



Cedar School, LLC  
Updated for 2024-25

# CEDAR SCHOOL HANDBOOK OF POLICIES AND PROCEDURES



## WELCOME

We look forward to a rewarding relationship with you and your family as we guide your child's growth and development in a nurturing and developmentally appropriate environment. We provide safe and stable care for families who want to encourage their child's development in a setting that honors their contribution. Our goal is to enrich your child's everyday experiences by providing a rich curriculum that meets the developmental needs of the whole child. We will address the social, emotional, physical, and cognitive realms. We will assist your child with critical thinking skills, empathy development, problem-solving, and conflict resolution. We aim for your child to graduate from our program with confidence, social awareness, and a life-long passion for learning.

This Parent Handbook explains our policies, procedures, philosophy, and expectations at Cedar School, designed to help us best support your child and family and ensure the school's smooth operations. The handbook may be altered or amended at any time and without notice to facilitate operations.

## MISSION VISION & VALUES

At Cedar School, our mission is to provide a safe and stimulating environment where children thrive.

Our vision is to create a school community where families feel connected and supported, and all children feel seen, nurtured, and respected.

At Cedar School, we value the following:

- The uniqueness of each and every child
- Family and community partnerships
- Positive, age-appropriate expectations and environments
- Exceptional and supportive school staff
- Safety and the right of each community member to be free from harm



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## ADMISSION POLICY

The Cedar School is offered to all children ages 15 months (or as young as 12 months if independently walking and self-feeding) through 6 years old. The school is licensed by the State of Washington's Department of Children, Youth, and Families. Children and families will be accepted for care and services regardless of race, color, creed, religion, sexual preference, national origin, gender identity or expression, or ability.

All application, enrollment, accounting, and health and immunization forms must be completed before enrollment. We offer full-time Monday through Friday enrollment and are open from 8:30 a.m. to 5:30 p.m. There is a limited early drop-off option, space permitting, from 8:00 a.m. to 8:30 a.m. for an additional charge.

The following is a list of closure days that Cedar School observes: \* **Tuition remains constant and is not prorated for early dismissal, holidays, breaks, student absence(s) or family elected vacations/travel, acts of nature, illnesses, weather conditions, closures due to pandemics or epidemics or closures due to government order or interference.** Tuition includes art activities, music and movement classes, materials, lunch, and snacks. Tuition may also include, in the event of unanticipated prolonged closures, certain remote enrichment and educational content to be provided by Cedar School at the school's discretion. Field trips may incur an additional cost, and charges are assessed to tuition after the child's participation. Tuition increases typically occur annually, are announced at least one month before implementation, and routinely begin in July of the same year. The following is an example of our scheduled closures, which may fluctuate occasionally to best facilitate school operations.

Winter Break: Dec 23rd – Jan 1 <sup>st</sup> Break may include additional days to best support operations	July 4 <sup>th</sup> (one week closure, announced on the school calendar)	Martin Luther King Day
Labor Day	Spring Clean & Professional Development (2-day closure in Spring – Typically second week in April)	President's Day
Veterans Day		Indigenous Peoples' Day
Thanksgiving Break (Monday – Wednesday professional development & parent-teacher conferences, Thursday and Friday break)	Memorial Day	ECE Conference & two - three annual instructor in-service days (announced on the school calendar)

Each year, the school's staff attends a continuing education conference or retreat, which will exclude up to two additional days of operation from the school calendar.



Families will be informed of these dates via the school's newsletter at least 90 days before.

We typically observe Seattle Public School snow delays, closures, and early dismissals; however, Cedar School makes the ultimate call to operate or close in all cases. For the safety of the children and staff, we may have early closure, late start, or complete closure due to weather, acts of nature, or acts beyond our control without advanced notice. Families are informed of closures, delays, and early dismissals via email. Tuition remains constant. Refunds are not given due to weather, acts of nature, or acts beyond our control that impact the school's ability to staff or operate safely and/or via government emergency closures.

Once admitted, each child is accepted on a 30-day trial basis. During the trial period, or at any time after that, a child's admission may be declined or repealed if Cedar School finds that a child's needs are beyond the scope of what Cedar School can provide for in a reasonable manner and/or that may compromise or threaten the health or safety of self and/or others. In the case a child's admission is repealed within the first 30 days, tuition is prorated, and the deposit is fully refunded.

After the 30-day trial basis, enrollment may be repealed due to habitual tardiness of child pick up, the lateness of payment or non-payment, failure to comply with required health or policy forms, and/or a child's needs exceed what we can accommodate in a reasonable manner; in the above cases, the deposit is non-refundable (see "Repeal Policy"). The Director will make the ultimate decision on all enrollment. If you withdraw your child from the program, a minimum of a 30-day notice is required to apply the deposit. Without a 30-day notice, **the deposit is non-refundable.**

You may pause enrollment; however, tuition remains constant, enrollment cannot be held without tuition payment, and the deposit remains non-refundable. Further, it is a contractual agreement to begin on the start date established once your child is accepted to the program. You may choose to delay the enrollment start date; however, tuition remains consistent with the start date reflected and agreed upon on the enrollment paperwork, the school does not prorate a start date that is electively delayed.

The Cedar School siblings receive priority to enrollment opportunities; tuition for siblings is discounted 5% on the highest tuition rate while siblings are enrolled together.

## DROP-OFF AND PICK UP PROCEDURES

Drop-off is 8:30 a.m. – 9:00 a.m. unless signed up for the 8:00 a.m. early drop-off option. Pick up is 5:00 p.m. – 5:30 p.m. The school and classroom doors remain locked throughout the day to provide security.



To promote consistency, limit disruption, and support the smoothness of operations, the school permits one drop-off and one pick up per day; drop-off is prohibited between 12:00 p.m. - 2:30 p.m.

Parents/Adults are responsible for logging the child's arrival and departure and must drop off the child with the child's classroom or an administrator if the classroom is not present.

Please provide rubber-soled slippers (separate from walking shoes; see "shoes in classroom" policy) for the child to wear in class; these slippers will belong to your child exclusively. Slippers will remain at the Cedar School in an assigned location when not in use.

When being dropped off at school, a child's anxiety tends to increase in relation to the duration of the drop-off period. When you are ready to leave your child at school, it's best to be confident and positive, telling them that you love them and will return soon. Then go. Even though your child may cry and cling, they will feel better about you leaving if you seem like you are sure you're doing the right thing. Our caregivers and instructors will be available to comfort and nurture your child, help to teach them coping mechanisms, and build confidence with school drop-offs.

Typical pick up is between 5:00 p.m. – 5:30 p.m. If you pick up during a different time of the day, children may be in the movement space or on the playground. We close promptly at 5:30 p.m. A \$1.00 per child per minute late fee goes into effect at 5:30 p.m. All late fees are logged and assessed to the following month's tuition. Those who are habitually late will risk termination from the program.

Children know when they are to be picked up. If you do not arrive, they can become anxious. Please let us know if you will be later than usual so the staff can reassure your child. Your child's enrollment form includes a space for you to list those authorized to pick up your child. We will release your child with written permission or a confirmed telephone call in case of an emergency. The person picking up your child must have identification and be at least 18 years of age.

