachers find the process that will work best for their child. Children are also encouraged to be a part of this process, including helping to carry their belongings up to their new cubby and having a say in how long their visits last during the initial period.

### Transitioning out of the Center

Our staff are committed to doing everything possible to ensure a smooth transition from our center to Kindergarten or to another center. Parents are given printed copies of the My Teaching Strategies portfolio created by the teachers so that our information about your child’s development can be shared with future teachers and caregivers. If there are special concerns regarding children entering school, our teachers are always available to join in meeting with future teachers to help you advocate for your child.

## What is the Daily Schedule?

Teachers at the Child Development Centers plan and provide an enriched classroom environment, stimulating activities, and daily schedules that provide a consistent and comforting routine. In developing daily schedules and class curriculums, the staff take into consideration, each child’s developmental level, needs, interests, personality, and family culture. Daily schedules allow for child choice, some adult structuring, and great deal of communication. Each classroom will post a daily schedule. Be sure to look at it to see how your child will be spending their time each day. By knowing what is happening throughout the day, you can discuss your child’s school activities with them and extend their learning at home.

Below is a basic Child Development Center schedule. Schedules will vary in each classroom and are flexible to accommodate for special events and circumstances.

|  |  |
| --- | --- |
| **6:30*\**** - 8:45 | Free Choice |
| 9:00 - 9:30 | Breakfast/Free Choice |
| 9:30 - 10:00 | Outdoor time |
| 10:00 - 11:15 | Group time/Planned activities/Free choice |
| 11:30 - 12:00 | Lunch time-Toddler Classes |
| 12:00 - 2:30 | Rest/Nap time- Toddler Classes |
| 11:15 - 11:30 | Planned activities/Outdoor time/Group time- Preschool Classes |
| 12:00 - 12:30 | Lunch time-Preschool Classes |
| 12:30 - 2:30 | Rest time- Preschool Classes |
| 2:30 - 3:00 | PM Snack |
| 3:00 – **5:30*\**** | Outdoor Time/Planned Activities/Free Choice |

\* During the pandemic, the CDC Center hours have been adjusted (7:00 am – 4:30 pm Monday through Friday) to allow our staff time to continue to deep clean, disinfect and sanitize all tables, chairs, toys, sinks, etc. Shorter hours also allows for our core staff to be the primary staff in the classrooms and to not have multiple staff coming in and out of the classroom potentially exposing your child.

## Routines

### Cubbies/Dressing

Children are expected to remove their coats/jackets and backpacks and hang them up in their locker/cubby. Assistance is only given when the child is unable to help him/her self – showing him/her how, by reminding him/her that he/she can do it, and by encouraging him/her to be self-reliant. Adults see that all children are appropriately dressed before going outdoors – with coats/jackets fastened, and hats and boots on if needed.

### Toileting and Washing

In the younger groups, adults must be prepared for toilet accidents and treat these matter-of-factly. The child changes to dry clothing and the wet articles are placed in a plastic bag to take home. In this routine, the child should help him/her-self as much as possible. The child is reminded to flush the toilet, wash hands, and dry them well. Water play is not encouraged in the lavatories, but rather directed to a more appropriate area (sensory table, outside, etc.). There is no scheduled toileting period for the children, but all children wash their hands upon entering the classroom, before eating, and after any “messy” activities.

### Group Time

Group times are planned to introduce children to peer experiences and familiarize them with teacher directed activities. Songs, games, stories, finger plays, and meetings are used to provide pleasant group interactions, and allow children a time to talk about home experiences, ideas, or articles they have brought in. The spacing between each child and staff member in group areas will be increased to minimize risks of possible exposure. All children are encouraged to join group time; however children who strongly resist or disrupt the group may sit with an adult until group time is over or until they choose to rejoin the group.

## Play Procedures

### Outdoor Environment

Outdoor activities are not a “recess” but an important part of the child’s development and the program’s curriculum, in addition to providing opportunities for loud and active play. Outdoor activities require the adults’ constant interest, supervision, and participation.

All children go outdoors during the specified times—every day, regardless of weather conditions.

During the rainy season days, children should come prepared—wearing a jacket with a hood and waterproof boots.

### Indoor Environment

Children select from various interest/learning center activities during free choice time. Materials and supplies are available for children to use in expressing creativity, and often classroom adults have special projects planned for children to participate in. Children are encouraged to share materials\*, but may not take equipment from another child without that child’s permission. Children are encouraged to solve their own problems, with an adult present to guide the problem solving process and prevent episodes of physical aggression.

\*Where possible materials are sanitized between uses. Materials that cannot be easily sanitized, example soft toys, has been removed from the classroom.

## Rest Time

After a busy morning, children are ready for a rest time. Licensing regulations mandate that a rest/nap time be provided for children in childcare. Rest time begins after lunch. Children are not required to sleep, but are asked to lie or sit quietly for a period of time. Children may bring a blanket and/or stuffed animal to sleep with (be sure to label them with child’s name). Please make sure both blankets and stuffed animals are for nap time only and that they can easily be laundered by center staff.

Restricted drop-off times are posted at each center. Parents will not be allowed to drop off their children in classrooms during these times. This is to ensure that children have time to “settle in” before beginning lunch, rest time, and other planned activities.

We request that parents picking up their children during rest time enter and leave the classroom as quietly as possible so that those who are resting are not disturbed.

## Cleanup

All children are expected to participate in classroom cleanup at specified times during the day. Adults help to ensure that equipment is placed on shelves in safe, useable order. Children are also expected to help bring in equipment after outdoor activities.

## Discipline and Guidance

Our objective is to encourage the development of self-control. Limits are set for everyone’s safety and the preservation of equipment. Children are reminded in a positive manner what those limits are. Consistently and gradually, the teacher helps the child to take responsibility for his/her own actions. Teachers model for the children ways to express their feelings and to work out their differences with others. Each child is listened to and encouraged to communicate his/her needs. Teachers respect children and in turn, teach the child to respect others. The staff is here to help each child learn problem solving skills to find better ways to express themselves and resolve difficulties.

Discipline methods in the center may include positive reinforcement, redirection, substation of an acceptable alternative, denial of a privilege, and occasionally separation for the group. Physical punishment is not allowed under licensing regulations and is never used in the Center. UNDER NO CIRCUMSTANCES WILL CORPORAL PUNISHMENT BE USED OR TOLERATED BY ANYONE ON SITE.

Verbal abuse will not be allowed. This means no yelling, no obscene language and no put downs between adults or between adults and children. Spanking, threatening, and withholding food cannot be used to discipline children.

All children go through stages as they learn appropriate social behavior. There can be many reasons for a child’s mistaken behavior. Sometimes a child is just “acting their age”. Often they are responding to unrealistic expectations placed on them or too stressful them. Sometimes they are just tired, frustrated, or disappointed. The staff shall accept and respect each child for who he/she is as a unique individual. Teachers may use strategies such as behavior plans, written behavior records, and individual goal setting to help children understand expectations and meet behavior goals. When Head Start resources are available, extra teachers may be placed in the classroom in order to assist the classroom staff in providing one-on-one guidance and support.

