



Happy Feet Academy

OUR FOUNDATIONAL VALUES

MISSION

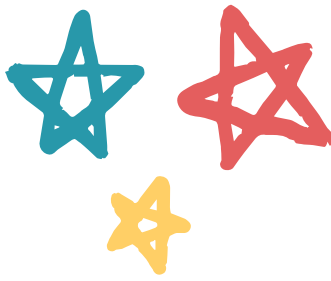
At Happy Feet Academy, we believe that each child we serve is precious, unique, and has enormous potential. Our childcare experience is designed to promote each child's own individual social, emotional, physical, and cognitive development.

As caregivers and educators, our mission is to provide a safe and developmentally appropriate learning environment, which fosters a child's natural desire to explore, discover, create, and become a lifelong learner.

PHILOSOPHY

- Our program is built around the concept that children are born ready to learn. As caregivers, we strive to create a learning environment that is safe, stimulating and encouraging.
- Children develop knowledge of their world through active interactions with caregivers, peers, materials, and events.
- Learning is sequential, building on prior understandings and experiences.
- Learning proceeds at different rates in each area and each child; children will show a range of skills and understandings in any one area of development.
- Learning in each area is interconnected. Young children learn best through experiences, which incorporate several areas of development.
- Learning is embedded in a culture. Children learn best when their learning activities are rooted in a familiar cultural context.
- Learning begins in the family, continues in early care and education settings, and depends on parent involvement and caregiver guidance.
- All children have the potential to achieve the Washington Learning Standards with appropriate supports and instruction.





OVERSIGHT AND ACCOUNTABILITY

WASHINGTON STATE LICENSING

Happy Feet Academy is voluntarily licensed by the Washington State Department of Early Learning. A copy of licensing regulations can be found online under DCYF Childcare Washington Code. A copy of all licenses and inspections are available in the office of our facility for your review.

EARLY ACHIEVERS

Happy Feet Academy voluntarily participates in the Quality Improvement Program overseen by Early Achievers. This program involves monthly interaction and environmental coaching and holistic rating processes that occur a minimum of every three years.

USDA CHILD ADULT AND FAMILY MEAL PROGRAM (CACFP)

Happy Feet Academy voluntarily participates in the childcare nutrition program offered by USDA. This holds us to certain nutritional standards that we must offer to children daily. We partake in ongoing evaluations of all food records and submit monthly reports that allow us to receive reimbursement to offset some of our food service costs. This program requires that we collect income eligibility forms from all families to determine our reimbursement rates for the year.

FIRE SAFETY AND INSPECTIONS

Happy Feet Academy is overseen by two different fire marshals. We receive annual inspections from our local fire authority from the City of Ellensburg. We also are accountable to the State Fire Marshal from the Washington State Patrol that do all pre-licensing and licensing adjustment inspections. As part of this compliance our fire alarm system and fire extinguishers are inspected annually, and we perform monthly fire drills with full alarms to ensure we can evacuate the building in under 2 minutes.

NON-DISCRIMINATION

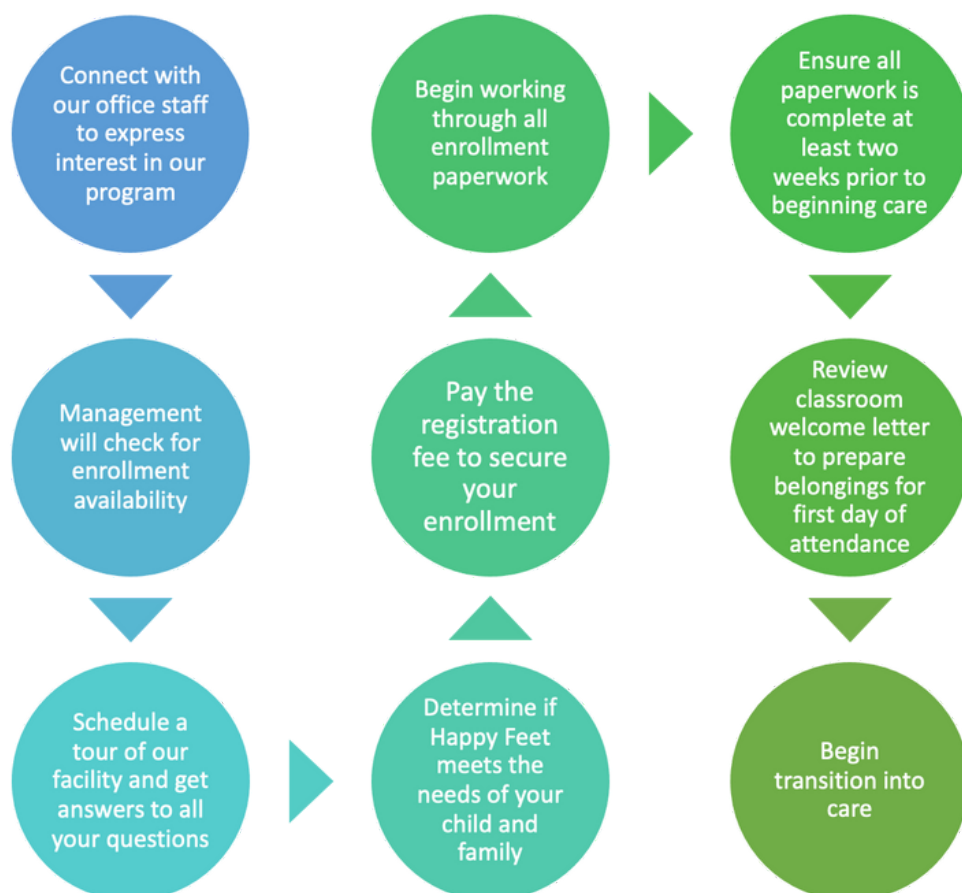
In accordance with Washington State licensing regulations, childcare services are available without discrimination, based on sex, race, color, creed, disability, religion, sexual orientation, national origin, or ancestry.

MANDATED REPORTING

All staff and volunteers associated with Happy Feet Academy are mandated reporters. A mandated reporter, who in his or her professional capacity, or within the scope of his or her employment, has knowledge of or observes a person under the age of 18 years whom he or she knows, or reasonably suspects has been the victim of child abuse or neglect must report the suspected incident. The reporter must contact a designated agency immediately or as soon as practically possible by telephone and shall prepare written documentation within 24 hours.

REGISTRATION PROCESS

STEPS FOR ENROLLMENT



PAPERWORK REQUIREMENTS

You will receive an email of the electronic forms that must be completed prior to attendance. These forms include:

1. Registration Form
2. Immunization Records on the provided form
3. Handbook Agreement Signature
4. Photo Video Release - to allow us to utilize security cameras *This is not a social media release*
5. USDA CACFP Form - this is required for all families to help us receive reimbursement for the food items we supply.
6. Sunscreen, Toothpaste, Diaper Cream Permission Form

We will also send home an applicable ASQ developmental screening packet for you to complete in the first two weeks of enrollment to help us tailor your child's learning goals to their needs.



TRANSITION INTO CARE

We understand that transitioning into a new childcare environment can be both exciting and challenging for children and their families. We aim to provide a smooth and nurturing transition process that supports the well-being and comfort of each child. Our Transition into Care Plan outlines the steps we take to ensure a positive and successful transition for everyone involved.

Pre-Enrollment Phase

1. Parent Tour: We encourage parents to attend a parent tour session where they can meet our staff, learn about our center's philosophy and policies, and ask any questions they may have.
2. Enrollment Documentation: Parents will complete all necessary enrollment forms, providing us with important information about their child's routines, preferences, and medical history. This helps us tailor our care to meet the unique needs of each child.

Preparing for the First Day

Welcome Packet:

Prior to the child's first day, parents will receive a welcome packet that includes essential information about our center, daily schedules, and any specific instructions for the child's care.

Communication:

We encourage open and ongoing communication between parents and our staff. Parents are welcome to share any concerns, preferences, or specific instructions to help us create a nurturing environment that reflects the child's home routines.

Transition Period

Gradual Entry:

We recognize that each child is unique and may require different amounts of time to adjust to the new environment. We offer a flexible transition period, allowing parents and children to gradually increase the length of time spent at our center until they feel comfortable with a full-day schedule.

Comfort Objects:

Parents are welcome to bring comfort objects from home, such as a favorite blanket or stuffed animal, to provide a sense of familiarity and security during the transition period.

Consistent Caregivers:

We strive to maintain consistent caregivers for each child to establish a trusting relationship and promote a sense of continuity and stability.



Communication and Collaboration

Daily Updates:

Our staff will provide daily updates to parents, sharing information about their child's activities, meals, nap times, and any noteworthy milestones or achievements.

Parent-Teacher Meetings:

We schedule regular parent-teacher meetings to discuss the child's progress, address any concerns, and ensure that we are meeting their developmental and emotional needs.

Parent Involvement:

We value the involvement of parents in their child's care. We encourage parents to share their insights, suggestions, and feedback to help us continuously improve our programs and services.

We are committed to fostering a warm and supportive environment during the transition into our care. We understand that each child is unique, and our Transition into Care Plan allows us to tailor our approach to meet the individual needs of every child and family. We are here to provide a nurturing space where children can grow, thrive, and embark on an exciting journey of learning and development.