## PAYMENT POLICY

The most current tuition rates are posted on our website. Payment for service is due in advance on the first day of each month. Cedar School does not prorate start dates after the 1<sup>st</sup> of the month, or that are electively delayed. Tuition charges are automatically withdrawn from your checking or credit card account on or around the 1<sup>st</sup> of each month utilizing the school's debit form via our merchant service. Credit cards are subject to a 3% processing fee.

Families are responsible for ensuring the account on file is accurate and up to date. There is a **\$45 fee for each NSF payment**. There is a \$20 a day late fee for each day tuition is not paid past the fifth day of each month. If a child's tuition is over 15 days past due, the child's attendance may be paused until tuition is brought current; tuition is



not prorated if enrollment is paused and remains the family's financial responsibility.

There is a \$45 non-refundable application fee and a non-refundable deposit equal to one month's tuition in order to secure enrollment. **Once the enrollment date is confirmed and the deposit is paid, if the child does not attend Cedar School for any reason, the deposit remains non-refundable.** Once enrolled, the deposit is placed towards the balance of the child's last month's tuition, with the 30-day required notice.

Monthly fees do not fluctuate; some months are longer, and Cedar School may be closed for holidays, professional development, etc. However, the same tuition is charged each month. We **do not** prorate closures, absences, or family vacations.

If there is a tuition increase, the deposit will be brought current to reflect the increase.

If a family wants to terminate enrollment at Cedar School, a one-month notice is required to apply the deposit, which is placed toward the final month of attendance.

A family forfeits the deposit (or any portion of it) if they decide to terminate enrollment without at least one month's notice.

Cedar School will inform the family if tuition is undercharged and recoup any lost amount once the undercharge is identified. The family must pay such a lost amount to Cedar School upon demand. Should there be a tuition overcharge, Cedar School will reimburse the families by check once an overcharge has been identified.

## PRIVACY POLICY

This statement provides an overview of the collection, use, and protection of your private and confidential information at Cedar School. We have an obligation to keep information about you and your family secure and confidential. We do not share staff or family information with marketers or businesses outside the program.

We limit information access to employees who need it to provide you or your child with services. We maintain physical, electronic, and procedural safeguards and continually assess and implement new technologies for protecting information when appropriate.

This policy covers information we collect about past, present, and future enrolled children, their family members, and Cedar School staff. It includes personal information and evaluations concerning their current or former relationship with Cedar School.

Who can legally access information, and under what circumstances?

Staff members that provide services to children and families have access to



necessary files during business hours. Legal guardians may review their child's files on-site during business hours under the supervision of senior management. Persons authorized by legal guardians (including medical and legal persons) may also review the children's files onsite during business hours. The staff has access to their personnel file in the office during business hours under the supervision of senior management. When necessary for the efficient and timely provision of services, copies of pertinent information may be sent to authorized persons via fax, mail, e-mail, or any other form of transmission.

Senior management includes the Owner, Director, Program Supervisor, and Lead Instructors. In their absence, the staff member designated as in charge of Cedar School will also be considered senior management, and copies of information about your family may be made available upon request to authorized entities.

## CHILD INFORMATION

Keeping information current is critical to support each child's development and provide high-quality care for our community. Child files are held in the office and are reviewed each month and on an as-needed basis (e.g., essential allergy updates, pick up authorization changes, etc.) by the administrative team and, if necessary, the child's teaching team as part of the monthly team meetings, as well as the ongoing individualized planning process for the health, safety, and development of each child.

## FIELD TRIPS

All children of Cedar School may take field trips within the community, including the local park and schools. Children may take field trips outside of the community when we may seek parent/guardian volunteers and when we may rent a charter bus, or take community transit. By signing the parent handbook, you acknowledge that field trip activities entail unknown and unanticipated risks that could result in property damage and emotional or physical injury – which could be fatal. You fully understand the risks associated with field trip activities and voluntarily choose to encounter the risks and allow your child to participate. You will be provided with a field trip itinerary and signature form for each field trip. If in the event you would not like the child to participate in the field trip or attempt to drop-off after the classroom has departed, alternate care arrangements for the day by the parent/guardian must be made and are the responsibility of the family. The child will not be permitted to be dropped off at school during the field trip, and tuition is not prorated.

## LIABILITY INSURANCE

Under RCW 48.88.020, Cedar School possesses the required daycare liability insurance. "Day care insurance" means insurance coverage against the insured's legal liability and loss, damage, or expense incident to a claim arising out of the death or injury of any person as the result of negligence or malpractice in rendering





professional service by any licensee.

## PHOTOGRAPHY & VIDEO

The Cedar School documents children's growth and development, and we utilize photography and video in our documenting process to share with parents/guardians and authorized agencies. We do not use Cedar School children's photos on social media, networking sites or on our website. If you wish to opt out of photo or video documentation, please get in touch with the Director. Please keep in mind that there may be group events, recitals, gatherings, etc. when family members want to capture moments that involve children participating with one another. If a family does not want other family members or employees (on behalf of the school) to take photos/video at gatherings/ceremonies, it is the responsibility of the family member to request directly with those individuals that their child not be filmed.

## BEHAVIOR MODIFICATION POLICY

We implement one basic expectation: Respect for self, others, and property. When a child challenges us regarding our expectation, we follow the structure below:

- We do **not** use time-outs
- We are not physically aggressive with children
- Children are not "good" or "bad"; they are learning
- Our staff are responsible for letting the children know what is appropriate and inappropriate behavior
- The staff are the models for all behavior at Cedar School
- Disciplinary measures never include corporal punishment, humiliation, or withdrawal of emotional support
- "Office time" or "thinking time" is used to communicate and engage with a child needing behavioral modification. An instructor or staff member will coax the child from the group, sit exclusively with the child, and engage in play or a project with the child in a quiet part of the classroom or the office while giving the child additional individualized attention to process the instance/behavior. Eventually, with the instructor's guidance, the child reintegrates back into the classroom
- We tell children what they can do rather than what they cannot
- Give choices
- Have a routine
- Are consistent
- Approach children at their level
- Make sure our expectations are age appropriate

## CULTURAL DIVERSITY GOALS

We strive to:

- Build a sense of the group as a community, bringing each child's home



culture and language into the shared culture of Cedar School so each child feels accepted and gains a sense of belonging.

- Provide books, materials, images, and experiences that reflect diverse cultures that children may not have exposure to, as well as those that represent their family life and cultural group.
- Initiate discussions and activities to teach and respect an appreciation for similarities and differences among people.
- Talk positively about each child's physical characteristics, family, and cultural heritage.
- Cook or serve foods from various cultures.
- Avoid stereotyping any group through materials, objects, and language.
- Invite family participation in the program.
- Take trips to museums and cultural resources in the community.
- Infuse curriculum topics with diverse cultural perspectives.

## PARENTAL INVOLVEMENT

We encourage and welcome families to become involved at Cedar School to whatever extent they can. In the monthly family newsletter that is distributed, classrooms will inform on ways to help contribute. Typical forms of family involvement include volunteerism, donations of equipment and supplies, project prep, and suggestions. We also host coordinated events for parents/families, including continuing education, seminars, and social gatherings. Continuing education and seminars may incur an additional charge. Parents/caregivers invited to volunteer on a field trip and/or spend time in the classroom with access to children other than their own must undergo and pass a background check and assume all financial responsibility for the background check.