Parents are included when a persistent behavior is becoming a concern in the center. Please see the *Children with Special Rights* section for more details on challenging behaviors.

Since physical punishment is not allowed in the center, please refrain from spanking or hitting your child while on the premises. We would be happy to talk with you about alternatives to spanking or to suggest books on the subject of behavior management.

Centers have a Parent Library with books available to check out for ideas and helpful hints on parenting that will again be accessible as the pandemic restrictions ease and families are once again allowed into the centers.

## Communications

Every time you and your child say “goodbye” and “hello” at school they are the first steps on a life long journey of learning how to separate from the important people in their lives.

Learning to say ‘hello” and “goodbye” to people we love is a process, not a goal to be achieved in the first week, month, or sometimes even a year of childcare. Indeed, after many years of experience, we adults find it difficult to separate and reunite.

We focus on “hellos” and “goodbyes” in our program because they are such a major part of our child’s life, today and always. Being able to separate is necessary if children are going to develop as independent, competent people. Being able to reunite is necessary in building and maintaining caring, and long-term relationships.

Our “hellos” and “goodbyes” currently look a little different. Once the temperatures have been taken of all present insuring all are healthy and the child (ren) have been checked in, a classroom staff member will come to the lobby to take the child (ren) back to their classrooms from the lobby.



### How we work together

Remember to say “goodbye”. By saying “goodbye”, you strengthen your child’s trust in you. Your child can count on the fact that you will not disappear without warning.

We can work together to create a “hello and goodbye ritual”. This may be as simple as walking to the door with your child or giving your child a hug before you leave. Having a ritual offers you both the comfort of knowing what to do.

Be aware that some “goodbyes” and “hellos” will be “bumpier” than others. As we all know, “goodbyes” and “hellos” can stir up many deep feelings. These feelings, combined with your child’s stage of development and other factors (such as being hungry or tired), can make saying “goodbye” and “hello” difficult at times.

Bring in family photos and other reminders of home that you want to share. Seeing these special objects will help your child feel connected to you throughout the day.

Please make sure cell phones are put away while dropping off and picking up your child.

### Arriving at the Center

Please try to arrive with enough time to help your child start his/her day calmly. Your honesty and positive attitude will help your child trust you and their teachers.

To ease the separation it helps if:

* You are familiar with some activities or toys at school that your child enjoys and you can help him/her pick a “first thing to do” through informal conversation on the way to school.
* You are familiar with the daily schedule and you tell your child what time you will be back in terms of the daily activities. Example: “After rest time I will come to pick you up.”
* Remind your child in advance that you must say good bye to them in the lobby, not in the classroom as done previously. Ask them what the first thing they will be doing in the classroom will be or if it is meal time, ask what they think will be for breakfast?
* Repeated stalling, one more hug and kiss, one minute, etc., can give your child the message that you’re not too sure this is a good idea either. Your child notices and needs your confidence!

Working with parents is vital in a childcare setting. Communication about the child including behavior, special needs, health, and development must go both ways. This communication can happen in a variety of ways:

Please note: some of the following communications may be temporarily suspended until pandemic restrictions ease.

#### Doorway Chats

Teachers may be available for a quick chat when a child is dropped off and picked up. Comments usually reflect events of the day.

Please note: Our first priority is caring for children. Therefore, it is important that teachers do not engage in lengthy conversations with parents during classroom time. If you would like to speak with your child’s teacher for an amount of time that is longer than a “quick chat”, please make an appointment with him/her.

#### Phone

Calls are made by staff to:

* reassure parents,
* when there is an emergency,
* to ask a pertinent question,
* and / or to notify parents of a potential problem.

Please make sure we have up-to-date contact information!

#### Written

Informational notes may be delivered to parents:

* in person,
* placed in child’s communication folder,
* by mail,
* via email (through the Pierce College student email system) or
* by text. Any texts through Procare or emails sent to parents are through a secure server.
* Through ***My Teaching Strategies***

Information may be about the center, upcoming events, or feedback about your child’s day.

The Center Facebook page, while available for all of our families, is not a primary means of informational communication about your specific child (ren).

### Incident Report Form

If an accident or incident happens during the day, this form will be completed and a copy given to the parents/caregiver. With very young children, incidents and accidents happen fairly frequently. Please talk to the teachers and/or director if you have any questions or concerns when you receive one of these forms.

### Listening Visits/Conferences

Visits are (typically) 30 minute visits, and are scheduled, 3 to 4 times a year. The purpose for the visits is for teachers to learn more about your child and family by asking a series of questions/discussion and an opportunity to discuss your child’s accomplishments/progress.

In person listening visits are currently not being scheduled. Zoom meetings between families and center staff can be scheduled as requested.

### Other Communication Strategies

The centers are continuing to explore new ways to communicate and build relationships with parents and families. We will hold monthly parent lunch/listening visits at both centers, as well as offer online feedback tools to gather information and input into programming.

Divorced or Separated Parents

The children’s center tries to be aware of and sensitive to the families we serve. If divorced or separated parents are sharing custody and there is some way the program can help make this easier, or avoid making the situation more difficult, please let us know. We can include both parents in all Center emails and other notices. We urge parents to come to joint parent/teacher conferences yet will conduct separate conferences if requested. Please note, we cannot presume one parent has more or less rights than the child’s other parent without a legal document (i.e. copy of custody settlement or restraining order.)

***Remember—Communication is an essential part of our relationship with families! If you have any questions, comments, or concerns, please contact us right away!***

## Meals

The Child Development Centers participate in the CACFP (Child and Adult Care Food Program). This program, run by the Office of Superintendent of Public Instruction (OSPI), reimburses centers for nutritious, well-balanced foods served in specific quantities to all children while in care. By participating in CACFP, we are able to serve breakfast, lunch, and PM snack to all children enrolled in our program at no additional cost to parents. Meals are prepared by our chefs according to U.S. Department of Agriculture (USDA) standards. Monthly menus are posted on the centers community bulletin boards, as well as in each classroom.

Please be aware that meals for children are provided at specific times only (times will be posted in individual classrooms). No meals will be served outside of these times.

Due to safety concerns, no outside food or drink is allowed in the classrooms. Additionally, in an attempt to encourage healthy eating habits, please refrain from sending candy and soda with your child.

### Food/Dairy Allergies

Children who are allergic to milk, dairy products, or specific foods (or require temporary exclusion from their diet) must provide a note from a physician, and have a completed food substitution plan on file (please see office staff for necessary forms). Please be aware that a list of child names/food allergies is provided to the center’s kitchen for meal preparation, and is posted in center kitchens and each classroom so that anyone presenting food or food-related allergies is aware of them.

