



**FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

# **CREATING LIFELONG LEARNERS**

**EARLY CHILDHOOD**

**Parent Handbook**

**TODDLER I and TODDLER II PROGRAMS**



**WHATCOM FAMILY YMCA**

**Downtown Child Development Center**

1256 N. State Street, Bellingham, WA 98225

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## Registration Paperwork

- ☐ Parent Agreement Form/Financial Contract
- ☐ REC Form
- ☐ Permission Slip
- ☐ Certificate of Immunization Status
- ☐ Certificate of Exemption (if applicable)
- ☐ Child & Adult Care Food Program Enrollment Form
- ☐ Early Childhood Registration Form (Downtown Early Child Development Center)
- ☐ All About Me Form
- ☐ Early Achievers Permission Slip
- ☐ CDC Developmental Screening
- ☐ Facebook Permission Slip
- ☐ Membership Application

# PROGRAM PARTICULARS

## Welcome to the YMCA!

We are pleased that you have chosen our child development center for your child! We are confident that your child will learn, grow, and develop in our environment designed especially for children.

## Introduction

Whatcom Family YMCA Child Development Centers are state licensed, non-profit childcare centers for the families of our community. At the Y, strengthening the foundations of community is our cause. Every day we work side-by-side with our neighbors to make sure that everyone, regardless of age, income or background has the ability to learn, grow and thrive.

This handbook has been created as a reference to guide you through the workings of our center. Please read the contents carefully and keep the handbook for future referral. Your familiarity with the following information will help to enrich your child's experiences at our center. We are always happy to answer any questions that you might have.

## Non-Discrimination Policy

It is the policy of the YMCA that no person shall be subjected to discrimination because of race, color, national origin, gender, sexual orientation, age, class, religion, creed, marital status, disabled or Vietnam Era Veteran status, or the presence of any physical, mental or sensory handicap.

## Our Mission

The Whatcom Family YMCA is an association of individuals with shared values which enhance the community with programs for the spirit, mind and body.

## Our Areas of Focus

The Y is a cause-driven organization that is for youth development, for healthy living and for social responsibility. That's because a strong community can only be achieved when we invest in our kids, our health and our neighbors.

### Our three areas of focus are:

- **Youth Development:** Nurturing the potential of every child and teen.
- **Healthy Living:** Improving the community's health and well-being.
- **Social Responsibility:** Giving back and providing support to our neighbors.

Our early childhood programs at the Whatcom Family YMCA are committed to a value-based development curriculum. Helping children understand and practice the YMCA's core values, caring, respect, honesty and responsibility, is central in our programs.

## Types of Care

The Downtown YMCA Early Childhood Center has full-time and part-time care available for children from infancy through the fifth year, until your child moves on to Kindergarten. As your child grows, the Y offers safe and quality before and after school programs throughout most of Bellingham and Ferndale school districts.

## Holidays, Closures, and Religious Activity

The Downtown YMCA Early Childhood Center closes on the following holidays: New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving and the day after, Christmas Eve and Christmas Day. Occasionally we will close an additional day after a major holiday if our attendance will be low and if the holiday falls on a weekend. Additionally, we will close on 2-4 days per year for teacher in-service and training days. These days will be determined well in advance and announced frequently.

The YMCA is a Christian based organization. When our programs are located in a facility other than a public school, we reserve the right to acknowledge and celebrate religious holidays. We do respect each family's choice to follow a different faith and value the culture that each family brings into our program. While we cannot exclude a child from the rest of the group during an activity, we can work with you to provide an alternative activity. We also encourage families to share their celebrations, customs and traditions with the entire class. Please talk with your child's classroom teacher, the director, or the program supervisor to arrange a time to share how your family celebrates!

## Inclement Weather Closures

Helping parents meet their employment and education goals is important for our program. We strive to stay open as long as possible, when severe weather affects our community. However, the safety of our children, families, and staff is also imperative. If we feel the safety of our participants and staff is at risk, we reserve the right to delay our morning start time, close our programs early, or close the center all together. That communication will be made to our parents as soon as possible through social media, email, KGMI radio, and if possible, phone calls. If we are open on time on a snowy/icy morning, please be patient with staff as they attempt to get to the center as close to our opening time as possible.

## Attendance

In order to maintain consistent and high quality experience for children, it is necessary to know when your child will be attending. Please reserve your child's space in advance. Payment is due by the fifth of the month of care and is **non-refundable**. Credit is not given for absences due to illness or cancellation. Lack of attendance for a reserved space may result in termination of care. Due to scheduling purposes we are not able to provide switching in days of the week for part time children due to illnesses or days that we are closed for holidays.

## Reserving Care and Wait Lists

Because of space availability, we are unable to “hold” a space for you in your child’s classroom if you have an extended period of absence (longer than 1 week of care). If you would like to reserve your child’s spot in a classroom you must pay for that spot regardless of your child’s attendance. If you choose to forgo paying for your child’s spot there will be no guarantee that we will have space for your child to attend when you return. If you have an extenuating circumstance please see the director. Some short-term exceptions may be granted on a case by case basis.

We often enroll new families off a classroom waiting list. If you know that you need care for your child(ren) ahead of time, it’s recommended to call and add yourself to our waiting list in advance. It’s free to add yourself to the waiting list until we can guarantee you a spot in one of our classrooms. Once we’ve made the commitment to you that we will have space, we require the \$75 registration fee and ½ of your child’s first month of care (which will be credited to your account upon starting). If you should choose to not enroll with us those fees are non-refundable.

It’s impossible to tell a family when we’ll be able to confirm if they will have a guaranteed spot in the future. Generally, for the infant program we’re able to predict at least 3 months in advance. The other classrooms vary depending on the number and age of the children presently enrolled. Placement from the waiting list depends not only on how long you’ve been on the list, but also your child’s birthday (how close they are to moving on to the next classroom) and which days you’ll need care. Children who are already enrolled in our program automatically have a guaranteed spot in the next classroom up as they grow. We also give priority on our waiting list to staff children and siblings of children who are already in the program.

## Vacation Credit

One week of vacation credit is allowed for all families participating in the Early Childhood Programs. This means that if you attend 5 days a week, you will receive 5 days of credit per year, if you attend 3 days a week, you will receive 3 days of credit, etc. These days must be consecutive, and we need a two-week written request for vacation credit, in order to make a credit to your account. The credit will then appear on the following month’s bill. The beginning of the vacation credit year is July 1<sup>st</sup>.

## Membership

All of our childcare rates include a youth membership to the YMCA for the child, while they are enrolled in our program. Membership can be activated at the business desk at our downtown facility. Membership allows your child use of our Downtown, Ferndale, and Lynden facilities, as well as reduced rates on youth programming.

## Who to Call

There are many people who can help you answer questions. Anyone in the Family Enrichment or Camping departments can direct you to the right person. If you would like to talk about something specific, the direct extensions of the people you might need to reach are below. To contact them, please call (360)733-8630 and ask for them by extension or name.

For Early Childhood Questions (Infant to Pre-K):	Jamie Desmul 360-255-0578 jdesmul@whatcomymca.org
For Before and After School Questions:	Child Care offices Extensions 1106, 1107, 1124, 1118
To report a daily absence or If your child will be late:	Infant Room (Ext. 1123) Toddler Rooms (Ext. 1128) Preschool Room (Ext. 1129) Pre-K Room (Ext. 1108)
For Extended Absences: (vacation credits, etc.)	Jamie Desmul 360-255-0578
For Billing Questions:	Jamie Desmul 360-255-0578
For Scholarship Questions:	Lori Stacy 360-714-0450

## Program Philosophy

We believe that each child is a unique individual that comes to our program with varied experiences and questions. Our centers provide hands-on opportunities that support and encourage each child to develop:

- A positive self-image
- Independent thinking and decision making skills
- Imagination
- A familiarity with the natural world using all five senses
- Positive social relationships
- An understanding of diversity

Furthermore, our program recognizes that parents are the primary support, example, and teacher for their child. We acknowledge the importance of family and strive to create a partnership with each child's family in order to encourage their development in a safe, loving, and supportive environment.

## Monthly Fee Structure (effective January 1, 2023)

### Infant

Day	Time	Rate
M - F	Full day	\$1,693
4 Days/week	4 Full days	\$1,597
3 Days/week	3 Full days	\$1,177
2 Days/week	2 Full days	\$783

### Toddler I

Day	Time	Rate
M - F	Full day	\$1,610
4 Days/week	4 Full days	\$1,450
3 Days/week	3 Full days	\$1,111
2 Days/week	2 Full days	\$740

### Toddler II & Non-Potty-Trained Preschool

Day	Time	Rate
M - F	Full day	\$1,538
4 Days/week	4 Full days	\$1,410
3 Days/week	3 Full days	\$1,042
2 Days/week	2 Full days	\$710

### Preschool and Pre-K (Fully Potty-Trained)

Day	Time	Rate
M - F	Full day	\$1,403
4 Days/week	4 Full days	\$1,286
3 Days/week	3 Full days	\$969
2 Days/week	2 Full days	\$672

- Included in the fees for the preschool class is a \$1.00/per day field trip activity fee, which covers all extra activities the children participate in.

## Registration Fee

There is an annual, non-refundable registration fee of \$75.00. Registration fees are due when you begin care, and every February 1<sup>st</sup>. If you have additional children attending, there will be a \$20.00 additional registration fee for each child. This additional \$20.00 fee will be due when you begin care, and every February 1<sup>st</sup>. If you choose to cancel care and then return at a later date, the initial registration fee will again be assessed. All program participants using care in February will have the annual registration fee added to their February bill. The registration fee is due even if you plan to cancel care in the near future.

## Temporary Care

Temporary care will be pro-rated by day and must be paid in full upon registration. The entire fee is non-refundable.

## Notice of Schedule Change

Written notice of permanent schedule changes must be given two weeks in advance in order to credit billing.

## Notice of Withdrawal

Cancellation of care is effective at the end of the month, provided that two weeks notification has been given in writing. No credit is given for cancellations.

## Volunteering/Visitation

Our early childhood programs have an open-door policy. As a parent/guardian, you are more than welcome to drop by and see your child throughout the day, unannounced. We sometimes caution parents in visiting during certain times of day if the transition is especially busy, if your child has a hard time separating from you, or if it causes a large disruption to classroom activity. However, we generally enjoy parents to visit our programs throughout the day.

Sometimes grandparents or family friends enjoy visiting our programs too. In the infant classroom, that is generally acceptable, but with our toddler and preschoolers who have “stranger danger” this can create unsafe feelings with the other children in the classroom. We may ask you to limit family member visitation based on the classroom dynamic and how it affects the flow of the day.

For the safety of all children enrolled, parent visits of more than 20-25 minutes on a regular basis will require a “volunteer” clearance. This does not apply to parents who are feeding their infants. All Whatcom Family YMCA volunteers must have a negative TB skin test, a cleared criminal background check, and be determined by management to be a positive role model or an asset to the program. Classroom volunteers may be subject to fees for fingerprinting and related background check costs (approximately \$58). A volunteer must be willing to donate their time to any classroom, not just the classroom their child attends. We also encourage parent volunteering in the following areas:

- Work Parties: Held periodically to accomplish needed projects around the center such as painting, playground maintenance and deep cleaning.
- Parent Meetings: Held when needed for topics dependent on emergent needs at the center.
- Family Evenings: Held periodically to allow the children in our center to showcase their projects and to allow families to meet and have fun together.
- Fundraising: Periodically based on large ticket items needed for the center.

Volunteering cannot be used as parental visitation. YMCA management reserves the right to determine the definition of “volunteering” and “visitation”. The Early Childhood Program is not the appropriate setting for non-custodial visitation and is not allowed under any circumstances. If at any time a parent or authorized person to pick up is seen as a disruption to the program, they will be asked to leave and further access to a program may be restricted.



## **Parental Rights/Parenting Plans/Court Orders**

The Whatcom Family YMCA supports the right of access to information regarding their child to both legal guardians unless the court alters or abolishes those rights. No-Contact Orders or Court Orders requiring supervised visits only will limit the parent's access to information. Current documentation of court orders must be provided to childcare administration before any parental rights will be modified by this organization.

Parenting plans will be considered an arrangement between parents and will not be policed by YMCA staff. Any problems that arise regarding items outlined in the plan will be seen as a problem between the parents and therefore, a family matter. We will maintain that our role is to care for the child, not monitor or be involved in disputes or misunderstandings between parents. For example, if a parent comes to pick up a child at a time outside of the time outlined in the parenting plan, we will release to that parent. The rights of both parents, including access, will remain equal for both parents named in a parenting plan.

Financial information will be provided to the parent listed as the "Person Responsible for Payment" on the registration form. Year-end tax information will be available to both parents unless the court alters the rights to that information.

## **Late Pick-Up/Late Fees**

If your child is not picked up by closing time, you will be assessed a \$5.00 charge for every 5 minutes that you are late. Charge begins at 6:00 pm. If an emergency arises and you are unable to reach the classroom before closing, please call the classroom/staff to inform them of your progress or if another adult listed on the REC form will be coming to pick up.

If a child is not picked-up and there has been no communication from the parents, we will call the emergency numbers listed in order to find someone to pick-up. If an hour goes by and the center does not hear from parents or emergency contacts, we are required to call the police.

## **Leaving Children/Siblings in Unattended Vehicles**

Our goal is to keep children as safe as possible. Because we're in a busy part of the city with busy streets, we remind you not to leave children unattended in vehicles while you go inside to pick up a sibling. It's not possible to see your child from the inside of the building and without your supervision there are large safety concerns, no matter what age your children are.

# Daily Sign-In/Out Procedures

A sign-in and out notebook is available outside each of our classrooms at the Y. The Infant and Preschool/PreK notebooks are located outside of the PreK classroom in the main building. The Toddler 1/Toddler 2 notebook is located outside of the Toddler I classroom in the Toddler Building. As per licensing regulations, you must sign your full name and the time on the Sign In/Out sheet when dropping off and picking up your child. It's also important to remember that that your child will only be released to the parent/guardian or other authorized adult listed on the Registration/Emergency/Consent (REC) Form on file. If the staff member doesn't recognize the adult picking up your child, photo identification may be checked. While we know it can be inconvenient to show your ID regularly, we appreciate your support of our staff in helping keep your child safe.

For the safety of your child, we will not release your child to anyone who appears to be under the influence of alcohol and/or drugs, but will assist in making arrangements for safe transportation home.

# CHILD DEVELOPMENT IN THE CLASSROOM

## Teachers and Volunteers

The Whatcom Family YMCA hires teachers based on their ability to relate to the perspective of young children. Staff are selected for their personal qualities of warmth, empathy and ability to relate positively to others. In addition, our lead teachers are required to have S.T.A.R.S. training and experience or education. We provide training for our staff through daily direction, staff meetings and approved trainings.

In addition, state licensing requires the following for paid staff:

- Criminal History Background check and fingerprinting
- Negative TB test
- Infant/Child CPR and First Aid training
- Blood-borne pathogens training
- Orientation to center policies and procedures

The Whatcom Family YMCA values community support in the form of volunteerism. All volunteers will be accompanied by a teacher when with the children. All volunteers must have a cleared criminal background check, TB test and an orientation to the center. Volunteers are not included in teacher – child ratios.

## Substitute Staff

As in any other workplace, there are times when a regular staff member is out due to personal or family illness or perhaps on a vacation. Unlike many other jobs however, the absence of a teacher on any given day can be particularly stressful to the rest of those coming to work...staff, children and parents alike. We assure you we understand the need to keep substituting to a minimum. However, we are realistic in knowing there will be substitute needs and we do plan for that with the goal of making children feel secure and safe with the staff they see when they walk through the door. We work with the following possibilities, in order of priority, for filling substitute staffing needs:

- We adjust regularly scheduled staff schedules to cover the absence
- We use a break staff person, who is familiar with the children, to cover the shift
- We call a staff person from one of the other YMCA centers

Substitutes meet all the requirements for working in the center as any other employee and are given direction in maintaining the classroom for the day.

If you feel uncomfortable dropping your child off and you are not familiar with the staff member greeting you, please ask his or her name and introduce yourself. None of us want you to leave your child feeling as if you've left him with a stranger. And by all means, if you are concerned with the staff at drop off please check in at the office or in one of the other rooms.

# Ages and Stages

The Downtown YMCA Child Development Center offers the following classrooms to meet your child's blossoming developmental needs:

## **Infant Room (ages 1 month to 12 months):**

The first year of life is a critical time of exploring and understanding a new world of signs, sounds feelings and thoughts. Supportive, responsive, and knowledgeable staff members guide the children through these new explorations while supporting their physical and emotional needs. Each infant follows their own schedule based on their personal needs and coordinated closely with parents. Parents are highly encouraged to visit their children throughout the day for feeding or just to play!