During business hours, parents/guardians are permitted access to all parts of the classroom utilized by the child; a teacher or the Director will accompany the parent(s)/guardian(s).

We do not solicit Cedar School families on behalf of other businesses, staff members, or family members enrolled at Cedar School for any financial support/goods/services/classes/alternate childcare/charitable causes, etc. Cedar School is not responsible for, nor affiliated with, family communication stemming from classroom distribution lists.

## INTERIOR AND EXTERIOR SPACES

Our interior spaces are built around early education themes. Areas are as follows:

Dramatic Play: Set aside for play that uses props and wardrobes for pretend play. Children are offered a wide range of choices from markets to kitchens. The dramatic play area is centralized around a reading/playing loft that can house up to 4 children.



Library/Literacy Area: Has seating and books. There are various books showing the children's and the community's cultures, picture books, science books, and books on the current project themes. All books are screened for biases.

Music: Music is encouraged throughout the day, with instruments, singing, rhythm activities, and dancing. The daily routine includes group music time, where we may explore music from different countries and cultures.

Sensory Table(s): Water and other materials are introduced frequently as sensory play is an activity many children enjoy. There are numerous water toys and objects for measuring and pouring. The materials are rotated frequently.

Math: Manipulatives (puzzles, beads, peg sets, small blocks, games, and other materials that promote mathematical thinking) are available to children during choice time. Children remove what they wish from shelves and use classroom tools at the tables or on the rugs.

Building: A variety of blocks and accessories are readily available. A flat surface encourages more stability and creative building. Blocks are sorted by size and shape to advance mathematical, engineering, and physical concept processes.

Science: This is introduced materials involving key science concepts. The display rotates frequently. Tools such as magnifying glasses, tongs, microscopes, and binoculars are introduced or readily available.

Writing (2+): Paper and writing instruments are available to encourage literacy, and a specific space for writing is also very beneficial. Paper, pencils, letter stamps, stencils, and copies of the children's names are offered routinely. A copy of the alphabet in simple block letters may also be available with tools and on display.

Art: Accessible and well stocked with various drawing tools, paper, scissors and safety scissors, and collage materials. Special art projects are planned for choice periods; many projects are open-ended and allow children to create their own products. Easels for painting are part of the art centers in the preschool and PreK rooms.

We utilize outdoor areas: there are two playground areas attached to our school's building, which have secure and ample space to run, jump and climb, push and pull. Additionally, we may utilize Licton Springs Park.

Screen Time Policy: Information technology can be a daily experience in many of our lives. Working with and understanding technology is part of the experience at Cedar School. Our staff members are committed to using technology to benefit children's well-rounded education and work within our curriculum framework: learning through projects, exploration, and play. As a group, we utilize age-appropriate software and visual media content relevant to the lesson plan(s) for



children 3 years and older. Classrooms may also house interactive whiteboards; classroom usage may be limited to 15–20-minute intervals daily.

## ROOM TRANSITIONS AND ADVANCEMENTS

Transitions to older rooms most readily happen between July and September. Transitions may occur case-by-case, including child development, readiness, and space availability. Working with the classroom(s), the Director schedules room transitions concerning the individual child and for smoothness of operations.

Children in their final PreK year are enrolled until the last Thursday in June. Unless there is a departure during the year with a one-month notice, the non-refundable deposit will be placed toward June's tuition. A form will be distributed to families in the spring. Hence, those that wish to maintain enrollment in July and August and/or want to extend early education for an additional year may do so, *space permitting*; summer tuition (month of July) for graduating children is required to be prepaid with April's tuition; a form will be sent out describing summer tuition obligations.

**Pre-K Summer or Annual Re-Enrollment:** Decisions for summer enrollment or an annual re-enrollment are made to best facilitate the smoothness of operations and legal licensing capacities. The non-refundable deposit will be placed toward the final month of choice; **if a family elects to leave before the final month recorded on the enrollment form, the pre-paid tuition and deposit will remain non-refundable.** If we do not receive the forms back by the deadline, enrollment in the Pre-K classroom will terminate on the final Thursday of June. Enrolled children are permitted to turn up to 6 years of age while enrolled at Cedar School.

## WADDLER/TODDLER ROOM & PRESCHOOL/PRE-K ROOMS

Enrollment in the Waddler & Toddler room is open to children beginning at 15 months of age or for those as young as 12 months who are independently walking and self-feeding. Cedar School may pause enrollment if a child is enrolled in the Waddler & Toddler room and cannot walk independently or self-feed. To maintain enrollment, families must pay the full tuition to hold the child's spot until the child can provide for the above criteria. The teaching and administrative teams decide on the timing to re-integrate a child back into the classroom. The deposit remains non-refundable.

A child may be enrolled in one of the Preschool rooms (Early Preschool or Preschool) as young as 2.5 years old and when the staff and parents agree it is developmentally appropriate. Children must be potty-trained to enroll in the Preschool classroom (ages 3+) and Pre-K classroom.

## Diapering & Changing

Children enrolled in the Waddler & Toddler and Early Preschool rooms should arrive daily with a fresh diaper or pull-up. Our staff will check diapers/pull-ups every 2 hours



or as needed. Diaper change times will be charted and recorded in each classroom. A diaper changing station is located on the northeastern wall of the Waddler & Toddler room. Each classroom is equipped with child-sided toilets/urinals and sinks.

**Diapers and wipes:** Cedar School will supply all diapers/pull-ups and wipes. We use wipes that are fragrance-free. There are storage places for diapers/pull-ups and wipes in the classroom – we use disposable diapers and wipes only.

### **Diapering Procedure**

The child will not be left unattended on the diaper-changing table. Safety belts will not be used (They are neither washable nor safe).

The diaper-changing table will only be used for diapering. Toys, pacifiers, papers, dishes, etc., will not be placed on the diapering surface.

The diaper-changing surface will remain impervious to moisture and intact (no tears, rips, or duct tape).

The following diapering procedure will be posted (Department of Health poster) and followed at Cedar School:

1. Wash Hands
2. Gather necessary materials.
3. Put on disposable gloves and place the child on the table to remove the diaper.
5. Dispose of the diaper in a container with a cover (foot pedal type preferred).
6. Clean the child's diaper (perianal) area from front to back, using a clean, damp wipe for each stroke.
7. *Do not leave the child unattended.*
8. If the parent/guardian has completed a medication authorization for diaper cream/ointment/lotion, put on gloves and apply to the area. Remove gloves.
9. Put on a clean diaper and protective pants (if a cloth diaper is used). Dress child.
10. Wash the child's hands with soap and running water or a wet wipe for young infants.
11. Place the child in a safe place.
12. Clean the diaper changing pad with soap and water, rinse, and disinfect with a bleach solution (1- Tablespoon bleach in 1-quart water). Allow the bleach solution to air dry or to remain on the surface for at least 2 minutes before drying with a paper towel.
13. Wash Hands

**Diaper rash ointments and lotions:** A parent/legal guardian will be the sole consent to this type of medication being given, without the permission of a health care provider, if and only if the medication meets all of the following criteria:

- The medication is over-the-counter and is one of the following:



- Ointments or lotions intended expressly to relieve itching or dry skin;
- Diaper ointments or non-talc powder intended for use in the diaper area.
- We must follow the directions/duration on the product label. If needed for extended periods, a physician's signature is required.
- The medication is in the original container and labeled with the child's name; *and*
- The medication has instructions and dosage recommendations for the child's age and weight *and*
- The medication is not expired; *and*
- The medication duration, dosage, and amount to be given do not exceed label-specific recommendations for how often or how long to be given.