### Family Style Meal Service

All meals are delivered to individual classrooms ***where the staff will plate each meal***. Children and staff share meals together. Sharing meals with children allows teachers to model behavior. Before meals, all children help clean-up the room and then wash their hands. Children are encouraged to help themselves as much as possible. Children are asked to remain seated until they are through eating. Children clean up after themselves, placing napkins and trash in the wastebasket, and putting dishes in the tub for the kitchen.

As the Covid 19 precautions ease meals will go back to being served “family style”.

#### What are the benefits of family style meal service?

* Develops better eating skills and habits.
* Helps children learn about food and nutrition.
* Develops socialization skills while learning about self and others.
* Develops motor and cognitive skills

#### Principles of family style meal service

* Involve children in preparation, service and clean up.
* Adult participation at the table should model good manners and healthy eating habits.
* Use child sized furniture and utensils.
* Let children pass food and serve themselves.
* Offer all foods, including a nutritious dessert, at the same time. Offer food at least twice to encourage children to try new foods.
* Have a relaxed atmosphere, engage children in conversation.
* Teach children to serve food without touching their plate with serving spoon.
* Be patient, spills will occur. Do not give too much attention to accidents. Children assist in cleaning up accidental spills.

### Additional Classroom Food Activities

Children regularly take part in cooking activities as part of the classroom curriculum. Cooking helps children understand measuring, cooking concepts, experience the fun of creating something to eat, and often introduces new foods. The Child Development Centers have a policy of low sugar, low salt, and low fat, however, foods containing higher sugar, salt, or fat content may be permitted on occasion if necessary to the activity. Every effort will be made by the staff to honor cultural or religious preferences when planning classroom food activities.

## Scheduling and Billing

Daily Schedules-Hours of Service Requested:

Hours of service requested are to be set by parents for each new quarter. Schedule changes may be made within the first 10 days of the quarter. Any other permanent changes to child’s schedule are assessed on a case-by-case basis and are generally reserved for financial-related reasons. Please allow three days for classroom changes to be assessed and processed before they take effect. Any single-day changes to the child’s schedules (i.e. additional days, early drop-off/late pick-up for a day, etc.) require a minimum three business day’s notification, and are subject to classroom staff approval. Changes requested less than three days in advance may not be granted due to staffing constraints. There are no drop offs between 10:00 am and 2:00 pm at either center. Families will not be allowed to drop-off children in classrooms during restricted times (time clock will be used for sign-in verification).

These restrictions are in place so that your child can participate in as much of the daily routine as possible, so that adequate amount of food can be prepared for lunch, and so that all present can benefit from rest time.

The Child Development Center closes promptly at 5:30 pm, (4:30 pm initially with the reduced hours) with the exception of the first Friday of every month when the closing time is 3:30 pm. Summer quarter hours vary so please check with the center staff. Failure to pick up by closing time three or more times **WILL** result in consequences up to, and including, suspension of childcare or disenrollment from the Child Development Center. The Center Time Clock will be used as criteria.

If you know you are going to be late picking your child up due to emergent situation **YOU MUST** call the center and leave a message if a staff member does not pick up. All full time staff has access to the centers voice mail.

Please refer to the Daily Schedule to see more information about our current operating hours.

### Quarterly Breaks/In-Service Days

Centers close periodically during quarter breaks, as well as the first Friday of every month at 3:30 pm for Staff Training & Development. A Pierce College CDC calendar will be provided each year and notification will be posted in advance of all closure dates. Office staff at each center also has current CDC calendars.

### Absences

Please notify the Center when your child will be absent. Contagious illnesses should always be reported so the other children are protected. Pierce College Child Development Center reserves the right to withdraw a child who has been absent for three or more days without notification from the parent/guardian. If child is out due to extended illness, a physician’s note may be required before a child can resume their normal classroom activities. There are no refunds for days missed due to illness.

See Center Policy – Families in Crisis on page 21 for more information on absences if applicable.

### Vacations

Vacation days will not be billed as long as written notification is received by the program assistant or site supervisor at least three business days prior to the first day your child is scheduled to be gone. If three days of notice is not provided, you will be charged for those days as normally scheduled. A maximum of three weeks (15 days) non-billed vacation days per calendar year will be allowed. Vacation days do not need to be used concurrently. (Please note that quarter breaks are not included).

### Billing / Payments

Tuition is billed monthly and generally billed in advance (with the exception of the beginning of each quarter when tuition invoices may be delayed). The College will mail you an invoice with your childcare charges monthly. Your payment due date will also be marked on the invoice. If other arrangements are necessary, consult with center office staff ahead of time and your due date may be extended to no later than two business days prior to the end of the month. Your registration fee will be included in your invoice when you first begin and again each fall quarter thereafter. The registration fee is $50.00 and is non-refundable. Payments are to be made to the cashier’s office or online through the Pierce College website. Parents are billed from the start of the quarter to the last day of the quarter.

Tuition and fees are the enrolling parent/guardian’s responsibility. Including, but not limited to:

* any amounts due until Financial Aid,
* Grants,\*
* Military Family Assistance,
* DSHS/WCCC or
* Court ordered child care payments from non-custodial parents are received.

Parent/guardian is responsible to pay for the following:

* any day(s) child is out sick;
* any (parental choice) non-attendance day(s) unless three days written notice is received that the child will not be in attendance – see Vacations above;
* or any day(s) Center closes due to inclement weather.

\*Pierce College was awarded the C-Campis grant. Students eligible for Pell Grants (whether or not they actually receive the grant) may also be eligible for additional assistance with payments for child care. Check with office or administrative staff for eligibility and application information.

### Rates

The rates are evaluated annually by the College Budget Committee with potential adjustments beginning Fall Quarter. Currently enrolled families are informed as far ahead of time as possible of any adjustments taking effect. The Budget Committee, by College Policies, focuses on Student Enrollment and Student Families; CDC rates reflect that focus.

To receive discounted Student childcare rates parent/guardian must be taking at least three credits at Pierce College. Those not currently enrolled will be billed applicable Community or Faculty/Staff rates, with the following exceptions:

Pierce College students (parents) attending Spring quarter, but not attending Summer quarter classes, will be billed at their Spring quarter childcare rate for summer, only if pre-registered for Fall quarter classes.

Graduating students will receive one quarter “grace period” immediately following graduation at their current student childcare rate.

Those attending GED Preparation classes, if also enrolled in classes for credit such as pre-requisites, or those already pre-registered for classes after they completed their GED.

The Faculty/Staff and Community Rate is a flat monthly rate and will be pro-rated using the daily rate for vacation days when proper notification (see Vacations above) is received by office staff and/or for times when care is not available for an extended period of time (three days or more) due to scheduled closures – i.e. when the College is closed the week of Christmas. See current fee schedule for daily rate.