## **Toddler I Room (ages 12 months through 24 months):**

Transitioning from a developmental stage of being totally dependent on caregivers, our young toddlers are developing an increasing independence and need for social interaction. However, newly independent young toddlers still require lots of comfort and attention to physical needs. In an effort to help the children transition into a classroom experience, our young toddlers are given the option of napping either once or twice per day in our quiet nap room. Teachers are constantly interacting with the children to encourage gentle and appropriate behavior between peers. Frequent outdoor time, singing, and rotation of new and exciting toys are just some of the ways we adjust the environment to meet the developmental needs of our young toddlers!

## **Toddler II Room (ages 2 to 3 years):**

Our older toddler room begins to encourage the children to engage in group activities. They are introduced to stories, songs and games in formats such as circle time. Older toddlers are encouraged to practice their newly acquired language skills in working together on solving problems. Early concepts such as shapes and colors are introduced, as well as continuing activities involving self-help skills, social skill building, large and fine motor skills, and early literacy and counting experiences. The older toddlers begin to explore their community by taking frequent walks throughout the neighborhood. Toddler II is also the room where potty training is emphasized as it is our goal for children to be mostly potty trained and out of diapers before they transition into preschool.

## **Preschool Room (ages 3 to 4 years):**

Building upon their language, social, and logical thinking skills, preschool children are presented with a wealth of opportunities to cultivate their growing sense of independence. Preschool children are exposed to more classroom activities involving arts, music, cooking, science, pre-literacy, math, and fine motor skills in a play-based format. Large motor skill building is highlighted with weekly rock climbing, swimming in our small pool, frequent play in our aerobics rooms and walking field trips to local parks. Social development is also highly emphasized and children are encouraged to make good choices, learning from their mistakes as they mature in their friendships with peers. As our preschool program does not have diapering facilities, we require that all children entering preschool be in pull-ups and familiar with using the potty (but do not have to be fully potty trained).

## Pre-Kindergarten (ages 4 to 5 years):

As our 4 and 5 year olds begin the move to elementary school, it's important to prepare them for their upcoming school experiences. The Pre-Kindergarten classroom builds upon each child's previous learning experiences, bringing skills and concepts together into a program that emphasizes a kindergarten readiness curriculum. Using various methods of instruction with lots of play, pre-kindergarten children participate in early literacy activities, as well as early mathematics, science, music and arts, and both fine and large motor skill building activities. Each activity involving kindergarten prep is paired with opportunities for building social skills and character values. Children are required to be fully potty trained in our pre-kindergarten classroom. All pre-kindergarten children also get time for swimming, rock climbing, frequent play in our YMCA activity rooms, as well as various field trips to local parks and locations.

Age	1 to 12 months	12 to 24 months	2 to 3 years	3 to 4 years	4 to 5 years
Teacher to Child Ratio	1:4	1:7	1:7	1:10	1:10
Maximum # of Children in Class	8	14	14	15	20

\*When assigning a child to a classroom, development is a factor along with age

## Parent Orientation

Parents are offered a tour of the center prior to or upon enrollment. We often do two tours when a child has been on our waiting list for a while. We ask that parents schedule the tour with our Director or Program Supervisor instead of just dropping in. Certain times of the day (nap time) are not conducive to doing parent tours. During a tour, a careful review of the parent handbook will fully orientate our new families. After the tour, a parent may visit with their child multiple times before the start date of care, so that everyone feels more comfortable. And of course, a parent may visit the center, ask staff for any clarification of a policy, request a conference, or call the Director and/or Program Supervisor at any time.

## Play is Learning

It is important that you recognize the learning and development that will take place during the time your child spends at the YMCA. When viewing our classrooms, you may ask yourself "Is my child simply playing all day, or are they learning?" First, let us emphasize that a child's play enables children to explore and make sense of the world. We provide opportunities for creative, investigative play. Teachers carefully observe play themes and follow up on these experiences through reflection, question, and replay. Children who learn in this manner develop habits of individual thought and are encouraged to be self-initiated, responsible, creative, and inventive. Finally, we support children as they cooperate and build negotiation skills and supportive friendships.

# Classroom Schedules

Each day, your child will follow a daily schedule that includes meals, snacks, group time, teacher directed activities, projects, outdoor play and free choice activities. While there is a focus on a consistent time schedule, we also believe in giving children time to finish work that they have started, for flexibility is the key to cooperative learning. The activities chosen enhance cognitive, social, emotional and physical development. Glance in your child's classroom for a posted schedule. You will note a general flow of the day as well as specific plans for the month or week.

## YMCA Toddler Curriculum Philosophy

The Toddler Program at the Downtown YMCA Early Childhood Programs can be described as developmentally appropriate, emergent, relationship based, and experience-based with an emphasis in language development.

Developmentally appropriate practice is an approach to teaching that is grounded in the research of how young children grow and learn. It involves teachers meeting children where they are in their development, individually and in a group, and helping them meet attainable and challenging learning goals. Developmentally appropriate practice requires knowledge of child development, what is individually appropriate, and what is culturally important to the child and their family.

Emergent curriculum is a way of planning based on the passions and interests of children and teachers. It requires careful observation, documentation, creative brainstorming and flexibility. Once teachers observe an interest in the classroom, they brainstorm ways to study that topic in-depth, weaving in appropriate learning goals and objectives.

A relationship-based approach is one that intentionally fosters all of the relationships between and among children, family and teachers. In this model, the each person has repeated opportunities over time to grow to know each other, develop affection, and deepen understanding of each other. One important element in this responsive caregiving is meeting the emotional tone of toddler. Staff work hard to understand a toddler's distress while remaining calm, capable, and comforting. Most elements of responsive, relationship-based caregiving cannot be scheduled, but need to be offered in response to each child's communication of that need. Teachers are to be a safe place for children to come back to after exploring, for security, reassurance, and positive reinforcement.

Toddlers are competent learners and will be given the opportunities to try out their developing skills in play-based experiences. Activities are multi-sensory and experienced based. During these explorations, teachers help build and scaffold each child's language development by repeating and extending children's language, describing and narrating actions in the classroom, labeling, and using a variety of words. The teacher also helps develop language by singing, reading, and using conversational language with each child.

## **How Toddlers Learn**

Toddler-aged children learn through play in both their learning experiences and their environment. Active exploration of concrete materials will help children use a multisensory approach to learning about the world around them. Toddlers need time for uninterrupted play, with the freedom to explore and interact with other participants in their classroom environment.

Additionally, toddlers thrive off of consistent daily routines, caregivers, and expectations. Knowing when to expect meals and naps who will be their primary caregiver, and what will happen when they test their limits makes toddlers feel safe in their environment. When children feel safe, they are more likely to take risks in their learning, venturing farther and experimenting further with the materials they have access to.

Toddlers are constantly learning about themselves, others, and how they relate to each other. During this period of their lives, they are learning so many new skills! Potty training, new words and conversational language skills, playing alongside peers and sharing toys, the beginnings of problem solving, and more advanced gross motor skills, just to name a few. Learning new skills can be frustrating, and working through these emotions and frustrations, while coping with new feelings can be exhausting. Encouragement and positive reinforcement from primary caregivers is key during this period of development.

Communication typically grows by leaps and bounds during toddlerhood as well. Often children at this age can understand more than they can communicate, which can lead to more frustration. Being surrounded by a language and literacy rich environment, with responsive and intentional caregivers can help to provide further opportunities for growth in this area.

## **The Role of the Teacher**

Warm, positive interactions between teachers and children in a toddler classroom are the key to developing a strong and trusting relationships, allowing them to become confident learners. A teacher's role in the classroom is to show kindness and respect for each child as individual person, being attuned to their needs, interests, and developmental levels. As the teacher learns more about his/her classroom community of learners, they can help guide children with activities, experiences, and materials that are geared towards their interests, needs, and learning.

As toddlers are rapidly expanding in their language development, teachers are responsible for supporting the use of language in the classroom. You will likely see teachers modeling language with open-ended questions, repetition and elaboration of children's words, labeling and narration of events. All of this language modeling helps demonstrate what language looks like for young children, building skills through daily routines. Teachers also help the children navigate through their sometimes-tumultuous emotions. Teachers work hard to give children choices in their day and a sense of ownership over their classroom so that tantrums are less likely to occur. When big emotions do appear, our teachers help children label their feelings and use strategies for calming down.

Finally, our teachers are also encouraged to be reflective in their practice, examining what is working and not working in their classroom, how to adjust the environment for learning, and to plan activities to guide intentional play based on interests and abilities of their students.

### **The Role of the Environment**

Children must feel safe and secure in an environment before they can begin to actively explore and learn. Because a welcoming, home-like environment encourages a child to engage in activity and discovery, the perspectives of the children are taken into consideration when setting up the classroom. The teachers organize the environment into centers, separating louder, more active centers (like blocks and dramatic play) from quiet, less active centers (like reading and manipulatives). There are spaces for small and large group gatherings, as well as intimate spaces for one, two, or three children. The interest areas in the classroom are always available to the children, offering a plethora of choices in materials. The environment is designed to represent all children as a part of the classroom community and should inspire and invoke wonder. Sometimes you'll notice changes to the environment. These changes are planned by teachers and are based upon the observations of the child, which highlight their interests and needs.

## **Child Screening**

Early identification of potential developmental delays is critical to help ensure that children get the resources they need to support positive development. Using a screening tool to review a child's developmental milestones can help to facilitate early identification of developmental delays and help connect families with additional services and/or a formal evaluation. Within 90 days of your child's enrollment into our YMCA program, we will conduct a screening and send home a checklist for you to fill out. The screening we use is designed by the CDC and is a simple developmental checklist that will give you and the teachers a chance to look for red flags. If we have a concern, we'll conduct a screening called "Ages and States Questionnaire." It is widely used in early education programs as well as pediatrician offices. After screenings are completed, we will score them and share the results with you. It is infrequent that a child will need special services after a screening has been conducted. However, if there is a suspicion of a developmental delay, we will help guide you in finding developmental services through the ESIT Program (Early Support for Infants and Toddlers).

## **The Daily Schedule**

Following a consistent routine day after day gives children the sense of security they need to make choices and take risks in their play, which opens the door to exciting learning opportunities. While dependability is an important factor in child development, it's also important to remember that the needs of children are diverse and fluctuate. Our goal in both toddler programs is to provide children with a consistent and flexible schedule.

At the YMCA we believe that it is through play that children learn the very best. Throughout your child's day they will be actively involved in play. During this play, children will move around the classroom, using their choice of materials and interacting with their peers. Our classroom environment is set up so that materials are arranged into centers. We work to create clearly



defined areas that are protected from unnecessary interruptions so children can engage in activities with more concentration. This play may be active or quiet; individually, with a teacher or another child, or in a small group of children. The following are a description of some of our classroom centers:

### **The Block Center**

The Block Center is the area of the classroom where children create and construct all sorts of designs and structures. This area provides opportunities for learning across all types of development and each child is given the chance to create, cooperate, and communicate. The primary material for the block center is standard, wooden unit blocks, but for young toddlers these are sometimes dangerous. We try to incorporate at least three sets of blocks (wooden, plastic, cardboard, vinyl, foam) into our toddler block areas. Other props may also be involved such as cars, people figurines, and animals. These props help children develop imaginative play within their block structures.

### **The Art Center**

The Art Center is a place in the classroom where children can create with a range of materials. Children have opportunities to create their ideas in a visual form through media such as drawing, painting, sculpting, collaging, and so on. Materials are rotated through so that children can experiment with them, gluing, painting, and creating as they go. Basic materials in the Art Center are paper, glue, crayons, pens, pencils, and paint. Rotated materials can include various collaging materials, different types and colors of paper, oil pastels, different types of paint, different types of sculpting materials, stamps and stamp pads . . . the list is limitless!

### **The Dramatic Play Center**

Dramatic play is CENTRAL to the early childhood classroom. In dramatic play, children break through the restrictions of reality. They pretend to be someone or something different from themselves and make up situations and actions that go along with the role they choose. When children engage in dramatic play they deepen their understanding of the world and develop skills that will serve them throughout their lives.

### **The Manipulative/Fine Motor Center**

The Manipulative Area is a quiet center where children can use materials such as puzzles, blocks that fit together, stacking cups and rings, and so on. These activities can be completed independently or as a pair. This center often serves as the “math hub” of the classroom.

### **The Reading/Book Center**

The Reading Center is a place in the classroom with soft furniture, books, magazines, puppets, stuffed animals and storage that encourages children to spend time looking at books. It is a quieter center where children can curl up with a book, or spend time quiet time with a friend.

### **The Sensory Center**

The sensory center is an area of the classroom where children can use their senses to manipulate a variety of materials. Sometimes it's as simple as sand and water, or sometimes it's a new and strange substance like cornstarch and water.

## **The Science/Nature Center**

The Science and Nature center is the area of the classroom where children have access to natural materials and experiences. Using all five senses, children get hands-on interaction with collections of natural objects, living things, and nature-science related books, games and toys. Using real, concrete materials helps young children explore their innate curiosity and fascination about the world around them.

Generally children will have access to all materials in the classroom (including all centers) for two extended periods per day. Studies show that longer periods of play (30-60 minutes or longer) increase the maturity and complexity of children's play, with many more benefits including persistence, negotiation, problem-solving, planning, and cooperation. During this time, teachers also bring out small-group activities where children can work alongside their teacher and a few other children with materials that need a bit more teacher guidance.

While we do a large amount of reading and singing in our toddler classrooms, we don't introduce a structured "circle time" until the children move into Preschool at age 3. Children at this age are not good at sitting for long periods of time and keeping the attention of 14 toddlers at one time can be daunting and usually not enjoyable for most involved. Children are free to come and go while the teacher sings and reads. Often, most children will naturally gather for that time. In addition, we often read books to our two-year-olds during meal times, while they're all sitting and eating at the tables.

Mealtimes, rest time, gross motor play, and special activities are also integrated throughout a typical day. Below is an example of a daily schedule in the toddler classroom. Please refer to your child's lead teacher for a more specific daily schedule for your child's specific days of attendance.

6:30 am-8:15 am:	Arrival and Free Play in the Classroom
8:15-8:25 am:	Clean Up
8:25-8:35 am:	Transition to Breakfast (hand washing)
8:35-9:05 am:	Breakfast
9:05-9:15 am:	Transition to Outside Time
9:15-9:50 am:	Outdoor Time
9:50 am-11:15 am:	Free Play and Small Group Activities
11:15-11:30 am:	Clean Up and Transition to Lunch
11:30-12 pm:	Lunch
12:00 – 2:30 pm:	Nap, Rest Time, Quiet Activities
2:30-2:40 pm:	Clean Up and Transition to Snack
2:40-3:10 pm:	Afternoon Snack
3:10-3:20 pm:	Transition to Outdoor Time
3:20-3:50 pm:	Outdoor Time
3:50-5:30 pm:	Free Play, Small Groups, and Parent Pick Ups
5:30-6 pm:	Free Play and Pick up in Toddler 1

# Arrival to the Center

Children excel when they have a consistent routine. In order to provide your child with a daily consistent routine we ask that all children in our Toddler I and Toddler II classrooms arrive to the center by 10:00 am. Because of an assortment of classroom activities, followed by naptime for most of the children, families that drop off late can cause disruptions both to the classroom, as well as their child's transition into the day's activities. After three late drop offs, your child may be turned away from care on their 4<sup>th</sup> late drop off. If your child has a doctor's appointment or other commitment, please let us know. These are not counted as a late drop-off. Breakfast begins at 8:30 am; so if you would like your child to have breakfast with us, please make sure you arrive by 8:30 am!

In all of our classrooms we do ask that you provide a schedule for your drop off and pick up times. Please call us if your child will be late or if your child won't be attending on their regular date (due to illness, appointment, etc.). If we have not received a call and it is an hour and a half past their normally scheduled time, we will assume s/he will not be attending. Staff schedules will be adjusted and there may not be space for your child to attend.

There is a green drop off parking zone outside of our building (on Forest Street) in front of our play yard for your convenience. For safety reasons, please do not leave your vehicle running or leave other children alone in your vehicle. The parking in our loading zone can get crowded but before 9:00 am and after 5:00 pm all meters are free and there are several nearby parking places. Please leave your emergency lights flashing when you leave your car so you don't get a parking ticket! When you enter the building the table with the sign-in books is located directly in front of the Toddler I classroom, to the left of the door. Please remember to sign in your child at the parent table each day with your full signature and the time of drop off.

Please plan for at least 10 minutes each morning to accompany your child to his/her classroom. There will be a teacher ready to greet you! Lead teachers sometimes may not arrive until 8:00-8:15 am, but please feel free to leave all information about your child's morning with the early morning teacher. They will communicate everything with your child's main classroom teacher(s). This is an excellent time of day to communicate instructions, as well as observe your child interacting with their peers or the classroom environment. Please do not ever leave a child alone in a classroom. Be sure the staff in charge is aware your child has arrived.

If you are dropping off medicine, special food/milk or other "special" items, please ask the classroom teacher where you should place these items. If you are dropping off extra clothes, mittens, hats, or shoes, you may place those items in your child's cubby right outside (T1) or inside (T2) of the classroom. Coats can be hung up on your child's labeled hook. Be sure to label ALL of your child's belongings clearly with first and last names. Sometimes items can get misplaced, so please do not bring valuable items or special family mementoes. Also, with exception of special nap time comfort items or items for a sharing day, we ask that all toys stay at home so we can avoid any unnecessary arguments between the children.

