



Parent Handbook

4759 15th Ave NE
Seattle, Washington 98105
(206) 522-5388
www.coopchild.org

Revised & Updated January 2016

TABLE OF CONTENTS

Non-Discrimination Policy	3		
About the Cooperative Children’s Center	4		
Welcome to the Co-op!	4		
About this Handbook	4		
Facilities	4		
Classrooms	4		
Gym and Outdoor Play	4		
Parking	4		
Program Details and Philosophy	5		
Staff	5		
Program Philosophy	5		
Emergent Curriculum	6		
Sun Room	6		
Star Room	7		
Moon Comet Room	8		
Anti-Bias Curriculum & Training	8		
What You Can Do	9		
Non-biased, Inclusive Language	10		
Corporal Punishment	10		
Talking with Children	12		
Operational Details	14		
Hours	14		
Days of Closure	14		
Inclement Weather	15		
Admissions Policies and Procedures	15		
Reasonable Accommodation	15		
How to Enroll	15		
Deposit	15		
Orientation	16		
Responsibilities and Regulations	16		
Parent Hours	16		
Substitutes	16		
Tuition Rates and Fees	17		
Fines	17		
Scholarships	17		
Summer Quarter/Quarter Off	18		
Withdrawal & Enrollment Changes	18		
Drop-in Policy	18		
Steering Committee	19		
Communication	19		
Mandatory Evening Meetings and Work Parties	19		
Getting Started at the Co-op	20		
Signing In and Out	20		
Clothes	20		
Comfort Objects	20		
		Labeling	21
		Special Events	21
		Birthdays	21
		Holiday Recognition and Activities	21
		Excursions	23
		Sun and Star Room Information	23
		Diapering	23
		Toilet Training	23
		Food	23
		Breakfast and Snack	23
		Lunch	24
		Bottles	25
		Health Policies	25
		Health Record	25
		Allergies	25
		Medications	25
		Sick Children	25
		Injuries	26
		Communicable Diseases	26
		Child Abuse Reporting Requirement	26
		Emergencies	26
		Individual Emergencies	27
		Mass Disaster Preparedness	27
		Appendix 1: Parent Teacher Job Description	28
		How to Help in the Classroom	29
		Appendix 2: Co-op Bylaws	30
		Appendix 3: Health Care Policies and Procedures	35
		Preventing Infections	35
		Exclusion of Ill Children	35
		Life Threatening Emergencies	36
		First Aid	37
		Minor Injuries Management	37
		Medication Management	38
		Health Records	39
		Immunizations	39
		Infection Control Practices	40
		Hand Washing	41
		Nutrition	41
		Diapering Procedures	42
		Cloth Diapers	42
		Staff Health	43
		Child Abuse Reporting Laws and Requirements	43
		Appendix 4: Observations and Assessments	44
		Appendix 5: Open Door Policy	45

Non-Discrimination Policy

It is the policy of the Cooperative Children's Center (Co-op) that no person shall be subjected to discrimination because of race, color, national origin, sex, sexual orientation, gender (including gender identity and expression), age, religion, creed, marital status, pregnancy or related condition (including breastfeeding), veteran status, disabled or Vietnam Era Veteran status, genetic information, or the presence of any physical, mental or sensory disability.

This policy 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; the Age Discrimination in Employment Act of 1967; the 1974 Vietnam Era Veteran Readjustment Assistance Act; the Governor's Executive Order 85-09; and the Washington State Laws Against Discrimination, RCW 49.60.

About the Cooperative Children's Center

Welcome to the Co-op!

The Co-op was organized in 1972 by a group of parents who recognized the need for quality child care for children of University of Washington students who wanted to be more involved in their children's daily care. Over the years the Co-op has evolved into a fully licensed, NAEYC accredited, professionally staffed childcare center. We base our program on emergent curriculum and positive guidance and actively seek to challenge biases. We are still a private, parent-owned, non-profit corporation where parents play a major role in the center and the classroom. Parents participate weekly by either working in the classroom or working outside of the Co-op, fulfilling other duties such as fund-raising, preparing classroom materials, organizing field trips, etc. Parents also make up the majority of our board, and account for the majority of voting members of the cooperative. Parents vote on budgets and policies, spearhead fund raising, and so much more. Welcome to the Co-op!

About this Handbook

This Parent Handbook is designed to help introduce new parents to the Co-op. It also serves as the official statement of our policies, procedures, and regulations. Any changes to these policies will be given to you as revised pages to your handbook. Please add them to this booklet.

Your input is encouraged. How can we make this more helpful to you? Let us know if you have any questions, concerns, or suggestions.

Facilities

The Co-op is located at 4759 50th Avenue NE in the University Christian Church. Although we have a long term lease with the church, we do not have any affiliation with the church or religious practices in our center.

Our entry way door is secured by a keypad entry. Parents have full access to all areas that their children can occupy.

Classrooms

We have three classrooms: the Sun Room includes children from 1 to 2 years; the Star Room is for 2 to 3 year olds; the Moon Comet Room is a combined classroom for children ages 3 to 5 years of age.

Gym and Outdoor Play

Our facilities include a central gym with a climbing wall, age appropriate climbers, push cars, and balls to enhance gross motor skills. Music, dramatic play, and many other activities are also available in the gym to encourage free play and creative expression. In addition, our outdoor play area provides shaded as well as sunny play space, with a climber, water table and tricycles to ride on. Outdoor time is one of the best parts of the day. Our children go outside daily, rain or shine. We are fortunate to be centrally located in the University District, which gives us access to the UW campus and surrounding facilities. Cowen and University ("Gorilla") parks are frequent destinations for walks when weather and teacher/child ratios permit.

Parking

We have 10 spaces labeled "daycare parking only" across the street in the Republican Parking lot. Parking spaces are available for drop-off and pick-up only. Please use alternate parking when doing parent hours or attending an afterhours meeting. All cars need to have a Co-op parking sticker displayed on the rear car

window in the lower right hand corner. Unfortunately we cannot be responsible for any damage or fees incurred while parking in the Republican lot. Stickers are available from the office.

Program Details and Philosophy

Staff

Our trained and educated staff is chosen for their enthusiasm for working with young children, their commitment to the childcare field, and their educational/experiential background. We believe that understanding child development is essential to planning and implementing a successful program. Our high standards in staff hiring set the Co-op apart as a quality childcare program. Our exceptional staff is one of the Co-op's greatest assets. Each staff member meets or exceeds WA State Department of Social and Health Services (DSHS) guidelines. We also offer many trainings and paid educational opportunities for our staff including: the Child Care Network and Referral Scholarship Program, paid STARS training, and quarterly staff development days. Parents, who work in the classroom as Teacher Assistants, make up a sizable part of our staff. Parents work alongside professional staff members in the classrooms, which allows the Co-op the opportunity to provide excellent ratios, enhance parent and staff interaction, and assist in providing each child with individualized attention.

The administration of the center is shared among the Director, Assistant Director, and the Steering Committee. The Director, a professional childcare administrator, is responsible for the daily operation and continuing viability of the center. The Steering Committee, in conjunction with the Director, is responsible for long-term planning, development of policies and procedures, and fund raising.

Program Philosophy

As our Mission Statement declares, we seek to provide an environment where teachers, parents, and children work together to facilitate social, emotional, cognitive, and physical growth. We also seek to partner with parents to build bridges between home and the Co-op. We believe that children should be empowered and allowed the opportunity to make appropriate choices. We also believe in taking an active anti-bias approach to our curriculum. This is done by providing dolls representing all skin tones and books that challenge stereotypical role models as well as by facilitating open and honest discussions that emerge through children's play and daily interactions with one another. We are accredited through the National Association for the Education of Young Children (NAEYC) signifying our commitment to our families and to the Early Childhood field.

Our program philosophy is based on child development theory; our program and curriculum are planned and carried out based on a knowledge of how children grow and what is to be expected socially, emotionally, cognitively, and physically at each stage of development. Our program is also age appropriate, which means teachers take into consideration the normal sequences of growth typical of children within an age group when planning curriculum. Our program is individually appropriate in that we recognize each child as a unique person with individual patterns of growth, individual preferences for activities, and their own family backgrounds.

At the Co-op, children have the freedom to explore their surroundings, to make choices, and to communicate. Our program gives each child the opportunity to learn how to work and play cooperatively and to resolve conflicts in a supportive climate, which nurtures self-esteem and celebrates diversity. Our concept of parent involvement builds community, ensures continuity between home and school, and offers opportunities to enhance parenting skills. We value and nurture families with diverse lifestyles, cultures, and worldviews.

At the Co-op, learning is not imposed upon the child, as it can be in a teacher-centered classroom. Child development theorists indicate, and we agree, that young children learn naturally and enthusiastically in an

environment offering a choice of activities created with children's needs in mind. We focus on the child forming positive and enjoyable associations while acquiring new skills and incorporating new information. It is important to us that each child feels safe in being unique and in performing the countless experiences that constitute their growth. We put an emphasis on social/emotional development because we feel it is a necessary foundation for all other learning. In this time of great social pressure on young children to meet performance expectations, we feel it is important to preserve the experience of early childhood. This experience is critical to the well rounded development of the child and to their ultimate success - developmentally, academically, and as an adult.

Emergent Curriculum

Our program philosophy is implemented through an approach termed "emergent curriculum." Emergent curriculum is an approach that permits learning activities to arise out of each child's interests and actions, or through spontaneous events. The framework for this style of curriculum planning involves the following premises:

- 1) Curriculum is what actually happens in an educational environment, not what is planned.
- 2) Everything in the world is curriculum for young children.
- 3) Young children invent and organize their own curriculum all the time. They are actively motivated learners, studying the world through their play (i.e., "children learn through play").
- 4) Creative energy comes from intrinsic motivation, from doing what one wants to do when one wants to do it.
- 5) Young children are active learners. Curriculum planning should focus on action, not lessons to be taught.
- 6) All curriculum plans are tentative, and children modify them with their responses. To carry out this approach, teachers engage in an ongoing process of planning, analyzing, observing, and evaluating the children's activities, ideas, needs, and interest.

All classrooms and other activity areas at the Co-op are set up with these premises in mind. In each classroom, there are clearly defined interest areas (more areas as children get older) where children can engage in activities of their own choosing. These areas may include spaces for art, alone-quiet time, reading and relaxing, block building, dramatic play, sensory/water activities, science, music, manipulatives, gross motor activities, computers, writing, and drawing. These spaces are created based on a child's eye view and are adapted to meet the current interests and play needs. They are rearranged occasionally to renew interest in a particular area. Teachers suggest play possibilities through the arrangement of materials and by having related props available. Open-ended use and transformation of materials is encouraged - the focus is on the journey, not than the destination!

Sun Room

Sun room age children are at a unique stage of development. They are no longer babies but are not yet preschoolers. The one to four ratio and small group size allow for an intimate, interpersonal atmosphere and high level of supervision. Sun room teachers recognize that an appropriate program for toddlers ensures a balance between their conflicting needs for security and independence. Teachers respond to struggles to become independent by allowing Sun roomers to make simple choices, to do things for themselves, and to participate actively during transitions and routines. Teachers respond to needs for security by comforting Sun roomers when distressed and providing support as the children attempt new tasks. Sun roomers have the opportunity to learn with their whole bodies as they explore their environment. Sun room teachers meet the individual needs of each child through parent communication, by teaching children signs, and by giving them words to help them communicate. Teachers also provide

multiples of favorite toys and materials in bins easily accessible to all Sun roomers, as learning to share is a developmental process.