### Fall Enrollment

Due to increased demand our enrollment priority list has been revised. Continuing families of students who have taken at least three credits per quarter the previous year (fall, winter, spring, summer) are guaranteed spots on the fall classroom rosters unless the child will be moving on to kindergarten, or parent notifies center staff they will no longer be attending.

If a family is taking the summer off and has taken at least three credits per quarter the previous school year (fall, winter, spring) they must complete the Enrollment Interest Form and turn it into office staff in order to be put onto the Fall Quarter class rosters. These returning families are guaranteed a spot, unless the child will be moving on to kindergarten, or parent notifies center staff they will no longer be attending.

The next CDC enrollment priority for Fall Quarter Slots are families that have attended at least two consecutive quarters (winter-spring / spring-summer). Finally, families attending the center for the first time over Summer Quarter ARE NOT guaranteed a Fall Quarter enrollment slot unless there are remaining vacancies.

After all continuing and returning families have the option of enrolling into the CDC, any remaining vacancies are then filled from the Enrollment Interest List.

Families that are not students (alumni, faculty/staff, and community members) are enrolled on a quarter by quarter enrollment basis as space allows.

# CDC Policies

## Non-Discrimination Policy

It is the policy of the Pierce College Child Development Centers that no person shall be subjected to discrimination because of race, color, national origin, gender, sexual orientation, age, religion, creed, marital status, disabled or Vietnam Era Veteran status, or the presence of any physical, mental or sensory disability. The center will make reasonable accommodations for physical or mental limitations of disabled children in care or seeking care.

This policy applies to every aspect of the agency’s programs, practices, policies, and activities, including client services and employment practice, and is consistent with Titles VI and VII of the 1964 Civil Rights Act; Sections 503 and 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975 and the Age Discrimination in Employment Act of 1967; the 1974 Vietnam Era Veteran Readjustment Assistance Act; the Governor’s Executive Order 85-09; Americans with Disabilities Act of 1990; and the Washington State Laws Against Discrimination, RCW 49.60

Per Pierce College District policy, anyone who believes there has been an act of discrimination by the Pierce College Child Development Centers against any person or group may file a complaint with the:

Pierce College Vice President for Learning and Student Success:



Fort Steilacoom: (253) 964-6584 or Puyallup: (253) 840-8419

Or

U.S. Department of Education-Office for Civil Rights:

(206) 220-7900 (voice) (206) 220-7907 (TTY)

A goal of the centers is to incorporate anti-bias and cultural diversity as an important part of this foundation since children live in a diverse and complex society. This approach encourages each child to reach his/her full potential by challenging the barriers created by prejudice, discrimination and stereotypes.

Anti-biased, culturally diverse curriculum offers a teaching strategy that develops an appreciation of diversity, rather than ignoring, and therefore reinforcing, children’s misunderstandings of differences. Examples in our program include: displays of each child’s family life, books, toys, and other materials that reflect diversity in families, gender roles, racial and ethnic identity, physical abilities and occupations.

This curriculum approach is a commitment to address societal bias and practice appreciation of differences in a developmentally appropriate way.

## Children with Special Rights

Children with previously diagnosed special physical or emotional needs will be accepted if the program is determined to be in the child's best interest. It is our intention to work closely with every family and attempt to meet the needs of each child. As a general education program we do NOT offer direct special education. We work collaboratively with parents and families, school districts, regional centers, and other public/non-public agencies to provide the appropriate care and education for children with an IFSP, IEP, or disability.

If a child begins to exhibit a behavioral, cognitive, physical, or emotional need, the following procedures will be followed:

* At parent or staff request, a meeting will be scheduled to discuss the need. A plan will be drafted at the meeting to address the need, and the plan will be implemented at home and/or at school.
* During the planning meeting, services to meet the needs of the child will be discussed. Such services can include physical and emotional therapies, family counseling, parenting classes, etc. Services requested and/or scheduled will be followed through within the designated time.
* Contingency plans may be implemented until proper services can be arranged. Such plans can include but are not limited to: a revised school schedule, a request that the child remain at home on a temporary basis, or 1:1 coverage if available.
* If the results of an outside evaluation suggest the need for accommodations for special needs, the program will support these or other appropriate accommodations as long as they are not an undue hardship on the program as outlined in the Americans with Disabilities Act (ADA).
* The service plan will be revised as necessary.

If all options have been pursued within the context of the CDC and the need cannot to be met, or if parental permission for services is refused, or if parents do not follow through on providing services or adaptive equipment, the Center will reserve the final option of requesting that the child withdraw from the program. Such a step would be taken only in order to assure a safe and healthy environment for all children.

Challenging Behavior - If the child’s behavior causes physical harm to staff or children the classroom, poses a safety risk to themselves or their environment, or necessitates being removed from the classroom, then staff will adhere to the following procedure;

* Documentation of concerning behavior
* Documentation of strategies used to address behavior to this point
* Meeting with parents/family of child to:
* Determine possible causes for behavior,
* New strategies to address it in the classroom,
* Next steps to be taken by the family and staff, including dates for steps to be completed.
* Possible next steps if behavior is not addressed.

If the child is still posing a significant threat to the other children or staff in the classroom, the centers will consider terminating childcare services only after all possible strategies for providing services and supports to the child have been tried and proven ineffective, OR if parents/family do not follow through with their expected steps (taking child to counseling/therapy appointments, special programs, etc.).

## Families in Crisis

A crisis can include but is not limited to: domestic violence, sudden homelessness, a hospitalization, or a death in the immediate family. A child/children’s slot can be held for a maximum of 30 days as long as the family contacts office staff at least weekly to keep them informed of the situation. After that initial 30 days, the situation will be reassessed by family and office personnel to determine the best course of action for all involved.

## Religious & Cultural Activities / Holiday Policy

Children in our program come from a variety of background and cultures with each having its own set of observations. To honor all children, the program will treat each child with respect and assist them in developing feelings of positive self-esteem and self-worth. The ability of a child to understand an abstract concept such a holiday is dependent upon age and developmental stage.

Families are the most important factor and the first teacher in each child’s life. Our program supports families in their own celebrations in the home by encouraging them to take a major role in modeling their own beliefs for their children. It is our policy to respect the cultural and ethnic diversity of the college by encouraging the celebration of holidays within each family.

Based on a respect for the diversity of our community, the Child Development Centers do not promote or plan for any religious activities. Cultural traditions and practices such as languages, literature, foods, and music are acknowledged and respected as a part of family culture and may be integrated in the classroom as a learning experience when appropriate.

By emphasizing holidays and party events at school, it tends to…

* Present one religious or cultural viewpoint, when there may be many viewpoints of the same event (Christmas can be viewed in many ways by the Christian community).
* Teach to abstract and historical perspectives even though young children have trouble understanding tomorrow or next week (the pilgrims arriving in the 1600’s).
* Put the young child in an atmosphere of highs and lows rather than a calm and caring atmosphere built on routines and trust (Christmas and Halloween).
* Stereotype certain cultures, beliefs, and values by presenting over-simplified generalizations about a particular group, race or sex. (Virtually none of the standard activities done a Thanksgiving, for example, contain authenticity in the portrayal of Native Americans).
* Place young children in a hurried environment created by adults who may unintentionally want the holiday or event to be as much fun as they remember, (i.e., graduation ceremonies, haunted houses).