As you prepare to leave your child for the day, he/she may start to get upset as they anticipate your departure. Sometimes it feels easier to try to sneak out while your child isn't looking or to linger and say goodbye for a longer period of time, but both can be more damaging to a child. Before you leave, give your child a hug and kiss goodbye and tell him/her that you have to go to work/school and that you will be back (after snack, nap, etc.) to pick them up. This is a great time to hand your child over to a nearby classroom teacher for comfort as you wave goodbye. Sneaking out without saying goodbye tends to leave children feeling more worried when they realize that you have left and lingering tends to make the separation drawn out and more painful. Some of our children never get upset when their parents leave for the day and others will continue to get upset into kindergarten. Every child has a different way of coping with the separation. As difficult as it is to say goodbye, you can leave knowing that your child will be safe, comfortable, and enjoying a day of experiences that will contribute to their successful growth and development!

## **Rest Period**

A healthy sleep schedule is an important part of child development. Opportunities for rest periods are provided in your child's daily schedule. Each toddler is given their own cot, sheet and blanket that are laundered weekly. Each child, depending on personal preference, is rocked, cuddled, patted, or has their back rubbed in order to fall asleep. Because there are various schools of thought on healthy sleep patterns, we will do our best to work with your sleep preferences within our licensing and developmental guidelines. Once a child has fallen asleep, we will let them sleep until their body is rested and they wake, or until the scheduled naptime is over. We will not wake children up early for parent preference or to induce an earlier bedtime.

### **Toddler I Rest Periods**

A young toddler's day is still very much based around eating and sleeping. Most children aren't ready to make the transition from two naps to one until around 18 months of age. With our building set up, we have the unique ability to allow those children who still nap twice per day to do so, while also allowing once-a-day nappers to rest after lunch. While we try to keep the children on the scheduled naptimes, we are flexible and do anticipate that each child will take time to adjust to new schedules. Below is the general outline of our Toddler I nap schedule:

10:30 am-11:30 am/12:00 pm	1 <sup>st</sup> Nap Time for 2x per day Nappers
12:00-2:00/3:00 pm	Nap Time for 1x per day Nappers
3:30-5:00 pm	2 <sup>nd</sup> Nap Time for 2x per day Nappers

### **Toddler II Rest Periods**

In order to allow children to participate in scheduled daily activities, all Toddler 2 children follow a one-nap schedule. Toddler II naptime is scheduled right after lunch, from 12:00-2:30. Some children sleep for a short amount of time, some sleep for the entire rest period, while others don't nap at all. Even if your child does not nap we are required to give them a scheduled rest period and each child is expected to lie quietly on their bed for at least a portion of time to rest their bodies.

## Going Home

After your child has had a full day of learning, it is important to allow for a patient, smooth transition. Each of our toddler classrooms fill out a daily "Toddler Report" that will tell you how your child ate, when they slept, and what they did during the day. Usually these reports are in the colored folders just outside the classrooms labeled with their names. These folders are also used to send home accident reports, illness reports, art projects and any other written communication. Please check this folder daily. Be sure to also check your child's cubby for any clothes that need to be laundered at this time!

Please feel free to take a moment to talk to your child's teacher about their day, admire an art project, or clean up an activity in progress. Because there will most likely still be children in the classroom, if you need to have a more in depth conversation with questions or concerns that require more than 5 minutes, it's a good idea to schedule a time during the day where that teacher or the director can assist you outside of caring for the children. This way we can give you and your concerns the full attention they deserve.

Remember to sign your child out with a full signature and time upon departure. If you are going to be delayed in picking up your child, please call us and let us know in advance. With prior notice, we can attempt to accommodate your needs. No one under the age of 16 is allowed to pick up a child.

If anyone other than a parent or authorized person is picking up your child, we need written permission in advance. Please remember, and remind anyone picking up your child, to bring photo identification. If a teacher does not recognize a parent or authorized pick up person, photo identification will be **REQUIRED** upon pick up. It's a good idea to always carry photo identification with you as we may not release without it. Again, please be sure that the staff in charge is aware that you will not be picking up your child.

## Outside Play

Health experts are unanimous on the importance of fresh air and the negative health consequences of children spending too much time in a closed indoor setting. Furthermore, health experts agree that cool or damp weather is rarely harmful to children and will not necessarily make them sick. If a child is well enough to be at the center, the child is generally considered well enough to go outside. Except in extreme weather, we work hard to make sure the children get outside as soon as often as possible.

Outdoor and large motor play is critical to a young child's social and motor development. Our center is equipped with a play yard that allows for children to crawl, climb, dig, run, pedal, throw, and more! Even our youngest toddlers who are not walking are taken outside. As your child is transitioned into the toddler programs, please send them with a pair of shoes that can be used outside so that their feet stay dry. In all outdoor settings, and with parent approval, we take precautions to prepare for the weather, including sunscreen, jackets and hats. If weather conditions are severe, the Director and teachers will make the determination to stay indoors. As there is sand, wood chips, grass and sometimes mud outside, please make sure you send your child to school in clothing and shoes that can get dirty!

## Neighborhood Walks

In all our early childhood classrooms, we enjoy getting out on walks around our neighborhood. As a center in the downtown area, outdoor play space is limited. We enjoy walks to give the children exposure to more fresh air, sunshine, and opportunity to learn about the community they live in. Infants and one-year-olds only go on walks in our quad-strollers. Two through five-year-olds walk while holding onto a long rope with handles. One teacher stands in the front of the rope, and one at the end. Children who are new to the walking process will hold the hand of a teacher until they are more familiar with the routine, and until they can hold onto the rope. Safety is our number one concern on these walks and teachers are hyper-aware of their surroundings and keeping the children out of harm's way. If you would prefer, we can exclude your infant or one-year-old from walks with written permission. However, in our older classrooms (2-5 years), we often take the entire class and we can't leave a child behind, which means opting out is not an option.

## Field Trips

Children learn best when they are able to interact with their surroundings through all five senses. We value the rich exposure that field trips offer to various parts of our community and natural settings. Furthermore, our preschoolers and pre-kindergarteners swim and participate in other activities at the downtown YMCA. You will be notified in advance of all field trips planned for your child's classroom. Included in the fees for the preschool and pre-k classes is a \$1.00 a day activity fee, which provides swimming, rock climbing lessons, and other, scheduled field trips. For the toddler class however certain field trips may require a small entrance fee. In this case, you will be notified at least a week in advance of the charge. In order for your child to participate in field trips, we must have a signed permission slip on file.

## Transitions

As children grow, develop and reach certain developmental milestones we begin planning to move them to the next classroom to keep them challenged and curious. Generally we transition children over a 2-4 week period during the following ages:

Infant to Toddler I:	11-14 months
Toddler I to Toddler II:	22-25 months
Toddler II to Preschool:	3 years
Preschool to Pre-Kindergarten:	4 years

Teachers consult with the Director and Program Supervisor when they believe a child is ready to transition. After looking at development, as well as age, we discuss the process with parents, as well as the child's new classroom teacher and begin the transition process.

We highly encourage parents to tour the classroom that their child is transitioning into. This gives parents the opportunity to meet the lead and assistant teachers and learn the schedule of the day, as well as any special procedures for the new classroom. The more a parent knows about the classroom their child is moving into, the more at ease the child will feel.

After a parent tour, children are scheduled times to visit their new classrooms during specific times of the days. We try to schedule visits during calmer parts of the day or during planned classroom activities. After the “visit” the child will return to their classroom. As the days progress, visits grow longer and longer as the child adjusts. Some children transition within 1-2 weeks, while others take longer. Generally, the older the child is the faster they will transition. The infant-to-toddler transition is usually the longest.

There are times when a child is not ready to transition during the usual time period listed above. Sometimes this may be because a child is still working on certain toileting skills or is napping at certain times. Other times we may wait to transition a few children together for comfort. Whatever the reason, please feel free to communicate with your child’s teachers and directors in order to learn about your child’s transition schedule.

## **Preparing for Transitions**

### **From Home (or a former school/childcare center) to the Toddler I or Toddler II Programs**

Leaving your young child with anyone new is extremely difficult, especially a group of people in a place that you’re not very familiar with. Before starting your child in one of our Toddler classrooms, we highly recommend that you spend some time visiting the classroom with your child. Toddler-aged children are generally the age group that has the most difficult time transitioning into a new situation. It generally takes between 2-4 weeks for a child to become well-adjusted to a new child care situation. The more that you integrate your child into the classroom before you have to leave him/her, the easier it will be when you leave them on their first day. However, it’s not uncommon for toddlers to have difficulties with this separation from parents even after the child has adjusted to the classroom environment.

Finally, before your child’s first day you may want to bring in your child’s belongings to store in his/her cubby. Bringing in supplies prior to the first day back to work can make the morning less stressful for the whole family. It’s also very important that you drop off all paperwork before starting care so we can get your account set up and get all paperwork into your child’s classroom.

### **From the Infant Program to the Toddler I Program**

If your child stays with the Y program through the preschool years, the largest transition they will make will be the transition from the infant room into the Toddler I room. Between the ages of 11 and 14 months (which is generally when most children transition), children are having trouble separating from their primary caregivers. When you leave them they may be quite upset and cry. Our goal during this time is to make your child, as well as you, feel comfortable with the changes in your child’s schedule.

About a month before your child begins to transition, you will receive a new parent handbook for the Toddler I and Toddler II program. We ask that you read this handbook and familiarize yourself with the upcoming toddler program. Your child will be transitioning into a classroom with more of a classroom schedule as opposed to every child having their own personal schedule. We suggest bringing your child to visit the Toddler I classroom multiple times with you before they make their final transition.

We prefer to do visits before 11:15 am and after 2:00 pm so that it doesn't disrupt nap time. We also suggest helping your child get onto one of the toddler schedules before transitioning. Below is a rough outline of the Toddler I daily schedule for eating and sleeping:

8:30 am:	Breakfast
10:30 am:	Naptime for Toddlers who wish to nap
11:30 am-12:15 pm:	Staggered Lunch Time
12:15 pm:	Naptime for Toddlers who wish to nap
2:30 pm:	Snack Time
3:15 pm:	Naptime for Toddlers who wish to nap
5:00 pm:	Crackers will be offered to toddlers who need a light snack

Most of our toddlers nap either one time per day (at around 12:00 pm, after lunch) or two times per day (at 10:30 am and again at 3:15 pm). Our goal is to get our children transitioned onto one nap per day before they turn two and move into the Toddler II room.

There are a few differences in the schedules and policies between the Infant and Toddler I rooms. The infant room does not have a mandatory drop off time. Because children are on their own schedule it isn't disruptive to the classroom if a child arrives in the middle of the day. In the Toddler I room we ask that all children are dropped off by 10:00 am (unless you have a sporadic appointment that you inform us about) so that it doesn't disrupt nap and meal times. We are unable to give children bottles in the classroom. Licensing prohibits us from letting the children use bottles except for at meal times. We do serve a liquid (sometimes milk, sometimes water) at every meal, usually in a sippy cup. Please see your child's Toddler Teacher if you prefer they use a bottle at meal times.

Your transitioning infant will have more experiences with new materials (including new foods, art supplies, sensory materials, and outdoor equipment). While engaging in these new experiences, you may notice that your new toddler is coming home with dirtier clothes. We make every attempt to make sure your child is clean and well cared for during the day. However, in an effort to help our one year olds learn skills such as using silverware, digging outdoors in the wood chips, painting, etc., a certain amount of self-discovery is necessary. Please make sure your child has a supply of appropriate extra clothing that we can change them into once our activities have ended. It's also important to remember to send your child in clothes that can be easily washed and played in.

Finally, the toddler room can seem like a very busy place compared to the quiet infant environment. The classroom teachers often have their day filled with lots of busy one year olds who need the guidance and assurance of their primary caregivers. Please feel free to chat with the staff about your child's day, but if you need to have a more in depth conversation that requires more than 5 minutes, it's a good idea to schedule a time during the day where that teacher can assist you outside of caring for the children. Make sure to schedule a Toddler I tour with the Director before your child's first birthday, write down any questions you have in advance, and read your Toddler I and II handbook that you will receive before your child's transition. All these steps will help you and your child feel most comfortable with your new surroundings.



## **From the Toddler I Program to the Toddler II Program**

Most of our older one-year-olds are excited to move into the next room over. We can usually tell when children are interested when we find them watching the older children through the window! At two, children are ready to start exercising their new independence skills. They're making friends and engaging in cooperative play. Our Toddler II room structures activities around these newly forming relationships and skills. There is a high emphasis placed on using newly learned words and sentences when frustrated, sad, and upset. Toddler II is also the classroom where we strive to work with children and families to potty train!

Most of the changes in the transition between Toddler I and Toddler II are in the types of toys and activities your child will participate in. Toddler II only has the option for one nap time, right after lunch at about 12:00 pm, as opposed to Toddler I's option of two nap times. Toddler II also will take periodic walks around the community as a small group. The children love taking walks and safety is always of utmost importance.

## **Transitioning from the Toddler II program into the Preschool Program**

Children in our Toddler II program are generally excited about moving on to a new "big kid" classroom. Preschoolers are exposed to a new wide variety of activities that our Toddler II children haven't gotten to experience yet, such as swimming, rock climbing, field trips to local parks and play time in our activity rooms. These activities are usually a big incentive for our older toddlers to easily make that transition to their new classroom.

Because there is a slight schedule change and a new classroom in a new building, there can be some adjustments to prepare your child (and family) for. About a month before your child officially "transitions", you will receive a new parent handbook for our Preschool and Pre-Kindergarten programs. Please take time to read this handbook and familiarize yourself with the changes that will happen in your child's day. You are welcome to take time and visit the preschool classroom with your child at your convenience (we prefer visits before 12:00 pm and after 2:30 pm, as to not disrupt nap time).

Below is a rough schedule of the day for our Preschool program. While activities and their times may vary, meal and nap times remain generally the same:

8:30 am:	Breakfast
12:00 pm:	Lunch
12:30-2:30 pm:	Nap Time
3:00 pm:	Afternoon Snack

Please note that the meal times are slightly different than in our toddler programs and that nap time is delayed by 30 minutes.

Because our Preschool classroom does not have a diapering facility, all transitioning children from Toddler II to Preschool are required to be in pull-ups and using the toilet on a daily basis. All diapering and potty training will be completed standing up (as we don't have a changing table). The transition into preschool cannot happen until potty training has started, even if your child is already three years old. We will work with your child to help remind them to use the potty, get out of pull-ups, and put on new clothing if an accident has happened. In pre-k we work on doing these things independently.

You'll need to pack a swimsuit for your new preschooler if they regularly attend on one of our scheduled swimming days. For your convenience, your child's swimming suit can stay in the classroom and will get laundered after each trip to the pool. If your child is still in the early stages of potty training, we'll also need you to send a pack of "swim diapers" to prevent accidents in the pool. We also rock climb once per week on our indoor rock-climbing wall. We remind you to send your child to school in appropriate clothing and shoes on rock climbing day. Finally, on various days we will take the children on field trips to local parks or businesses (either on foot or by city bus). Because we walk over a variety of surfaces, it's our policy that you send your child to school with tennis shoes, hiking boots, or sandals that strap onto the feet both in front and on the back. Please refrain from sending your child to school in flip flops, dress shoes, clogs or other opened back shoes, etc.

Our discipline and guidance policies generally stay consistent in your child's transition from Toddler II to Preschool. However, we do introduce more structure into the day in preschool, which means that expectations for behavior are increased. Children at 3 and 4 are developing more advanced reasoning skills, which we use to help problem-solve if your child is having trouble making good choices. One behavior that we cannot tolerate in our preschool program is defiantly running away from the group while outside of the classroom, whether it be at the swimming pool or out in the community. Because of the nature of our programs, children must be able to consistently stay with the group for their own safety (with gentle reminders and supervision).

One of the most noticeable changes in your child's new classroom is that our required drop off time changes from 10:00 am to 9:00 am. We ask that your child be dropped off no later than 9:00 am so that s/he can fully participate in the classroom routine that starts promptly at 9:00 am.