The Sun room follows a flexible schedule that has a predictable sequence of events and is adjusted to meet individual needs and respond to emergent events. Routines such as meals, diapering, and napping make up much of the day and therefore are considered times for conversation, individual attention, and socializing. Because the attention span of Sun roomers is short and rapidly shifting, the program is highly flexible and individualized. A typical day in the Sun room looks something like this:

7:30 – 10:00 a.m.	Free Play/Breakfast/Diaper Changes
10:00 – 10:15 a.m.	Group Time/Prepare to Go Outside
10:15 – 11 a.m.	Outside Time
11:00 – 12:00 p.m.	Lunch/Diaper Changes
12:00 – 3:00 p.m.	Nap Time/Gym Play/Light Snack
3:00 – 3:30 p.m.	1 st Snack/Diaper Changes
3:30 – 5:00 p.m.	Free Play/Gym Time
5:00 – 5:15 p.m.	2 nd Snack/Diaper Changes
5:15 – 6:00 p.m.	Reading/Gym Time/Prepare for Parent Pick-up

Star Room

The Star room was created with the intent of it being a "transition" room for children between toddler and preschool age. The Star room children engage in activities that are more complex in nature than happen in the Sun room. Communication skills are emphasized in this room because of the leaps in language development that occur during the second year of life. Social development is emphasized as play becomes more cooperative in nature toward three years of age. The physical development of older two- and three-year olds is such that they are engaging in more complex gross and fine motor activities. Interest in pretend play is supported by the use of more complex dramatic play props than are used in the Sun room (for playing work and family roles and animals). Teachers facilitate the development of these skills by providing and maintaining a wide variety of appropriate materials, activity areas, pets, and other equipment. As attention spans grow, time is set aside before lunch for a short group time (songs, stories, and discussion). Star roomers are at a stage of independence and limit testing. The one to six ratio provides the means for teachers to maintain a proper balance of freedom of activity and decision making, and adherence to the "rules": respect property, yourself, and others. Toilet training usually occurs in the Star room. We take a relaxed approach and find that interest in participating with peers combined with positive reinforcement by adults is a sufficient motivator for most children. A typical day in the Star room looks something like this:

7:30 – 9:45 a.m.	Free Play/Breakfast/Potty Jobs
9:45 – 10:00 a.m.	Clean Up/Wash Hands
10:00 – 10:15 a.m.	Light Snack
10:15 – 11:00 a.m.	Group Time/Potty Jobs
11:00 – 12:00 p.m.	Outside Time
12:00 – 1:00 p.m.	Lunch/Potty Jobs/Prepare for Nap
1:00 – 3:00 p.m.	Nap Time
3:00 – 4:30 p.m.	Free Play/Potty Jobs/1 st Snack
4:30 – 5:15 p.m.	Gym Time/Playground
5:15 – 6:00 p.m.	2 nd Snack/Potty Jobs/Prepare for Parent Pick-up

Moon Comet Room

Older preschoolers are dynamic and on the move; they are interested in learning more about their world and how they, as individuals, fit into it. Moon Comet roomers are at the stage in which they initiate; they benefit most from an environment in which they can explore and pursue activities that they select on their own. Curriculum for this age group must be exciting and challenging, yet supportive of each child's own needs, interests, and learning style. The Moon Comet room is well organized, with areas set aside for reading, quiet time alone, artistic expression, table toys, dramatic play, games, puzzles, kinesthetic rods, marble works, and writing. The environment is arranged to promote independence, foster decision-making, and encourage initiative and involvement. The daily schedule provides the framework for the day's events. Active and quiet periods are balanced throughout the day. Because Moon Comet roomers can become quite involved in an activity, large stretches of time are set aside for self-selected activities and use of the gym, outdoor area, and regular field trips. Group time occurs before lunchtime. During this time, storytelling, song singing, show & tell, and room meetings happen.

The oldest children (those going to kindergarten in the fall of the coming year) are the "Comets" of the Moon Comet room. Each has a special time to spend alone with the Lead Teacher. This time is set aside to provide the Pre-K age children with an opportunity to spend time focusing on activities that encourage critical thinking, project planning, field trips, and writing time. These activities, like all activities in the Moon Comet room, are designed to be exciting and challenging, as well as supportive of each child's own learning style and interests. Often these activities include walks to the P-patch, the library, the Henry Art Gallery, and UW campus as well as discussions about diversity, cooperative games, and so on. The ratio is one to seven in the Moon Comet room. A typical day in the Moon Comet room looks something like this:

7:30 – 9:20 a.m.	Center Activities/Breakfast
9:20 – 9:30 a.m.	Clean Up
9:30 – 10:00 a.m.	Moon Circle Time/Comet Gym Time
10:00 – 10:30 a.m.	Comet Circle Time/Moon Gym Time
10:30 – 11:15 a.m.	Centers/Small Groups
11:15 – 11:45 a.m.	Wash Hands/Lunch
11:45 – 12:15 p.m.	Nap Set Up/Potty Jobs/Shoes & Jacket for Outside Play
12:15 – 1:30 p.m.	Outside Play/Activities
1:30 – 2:45 p.m.	Wash Hands/Water Break/Nap
2:45 – 3:40 p.m.	Open Snack/Open Gym Time
3:40 – 5:15 p.m.	Uninterrupted Play
5:15 – 5:30 p.m.	Clean Up/Second Snack
5:30 – 6:00 p.m.	PM Circle Time/Shoes

Anti-Bias Curriculum and Training

The Co-op is dedicated to providing an anti-bias environment for children and adults. An anti-bias environment is one that encourages an active approach to challenging prejudice, stereotyping, and bias. An anti-bias attitude values and celebrates diversity among different genders, races, lifestyles, physical abilities, religions, and cultures. Research has shown that children notice differences at a very early age. Their self-concepts and attitudes about others are directly affected by social bias. Therefore, the Co-op believes it is imperative to encourage children and their families to recognize and actively challenge bias.

The goals of our anti-bias curriculum (as defined by Louise Derman-Sparks in her book, The Anti-Bias Curriculum) are as follows:

- 1) To foster each child's construction of a knowledgeable, confident self-identity.
- 2) To foster each child's comfortable, empathetic interaction with diversity among people.
- 3) To foster each child's critical thinking about bias.
- 4) To foster each child's ability to stand up for her/himself and for others in the face of bias.

What You Can Do

1. In order to encourage an anti-bias attitude in children, each of us needs to understand for ourselves the importance of this value. Spend some time exploring your own reasons for wanting to see a world where there is no discrimination, prejudice, power-over, stereotyping, etc. Examine your biases, prejudices and stereotypes. Many people are unaware of their own subtle prejudices. Take an active role in your own growth. Attend thought provoking lectures and discussions on the topic. Take time each week getting to know someone better who is different from you. Subscribe to a women's gay and lesbian, or ethnic magazine or newspaper. Attend culturally awakening events in the community, etc.

2. Use positive language with children and help them feel good about themselves. Accepting and celebrating the experiences of all the children is the most important step in the anti-bias curriculum. Never discount someone's experience or pretend story. Listen to children's stories about the dad who they have never met, saying, "Some children don't have a dad. Some children don't have a mom. Everyone's family is a little different." When a child tells you their momma is up in the sky with God, say, "How did your momma get up in the sky with God?" exploring the child's experience rather than shrugging it off or laughing at the statement.

3. Point out stereotypes you see and hear in the classroom, in books, or in the media. When reading a "prince saves the princess" book to the children, encourage the children to think about how often the men in their lives save the women, and talk about how the women often save the men too. When reading a holiday book, point out that some people celebrate Solstice, and some people celebrate Chanukah, Christmas, or Kwanzaa during mid-winter. When in the dramatic play area, encourage different kinds of family groups, e.g., have a grandmother, aunt, friend, or partner in the family.

4. Look for prejudice in language and point it out. For example: Do not assume that all animals (real or pretend) are male. Many of us unconsciously call objects or animals "he," encouraging the typical invisibility of the female in our world. Challenge a child when she/he assumes something is a "he." Another example is in our songs. For instance, change "One little, two little, three little Indians..." to "One little, two little, three little fingers. . ." Change the words of a song to positively reflect people of the real world. "The Farmer and the Dell" is an old favorite that can be rewritten with words that reflect our real family relationships, for example: "The Farmer loved his wife..." rather than "takes."

5. As with any name calling or derogatory comments the children make, directly address children's negative comments about differences. Explain that feelings get hurt. Point out that we are all different in many ways: we have a variety of skin colors, of body and facial shapes, and of people in our families, and we enjoy doing different things. Children at this age are noticing differences. Differences are real. It's the values associated with differences that can be harmful.

We have designed the Co-op environment with our anti-bias goals in mind. Around the classrooms, there are various images that challenge the stereotypes of gender, race, physical abilities, religion, and family

configuration. Our books reflect a diversity of gender roles, racial and cultural backgrounds, lifestyles, abilities, etc. We have dolls that reflect different racial groups. Various languages are used in labeling the environment for the children, and the languages of the children in our center are used on a daily basis. The props in the dramatic play area are from different cultures and reflect different lifestyles. All of these materials are provided in an attempt to reflect all the children at the Co-op and their families in a positive way, as well as to expose all the children to the reality of diversity in their world.

During parent meetings and staff trainings, we provide staff and families the opportunity to focus on a specific issue surrounding our anti-bias philosophy.

Non-biased, Inclusive Language

Instead of saying:

Say:

Fireman	Fire Fighter
Fisherman	Fisher
Cowboy	Ranch Hand, Cowpoke
Mailman/Postman	Mail Carrier
Policeman	Police Officer
Salesman	Salesperson, Clerk
Weatherman	Weather Reporter
Tomboy	Active Child
Mom and Dad	Parents
Heroine	Hero
Waitress	Server
“You guys”	“You all”

Replace gender-specific pronouns (he, she) with someone, anyone, one, the one, no one, or their.

Corporal Punishment Policy

Staff, volunteers, parents or anyone on the premises must not use any form of inappropriate discipline or corporal punishment such as, but not limited to:

- (a) Spanking children with a hand or object;
- (b) Biting, jerking, kicking, hitting, or shaking the child;
- (c) Pulling the child’s hair;
- (d) Pushing, shoving or throwing the child;
- (e) Inflicting pain as a punishment;
- (f) Name calling, shaming or using derogatory comments;
- (g) Threatening the child with physical harm; and
- (h) Threatening or intimidating the child

The environment at the Co-op is designed to foster appropriate behavior in children. We provide a stimulating, inviting environment in which children want to play and explore. We provide adult interaction that is positive and empowering. We begin by modeling appropriate behavior. The adults respect themselves, property and other adults. Because we acknowledge differences and disagreements as a normal part of daily living, we work them out respectfully and openly. We give children positive feedback about their positive behaviors, giving clear and consistent information about what behaviors are acceptable. When children receive clear instructions about what is expected in a particular space, at a

particular time, they usually act appropriately. We expect children at the Co-op to respect themselves, property and others. Generally, this means that no one and nothing is allowed to be hurt either physically or emotionally. Children at this age, however, are just beginning to understand what "hurts" others and things, as well as how to express their feelings appropriately.

When children come into conflict with each other, our goal as childcare providers (contract staff and parents) is to guide them in exploring the appropriate ways to communicate their feelings. We explain to children what about their behavior is inappropriate, i.e. "It is not o.k. to hit someone." We then acknowledge their feelings, i.e. "You seem angry at her." We then ask the children to express their feelings appropriately, i.e. "Can you tell _____ you are angry?" or "Say, I did not like that!"

In all classrooms, when children are not following directions, are hurting property, or are behaving in unsafe ways, their behavior is most easily changed by redirection, i.e. "How about going to the gym to jump and climb, because we use couches for sitting, not for jumping." If a child is unable or unwilling to respond to redirection, we remind that child of what is appropriate and give them a choice about the next step, i.e. "Do you want to walk out of this area and chose another activity yourself or should I help you?"