Special Needs

Families who have children who have a special need will be charged according to the needs of the child and the child's classroom. We do not make it a policy to deny enrollment on the basis of a child with special needs, however, if after talking with the parents of such a child we realize that our facility does not have the proper equipment, specialized training, etc. to care for the child, we will not accept the child. This is in the best interest of the child, since our goal is to meet the needs of each child.

Priority Registration

Happy Feet prioritizes staff and current Happy Feet families when enrolling new children to encourage continuity of care and consistency for families. Happy Feet also has an agreement with KVH to offer first right of refusal for enrollment openings.

Human Rights

No child will be denied enrollment on the basis of his/her race or religion. We do retain the right to deny enrollment if all spots for a particular child's age group are filled and if a child exhibits behaviors that our teachers and staff are not trained or equipped to handle.

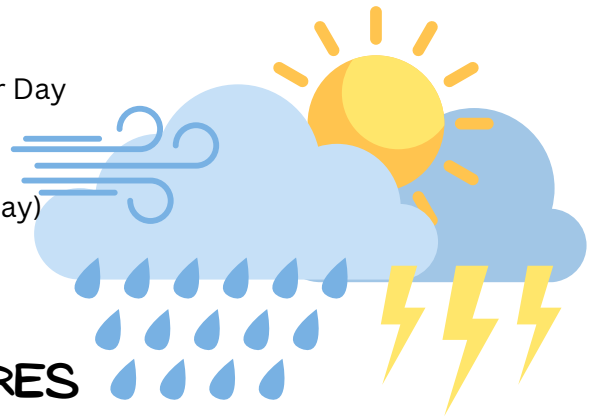


OPERATION POLICIES

OPERATING DAYS

Happy Feet Academy is open Monday through Friday, 7:30 AM- 5:30 PM except for the following holidays and closures (official closure dates will be release every December for the following year):

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Cleaning Day (typically third Monday of March)
- Memorial Day
- Independence Day
- Float Holiday (typically the Friday before Labor Day weekend)
- Labor Day
- Columbus Day (Staff Development/Cleaning Day)
- Thanksgiving (2 days)
- Christmas (2 days)



WEATHER RELATED CLOSURES

Happy Feet Academy will remain open during most severe weather. The Director will monitor the weather and local news stations to determine when it is appropriate to close the center early or cancel care. In the even that Happy Feet closes early or cancels care, parents will be contact via Brightwheel of the situation. Children should be picked up within 30 minutes to ensure time for all parents, children, and staff can travel home safely. Tuition will still be charged for weather closings

FEES

Registration Fees are a one-time fee that will be charged at time of

enrollment: One Child - \$100

Two Children - \$150

Three or more Children - \$200

Late Tuition Fee

Tuition is due on the 25th of the month prior to attendance. For example, June's tuition is due on May 25th. Late Fees will be assessed at **\$25 per day** until the balance is paid in full or a payment plan is arranged in writing with a member of management. If your balance is not paid in full by the 1st day of the month your child will not be permitted to attend until the balance is brought current.

Late Pick-Up Fee

If your child is not picked up from the facility by 5:30 PM or is dropped off prior to 7:30 AM you will be charged **\$2 per minute** of care (per child) outside of our business hours. Although staff are here early and stay late they have other responsibilities to ensure cleanliness and licensing requirements are being met and we are not permitted to care for your child outside of these hours. If a caregiver or approved pickup cannot be reached by 6 PM Happy Feet is obligated to contact the Ellensburg Police Department and the Department of Child Protective Services to help develop a plan for safety if you are incapacitated.



Potty Training

If your child is not fully potty trained by their 4th birthday and they do not have a documented medical condition preventing potty training we charge an additional **\$150 per month** to allow our team to appropriately assist your child with pull-ups and soiled changes.

Failed Payment

If an electronic or check payment fails you will be assessed a \$35 failed payment fee to help cover the finance charges that are assessed to us by the bank and Brightwheel.

Diaper and Wipes Fee

At Happy Feet you are responsible for providing all diapers and wipes for your child. If your child is out of diapers and wipes we are happy to provide them for the cost of **\$1 per diaper and \$5 per package of wipes**.

Discounts

Happy Feet offers a multi-child discount of 5% on private pay tuition when you have more than one child enrolled full-time in our care.

Withdrawal Process

Should your family choose to end care at Happy Feet, we require 30 days of notice prior to care terminating. If you choose to end care immediately or in a shorter amount of time than 30 days you will be responsible for tuition through the 30-day time period and no refunds or prorations will be given.

LIFE HAPPENS
COFFEE
HELPS

ARRIVAL & DEPARTURE

Arrival

Upon arrival parents must sign their child in at the check-in kiosk by the front entrance. Each parent/caregiver will have their own unique Brightwheel pin number for signing children in. Washington Department of Early Learning requires us to accurately track who picks up and drops off children therefore, it is imperative that parents only use the pin number assigned to you through the Brightwheel system. Parents can add authorized pick-up people to the online database and each individual will be assigned their own pin number. We also utilize a front door code for security that we rotate several times per year, please only share this code with individuals that are approved to pick-up your child.

Once your child has been checked-in please make sure you escort your child to their classroom and help them get their belongings put away in their cubby and wash their hands. This will help the child transition into their day gently and allow the teacher to greet the parent and the child and receive any updates that may help us best care for each individual child.

Departure

Upon departure parents must ensure they sign their child out at the Brightwheel Kiosk. Parents will receive a verbal report of how the day went for their child and will be reminded if the child needs any supplies/materials (Diapers, wipes, weather appropriate clothing items, etc.). Happy Feet strives to be a paperless facility to assist with accurate record keeping therefore, the Brightwheel system is where parents will be notified of supply/material needs, changes to the daily schedule, updates about special events, and notifications of any accidents/incidents that may have occurred throughout the day.

Please make sure any approved individual that is picking up your child knows to bring their photo-identification. If there is a new teacher in the classroom or the teacher does not recognize you from previous interactions you will be asked to show your identification to compare against our Brightwheel Permissions. This policy is in place to ensure child safety.



DAILY LIFE in the classroom

Take a look into
our fun, safe &
nurturing
environment!

FREE PLAY

“Free-play” (also called child-initiated activities, free choice, self-selection) will be incorporated into the morning and afternoon schedule and must encompass a minimum of $\frac{1}{3}$ of the child’s day. Teachers will actively participate with the children during free play activities by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc.

OUTDOOR PLAY

Outdoor play will be incorporated into the daily schedule for both the morning and afternoon, in almost all weather conditions. In the event of severe wind/cold, or extreme heat, children are permitted to remain indoors. Teachers will refer to the *Child Care Weather Watch* poster to determine if it is too hot or cold to play outdoors.

There is less structure in an outdoor learning environment; however, staff members will actively engage in activities when prompted by the children. Outdoor play is an opportunity for children to run, jump, climb and use their bodies in ways that would otherwise be unsafe in an indoor classroom. In addition, a large amount of social interaction takes place when children play outdoors. Because they are engaged in fewer teacher-directed activities and more child-directed play, children are able to choose their friends and who to interact with.

The outdoor learning environment is an extension of the indoor classroom. Concepts taught indoors will be expanded upon while outdoors. For example, building with blocks on an uneven surface outside, or playing with toy cars in the grass teaches children about different textures, sounds, and smells because the environment is naturally different from the indoors. Lesson plans will include an outdoor learning component.

NAP/REST TIME

The Washington Department of Early Learning requires that all children be provided a regularly scheduled nap or rest time. Children will not be forced to sleep but will be encouraged to lie quietly for a period of time. The length of time a child should have to remain resting varies by child. There is no hard and fast rule regarding the maximum amount of time a child should have to remain resting. However, the state does mandate that we as a provider may not wake a child up from rest time. Children will be provided alternative quiet activities if unable to rest.

CURRICULUM

Curriculum at Happy Feet includes the child-initiated and teacher-directed activities and experiences offered to young children that support and enrich their development physically, emotionally, socially, and cognitively. Happy Feet uses the Creative Curriculum for Infants, Toddlers and Twos and the Creative Curriculum for Preschool as guides for planning the curriculum in each of its program rooms.

Each classroom has weekly lesson plans, posted in the classroom. These plans contain a number of activities, designed to foster each child's development, and the development of the group as a whole. Lesson plans should be changed in order to accommodate the children's changing interests.

Each classroom is set-up in centers, which include blocks, dramatic play, books, gross motor, fine motor, and art. Outdoor play is important to a child's physical development and must be included in both the morning and afternoon schedule. Self-selection or "free-play" is a daily part of the curriculum and means a child has the opportunity to choose which center or activity he/she participates in. This promotes creative expression and development of important social skills.

ACCESS POLICY

Any person in the center who is not an owner, staff member, substitute, subcontracted staff, or volunteer who has had a record check and approval to be involved with child care **shall not** have unrestricted access to children for whom that person is not the parent, guardian or custodian, nor be counted in the staff to child ratio. **Unrestricted access** means that a person has contact with a child alone or is directly responsible for the child's care.

Persons who do not have unrestricted access will be under the direct supervision and monitoring of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the Lead Teacher unless he/she delegates it to the Full Time Assistant Teacher due to a conflict of interest with the person.

Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If it becomes a dangerous situation, staff will follow the "Dangerous Adult" procedure. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc., will be monitored by a paid staff member and will not be allowed to interact with children on the premises.