# POLICIES AND PROCEDURES

## Meals and Snacks

For toddlers, preschoolers and pre-kindergarteners, our center serves breakfast, lunch and an afternoon snack through the USDA Childcare Food Program. Meals for Toddler I and Toddler II are served at the following times:

<b>Breakfast:</b>	8:30-9:00 am
<b>Lunch:</b>	11:30 am-12:00 pm Lunch time may vary for Toddler I children who are napping 2x per day.
<b>Afternoon Snack:</b>	2:30-3:00 pm

Weekly menus are posted in our entry way. Menus are planned in accordance with the USDA and state guidelines, as well as the "Dietary Guidelines for Healthy Americans." Sample menu is as follows:

<b>Breakfast:</b>	Blackberry Scones Cantaloupe Milk
<b>Lunch:</b>	Teriyaki Chicken Mixed Vegetables Pineapple Brown Rice Milk
<b>Afternoon Snack:</b>	Apple Slices Goldfish Crackers Water

## Toddler I Meals

Young toddlers have now moved from the baby food stage and are now feeding themselves. This can be a messy process! All food has been prepared so that it is safe for young toddlers (in size, texture, and type of food). Because we have multiple children eating at one time, we cannot spoon feed toddlers at mealtime. Upon parent permission, Toddler I is where we begin serving whole milk at meals in sippy cups. We provide bowls, plates, spoons and forks for children to feed themselves and to become familiar with using those tools at meals. We often use bibs for children at meals however the bibs do not always cover the areas that the toddlers get the food! Bringing extra clothes for those messy mealtimes is very important. Most of our toddlers sit at the table in child-sized wooden chairs. As they get older we transition them into chairs without buckles so that they're ready to make that transition into Toddler II.

# Toddler II Meals

After children turn 2 and transition into Toddler 2, mealtimes become more of a chance for children to practice their self-help and social skills. Children are asked to politely ask for more food (as needed), clear their places after eating, and begin using cups without lids. At this time our 2-year-olds are switched from whole to 1% milk.

## Milk at Mealtimes

In order to participate in the USDA Food Program, we are required to serve milk at breakfast and lunch. As per the USDA, all of our one-year-olds are served whole milk and two-year-olds are served 1% or non-fat cow's milk. Our milk is mostly purchased locally from Edaleen Dairy.

Parents will often come to us with a desire to substitute their child's milk for another alternative. You may substitute your child's milk with any lactose free milk (i.e. Lactaid), organic milk, or breast milk without a doctor's note. Please be sure to replace your child's milk frequently. You can also substitute cow's milk with four brands of approved soy milk: 8<sup>th</sup> Continent Soymilk (original or vanilla), Pacific Ultra Soy (plain or vanilla), Great Value Original Soymilk, and Kirkland Original Soymilk (plain). All other soy brands and any other form of milk (rice, coconut, goat, breast, etc.) are required to get a note from your doctor. Please see the director for an appropriate form for your child's doctor to fill out. We are unable to serve almond milk because of our center's nut-free policy.

## A Message on Meal Substitutions

We work to provide fresh, nutritious meals daily. We will gladly make the following substitutions to our meals:

- Meatless entrees
- Substitutions for food allergies, with a doctor's note

It is not feasible for our program to make the following substitutions to our meals due to the amount of food we serve:

- Vegan Diets\*
- Gluten Free Diets\*
- Personal tastes and preferences

\* Children with vegan and gluten free diets are encouraged to bring meals from home. All food from home must meet the USDA CACFP meal pattern requirements (Breakfast: 1 fruit, 1 grain, liquid milk. Lunch: 1 meat/meat alternative, 1 grain, 1 fruit, 1 vegetable, liquid milk. Snack: 2 items from each food group: grain, meat/meat alternative, fruit, vegetable. Please see the director for more information about CACFP requirements.

# Healthy Eating and Physical Activity Standards (HEPA)

In a response to a call by First Lady Michelle Obama and the Partnership for a Healthier America, the Y has expanded its longtime commitment to supporting healthy living by adopting a set of Healthy Eating and Physical Activity (HEPA) standards. Based, in part, on years of research and with key partners, the HEPA standards will build a healthier future for our nation's children by creating environments rich in opportunities for healthy eating and physical activities. Some of the practices we are working hard to implement in our early childhood programs are:

- Having water accessible to children at all times.
- Providing only water and unflavored low-fat or non-fat milk for children ages 2 and older.
- Providing fruits and vegetables at every meal and snack
- Eliminating fried and par-fried foods from our menus.
- Eliminating foods that contain trans-fats.
- Offering whole-grains as much as possible (whole grain breads, pasta, brown rice, oatmeal)
- Provide foods that don't list sugar in the first three ingredients, or that contain 8 grams of sugar or more.
- Using staff as role models for healthy eating behavior at all times.
- Promoting and supporting exclusive breast feeding (when possible) for six months, and the continuation of breast feeding in conjunction with complementary foods for 1 year or more.
- Provide children, when environmentally possible, with moderate to vigorous physical activity for 60 minutes every day. Staff will role model physical activity by participating in the activities with children.
- Provide opportunities for infants to explore their indoor and outdoor environments with adult supervision, with lots of opportunity for "tummy time".
- Eliminate screen time in our early childhood programs, except for rare, special occasions for children 3 and older.

## Food Allergies

The Downtown YMCA recognizes that allergies are a growing concern among parents, caregivers, and health care providers. The Downtown YMCA does not exclude a child from care on the basis of any allergy. We will work with the parents on an individual basis and within the constraints of our facility, program requirements, and licensing regulations. A written individualized care plan will be implemented in cooperation with the parents and the child's physician. Parents are encouraged to meet with the child's teachers, the Director, and Program Supervisor on a regular basis to discuss the child's special needs and/or restrictions.

## Allergy Procedure

Upon enrollment, the parent shall notify the administration of their child's allergy in writing on the child's registration form. At that point, a determination will be made regarding the required steps.

A severe allergy defined as life threatening by a physician will require an **EMERGENCY HEALTH CARE PLAN**. This plan must be completed by the child's physician and must be accompanied by any required medication.

A mild food allergy will require a note from a physician outlining the food restriction and the appropriate substitute. Parents may be required to supply substitute foods.

# **Birthdays and Special Occasions**

Your child's birthday is a special day to celebrate! If you would like to send a special birthday, or other holiday treat for the class you may, but it is completely optional. Also, please be aware that all treats must be store bought (this is a licensing requirement). We ask that you do refrain from sending peanut and tree nut products, as we have children with life threatening allergies to peanuts in our classrooms.

## **Items to Bring to School**

Dropping your child off each morning can be a busy time! It's much easier to have all your child's supplies in their cubby prior to their first day so that drop off can be a calm and stress-free experience. The following items are what you will need you to supply for your child's care at the YMCA:

- Diapers (Either cloth or disposable, see "Diapering" section)\*
- Diaper Wipes\*
- Waterproof, Zipping "Wet Sack" for Cloth Diapers (if applicable)
- 2 Sets of Extra Clothes (See "Clothing Suggestions" section)\*
- Pacifiers (if applicable)
- Blanket or Security Item for Naptime
- Diaper Cream (if applicable)\*
- Swimming Suit (For Summer Months, Will be Kept and Laundered at School)
- Mittens, Hat, Scarf, Gloves (For Winter Months)

\* When you bring in a supply of these items, we will inform you when your supply is low.

We supply the following:

- Breakfast, Lunch and Afternoon Snack
- Cow's Milk (Whole and 1%/Non-fat)
- Bibs
- Bowls
- Spoons
- Cups
- Sheets
- Blankets
- Toys

## Personal Belongings

Please clearly mark all items such as clothing, lunch boxes, and backpacks with your child's name. Toys from home can be a distraction to classroom learning. Unless it is a designated sharing time, please do not send toys from home with your child. Please do not send money, electronic devices, or any other valuable items. The YMCA cannot be held responsible for lost, stolen, or damaged items. We will attempt to contact the owner of lost and found items that are marked, but as the amount of items grows, it is transferred to the desk at the Downtown YMCA. It stays there for one week, and then is donated to a worthy cause.

## Diapering

At the Downtown YMCA parents are asked to supply their child's diapers, but they may choose between cloth or disposable diapers. Cloth diapers may not be used with diaper pins and must have some sort of waterproof cover. It's required that we change the waterproof cover at every diaper change. We also ask that parents provide a waterproof, zipping "wet sack" to store soiled diapers in. Because of health and safety requirements, we cannot empty the contents of cloth diapers before placing them into the zippered sack. We change diapers at a minimum of every two hours (when awake) or sooner if the child has a bowel movement. If your child uses cloth diapers or is potty training and has a bathroom accident, licensing prohibits us from cleaning out or emptying the diaper/underwear of feces. We will place it inside a sealed plastic bag so we can send it home for laundering.

We are very fortunate, in our facility, to have staff that help us change diapers during the day. This may not seem like an important feature, but it means that both regular teachers can stay with the children at almost all points of the day. The diaper changing staff helps to ease the burden of how long it takes to change up to 14 diapers with all the proper sanitary measures.

## Clothing Suggestions

When your toddler is in our care for a full day of play, eating, sleeping, and hands on classroom activities, they tend to get their clothes messy. We ask that you send your child with at least two changes of clothes (both tops and bottoms) to keep in their cubby. If your child soils his or her clothing, we will place soiled items in a plastic bag for you to take home and launder. Please remember to bring more spare clothes when you take a set home! As your child begins to experiment and participate in more art and science projects, their clothes also tend to get dirtier (even with aprons). Please make sure your child comes to school in clothes that can be easily washed when they get dirty, as well as clothes fit for napping and playing. As we do go outdoors, please send your child with clothing that is appropriate for the day's weather. Finally, please label **ALL** clothing items clearly, as we do sometimes have duplicates.

# Pet Policy

At the YMCA we believe that assortments of pets are important for teaching children skills in caring and responsibility. We are likely to have fish, hamsters, gerbils, guinea pigs, and rabbits. At times parents may also bring their family pets to the center for a visit. All animals are carriers of various bacteria and viruses. To limit exposure to any of these we do the following:

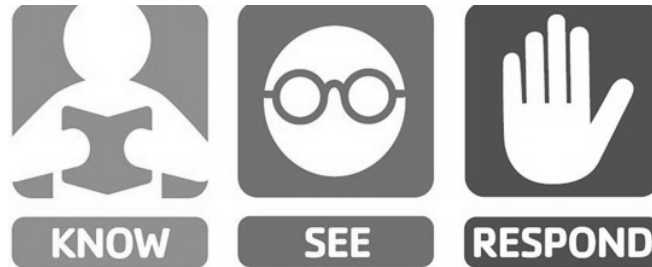
- Children and staff wash hands after handling pets.
- Cages are cleaned on a weekly base by lead room staff.
- Cages are not cleaned in the kitchen.
- Current rabies vaccinations are required for all dogs and cats visiting the center.
- Staff are always present when children are handling pets.
- No pets are allowed in the infant room.
- We will notify parents at least a week in advance of any new or visiting pet.

Please let us know if your child has an allergy to any pets at the center and we will make accommodations for them.



# Child Abuse Prevention: Know, See, and Respond

At the Whatcom Family YMCA, we practice three important habits of Child Abuse Prevention – **KNOW**, **SEE** and **RESPOND** – to create safe spaces where youth can learn, grow and thrive. When we **KNOW** how abuse happens, **SEE** the warning signs and **RESPOND** quickly to prevent it, together we foster a culture of child abuse prevention.



We **KNOW** when we understand the behaviors of those who harm youth and how to stop them. Staff and volunteers who practice the **KNOW** habit:

- Understand the potential risks for abuse that children and teens face, and their role in protecting them at their Y.
- Understand how predators operate
- Recognize the importance of proactive engagement when supervising youth, and between youth
- Appreciate the difference they make when they practice the Three Habits in Child Abuse Prevention at their Y
- Encourage others to adopt these prevention habits
- Can explain what Know, See and Respond means when asked by a parent or community member

We **SEE** when we can recognize warning signs or behaviors that signal abuse or a risk for abuse. Staff and volunteers who practice the **SEE** habit:

- Interrupt inappropriate interactions between adults and youth, and between youth
- Respect children and teen's emotional, psychological and physical boundaries – according to YMCA policies – and ensure that others also follow the policies
- Act when something seems wrong and if they observe others not practicing the prevention habits

We **RESPOND** when we take action to stop behaviors we recognize as being inappropriate or questionable. Staff and volunteers who practice the **RESPOND** habit:

- Act when children or others need help
- Interrupt questionable behavior by a staff member, volunteer or youth
- Notify the appropriate people at the Y when they have a concern
- Can make a report to Child Protective Services and/or police when they suspect abuse

If you have any questions about our Child Abuse Prevention practices or Know, See, and Respond, please feel free to contact Lynda Purdie at (360) 733-8630 ex. 1106.

# Injuries

If your child is injured while in our care, staff will do the following:

1. Minor injuries: Apply first aid and complete an "Ouch Report".
2. More serious injuries: Apply first aid as necessary, attempt to reach the parent/guardian or others listed on the Emergency Information Form to discuss further action taken. Complete an accident report.
3. If we cannot reach the parent/guardian, or other designated people, and the staff feels the situation warrants it, 911 will be called.

# Health Policies

The Downtown YMCA Center is a "well child" facility. Children will not be admitted to the center when they are ill. You are the best judge of your child's health, and we trust that you will not bring a sick child to the center. However, if in the opinion of the teaching staff your child is sick, we will call you to come pick up your child. If we are unable to reach you, we will call the emergency contact person on your registration form. In addition, if your child was sent home due to illness, **he/she cannot return to childcare until he/she is free from symptoms for 24 hours.**

While our Health Care Policy goes into detail about when a child should be kept at home, here are some general guidelines:

- If you have given your child Tylenol or Ibuprofen before coming to the center.
- If your child is irritable, continuously crying or requires more attention than we are able to provide.
- If your child had runny diarrhea or vomited at home or on the way to the Center. Please note: A child will be sent home if he/she vomits while at the center. If a child has vomited on two or more occasions within 24 hours, he/she will be expected to miss the following day of care.

We know that it is difficult for you to miss work to stay home with your child. However, bringing a sick child to the center assures that other children will become sick, as well as teaching staff. Keeping sick children home is a win-win situation for all involved.

Please see our Health Care Policy for more information.

# Pesticide Use

We do not use pesticides at our center. In the event that pesticides are needed the center will follow RCW 17.21 "The Pesticide Application Act."

# Behavior Guidance in Young Children

Young children are learning how to be in charge of their own behavior and emotions. This is a big learning experience for children, which requires teachers who respond to inappropriate behaviors with insight, sensitivity, consistency, and reflection. Most of our classroom boundaries center around three basic principles: children may not hurt themselves, hurt others or destroy property. It is essential for children to understand why the behavior is inappropriate and how to modify it (once developmentally appropriate). Furthermore, it's imperative for children to understand that while they may have made a poor decision, it doesn't make them a "bad child".

## PREVENTION STRATEGIES

Most classroom behaviors can be prevented with some of these simple strategies listed below:

- Establishing clear, consistent, age-appropriate boundaries
- Considering the age, individual temperament and developmental level of each child.
- Arranging the classroom to help children understand behavior expectations (i.e. reducing running pathways, encouraging small group play, quiet and loud areas separated, etc.)
- Teachers acting as positive role models for positive behavior and conflict resolution
- Close observation and supervision of all children
- Specific, positive praise when children are making good choices
- Redirecting children to another activity when having a difficult time working within classroom boundaries
- Establishing a consistent classroom routine and transitions so children can know what to expect on a daily basis

## RESPONDING TO NEGATIVE BEHAVIORS

If a child is not responding to verbal warnings and is still displaying negative behaviors, we often use one of the strategies below:

- Having a short discussion with the child, privately, getting down on their level and using a calm voice
- Helping children verbalize their feelings and frustrations to the teachers and/or peers.
- Practicing and role-playing common behavior scenarios
- Working with 1-3 children at a time on solving a problem by asking guiding questions
- Using logical consequences to teach children that each action they display has a reaction (i.e. scrubbing a table when they've colored all over it)
- Loss of privileges, usually closely related to the inappropriate behavior (i.e. having to miss a trip to the pool if a child can't use their walking feet during swimming)
- Taking space away in a quiet area to calm down (not a time out)

## PROHIBITED

The behaviors listed below are prohibited in our program and may not be used under any circumstance:

- Withholding of food, bathroom privileges or the use of rest time as a behavior management tool.
- Corporal/physical punishment of any kind
- Shaming, humiliation, or "making an example" out of any child
- Sarcasm
- Abusive or profane language

## **BEHAVIOR CONTRACTS AND COMMUNICATION WITH FAMILIES**

We believe that parents are our partners in their child's experience and we want to inform them when their child is having trouble making good choices. Daily communication with families is critical in building rapport. This can be done using daily reports, "That Hurts" Reports, and/or letters and phone calls home. If a child continues to struggle with a behavior or the behavior is extremely unsafe, we often will set up a conference with the parent(s) and discuss options for the future. Options for ongoing behavior challenges may include behavior plans, reward charts to earn special privileges, shadowing, logging behaviors to look for patterns, bringing in a behavior specialist, and so on.

## **Biting**

Periodically, outbreaks of biting can occur in infant and toddler rooms and sometimes even among preschoolers. Unfortunately, this is an unavoidable consequence of children who are in group care. When it happens, it is pretty scary, very frustrating, and very stressful for children, parents, and teachers. However, it is a natural phenomenon and not something to blame on children, parents, or teachers... and there are no quick or easy solutions.

Children bite for a variety of reasons: the simple sensory exploration of babies, panic, crowding, seeking to be noticed, or the intense desire for a toy. Repeated biting can become a pattern of learned behavior that is often difficult to extinguish because it does achieve results: the desired toy, excitement, attention, etc.