If the behavior in which a child is engaging is immediately dangerous to herself or other children (i.e.: hitting, biting, pushing, etc.), we expect the adult to intervene immediately, and remove the child from endangering themselves or others. We then expect the adult to work with the child, helping them to understand why the situation is dangerous and what choices are appropriate.

When an individual child is consistently behaving inappropriately, is consistently acting in a way that is dangerous to others and themselves and is unresponsive to redirection or "choices" given, the following process and timeline will be followed:

- 1) The staff will ask the child's parents to join with them in setting up a plan of action that includes: setting goals for improved behavior and setting aside a time to evaluate those goals on a weekly basis (meeting with lead teacher, parents, and director). Parents will receive both verbal and written feedback about their child's behavior and any decisions made regarding the child's placement at the Co-op.
- 2) The parents of the child will be made aware that their child is being evaluated and that if improvements are not made they may be told to find a more suitable environment for their child.
- 3) The lead teacher and/or director will obtain parental permission to have the child observed by the public health nurse (or other appropriate persons) in an attempt to gain additional insight about the child.
- 4) During this time of evaluation, staff will document all instances of the inappropriate behavior, citing the time of day, circumstances, brief description of the behavior and how the situation was handled.
- 5) This time of evaluation will generally last for a period of thirty days. In extreme cases the time of evaluation will be shortened to a two-week period.
- 6) If problems persist after the thirty day period, and every effort to help a child change inappropriate behavior has been exhausted, and it becomes clear that the environment and structure of the Co-op

is not working for a particular child, the Co-op director reserves the right to require a family to find a different environment for their child.

- 7) The parents of the child will be notified of this decision during a meeting with the director during which time they will receive a written notice of the decision.
- 8) The director will help the family gain contact with appropriate community resources in an effort to assist the parents in finding a more appropriate environment for their child. The director will assist, as possible, with recommendations concerning the type of environment that would be most suitable for their child.

Talking with Children

- 1) Talk about what the child is doing, seeing or experiencing. Add to what he says; elaborate and describe.
- 2) Listen to the children. Show excitement about what they are telling you.
- 3) As the child shows fear, anger, joy, and other feelings, give the child words for what he/she is feeling.
- 4) Be aware when a child tries to talk to another child with gestures. (Hitting, biting, and pushing). Give the child the words you think he/she is trying to say if they don't have a large vocabulary. Acknowledge that they are trying to communicate something.
- 5) When you talk to children, get down on their level, face them and look at them while you are talking.

Preventative Words:

Demonstrate acceptance:

- I like the way you handled that.
- It looks as if you enjoyed that.
- How do you feel about that?
- Show confidence:
You'll make it!
I have confidence in your judgment. You'll figure it out.
Great idea!

Focus on contributions, assets, appreciation:

- Thanks that helped a lot.
- It was thoughtful of you to _____.
- Thanks, I really appreciate _____, because it makes my job easier.
- I really enjoyed doing that with you.
- I need your help with _____.

Recognize effort or accomplishment:

- You worked really hard on that.
- You spent a lot of time thinking that through.

Use reflective listening (give open responses reflecting the child's feelings and meanings, make factual, nonjudgmental statements):

- You're extremely angry with Robert.
- You're especially excited about that camping trip.
- You're very sad that your parent is leaving.
- Looks like you're really upset.
- Want to talk about it?

Words for Reflection Feelings: (what is the child feeling):

Upset Feelings:

accused
 angry
 anxious
 bored
 defeated
 difficult
 disappointed
 discouraged
 disrespected
 doubtful
 embarrassed
 frightened
 guilty
 hurt
 left out
 miserable
 sad
 unfair
 unhappy
 worried

Happy Feelings:

accepted
 appreciated
 better
 capable
 comfortable
 confident
 encouraged
 excited
 glad
 good
 great
 happy
 love
 pleased
 proud
 relieved
 satisfied

Open vs. Closed Ended Responses:

Child: I'm never going to play with her again!

- Closed response: Why not forget it; she probably didn't mean it.
- Open response: You're really angry with her.

Child: I can't do it

- Closed response: Now don't say that, you just got started.
- Open response: It seems very difficult to you.

Child: Look at my block tower!

- Closed response: That's nice...now go finish building.
- Open response: You're pleased with your work

Child: You are the meanest mom in the whole world!

- Closed response: Don't talk to me like that!

- Open response: You're very angry about _____.

Positive vs. Negative Directions/Suggestions:

A positive suggestion tells the child what the adult expects from them rather than pointing out what they are not to do.

Say:

Sit down when you slide.
Dig in the sand.
Sit in the swing.
Use both hands when you climb.
Climb down the ladder.
Throw the stick over the fence.

Keep the puzzle on the table.
Turn the pages carefully.
Talk in a quiet voice.
Wipe your hands on the paper towel.
Sit on your chair.
Wipe your brush on the container.
Time to go outside.
Drink your milk.

Instead of Saying:

Don't stand up on the slide.
Don't throw the sand.
Don't stand up in the swing.
You'll fall if you don't watch out.
Don't jump off the climber.
Don't play with the stick, you might hurt someone.
Don't dump the puzzle pieces on the floor.
Don't tear the book.
Don't shout.
Don't put your dirty hands on that
Don't rock on your chair.
Don't drop paint on the floor.
Don't you want to go outside?
Don't you want to drink the milk?

Discard from your vocabulary: Good, Bad, Nice:

Instead of "good" or "nice," say: "You have learned how to _____." Praise the act, not the child.

Instead of "Now, be a good boy," say: "Have a good time."

Instead of "bad" or "naughty," say: "I don't like when you. . ." Disapprove of the act, not the child.

Operational Details

Hours

The Co-op is open Monday through Friday, 7:30 a.m. to 6:00 p.m.

Days of Closure

The Co-op is traditionally closed on the following holidays:

- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day and the Friday after
- Christmas Day through New Year's Day

The Co-op is also closed for four staff development days each year, typically one day per quarter. These days are scheduled at least three months in advance.

Any closure/opening days listed in the current Co-op calendar have precedence over the days listed above.

Inclement Weather

In the event of inclement weather, the Co-op will change its schedule based on decisions made by the Seattle Public Schools. Closures and late openings will be communicated to the membership and staff via the Co-op voicemail message. For all-day closures, the Co-op will remain closed. In the event of a 2 hour late start, the Co-op will open at 9:30 am. If there is a need for an early dismissal, families will be notified by phone and email stating the adjustment made to the Co-op's closure time. During prolonged closures, the administration and Steering Committee Chair will continue to evaluate regional conditions and staffs ability to safely travel. If conditions and staff availability permits, regular operation will resume even if the District chooses to continue scheduling adjustments.

Admissions Policies and Procedures

Reasonable Accommodation

It is our policy to provide reasonable accommodation for all children including those with disabilities.

How to Enroll

To enroll your child, you must submit your deposit and the following information forms:

- Registration Form*
- Membership Contract
- Child Information Sheet*
- Criminal History Record
- Parent Skill Survey
- Excursion Consent Form*
- Immunization Form
- Medical Care Consent Form*
- Emergency Card*
- TB Test Card for Parents
- HIV/AIDS Training record
- CPR/first aid

* For your child's welfare these forms must be on file before your child is left at the center.

In addition, the child's enrollment must be confirmed verbally by the Director.
Please do not consider your child enrolled until all of these steps are completed.

Deposits

A \$100 non-refundable enrollment fee is required to secure a space for your child or children. . An initial membership deposit of one half month's tuition or \$500, whichever is greater, is required a minimum of 30 days prior to your start date for each child enrolling. This deposit may be applied one of three ways at the time of departure, as long as your child has been enrolled in the program a minimum of six months: this deposit may be donated to Co-op, applied to last month's tuition, or refunded. In order to receive a full deposit refund, families must give 30 days notice prior to withdrawing their child. If there are any outstanding charges on our account from fees or fines, the deposit will be used to reconcile these charges.

Orientation

Before you and your child start, you and the staff will schedule a series of orientation and training sessions to go over what you will be doing as a member of the co-op and an assistant in the classroom. In this process, your best guides are to observe others and ask questions. Please feel free to ask any questions at any time and observe as much as possible.

The Co-op offers new parent orientations quarter, which covers issues such as parent hours, fund raising, communications, and program philosophy by the center director.

Responsibilities and Regulations

Parent Hours

One of the most rewarding parts of being part of the Co-op is working in the classroom. Parent hours are meant to be a fun and meaningful experience for the parents: a chance for you to learn how the Co-op implements its childcare philosophies and for you to spend time getting to know your child's teachers and classmates. In-classroom hours generally involve helping the teachers with childcare or with classroom upkeep, depending on the needs of the teachers and the preference of the parent.

Parents are meant to be helpful to the teachers. We rely on you to be timely and considerate when working your hours. To help us record parent hours worked, each parent is asked to sign in and out for their hours. Sign in sheets should be available in your child's classroom.

Your parent hours time commitment is based on the number of days your child attends the Co-op. (If you have more than one child attending the Co-op, your commitment is based on the attendance of the child who spends the most days at the Co-op.) We ask that you commit to one half hour of parent hours per day that your child is at the Co-op, with a maximum of 2 hours required. *E.g.*, if your child comes 2 days a week, your parent hours commitment would be 1 hour. If your child comes 4 or 5 days a week, your time commitment would be 2 hours. The parent hours commitment is per family, not per child.

Your parent hour commitment can be met through a combination of in-classroom hours and regular, out-of-classroom jobs. In general, parents are encouraged to assist in the classroom at least 1 hour a week. Families who are interested in doing an out-of-classroom job should contact the Director.

In special circumstances, families can be approved to temporarily "bank" hours to fulfill their weekly commitment. For example, a family could arrange to work on an event for the Co-op and work many hours over a few months, and apply those hours throughout the year. Families who think they may need this option should contact the Director.

In preparation for work in the classroom, we ask that parents have a TB skin test. We also ask that you sign a form giving us permission to perform a background check on you.

In the Classroom

We believe that each child is a unique person with individual styles, different paces and priorities, and special needs. We believe that young children learn naturally and enthusiastically in an environment offering activities created with the child, rather than adult needs in mind.

Please model yourself after the teachers in the classroom. They have the skills and experiences that will enable you to learn more about our approach. We do not look at discipline as punishment, but as a way of teaching children to feel respect for themselves, others, and the environment in which they live. We make limits clear and emphasize those behaviors we value, enabling children to control their own behavior.

Feel free to ask questions; the teachers and staff are there to help!

Substitutes

If you and your family are planning a vacation, or of you are unavailable for some other reason, and you will be unable to work your parent hours, you need to find a replacement. You are invited to swap hours with another Co-op parent if this is feasible. You can also work with your child’s teachers to find an alternative way to make up your hours.

Illness: If a family will miss their shift because their child is excluded from care due to illness, or because the parents are ill, the family will incur no penalty and are not required to find a substitute. This applies regardless of whether a families’ parent hour duties are performed on a day their child attends the Co-op. If possible, please let your child’s teachers or the Director know if you need to miss your shift for this reason.

Participation

Families that consistently fail to participate in parent hours may be subject to a \$20 an hour fine. If a family continues to fail to participate, the matter will be brought to the Steering Committee. Parents who are not willing to participate in parent hours may be asked to leave the program. This is because the Co-op is a community-based program, and we ask that you involve yourself in the community.

Leave

If a family experiences a significant event, that family may miss up to 6 weeks of parent hours. Families are not asked to make these hours up or find a substitute. A significant event includes happy events like expecting a new child, or more serious events, such a long term illness, bereavement, or some other hardship. Please speak with the Director about your leave if you need to take one.

Tuition Rates and Fees

Tuition and other fees are due on the first day of each month. If there is a special problem regarding payment, please inform the Director before the 5th of the month. A 5% late fee will be assessed for all payments made without prior arrangements after the 5th of the month. If tuition has not been paid by the 10th of the month, a family will not be allowed to attend the Co-op until full payment has been made. Any exceptions to this policy must be approved in writing by the Co-op Director prior to the 10th of the month.