Our program will help young children and families by supporting the family as the most important teacher in each child’s life. We do this by…

* Connecting cultural activities to individual children and their families.
* Exploring cultural diversity within the principle that everyone has a culture.
* Bringing families into the classroom to share important events and ideas on an individual basis, rather than generalizing about people, cultures or beliefs.
* Encouraging families to take the major role in modeling their own beliefs for their children.
* Allowing teachers to connect cultural activities to concrete and daily life events in the classroom, planning units of study that help children explore and discover the joy of learning through developmentally curriculum.

With these points in mind, our program will not celebrate birthdays or holidays of a religious or cultural nature. When developing curriculum, the staff will not focus on holidays, nor lead or promote religious activities, but will plan an all-inclusive program that will support and emphasize the child’s developmental achievements and social awareness. The goal of our developmentally appropriate curriculum is to provide all the children with a wealth of opportunities to explore and appreciate experiences.

## Biting Policy

### Program Philosophy

Biting is a natural, developmental behavior in which many young children engage, especially during their second and third years of life. We recognize that biting is a distressing activity for parents, staff, and the child who has been bitten. Because biting is so distressing, everyone involved would like to eliminate it quickly. Unfortunately, a “quick fix” is not usually available. However, biting does require immediate action by staff to comfort the child who has been bitten, express disapproval of the biter, and to find the cause of the biting.

Children bite for a variety of reasons so it’s important for adults to get to the cause of the behavior. Most of the reasons for biting are not related to behavior problems, nor does biting make the biter a “bad child”. Since biting is developmentally related, it is more common for toddlers to bite than for older preschool age children.

### How Staff Respond

Staff members respond to biting as they would other aggressive behavior – by:

* Calmly, yet firmly telling the biter that biting hurts and is not allowed
* By comforting the victim immediately and providing first aid if needed
* Wash the bite with soap and water
* Apply ice to reduce swelling
* If the skin is broken, universal precautions are followed and an injury report is written by documenting the biting in an incident report

When a particular child bites on a regular basis, the center staff will attempt to find the cause of the biting and take action to prevent future incidents. The staff will look at:

* The precipitating factors such as time of day, area of the classroom, activity, other children involved, etc.
* Changes in the child’s life such as health problems, teething, the absence of family member, the birth of a sibling, transitions, etc.

The staff then develops strategies to help prevent further biting. These might include:

* Ensuring that there are enough materials, including duplicates, for the children to use
* Ensuring that there is enough space in the classroom and that there are quiet times in the schedule
* Shadowing a biter in situations and times when the child has bitten before
* Providing teething toys for children who are getting new teeth
* Showing disapproval of biting
* Working collaboratively with parents to reduce or eliminate biting

### How Parents are Informed

The parents of a bitten child are notified of the incident the day the incident occurs. Confidentiality prohibits the staff from divulging the name of the biter. The parents of the biter are informed personally and privately the same day.

### How Biting is Documented

All biting incidents are documented by the teacher(s) in an incident report which is reviewed by the center director. A copy of the incident is given to the parents. The other copy is kept in the center’s incident report file.

## Health and Safety

The Child Development Centers are licensed by the Washington State Department of Early Learning. In order to keep our licenses in effect, the centers must maintain a clean healthy environment. Washington State health inspectors visit the sites to make sure that all health requirements are met.

Keeping children safe and healthy while attending the Child Development Center requires that parents and staff work together to understand and follow policies established to maintain “wellness” at the school, and to handle emergencies when they arise.

### Ratios

To maintain safe adult/child ratios, the following requirements are set by Washington State licensing:

Toddlers: 1:7 (maximum group size of 14)

Preschoolers: 1:10 (maximum group size of 20)

While these are the minimum ratios allowed by law, our programs ratios are usually higher and closer to the standard of best practices established by the National Association for the Education of Young Children (NAEYC). Due to the nature of our program being a learning environment for adults as well as children, there is almost always more adults than legally required (additional classroom assistants/aides, parent/family volunteers, ECE Practicum Students gaining classroom experience, and Nursing Program Students doing observations, etc.).

## Health and Safety Records

Prior to beginning care, parent/guardian will be required to provide the following child health and safety information for our records\*\*:

* Records of your child’s immunizations (must be current)
* Date of your child’s last physical examination
* Developmental & Health History
* Emergency contact and permission information
* Emergency treatment authorization.

\*\*It is important that you update your records whenever any of this information changes.

### Child Safety

We ask that families closely supervise their children in the parking lot, lobbies, and elsewhere in the centers. It is recommended that parents who have more than one child to assist from the car, have children who have already exited from the car keep one hand on the car until all family members are ready to cross the parking lot to the building. Please have children hold your hand or hang on to an article of your clothing you are wearing or purse/diaper bag while crossing the parking lot. When departing from the center, please do not allow children to run outside while you are signing them out or speaking to center staff and other families. Keep your child with you at all times except when they are signed into their classrooms. If for some reason there is a problem electronically signing your child into or out of the center please ask for the log book, a signature will be required as verification of drop off / pick up.

Children are released only to persons for whom the staff has written permission from the parents/primary care givers. Families should be sure to update this permission when they wish a new person to pick up their child, as the child will not be released unless this written permission has been granted. Teachers/staff will request picture identification from anyone not known to them seeking to pick up your child, so please advise your designated pick-up person to bring a driver’s license or other picture identification.

No child is ever left alone or unsupervised. At arrival, families are expected to help the child settle into play, which may require ten minutes or so. Be sure to let a teacher know when it is time for you to leave the classroom at the beginning of class so the teacher is aware that you have left and the child is in the teacher’s care. Likewise, let a teacher know when you are taking your child at the end of class, so that the teacher is aware of the child’s departure. To assist Pierce College student families, caregivers may leave their child’s classroom five minutes before their paid time begins to allow time to walk to their class.

Families whose children are enrolled in the program are permitted access (during hours of operations) to all parts of the center where children are cared for. Parents/guardians are encouraged to drop in to visit with their children at any time during their child’s day.

***For the safety and comfort of all the children and families at the center, we ask that no pictures be taken in the center or on the playgrounds using personal cameras or personal cellphones.***

### Who is allowed to have unsupervised access to children in care?

WAC 110-300A-6060

During operating hours or while the child is in care, the only persons allowed to have regular or unsu­pervised access to the child in care are:

* The child’s legal parent/guardian (See \*below for additional information)
* A Child Development Center employee or volunteer who has received a DCYF background check clearance
* A representative of a governmental agency or authorized individual who has specific, verifiable authority supported by documentation for the access. (For example, a therapist.)