It is our job to provide a safe setting where no child needs to hurt another to achieve his or her needs. To extinguish biting behavior we do the following:

- Notification to the parents on the first bite
- Examine the environment to determine what may be the cause of the biting (e.g.: teething, sensory, frustration, etc.)
- Supervise the child to prevent biting situations
- Temporary suspension if determined it may help
- Permanent suspension for cases that have become chronic or extreme

Biting is a frustrating stage some children go through. It is a common phenomenon that has virtually no lasting developmental significance. A child who bites is not on a path towards being a discipline problem or a bad person. There are a number of possible explanations for why some children bite, none of which are the fault of a "bad" home, "bad" parents or "bad" teachers.

# Expulsion

Asking a child to leave our program based on negative behaviors is the last resort and will only be considered after multiple efforts of problem-solving and/or extremely unsafe behavior. Unless there is a situation that is extremely unsafe for the child, or other children/staff in the program, we strive to work with parents on a variety of solutions and modifications for keeping that child in their classroom, maximizing their continuity of care and stability. If we feel that a child's behavior is not responding after multiple behavioral intervention strategies are tried, or if the behavior is an immediate or severe safety concern, we will work with families to find a program that best meets the needs of the child. Sometimes there are programs that are more suitable for certain children than for others, and it's important for us to respect and recognize each child's individual needs. Our ultimate goal is for each child to be successful in our program so they can build their self-confidence!

# Reporting Policy

All state-licensed childcare programs are mandated by law to report any suspicion of possible child abuse or neglect to the proper authorities. Incidents occurring within the center that require medical attention will be reported as well. Failure to do so can result not only in the loss of the center's license, but also in possible charges filed against the staff, agency or institution responsible for the center.

# Adults on the Premises

We monitor the adults who are allowed access to the children in our facility. Paid staff, approved volunteers, appropriate state officials and parents are the only adults allowed to spend time in our classrooms. Adults are expected to behave appropriately when in the presence of children. At no time will we allow verbal altercations to occur in the classrooms. We are always happy to discuss parent concerns in the office. When a parent displays chronic disruptive behavior, which affects the integrity of the center, the Director will ask them to leave the center.

# Photographs

Children are photographed for two reasons. First, documenting the process of learning with photographs enables children to remember and build upon past experiences. Also, the YMCA may select certain photographs for promotional use. If you do not wish for your child to be photographed for either of these purposes, please let the Program Director know in writing.

# Facebook

In an effort to be more communicative with families, we have a closed Facebook group for the parents and staff of our program. The Director and Program Supervisor administer the group, and only parents and teachers in the program would be allowed to post and view items on the Facebook page. It's a fantastic way to get to know the staff in our programs, share pictures of classroom events, and learn about the upcoming classrooms your child will move to. It's also a great way to connect, family-to-family, if you want to set up individual play dates or find contact information for birthday parties.

We do know however, that whenever things are online, privacy issues can arise. You may choose to opt out of this group, either from photos posted or from being involved at all. Your preferences are very important to us, and we will always continue to communicate with you via email, telephone, and notes home.

## Community Programs, Events, and Education

As many families know it may be difficult to find resources for the many needs that exist within a family. Many times, when we search for a resource, it can take valuable time away from both spending time with your child, and receiving the help that is desired. For this reason, we have created a growing selection of resources to help you learn about a variety of community programs, local events, and education to help in raising a healthy family. Our goal is to share these resources with parents and to be a central location for education and support.

Near the sign-in table you will find two display boards. One board displays a monthly theme of relevant education. Feel free to ask us about the resources displayed and we can obtain a copy for you to take home. The other board displays local community events and classes that may interest you and your family. Near the sign-in table and the front door is our Community Resource Notebook. This notebook features written information about programs in your local community to help with financial struggles, parenting, food assistance, housing, health programs, and more. Please feel free to take any materials here, as we strive to keep them up to date and applicable to families in our program. If you notice a program not displayed in our resources that should be, please feel free to let us know.

Finally, we're working on a selection of parent education. As this library grows, we invite you to check out books and materials to take home and review. Please check with the Director or Program Supervisor for materials available at this time.

# Difficult Family Times

Sometimes families go through painful times. It is important to have clear guidelines about how these difficulties will be handled in the center. Hopefully, this will allow us all to be effective in our respective roles in raising, caring for and educating children and families.

1. The center is a neutral place. Teachers, parents, and children need to know they are in a safe and non-judgmental space.
2. All parental rights will be recognized by the center unless a No-Contact Order is produced.
3. Parents are always welcome to spend time with their children at the center. However, this is not an appropriate place for "visitation" by a non-custodial parent.
4. Indication that a parent is under the influence of alcohol or other drugs will result in a staff asking that another, capable adult be called to pick up the child.
5. Adults who raise their voices or act in a way that is frightening or threatening to a teacher or child will be asked to remove themselves from the center.

Our primary priority is the safety and well-being of the children in our care. We also hope to be supportive of all parents and strive to create a space where the entire family can feel safe, encouraged, and engaged in the learning process.

## Communication

We will strive to meet your expectations as Teachers and Administrators. There are numerous avenues for communication between parents and staff, including the center orientation, monthly newsletters, and parent information boards. Furthermore, we are always available to answer any questions that you may have. However, there may be times when you feel the need for additional communication.

If you ever feel confused or frustrated with our methods or something that has happened in the classroom, please know that we are here to help you. The most effective way to solve a problem or clear up confusion is to talk things over. We want you to feel secure in and confident with the quality of care you and your child are receiving. Please talk with your child's teacher or the center's Program Supervisor or Director as soon as possible. We take your concerns to heart!

## Donations

Throughout the year we gladly accept donations of toys, books, and other useful items that are new or in good condition. In addition we keep a "wish list" of larger items needed.

## Annual Fundraising Campaign

In March the center focuses on the Annual Community Support Campaign for the Whatcom Family YMCA. Money raised during this campaign allows us to provide scholarships for families in need of financial assistance to participate in YMCA programs. Please contact the Director if you are interested in participating in this exciting fundraising event.

# REGISTRATION PAPERWORK

## Registration

As required by our license, childcare cannot be provided without the following forms completed, reviewed by the director, and on file in the center office:

- Registration/Emergency Consent form
- Two emergency contacts not living in the same household
- Certificate of Immunization status or Signed Exemption Form Signed by an Authorized Medical Professional
- Field trip Permission slip
- Registration Form

In addition, the center requires the following paperwork:

- Parent agreement/Financial contract
- All About Me Form
- Early Achievers Permission Slip
- CDC Developmental Screening
- Facebook Permission Slip
- CACFP Enrollment Form
- Membership Application

This handbook is the beginning of a supportive and positive relationship between your family and the Whatcom Family YMCA. We are pleased that you have invited us to into your child's educational adventure! In closing, we would like to leave you with the following thought:



## **When you come into our school please remember:**

It is a child's world!

These activities are:

THEIR WORK

THEIR IDEAS

THEIR FUN

Sometimes a child's idea of  
decoration, beauty and good housekeeping  
does not coincide with adults.

A child's imagination is great!

Children can do wonderful things-

Paint the wind

dance like a leaf and

find the joy and happiness in performing simple tasks.

These are the abilities that adults may have lost along the way.

Enter and return for a brief visit to the wonderful world of young children.

Enjoy their enthusiasm for living and learning!"

-Author unknown

INSERT REC HERE

INSERT EC FINANCIAL CONTRACT HERE

INSERT FIELD TRIP PERMISSION HERE

INSERT WA STATE CERT OF IMMUNIZATION HERE

INSERT WA STATE CERT OF EXEMPTION HERE

INSERT CHILD ADULT FOOD PROGRAM ENROLLMENT FORM HERE

INSERT DOWNTOWN CC REGISTRATIONS FORM HERE

INSERT Y MEMBERSHIP APPLICATION HERE

INSERT EARLY ACHIEVERS PERMISSION SLIP HERE

INSERT FACEBOOK PERMISSION SLIP HERE



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# PARENT AGREEMENT FORM/ FINANCIAL CONTRACT

For the safety and protection of the children in care, I understand the following guidelines.

1. I understand that YMCA staff and volunteers are not allowed to baby-sit or transport children at any time outside of the YMCA program. The YMCA will take disciplinary action if a violation is discovered.
2. I understand that I am not to leave my child at the YMCA unless a YMCA staff member is there to receive and supervise my child.
3. I understand that my child will not be allowed to leave the program with an unauthorized person. Any person authorized to pick up my child must either be listed with the YMCA or other arrangements must be made by calling the YMCA office to inform them of a change.
4. I understand that should a person arrive to pick up my child who appears to be under the influence of drugs or alcohol, for the child's safety, staff may have no recourse but to contact the police. Please do not put staff in a position to make this judgment call.
5. I understand that the YMCA is mandated, by state law, to report any suspected cases of child abuse or neglect to the appropriate authorities for investigation.

In order to enroll my child in the Whatcom Family YMCA early childhood program, I further agree to the following:

1. To follow all YMCA policies and procedures as outlined in the Parent Handbook and registration materials including, but not limited to:
  - a. Completion of all registration forms, registration fees, and payment of the first month's fees before my child's first day.
  - b. Signing my child in and out each day with my full signature and the phone number I can be reached at that day.
  - c. Bringing a spare set of clothing for my child each day.
  - d. Keeping my child home if he/she is running a temperature, has vomited in the last 24 hours, had 3 or more diarrheas, or shows signs of a communicable disease as outlined in the YMCA Health Care Policy.
2. To provide all diapers and diaper wipes.

## Whatcom Family YMCA Barkley Child Development Center

2415 Rimland Drive, Bellingham, WA 98226  
360 714 0450 [www.whatcomymca.org](http://www.whatcomymca.org)

3. To never allow my child to come into the center without an authorized adult and to only authorize adults 16 years of age or older to pick up my child.
4. To leave information for the center staff of where another or I authorized person can be reached in case of an emergency whenever my child attends the center.
5. To pay my child care expenses by the 5<sup>th</sup> of each month as outlined in the payment policy. I understand that failure to do so may result in losing my child's space in the center.
6. To pay my full month fee regardless of absences due to short-term illness, vacation, or mid-month cancellation. Vacations and absences due to illness or unforeseen circumstances do not result in a credit.
7. To give two weeks notice in writing before withdrawal from the program with an understanding that cancellations are only accepted for the end of the month. No credit will be given for cancellations.
8. That I understand that if my childcare is paid through the Department of Social and Health Services, I am responsible for all policies and fees described in the Parent Handbook, and I am required to pay the assigned co-pay regardless of receiving a monthly bill.
9. That I will talk to the Center Director, Program Supervisor, or a teacher if I have any concerns or questions regarding practices and/or policies of the center.
10. That there is an annual, non-refundable registration fee of \$50.00. (\$20.00 for each additional child enrolled.) If you cancel childcare and re-enroll at a later date or transfer to another YMCA Early Childhood location, another registration fee will be required.
11. That if my child is picked up after the center's closing time, I will be charged \$5.00 for every 5 minutes late, per child.

I have read and understand this agreement and the Whatcom Family YMCA Parent Handbook including the Health Care Plan and Disaster Plan, Pet Policy, and Pesticide Policy. I agree to abide by these policies. Furthermore, I understand that I am liable for all early childhood program fees stated in this agreement, whether or not I receive a monthly bill.

I have been orientated to the program by a program director, program supervisor or staff member and have been explained:

1. The center's policies and procedures.
2. The center's philosophy, program and facilities.
3. How the child's progress/issues relating to the child's care are communicated to families.
4. How parents are encouraged to spend time in the classrooms participating in center activities.

---

Parent/Responsible Party Signature

---

Date



## WHATCOM FAMILY YMCA Registration/Emergency/Consent Form

All minors participating in YMCA programs are required to have this filed annually.

CHILD									
First Name			Middle Initial	Last Name			Birthdate		Gender
Home Address				Apt	City		State		Zip
Primary Email Address									
PARENT/GUARDIAN'S INFORMATION									
Parent/Guardian's Name					Home Phone			Cell Phone	
Parent/Guardian's Email Address					Parent/Guardian's Place of Work			Work Phone	
Parent/Guardian may pick up child?			YES		NO				
PARENT/GUARDIAN'S INFORMATION									
Parent/Guardian's Name					Home Phone			Cell Phone	
Parent/Guardian's Email Address					Parent/Guardian's Place of Work			Work Phone	
Parent/Guardian may pick up child?			YES		NO				
MEDICAL INFORMATION									
Child's Physician			Physician Phone		Child's Dentist			Dentist Phone	
Child's Physician Address					Child's Dentist Address				
Immunizations Current		Date of Last Physical Exam			Date of child's last dental exam:				
Allergies: (food, drugs, insect, other)									
Records on file at					List all possible allergies			List all possible reactions	
List any other health conditions									
HEALTH INSURANCE INFORMATION									
Name of Insurance					Policy #				
Person Carrying Insurance									
AUTHORIZATION FOR PICK-UP (Child Care Programs) AND/OR EMERGENCY CONTACT									
Only the following people will be allowed to pick up your child and/or will be contacted in case of an emergency if parent cannot be reached. Please list 2 additional emergency contacts in addition to parents.									
Name					Name				
Home Phone					Home Phone				
Work/Cell Phone					Work/Cell Phone				
Address					Address				
City/Zip					City/Zip				
Relationship to Child					Relationship to Child				

**PLEASE READ****Child's Health**

I hereby certify that my child \_\_\_\_\_ is in normal health and capable of safe participation in the program in which he or she is enrolling.

I further give my permission for my child \_\_\_\_\_ to be given emergency medical treatment by a qualified Whatcom Family YMCA staff until parents can be reached and be present and/or emergency care arrives for treatment. In case of emergency, I understand that my child will be transported to an appropriate medical facility by the local emergency unit for treatment if the local emergency resources deem it necessary. In the event that I cannot be contacted, I further consent to the medical, surgical and hospital care to be performed for my child by a licensed physician or hospital when deemed immediately necessary by the physician to safeguard my child's health. It is understood that in some medical situations, the staff will need to contact the local emergency resources before the parents, child's physician and/or other adults acting on the parent's behalf.

**Photograph Permission**

The applicant(s) hereby gives permission for the YMCA (local, national and international) to use, without limitation or obligation, photographs or other media that may include the member's image or voice to promote or interpret YMCA Programs.

**Program Refund Policy\***

The Annual Program Member fee is non-refundable and non-transferable. Refunds will not be granted once a program session begins. We will gladly provide a pro-rated YMCA credit to a person's account after a program begins (valid for one year from issue date). There will be a \$5.00 administrative fee for all refunds/credits. \*See child care & camp parent handbooks for specific policies for these specific programs.

**Concussion Information**

Anyone who is suspected of sustaining a concussion or head injury in a practice or a game shall be removed from competition at that time and may not return to play until the participant is evaluated by a licensed health care provider trained in the evaluation and management of concussions and received written clearance to return from that health care provider. You should also inform your child's coach/teacher if you think that your child may have a concussion. Remember that it is better to miss one practice/game than to miss the whole session. WHEN IN DOUBT, THE PARTICIPANTS SITS OUT. For more information go to <http://www.ede.gov/concussion/HeadsUP/youth.html>.

Print Name:

Signature:

Date:

**LIABILITY WAIVER**

In consideration of being permitted to utilize the facilities, services and programs of the Whatcom Family YMCA ("YMCA") for any purpose including, but not limited to, observation or use of facilities and equipment and participation in any program affiliated with the YMCA without respect to location. I, on behalf of myself and any children, dependent or personal representatives, hereby:

1. Acknowledge that I have (a) read this release and waiver of liability; (b) had the opportunity to inspect the YMCA's facilities and equipment or will immediately upon entering or participating will inspect and carefully consider such premises, facilities or program; (c) accept the facilities, equipment and program as being safe and reasonably suited for the purposes intended and (d) voluntarily sign this release and waiver of liability.
2. Release the YMCA, its directors, officers, employees, agents and volunteers (collectively "YMCA Releases") from all liability to me for any loss or damage to property or injury or death to person, whether caused by the ordinary negligence of the YMCA Releases or any other person, and while I am in, upon or about any YMCA branch or any facilities or equipment therein or participating in any program or service affiliated with the YMCA.
3. Agree not to sue the YMCA Releases for any loss, liability, damage, injury or death described above and I agree to indemnify and hold harmless the YMCA Releases and each of them from any loss, damage or cost they may incur due to my presence in, upon or about any YMCA branch or any facilities or equipment therein or my participation in any program or service affiliated with the YMCA whether caused by the ordinary negligence of the YMCA Releases or by any other person. I assume full responsibility for the risk of such loss, liability, damage, injury or death.

I intend for this release and waiver of liability to be as broad and inclusive as is permitted by the laws of the state of Washington if any portion hereof is held invalid, I agree that the balance shall continue in full force and effect.