A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian or custodian) who is required to register with the Washington sex offender registry:

- Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
- Shall not be on the property of the child care center without written permission from the Director, except for the time reasonably necessary to transport the offender's own minor child to and from the center. The Director is not obligated to provide permission and must consult with their DEL licensing agent first.



All individuals who are visiting the center (i.e., someone who is not a parent or authorized pick-up person; or staff member) is required to sign in at the office before entering the center. The visitor is then required to sign out before leaving the building. Staff members should notify the Director if expecting a visitor.

CLASSROOM PLACEMENT & ROTATIONS

INFANT PROGRAM

Welcome to our Infant Program! Our program is designed to provide a safe, nurturing, and engaging environment for infants between the ages of 1 month and 12 months. We understand the unique needs of infants and aim to foster their development through attentive care, stimulating experiences, and warm interactions.

PROGRAM GOALS:

Emotional Bonding and Security:

- We prioritize building strong emotional bonds with each infant in our care. Our compassionate and experienced caregivers create a loving and secure environment, ensuring that infants feel safe, valued, and supported throughout their time with us.

Individualized Care:

- We recognize that each infant is unique, with their own needs and preferences. Our program focuses on providing individualized care, respecting each child's routines, sleep patterns, and feeding schedules. We work closely with parents/guardians while maintaining compliance with the state-required guidelines to ensure the well-being and safety of all infants in our care. We understand the importance of consistency between home and our center and strive to create a seamless transition for each child.

Cognitive Stimulation:

- Even at this early stage, infants are curious and eager to explore their surroundings. We provide age-appropriate toys, sensory materials, and stimulating activities that promote cognitive development, such as tummy time, grasping objects, and early sensory experiences.

Language Development:

- We understand the critical role language plays in an infant's development. Our caregivers engage in frequent conversations with infants, using simple and clear language, while also introducing songs, rhymes, and interactive stories to enhance language acquisition.

Motor Skills Development:

- Our program supports the development of gross and fine motor skills through activities that encourage movement, reaching, grasping, crawling, and eventually, assisted walking. We provide a safe and spacious environment where infants can explore and practice their newfound skills.

Social Interaction:

- While infants may not yet be actively engaging in social interactions, we create opportunities for them to observe and engage with their peers. Our caregivers facilitate of gentle social interactions, fostering a sense of belonging and promoting the development of early social skills.

HEALTH AND SAFETY:

The health and safety of our infants are of utmost importance. We maintain strict hygiene practices, including regular handwashing, sanitization of toys and equipment, and a clean environment. Our caregivers are trained in infant CPR and undergo the following Washington State training requirements for infant care:

- **Infant Safe Sleep:** Our caregivers receive training on safe sleep practices for infants, including creating a safe sleep environment, proper positioning, and reducing the risk of Sudden Infant Death Syndrome (SIDS) and other sleep-related incidents.
- **Feeding and Nutrition:** We ensure that our caregivers are knowledgeable about appropriate feeding practices for infants, including bottle-feeding, breast milk handling and storage, introducing solid foods, and promoting healthy eating habits.
- **Basic First Aid:** Our caregivers receive training in basic first aid, equipping them with the skills to handle common infant injuries and emergencies effectively. This includes knowledge of choking hazards, minor cuts, burns, and falls.

By adhering to these training requirements, we ensure that our caregivers are well-prepared to address the specific health and safety needs of infants, providing a secure and protected environment for their growth and development.

Communication with Parents/Guardians:

We value open and ongoing communication with parents/guardians. We provide daily updates on each infant's activities, routines, feeding, and diaper changes. We encourage parents/guardians to share important information and insights that can help us provide the best possible care. We are committed to partnering with parents/guardians to create a seamless integration between home and our Infant Program, ensuring the best possible experience for each child in our care.

We look forward to nurturing and supporting your infant's growth and development in our Infant Program. Should you have any questions or concerns, please do not hesitate to reach out to us.

TODDLER PROGRAM

Welcome to our Toddler Program! Where curious minds and boundless energy come together! Our program is specifically tailored to meet the needs of toddlers aged 12 to 30 months, providing an environment that encourages exploration, independence, and socialization. We understand that toddlers are embarking on a remarkable journey of self-discovery and rapid development, and we are here to support and guide them every step of the way.

At our Toddler Program, we strive to create an atmosphere that sparks joy, fosters creativity, and nurtures a love for learning. Our experienced caregivers are passionate about working with toddlers and are dedicated to providing them with a stimulating and engaging environment that supports their unique interests and abilities.

As your toddler blossoms into their own unique individual, we prioritize emotional development and social skills. Our caregivers create a warm and supportive space where toddlers feel safe to express themselves and form meaningful connections with their peers. Through carefully planned activities, collaborative play, and group interactions, we foster a sense of belonging and empathy, helping toddlers develop the essential social skills that will benefit them throughout their lives. Recognizing that each toddler is on their own developmental timeline, we provide individualized care and tailor our program to meet their specific needs. We work closely with parents/guardians to understand their toddler's routines, preferences, and milestones, ensuring a seamless integration between home and our center. By maintaining consistency and open communication, we create an environment where toddlers feel secure and can thrive.

Our Toddler Program is designed to ignite their curiosity and promote cognitive development. From hands-on exploration to age-appropriate problem-solving activities, we create opportunities for toddlers to engage in critical thinking, creativity, and early literacy experiences. We encourage their natural inclination to question, discover, and make connections with the world around them, fostering a lifelong love for learning.

Language and communication skills are nurtured through engaging conversations, storytelling, and interactive experiences. Our caregivers actively encourage toddlers to express themselves, expanding their vocabulary and fostering effective communication. Through songs, rhymes, and group discussions, we help toddlers develop the building blocks of language that will enhance their ability to express ideas and connect with others.



Physical development is also a key focus of our Toddler Program. We provide a safe and stimulating environment where toddlers can develop their gross and fine motor skills. From climbing and running to stacking blocks and engaging in sensory activities, we support their physical growth and coordination. By promoting physical exploration, we help toddlers gain confidence in their abilities and develop a strong foundation for their future physical milestones.

Health and safety are paramount in our Toddler Program. We maintain a clean and sanitized environment, follow strict hygiene practices, and conduct regular health checks. Our caregivers are trained in pediatric first aid and CPR, ensuring that we are well-prepared to handle any situation that may arise. Your toddler's well-being is our top priority.

We believe in the power of strong partnerships between parents/guardians and our caregivers. We value open and transparent communication, providing regular updates on your toddler's progress, milestones, and daily experiences. We invite parents/guardians to actively participate in their child's learning journey, offering opportunities for collaboration, parent-teacher conferences, and shared insights.

In our Toddler Program, we embrace the uniqueness of each child and celebrate their individuality. We are committed to fostering their growth, independence, and joy as they navigate this exciting stage of development. Join us as we embark on this transformative journey together, guiding your toddler towards a future filled with endless possibilities.



PRESCHOOL PROGRAM (2 1/2-6 YEARS)

Welcome to our Preschool Program; a place where young minds thrive and lifelong learning continues! Our program is designed to provide a nurturing and engaging environment for children aged 2.5 to 5 years, preparing them for the exciting transition to kindergarten while cultivating a love for learning that will last a lifetime.

In our Preschool Program, we prioritize kindergarten readiness and focus on developing the essential skills that will empower children to succeed academically and socially. We understand the importance of a strong foundation, and our experienced educators are dedicated to providing a comprehensive curriculum that stimulates cognitive growth, fosters creativity, and promotes social and emotional development.

With an emphasis on kindergarten readiness, we offer a rich and diverse range of activities that promote early literacy, numeracy, and problem-solving skills. Our curriculum is thoughtfully designed to introduce children to pre-reading and pre-writing skills, math concepts, and critical thinking exercises. Through engaging and interactive experiences, we encourage children to explore, inquire, and develop a genuine curiosity about the world around them.

We believe that a love for learning is best cultivated through hands-on experiences and meaningful interactions. Our educators create a supportive and inclusive classroom environment where children are encouraged to express their thoughts, share ideas, and collaborate with their peers. We foster a sense of belonging and respect, empowering children to develop strong communication skills, empathy, and a positive self-image.

At our Preschool Program, we understand that each child is unique and develops at their own pace. We provide individualized attention and tailor our teaching strategies to meet the specific needs and interests of each child. Our educators work closely with parents/guardians to understand their child's strengths, areas for growth, and learning styles, ensuring a collaborative and holistic approach to their development.

In addition to academic preparedness, we also focus on cultivating important life skills that will serve children well beyond their preschool years. Our program promotes independence, problem-solving, and decision-making skills, encouraging children to become confident and capable individuals. We foster resilience, adaptability, and a growth mindset, empowering children to embrace challenges and persist in their efforts.



A key aspect of our Preschool Program is fostering a lifelong love for learning. We believe that education should be a continuous journey, and we strive to instill a passion for discovery and intellectual growth in each child. Through engaging and stimulating activities, we nurture their natural curiosity, creativity, and imagination. We encourage children to explore different subjects, ask questions, and seek answers, fostering a love for learning that extends far beyond their time in our program.

Health and safety are of utmost importance to us. We maintain a clean and sanitized environment, adhere to strict hygiene practices, and ensure regular health checks. Our educators are trained in first aid and CPR, providing a safe and secure environment for your child's well-being.