Written consent for diaper ointment is valid for up to 6 months. Please note: As with all medications, label directions must be followed. Most diaper ointment labels indicate that a healthcare provider should evaluate unresolved rashes that reoccur within 5-7 days.

**Toilet Training:** staff may consult with parents when assisting a child with toilet training. When toilet training, we: use positive reinforcement, are culturally sensitive, do not use food as reinforcement, and follow a routine that we may jointly established with parents.

**Feeding:** Children are provided lunch, and at least three daily snacks that meet or exceed the requirements listed in WAC 170-295-3160. Meal and snack menus are posted for your review. Early drop-off children receive breakfast upon arrival, all other children are required to have breakfast at home or in transit prior to arrival at school.

## **WE ARE A NUT-FREE SCHOOL**

Food provided from home must meet the daily nutritional requirement outlined in WAC 170-295-3160. If your child has specific dietary needs, such as allergies, you may be required to pack meals and snacks.

Rather than sweets for a birthday celebration, we request that a child's favorite snack is provided. Snacks must include at least two food groups, and snacks must be store-bought with listed ingredients, as homemade items are prohibited by licensing.



Children will eat from plates and use utensils and cups. We understand that this is a learning time for toddlers. The classroom curriculum will assist the toddlers in gaining self-help skills.

Caregivers will assist those making the bottle-to-cup transition. Children between 12-24 months will be served whole milk unless there is a specific written instruction from a health care provider.

**Rest and Naps:** Children 29 months or younger must follow their own sleep schedule per licensing requirements. Alternative quiet activities will be provided for a child who is not napping. All children will be assigned a rest mat. A nap blanket/sleep bag is required to be provided by families, and comfort item may be brought from home. Blankets/sleep bags will be kept separate in the child's cubby and must be picked up by the parent/caregiver at the end of the week to be laundered.

### **Example of Daily Schedule for Waddler & Toddler Room**

We have selected equipment and toys that are developmentally appropriate for toddlers. You will see that each classroom has a variety of play opportunities for your child. Children will also have an option for outdoor play.

8:00 – 8:30 Welcome early drop-off children! Place belongings in cubbies. Inform staff regarding the last diaper change or use of the toilet; children clean their hands, breakfast served.

8:30 – 9:00 Welcome! Place belongings in cubbies. Inform staff regarding the last diaper change or use of the toilet; children clean their hands, then participate in free choice, followed by circle time and classroom activities.

9:00 – 9:15 CIRCLE TIME

9:15 – 9:30 TRANSITION Diapering/toileting as needed

9:30 – 10:15 GROSS MOTOR/OUTDOOR TIME/GYM

10:15 – 10:30 SNACK

10:30 – 11:45 ACTIVITIES blocks, creative play, manipulatives, art, sensory table, puzzles, books, self-expression, etc.

11:45 – 12:00 TRANSITION Wash hands, diapering/toileting as needed

12:00 – 12:30 LUNCH

12:30 – 1:00 TRANSITION Diapering/toileting as needed, tooth brushing activity

1:00 – 2:00 NAP/REST

2:00 – 2:45 TRANSITION wake up, diapering, toileting, washing hands & snack

2:45- 3:45 GROSS MOTOR/OUTDOOR TIME/GYM

3:45 – 4:15 TRANSITION diapering, toileting, washing hands & snack

4:15 – 5:00 ACTIVITIES: blocks, creative play, manipulatives, art, sensory table, puzzles, books, self-expression, etc. Diapering/toileting as needed.

5:00 – 5:30 PICK UP, stories, practical life skills, clean – up, departure

Note about choking hazards: Children throughout Cedar School, at every age, are closely supervised while introduced to, and working with, various materials - including those that may present choking hazards. Artwork and crafts containing





choking hazards are kept out of children's reach once produced. Once art projects are sent home, it is the parent/guardian/caregiver's responsibility to ensure that all materials that could potentially present choking hazards be kept out of the reach of children.

## INSTRUCTOR PLANS, ASSESSMENTS, AND OBSERVATIONS

Instructors design teaching plans around projects derived from our themes in combination with the interests of children. Each child becomes involved in a series of questions and explorations. Children search for answers by utilizing field visits, observations, documentation, books, information technology, and proposed theories (including the child's own).

We respect each child's learning style and developmental stage. We provide a nurturing atmosphere where all participation is valued, and contribution and cooperation are part of an essential process in creating a more cohesive classroom environment. Instructors perform an observational check-off system for a more in-depth student assessment according to developmental stages.

Assessments are an involved analytical process of your child's learning and development at Cedar School. Critical reports, written and photographed documentation, and individual assessments are all part of the curriculum and planning processes.

We may contract professional assessors to observe class content, curriculum, and children in the classroom. By signing the parent handbook signature page, you agree to our policy of third-party observations, which can be performed without notice and may be conducted with your child or while your child is in the classroom under the supervision of the teaching staff or Director.

## KINDERGARTEN TRANSITION PLAN

Each child transitioning to kindergarten is provided with a Washington State Kindergarten Transition Summary as part of their Cedar School assessment, which is provided at the end of the school year (June). The Summary is an optional tool to connect and inform the child's kindergarten teaching team of individualized development and growth as the child's PreK experience concludes. The Kindergarten Transition Summary can be found below:

[Summaryhttps://www.k12.wa.us/sites/default/files/public/wakids/collaboration/publicdocs/washingtonstatekindergartentransitionform.pdf](https://www.k12.wa.us/sites/default/files/public/wakids/collaboration/publicdocs/washingtonstatekindergartentransitionform.pdf)

## KEY CURRICULAR ACTIVITIES





The following is a list of essential content areas, which are the basis of our daily curriculum planning and assessment of child progress in our program.

**Social-Emotional:** The children see Cedar School as a place where they can feel secure, cared for, liked, accepted, and successful while away from home. The children learn that while at Cedar School, instructors and staff members are caring, helpful, trustworthy people interested in providing engaging and nurturing experiences for them. The children discover themselves as independent individuals who are worthwhile, competent, and important. Children begin using experiences, materials, and language to express, create, and re-create experiences and observations. The children strengthen social skills through interactions with others. They learn to take turns, cooperate, and modify behaviors to create a respectful, enjoyable, and safe environment.

**Physical:** The children have many opportunities to develop large and small muscle coordination. Developing fine motor skills is part of weekly planning goals to facilitate early writing. Children will go outside to work large muscles daily, rain or shine. Children will also use the Movement Studio for gross motor skills.