Tuition rates are determined for the year (July to June) during the General Membership Meeting in June of each year. Prior to this meeting the Steering Committee prepares a budget for the coming fiscal year. The membership votes on the budget at the General Membership Meeting. In addition to voting on this increase at the June meeting, the membership will receive 30 days notice of any tuition increase.

Returned checks cost the Co-op \$20.00, so we must pass along that cost to parents whose checks are returned marked "insufficient funds." We appreciate your understanding of this policy, and your prompt payment.

Fines

The fine schedule is as follows:

- Missed parent hours: \$20 per hour
- Pick up after 6:00 pm: \$1 for every minute. Families are expected to have completed picking up their children and be out the door by 6:00 p.m. Any time on premises after close is considered billable.

Missed Mandatory Meeting: \$50, except in emergencies or extenuating circumstances

Missed Work Party: \$50.
Please see “Mandatory Evening Meetings and Work Parties” below for more information.

Scholarships

There are different options available to Co-op families who are in need of tuition assistance through a scholarship. External providers that offer scholarship programs include programs managed by the City of Seattle (City of Seattle Child Care Program), the University of Washington (University of Washington Child Care Assistance), and the Washington State Department of Social and Health Services/DSHS (Working Connections Child Care Assistance/WCCC). Each of these providers has their own rules, eligibility requirements, and scholarship processes. If you are interested in accessing these programs and need more information about how to enroll, please see either the Director or Assistant Director.

For those families that *do not qualify, or have been wait-listed, for any of these external scholarship programs*, the Denise Pilkey Memorial Scholarship may be an option. The Denise Pilkey Memorial Scholarship is a scholarship program managed by the Co-op, and provides partial childcare assistance of up to 50% of tuition based on the needs of the family and availability of scholarship funds. The purpose of the Denise Pilkey Memorial Scholarship program is to provide financial assistance for childcare to parents who are pursuing financial stability through higher education, full time job training, for those who have incurred a temporary financial crisis and require temporary assistance, and/or for low income families who are ineligible for alternate childcare subsidies. These scholarships may only be used towards the cost of childcare while enrolled at the Co-op. Program eligibility criteria and other program information can be obtained on the Denise Pilkey Memorial Scholarship Application, available in the Co-op office.

Given that a family must not qualify (or must be denied or wait-listed) for other scholarship programs to access the Denise Pilkey Memorial Scholarship, tuition assistance funds from this program may not be “combined” with other scholarship programs. In addition, tuition assistance from the DSHS WCCC program, which is one of the most highly-accessed childcare scholarship programs managed by DSHS, may not be combined with other scholarships. Co-op families enrolled in this state program must pay their WCCC recommended co-pay, as the Co-op is already mandated to cover any remaining tuition amount after the DSHS subsidy and the co-pay are provided for. The WCCC co-pay amount may not be paid for using the employee tuition discount if the scholarship applicant is also a Co-op employee.

If you have any questions about scholarship options, availability, program rules, or eligibility requirements, please see either the Director or Assistant Director.

Summer Quarter/Quarter Off

As the Co-op operates on a 12-month basis, you are expected to maintain ongoing enrollment. If you take a quarter off and want to guarantee your spot the following quarter, payment will be required for the quarter off. If you choose this option, no work hours are required, and drop-ins are permitted on a space-available basis, ratio permitting. Please call at least 24 hours in advance to ask staff whether the adult/child ratio will be suitable for drop-ins at that time. (Note: Though SAFC subsidized students are required to be enrolled full time at the University only three out of four quarters, the SAFC subsidy is available the entire calendar year.)

Withdrawal and Enrollment Changes

Once you enroll, if you decide to change your child's enrollment (from full to part time, for example), you must give the Director written notice at least 30 days in advance. You must give written notice of withdrawal at least 30 days in advance of your child's last day of attendance. If you do not, you will be liable for 30 days fees. Fees will not be refunded after payment is made. Please note that there will be no exceptions to this policy. This policy protects fiscal welfare of the Co-op. If you leave the Co-op for any reason, without giving 30 days written notice, you will be charged for 30 days of fees, which may include, but will not be limited to, tuition and substitute charges for parent hours that may need coverage.

Drop-in Policy

Drop-in care is available to current part-time Co-op children as space permits for a \$60.00 flat fee. Parents must call in advance to ask the Director whether the adult/child ratio will be suitable for drop-ins. When you bring your child in for drop-in care, please sign in on the "drop-n sheet" (available near the sign-in book) noting the date and length of your child's stay. You may choose to be billed with your next statement or pay the day of your drop-in. The \$60 fee will be charged for drop-in care regardless of how many hours of care are actually provided.

Steering Committee

The Steering Committee acts as the Board of Directors of the Co-op, overseeing the organization's fiscal welfare and policy issues. The Steering Committee meets monthly to discuss an agenda of current Co-op issues. Steering Committee meetings are open to all Co-op members, and minutes of past committee meetings are available for review. The Steering Committee is governed by Article 9 of the Co-op Bylaws, which are located in Appendix 2 of this handbook. The Steering Committee meetings are on the third Wednesday evening of each month. Please let the Chair know if you have an item you would like to discuss to add to the agenda.

Communication

Parent Pockets: Each family and staff member has parent pockets or parent files in each classroom. Parent pockets and files act as mailboxes. Please check your parent pocket daily.

Email List: Teachers, Administrative staff and parents all use the "coopchild" email list to stay up to date. If you do not have ready access to email, you will need to make other arrangements to receive the information sent to the list. A Friday Flyer is generated each Friday as well. The Friday Flyer will communicate relevant timely information to the membership and Co-op staff. This list is restricted to current Co-op members and staff. The Co-op also maintains a listserv for facilitating discussions of childcare issues, exchanging childcare equipment, etc., which is open to all members, staff, and alumni members and staff.

A Co-op calendar with the Co-op's annual events, main policies, and days off is available on the website.

Mandatory Evening Meetings and Work Parties

The mandatory meetings and work sessions are great opportunities for reevaluating our program and working harder to improve what we do each day. Evening meetings usually occur in the evening from 6:30 pm - 8:30 pm at the Co-op. We have two general membership meetings and two individual classroom meetings per year. Childcare is usually available for the general membership meetings. Members are generally asked to sign up for childcare a few weeks before the meeting. The issues discussed at general membership meetings range from budget proposals to supply purchases to policy issues to parent education.

Work parties and evening meetings are scheduled on the Co-op calendar annually. Please check your Friday Flyer, calendar, and the parent information board to stay up to date on our schedule. Please remember to sign in for both the evening meetings and the work parties. If, due to an emergency, you are unable to attend, please contact the Director as soon as possible to make alternate arrangements.

The meetings and work parties are mandatory. Each family will be given one excused absence from an evening meeting per year. There is a \$50 fine for not attending meetings and work parties. Single parents receive two excused absences.

Getting Started At the Co-op

When you first come in the classroom, please introduce yourself and your child to the teacher. Make the teacher aware of any special needs your child may have. Remember to sign your child in by signing your full name and the time dropped off in the sign in book. For the first few days, allow some time to remain with your child in the classroom to help them get acquainted with their new school. When you leave, let your child know, and maintain a positive confident attitude. It is important for your child to know you are leaving and to hear you say you will be back. You may want to leave for just a short time on the first day. When you say goodbye, feel confident that the teacher is available to handle your child's tears. You are encouraged to stand outside the classroom for a few minutes so you can hear that your child settles in. You are also welcome to call the center during the day to check in with your child's teachers and see how your child's day is going.

Some children find security items such as a blanket, stuffed toy, pacifier, bottle or cup comforting to have with them during the day. These items are welcomed at any time but are especially useful during the first few days of your child's adjustment to the Co-op. Please label any special items as well as all your child's clothes with your child's name.

Signing In and Out

Each day you bring your child to the Co-op, sign her/him in on the appropriate sheet in the classroom's sign in book. Write your name and arrival time next to his/her name and any special instructions under "Comments." Your sign in is our official record of attendance, and it is the list the teachers rely on in case of emergency. After you sign your child in, make sure you tell the teacher in charge that your child has arrived. When you pick your child up, find the same line where she/he was signed in and put the time and your name in the space marked "out." Be sure to check your child's cubby, jacket hook and parent pocket for things to take home, and tell the teacher you are leaving.

If someone other than a parent or guardian will be picking up your child, written permission must be given on your child's emergency contact card or by telephone. Please inform staff daily of any changes in who will be picking up your child. Your child will not be released to someone unfamiliar to us without prior notification and photo ID. Children will not be released to any adult who appears to be under the influence of drugs or alcohol.

The Co-op is open 7:30 a.m. to 6:00 p.m. Please be respectful of your children's schedule as well as our staff's and allow for enough time to organize your child (children) and be out the door by the 6:00 pm close. Please call if you have an emergency and are going to be late, or if someone else will be picking up your child so the staff can prepare themselves and your child. Families are expected to have completed picking up their children and be out the door by 6:00 p.m. Parents picking children up after 6:00 p.m. will be fined \$1.00 every minute they are on premises after 6 p.m. This amount will be added to your next month's tuition bill.

Clothes

All children should have extra pants or shorts, shirts, socks, and underwear labeled with their names to keep at the Co-op. Please be sure to bring at least one extra set of clothing for your child. If it is possible, having extra shoes is also helpful. When accidents or spills occur it is very important to have these items around.

Please be aware of the weather. We take children outside in chilly and/or wet weather. It is important that the children have access to appropriate clothing/outerwear for this. The Co-op provides sunscreen during the summer for the children, with parent's permission. Parents may also bring a labeled bottle of sunscreen in for their children during summer. We enjoy spending time outside and want to be sure that all the children are safe in the sun.

Comfort Objects

Bring any comfort objects (blanket, lovey, pacifier, etc.) that might make your child's day easier. If your child uses a blanket, pillow, or stuffed animal, or a pacifier, bottle or cup regularly at home, feel free to bring them to school. While staff will do all they can to keep objects from home safe, keep in mind these objects are subject to being damaged or lost.

Please check with your child's teacher before allowing your child to bring other items such as toys, games, and books from home. These items are special to your child and often bring on unnecessary conflict between children because the children argue over toys that are new or that there are not duplicates of. In addition, these toys might become misplaced or broken.

Labeling

Please be sure to label all of your child's personal belongings. It is particularly important to label clothes, socks, and lunch boxes. We recommend using a permanent laundry marker, which can be purchased at variety stores for around a dollar.

Special Events

Birthdays

Each room celebrates birthdays in a different way due to the differing age groups. Please check in with your child's lead teacher as the day approaches. Often we ask parents to send 100% fruit popsicles or some other non-sugary snack to share with the rest of the group at snack time. Another popular way to celebrate birthdays (or other special days) at the Co-op is by the family giving the classroom a book with an inscription from your child and the date.

Holiday Recognition and Activities

The Co-op is a non-sectarian program with the goal of reflecting diversity of tradition and practices. We take a very carefully considered and defined approach to inclusion of religious holidays/celebrations in our curriculum. Key features to our approach are described below.

When considering holiday activities and deciding what and what not to discuss with children in terms of holidays, we will consider the following:

- The variety of religions observed by families at the Co-op,
- Age and developmentally appropriate subject matter,
- The importance of cultural awareness,
- The importance of supporting self-esteem and group reference identity,
- The importance of discussing and exploring issues in terms of how they relate and fit into the context of children's lives,
- The importance of an appropriate purpose for the activity/discussion,
- Anti bias and educational opportunities.