We value open and transparent communication with parents/guardians, recognizing that strong partnerships are vital for a child's development. We provide regular updates on your child's progress, milestones, and areas of growth. We encourage parental involvement through parent-teacher conferences, workshops, and opportunities for shared insights, creating a collaborative community that supports each child's learning journey.

SAMPLE DAILY SCHEDULE

7:30-8:00 Arrival and Greeting Time

8:00-8:30 Breakfast

8:30-9:00 Free Play

9:00-9:15 Potty and Snow Gear/Sunscreen

9:15-10:15 Recess

10:15-11:00 Learning Rotations

11:00-11:15 Circle Time

11:15-11:30 Potty/Wash Hands

11:30-12:00 Lunch

12:00-2:30 Rest Time

2:30-3:00 Potty/Teeth Brushing

3:00-3:15 Snack

3:15-4:00 Free Play

4:00-4:30 Recess

4:30-5:30 Rotations/Departure Time



BEHAVIOR MANAGEMENT



At Happy Feet, we believe in creating a safe, nurturing, and inclusive environment that promotes positive behavior, self-regulation, and social-emotional development. Our behavior management policy outlines the strategies, approaches, and guidelines we follow to support children in developing positive behavior and maintaining a respectful and cooperative community.

Positive Guidance and Supportive Environment:

- 1.1. Our staff members are trained multiple times throughout the year on positive guidance techniques that focus on promoting positive behavior through modeling, reinforcement, and redirection.
- 1.2. We provide a supportive environment that encourages open communication, active listening, and empathy to understand and address the underlying causes of challenging behaviors.
- 1.3. We foster a sense of belonging, respect, and inclusion for all children, promoting positive social interactions and valuing diversity.

Clear Expectations and Rules:

- 2.1. We establish clear and developmentally appropriate expectations and rules that are communicated consistently to children and families.
- 2.2. Expectations and rules are discussed and reinforced regularly to ensure a shared understanding among children, families, and staff members.
- 2.3. We encourage children's active participation in establishing classroom rules and problem-solving strategies, promoting their ownership and engagement in maintaining a positive environment.



Proactive Teaching and Social-Emotional Learning:

- 3.1. We provide ongoing opportunities for teaching and reinforcing positive behaviors, social skills, and emotional regulation.
- 3.2. Our curriculum incorporates social-emotional learning activities, promoting empathy, conflict resolution, self-awareness, and self-control.
- 3.3. Staff members use age-appropriate strategies, such as visual supports, social stories, and role-playing, to help children understand and practice positive behaviors.

Individualized Support and Behavior Plans:

- 4.1. We recognize that each child is unique and may require individualized support to address challenging behaviors effectively.
- 4.2. In collaboration with families, our staff members develop behavior plans for children with persistent or significant behavioral challenges.
- 4.3. Behavior plans outline specific strategies, goals, and interventions tailored to the individual needs of the child, ensuring consistency between home and childcare settings.

Positive Reinforcement and Recognition:

- 5.1. We emphasize positive reinforcement, acknowledging and celebrating children's efforts and achievements.
- 5.2. Verbal praise, rewards, and tangible incentives are used to reinforce positive behavior and encourage self-esteem and motivation.
- 5.3. We create a culture of recognition, highlighting children's strengths, perseverance, and acts of kindness, promoting a positive and supportive community.

Communication and Collaboration with Families:

- 6.1. We maintain open and regular communication with families, sharing information about their child's behavior, progress, and any concerns.
- 6.2. We seek input from families regarding their cultural practices, disciplinary approaches, and strategies that have been successful at home.
- 6.3. Families are encouraged to communicate openly with staff members regarding their child's behaviors, concerns, or changes at home that may impact their behavior.



Professional Development and Continuous Improvement:

- 7.1. Our staff members participate in multiple professional development and training to enhance their understanding of child development, behavior management strategies, and trauma-informed approaches.
- 7.2. We regularly evaluate and review our behavior management practices, seeking feedback from staff, families, and external experts to ensure effectiveness and alignment with best practices.

Confidentiality and Privacy:

- 8.1. All information related to children's behavior, behavior plans, and disciplinary actions is treated with strict confidentiality, adhering to privacy regulations and policies.
- 8.2. Access to behavior-related documentation is limited to authorized staff members directly involved in the child's care and behavior management.
- This policy will be reviewed annually to ensure its effectiveness, compliance with regulations, and alignment with evolving research and best practices. We value the well-being and growth of each child and are committed to creating a supportive and respectful environment that fosters positive behavior and social-emotional development.

BITING POLICY

Definition of Biting:

Biting is a developmentally appropriate behavior observed in young children, particularly infants and toddlers. It is common for children in this age group to explore the world using their mouths, including biting. However, it is important to prevent injuries to other children and caregivers as much as possible, ensuring a safe and supportive environment for everyone involved.

Prevention Strategies:

To minimize biting incidents, we implement the following prevention strategies:

Supervision and Monitoring: Our staff members maintain vigilant supervision to promptly intervene and redirect children's behavior.

Structured Activities and Engagements: Providing structured activities and encouraging positive social interactions can reduce frustration and the likelihood of biting.

Teaching Alternative Ways to Express Frustration: We help children learn appropriate ways to express their frustrations and emotions.

Promoting Effective Communication Skills: We support children in developing their communication skills, aiding them in expressing their needs and feelings verbally.

Encouraging Positive Social Interactions: Our environment fosters positive social interactions and emphasizes the importance of empathy and kindness.

Response to Biting Incidents:

In the event of a biting incident, we take the following steps:

Immediate Care for the Victim: We provide immediate care and comfort to the child who has been bitten.

Assessing the Situation and Gathering Information: Our staff members investigate the incident, collect relevant information, and determine the circumstances surrounding the biting incident.

Comforting the Child Who Bit: We offer appropriate comfort, guidance, and redirection to the child who engaged in the biting behavior.

Communication with Parents/Guardians: We promptly inform the parents/guardians of both the child who was bitten and the child who bit, providing details of the incident and any necessary follow-up actions.

Documentation of the Incident: The incident is documented as required by Washington State regulations, ensuring accuracy and maintaining records for future reference.

Reporting and Documentation:

We adhere to Washington State regulations by:

- **Reporting Biting Incidents to Parents/Guardians:** Parents/guardians are promptly notified of any biting incidents involving their child.
- **Completing Incident Reports:** Incident reports are completed in accordance with Washington State regulations, documenting the incident, actions taken, and any necessary follow-up.
- **Retention and Confidentiality:** Incident reports are retained confidentially and shared on a need to-know basis, ensuring the privacy of all involved parties.

Individualized Support and Intervention:

For children engaging in biting behavior, we provide individualized support and intervention:

- **Assessing the Child's Needs and Triggers:** We assess the child's developmental needs and triggers for biting incidents to gain a comprehensive understanding.
- **Behavior Management Plan:** A behavior management plan is developed in collaboration with parents/guardians, outlining strategies to address the biting behavior

Suspension/Expulsion Policy

At Happy Feet Academy, we are committed to providing a safe and inclusive environment for all children in our care. We firmly believe in the value of early childhood education and recognize that each child deserves every opportunity to grow and learn. We approach challenging behaviors with empathy, understanding, and a commitment to exhaust all available resources before considering suspension or expulsion.

Our Approach:

1. Behavior Intervention Plan: When a child demonstrates challenging behaviors, our team will work closely with the child, their family, and any relevant professionals to understand the underlying factors contributing to the behavior. We will develop and implement a behavior intervention plan to address the child's needs, promote positive behavior, and foster their social-emotional development.
2. Collaborative Efforts: We value open and ongoing communication with parents/guardians. We encourage families to share any concerns or insights about their child's behavior and well-being. By working together, we can better understand the child's needs and implement consistent strategies across home and childcare settings.
3. Professional Guidance: Our team will collaborate with specialists, such as behavior consultants, therapists, or educational professionals, to seek additional expertise and support. We will follow their recommendations and integrate them into the child's behavior intervention plan.
4. Community Resources: We will explore and leverage community resources available to us, such as early intervention programs, counseling services, or other relevant programs, to provide additional assistance and support for the child and their family.
5. Staff Training and Support: Our staff will receive ongoing professional development and training to enhance their skills in behavior management, positive discipline techniques, and fostering a nurturing environment. This training occurs a minimum of annually. We believe in providing our team with the tools and knowledge necessary to effectively support children with challenging behaviors.

Expulsion as a Last Resort:

Expulsion is an extreme measure and is only considered in rare circumstances where the safety of our staff or other children is at risk despite exhausting all available resources. We recognize that expulsion can have a significant impact on the child and their family, as well as on the overall community.

If expulsion becomes necessary, we will follow our established protocol, ensuring transparency and open communication with the child's family. We will provide support and guidance to help the family find alternative childcare arrangements that meet their needs.



At Happy Feet Academy, we are committed to maintaining the safety and well-being of all children and staff members. We firmly believe in providing a supportive and inclusive environment that allows every child to thrive. We will always exhaust all community resources and make every effort to assist the child before considering expulsion.

By working together with families, professionals, and the community, we aim to create an environment where children can grow, develop, and reach their full potential while maintaining a safe and nurturing environment for everyone involved.