\*A parent/guardian involved in a custody dispute may want to prevent the other parent from visiting or picking up the child. In this case, the person making the request must supply the center with a copy of a current court-issued restraining order. Maintain open communication about the status of the order. The center will keep the restraining order on file, and all CDC personnel will be made aware of the order. Law enforcement will be called immediately if there is a problem.

Current court issued documentation will be required to remove any parent or guardian from child’s CDC Enrollment Application.

Parents have a right to be in the center any time they choose and to visit any part of the center their child uses. Staff will not, however, leave them alone unsupervised with children other than their own.

### Picking Up Your Child

Please pick up your child at your scheduled time; waiting past their expected departure time is very difficult for young children. When you arrive, try to give your child time to finish his/her activity or meal before leaving. Remember to check your child’s cubby. Be sure you have said good-bye to a staff person so they are aware of your departure.

Occasionally, a child will see a parent through the playground fence as they are arriving at the end of the day. Please do not tell your child to meet you at the door or in the hall. Once restrictions ease and you are picking your child up in the classroom, always be sure that the teacher is aware that you have picked up your child.

### Other Persons Authorized to Pick Up

Many parents find that there are times when other responsibilities make it difficult to pick up their child. Included in the enrollment packet is a Child Release Form. This form is used by the center to establish additional people you have authorized to pick up your child from the center (these may or may not be the same people you have listed as an Emergency contact). Please be aware that we cannot release your child to anyone other than those people you have authorized. If someone else will be picking up your child, that person’s name must appear on the Child Release form. It is helpful if the teacher/office staff knows in advance, although we will still check the identification of any new person. Please remind the person picking up your child to bring photo ID.

It is a good idea to have an adequate number of people listed on the Child Release Form in the event that circumstances prevent your arrival at the center by the 5:30 PM closing time. (Remember—your child cannot be released to any person without your permission!) After 5:30 PM, the appropriate authorities will be contacted if a parent or other authorized person cannot be reached.

Your child’s safety is important to us!

Child Development Center staff will attempt to deter any adult from removing a child from the center if that adult seems to be intoxicated or influenced by a behavior-altering drug. If we have concerns about the safety of a child, we will call the proper authorities.

Child Passenger Safety Law (RCW 46.61.687): Washington’s law requires children ages seven & under who are less than 4’9” in height to be restrained in a child restraint system in the back seat.

Unattended Children in Cars Law: A child under the age of 16 may not be left unattended in a motor vehicle with the engine running

### Illnesses

The childcare center staff appreciates the fact that many family members who enroll their children at the center are attending college classes or working and that it is difficult to have these schedules interrupted. However, your cooperation is needed in stopping the spread of contagious illness. Children who have the following symptoms cannot be admitted to the Centers until the contagious period has passed and for at least 24 hours after the symptoms have subsided. We cannot serve children with:

* Any fever of 100.4, and/or symptoms that produce congestion, and/or respiratory distress (not limited to coughing or shortness of breath) for all children, parents, or staff will require exclusion for at least ten days or 24 hours symptom free. So if fever breaks 24 hours later after having been sent home, you must wait an entire 24 hours going forward from that time, without symptoms whichever is greater.
* If a Covid 19 test is done and comes back negative, you must still wait an entire 24 hours going forward from that time, without symptoms. Proof of negative results must be shown to center office staff.
* If any adult tasked with picking up or dropping off children experience ANY of the symptoms outlined above, alternate pick up for the child MUST be arranged. That adult would be excluded for 24 hours symptom free from entering our center.
* If a child is needing more than their usual inhaler or nebulizer treatment, the child must stay child.
* Diarrhea (three or more watery stools or one bloody stool within twenty-four hours)
* Unexplained vomiting, i.e. not caused by too many rotations of the tire swing or choking on food (two or more times within twenty-four hours)
* Open or oozing sores, unless properly covered with clothes or bandages
* For suspected contagious skin infections such as impetigo and scabies: The child may return twenty-four hours after starting antibiotic treatment: and
* Temperatures 100 degrees Fahrenheit or above and/or at least one of the following:
  + Earache
  + Headache
  + Rash
  + Excessive fatigue - if preventing your child from participating in their normal routines

In the event there is an outbreak of a contagious disease (chicken pox, pink eye, etc.); information will be posted on the front bulletin board and in each classroom. Handouts giving information on the disease may be obtained from the front office.

The staff makes every effort to maintain this safe and healthy environment for the children so that a minimum of absences occur due to illness. Health habits taught at home are reinforced at the center, including:

* frequent hand washing, especially before meals and after toileting,
* proper use of tissues for wiping noses, wearing appropriate clothing for weather conditions, and
* rotating active and quiet activities with opportunities for children to rest.

### If a child becomes sick at the center

Parent/guardian (or Emergency Contact in the event parent cannot be reached) will be notified. The child will be isolated if possible and the family members are **expected to pick up the child within an hour.**

Children who are not well enough to participate in scheduled outdoor activities should remain at home. We are not able to assign a staff member to remain inside with a child, as staff is needed to maintain proper ratios and supervision outdoors.

In the event your child becomes ill or is injured at the Child Development Center, center staff will use phone numbers listed in your child’s enrollment paperwork to try to locate you. If you cannot be reached, and your child is sick, center staff will call Emergency Contacts listed on the enrollment forms. If the child is injured, Director will ask paramedics to transport your child. It is imperative that information in your child’s files be up-to-date, and that the people you have listed as Emergency Contacts are aware that you are placing their names in your child’s paperwork and may be contacted if necessary.

### Medications

Medication can be administered to a child with a signed a statement from the parent; at the dose, duration and method of administration specified on the manufacturer’s label for the age or weight of the child; as specified on prescription labels; or as authorized in writing by a physician. Medication must not be expired, and the first dose must be administered by parent, guardian, or doctor. All medication must be given to the classroom teacher or office staff, and will be kept in a lock box out of the reach of children. Children are not allowed to keep medicine in their pockets, backpacks, or cubbies. Children with a contagious illness must have been on medication for 24 hours before returning to school.

The following are considered medications and require signed medication authorization forms from parents/primary care givers:

* Antihistamines
* Non-aspirin fever reducers/pain relievers
* Non-narcotic cough suppressants
* Decongestants
* Anti-itching ointments or lotions
* Cough drops/throat lozenges
* Diaper-rash ointments

### Hand Washing Policy

All children, staff, students, and parents must wash their hands:

* Immediately upon entering classrooms
* After toileting
* After helping children with toileting
* After diapering a child or helping a child with toileting
* After helping a child with nose blowing, coughing or any sign of illness
* Before getting trays from kitchen or handling any food service
* Between activities (e.g., wash before and after using play dough)

Children will be supervised as often as possible to promote proper hand washing procedures, and will be taught proper hand washing techniques.