**Language:** Children develop conceptual and verbal skills through awareness and understanding of the world around them. We provide many opportunities to grow rich vocabulary through group discussions, project work, individual conversations, and story times. Additionally, children may be introduced to foreign languages to expand their awareness of linguistic diversity and familiarize themselves with verbal communication other than their own. Introduction to foreign languages also may help to support the exploration and understanding of our world's geographical and cultural components.

**Literacy:** Our classroom provides many examples of the uses of print every day. We have a literacy area, and reading to children is part of everyday activities. Materials for children to attempt writing are readily available. Children are given opportunities to develop phonological abilities with rhyming activities, letters, and sounds.

**Math:** Activities that cover basic concepts of math are included daily. Materials, such as math boards, pegs, numbered blocks, and building materials, which encourage mathematical thinking, are available throughout the classrooms.

**Science:** The children expand their curiosity, initiative, and creativity through first-hand experiences and by using various materials that inspire interest. The science curriculum includes properties of matter, life cycles of creatures, earth and sky, health and nutrition. There is a science area that has specific tools (magnifying glasses, binoculars, etc.) to utilize for guided and self-initiated science experimentation.

**Technology:** The children are introduced to modern technology as tools to pursue learning through play; computers, cameras (still and video), tape recorders, and



microphones may be used to explore the world and create original art pieces.

Creative Expression: Art, music, drama, and dance are planned weekly. Art projects are often open-ended, allowing the children to express unique interpretations.

Health: Daily activities and meal discussions include information on nutrition to help the children develop good health habits. We will help children achieve independence in eating, dressing, toileting, and resting. Sound safety practices for school and home are covered continuously.

Social Studies: Instructors assist in developing unique and in-depth projects the children partake in to learn more about themselves, their community, and their world. Special consideration is given to the home cultures of the children.

Community: The classroom is a place where we can celebrate and explore the diversity of families and communities that we experience in our daily lives and those that exist in other parts of the world. To this end, classrooms have pictures and artifacts representing the students and their families and depicting a range of cultures, abilities, and people from around the world.

Child-Centricity: Classroom furniture and setup are designed to make the room accessible and encourage children's self-help skills. Furniture is child-sized, and manipulatives and tools are placed on low shelves and accessible to children. Pictures and objects around the room are placed at the eye level of the children.

Ownership: The classroom environment represents the interests and work of the children, families, and staff. Children's art and creations are displayed throughout. The children's interests and cultures help inform the curriculum and the content of Cedar School.

Stability: Daily routine and consistent limits give children a sense of stability from which they can confidently explore their environment. To this end, daily schedules and weekly plans are posted in the room, on the doors, or provided electronically. Visual clues help children remember limits set by the instructor (for example: "The blue area (build and design) is now open, and the red center (dramatic play) will be open after snack.")

Safety: Classrooms are set up with the safety of children and adults in mind. Cedar School complies with the State of Washington and the City of Seattle safety requirements. We prioritize and value protecting children from preventable harm while in our care.

## WATER SAFETY PLAN

When playing with water, the children will be supervised at all times. We maintain proper staff-to-child ratios when children play with water. We routinely empty and clean water receptacles (e.g., sensory tables, buckets,



spouts, etc.) and clean water tables out after use.

## CHILDREN OF CONCERN

Staff observations will sometimes raise concerns about developmental, physical, or behavioral challenges presented in particular children. When a child displays ongoing behavioral challenges, we will make every reasonable attempt to provide a safe, high-quality, and developmentally appropriate environment. If a behavioral specialist and/or formal assessment/screening is requested by teaching staff and administration, families have up to 30 calendar days to perform the assessment to maintain enrollment. Fees associated with the evaluation and/or specialist remain the family's responsibility; however, an assessment/screening does not guarantee continued enrollment. Failure to have a formal assessment and/or behavioral support in 30 calendar days after Cedar School's request is grounds for immediate enrollment repeal; the deposit remains non-refundable.

### Procedure:

Step 1: The educational team will

- Express concern about a child during the staff meeting. Ask the following questions:

1. Have any other staff members observed the challenges?
2. How should we all respond?
3. What's working, and what's not?

Document their observations in writing, describing the behavior, the circumstances, the time of day, others involved, etc. Communicate with the family in writing, in person, electronically, or on the phone.

Step 2: Family, Staff, and Administration

- Meet to invite suggestions and develop a plan for the child's success, including consultation with behavioral specialists, staff trainers, or other appropriate specialists.
- Begin the plan: schedule bi-monthly meetings to share progress if necessary.
- If the plan succeeds, the team, family, and Director will continue to monitor progress and development. If the child's needs exceed what we can offer in a reasonable manner and it is determined that our environment is not a good match for the child's experience, Cedar School will repeal enrollment and make every attempt to assist the family with finding an appropriate setting for the child. With enrollment repeal, the deposit remains non-refundable.

An incident report may be given to the child's parent/guardian if: aggressive or unmanageable behavior transpires that threatens the safety of self or others, or



threatens the operations of the classroom environment. Additionally, a child may be prohibited from joining activities or sent home for the remainder of the day due to unwanted behavior (e.g., three incidents of hitting or biting) and/or unwillingness to follow directions/inability to be redirected for a prolonged period (e.g., upward of an hour). If an incident report is written three times in 30 days and/or the child is sent home three times in 30 days, enrollment may be repealed, and the deposit is non-refundable.

## **ENROLLMENT REPEAL POLICY**

A child's admission may be declined or repealed if Cedar School finds that a child's needs are beyond the scope of what Cedar School can provide in a reasonable manner and/or that may compromise or threaten the health or safety of self and/or others. The following are reasons we may have to repeal or suspend a child's enrollment from Cedar School:

### **Parental Action for Repeal:**

- Failure to pay/habitual lateness in payments
- Failure to complete required forms, including the child's immunization records
- Habitual tardiness when picking up the child
- Physical or verbal abuse to staff

### **Child Action for Repeal:**

- Failure of the child to adjust after a reasonable amount of time – typically two to four weeks
- Uncontrollable tantrums/angry outbursts
- Ongoing physical or verbal aggression toward staff and/or other children
- Excessive biting and/or hitting

### **Proactive Action to Prevent Repeal:**

- Staff will reassess the classroom environment, appropriate activities, supervision
- Staff will praise appropriate behaviors
- Staff will try to redirect the child from unwanted behavior and use positive language
- Staff will model desired behaviors
- The child will be given verbal warnings



- The child will be given time to regain control
- The child may lose certain privileges
- Parent/Guardian will be notified verbally or in writing
- Parent/Guardian may be furnished with incident reports (See “Children of Concern”)
- The Director and/or staff with the parent(s)/guardian(s) will conference to discuss how to promote positive behaviors
- The parent may be given literature or other resources regarding methods of improving behavior

## SCHEDULE OF REPEAL

- If after the remedial actions above have not worked, the child’s parent(s)/guardian(s) will be advised verbally or in writing about the child’s or parent’s behavior warranting an enrollment repeal
- The parent/guardian will be informed regarding the length of the repeal period
- If the repeal is temporary, the parent/guardian will be informed about the expected changes required for the child or parent to return to the school
- The parent/guardian will be given a specific repeal date. Children/families of high concern may have enrollment repealed immediately and without notice at the discretion of the Director. We will attempt every effort to provide the parent(s)/guardian(s) an adequate amount of time to seek alternate child care (approximately one to two weeks’ notice depending on the risk to other children’s welfare, safety, and/or to best maintain the operations of the school).