USDA FOOD PROGRAM (CACFP)

Happy Feet Academy is a proud participant of the USDA CACFP meal program. The USDA CACFP (Child and Adult Care Food Program) is a federal program in the United States that provides nutritious meals and snacks to eligible children and adults in daycare centers, family daycare homes, afterschool programs, and other similar settings. The goal of the program is to ensure that participants receive well-balanced meals that meet their dietary needs and promote healthy growth and development.

Through CACFP, participating providers receive reimbursements for serving meals that meet specific nutrition requirements, such as including fruits, vegetables, whole grains, and lean proteins. The program also supports the inclusion of culturally diverse foods and accommodates special dietary needs.

CACFP benefits both the providers and the families they serve. Providers receive financial assistance to offset the costs of purchasing and preparing meals, while families benefit from knowing that their children are receiving nutritious meals while in care. The program aims to instill healthy eating habits in children from an early age and support their overall well-being.

Overall, the USDA CACFP plays a crucial role in ensuring that children and adults in eligible care settings have access to healthy and balanced meals, promoting their growth, development, and overall health.

INFANT AND TODDLER SPECIFIC POLICIES

At Happy Feet Academy, we prioritize the safety, hygiene, and comfort of every child during diapering. Our Diapering Policy outlines the procedures and practices we follow to ensure a clean and nurturing environment.

Diapering Procedure:

1. The child will never be left unattended on the diaper-changing table. We maintain constant supervision and engagement during the entire diapering process.
2. The diaper changing table will be used exclusively for diapering purposes. No toys, pacifiers, papers, dishes, or other items will be placed on the diapering surface.
3. The diaper changing surface will always remain intact and impervious to moisture. We regularly inspect it to ensure there are no tears, rips, or the use of temporary fixes like duct tape.

Department of Health Procedures

We will prominently display the Department of Health poster detailing the recommended diapering procedure, which will be followed at all times in our center.

SEE STEPS HERE



Our staff members will adhere to the following diapering steps:

1. Wash hands thoroughly before and after each diaper change.
2. Gather all necessary materials before beginning the diapering process. If diaper ointment is needed, a small amount will be placed on a paper towel before proceeding.
3. Gently place the child on the diaper-changing table and remove the soiled diaper. The child will never be left unattended during this process.
4. Dispose of the soiled diaper in a designated container with a foot pedal cover.
5. Clean the child's diaper area from front to back using a clean, damp wipe for each stroke.
6. Apply topical cream, ointment, or lotion only when written consent is on file.
7. Wash hands thoroughly, removing gloves if worn, and then wash hands again. A wet wipe or damp paper towel may be used for this hand washing only.
8. Put on a clean diaper and, if applicable, protective pants. Dress the child appropriately.
9. Wash the child's hands with soap and running water or use a wet wipe for young infants.
10. Safely place the child in a secure and supervised area.
11. Clean the diaper-changing pad using soap and water, rinse with water, and disinfect with a solution of 1 tablespoon of bleach per quart of water. The bleach solution will be allowed to remain on the surface for at least 2 minutes before drying.
12. Wash hands thoroughly once again. If gloves were used, all the above steps must still be followed.



BOTTLES

At Happy Feet Academy, we prioritize the health and well-being of the children in our care, including their nutrition and feeding practices. Our Bottle/Food Preparation Area policy outlines guidelines and procedures to ensure the safe and hygienic preparation of bottles and food for infants and young children.

Handwashing and Food Preparation Area:

- Staff members will wash their hands thoroughly in the designated handwashing sink before preparing bottles or food.
- The food preparation sink and area will not be used for handwashing or general cleaning to maintain cleanliness and prevent cross-contamination.



Separation and Storage:

- To prevent cross-contamination, a minimum distance of eight feet will be maintained between the food preparation area and the diapering area. If space limitations make this distance unfeasible, a moisture-proof, transparent barrier of Plexiglas or safety glass, at least 24 inches high, will be installed.
- Used bottles and dishes will not be stored within eight feet of the diapering area or placed in the diapering sink.

Cleaning and Sanitization:

- Preparation surfaces will be cleaned, rinsed, and sanitized before preparing formula or food to ensure hygiene and prevent contamination.
- Microwave ovens will not be used to heat formula, breast milk, or baby food, as this may cause uneven heating and pose a risk to the child.

Bottle Labeling and Cleaning:

- Hands will be washed at the handwashing sink before handling bottles to maintain cleanliness and prevent the spread of germs.
- All bottles will be labeled with the child's full name, date prepared, and the time feeding begins. Bottles should be discarded within one hour if not consumed.
- Bottles will not be washed and reused at our center. Families are responsible for providing a sufficient number of bottles to meet their child's daily needs. If bottles need to be reused, our center will wash, rinse, and sanitize them separately or place them in a dishwasher with a sanitizing cycle. Used bottles cannot be cleaned in a food sink and will be placed in a designated tub to be cleaned in the kitchen.
- Nipples that need to be reused will be washed, rinsed, and boiled for one minute before being air-dried.
- All bottle nipples should be covered at all times to reduce the risk of contamination and exposure.

Refrigeration:

- Filled bottles will be capped and refrigerated immediately upon arrival at the center or after mixing. We cannot continue to feed a bottle that a child was eating en route to our center, but we are happy to make them a fresh one. Formula bottles should not be premade at home.
- Bottles that babies have fed from will not be placed back in the refrigerator or reheated to prevent bacterial growth caused by introducing saliva into the milk.

Feeding Practice:

- Infants will be fed on demand, with caregivers holding and making eye contact during feeding while providing nurturing interactions.
- Bottles and food will be discarded after one hour of being out of the refrigerator to prevent bacterial growth. Unconsumed portions will be thrown away.
- Infants will not be propped or allowed to feed themselves a bottle until they can independently hold it. Infants will not be allowed to walk around with food, bottles, or cups.
- Infants will not be given a bottle while lying down or in a crib to reduce the risk of baby bottle tooth decay, ear infections, and choking.

Caregivers will watch for and respond appropriately to hunger and fullness cues exhibited by the child.

Contents of Bottle:

- Infants will be fed breast milk or iron-fortified infant formula until they are one year of age.
- Written permission from the child's licensed healthcare provider will be required if an infant is to be fed Pedialyte or a special diet formula.
- No medication will be added to breast milk or formula, and honey or products made with honey will not be given to infants under 12 months of age due to the risk of botulism.
- Bottles will only contain formula or breast milk. Juice will be given only in a cup after the age of 12 months.

Formula:

- Powdered formula in cans will be dated when opened and stored in a cool, dark place. Unused portions will be discarded or sent home one month after opening.
- Formula will be mixed as directed on the can, using water from the food preparation sink or bottled water. Water from the handwashing sink may NOT be used for bottle preparation.

Breast Milk:

- Frozen breast milk will be stored at 10°F or less and for no longer than two weeks. Containers will be labeled with the child's full name and the date brought to the center.
- Frozen breast milk will be thawed in the refrigerator or in warm water (under 120°F) and then warmed as needed before feeding. Thawed breast milk should not be refrozen.
- Unused thawed breast milk will be returned to the family at the end of the day.

SAFE SLEEP

At Happy Feet Academy, the safety and well-being of the children in our care are our top priorities. We follow the safe sleep guidelines set forth by the Washington State child care code to create a secure and comfortable sleep environment for infants and young children. Our safe sleep policy ensures that each child receives the necessary rest while reducing the risk of Sudden Infant Death Syndrome (SIDS) and other sleep-related incidents.

Key Elements of Our Safe Sleep Policy:

1. **Cribs and Sleep Surfaces:** We provide cribs, play yards, or other sleep surfaces that meet safety standards and regulations. Each sleep area is free from hazards and is regularly inspected for safety.
2. **Back-to-Sleep Position:** Infants are always placed on their backs to sleep. This reduces the risk of SIDS and promotes safe sleep practices. We educate our staff and parents on the importance of the back-to-sleep position.
3. **Bedding and Soft Objects:** Soft bedding materials such as pillows, blankets, stuffed animals, and bumper pads are not permitted in cribs or sleep areas to prevent suffocation hazards. Instead, we provide appropriately fitted sheets that are secure and free of any loose or excess fabric.

4. Temperature and Ventilation: We maintain a comfortable sleep environment by regulating the room temperature and ensuring proper ventilation. The temperature is set within a safe range to prevent overheating, and we monitor it regularly.

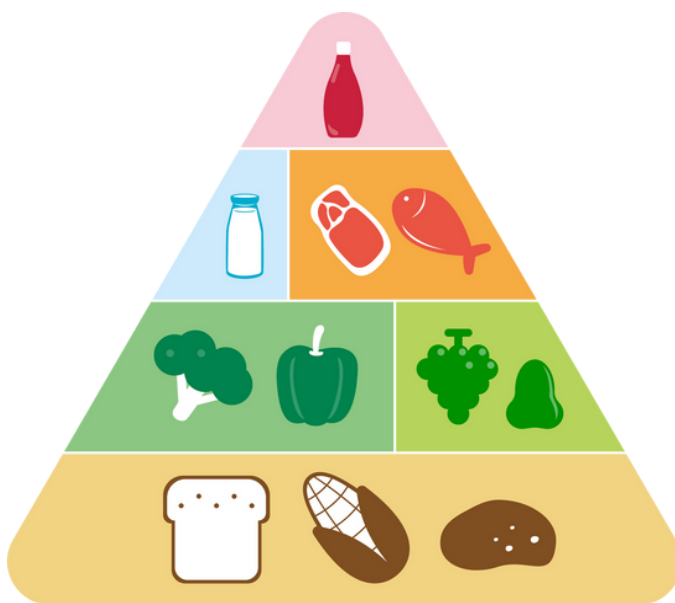
5. Supervision and Monitoring: Our trained staff members closely supervise sleeping children at all times. We regularly check on them to ensure they are sleeping safely and comfortably. We have established protocols to respond promptly if a child experiences any sleep-related concerns or emergencies.