Tables, sinks, toilets will be cleaned and sprayed with disinfectant as needed during the day ***and at the end of the day after all children have gone home.***

## Child Abuse/Neglect

Child Development Center staffs are mandated reporters. If any staff member has reasonable cause to suspect that a child is being abused and /or neglected, they must report promptly to the Child Protective Services (CPS) by completing a referral form. CPS and supervisory staff members shall conduct an interview and / or investigation.

If a child is not picked up after more than thirty minutes past their scheduled departure time, and center staff is unable to contact a parent/guardian or someone else on the emergency contact list, staff will be forced to contact the local law enforcement agency and/or CPS. Staff will continue to try and contact a member of the family (must be on emergency contact list) to come for the child.

## HIV/AIDS

HIV/AIDS is a semen and blood-borne infection disease. Although it is very difficult to transmit by non-intimate methods, common-sense precautions are indicated. As with any other blood-borne infection disease (hepatitis or syphilis), there are recommended hygiene practices to follow. The Personal Hygiene Practices on the following page are a protection against all infectious disease.

The Child Development Center follows the recommendation of the Washington State Department of Early Learning concerning HIV/AIDS. We are open to HIV-Infected children who are well enough to participate in childcare activities and who do not need to be protected from the threat of disease or infection from other children. Because there is no evidence that HIV infection is transmitted in a casual setting, families are not obligated to inform childcare staff of a child’s HIV status. If staff is informed of the HIV status of a child, parent, or employee, by law we cannot share that information with anyone else without specific permission from the child’s parent or from the employee.

## Non-Smoking Policy

The Child Development Centers follow the college-wide smoking policy which states: Smoking shall not be permitted within any buildings at Pierce College or within thirty (30) feet of an entrance to any building. Smokers shall be encouraged to use available designated smoking shelters/area. In addition, smoking is never allowed on Child Development Center play spaces, on walks, on field trips, or whenever children are present.

## Drug & Alcohol Policy

Alcohol and drugs are not allowed on the premises. Any person coming into the Child Development Centers under the influence of either drug will be asked to leave. Child Development Center staff will attempt to deter any adult from removing a child from the center if that adult seems to be intoxicated or influenced by a behavior-altering drug. If we have concerns about the safety of a child, we will call the proper authorities.

## Pesticides Policy

Increasing concern about the impact of pesticides on children’s health has led to a law dealing with pesticide use in schools and licensed Child Care Centers. Early Childhood Centers in Washington State are required by their licensor and WAC 110-300A-5160 to provide parents a written copy of their pesticide policies upon enrollment and annually thereafter.

A pesticide is a substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pest. This may include insecticides, herbicides, fungicides or matricides. We are dedicated to using the least amount of chemical control of pests in our program in order to provide the healthiest environment possible for our children.

To prevent infestations we use the following procedures:

* Taking out trash daily or more as needed.
* Cleaning trash cans regularly.
* Trashcans or dumpsters are kept covered and away from the building.
* Keeping grounds clear of food and rubbish.
* Storing food in sealed plastic or metal containers.
* Cleaning and sanitizing all dishes, utensils and surfaces used for eating or food preparation after meals and the end of the day.
* Preventing pest entry into facility by sealing cracks and holes, using and repairing window screens and door sweeps.
* Moisture control by maintaining plumbing and water drainage systems.
* Mechanically manage weeds.

In the event that an infestation does occur and it is deemed that a pesticide is necessary, the following posting requirements will be met:

* We will notify families and staff at least forty-eight (48) hours before a building/structural pesticide application. The notification system shall include posting of the notification in a prominent place in the main office of the childcare center, the entryway, and the door to each classroom.
* Notification signs shall remain in place for at least twenty-four (24) hours from the time the application is completed
* Notification signs will include information such as the product name of the pesticide to be applied, the intended date and time of application, the location to which the pesticide is to be applied, the pest to be controlled and the name and phone number of a contact person at the college facilities department.

## Disaster Plan/Emergencies

### Emergency Prevention

Emergency and accident prevention will be practiced at all times at the Child Development Centers by maintaining adult-to-child ratios, providing close supervision for potentially dangerous activities, and never leaving children unattended. All Child Development Centers classroom and office staff members are trained in First Aid and CPR. Clear procedures to follow in emergency situations are established in the orientation/staff training information for all staff members.

Emergency phone numbers on are posted in each classroom by the phones. First Aid kits are kept in each classroom, the kitchen, and in most offices. Ice packs are kept in the freezer compartment of the refrigerator. Emergency provisions, food, diapers, etc. are kept in the hallway between the adult bathrooms at Garnero, and in the closet of room 124 at Milgard.

An incident report will filled out any time your child receives any type of first aid. This report will describe what happened, who saw it, and how it was treated. Injuries requiring medical treatment will be reported to CPS and the licensor.

Fire escape route maps are posted in each room of the Child Development Centers. Staff will receive training in the fire evacuation plan. In accordance with licensing regulations, fire drills will be held and documented monthly to familiarize children with this safety precaution.

The Child Development Centers Crisis/Disaster Plan is read and reviewed by Directors and staff annually. A copy is available in the front office for parents to read. The plan covers the centers detailed planned responses to a variety of major emergencies. Drills for emergency situations will be held, debriefed, evaluated and documented quarterly.

## Disaster Plan

### Steps to Take During a Disaster – Building Evacuation

Make a quick assessment of the situation in the classroom and of any injuries to the children or adults.

Staff member gives instruction to evacuate. Decision is made by site supervisor or director. If neither is on site, the senior core staff member present will make the decision.

If possible and time allows, have children take jackets and coats.

Staff should take the following items:

* Disaster supplies including food and water
* Class / staff attendance sheets children’s emergency and medical information / supplies if there are children with special needs
* Cell phone
* Take attendance; if safe to do so, search the building for anyone missing.
* Have children sit down if possible.

If incident requires individuals be located further away from the child care, have teachers move children to the pre-designated area or no less than one block from the child care; the pre-designated location is minimum 200 feet—marked on map. On the Puyallup campus, children and staff will gather at the basketball court in the B parking lot. At Fort Steilacoom, children and staff will gather beside the International House.

Site Supervisor or Core Staff, if Site Supervisor is not available, and responding agencies (fire, police, etc.) will evaluate the situation and determine if it is safe to re-enter building. If not, determine if it is necessary to move to the alternate site location (follow Site Evacuation Procedure below), or to stay put until it is safe re-enter the building.

Site Supervisor or Core Staff, if Site Supervisor is unavailable, will notify parents immediately if evacuation looks to be long term or if children are moved to alternate site location; parents will be notified by: note on the door and/or call to out-of-area contact (Michele Volk, Clark College: 360-992-2393).

Director or Site Supervisor will report incident to licensor if necessary.

Director or Site Supervisor will complete a written incident report at the earliest opportunity; incident reports are stored Director’s office file.

All parents will be notified of incident.