## STAFF

Each classroom is staffed with a Lead Instructor and/or Director, Co-Instructor(s), and/or Assistant(s). Our teaching staff must have experience working with children and education/training in early childhood development. We hire people not only based on their background but with particular attention paid to their behavior management philosophy and program planning with children.

All candidates are interviewed thoroughly, require a background check, and all references are checked. The Administrative Staff includes the Director and Program Supervisor. The Staff comprises the Lead Instructor(s), Associate and Assistant instructors, and Operations.

Cedar School provides in-service meetings to continue staff training and arrange opportunities for staff to attend workshops and seminars. Staff meetings are held monthly, and the school may have early dismissal on a staff meeting day to facilitate the smoothness of operation.



To protect the relationship between staff members and the children we serve, Cedar School's policy prohibits staff members from giving private care (babysitting) to children enrolled at Cedar School during the child's enrollment and when the child transitions or graduates from the program.

#### EXAMPLE OF EARLY PRESCHOOL/PRESCHOOL/PRE-K DAILY SCHEDULE

8:00 – 8:30 Welcome early drop-off children! Place belongings in cubbies. Inform staff regarding the last diaper change or use of the toilet; children clean their hands, breakfast served.

8:30 – 9:00 Welcome! Place belongings in cubbies. Inform staff regarding the last diaper change or use of the toilet; children clean their hands, then participate in free choice, followed by circle time and classroom activities.

9:00 – 9:15 CIRCLE TIME

9:15 – 9:30 TRANSITION Diapering/toileting as needed

9:30 – 10:15 GROSS MOTOR/OUTDOOR TIME/GYM

10:15 – 10:30 SNACK

10:30 – 11:45 ACTIVITIES blocks, creative play, manipulatives, art, sensory table, puzzles, books, self-expression, etc.

11:45 – 12:00 TRANSITION Wash hands, diapering/toileting as needed

12:00 – 12:30 LUNCH

12:30 – 1:00 TRANSITION Diapering/toileting as needed, tooth brushing activity

1:00 – 2:00 NAP/REST

2:00 – 2:45 TRANSITION wake up, diapering, toileting, washing hands & snack

2:45- 3:45 GROSS MOTOR/OUTDOOR TIME/GYM

3:45 – 4:15 TRANSITION diapering, toileting, washing hands & snack

4:15 – 5:00 ACTIVITIES: blocks, creative play, manipulatives, art, sensory table, puzzles, books, self-expression, etc. Diapering/toileting as needed.

5:00 – 5:30 PICK UP, stories, practical life skills, clean – up, departure

#### DIET AND NUTRITION

A good diet is vital to a child's well-being and development. We provide lunch, at least three snacks, and all beverages in accordance with the Washington of Early Learning and the United States Department of Agriculture (USDA) standards. Each snack is inclusive of two food groups. Breakfast for early drop-off children, and lunch for all children is served according to the USDA standards and must be comprised of at least:

(fruit/vegetable) ½ cup of two different types of vegetable and/or fruit; (grain) ¼ cup of grain or ½ slice of bread, or ¼ cup of cooked pasta; (meat or meat substitute) 1 oz of meat or cheese, ½ oz of seed, 4 oz of yogurt, ¼-3/8 cup of cooked dry beans, ½ large egg, two tablespoons of seed butter; and/or (dairy or dairy substitute) ½ cup of milk or milk substitute.



You may be required to bring meals and snacks for your child if they have allergies and/or intolerances/preferences that go beyond what we can accommodate reasonably and safely. Snacks must have at least two of the following: (fruit/vegetable) ½ cup of vegetable or fruit; (grain) ¼ - 1/3 cup of grain or ½ slice of bread; (meat or meat substitute) ½ oz of meat, cheese, seed, 2 oz of yogurt, 1/8 cup of cooked dry beans, ½ large egg, or one tablespoon of seed butter; and/or (dairy or dairy substitute) ½ cup of milk or milk substitute.

**\* WE ARE A NUT-FREE FACILITY\*** Nut products are strictly prohibited inside Cedar School.

Example of a daily menu: Breakfast - yogurt and granola parfait with berries. A.M. Snack - whole-grain crackers and SunButter. Lunch – chicken yakisoba, organic steamed vegetables, organic milk. P.M. Snack - organic apple slices and string cheese.

## NAP AND REST TIME

Children 5 and under enrolled in a full-time childcare program must be provided at least a one-hour rest period daily. Children present from 12:30–2:00 p.m. will follow this schedule. The school provides rest mats/cots; however, the family is required to provide a rest blanket/bag, and may also provide a small comfort item (if necessary). These items will be returned home on Fridays for laundering and sanitation purposes and will be brought back with the child on the day the child returns to Cedar School from the weekend/holiday. **Please be advised that we are not responsible for lost or damaged items; things of value should remain at home.**

## TRANSPORTATION POLICY

For special field trips, we use the Metro bus, van rentals, or volunteer family transportation.

## DRESS POLICY

Please keep in mind that the children are very active both indoors and outdoors and are participating in a wide variety of activities. It's best you're prepared with the expectation that children and their clothes will get messy at school. It's essential that children come to Cedar School in clothes appropriate for play and the weather conditions.

## EXTRA CLOTHES

You will need to have a complete change of clothing at the school for your child in the event a change is required. The change of clothes must include pants/a skirt, a shirt, socks, and underwear (if applicable). Please put these items in a storage bag labeled with the child's name to be left at the school, and replenish these items once they are used.





## LOST AND FOUND

There is a lost and found box by each classroom's door or by the cubbies, which should be checked regularly for lost items. This box is cleaned out periodically if items are not claimed.

### ***\* WE ARE NOT RESPONSIBLE FOR LOST, MISPLACED, OR DAMAGED OBJECTS***

The school keeps a minimal supply of extra clothes for emergencies. If your child is sent home in clearly marked items, please wash them and return them as quickly as possible so they are available again.

## RECYCLE AND COMPOST

We recycle glass, plastic, paper, and recyclable metals. We also compost our food and paper waste to reduce negative impacts on the environment.

## WEATHER & ACTS OF NATURE POLICY

Closures, late starts, and dismissals are informed via email/parent app. We typically follow Seattle Public Schools <http://www.schoolreport.org> for snow closure, late-start, and early dismissal policies. In all operations cases, the school's Director will decide to remain open, have a late start, early dismissal, or close. We may have early closure, late start, or complete closure due to weather or acts of nature without advanced notice to best provide for the safety of our children and staff and/or if the number of staff fails to meet the minimum State-required teacher/caregiver-to-child ratios. We will inform families via email as soon as the decision on how to operate is made. Tuition remains constant when there are emergency weather or act of nature closures.