Signature

Date



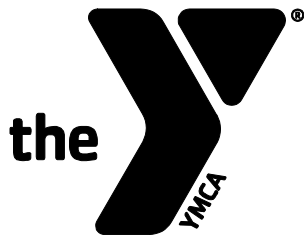
**FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

## PERMISSION SLIP

As a participant in the Early Childhood Program, my child \_\_\_\_\_  
has permission to participate in all scheduled activities. These activities include,  
but are not limited to, walks, swimming at the Downtown YMCA, and other fieldtrips  
to areas in the community. Transportation will be provided on YMCA vans or on  
City Bus. The YMCA cannot be held responsible for any injury occurring while  
participating in any of the Early Childhood Program Outings.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



**FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

## **INFANT PERMISSION SLIP**

As a participant in the Early Childhood Program, my child \_\_\_\_\_  
has permission to participate in all scheduled buggy walks. These buggy walks  
include, but are not limited to, the posted routes in the classroom. The YMCA  
cannot be held responsible for any injury occurring while participating in any of the  
Early Childhood Program Outings.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date





# Certificate of Immunization Status (CIS)

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Signed COE on File? ☐ Yes ☐ No

Please print. See back for instructions on how to fill out this form or get it printed from the Washington State Immunization Information System.

<b>Child's Last Name:</b>	<b>First Name:</b>	<b>Middle Initial:</b>	<b>Birthdate (MM/DD/YYYY):</b>
I give permission to my child's school/child care to add immunization information into the Immunization Information System to help the school maintain my child's record.		Conditional Status Only: I acknowledge that my child is entering school/child care in conditional status. For my child to remain in school, I must provide required documentation of immunization by established deadlines. See back for guidance on conditional status.	
X _____ <b>Parent/Guardian Signature</b>		X _____ <b>Parent/Guardian Signature Required if Starting in Conditional Status</b>	
<b>Date</b>		<b>Date</b>	

▲ Required for School	● Required Child Care/Preschool	MM/DD/YY	MM/DD/YY	MM/DD/YY	MM/DD/YY	MM/DD/YY	MM/DD/YY
<b>Required Vaccines for School or Child Care Entry</b>							
●▲ DTaP (Diphtheria, Tetanus, Pertussis)							
▲ Tdap (Tetanus, Diphtheria, Pertussis) (grade 7+)							
●▲ DT or Td (Tetanus, Diphtheria)							
●▲ Hepatitis B							
● Hib ( <i>Haemophilus influenzae type b</i> )							
●▲ IPV (Polio) (any combination of IPV/OPV)							
●▲ OPV (Polio)							
●▲ MMR (Measles, Mumps, Rubella)							
● PCV/PPSV (Pneumococcal)							
●▲ Varicella (Chickenpox) <input type="checkbox"/> History of disease verified by IIS							
<b>Recommended Vaccines (Not Required for School or Child Care Entry)</b>							
COVID-19							
Flu (Influenza)							
Hepatitis A							
HPV (Human Papillomavirus)							
MCV/MPSV (Meningococcal Disease types A, C, W, Y)							
MenB (Meningococcal Disease type B)							
Rotavirus							

<b>Documentation of Disease Immunity (Health care provider use only)</b>		
If the child named in this CIS has a history of varicella (chickenpox) disease or can show immunity by blood test (titer), it must be verified by a health care provider.		
I certify that the child named on this CIS has: <input type="checkbox"/> A verified history of varicella (chickenpox) disease. <input type="checkbox"/> Laboratory evidence of immunity (titer) to disease(s) marked below.		
<input type="checkbox"/> Diphtheria	<input type="checkbox"/> Hepatitis A	<input type="checkbox"/> Hepatitis B
<input type="checkbox"/> Hib	<input type="checkbox"/> Measles	<input type="checkbox"/> Mumps
<input type="checkbox"/> Rubella	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Varicella
<input type="checkbox"/> Polio (all 3 serotypes must show immunity)		
▶		
Licensed Health Care Provider Signature    Date		
▶		
Printed Name		

I certify that the information provided on this form is correct and verifiable.	Health Care Provider or School Official Name: _____ Signature: _____ Date: _____ If verified by school or child care staff the medical immunization records must be attached to this document.
---	---

## Instructions for completing the Certificate of Immunization Status (CIS): Print the from the Immunization Information System (IIS) or fill it in by hand.

### To print with the immunization information filled in:

Ask if your health care provider's office enters immunizations into the WA Immunization Information System (Washington's statewide registry). If they do, ask them to print the CIS from the IIS and your child's immunization information will fill in automatically. You can also print a CIS at home by signing up and logging into MyIR at <https://wa.myir.net>. If your provider doesn't use the IIS, email or call the Department of Health to get a copy of your child's CIS: [waiisrecords@doh.wa.gov](mailto:waiisrecords@doh.wa.gov) or 1-866-397-0337.

### To fill out the form by hand:

1. Print your child's name and birthdate, and sign your name where indicated on page one.
2. Write the date of each vaccine dose received in the date columns (as MM/DD/YY). If your child receives a combination vaccine (one shot that protects against several diseases), use the Reference Guides below to record each vaccine correctly. For example, record Pediarix under Diphtheria, Tetanus, Pertussis as DTaP, Hepatitis B as Hep B, and Polio as IPV.
3. If your child had chickenpox (varicella) disease and not the vaccine, a health care provider must verify chickenpox disease to meet school requirements.
  - ☐ If your health care provider can verify that your child had chickenpox, ask your provider to check the box in the Documentation of Disease Immunity section and sign the form.
  - ☐ If school staff access the IIS and see verification that your child had chickenpox, they will check the box under Varicella in the vaccines section.
4. If your child can show positive immunity by blood test (titer), have your health care provider check the boxes for the appropriate disease in the Documentation of Disease Immunity section, and sign and date the form. You must provide lab reports with this CIS.
5. Provide proof of medically verified records, following the guidelines below.

### Acceptable Medical Records

All vaccination records must be medically verified. Examples include:

- A Certificate of Immunization Status (CIS) form printed with the vaccination dates from the Washington State Immunization Information System (IIS), MyIR, or another state's IIS.
- A completed hardcopy CIS with a health care provider validation signature.
- A completed hardcopy CIS with attached vaccination records printed from a health care provider's electronic health record with a health care provider signature or stamp. The school administrator, nurse, or designee must verify the dates on the CIS have been accurately transcribed and provide a signature on the form.

### Conditional Status

Children can enter and stay in school or child care in conditional status if they are catching up on required vaccines for school or child care entry. (Vaccine series doses are spread out among minimum intervals, so some children may have to wait a period of time before finishing their vaccinations. This means they may enter school while waiting for their next required vaccine dose). To enter school or child care in conditional status, a child must have all the vaccine doses they are eligible to receive before starting school or child care.

Students in conditional status may remain in school while waiting for the minimum valid date of the next vaccine dose plus another 30 days time to turn in documentation of vaccination. If a student is catching up on multiple vaccines, conditional status continues in a similar manner until all of the required vaccines are complete.

If the 30-day conditional period expires and documentation has not been given to the school or child care, then the student must be excluded from further attendance, per RCW 28A.210.120. Valid documentation includes evidence of immunity to the disease in question, medical records showing vaccination, or a completed certificate of exemption (COE) form.

### Reference guide for vaccine trade names in alphabetical order

For updated list, visit <https://www.cdc.gov/vaccines/terms/usvaccines.html>

Trade Name	Vaccine	Trade Name	Vaccine	Trade Name	Vaccine	Trade Name	Vaccine	Trade Name	Vaccine
ActHIB	Hib	Fluarix	Flu	Havrix	Hep A	Menveo	Meningococcal	Rotarix	Rotavirus (RV1)
Adacel	Tdap	Flucelvax	Flu	Hiberix	Hib	Pediarix	DTaP + Hep B + IPV	RotaTeq	Rotavirus (PV5)
Afluria	Flu	FluLaval	Flu	HibTITER	Hib	PedvaxHIB	Hib	Tenivac	Td
Bexsero	MenB	FluMist	Flu	Ipol	IPV	Pentacel	DTaP + Hib +IPV	Trumenba	MenB
Boostrix	Tdap	Fluvirin	Flu	Infanrix	DTaP	Pneumovax	PPSV	Twinrix	Hep A + Hep B
Cervarix	2vHPV	Fluzone	Flu	Kinrix	DTaP + IPV	Prevnar	PCV	Vaqta	Hep A
Daptacel	DTaP	Gardasil	4vHPV	Menactra	MCV or MCV4	ProQuad	MMR + Varicella	Varivax	Varicella
Engerix-B	Hep B	Gardasil 9	9vHPV	Menomune	MPSV4	Recombivax HB	Hep B		

If you have a disability and need this document in another format, please call 1-800-525-0127 (TDD/TTY call 711).

DOH 348-013 June 2021

# Certificate of Exemption—Personal/Religious

For School, Child Care, and Preschool Immunization Requirements

Child's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_ Birthdate (MM/DD/YYYY): \_\_\_\_\_

**NOTICE:** A parent or guardian may exempt their child from the vaccinations listed below by submitting this completed form to the child's school and/or child care. A person who has been exempted from a vaccination is considered at risk for the disease or diseases for which the vaccination offers protection. An exempted child/student may be excluded from school or child care settings and activities during an outbreak of the disease that they have not been fully vaccinated against. Vaccine-preventable diseases still exist, and can spread quickly in school and child care settings. Immunization is one of the best ways to protect people from getting and spreading diseases that may result in serious illness, disability, or death.

## Personal/Philosophical or Religious Exemption

I am exempting my child from the requirement my child be vaccinated against the following disease(s) to attend school or child care. (Select an exemption type and the vaccinations you wish to exempt your child from):

### PERSONAL/PHILOSOPHICAL EXEMPTION\*

- |                                     |   |                                  |   |
|-------------------------------------|---|----------------------------------|---|
| <input type="checkbox"/> Diphtheria | <input type="checkbox"/> Hepatitis B                | <input type="checkbox"/> Hib     | <input type="checkbox"/> Pneumococcal           |
| <input type="checkbox"/> Polio      | <input type="checkbox"/> Pertussis (whooping cough) | <input type="checkbox"/> Tetanus | <input type="checkbox"/> Varicella (chickenpox) |

*\*Measles, mumps, or rubella may not be exempted for personal/philosophical reasons per state law*

### RELIGIOUS EXEMPTION

- |                                     |   |                                  |   |
|-------------------------------------|---|----------------------------------|---|
| <input type="checkbox"/> Diphtheria | <input type="checkbox"/> Hepatitis B                | <input type="checkbox"/> Hib     | <input type="checkbox"/> Pneumococcal           |
| <input type="checkbox"/> Polio      | <input type="checkbox"/> Pertussis (whooping cough) | <input type="checkbox"/> Tetanus | <input type="checkbox"/> Varicella (chickenpox) |
| <input type="checkbox"/> Measles    | <input type="checkbox"/> Mumps                      | <input type="checkbox"/> Rubella |   |

## Parent/Guardian Declaration

One or more of the required vaccines are in conflict with my personal, philosophical, or religious beliefs. I have discussed the benefits and risks of immunizations with the health care practitioner (signed below). I have been told if an outbreak of vaccine-preventable disease occurs for which my child is exempted, my child may be excluded from their school or child care for the duration of the outbreak. The information on this form is complete and correct.

X

\_\_\_\_\_  
Parent/Guardian Name (print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Health Care Practitioner Declaration

I have discussed the benefits and risks of immunizations with the parent/legal guardian as a condition for exempting their child. I certify I am a qualified MD, ND, DO, ARNP, or PA licensed in Washington State.

X

\_\_\_\_\_  
Licensed Health Care Practitioner Name (print)

\_\_\_\_\_  
Licensed Health Care Practitioner Signature

\_\_\_\_\_  
Date

☐ MD ☐ ND ☐ DO ☐ ARNP ☐ PA

Washington License # \_\_\_\_\_

## RELIGIOUS MEMBERSHIP EXEMPTION

Complete this section ONLY if you belong to a church or religion that objects to the use of medical treatment. Use the section above if you have a religious objection to vaccinations but the beliefs or teachings of your church or religion allow for your child to be treated by medical professionals such as doctors and nurses.

## Parent/Guardian Declaration

I am the parent or legal guardian of the above-named child. I affirm I am a member of a church or religion whose teaching does not allow health care practitioners to give medical treatment to my child. I have been told if an outbreak of vaccine-preventable disease occurs for which my child is exempted, my child may be excluded from their school or child care for the duration of the outbreak. The information on this form is complete and correct.

X

\_\_\_\_\_  
Parent/Guardian Name (print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# Certificate of Exemption—Medical

For School, Child Care, and Preschool Immunization Requirements

Child's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_ Birthdate (MM/DD/YYYY): \_\_\_\_\_

**NOTICE:** This form may be used to exempt a child from the requirement of vaccination when a health care practitioner has determined specific vaccination is not advisable for the child for medical reasons. This form must be completed by a health care practitioner and signed by the parent/guardian. An exempted child/student may be excluded from school or child care during an outbreak of the disease they have not been fully vaccinated against. Vaccine preventable diseases still exist, and can spread quickly in school and child care settings.

## Medical Exemption

A health care practitioner may grant a medical exemption to a vaccine required by rule of the Washington State Board of Health only if in their judgment, the vaccine is not advisable for the child. When it is determined that this particular vaccine is no longer contraindicated, the child will be required to have the vaccine (RCW 28A.210.090). Providers can find guidance on medical exemptions by reviewing Advisory Committee on Immunization Practices (ACIP) recommendations via the Centers for Disease Control and Prevention publication, "Guide to Vaccine Contraindications and Precautions," or the manufacturer's package insert. The ACIP guide can be found at: [www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html](http://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html).

Please indicate which vaccination the **medical** exemption is referring to by disease. If the patient is not exempt from certain vaccinations, mark "not exempt.":

Disease	Not Exempt	Permanent Exempt	Temporary Exempt	Expiration Date for Temporary Medical
Diphtheria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hepatitis B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hib	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mumps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pertussis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pneumococcal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Polio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rubella	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tetanus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Varicella	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Health Care Practitioner Declaration

I declare that vaccination for the disease(s) checked above is/are not advisable for this child. I have discussed the benefits and risks of immunizations with the parent/legal guardian as a condition for exempting their child. I certify I am a qualified MD, ND, DO, ARNP or PA licensed in Washington State, and the information provided on this form is complete and correct.

X

\_\_\_\_\_  
Licensed Health Care Practitioner Name (print)

\_\_\_\_\_  
Licensed Health Care Practitioner Signature

\_\_\_\_\_  
Date

☐ MD ☐ ND ☐ DO ☐ ARNP ☐ PA

Washington License # \_\_\_\_\_

## Parent/Guardian Declaration

I have discussed the benefits and risks of immunizations with the health care practitioner granting this medical exemption. I have been told if an outbreak of vaccine-preventable disease occurs for which my child is exempted, my child may be excluded from their school or child care for the duration of the outbreak. The information on this form is complete and correct.

X

\_\_\_\_\_  
Parent/Guardian Name (print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# Child and Adult Care Food Program ENROLLMENT/INCOME-ELIGIBILITY APPLICATION

PART 1 – CHILDREN'S INFORMATION—Required for all children in care.							
Child's Name	Birthdate	Age	Circle Normal Days/ Print Normal Hours of Care	Circle Meals and Snacks Normally Received			
			Sun Mon Tu Wed Th Fri Sat Normal Hours _____ to _____	Breakfast	A.M. Snack	Lunch	
			Sun Mon Tu Wed Th Fri Sat Normal Hours _____ to _____	P.M. Snack	Supper	Eve. Snack	
			Sun Mon Tu Wed Th Fri Sat Normal Hours _____ to _____	Breakfast	A.M. Snack	Lunch	
			Sun Mon Tu Wed Th Fri Sat Normal Hours _____ to _____	P.M. Snack	Supper	Eve. Snack	
			Sun Mon Tu Wed Th Fri Sat Normal Hours _____ to _____	Breakfast	A.M. Snack	Lunch	
			Sun Mon Tu Wed Th Fri Sat Normal Hours _____ to _____	P.M. Snack	Supper	Eve. Snack	

## INCOME ELIGIBILITY

**Please check the boxes that apply to help determine the other parts of this form to complete:**

- ☐ A family member in our household receives benefits from Basic Food, TANF, or FDIPIR. (Please complete Part 2 and 5.)
- ☐ One or more of the children in Part 1 is a foster child. (Please complete Part 3 and 5.)
- ☐ My child(ren) may qualify for Free/Reduced-Price meals based on household income. (Please complete Part 4 and 5.)
- ☐ My child(ren) will not qualify for Free/Reduced-Price meals. (Please complete Part 5 only.)

PART 2 – HOUSEHOLD MEMBER RECEIVING BASIC FOOD/TANF/FDIPIR— Any household member receiving benefits can establish eligibility for all children in the household.	Case Number or Identification Number

PART 3 – FOSTER CHILDREN—List the names of any children listed in Part 1 who are foster children.	