### Steps to Take During a Disaster – Site Evacuation

If it is determined that staff and children will be moved to the alternate site location distant from the child care, assign children to a designated teacher. In Puyallup, the alternate site location is the sheltered picnic area located at Bradley Lake Park. At Fort Steilacoom, alternate site location is the Upper SW Parking Lot (see campus map.)

Staff should bring the following items to the alternate sites:

* Disaster supplies, including food and water
* Class/staff attendance sheets and classroom visitor sign-in logs
* Children’s emergency and medical information / supplies if there are children with special needs
* Cell phone, if available

Children will walk to the alternate site location.

Once at the alternate site location, take attendance again. Teachers must remain with their group of children until the children are picked up by parents or emergency contacts.

Site Supervisor will continue to communicate with parents and coordinate pick-up of children.

Director or Site Supervisor will report incident to licensor.

Director or Site Supervisor will complete a written incident report at the earliest opportunity; incident reports are stored Director’s office file.

### Shelter-in-Place Procedure

Shelter-In-Place should be conducted when you are instructed to do so by emergency personnel or your radio; or if you see a vapor cloud or smell an unusual odor outside.

Gather all children inside in the Bathrooms & Storage Rooms. These are locations that are the easiest to seal off from the outside and have few exterior windows and doors. At Garnero, blackout curtains are hung on bathroom doors to further impede visibility.

Call 911 if you haven't already done so, then Campus Safety; Director or designee should turn on and listen to the radio KOMO 1000 AM or KIRO 710 AM. Listen for emergency information from your local fire or police department.

Close and lock windows and doors (locked windows seal better) and close as many interior doors as possible.

Close off non-essential rooms such as storage areas, laundry room, etc.

Stay alert to loudspeaker announcements; emergency personnel from your local police or fire departments may give you specific instructions via loudspeaker or door-to-door.

If determined necessary, you can provide a minimal amount of breathing protection by covering mouths and noses with a damp cloths.

If you are told there is danger of explosion, close the window shades, blinds, or curtains; to avoid injuries, keep children away from windows.

Site Supervisor or Core Staff, if Site Supervisor is unavailable, should stay in touch with responding agencies / emergency personnel.

Site Supervisor or Core Staff, if Site Supervisor is unavailable, and emergency personnel in charge will determine whether to stay sheltered in place or to evacuate.

Advise parents not to pick children up from the child care until the incident is over. The presence of parents searching for their children will only cause confusion and may lead to exposure to toxic chemicals. Once sheltered in place you will not want to open the door to let parents in and out.

Have emergency disaster supplies and emergency contact cards handy.

Once the incident is over; inform parents, Director or Site Supervisor will report incident to licensor. Director or Site Supervisor will complete a written incident report at that earliest opportunity; Incident Reports are stored in Director’s office file.

Important phone numbers for emergencies:

* District Director- TBD
* Garnero Site Supervisor: Ann Slaughter - 253-973-5966
* Milgard Site Supervisor- Swhanta Taylor – 253-232-4905
* Out of area contact for both centers:

Michele Volk, Clark College – 360-992-2393

## Snow/Inclement Weather Policy

When weather conditions threaten the safety of our families or staff, the Child Development Centers will follow the Pierce College closure policy. This means—if the college is closed, the centers are closed. If “Late Start” (delayed opening time) is announced for the college, centers will open late as well. An announcement that says “Pierce College” means all Pierce College sites—otherwise the announcement will specify the Puyallup or Fort Steilacoom campus.

Information regarding the current status of Pierce College closures/delayed openings may be obtained from any of the following:

The Pierce College website: www.pierce.ctc.edu

The following television & radio stations:

* KOMO-TV (Channel 4)
* KING-TV (Channel 5)
* KIRO-TV (Channel 7)
* KSTW-TV (Channel 11)
* KIRO-AM (710 AM)
* KHHO-AM (850 AM)

Additional information may also be available by calling the Centers main office numbers:

* Milgard: (253) 912-3680
* Garnero: (253) 864-3302

It is important that families and staff carefully judge for themselves the safety of traveling to/from the college campuses.

## Confidentially Policy

Maintaining confidentiality is the professional, legal, and ethical duty of Pierce College Child Development Center staff, and volunteers. The privacy of parents and children enrolled will be protected. All information provided during registration or other interactions will be protected. The following statements apply to Child Development Center staff:

* Employees/Volunteers may discuss client information with other employees/volunteers in the line of duty.
* Discussion or disclosure of confidential client information either to another employee or volunteer not entitled to the information or to a person outside Pierce College Child Development programs are grounds for immediate dismissal, unless specific written approval for disclosure has been granted by a supervisor. Other disciplinary action can be imposed by the District or Site Director as required.
* Parents/guardians and family members of a child/children enrolled in the Pierce College Child Development Centers are expected to maintain the same level of confidentiality. This policy will only be considered null and void in situations of suspected abuse of a child as Center staff~~s~~ are mandated to report to the proper authorities.

## Termination Policy

Childcare may be terminated by the Centers for the following reasons:

* Non-payment of registration fee and/or tuition charges.
* Inconsistent attendance in the Center.
* Non-adherence to Pierce College policies, Center policies, and/or Student Code of Conduct.
* Non-enrollment in Pierce College when paying the Student rate.

## Expulsion

We believe that expulsion for behavioral challenges or concerns should be used only as a last resort, and only when all other options have been exhausted. Parents are always included when a persistent behavior is becoming a concern in the center. The staff will address every situation and each child as an individual. Please see the Children with Special Rights section for more details.

Two weeks’ notice of withdrawal from childcare is required. Parents will be charged for a minimum of two weeks of childcare after notice to withdraw is submitted in writing, whether the child is attending or not.



**Garnero Child Development Center (Puyallup)**

1601 39th Ave SE, Puyallup, WA 98374

**253-864-3302**

Fax: 253-864-3148

[children@pierce.ctc.edu](mailto:children@pierce.ctc.edu)

**Milgard Child Development Center (Fort Steilacoom)**

9401 Farwest Drive SW, Lakewood, WA 98498

**253-912-3680**

Fax: 253-964-6663

[children@pierce.ctc.edu](mailto:children@pierce.ctc.edu)

**Student Grievance Petition**

**Student Name: Date: \_\_\_/\_\_\_/\_\_\_**

**Student ID #:** **Contact #:**

**Student Address:**

**Instructions:** If you have had direct discussion with the person with whom you have a grievance and do not believe the grievance has been resolved, you may request a meeting with the supervisor, site director, or division chair to whom that individual reports to. **Prior** to meeting with that individual, you must submit the following:

Attach this sheet to your written statement and submit it to the appropriate supervisor, site director or division chair when scheduling an appointment.

On a separate pierce of paper, please address the following points.

1. **Please describe your grievance in detail – being as specific as possible. (Include names, dates, and places).**
2. **Please state the actions you have taken to resolve your grievance.**
3. **Please describe in detail, how you would like to resolve your grievance. What would you like to happen?**

**Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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