What We Do:

- 1) We recognize, discuss, and enjoy each other's traditions and cultural practices: celebrating, feasting, and gift giving provides the opportunity to learn about holidays, rather than observe the holiday.
- 2) In discussions, we encourage the children who are celebrating a holiday at home to share feelings as well as information. We encourage children (families) to bring in photos, food, and objects that relate to how they celebrate a holiday to share with their teachers and classmates.
- 3) In the context of children sharing family traditions, teachers and parents are also welcome to share their own cultural celebrations in the classroom, omitting comments about personal beliefs that relate to the holiday (an adult's point of view is generally regarded as fact by children.)
- 4) We allow and encourage each child to take pride in their own culture. What a child does at home with his/her own family is extremely important to the child's view of self. We recognize, acknowledge, and bring out what is taking place at home as the central feature of holiday learning and activity, giving each child a feeling of pride and self-worth surrounding their cultural identity. Not everyone celebrates or recognizes some of the "major holidays" and that is ok. There may be something else that this child does with his/her family that is equally as valuable and meaningful. Children who don't celebrate the same holidays as others can participate in discussion or activities

as "guests," so it remains clear that the children can hold on to their own practices and beliefs while appreciating or learning about others. Discussion about how guests can participate, and the choices they have will be important each time activities are introduced.

- 5) In discussing holidays, we focus on themes that are universal, that everyone can identify with, in some way, in their own life. Common themes run through many of our holidays and by recognizing and connecting the common themes in different holidays, teachers can engage children in valuable discussion and exploration of cultural practices. For example, there are a variety of holidays that celebrate harvest. This theme can be referred to, and reflected in activities, several times through the year, as these holidays arise.
- 6) Demonstrate respect for everyone's traditions throughout the curriculum.
- 7) Provide art and other activities that focus on universal themes that everyone can participate in. Avoid commercialization in art projects. Associate the activity to specific people and activities of their family life, and offer choice in participation.
- 8) Understand that families with little discretionary income may find certain holidays stressful because of the enormous amount of commercialization and media pressure to buy, buy, buy. Make the childcare setting a refuge during the often hectic and stressful times of the year when the media and stores are promoting holidays.
- 9) We believe in celebrating the child, thus any day can become a celebration that all can be included in!

What We Don't Do:

- 1) Celebrate any religious holiday.
- 2) Involve religious beliefs as a part of holiday activities, when such activities are initiated by children.
- 3) Treat some holidays as "exotic," and others as regular. Everyone is "ethnic." Everyone's traditions come from specific ethnic and national groups.

Excursions

In all classrooms, walks throughout the neighborhood, to the park, or to the UW campus occur frequently, especially during mild weather. When you enroll at the Co-op, you are asked to sign a consent form to allow your child to go on walks and excursions. If your child should not leave the Co-op on a particular day, please let the lead teacher know.

When possible, individual classrooms go on field trips to places such as the fire station, post office, Children's Museum, etc. Please let your child's teacher know if you would like to organize a field trip or if you have a trip idea.

If a destination requires it, we will travel by car or Metro. You will be given a special form indicating travel by personal vehicle, destination, and time/date, and a special permission slip to fill out prior to the

outing. Parent help is almost always necessary in order to maintain ratios for these outings. Parent/staff drivers on field trips must have adequate liability insurance and each child must have a seat belt (over 4 yrs/40 lbs) or car seat.

Sun and Star Room Information

Diapering

If your child is not using the toilet routinely, you will need to provide diapers and other supplies. Lead, Associate, and Assistant teachers will be responsible for changing your child's diaper. Parents will only change their own child's diapers. Diapers are changed on a two hour schedule, or as needed.

Diaper changing procedures are posted on the wall above the changing tables in the Sun and Star Rooms. The procedures are also list in the *Diapering Procedures* section of Appendix 3 of this handbook. Changing tables are sprayed with a bleach/water solution after each diaper change. Hand washing is done after every diaper change by both staff and child.

Toilet Training

The Star room has potty chairs in the restroom for children who show an interest in using the toilet. The Star room bathroom has one child sized toilet. Toilet training is initiated by your child when they express readiness and interest. Consult with your child's teacher if you have any questions concerning toilet training/learning. We prefer children to be potty trained before entering the Moon Comet rooms due to the 1:7 ratio and lack of diapering facilities in the classroom.

Food

Breakfast and Snack

We make a conscious effort to provide appealing, nutritious snacks at the Co-op. We follow USDA guidelines when preparing snacks. Our menu is vegetarian (lacto-ovo), and we try to incorporate whole foods and organic milk and produce whenever possible.

Morning snack (Breakfast) includes: a grain product (cereal), milk, and fruit and is served at 9:00 a.m. Mid afternoon snack (3:30 p.m.) includes: a grain product, fruit or vegetable, a protein source (soy, dairy or cheese) and water. Whenever possible, children participate in preparing their own snacks by spreading their own cream cheese, pouring their own water, etc.

The late afternoon snack (5:00 p.m.) includes two components and is intended to tide children over until they get home. Cheese and crackers or raisins and celery are examples of our late afternoon snacks.

We use whole grain products and natural sweeteners. We ask that you do the same when packing lunches, and omit refined grains and highly sweetened snacks.

Lunch

Please be sure to remember your child's lunch. Please label your child's lunch with their full name and date. This makes it easier for the staff to return it to you should it become misplaced. When you drop your child off in the morning, put the labeled lunch in the refrigerator provided in each classroom. At each meal the children eat together. In order to give each child the fuel they need to have a successful day, we ask that you provide a lunch that is nutritional, well-balanced, and low in sugar.

The Co-op will provide milk for each child at meal-time. Organic whole milk will be served to children less than two years of age, 2% organic milk will be served to children over two years of age. No other drinks should be included in a child's lunch unless they are prescribed by the child's special dietary needs.

The staff understands a family's desire to include goodies or even a "healthy" treat in children's lunches, but feels it would be most fair to all the children to not allow any treats. Treat items such as fruit rollups (fruit leather made only with dried fruit is O.K.), yogurt with a high sucrose content, chips, puddings, cake, candy, gummy fruit, and much of the prepackaged foods that are convenient for packing a quick lunch will be put in your parent pocket. Trading of foods between children will not be permitted. This will ensure that parents know what their child is eating.

We are also a peanut free center, as we often have a child or children with life threatening reactions to peanuts. Soy nut butter or almond butter provide an excellent alternative to peanut butter in lunches.

Though the Co-op provides only vegetarian food for the children, lunches from home do not need to be vegetarian.

The staff will prepare an "emergency lunch" for any child who forgets to bring a lunch.

The Co-op staff requests that parents keep in mind the Co-op philosophy about weapons, violence, and stereotypes when purchasing a lunchbox.

Suggested lunch box foods include:

- 1 serving fruit and/or vegetable (1/2 cup)
Ideas: fresh fruit cut in slices, baby carrots (steamed for toddlers), fresh cut veggies of all kinds, cubed cooked sweet potatoes, in-season melon slices/cubes, or cut grapes.
- 1 serving bread or bread alternative (1/2 slice bread, or roll, or 1/4 cup cooked pastas or grains)
Ideas: cooked pastas, bagels cut into quarters with or without spreads, whole grain breads with or without spreads, rice, or pretzels.
- 1 serving meat or meat alternative (protein)
Ideas: meat, poultry or fish, cheese cubes, string cheese, cream cheese, grated cheese (great on top of pasta), cottage cheese, hard-boiled egg, cooked dried beans or peas, tofu, nut (other than peanut) or seed butters.

Bottles

If your child brings in a filled bottle or “sippy” cup from home, state law requires that you label it with your child's name and the date and that it be refrigerated. Please send as many milk bottles as your child needs during the day, as teachers are not allowed to refill bottles.

Health Policies

Health Record

A health history is required for each child upon admission. This includes an immunization history, conditions which require special attention, name and phone number of your family physician, and name and phone number of persons to be contacted in case of emergency. Children must have all immunizations recommended for their age by the Public Health Service (unless parents claim "exempt"). The King County Department of Health provides free immunizations. Each child is also expected to have an annual physical exam. Low cost health insurance for children and families is available for those who qualify through the Washington Basic Health Plan.

Allergies

If your child has allergies, please inform his/her teachers. Inform the teachers of what your child is allergic to, possible reactions, and the steps you would like followed if your child comes in contact with the allergen. We may also require a written note from the child's doctor so that we can assess the severity of the allergy and make the necessary accommodations. If it is not possible for the center to provide foods a child can eat, parents may be asked to help supply snack items.

Medications

No medication (prescription or non-prescription) will be administered without a signed medical form. A doctor's signature is required unless the medicine is in its original container with prescription attached, with current date, procedures and doctor's name. (Non-prescription medicine must be in original container and list correct dosage for age and weight of child). New forms will need to be filled out weekly. Unfortunately we cannot keep Tylenol, Advil, or any homeopathic medications on site. Be sure to inform your child's teacher that you brought medication and note on the sign-in sheet what time it is to be given. Fill out a form in the medical log book located in your child's classroom. Each classroom has a locked box in the refrigerator for medicine. Medication must be taken home if there is no current form on file in the classroom indicating the medication being taken.

Sick Children

Please keep sick children home! They need care and attention that we cannot provide, and it is unfair to other children and their parents to expose them to illness. If your child displays symptoms of illness or has a temperature of 101 degrees, you will be notified to come for her/him. Your child will be separated from the other children with adult supervision and made as comfortable as possible. You must make alternative arrangements for care in case your child becomes ill and is not able to stay at the center. Your child must be without fever, diarrhea, or vomiting for 24 hours before we can accept her/him back. Examples of situations where children would need to be sent home would include but not be limited to two runny stools in a 24 hour period, an uncontrollable stool, vomiting, and green discharge from the eyes and/or nose.

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

1. **Fever** of at least 100 ° F as read under arm (auxiliary temp.) using a digital thermometer *accompanied by* one or more of the following:

- Diarrhea or vomiting
- Earache

- Headache
 - Signs of irritability or confusion
 - Sore throat
 - Rash
 - Fatigue that limits participation in daily activities
2. **Vomiting:** 2 or more occasions within the past 24 hours
 3. **Diarrhea:** 3 or more watery stools within the past 24 hours or any bloody stool
 4. **Rash** (especially with fever or itching)
 5. **Eye discharge or conjunctivitis (pinkeye):** until clear or until 24 hours of antibiotic treatment
 6. **Sick appearance, not feeling well, and/or not able to keep up with program activities**
 7. **Open or oozing sores,** unless properly covered and 24 hours has passed since starting antibiotic treatment, if antibiotic treatment is necessary.
 8. **Lice or scabies:**
 - Head lice: until no lice or nits are present.
 - Scabies: until after treatment

If you feel uncomfortable making the decision about whether your child's health situation warrants staying at home please feel free to use the Director as a resource. Typically, our advice is that if you have to wonder, your child probably needs to stay home. However, if you feel you need advice we are glad to help in any way we can.

Injuries

If your child receives an injury at the center, a note will be made in the Accident/Illness log. The time, what happened, how it was treated, and who treated it will be recorded. If you do not find an explanation for the injury, do not hesitate to ask the staff. If an injury requires treatment beyond what we can provide at the center, you will be contacted. In case of emergency we will seek immediate medical care for your child.

Communicable Diseases

The following communicable diseases will be reported to all parents and to Seattle King County Public Health Department, Communicable Disease Section:

German measles (Rubella, Three day Measles)	Hepatitis
Measles (Rubella, Ten day Measles)	Mumps
Meningitis (bacterial and viral)	Salmonella
Whooping Cough (Pertussis)	Tuberculosis

Parents will also be notified of cases of:

Chicken Pox	Scarlet Fever
Strep Throat	Impetigo
Pink Eye (Conjunctivitis)	Scabies
Lice	Hand, Foot, and Mouth Disease

(and any other illness where four or more children are out in a classroom)

Child Abuse Reporting Law Requirements

The Co-op Director, staff, and parents are required by Washington State law and licensing requirements to report immediately to the police or Child Protective Services any instance where there is reason to suspect the occurrence of physical, sexual or emotional child abuse, or child neglect, or exploitation. All calls made by staff are confidential. In order to protect our staff and the child, all mandated reporter calls are kept anonymous to parents. Parents will not be notified if a call has been made. This is done to insure the safety of our staff and the integrity of the report.