PART 4 – TOTAL HOUSEHOLD GROSS INCOME FROM LAST MONTH—Not required if you have reported a case number in Part 2.															
List names (First and Last) of everyone in your household, including foster children	Tell us how much and how often. If no income, write "0". Use net income if self-employed.														
	Earnings from Work Before Deductions	Weekly	Every 2 Weeks	2X Month	Monthly	Welfare, Alimony, Child Support	Weekly	Every 2 Weeks	2X Month	Monthly	Retirement, Pensions, Social Security, Other	Weekly	Every 2 Weeks	2X Month	Monthly
1.	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 5 – SIGNATURE AND CERTIFICATION—REQUIRED		
<p>The adult household member who fills out the application must sign below. If Part 4 is completed, the adult signing the form must also list the last four digits of his/her Social Security Number (SSN) or check the box if no SSN. See <i>Privacy Act Statement on the back of this page.</i></p> <p><b>If you have listed a case number in Part 2 or are applying on behalf of a foster child, or have checked the box that your child(ren) will not qualify for Free/Reduced-Price meals, the last four digits of the SSN is not needed.</b></p> <p>"I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that CACFP officials may verify (check) the information. I am aware that if I purposely give false information, the participant/center may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."</p>		
<b>Signature of Adult</b>  X _____	<b>Today's Date</b>  _____	<b>Print Name of Adult Signing</b>  _____
		<b>Social Security Number (SSN) (last four digits)</b> XXX-XX- _____ <input type="checkbox"/> Check if no SSN
<b>Address</b>  _____	<b>City/State/Zip Code</b>  _____	<b>Daytime Phone</b>  _____

**PART 6 – CHILDREN’S ETHNIC AND RACIAL IDENTITIES (OPTIONAL)**

We are required to ask for information about your children’s race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children’s eligibility for receiving meals during care.

Ethnicity (check one): ☐ Hispanic or Latino ☐ Not Hispanic or Latino

Race (check one or more): ☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American ☐ Multi-Racial  
☐ Native Hawaiian or Pacific Islander ☐ White

The **Richard B. Russell National School Lunch Act** requires the information on this application. You do not have to give the information, but if you do not, the funds your child care center/provider receives may be impacted. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Basic Food, Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine the meal reimbursement for your child care center/provider. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

**MAIL\*:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue SW  
Washington, D.C. 20250-9410

**FAX:** 202-690-7442  
**EMAIL:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

**\*Only use this address if you are filing a complaint of discrimination.**

**This institution is an equal opportunity provider.**

**DO NOT FILL OUT - CENTER USE ONLY**

- ☐ Child(ren) are categorically free based on Basic Food/TANF/FDPIR.
- ☐ Foster child(ren) have been identified on this form and qualify for the free category.

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice a Month x 24, Monthly x 12

- ☐ Child(ren) on this form who are not categorically eligible qualify as follows:

Check one: ☐ Free  
☐ Reduced-Price  
☐ Above-Scale

Total Income: \$ \_\_\_\_\_  
☐ Annual ☐ Monthly ☐ Twice Per Month  
☐ Every Two Weeks ☐ Weekly

X \_\_\_\_\_  
**Signature of Institution’s Representative**

\_\_\_\_\_  
**Today’s Date**

**NOT VALID WITHOUT SIGNATURE AND DATE.**

**EIEA Effective Date:** If the institution is using the parent/guardian signature date as the effective date, the form must have been signed by the institution representative within the same month the parent signed the form or the immediately following month. If the institution representative does not evaluate and sign the EIEA within these guidelines, the institution representative’s signature date must be used as the effective date.



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FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

## All About Me

### BARKLEY CHILD DEVELOPMENT CENTER

Please answer all questions which are applicable to your child's age group!

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Child's Nickname: \_\_\_\_\_

#### Life at Home:

Parent's Name (or Guardian): \_\_\_\_\_

Parent's Name (or Guardian): \_\_\_\_\_

#### Parents are (please circle):

Married & living together    Separated    Divorced    Unmarried living together  
Single    Child does not live with parents

#### Child lives with (please circle):

Mother and Father    Mother Only    Father Only    Mother and Mother  
Father and Father    Mother and Stepfather    Father and Stepmother  
Both Parents (Joint Custody)

Child lives with another guardian (please specify: \_\_\_\_\_)

Are there any custody/visiting arrangements that would be helpful for us to know? (Please note, we cannot enforce parenting plans unless there is a current "No Contact Order" on file)

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#### Whatcom Family YMCA Barkley Child Development Center

2415 Rimland Drive, Bellingham, WA 98226  
360 714 0450    www.whatcomymca.org

**Brothers and Sisters:**

(Name) (Age) (Lives with child?)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Does the child have any pets? \_\_\_\_\_

If so, what kind and names? \_\_\_\_\_

Recent major family changes? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Language(s) spoken at home? \_\_\_\_\_

**Past Care:**

Who has cared for your child other than his/her parents/guardians: \_\_\_\_\_

Has your child had previous experience in group care? \_\_\_\_\_

Was the experience enjoyable for you and your child? If no, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Eating Habits:**

Does your child have any special dietary concerns/preferences? \_\_\_\_\_

If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does your child eat unassisted? \_\_\_\_\_ Does s/he enjoy eating? \_\_\_\_\_

What time does your child normally eat?

Breakfast: \_\_\_\_\_

Lunch: \_\_\_\_\_

Snack: \_\_\_\_\_

Dinner: \_\_\_\_\_



Food Likes? \_\_\_\_\_

Food Dislikes? \_\_\_\_\_

### **Sleeping:**

What time does your child normally go to bed at night? \_\_\_\_\_ Awaken? \_\_\_\_\_

What does s/he take to bed with him/her (blanket, pacifier, etc)? \_\_\_\_\_

What is his/her mood upon awakening? \_\_\_\_\_

Does s/he take naps? \_\_\_\_\_ Naptimes: \_\_\_\_\_

Does your child have trouble falling asleep? \_\_\_\_\_

### **Social Relationships and Personality:**

How does your child get along with other children? \_\_\_\_\_

Other adults? \_\_\_\_\_

What age children does your child prefer to play with? \_\_\_\_\_

Does s/he enjoy playing alone? \_\_\_\_\_

How does s/he relate to strangers? \_\_\_\_\_

What makes him/her upset? \_\_\_\_\_

How does s/he show feelings? \_\_\_\_\_

Is your child afraid of anything? \_\_\_\_\_

What methods do you use when your child behaves in a way you don't approve of? \_\_\_\_\_

How does your child usually react? \_\_\_\_\_

How would you describe your child's personality? \_\_\_\_\_

What would you like your child's teachers to know about your child that has not been listed above?



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## EARLY ACHIEVERS: PARENT/GUARDIAN CONSENT FOR ON-SITE EVALUATION

Dear Families,

As you know, the Barkley YMCA Early Childhood Program is participating in an exciting new program called **Early Achievers**. We need your help to make this effort a success! Please read below for more information on how you can help us continue to provide high-quality care that helps children learn and grow.

**Early Achievers** is a voluntary program that:

- Provides families with information about the quality of care on a level 1 through 5 rating system.
- Offers child care program resources like coaching and trainings so they can support children's learning and development.

### ON-SITE EVALUATION:

Child care programs that participate in Early Achievers receive **on-site evaluation** visits from the **University of Washington (UW)**. The purpose of the evaluation visits is to observe and gather information about the program in order to create an **Early Achievers Rating**.

The Downtown YMCA Early Childhood Program has invited the UW evaluation team to visit random selections of its classrooms as part of the Early Achievers rating process. Your child's classroom may be chosen and observed to help the rating team measure the quality of care provided at the Downtown YMCA Early Childhood Program.

This process includes collecting information that will be used to create a program rating and can be used in the next phase of early achievers to improve the quality of care provided for your child, like:

- Observing the child care environment to learn about the materials, activities and experiences available to support children.
- Observe interactions between teachers and children.
- Audiotaping teachers' language to understand the amount and type of language your child's teacher uses.
- Observing children engaging in the classroom to understand how the environment stimulates children's learning.
- Interviewing teachers and directors about how they use their practice to support their young children.
- Interviewing interested families about how the facility staff partner with families to support their children's learning and development.
- Reviewing program files and documentation to learn how program policies and procedures support quality practice.
- Reviewing child files to see how the program supports each child's learning and development.

### **Whatcom Family YMCA**

1256 N. State Street, Bellingham, WA 98225  
360 733 8630 [www.whatcomymca.org](http://www.whatcomymca.org)

**Please note:**

- Your child's care and education will not be interrupted or altered during this process.
- One Early Achievers rating will be assigned for each participating child care program.
- Information about your facility's participation will be posted on the Department of Early Learning and Child Care Aware of Washington websites.
- Any information that is made publically available as part of Early Achievers will never include information about your specific child.
- **No identifiable information about individual children will be collected.**

**Please let us know if your child's files can be included during the evaluation visit.**

☐ **I allow my child's files to be reviewed as part of the facility evaluation as outlined above.**

☐ **I would like my child's files to be excluded during this process**

• Reason (optional): \_\_\_\_\_

**Child Name:** \_\_\_\_\_

**Parent/Guardian Name (printed):** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Optional:** The UW Evaluation Team would like to hear what you think about how your child care program works with children and families. If you are interested in participating in an interview with the UW team, please indicate below:

☐ Yes, I am interested and willing to be contacted by UW for an interview

(Note: not all families who check yes will be contacted)

☐ Please contact me by phone

Phone Number: \_\_\_\_\_

Best time to call: \_\_\_\_\_

☐ Please contact me by email so I can access a link to an online survey

Email address: \_\_\_\_\_



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## Early Childhood Registration Form BARKLEY CHILD DEVELOPMENT CENTER

Start Date: \_\_\_\_\_

Please fill out one form per child

Amount Due: \_\_\_\_\_

Child's Last Name			First Name
Age	DOB	Sex	Home Phone
Billing Address			
Apt. #	City		Zip
Mother/Guardian's Name			Reside with the child
	Home Phone		Work Phone
	Occupation		Place of Business
Father/Guardian's Name			Reside with the child
	Home Phone		Work Phone
	Occupation		Place of Business
Person Responsible for Payment			
Signature of Responsible Party			

AGE ☐ INFANT ☐ TODDLER ☐ PRESCHOOL

SCHEDULE ☐ 5 DAYS ☐ 3 DAYS ☐ 2 DAYS

Please indicate drop off and pick up times:

	MONDAY	Drop Off	Pick Up
	TUESDAY	Drop Off	Pick Up
	WEDNESDAY	Drop Off	Pick Up
	THURSDAY	Drop Off	Pick Up
	FRIDAY	Drop Off	Pick Up
I give the Whatcom Family YMCA permission to use photographs of my child for display and program purposes. Please initial.			

**Whatcom Family YMCA Barkley Child Development Center**

2415 Rimland Drive, Bellingham, WA 98226  
360 714 0450 [www.whatcomymca.org](http://www.whatcomymca.org)



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# Membership Enrollment Form WHATCOM FAMILY YMCA

MEMBER ID NUMBER

--	--	--	--	--	--	--	--	--	--	--	--

## HOME BRANCH

☐ BELLINGHAM

☐ FERNDALE

☐ LYNDEN

## BILLING PARTY

FIRST NAME	MI	LAST NAME	M / F / O	BIRTH DATE (MM/DD/YYYY) / /
MAILING ADDRESS		PRIMARY EMAIL	PRIMARY PHONE NO.	
CITY, STATE, ZIP		ALTERNATE EMAIL	ALTERNATE PHONE NO.	
EMERGENCY CONTACT NAME		RELATIONSHIP TO BILLING PARTY	EMERGENCY CONTACT PHONE NO.	

## HOUSEHOLD MEMBER INFORMATION (IF JOINING)

FIRST NAME	MI	LAST NAME	M / F / O	BIRTH DATE (MM/DD/YYYY)
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /

## PLEASE ADD THE FOLLOWING SERVICES TO MY MEMBERSHIP

<input type="checkbox"/> TOWEL SERVICE	NAME	<input type="checkbox"/> LOCKER SERVICE #1	<input type="checkbox"/> LOCKER SERVICE #2
<input type="checkbox"/> TOWEL SERVICE	NAME	LOCKER #1	LOCKER #2
<input type="checkbox"/> TOWEL SERVICE	NAME	COMBO #1	COMBO #2

I would like to make a donation to the YMCA Annual Campaign to help those who cannot afford YMCA Programs or Memberships. I authorize the YMCA to add the following amount to my monthly bank draft to support financial assistance. ☐ ANNUAL CAMPAIGN ☐ \$25 ☐ \$15 ☐ \$10 ☐ OTHER\_\_\_\_\_

## EMPLOYER (S)

FIRST ADULT	SECOND ADULT
-------------	--------------

## MONTHLY BILLING

DRAFT DATE <input type="checkbox"/> 1 <sup>st</sup> OF EACH MONTH <input type="checkbox"/> 15 <sup>th</sup> OF EACH MONTH	MEMBERSHIP TYPE:	STAFF ONLY: FA/EXPIRES
--	------------------	---------------------------

## PAYMENT OPTION (SELECT ONE)

<input type="checkbox"/> Automatic Transfer System: Checking or Savings Account	<input type="checkbox"/> Automatic Transfer System: Debit or Credit Card
---	--

## MY SIGNATURE, BELOW, CERTIFIES I HAVE READ AND UNDERSTAND THE FOLLOWING:

I authorize an Automatic Transfer System (ATS) membership payment each month from the specified checking/savings account or debit/credit card, on or after the date specified. Returned debit/credit card charges may be assessed a \$5 fee by the YMCA. The Y makes two attempts to collect the funds from your account.

I understand changes (includes membership cancellation) to my membership account must be done in person two (2) weeks before my next draft date in order to take effect on my next draft date. They may be done at any of our Welcome Desks. I also understand the amount charged may change (with a 30-day notification) as a result of dues increase or membership type change. I am responsible for notifying the YMCA if my address changes.

I understand that YMCA membership is non-refundable and non-transferable.

SIGNATURE OF RESPONSIBLE PARTY	DATE	STAFF INITIALS
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PLEASE COMPLETE BOTH SIDES OF THIS FORM TO ENSURE ENROLLMENT IS COMPLETE