## TOYS AND ELECTRONICS FROM HOME

Toys and electronics from home are prohibited. Children who arrive with toys and/or electronic devices will have to put them away in their cubby/drawers and will take it/them home upon day's end. Staff members are not responsible for the safety or return of toys brought from home.

## BIRTHDAY CELEBRATIONS

If birthdays are celebrated in your family, and you want your child to celebrate with their class, we want to honor your request. Please inform us in advance when you would like us to celebrate, and we will arrange your child's birthday time in class. Instead of a "treat" for the birthday, we ask that you provide a favorite snack for the classroom that is store-bought in the original wrapping. If there is to be a private party that you wish to invite children to, we ask that you deliver the invitations directly to the families you would like to invite.





## RELIGIOUS TRAINING

There is no religious training.

## SHOES IN CLASSROOM

To help keep our floors and learning rugs sanitary, we have children remove their “outside shoes” and wear “inside shoes” in the classroom. Inside shoes also help children learn the self-help skill of putting on their shoes. Families are responsible for providing an additional pair of hard-soled slippers/shoes for their child, which the child will use exclusively in the classroom and that will be left at the school.

## ILL CHILDREN POLICY

Children with any of the following symptoms will not be permitted to remain in care at the school and are required to remain at home for a minimum of 24 hours after pick up due to such symptoms:

1. Fever of at least 100°F under arm (auxiliary) or forehead swipe and/or who may also have one or more of the following: diarrhea/vomiting, earache, signs of abnormal irritability, discomfort or confusion, sore throat, rash, headache, or fatigue that limits participation in daily activities.

No rectal or ear temperatures will be taken. Digital thermometers are recommended due to concerns about mercury exposure if glass thermometers break. Temperature strips may not be used. Oral temperatures may be taken for preschool through school-age children if single-use covers are used over the thermometer.

2. Vomiting within the past 24 hours (may not return next school day).
3. Diarrhea, two or more watery stools within a 24-hour, or bloody stool.
4. Rash, especially with a 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 inability to keep up with program activities.
7. Open or oozing sores, unless properly covered and 24 hours passed since starting antibiotic treatment, if treatment is necessary.
8. Lice or scabies. For head lice, children and staff may return to Cedar School after treatment and no nits. For scabies, return after treatment.



Following an illness or injury, children will be readmitted to the program when they no longer have any of the above symptoms or significant discomfort and Public Health and Communicable Disease guidelines for Child Care are met.

Children with the above signs and symptoms will be separated from the group and cared for in the office or cubby area until the authorized pick up of the child. When children have been exposed to a communicable disease, we notify other parents/guardians in writing by email or posting a notice in a visible location.

Staff members will follow the same exclusion criteria as children.

## MEDICATION POLICY

Medication is accepted only in its original container, labeled with the child's name. Medication is not accepted if it is expired.

Medication is given only with the prior written consent of a child's parent/legal guardian and under the care of a physician. This consent on the medication authorization form includes all of the following (completed by parent/guardian):

Child's name

Name of the medication Reason for the medication Dosage

Method of administration

Frequency (cannot be given "as needed"; consent must specify the time at which and/or symptoms for which medication should be given)

Duration (start and stop dates) Special storage requirements

Any possible side effects (use package insert or pharmacist's written information)

Any special instructions

### Parent /Guardian Consent:

A parent/legal guardian may provide the sole consent for a medication (without the permission of a health care provider) if and only if the medication meets all of the following criteria:

1. The medication is over-the-counter and is one of the following:

- Antihistamine
- Non-aspirin fever reducer/pain reliever
- Non-narcotic cough suppressant
- Decongestant
- Ointment or lotion intended specifically to relieve itching or dry skin
- Diaper ointment or non-talc powder intended for use in the diaper area



- Families must apply sunscreen to the child and as needed before the child's arrival at school. For an additional summer charge, Cedar School provides sunscreen, which is re-applied as needed.
2. The medication has instructions and dosage recommendations for the child's age and weight; and
  3. The medication duration, dosage, amount, and frequency specified on the consent do not exceed label recommendations.

Written consent for medications covers only the course of an illness or specific episode (of teething, etc.).

Written consent for sunscreen is valid for up to 6 months.

Written consent for diaper ointment is valid for up to 6 months.

Please note: As with all medications, label directions must be followed. Most diaper ointment labels indicate that a healthcare provider should evaluate unresolved rashes that reoccur within 5-7 days.

#### Health Care Provider Consent:

The written consent of a health care provider with prescriptive authority is required for prescription medications and all over-the-counter medications that do not meet the above criteria (including vitamins, iron, supplements, oral re-hydration solutions, fluoride, herbal remedies, and teething gels and tablets).

Medication is added to a child's food or liquid only with the written consent of the health care provider.

A licensed healthcare provider's consent is accepted in one of 3 ways:

The provider's name is on the original pharmacist's label along with the child's name, name of the medication, dosage, frequency (cannot be given "as needed"), duration, and expiration date; or

1. The provider signs a note or prescription that includes the information required on the pharmacist's label; or
2. The provider signs a completed Medication Authorization Form.

Parent/guardian instructions must be consistent with any prescription or instructions from a health care provider.

#### Medication Storage:

Medication is stored in the child's classroom in a child-locked container, or if needed



to be refrigerated, will be located in the kitchen as specified.

Medication is:

- Inaccessible to children
- Separate from staff medication
- Protected from sources of contamination away from heat, light, and sources of moisture
- At the temperature specified on the label (i.e., at room temperature or refrigerated)
- Internal (oral) and external (topical) medications are separated in a sanitary and orderly manner

Rescue medication (e.g., EpiPen® or inhaler) is stored in the child's classroom.

Controlled substances (e.g., ADHD medication) are stored in a locked container in the office above the filing cabinets.

Controlled substances are counted and tracked with the Controlled Substance Form.

Medications no longer being used are promptly returned to parents/guardians, discarded in trash inaccessible to children, or by current hazardous waste recommendations (medicines are not disposed of in the sink or toilet.)

Staff medications are stored in a storage area out of reach of children.

Staff medication is clearly labeled as such.

Emergency Supply of Critical Medications:

For children's critical medications, including those taken at home, we ask for a 3-day supply to be stored on-site with our disaster supplies. Staff members are also encouraged to supply the same.

Staff Administration and Documentation:

- Lead, Associate and Assistant Instructors, and the Administrative Staff administer medication.
- Staff members who administer medication to children are trained in medication procedures and Cedar School policy by the Administrative Staff. A record of the training is kept in staff files.
- The parent/guardian of each child requiring medication involving special procedures (e.g., nebulizer, inhaler, EpiPen®) trains staff on those procedures. A record of qualified staff is maintained on/with the medication authorization form.
- Staff members giving medication document the medication's time, date, and dosage presented on the child's Medication Authorization Form. Each staff member signs their initials each time a medication is given and their full signature once at the bottom of the page.



- Any observed side effects are documented by staff on the child's medication authorization form and reported to the parent/guardian. Notification is documented.
- A written explanation is provided on the authorization form if a medication is not given.
- Outdated Medication Authorization Forms are promptly removed from the medication binder/clipboard and placed in the child's file.
- All medication authorization and documentation information are confidential and stored out of general view.