6. Safe Sleep Education: We provide ongoing education to our staff and parents regarding safe sleep practices. This includes information on safe sleep positions, crib safety, and the importance of creating a safe sleep environment at home.

7. Communication with Parents: We actively engage parents in discussing and implementing safe sleep practices. We share our safe sleep policy and provide resources and guidance to promote consistency between childcare and home environments.

By adhering to these safe sleep practices, we are committed to providing a secure sleep environment for every child in our care. Our policy aligns with the Washington State child care code to ensure the well-being and safety of all children entrusted to us.

FEEDING PRACTICES



At Happy Feet, we understand the importance of a healthy and balanced diet in the growth and development of infants and toddlers. Our Introduction to Foods and Feeding policy outlines guidelines and procedures for introducing solid foods and promoting positive eating habits during this crucial stage of development.

Introduction to Solid Foods:

1. When infants are developmentally ready and with parental consent, we will gradually introduce age-appropriate solid foods alongside breast milk or formula, typically around six months of age.
2. Our staff members will work closely with parents to ensure a smooth transition to solid foods, taking into consideration the child's individual needs, preferences, and any dietary restrictions or cultural preferences.

3. We will follow the recommended sequence of introducing single-ingredient, pureed or mashed foods, starting with iron-fortified infant cereals and gradually introducing fruits, vegetables, meats, and other appropriate textures.

4. All foods offered will be age-appropriate, safe, and prepared and stored in accordance with our center's food safety guidelines.

Feeding Practices:

1. Infants and toddlers will be fed according to their developmental readiness and cues of hunger and fullness. We will encourage responsive feeding, allowing children to self-regulate their intake and respecting their individual appetites.

2. Our caregivers will provide a calm and nurturing feeding environment, engaging with children during meals, making eye contact, and using positive language and encouragement.

3. We will use appropriate feeding equipment, such as soft-tipped spoons, and ensure that children are comfortably seated in high chairs or other appropriate seating during mealtimes.

4. We will promote self-feeding skills by gradually introducing age-appropriate finger foods and utensils as children demonstrate readiness and motor skills.

5. We will create a pleasant and social atmosphere during mealtimes, encouraging children to interact with peers and caregivers, promoting healthy eating habits and social skills.

Allergies and Dietary Restrictions:

We recognize the importance of accommodating food allergies and dietary restrictions. Parents are responsible for informing us of any known allergies or specific dietary requirements.

Our staff will diligently review food labels and ingredient lists, and we will take appropriate measures to avoid cross-contamination during food preparation and serving. We will work collaboratively with parents to ensure that alternative options are provided to meet the dietary needs of children with allergies or restrictions.



CLASSROOM

TRANSITIONS TO DIFFERENT CLASSROOMS

We understand that transitions between classrooms can be both exciting and challenging for children and their families. We aim to provide a smooth and supportive transition process that ensures a seamless progression in your child's development and learning journey. Our Transitions Between Classrooms Policy outlines the steps we take to facilitate successful transitions for children moving to a new classroom.

Parent Communication:

1.1. Welcome Letter: When it is time for your child to transition to the next classroom, you will receive a welcome letter from us. This letter will provide detailed information about the new classroom, including learning objectives, expectations, and any necessary materials or supplies needed for your child's continued growth and development.

Preparing for the Transition:

2.1 Information Sharing: Our teachers and staff members meet frequently to discuss each child's progress, needs, and preferences. This allows us to gather valuable insights and ensure a smooth transition tailored to your child's unique requirements.

2.2 Minimum Transition Period: We strive to provide a minimum transition period of four hours

for your child in the new classroom before fully transitioning. This period allows your child to become familiar with the new environment, meet the new teachers and peers, and begin to feel comfortable in the new setting.

Teacher Collaboration:

3.1. Ongoing Communication: Our teachers maintain open lines of communication to ensure a seamless transition for your child. They share important information, observations, and strategies to support your child's individual needs during the transition process.

3.2. Consistency of Care: We understand the importance of consistency in caregiving. We work

closely to ensure that your child's transition is facilitated by familiar faces, including teachers and staff members who are familiar with their preferences, strengths, and areas of growth.

WELCOME



Supporting Your Child's Emotional Well-Being:

4.1. Emotional Guidance: Our teachers are trained to provide emotional support during transitions. They offer reassurance, engage in age-appropriate conversations, and encourage positive coping strategies to help your child adjust to the new classroom setting.

4.2. Individualized Approach: We acknowledge that each child responds differently to transitions. Our teachers will take into consideration your child's unique temperament, preferences, and comfort level to ensure a supportive and nurturing transition experience.

Parent Involvement:

5.1. Open Communication Channels: We value your input and encourage open communication between parents and our staff. We welcome your questions, concerns, and suggestions throughout the transition process to ensure a collaborative approach that meets your child's needs.

5.2. Parent-Teacher Meetings: We offer regular parent-teacher meetings to discuss your child's progress, address any concerns, and ensure that we are meeting their developmental and educational goals.

OFF TO Kindergarten

Sending children off to Kindergarten is one of the most bittersweet pieces of the work we do at Happy Feet. We work diligently the entire time your child is enrolled at Happy Feet to get them prepared to begin their journey in primary education. We partner with the Ellensburg School District and participate in a community partnership program which involves quarterly meetings and training. This program works diligently to ensure a continuity of care for your child and collaboration as professionals to make the best plan possible to transition your child into Kindergarten. Happy Feet will notify you when Kindergarten registration is open and provide any support we can with the registration process. We also provide preschool visits where Happy Feet takes your child to the school they will be attending for a fun visit! Finally, parents attend Kindergarten round up, with their child, in the spring before starting school. This gives parent's more information about entering school and children get to do a short assessment and display all their preschool learning.

STUDENT DEVELOPMENT & TRACKING

Developmental Screenings

At Happy Feet Academy, we are committed to promoting the holistic development and well-being of every child in our care. As part of this commitment, we utilize the Ages and Stages Questionnaires (ASQ) and/or the Survey of Well-being of Young Children (SWYC) to screen children and assess their developmental milestones. This policy outlines the procedures for conducting child screenings, ensuring accessibility in the child's home language, and sharing results with families on a regular basis.

Screening Timeline:

- 1.1. Within 45 days of beginning care at Happy Feet, all children will undergo an initial screening using either ASQ or SWYC. This screening will provide an initial assessment of the child's developmental progress.
- 1.2. Following the initial screening, re-screening will be conducted every six months to monitor each child's ongoing development and identify any emerging concerns.

GROWTH



MINDSET

Multilingual Support:

2.1. Happy Feet Academy recognizes the importance of providing screenings in the child's home language to ensure accurate results. Whenever possible, we will strive to provide all written materials in the child's home language. Happy Feet currently has access to ASQ's in both English and Spanish and will make every effort to obtain other languages if different language is needed.

2.2. In instances where a multilingual staff member is not available, we will leverage resources from Early Achievers or other community partners to provide interpretation services or translated materials.

2.3. Language support will be offered to families throughout the entire screening process, including during the completion of questionnaires, understanding results, and discussing further actions or interventions.

Results Communication:

3.1. Results will be shared with families during scheduled parent-teacher conferences, within four weeks of distributing the screenings. Parent-teacher conferences will occur every six months.

3.2. Parent-teacher conferences will provide an opportunity for families to discuss the child's developmental progress, ask questions, and collaborate with educators to determine appropriate support and interventions.

3.3. Family members will have the option to receive the screening results in their home language, utilizing the multilingual staff member or interpretation services, if necessary.

3.4. The results shared during parent-teacher conferences will be documented, ensuring that progress, concerns, and any necessary interventions are well-documented and available for future reference.

Privacy and Confidentiality:

4.1. Happy Feet Academy acknowledges the importance of maintaining the privacy and confidentiality of each child's screening results.

4.2. Access to screening results will be restricted to authorized staff members directly involved in the child's care and those responsible for assessing and providing appropriate interventions.

4.3. Information sharing will strictly adhere to all relevant privacy laws and regulations.



Informal Assessments

At Happy Feet Academy, we recognize the importance of ongoing assessment to support each child's individual growth and development. This policy outlines our procedures for conducting informal assessments through portfolios and ongoing observations. The collected information will be regularly updated, shared with families during parent-teacher conferences, and summarized in synthesized progress reports at 3-month intervals following conferences.

Informal Assessment Methods:

1.1. Happy Feet utilizes portfolios and ongoing observations as informal assessment methods to gather information about each child's progress, achievements, and areas for further development.

1.2. Portfolios consist of documented samples of children's work, photographs, anecdotal records, and other relevant artifacts that provide a comprehensive view of their learning and development.

1.3. Ongoing observations involve systematic and intentional watching, listening, and documenting of children's behaviors, interactions, and progress across various learning domains.