Emergencies

The Co-op has emergency procedures in place in the event of both individual and mass disaster emergencies. Procedures have been established in order to provide for protection against and care in the event of an emergency.

Individual Emergencies

The Director and all Lead and Associate teachers are required to hold current CPR, First Aid certification, and HIV/BBP certification. Assistant teachers and parents are encouraged, though not required, to have this training. Emergency procedures are posted in each classroom near the door. Please take time to review these procedures. All staff receives monthly review of emergency procedures. The director and facilities chair of the church periodically conduct facilities walk-throughs to assess the safety needs of the facility

Mass Disaster Preparedness

Our Emergency/Disaster Preparedness Plan can be found in the office and classrooms. Please take a moment to read thoroughly through this plan.

The Co-op conducts monthly fire drills during which children and staff practice evacuation to predetermined areas when the fire drill bell is sounded.

The Co-op has prepared for a major earthquake by gathering supplies, by writing up procedures for staff to follow after the earthquake, and by conducting quarterly drills in which children learn to "duck and cover" upon hearing the expression "rabbits in your hole."

In the event of an emergency, our on-site evacuation location is the Republican Parking lot right across the street from the Co-op at 15th Ave NE and NE 50th Street. Should we have to evacuate to a location off-site, our first location is at the University Heights building located on University Ave NE and NE 50th Street. If that location is not available, we will be located at the YMCA located at 12th Ave NE and NE 50th Street.

In the event of an emergency and local lines are disrupted, our out-of-state contact is Awakening Seed School located in Phoenix, Arizona. The contact number is 602.454.2606. We will be contacting them to provide them with any information needed for families should families not be able to get through to us directly.

APPENDIX 1: PARENT TEACHER JOB DESCRIPTION

Parent teachers are responsible for assisting the lead teacher(s) in the overall supervision of an assigned group of children. This person will be expected to work with the lead teacher to meet the standards set by our licensing agency and by NAEYC.

Qualifications: This person must be able to meet the requirements of the state licensing agency. S/he must be emotionally stable and able to help provide a supportive, nurturing environment for young children. This person should also have the personality and ability to help provide leadership and stability for program continuity.

Responsibilities: Under the supervision of the Co-op Director, the parent teacher's responsibilities will include, but not be limited to, the following:

1. Assist the lead/associate teacher in any appropriate ways as needed.
2. Supervise the classroom when the lead, associate, or assistant teachers are out of the room.
3. Clearly communicate and consistently enforce limits designed to:
 - a) Protect the children's physical and psychological safety;
 - b) Encourage respect and sensitivity towards others;
 - c) Respect and value individual differences;
 - d) Develop responsibility for one's own behavior.
4. Develop positive relationships with staff, children, and parents, communicating in an honest, straightforward manner, encouraging cooperation, and building trust.
5. Ensure that all information concerning individual children is shared with other program staff in a confidential manner.
6. Participate as a voting member of the Co-op and work cooperatively with Co-op members.
7. Maintain a professional and caring attitude when dealing with each child and family.
8. Represent the Co-op in a professional manner to the University Christian Church, prospective parents, visitors, and the greater community.
9. Help to maintain an orderly, attractive, and safe environment in the classroom, in the gym, and in the outdoor play yard.
10. Be familiar with all emergency procedures.

How to Help in the Classroom

1. When you come in, first wash your hands, and find an area in the room where there are children with no adult or a lot of children with one adult. Sit down or bend down to the children's level.
2. Take initiative!! Don't wait for the staff to direct you. Offer to take a group to the gym, etc. Be sure to check with a staff before going. Here during a meal? Offer to set the table, help the children wash their hands, etc.
3. If a child is wandering from area to area or disrupting others' play, help him/her get involved in an activity.
4. The golden rule in the Sun Room is REDIRECT!!
5. If you see something that needs to be done, ask and then do it.
6. Encourage the children to clean up what they had been playing with before changing activities. This is hard to do, but help the child as much as possible. Remember; don't expect the child to pick up like an adult would. Their idea of clean is different from ours.
7. The children, staff and other parents count on you. PLEASE BE ON TIME!! If you are late, your child can be one of eight toddlers with one adult or fifteen preschoolers with one adult. This is stressful and unsafe for everyone involved.
8. When ratios are low or children are resting, you may be asked to do various tasks to help with the upkeep of the room. This is how we keep a clean and organized environment.
9. Model appropriate behavior.
10. As you walk around the room and play with the children, pick up some of the toys that get scattered. If toys are all over the place, the children have a hard time focusing on an activity. It looks messy and uninviting. Picking up throughout the day also helps during the big clean up times.
11. Ask questions!

APPENDIX 2: CO-OP BYLAWS

Article I. Name

The name of this corporation is the Student-Parent Cooperative Daycare Center, doing business as the Cooperative Children's Center and referred to in these Bylaws as the Cooperative.

Article II. Incorporation

The Cooperative is registered with the State of Washington as Corporation number 2-223460-3. The Cooperative has nonprofit status, IRS 501C3 number 91-0890896.

Article III. Purpose

The purpose of the Cooperative will be to provide high quality affordable childcare within a cooperative structure.

Article IV. Membership

Section 4.01 Membership

An individual is a member of the Cooperative if he/she is: A. a signatory to a Membership Contract and has paid the membership fee as determined by the Steering Committee, or B. an employee of the Cooperative whose job description as set forth by the Steering Committee includes membership in the Cooperative.

Section 4.02 Voting Rights

Each individual who is a member of the Cooperative shall be entitled to vote on all matters decided by the general membership.

Section 4.03 Termination of Membership

A membership shall be judged to be terminated whenever it no longer satisfies the criteria for membership in the Cooperative. The individual may terminate membership in the Cooperative by providing notice as specified in his/her contract for childcare and the Membership Contract. The Cooperative may terminate a membership if the individual fails to fulfill his/her obligations as specified in the Membership Contract.

Article V. Rights and Responsibilities of Members

Section 5.01 Members' Rights

A member of the Cooperative has the following rights:

- a. The right to quality childcare in a safe, healthy environment.
- b. The right to information about the functioning of the Cooperative through timely newsletters and access to minutes of Steering Committee and membership meetings.
- c. The right to participate in the affairs of the Cooperative and receive all membership benefits.
- d. The right to participate in the leadership of the Cooperative, including the right to attend and participate in Steering Committee meetings, the right to present proposals for consideration to the Steering Committee or the membership, the right to run for and elect the Chairperson of the Cooperative, the right to serve on the Steering Committee and other committees as vacancies arise, the right to constructively criticize and, if necessary, remove

the members of the Steering Committee as specified elsewhere in the Bylaws, the right to question the decisions and existing policies of the Cooperative and to petition for change using the initiative procedures specified in the Bylaws, and the right to participate in the amendment of the Bylaws of the Cooperative.

- e. The right to rely on the faithful performance of the Officers, Steering Committee, and the staff in the protection of all members' rights and interests.

Section 5.02 Members' Responsibilities

A member of the Cooperative should recognize:

- a. The responsibility to take an active role in the direction of the Cooperative by attending meetings and voting in all elections and membership ballots.
- b. The responsibility to fulfill financial obligations according to the time frame specified in the current Parent Handbook.
- c. The responsibility to perform those tasks as specified by the Steering Committee or membership.
- d. The responsibility to work with other members and the staff to provide a safe, healthy environment for childcare.

Article VI. Initiatives

Any member of the Cooperative can initiate the consideration of any issue by the general membership upon presenting the Steering Committee a petition signed by members representing no less than one-fifth of the families of children receiving care at the center. When presented with such a member petition, the Steering Committee shall, within three weeks, inform the membership of the relevant issues through a membership meeting or through written materials. Voting shall follow the procedures described in these Bylaws. The results of any such initiative balloting shall be binding.

Article VII. Meetings

Section 7.01 Frequency of Meetings for the General Membership

- a. During each year, the Steering Committee shall call an annual meeting and a minimum of two other mandatory (as defined in the Parent Handbook) meetings of the general membership. The Steering Committee shall also call non-mandatory meetings of the general membership, as necessary.
- b. Any member of the Cooperative may ask for a meeting of the general membership by presenting a petition, signed by members representing no less than one-fifth of the general membership, within three weeks.

Section 7.02 Announcements for Meetings

The Steering Committee shall provide a minimum of two weeks' notice of all meetings of the general membership by posting conspicuous notices and distributing announcements to the membership.

Section 7.03 Other Meetings

The Steering Committee may from time to time call other meetings for parts of the membership deemed necessary.

Section 7.04 Rules

Meetings of the Cooperative shall, at the discretion of the chair, be governed by Robert's Rules of

Order.

Article VIII. Balloting

Section 8.01 Responsibilities for a Ballot

Balloting of the general membership shall be conducted by the Steering Committee. Unless otherwise specified by the Bylaws, balloting may occur either at the general membership or may occur without such a meeting.

Section 8.02 Voting at a Meeting of the General Membership

Unless otherwise specified by the Bylaws or membership, voting shall be by show of hands or written ballot at the discretion of the Chairperson.

Section 8.03 Voting Outside of a General Membership Meeting

The Steering Committee may conduct a written vote on an issue over a one week period in a location readily accessible to the membership. The Steering Committee must provide a minimum of two weeks' notice prior to the start of any such vote, unless the vote concerns an issue discussed at a meeting of the general membership and the notice of vote is given at the meeting. The notice of vote shall specify the time, location, and procedures for voting.

Section 8.04 Quorum

For any ballot of the membership to be binding, a quorum consisting of at least one member from each of a minimum of three-fourths of the families of children receiving care at the center must participate in the ballot. Members in attendance at a meeting of the general membership during a ballot shall be counted as having participated in the ballot. In the event of a vote concerning multiple issues, members voting on any issue in that balloting shall be counted as having participated in the ballot for each individual issue.

Section 8.05 Decision Rule

Unless otherwise specified in the Bylaws, a simple majority of those members participating in a ballot shall be sufficient for motion to be passed.

Article IX. Steering Committee

Section 9.01 Membership

The Board of Directors of the Cooperative, herein referred to as the Steering Committee, shall consist of the officers of the Cooperative and no fewer than three and no more than seven at-large members. At-large positions shall be filled by lot from volunteers from the general membership. The Steering Committee shall give the membership two weeks' notice of the position opening. At-large members shall serve for an unspecified term. Except for the case of employees whose job description includes participation on the Steering Committee, no members of the Steering Committee shall receive compensation beyond work credit as decided by the Steering Committee. At-large members of the Steering Committee can be removed through the member initiative process described in Article VI.

Section 9.02 Meetings

The Steering Committee shall schedule regular meetings which will be open to any member and be publicized and have agenda available at least one day in advance. A quorum for these meetings shall

consist of a majority of the Steering Committee members. Motions shall pass by a simple majority of the Steering Committee members present at a meeting. The Secretary of the Cooperative shall be responsible for the minutes of Steering Committee meetings and shall make those minutes available to the general membership.