#### Medication Administration Procedure:

The following procedure is followed each time a medication is administered:

1. Wash hands before preparing medications.

2. Carefully read labels on medications, noting:

- child's name
- name of the medication
- reason for the medication,
- dosage
- method of administration
- frequency
- duration (start and stop dates)
- any possible side effects (from experience, package insert, or pharmacist's written information)
- any special instructions

Information on the label must be consistent with the individual medication form.

3. We prepare medication on a clean surface away from diapering or toileting areas.

- Without the health care provider's written consent, we do not add medication to a child's bottle/cup or food.



- We use clean spoons, syringes, droppers, or medicine cups with measurements provided by the parent/guardian (not table service spoons) for liquid medications.

- For capsules/pills, measure medication into a paper cup.

- For bulk medication, we dispense it in a sanitary manner.

4. Administer medication.

5. Wash our hands after administering medication.

6. Observe the child for medication side effects and document them on the child's Medication Authorization Form.

\*We may use the following bulk medication: sunscreen.

Medication authorization forms are maintained for each child receiving bulk medication.

We do not permit self-administered medicine by a child.

## MEDICAL EMERGENCY PROCEDURES

### Minor Emergencies:

1. Staff trained in first aid will refer to the Childhood Emergency flip chart located in the office and each room. If any bodily fluids are present, gloves (Nitrile or latex) will be used. Staff will refer to the child's emergency form and call parents/guardians, emergency contacts, or health care providers as necessary.

2. Staff will record the incident on the Injury or Illness Report, found in the reports file in the office. The form will include the date, time, place, and cause of the illness or injury if known. A copy will be given to the parent/guardian the same day, and another copy will be placed in the child's file.

3. The incident will also be recorded on the Illness/Injury Log, located on a computer (software program) and in a file cabinet in the office.

4. The Director reviews Injury/Illness Logs weekly. The logs will be reviewed for trends. Corrective action will be taken to prevent further injury or illness. All reports, including this log, are considered confidential.

### Life-Threatening Emergencies:

1. If more than one staff person is present: one person will stay with the injured/ill child and send another person to call 911. If only one staff person: a person will



assess for breathing and circulation, administer CPR for two minutes if necessary, and then call 911.

2. According to the Childhood Emergencies Reference Guide, staff will provide first aid as needed. Disposable gloves will be worn if any body fluids are present.
3. A staff person will contact the parent/guardian(s) or the child's alternate emergency contact person.
4. A staff person will stay with the injured/ill child, including transport to a hospital if necessary, until a parent, guardian, or emergency contact arrives.
5. The incident will be recorded on an Injury/Illness Report and Injury/Illness Log as described in "Minor Emergencies."
6. Serious injuries/illnesses requiring medical attention will be reported to the licensor immediately.
7. Staff will record the incident on the Accident Report, kept in the office. The form will include the information stated in #2 under Minor Emergencies.
8. Emergencies. The parent/guardian will sign the receipt for a copy of the report. A copy will be sent to the licensor no later than the following day after the incident. A copy will be placed in the child's record after the parent signs the report receipt.

### Asthma

An Asthma Information Report and Individual Emergency Treatment Plan, co-established with families, shall be kept on file for any child with asthma. An asthma triage plan shall be implemented when a child exhibits asthma symptoms at school. Parents shall receive a written report on accident/illness form.

### Allergies

A Food Allergy/Intolerance statement shall be filled out and kept on file for children whose registration form or parent report indicates severe food allergies. This form must be signed by a Health Care Provider and list foods to avoid, a brief description of how the child reacts to the food, and appropriate substitute food(s). There should be a space on the form for Health Care Provider to indicate if the reaction is severe. If the reaction is severe, staff should follow an emergency protocol indicated by the provider, such as the following:

- Administer prescribed epinephrine (EpiPen) immediately and/or
- Administer other prescribed medication
- Call 911
- Call the Child's Health Care Provider
- Stay with the child at all times



For more information on health and disaster policies, see School Health Policy and Disaster Plan appendixes.

## DISASTER PREPAREDNESS POLICY AND PROCEDURES

Cedar School has developed a disaster preparedness plan/policy. Our plan includes responses to the different disasters our site is vulnerable to and procedures for on- and off-site evacuation and shelter-in-place. Evacuation routes are posted in each classroom. Our disaster preparedness plan/policy is located in the office.

The staff is oriented to our disaster at the hire orientation, and monthly. Parents/guardians are introduced to this plan via the parent handbook and distributed plan. The staff is trained in using fire extinguishers at the monthly staff meeting. The following staff members are trained in utility control (how to turn off gas, electricity, and water): Director and Lead Instructors.

Disaster and earthquake preparation and training are documented monthly and quarterly.

### Supplies:

Cedar School has food and water for children and staff members for at least 72 hours if parents/guardians cannot pick up children at the usual time. Operations staff are responsible for stocking supplies. Food, water, and supplies' expiration dates are checked monthly and are rotated accordingly. Essential medications and medical supplies are also available for individuals needing them.

### Hazard Mitigation:

We have taken action to make Cedar School earthquake/disaster-safe. Bookshelves, tall furniture, and other potential hazards are secured to wall studs. We continuously monitor all rooms and offices for anything that could fall and hurt someone or block an exit – and take action to correct these things. The operations staff members are the primary persons responsible for hazard mitigation. However, all staff members are expected to be aware of their environment and make changes as necessary to increase safety.

Drills: Fire drills are conducted and documented each month. Disaster drills are conducted quarterly.

## ANIMALS ON SITE

We have no animals on-site. Unless a service animal is protected by law, please refrain from bringing any animals on-site.

## PREVENTION OF CHILD ABUSE





With the ongoing awareness of child abuse in the community and at childcare centers, we want to inform you of our efforts to prevent abuse. We are mandated child abuse reporters by WAC 170-295-6040. Although less than 1% of found abuse occurs in childcare settings, we are aware of and concerned about the problem and have procedures to prevent child abuse. We believe that informed children are less likely to be victimized. Through our mutual efforts of education and awareness, we can better protect the children.

#### What We Do:

- We will listen and respond to your suggestions and concerns
- We will provide supervision of the children at all times
- We will keep Cedar School classrooms secure from strangers
- We check at least three references of all prospective staff, and we comply with the Department of Children, Youth and Families requirements for criminal history and background checks on all staff
- As a part of our safety curriculum, we will teach the children about personal safety.
- At employment orientation and annually after that, staff receive training on recognizing the signs of abuse

#### What You Can Do:

- Attend parent activities and meetings
- We encourage you to communicate with other parents
- Get to know the staff and the administration
- Ask questions and share your concerns with the administration
- Learn ways to detect the signs of abuse and talk to your child about safety
- Listen to your child when they talk about play

#### A Few Final Words...

Let us assure you that our team works collaboratively and with all efforts to provide your child a safe physical environment and an atmosphere where they can feel secure and grow at their own pace under our care and guidance. You can help us achieve these goals by giving us your comments, suggestions, and your daily involvement. Thank you for entrusting your child to us; it is an honor.

We look forward to working with your family.