Data Collection and Portfolio Updates:

2.1. Teachers and staff members will regularly collect and document information for each child's portfolio.

2.2. Portfolios will be updated on a monthly basis to reflect current progress and development.

2.3. Documentation in portfolios will include a range of evidence, such as work samples, photos, checklists, and written observations, showcasing the child's abilities, achievements, and progress in different areas of development.

Sharing Information with Families:

3.1. Parents and guardians will be invited to attend parent-teacher conferences, which will occur every six months.

3.2. During parent-teacher conferences, teachers will share the child's portfolio with families, discussing their progress, strengths, areas for growth, and any recommended strategies or interventions.

3.3. Teachers will engage in collaborative dialogue with families to address any questions or concerns, and together, determine appropriate next steps to support the child's development.



Synthesized Progress Reports:

- 4.1. Following parent-teacher conferences, a synthesized progress report will be prepared for each child, summarizing the information gathered from portfolios and ongoing observations.
- 4.2. Synthesized progress reports will be shared with families at 3-month intervals following parent-teacher conferences, either in person or virtually.
- 4.3. These reports will provide a concise overview of the child's progress, highlighting milestones reached, areas of growth, and any recommended actions or interventions.

Parent-Teacher Conferences

At Happy Feet, we believe that open communication and collaboration between parents and teachers are essential for the holistic development and well-being of each child. This policy outlines our procedures for conducting parent-teacher conferences, which will occur every six months, lasting approximately 30 minutes. These conferences will cover various aspects, including developmental screenings, informal assessments, portfolios, and collaboratively setting goals for the next six months of care.

Conference Schedule and Duration:

- 1.1. Parent-teacher conferences will be scheduled every six months to provide an opportunity for parents and teachers to discuss the child's progress, goals, and any necessary interventions.
- 1.2. Each conference will have a designated duration of approximately 30 minutes to ensure sufficient time for meaningful dialogue and collaboration.

GOALS

Conference Content:

- 2.1. **Developmental Screening:** During the conference, teachers will share the results of the child's developmental screening. The screening results will be discussed to provide insights into the child's developmental milestones and identify any areas of concern.
- 2.2. **Informal Assessments:** Teachers will present the findings from ongoing observations and informal assessments, highlighting the child's strengths, achievements, and areas for further development. This information will provide a comprehensive understanding of the child's progress across various learning domains.
- 2.3. **Portfolios:** The child's portfolio, consisting of documented samples of work, photographs, anecdotal records, and other relevant artifacts, will be shared during the conference. The portfolio will serve as tangible evidence of the child's growth and accomplishments.
- 2.4. **Collaborative Goal Setting:** Parents and teachers will collaboratively discuss and establish goals for the child's next six months of care. These goals will be based on the child's individual needs, strengths, and areas for growth identified through assessments and observations. The goals will focus on enhancing the child's development and supporting their learning experiences.



Communication and Dialogue:

3.1. Parent-teacher conferences will provide a supportive environment for open and honest communication between parents and teachers. Both parties will be encouraged to ask questions, provide insights, and share concerns related to the child's development and well-being.

3.2. Teachers will actively listen to parents' perspectives, valuing their input as valuable contributors to the child's overall growth and development.

3.3. Teachers will provide clear explanations of assessment results, progress, and goals, ensuring that parents have a comprehensive understanding of their child's development.

3.4. Parents will be encouraged to share relevant information, such as cultural practices, home routines, or specific concerns that may impact the child's development and learning experiences.



EMERGENCY PROCEDURES

It is important that parents complete and update, as needed, an Emergency Contact and Parental Consent Form. This form contains contact information for both the parents as well as the individuals authorized to pick up the child in the event of illness or emergency. In addition, the form allows Happy Feet Academy staff members to seek emergency medical or dental care from authorized care providers in the event of serious injury. **It is the responsibility of the parent to complete this form and to make corrections to this information when necessary.**

- If a child becomes ill or injured after arriving at the center, the Lead Teacher will attempt to contact the parent(s) at all available telephone numbers. If a parent cannot be reached, the individuals listed as emergency contacts/authorized pick up persons on the Emergency Contact & Parental Consent form will be called.
- Children who are ill or seriously injured will be sent to the office and remain under the supervision of the Director until a parent arrives.

If a child becomes ill or injured after arriving at the center, the Lead Teacher will attempt to contact the parent(s) at all available telephone numbers. If a parent cannot be reached, the individuals listed as emergency contacts/authorized pick up persons on the Emergency Contact & Parental Consent form will be called.

Children who are ill or seriously injured will be sent to the office and remain under the supervision of the Director until a parent arrives.

If the child requires medical attention:

- The staff member who witnessed the emergency situation will remain with the injured child and instruct someone else to call 911. If no one is available, first ensure the child is stable and if possible, bring the child with you to call 911.
- **CALL 911.**
- Provide the center's name and location **Happy Feet Academy 1006 S. Ruby Street**
- Provide the child's name and a description of the incident. Follow instructions as provided by the operator.
- A staff member who witnessed the emergency situation will accompany the child to the hospital, bringing the child's physical exam, immunization records, and Emergency Contact & Parental Consent Form.
- Parents should be contacted as soon as possible.
- **Staff may not transport an ill and/or injured child in a personal vehicle.**

Emergency Fire Procedure

- If you detect a fire, pull the nearest fire alarm signal (small red box mounted on the wall near the exits).
- If it is a small fire, attempt to extinguish the fire using the nearest fire extinguisher.
- **(IF YOU ARE ON DUTY IN A CLASSROOM** at the time of a fire, follow the instructions below and evacuate the children first.)
- Exit the building and proceed to the designated meeting place.
- **Call 911 as soon as you have reached the meeting place.**
- Provide the center's name and location: **Happy Feet Academy 1006 S. Ruby Street**
- Describe the location of the fire.

If the fire alarm sounds while you are in a classroom:

Assist in the evacuation of the children from your classroom.

- Collect the classroom **backpack with all emergency supplies.**
- Staff member closest to the outdoor exit is responsible for leading children out that exit and to the designated meeting place: **Main Playground, lined up in a designated area on the East Fence.** *Every classroom must stay together as a group.*
- Staff member farthest from the outdoor exit is responsible for ensuring everyone has evacuated the classroom.
- The last staff member to exit the classroom must turn off all lights and close all doors.
- Once assembled at the designated meeting place, the Lead Teacher is responsible for using the name to face tool in Brightwheel to ensure all children are accounted for.

If the Lead Teacher is not present, the Full Time Assistant Teacher will assume this responsibility.

The Director will verify, as soon as possible, that all children are accounted for.

If unable to return to the building in a timely manner, Lead Teachers will be responsible for contacting parents and informing them of the situation.

****FIRE DRILLS WILL BE PRACTICED MONTHLY** The Director will initiate all drills and maintain records of all drills.**

Intruder or Dangerous Adult

A dangerous adult is considered someone who is displaying inappropriate or threatening behavior, carrying a weapon, or showing signs of intoxication from either drugs or alcohol. This also includes an individual that is prohibited by court order from picking up or having contact with a child.

If there is an intruder or dangerous adult in the center:

- Staff members in the immediate area will position themselves between the children and the intruder/dangerous adult.
- A staff member will attempt to have the parent/intruder move to the hallway and close the classroom door, while a second staff member calls the Director to assist with the situation.

In the event of an intruder or dangerous adult:

- Staff members will be notified by the Director of the threat using the radios.
- ALL staff and children must return to their classrooms; lock all classroom doors; get low and spread out throughout the classroom. Wait for an “All Clear” from the Director before continuing with activities.
- The Director or a staff member designated by the Director will contact 911.
- The Director and/or Assistant Director will instruct the intruder or dangerous adult to leave the premises, maintaining visual contact with the individual until the police arrive, or until the individual leaves.

In the event of an intoxicated parent:

- The Director and Lead Teacher will talk with the intoxicated parent about alternative arrangements for pick up, while another authorized pick up person is contacted.
- If another authorized pick up person cannot be reached, the child must be released to the intoxicated parent.

The Director or Lead Teacher will inform the parent that the police will be notified.

- Call the **Ellensburg Police Department – (509) 962-7280** and inform them of the situation.
- Provide as much information as possible, including parent’s name, make/model of the car, and license plate number.



Lightning

All children must immediately return indoors when lightning is observed. Children playing under or around a tree must be immediately removed from the area.

Missing or Abducted Child

- In the event of a *missing* child, the Lead Teacher will search for the child in the immediate area, while another staff member calls the Director to help with the search.
- If the child cannot be located in a reasonable amount of time, the Director and/or Assistant Director will notify the **Ellensburg Police Department – (509) 962-7280** and the child's parents.

In the event of an *abducted* child, the Lead Teacher must **immediately** contact the Director, the Ellensburg Police Department, and the child's parents.

Power Failure

Staff members and children should remain in the classroom and if possible, proceed with activities as usual, or may go to the outdoor playground until power resumes.

If power cannot be restored within a reasonable amount of time, the center will close and parents will be contacted.

- Lead Teachers are responsible for contacting parents to inform them of the closing and of the need to immediately pick up their child.
- Activities will resume as soon as possible until parents arrive.

Bomb Threats

If a staff member receives a bomb threat or locates a suspicious package, the Director must be immediately notified. The Director will contact the **Ellensburg Police Department (509) 962-7280**.