Section 9.03 Duties of the Steering Committee

- a. The Steering Committee shall have control and general management over the affairs and business of the Cooperative. The Steering Committee shall have the authority to make all necessary decisions and take all necessary actions on issues relating to the operation of the Cooperative unless that authority is specifically granted to the general membership elsewhere in these Bylaws.
- b. The Steering Committee shall be responsible for the determination of policies and procedures governing the day to day operation of the Cooperative and shall be responsible for the dissemination of these policies and procedures through the Parent Handbook, newsletters, and other media.
- c. The Steering Committee shall have the authority to enter into agreements and contracts on the behalf of the Cooperative.
- d. The Steering Committee may appoint standing committees from the general membership as deemed necessary.
- e. The Steering Committee shall determine needs for, and appoint special committees from, the general membership.
- f. The Steering Committee may delegate the authority to perform any of its duties to parties judged appropriate.
- g. The Steering Committee shall have responsibility for the corporate records. The Steering Committee shall be responsible for complying with all governmental regulations.
- h. The Steering Committee shall be responsive to the general membership, seeking direction from the general membership on those issues having greatest impact on the Cooperative. Any decision of the Steering Committee can be challenged by a member of the Cooperative through the initiative process described in Article VI of these Bylaws.

Article X. Officers

Section 10.01 Chairperson

- a. The Chairperson of the Cooperative shall preside over meetings of the general membership and meetings of the Steering Committee. The Chairperson shall be responsible for preparing the agenda of all such meetings.
- b. The Chairperson shall be responsible for the representation of the Cooperative for all functions requiring a personal representative.
- c. The Chairperson shall be elected by the general membership for a term of one year whenever the position is or is due to become vacant. A minimum of one week shall be provided during which nominations may be made by any member of the Cooperative. Any person who has attended meetings of the Steering Committee for a minimum of three months shall be eligible to stand for election. Voting shall be done by written ballot following the procedures provided in Article VIII of these Bylaws. The person receiving the most votes in a ballot having a quorum of participants shall be elected. The Chairperson shall be elected by receiving the most votes in a ballot in which a quorum of the members has participated.

- d. The Chairperson shall receive no compensation for serving in this capacity, though he/she shall receive credit for work hours as decided by the Steering Committee.
- e. Removal of the Chairperson may be effected through the initiative process provided in Article VI of these Bylaws. A two-thirds majority of a quorum participating in a written ballot shall be required for removal.

Section 10.02 Other officers

- a. The Vice Chairperson of the Cooperative shall perform the functions of the Chairperson when the Chairperson is absent. In addition, the Vice Chairperson shall be responsible for maintaining the membership rolls and for handling problems relating to membership as they arise.
- b. The Secretary of the Cooperative shall be responsible for the recording of minutes for all meetings of the Steering Committee or the General Membership. The Secretary shall be responsible for the certification of all balloting of the general membership.
- c. The Treasurer of the Cooperative shall be responsible for the financial matters of the Cooperative. These duties shall include making timely reports to the Treasurer shall be responsible for the submission of budgets for approval by the general membership no later than thirty days prior to the start of each fiscal year.
- d. The Vice-Chairperson, Secretary, and Treasurer shall be selected by the Steering Committee as those positions become vacant. These officers shall serve for an unspecified term of office. None of these officers shall receive compensation, though they may receive work credit as decided by the Steering Committee. Removal of any of the officers can be effected through the initiative process described in Article VI.

Article XI. Indemnification and Insurance

To the full extent permitted by the Washington Non-Profit Corporation Act the cooperative shall indemnify any person who was or is a party or is threatened to be a party to any civil, criminal, administrative, or investigative action, suit, or proceeding by reason of the fact that the person was or is a Director or officer of the Cooperative against expenses (including attorney's fees), judgments, fines, and liabilities reasonably incurred or imposed upon them in connection with or resulting from any claim, action, suit, or proceeding, provided that they acted in good faith and in a manner they reasonably believed to be in or not opposed to the best interests of the Cooperative. The termination of any action, suit, or proceeding by judgment, order, settlement, or conviction or upon a plea of nolo contendere or its equivalent shall not create a presumption that the person did not act in good faith and in a manner which they reasonably believed to be in or not opposed to the best interests of the Cooperative. The Steering Committee may obtain insurance on behalf of any person who is or was a Director, officer, employee, or agent against any liability arising out of their status as such, whether or not the cooperative would have power to indemnify her/him against such liability. The Steering Committee may, at any time, approve indemnification under the Washington Non-Profit Corporation Act of any person which the Cooperative has the power to indemnify. The indemnification provided by this section shall not be deemed exclusive of any other rights to which a person may be entitled as a matter of law or contract.

Article XII. Amendments

Amendments to these Bylaws can be proposed either by the initiative process described in Article VI or by the Steering Committee directly. The text of the proposed amendments must be included with the notice of the vote as described in Article VIII. Voting shall be conducted by written ballot and a two-thirds majority shall be required for passage of a proposed amendment.

APPENDIX 3: HEALTH CARE POLICIES AND PROCEDURES

Preventing Infections When Contacting Body Fluids

1. We work very hard to keep our staff and children healthy. Still, healthy people can develop illnesses that can be spread easily in a group care setting. To help reduce the risk of illness, we provide training for all of our staff on the transmission and prevention of diseases, including illnesses associated with body fluids.
2. All blood and body fluid will be considered to be capable of causing illness.
3. Body fluids include blood, urine, stools (feces), drool (saliva), vomit, drainage from sores/rashes (pus), etc. There are many diseases that can be spread through direct contact with body fluids. To protect children and staff the guidelines below are followed when anyone is at risk for being, or has been in contact with, body fluids:
 - Gloves will be worn for all situations involving blood.
 - Any open cuts or sores on children or staff will be kept covered. Depending on the type of wound, a covering may be a bandage or clothing or (for staff) gloves.
 - When a child or staff member comes into contact with any body fluids, the area will be washed immediately with soap and warm water and dried with paper towels.
 - All surfaces in contact with body fluids will be cleaned immediately, and the area will be disinfected with a bleach solution (1/4 cup bleach to a gallon of water).
 - Cleaning material used to wipe up body fluids will be put in a plastic bag, tied shut, and placed in a covered waste container. Any brushes, brooms, dustpans, mops, etc. used to clean up body fluids will be soaked in a disinfecting solution, and rinsed thoroughly. Cloth items or mops, after soaking should be washed with hot water in a washing machine. All items are hung off the floor or ground to dry. Equipment used for cleaning is stored safely out of children's reach.
 - Children's clothes soiled with body fluids will be put into a plastic bag and sent home to be laundered. A change of clothing will be available for children in care.
 - All clothing soiled with body fluids will be changed. Staff is advised to have a fresh change of clothing at the center. All soiled laundry will be kept safely out of reach of children.
 - Hands are always washed after handling soiled laundry or equipment.

Exclusion of Ill Children

On the advice of health experts we will not allow children with any of the following symptoms to remain in our care:

1. Fever of 100 degrees F (under arm) or higher AND who also have one or more of the following:
 - diarrhea
 - earache
 - show signs of irritability or confusion
 - sore throat
 - rash

Note: A fever of up to 100 degrees F without any of these symptoms will not automatically result in a child being excluded from care.

2. Vomiting on two or more occasions within a 24 hour period.
3. Diarrhea of two or more watery stools within a 24 hour period or one bloody stool.

4. Draining rash or sore.
5. Eye discharge or pinkeye. Children/staff can be readmitted after:
 - 24 hours after starting antibiotic treatment, or
 - discharge resolves for viral infection. Usually after three days.
6. Fatigue preventing the child from being a part of regular activities.
7. Children/staff with open oozing sores, which cannot be covered, will not be allowed to be at the center until:
 - 24 hours after starting antibiotic treatment or
 - sores are properly covered (e.g. bandage/clothing, staff - gloves), or
 - sores are healed.
8. Lice and scabies. Children/staff may be readmitted after treatment and if no nits are visible.

If childcare staff or the director has concerns about a child's ability to safely return to care, we reserve the right to request a note from the child's health care provider. The director reserves the right to make the final decision.

We ask that ill children, as described above in 1-8, not attend childcare for the following reasons:

- they are unable to be an active part of our daily program.
- they expose other children and staff to illnesses.
- they are at risk for being exposed to other diseases when their resistance is low.

When a child is excluded from attending our childcare center, the staff will note this in the classroom's Accident and Illness log.

Life Threatening Emergencies

- | | |
|-------------------------|----------------|
| Police, Fire, Ambulance | 911 |
| Poison Control | (206) 526-2121 |
| Children's Hospital | (206) 987-2000 |

These numbers are posted on all phones.

1. One staff member is to stay with injured/ill person and, if necessary, provide first aid according to the recommended actions of the American Red Cross or American Academy of Pediatrics.
2. A designated adult is to call 911 or other necessary phone number. Give your name and say you are calling from the Cooperative Children's Center located in the basement of the University Christian Church.
3. Give address/phone number:
 - 4759 15th Ave NE
 - (206) 522-5388
 - We are at NE 50th St and 15th Ave NE. Cross streets are also listed by the phone or on the wall closest to the phones.

4. Give the nature of the incident and the first aid given.
5. Do not hang up until told to do so.
6. Send a person outside to direct police/medical personnel.
7. Contact the parent/guardian of the injured child (current emergency phone number file box is located in office on long counter by window separating office from Moon Comet Room).
8. Ensure coverage of classroom, then a staff person is to accompany child to hospital and wait until a parent or guardian arrives.

INFORMATION NEEDED FOR EMERGENCY ROOM: The child's file is in the top drawer of the file cabinet marked "Children's Files" (under coat rack in office). The child's current Medical Consent form is stapled to the back of the file.

9. When the emergency is under control, a staff member will fill out Major Accident Report Form. Parents and the staff member will sign the report form and copies will be given to the parents and kept on file at the center in the child's file.

First Aid

When children are in our care, staff with current training in age-appropriate CPR and First Aid are always available. The director is responsible for ensuring that our first aid kits are fully stocked.

Our kits contain:

- Adhesive tape
- Band-aids
- Cotton balls
- First aid guide
- Large triangular bandages
- Roller bandages
- Small scissors
- Sterile gauze pads
- Syrup of Ipecac (only used after calling Poison Control)
- Tweezers

Our first aid kits are located in each classroom, the office, and in each classroom's excursion backpack. When we go on field trips and walks, the teacher is responsible for taking the first aid kit (in the excursion backpack). When on a field trip by private car, each car must carry a first aid kit.

Clean disposable gloves are kept in our first aid kit for staff use when handling any injuries involving blood.

Minor Injuries Management

When any minor injury occurs (e.g. small cuts, bruises, sprains, or bumps) we will do the following:

- Staff trained in First Aid will follow the actions for the particular injury or illness as specified in our first aid manual (Childhood Emergencies, quick reference guide flip chart).
- The child's teacher will record the incident and treatment in the log book.
- The incident will be reported to the parent by written note or phone call.

Medication Management

Co-op policy is: Medication will only be given with prior *written* consent of the child's parent/legal guardian.

The parent/guardian must complete the medication log sheet, which can be found in the classroom's medication logbook.

Prescription Medications must be in the original container from the pharmacy and labeled with:

- Child's first and last name
- Medication name
- Dosage amount
- Frequency
- Length of time (e.g. days)

Non-Prescription Medications (over the counter meds) are limited to the following:

- Antihistamines
- Non-aspirin fever reducers/pain
- Non-narcotic cough suppressants
- Decongestants
- Anti-itch ointments/lotions intended to relieve itching
- Diaper ointments, intended for use with diaper rash
- Sunscreen
- Vitamins

We will only give a child non-prescription medications from the above list when:

- the medication is in its *original container*
- the dose and frequency is stated on the label
- the medication is age appropriate for the child
- the child's parent/guardian has filled out and signed a separate medication log sheet for each medication to be administered
- we have a start and end date written in by the parent on the medical log sheet

OR when the non-prescription medication is accompanied by a written consent from a parent AND a legally authorized health care provider AND with written instructions specifying:

- Child's first and last name
- Medication name
- Dosage amount
- Frequency
- Length of time (e.g. days)

We keep:

- internal medication separate from external medications
- all medications at the proper temperature
- all medications inaccessible to children

Refrigerated medications are kept in a locked container in each classroom. Non-refrigerated medications are kept as follows:

- Sun Room - on top of diaper cubbies
- Star Room - on top shelf of art shelves
- Moon Comet Room - on top of refrigerator

The Director, Lead teacher, or Associate teacher will be responsible for administering medications and keeping documentation of the date and time the medication was given.