The YMCA, as a not-for-profit organization, receives funding from the United Way and other foundations that require statistical information on our membership. The following information is optional, confidential & collect only for this purpose.			
<b>RACE</b> <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> African American/Black <input type="checkbox"/> Alaskan Native <input type="checkbox"/> Caucasian/White <input type="checkbox"/> Hispanic <input type="checkbox"/> Multiracial <input type="checkbox"/> Native American <input type="checkbox"/> Other		<b>HOW DID YOU HEAR ABOUT JOINING THE YMCA?</b> <div> <input type="checkbox"/> Active Member Update           <input type="checkbox"/> Newspaper         </div> <div> <input type="checkbox"/> Billboard           <input type="checkbox"/> Pandora Radio Ad         </div> <div> <input type="checkbox"/> Drove By           <input type="checkbox"/> ParentMap Magazine         </div> <div> <input type="checkbox"/> Former Member           <input type="checkbox"/> Place of Employment         </div> <div> <input type="checkbox"/> Friend/Family           <input type="checkbox"/> Postcard         </div> <div> <input type="checkbox"/> Medical Referral           <input type="checkbox"/> Social Media         </div> <div> <input type="checkbox"/> Movie Theater Ad           <input type="checkbox"/> Web Search Engine         </div> <div> <input type="checkbox"/> Newsletter           <input type="checkbox"/> Other           <input type="checkbox"/> Website         </div>	
<b>PRIMARY LANGUAGE</b> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Russian <input type="checkbox"/> Other -please write below:			
<b>WHAT ARE YOUR ADULT AREAS OF INTEREST?</b> <div> <input type="checkbox"/> Adult Dance           <input type="checkbox"/> Cycling           <input type="checkbox"/> Healthy Lifestyles Programs           <input type="checkbox"/> Small Group Exercise Classes         </div> <div> <input type="checkbox"/> Adult Swim Lessons           <input type="checkbox"/> Diabetes Prevention           <input type="checkbox"/> Low Impact           <input type="checkbox"/> Social Activities         </div> <div> <input type="checkbox"/> Adult Team Sports           <input type="checkbox"/> Family Activities           <input type="checkbox"/> Martial Arts           <input type="checkbox"/> Strength         </div> <div> <input type="checkbox"/> Cardio           <input type="checkbox"/> Exercise &amp; Thrive           <input type="checkbox"/> Mind-Body/Yoga           <input type="checkbox"/> Volunteer Opportunities         </div> <div> <input type="checkbox"/> Cardio Strength           <input type="checkbox"/> Flexibility, Balance &amp; Core           <input type="checkbox"/> Personal Training           <input type="checkbox"/> Water Exercise         </div>			
<b>WHAT ARE YOUR YOUTH AREAS OF INTEREST?</b> <div> <input type="checkbox"/> Academic Enrichment           <input type="checkbox"/> Child Care           <input type="checkbox"/> Gymnastics           <input type="checkbox"/> Youth Fitness         </div> <div> <input type="checkbox"/> ACT! Actively Changing Together           <input type="checkbox"/> Climbing Wall           <input type="checkbox"/> Leadership           <input type="checkbox"/> Youth Martial Arts         </div> <div> <input type="checkbox"/> Adaptive Activities           <input type="checkbox"/> Competitive Activities           <input type="checkbox"/> Volunteer Opportunities           <input type="checkbox"/> Youth Sports         </div> <div> <input type="checkbox"/> Camp           <input type="checkbox"/> Games &amp; Activities           <input type="checkbox"/> Youth Dance           <input type="checkbox"/> Youth Swim Lessons         </div>			
<b>ARE YOU INTERESTED IN VOLUNTEERING AT THE YMCA?</b> <div> <input type="checkbox"/> Aerobics/Group Exercise           <input type="checkbox"/> Coaching           <input type="checkbox"/> Senior Programs           <input type="checkbox"/> Summer Camp         </div> <div> <input type="checkbox"/> Aquatics           <input type="checkbox"/> Family Recreation           <input type="checkbox"/> Social Activities           <input type="checkbox"/> Teen Activities         </div> <div> <input type="checkbox"/> Board Member           <input type="checkbox"/> Fundraising           <input type="checkbox"/> Spinning           <input type="checkbox"/> Volunteerism         </div> <div> <input type="checkbox"/> Child Care           <input type="checkbox"/> Parent-Child Programs           <input type="checkbox"/> Sports           <input type="checkbox"/> Other         </div> <div> <input type="checkbox"/> Climbing Wall           <input type="checkbox"/> Resident Camp           <input type="checkbox"/> Strength Training         </div>			
<b>ACTIVITY LEVEL</b> <input type="checkbox"/> Already Active <input type="checkbox"/> Previously Active <input type="checkbox"/> First Time Exerciser		<b>WOULD YOU LIKE TO VOLUNTEER TO HELP WITH THE YMCA ANNUAL CAMPAIGN?</b> <input type="checkbox"/> Yes - area of interest _____ <input type="checkbox"/> Yes - please contact me: _____ <input type="checkbox"/> No	
CONDITIONS OF MEMBERSHIP			
<p><b>Member Health:</b> The applicant represents that he/she is in physically sound condition and understand participation in aerobics and other exercise weight training, recreational sports and use of pools, saunas, steam rooms and fitness equipment carry a potential risk of injuries or illness. The applicant understands the Whatcom Family YMCA assumes no responsibility for any such injury or illness.</p> <p><b>Member Conduct and Right to Use the Facility:</b> Applicant agrees to abide by all policies and procedures of the Whatcom Family YMCA and its branches and understands failure to act in accordance with these rules may result in expulsion from the YMCA and revocation of the membership.</p> <p><b>Criminal History:</b> The applicant acknowledges it is the policy of the Whatcom Family YMCA to deny membership to any individual registered as a sex offender.</p> <p><b>Property Loss:</b> The applicant understands the Whatcom Family YMCA is not responsible for personal property lost, damaged or stolen while using YMCA facilities for participating in YMCA programs.</p> <p><b>Photograph Permission:</b> The applicant hereby grants permission for the YMCA to use, without limitation or obligation, photographs or other media that may include the member's image or voice to promote or interpret YMCA programs.</p> <p><b>Insurance:</b> The applicant understands the Whatcom Family YMCA does not provide any accident or health insurance for its members of participants and further understands it is the applicant's responsibility to provide such coverage.</p> <p><b>Membership Billing:</b> Any discrepancies to membership billing must be brought to the YMCA's attention within 90 days. The YMCA is not liable for any discrepancies to membership billing issues past 90 days.</p>			
RELEASE OF WAIVER & LIABILITY			
<p>I am aware that participation in YMCA programs and use of the YMCA facilities may involve certain hazards associated with equipment, physical exertion, games, sports and other programs/activities offered by the YMCA. In consideration of, and as part payment or, the right to use YMCA facilities and participate in YMCA programs, I will hold harmless the YMCA ("YMCA" includes its employees, volunteers, directors, officers and agents) for damages of any type, including permanent physical injuries or death, arising out of the ordinary negligence of the participation in YMCA programs. I fully understand and agree I am waiving all claims I may have against the YMCA arising out of the ordinary negligent acts by the YMCA, and I agree I will not bring a lawsuit against the YMCA arising out of its ordinary negligence. If any portion of the Release is held invalid, I agree the remainder shall continue to be enforceable.</p>			
SIGNATURE OF RESPONSIBLE PARTY		DATE	UNIT ID NO.
SIGNATURE OF ADDITIONAL ADULT APPLICANT		DATE	

# **BARKLEY CHILD DEVELOPMENT CENTER**

## **HEALTH POLICY OVERVIEW**

Full version available in your child's classroom

### **Emergency Phone Numbers:**

Fire Department, Police, Rescue:	911
Poison Prevention Center:	1-800-222-1222
Nurse Consultant, Donna Gustin:	360-305-1795
Whatcom County Disease Response and Control:	360-676-6724

### **Emergency Contacts YMCA:**

Downtown YMCA	733-8630
Ask for Janet Cassar, Melinda Yost or Bill Ziels	

## **EMERGENCY PROCEDURES**

### **Minor Emergencies:**

1. Staff trained in first aid will take appropriate steps. i.e. provide band-aid, ice, tlc.
2. Staff will fill out an Ouch or Illness report and have the Director/Program Supervisor sign it. At pick-up parent will sign and receive a copy. A copy of the report will be kept in the office.
3. Parents will be called if necessary.

### **Life-Threatening Emergencies:**

**(i.e. loss of breathing, consciousness, excessive bleeding, broken bones.)**

One person trained in first aid takes charge and takes the following steps:

1. Notify office immediately for assistance.
2. Survey the scene. Determine if it is safe to provide care.
3. Survey the victim. What are their symptoms? Are they conscious? Are they bleeding? Is it safe to move them?
4. Call 911 and be ready to report:
  - a. What happened
  - b. What are the symptoms
  - c. Name and Address of the facility
5. Provide First Aid as needed.

6. Call Parent.
7. Call Emergency contact at the Downtown YMCA if supervisor is not on the scene.
8. Stay with the child even during transport to the hospital.
9. If transport is necessary child's emergency form must be taken with.
10. Complete Incident Report as necessary.
11. Serious injury or hospitalization will be reported to the Childcare Licenser at
12. 1-800-785-5582.

## **Medication Management:**

1. Medication will only be given with prior written permission of a parent or guardian.
2. All medications must be in the original container with pharmacist label showing: The child's full name; name of medication; dosage; frequency; and duration.
3. We will give over the counter cold, cough or pain medication on a per case bases with specific written instructions from a physician.
4. We will not give over the counter cold, cough or pain medications that are needed for symptoms that fall under our exclusion policy.
5. We need a signed medicine authorization form for diaper cream, sunscreen, and teething tablets or gel. Medication Authorization forms for diaper cream, teething tablets, and teething gel will only be valid for 3 months from the date signed.
6. All medications will be stored in the office at Barkley with the exception of diaper cream and sunscreen. The K.E.Y. room will store medication in the supply closet. The Downtown Center will store medications in the classroom.
  - a. Inaccessible to children
  - b. Separate from staff or household medication
  - c. Protected from contaminants
  - d. Under proper temperature control
  - e. Either next to the changing table or in a cupboard
7. Unused medication will be returned to parents or disposed of at the toxic chemical drop-off location.
8. Records of all medications will be maintained in the Medication Log and kept at the site.



# Procedures for Excluding Ill Children from Regular Childcare:

Children are screened on arrival at the center and checked for illness. If your child is sent home with any of the following, **your child will be expected to miss the next day of care**. Children with any of the following symptoms will not be permitted to remain in care:

1. Fever of 99.0 degrees F under arm or higher AND who also have one or more of the following:
  - a. Diarrhea
  - b. Earache
  - c. Show signs of irritability or confusion
  - d. Sore throat
  - e. Rash
2. Vomiting on two or more occasions within the past 24 hours
3. Diarrhea (3 or more watery stools within a 24-hour period or 1 bloody stool)
4. Draining rash or undiagnosed rash that is potentially communicable such as impetigo.
5. Eye discharge or Pink Eye: Children can be readmitted after medical diagnosis to rule out bacterial or viral infection, or after 24 hours of antibiotic treatment.
6. Fatigue that prevents participation in regular activities. If a child is well enough to be at school, then he/she will be expected to be well enough to participate in all activities including outdoor playtime.
7. Open or oozing sores, unless properly covered, or 24 hours has passed since starting antibiotic treatment
8. Lice or Scabies - Until appropriate treatment and all mites or nits have been removed.
9. Parents will be notified when their child has been exposed to a communicable disease.

## **First Aid:**

When children are in our care, staff with current training in Cardio-Pulmonary Resuscitation (CPR) and First Aid are always available. First Aid kits are available in every room and will contain a minimum of: Various sizes of Band-Aids, and plastic gloves. A large first aid kit is located in the closet. A fully stocked first aid kit will be taken on all field trips and kept in each vehicle used to transport children. Each first aid kit will have a complete list of contents with it.

## **Health Records:**

Each child's health records will be kept at the Downtown YMCA with duplicates kept on site and will contain: Identifying information about the child, health history, date of last physical exam, allergies, special considerations; current immunization records, consents for emergency care, authorization to take the child out of the facility to obtain emergency health care and permission to transport the child. Children with chronic life threatening conditions will have a special care plan on file, which will be developed with input from the child's physician, parent, and center staff. Records should be kept for at least a year after the child withdraws from the program.

**Please note that immunizations will be updated as needed.**

## **Infection Control, Disinfecting and Laundering: General Practices:**

1. Staff will wash hands at the appropriate times.
2. Staff will disinfect all accessible surfaces subject to contamination.
3. Bleach solution is used as a disinfectant at a concentration of 1 teaspoon of household bleach per gallon of water for sanitizing dishes, hard-surface toys, eating surfaces, etc. For bathroom accidents, it should be mixed to a strength of 1/4 cup of bleach per gallon of water. The solution is allowed to dry on the surface for maximum effectiveness.
4. Toys will be disinfected daily or when obviously dirty.
5. Cloth toys will be washed in the washing machine or automatic dishwasher (for dishwasher safe toys) at a temperature of above 150 degrees F. (Or 1/4 cup of bleach added to the wash load.)
6. Toys that cannot be washed in the washing machine will be hand washed in warm soapy water, rinsed and dipped into a disinfectant solution for one minute and allowed to air dry.
7. Toilet seats will be cleaned every evening with the stronger bleach solution.
8. General cleaning of the entire center will be done throughout the day and every evening by the staff.
9. Furniture, rugs and carpeting will be vacuumed daily in all areas.
10. Steam cleaning of carpets is scheduled quarterly in all areas.
11. We avoid using cleaners, which leave residues that can be harmless to children.

## **We use the following cleaners:**

1. H 2 Orange 2 – Water soluble cleaner, with less than 4% Hydrogen peroxide for sanitizing floors, carpet spots.
2. Windex glass cleaner with ammonia for mirrors and windows.
3. Micrell Antibacterial Lotion Soap for hand washing.
4. Bleach diluted with water:
  - 1½ tbsp bleach/1 quart water for bathroom accidents, bodily fluid cleanups.
  - 1 tsp bleach/1 quart water for tables, counters, classroom toys, mats, chairs & toilets.
5. All cleaners will be used following manufacturer's directions.

## **Hand Washing:**

1. Staff wash their hands:
  - a. Upon arrival
  - b. Before handling foods, cooking activities, eating and serving food
  - c. After toileting self and children.
  - d. After handling or coming in contact with body fluids such as mucus, blood, saliva or urine
  - e. After handling pets
2. Children will be directed or helped with hand washing:
  - a. Upon arrival at the child care center
  - b. Before meals or cooking activities
  - c. After toileting
  - d. After outdoor play
  - e. After coming in contact with body fluids or pets
3. Soap, warm water (between 80 - 120 degrees F) and individual towels are available for staff and children.
4. Steps for effective hand washing are:
  - a. Turn on water and adjust temperature.
  - b. Wet hands and apply a liberal amount of soap
  - c. Rub hands in a winding motion from wrists to fingertips for a period of not less than 20 seconds.
  - d. Rinse hands thoroughly
  - e. Dry hands, using an individual towel
  - f. Use hand drying towel to turn off water faucet(s)

# Preventing Infections when Contacting Body Fluids:

Even healthy people can spread infection through direct contact with body fluids. Body fluids include: Blood, urine, stool (feces), drool (saliva), vomit, drainage from sores/rashes (pus), etc. When anyone has been in contact with body fluids, or is at risk for being in contact with body fluids the following precautions will be taken:

1. 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 staff may wear disposable gloves.
2. Whenever a child or staff comes into contact with any body fluids, the area (hands, etc.) will be washed immediately with soap and warm water and dried with paper towels.
3. All surfaces in contact with body fluids will be cleaned immediately and disinfected with an agent such as bleach in the concentration used for disinfecting diaper changing area ( 1/4 cup of bleach per one gallon of water for example).
4. Used disposable gloves and cleaning material used to wipe up body fluids will be put in a plastic bag, closed with a tie, 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. After soaking, cloth items or mops 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.
5. Children's clothes soiled with body fluids will be put into a plastic bag and sent home with the child's parent. A change of clothing will be available for children in care.
6. All clothing soiled with body fluids will be changed as soon as possible. Staff in regular contact with body fluids are provided with an apron or T-shirt to protect street clothing. All soiled laundry will be kept safely out of reach of children.
7. Hands are always washed after handling soiled laundry or equipment.

# Food Service:

1. Leftover foods will be covered, dated and stored in the refrigerator or freezer.
2. Foods brought from home will be labeled with the date and child's name, checked upon arrival at the center, and refrigerated as necessary.
3. Eating surfaces will be cleaned before and after use by staff and sanitized with 1 tsp. bleach to 1 qt. water.
4. Frozen food will be thawed in the refrigerator, or under cold running water or during the cooking process.
5. Food requiring reheating will be reheated to an internal temperature of 165 degrees F in 30 minutes or less.
6. Food requiring refrigeration will be stored at a temperature of 45 degrees F or less.
7. All refrigerators/freezers will have thermometers placed in the warmest section.
8. Sinks used for food service will not be used for hand washing.
9. Microwave ovens will not be used to reheat potentially hazardous foods.

## **Nutrition:**

1. The center provides two snacks and lunch will be brought from home.
2. Menus will be prepared in accordance to state guidelines and posted in each classroom.
3. A record of foods served will be kept on file for at least six months.
4. Children will be provided food at intervals of 2 hours to 3 ½ hours apart.
5. Food allergies will be posted where staff can readily see the list. Life threatening allergies require a care plan to be set up.

## **Injury Prevention:**

1. The center will be inspected at least quarterly for safety hazards.
2. Hazards will be reported to the director for correction.
3. The accident and illness log will be monitored by the Program Supervisor to identify accident trends caused by equipment or in areas of the center or school site.

## **Pet Policy:**

Procedures for handling pets:

- Staff and children will wash hands after handling pets.
- Lead teachers will be responsible for feeding, watering, and cleaning.
- Cages will be cleaned by emptying bedding into garbage bag, cage washed with hot soapy water and then sprayed with diaper strength bleach solution. Disinfectant will be allowed to sit 1 minute and then will be rinsed off.
- Hand washing sink will be used to clean cages. Sink and counter will be wiped clean, sprayed with bleach water and allowed to air dry.
- If children with allergies to the pets are present in the classroom, pets will be either transferred to another classroom or housed in the office.
- Children are coached to wash hands after handling pets and pet feeding is included on the chore board.

The following are the risks associated with having small mammals, such as guinea pigs, hamsters, mice, rats, gerbils, and rabbits in the classroom:

- Allergies
- Biting or scratching
- Leptospirosis
- Lymphocytic Choriomeningitis Virus
- Pasteurella
- Salmonella
- Tularemia

The following are the risks associated with having fish in the classroom:

- Mycobacterial infection, a bacterium that can be found in the aquarium water

# **DISASTER PLAN**

Prepared in accordance to specifications outlined in WAC 388-295-5030. See separate plan.

## **Staff Health:**

1. All staff must document a negative tuberculin skin test by the MANTOUX method or chest x-ray, taken within 12 months of employment.
2. Staff who have a communicable disease are expected to remain at home until they are no longer contagious.

## **Special Needs Child:**

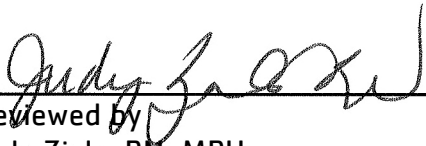
When a child has been identified as having 'special needs' we will meet with the parents and a plan of care will be set up.

## **Child Abuse:**

1. Suspected child abuse will be reported to the Center Director.
2. Signs of child abuse will be documented and given to the Center Director.
3. The Center Director will initiate any appropriate action as defined by the YMCA Child Abuse Policy.

## Health Policy reviewed by:

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