A CHILD'S MEDICATION WILL BE SENT HOME WHEN IT IS NO LONGER NEEDED.

Health Records

Certain health information about each child is required by the state childcare regulations (WAC 388-150). We ask for that information in our registration packet, which includes:

- child's health history, including date of last physical
- consent for emergency care
- immunization status
- form filled out by child's parent or legal guardian authorizing another person(s) to take child out of the center

We update with new information annually.

Immunizations

To protect all children in our care and our staff, and to meet state health requirements, we only accept children fully immunized for their age or those who have a signed statement of exemption. We keep on file the certificate of immunization status to show the Department of Health that we are in compliance with licensing standards. Children need to be immunized for:

- Diphtheria (DPT)
- Measles (MMR)
- Polio (IPV)
- Varicella (Chickenpox)
- Tetanus (DPT)
- Mumps (MMR)
- Hepatitis B
- Pertussis (Whooping Cough) (DPT)
- Rubella (MMR)
- Haemophilus Influenzae Type B (Hib)

A child can be accepted into care without an immunization when the parent provides a signed statement stating:

- they oppose their child being immunized due to religious, philosophical, or personal grounds, or
- immunizations are medically unsafe or unnecessary for their child; in this instance, the child's health care provider must describe the medical reason why it is not safe and sign a statement advising against immunization.

Children who are not immunized will not be accepted for care during a disease outbreak for diseases that can be prevented by immunization. This is for the un-immunized child's protection and to reduce the spread of disease.

Infection Control Practices

General Hygiene:

We have found the best way to control the spread of illness and reduce infections is for our staff to:

- Wash hands properly, and
- Disinfect all surfaces that can spread bacteria (germs).

We prefer not to use cleaning agents with Phenol and Quaternary Ammonium compounds. These agents require extra time to rinse off surfaces to remove any harmful residues. At our center, we choose to use only bleach solutions. The solutions are mixed according to the table below. If other cleaning agents are used, our staff always follows the manufacturer's instructions.

To clean (sanitize):

- Diapering areas
- Toileting areas
- Cleanup of any body fluids

Use 1 tablespoon of bleach for 1 quart of water, 1/4 cup of bleach for one gallon of cool water.

To clean (sanitize):

- Dishes, utensils, pans, etc.
- Eating surfaces
- Toys

Use 1 teaspoon of bleach for 1 gallon of cool water.

When we use bleach our staff does the following daily:

- Mix and fill all clean spray bottles to be used
- Date each bottle
- At the end of the day empty all spray bottles filled.

Cleaning, disinfecting, and laundering:

Toys, sleeping mats, and other inanimate objects also can spread diseases and parasites (head lice, scabies, etc). To reduce these risks, we follow a regular cleaning and disinfecting schedule. Our staff is instructed to add the cleaning of toys to their daily cleaning routine. The cleaning schedules are posted in each classroom. We use the weaker solution (1 tsp per gallon of water) in our wading pools and sensory tables.

Procedures for cleaning:

1. Plastic toys are washed in soap and water, and dipped in a disinfectant solution for a minimum of one (1) minute and allowed to air dry. Toys that cannot be easily dipped are sprayed with a disinfectant solution. The solution is allowed to stay on the item for one (1) full minute before being dried.
2. Cloth toys are washed one time per month in the washing machine at a temperature of 150 degrees Fahrenheit. Toys are machine dried.
3. Childcare laundry (e.g. nap mat covers, towels, etc.) will be washed according to procedures in #2 once each week or more often if soiled.
4. Floors are washed and disinfected daily or more frequently as needed.

5. Toilets and hand washing sinks are washed and disinfected daily.
6. Potty chairs are washed and disinfected after each use. Toilet training equipment is kept and used in or adjacent to a toilet room and only on a moisture-impervious floor covering.
7. Tables used for food serving will be washed and disinfected before and after each meal or snack.
8. Furniture, rugs, and carpeting will be vacuumed daily in all areas. Steam cleaning is scheduled to occur quarterly. (We avoid using powders or chemical cleaners that can leave residues that can be harmful to children with allergies, asthma, etc. Carpets will be steam cleaned following the use of any chemical spot cleaner.

Hand Washing

Hand washing is the single best way to reduce or stop the spread of bacteria that cause a child to be ill. Our staff wash their hands and teach or help children (if help is needed) to wash hands.

1. Staff must wash their hands:
 - a) Upon arrival at the childcare center.
 - b) Before and after handling foods, cooking activities, eating and serving food.
 - c) After toileting self or children and diaper changing.
 - d) After handling or coming into contact with body fluids such as mucus, blood, saliva, or urine.
 - e) Before and after administering medication.
2. Children will be directed or assisted in hand washing:
 - a) Upon arrival at the child care center.
 - b) Before and after meals or cooking activities.
 - c) After toileting.
 - d) After outdoor play.
 - e) After coming in contact with bodily fluids.

How hand washing is done at our center:

1. Soap, warm water, and paper towels are available for staff and children.
2. Turn on water and adjust temperature.
3. Wet hands and apply a liberal amount of soap.
4. Rub hands in a wringing motion from wrists to fingertips for a period of not less than 10 seconds.
5. Rinse hands thoroughly.
6. Dry hands, using a paper towel.
7. Use paper towel to turn off water faucet.

Nutrition

Adequate nutrition is critical for the growth and development of all children. Our center or the parents provide the following snacks and meals:

- Our center provides a morning breakfast and mid-afternoon snack. Breakfast will include one serving of dairy product, cereal, and fruit.
- Snack will include two servings of a protein or dairy food or bread/ bread alternative or fruit/veggie/juice.
- Parents provide lunch for their child.

Foods will be available to supplement food from home as needed. Children have regular access to drinking water.

We do the following to meet the nutritional needs of children in our care and to provide parents with the necessary information:

- All snack items will be prepared in advance and posted in each classroom. A variety of foods are offered. All food substitutions will be of equal nutrient value and recorded.
- All snacks are provided, including foods provided by parents, for a whole class or center.
- Specify types of fruits/veggies/juices, (e.g. apple juice, not just juice)

Diapering Procedures:

When families arrive, the staff will ask parents when the child's last diaper change was. Our staff checks diapers at least hourly, or as needed, and change diapers every two hours. Parents provide diapers.

Diapers are placed in individual plastic bags, tied shut and placed in appropriate child's diaper cubby for disposal to be taken home by parents at the end of the day.

Diapering Procedures:

1. Wash hands.
2. Gather necessary materials (clean diaper, wipes, clean clothing if necessary, plastic bag if necessary).
3. Put on disposable gloves (not required).
4. Child is placed on changing table. Soiled diaper is removed and deposited in appropriate container or bag.
5. The child's diaper (peri-anal) area is cleaned from front to back with a clean, damp wipe, for each stroke.
6. Remove gloves.
7. Wash hands or use wet wipe.
8. Topical cream/ointment/lotion is applied (only when a parent's written request has been received by staff).
9. Put on clean diaper and protective pants (if cloth diaper used).
10. Dress child.
11. Wash child's hands.
12. Disinfect and dry changing table.
13. Wash hands.

Cloth Diapers

We welcome families that elect to use cloth diapers. Our staff is trained in properly changing cloth diapers. The following cloth diaper protocols must be followed:

- It will be the family's responsibility to provide enough liners and wraps for changes throughout the day.
- Families are also to supply a garbage can with a tightly closed lid and foot press to open for diapers to be disposed in. Plastic liners are also required for the garbage can. The garbage can should be labeled with the child's name.
- Families **MUST** take home soiled bags at the end of every day your child attends.
- No diapers will be rinsed or laundered at our childcare program.

Staff Health

The health of our employees, who care for the children, is very important to us. If a childcare provider is not feeling well, it is more difficult for them to interact positively with the children. To assure parents that the staff members caring for children are healthy we:

- Require all of our childcare staff to be tested for tuberculosis prior to becoming employees, unless their health care provider advises them otherwise.
- Require all staff with a reportable communicable disease to avoid contact with children unless approved, in writing, by a health care provider. The director monitors this by assessing (visually and verbally) staff and volunteers for signs of illness.

We also believe that mental health is as important as physical health. To support our staff in being both mentally and physically healthy, we offer both paid sick time and paid vacation time to all regular staff. In addition, to help staff maintain general well-being, we allow a minimum of one 15 minute break every 4 hours.

Child Abuse Reporting Laws and Requirements

The Co-op Director, staff, and parents are required by Washington State law and licensing requirements to report immediately to the police or Child Protection Services (CPS) any instance where there is reason to suspect occurrence of physical, sexual or emotional abuse, or child neglect or exploitation. Depending on the recommend action of CPS, the staff may or may not be able to notify parents when the police or CPS is called about possible child abuse, neglect or exploitation.

APPENDIX 4: OBSERVATIONS AND ASSESSMENTS

Observations and assessments of children take place on an on-going basis. It is a requirement of the teaching staff that they observe what the children are interested in, where they are developmentally, and where they may be having challenges, in order to adjust the environment to meet the needs of children.

Through thorough observations, teachers can adapt curriculum in order to expand on a child's interest, change the environment to create a space that helps children through their developmental process, look for signs that a child requires additional screening, and to be able to communicate regularly with families about the progress of their child(ren). A norm-referenced test (observational checklists that compare the child's development to what is considered normal for their range) will be used when assessing children informally.

Observations and assessments should give the teachers and parents' information in these areas:

- a) Cognitive skills
- b) Language development
- c) Social-Emotional development
- d) Physical development (large gross motor & pincher skills)
- e) Self-help skills
- f) Health
- g) Child's overall approach to learning

Conferences are held two times a year, one in the fall and one in the spring. Conferences are an opportunity for teachers to meet individually with families, at a mutually agreeable time, in which they can discuss the child's progress, address any concerns the teacher or family may have, and work with the family in creating goals for the child. Families are encouraged to fill out a "pre-conference" sheet about their concerns, interests, and goals for their child. This will help teachers to modify the conference to discuss areas that families want to address in addition to any information the teacher will share with the family.

If a teacher suspects that a child may need additional screening during their observations and assessments, they will notify the Director immediately. The Director will then follow up on observations and will work with the teacher and family to ensure that the child receives proper screening. The director will also work with the teacher and family in finding referrals and resources needed to ensure that families have access to any services they may need.

All formal, documented assessments of children are strictly confidential. Only the child's teacher, parents, and Director have access to the child's assessments. Files are located in the office in a locked, specified location. Our primary assessment tool is Creative Curriculum.

Teachers and administration have access to how the assessment tool is utilized. If you would like to know more specifically how the tools are used, please speak with your teacher or administrator and the information will be shared with you.

APPENDIX 5: OPEN DOOR POLICY

Once your child has become familiar with the daily routine, teachers and children you will begin doing your weekly parent hours. (Please see *Parent Hours* under Responsibilities and Regulations for more information).

Parents are also welcome to stop in any time to visit with their children. Some parents have chosen to enjoy morning group time with their child prior to heading out the door. Other parents who work close by have joined their child's classroom for lunchtime or a walk to the park. Parents are always welcome in our program anytime!

Extended Family Visitors: Children enjoy introducing their grandparents, aunts, uncles, and cousins to their friends and teachers. So that we can prepare for their arrival, please let your teacher know at least twenty four hours in advance.