If you are on duty in a classroom:

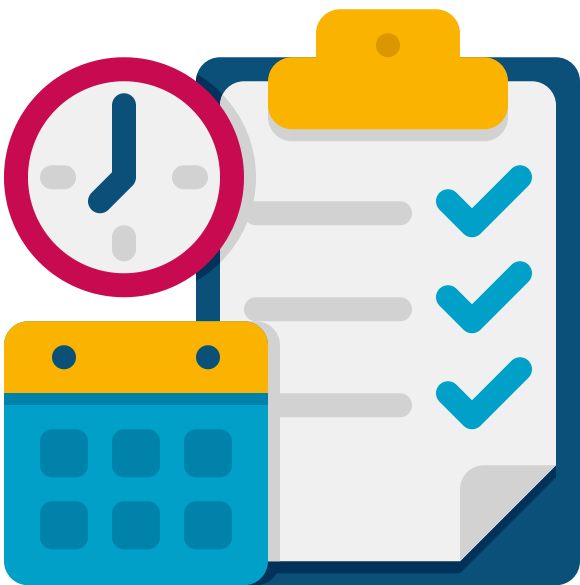
- Position yourself between the children and the impending threat, as much as possible.
- Collect the classroom **backpack with emergency supplies**.
- Staff member closest to the outdoor exit is responsible for leading children out that exit and to the designated meeting place: **Main Playground, lined up in a designated area on the East Fence**. *Every classroom must stay together as a group.*
- Staff member farthest from the outdoor exit is responsible for ensuring everyone has evacuated the classroom.
- Once assembled at the designated meeting place, the Lead Teacher is responsible for using the classroom attendance clipboard to ensure all children are accounted for.
- If the Lead Teacher is not present, the Full Time Assistant Teacher will assume this responsibility.
- The Director will verify, as soon as possible, with Lead Teachers that all children are accounted for.
- If unable to return to the building in a timely manner, Lead Teachers will be responsible for contacting parents and informing them of the situation.

Earthquake

In case of an earthquake, staff members will assist children in seeking shelter under tables or outdoors and away from buildings. The first aid kit, emergency backpack, and a device to access attendance in Brightwheel should remain with the Lead Teacher at all times. When notified by the Director that the situation is safe, the Lead Teacher must use the classroom attendance clipboard to verify all children are accounted for. Parents will be notified as soon as possible.

General Emergency Procedure Guidelines

- A First Aid kit is located on the wall near the outdoor exit in each classroom. An additional First Aid kit is also available in the office. The Director will restock items monthly; however, staff members are responsible for reporting when additional items are needed before that time.
- Blood borne pathogens kits are available in the office.
- All incidents or accidents (including biting) are reported to the parents, Lead Teacher, and Director using the Incident/Accident Report form. A parent must sign a completed form on the day of the incident. A copy must be given to the parent and the signed original given to the Director to be filed in the child's enrollment folder. In some cases, (i.e., there is a large cut, bruises or a bite mark visible on the child's body) staff members are required to call parents before pick up to inform them of the incident.
- Parents are discouraged from trying to pick up their child during an emergency. However, if a parent arrives during such a situation, the child must be released to the parent. No drop offs/pickups will be permitted during a lockdown/shelter in place.



*We're
Prepared!*

HEALTH & SAFETY PROTOCOLS



Cleaning, Sanitizing, Disinfecting and Laundering

Cleaning supplies are stored in the original containers, inaccessible to children and separate from food and food areas. Our cleaning supplies are stored in the laundry room which is ventilated to the outside.

Cleaning will consist of washing surfaces with soap and water and rinsing with clean water. All soap labels will be checked to ensure they are compatible with our sanitizer.

Disinfecting/Sanitizing will consist of using a bleach/water solution as follows:

Disinfecting:	Amount of Bleach:	Amount of Water:
Diapering areas, body fluids, bathrooms and bathroom equipment. (Bleach solution should remain in contact with the surface for 2 minutes).	1 tablespoon or 1/4 cup	1 quart or 1 gallon
Sanitizing:	Amount of Bleach:	Amount of Water:
Table tops, dishes, toys, mats, etc. (Bleach solution should remain in contact with the surface for 2 minutes).	1/4 teaspoon or 1 teaspoon	1 quart or 1 gallon

1. **Tables** used for food serving will be cleaned with soap and water, rinsed, then **sanitized** with bleach solution before and after each meal or snack.

2. **Kitchen** will be cleaned daily and more often if necessary. Sinks, counters and floors will be cleaned and **sanitized** daily. Refrigerator will be cleaned and **sanitized** monthly or more often as needed.

3. **Bathroom(s)** will be cleaned and disinfected daily or more often if necessary. Bathroom sinks, counters, toilets and floors will be cleaned and disinfected at least daily.

4. **Furniture, rugs and carpeting** in all areas will be vacuumed daily. This includes carpeting that may be on walls or other surfaces than the floor. Clean carpets monthly in infant areas and every three months in other areas (or more frequently as needed).

5. **Cribs** will be washed, rinsed and **sanitized** weekly, before use by a different child, after a child has been ill, and as needed.

6. **Highchairs** will be washed, rinsed and **sanitized** after each use.

7. **Hard floors** will be swept and mopped (with cleaning detergent) daily and **sanitized** (with above bleach solution) daily.

8. **Utility mops** will be washed, rinsed and **sanitized**, then air dried in an area with ventilation to the outside and inaccessible to children.

9. **Potty-chairs** will be immediately emptied into the toilet, washed and **disinfected** in a designated sink or utility sink separate from classrooms. The sink must then be cleaned and **disinfected**. Potty chairs will only be located in bathrooms.

10. **Toilet seats** will be cleaned and **disinfected** throughout the day and when needed.

11. **Mouthed toys**, including machine washable toys and cloth books, will be washed, rinsed and **sanitized** in between use by different children. A system for ongoing rotation of mouthed toys will be implemented in infant and young toddler rooms (i.e. a labeled “mouthed toy” bin). **Only washable toys will be used.**

12. **Toys** (that are not mouthed toys) will be washed, rinsed, sanitized and air-dried weekly or toys that are dishwasher safe can be run through a full wash and dry cycle.

13. **Cloth toys and dress up materials** will be laundered monthly or more often when needed. If they cannot be washed in the washing machine, they will be hand washed in hot soapy water, rinsed and then dipped into a solution of 1 tablespoon of bleach per gallon of water for 1 minute and allowed to air dry.

14. **Bedding** (e.g. mat covers and blankets) will be washed weekly or more frequently when needed, at a temperature of at least 140°F, or with **disinfectant** in the rinse cycle. Mats will be cleaned and **disinfected** weekly or between uses by different children. Bedding will be removed from mats and stored separately. Mats will be stored so the surfaces do not touch.

15. **Children's belongings**, including coats, will be stored separately to prevent the spread of diseases or parasites (they may not touch if hung on hooks).

16. **Child care laundry** will be washed as needed at a temperature of at least 140 degrees or with added disinfecting agent such as bleach.

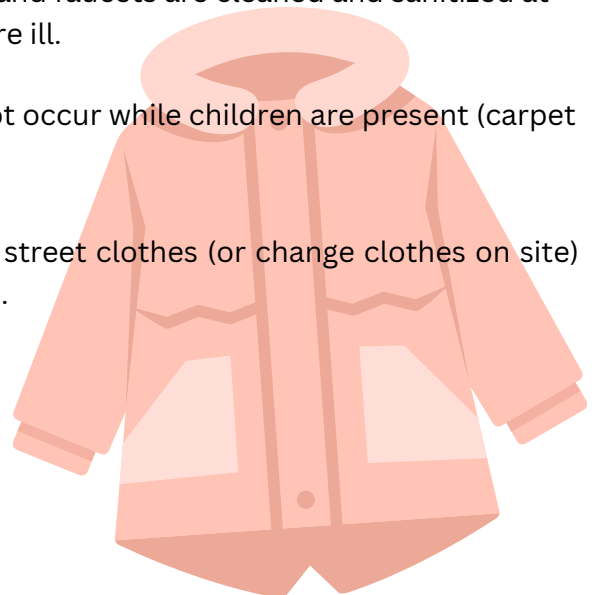
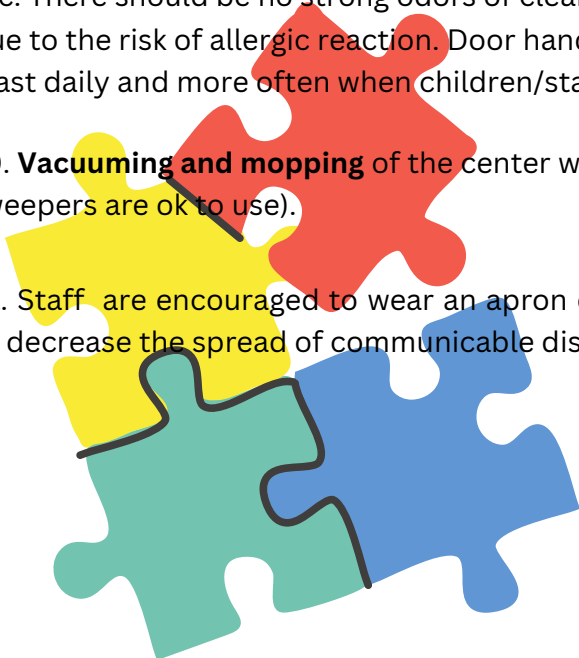
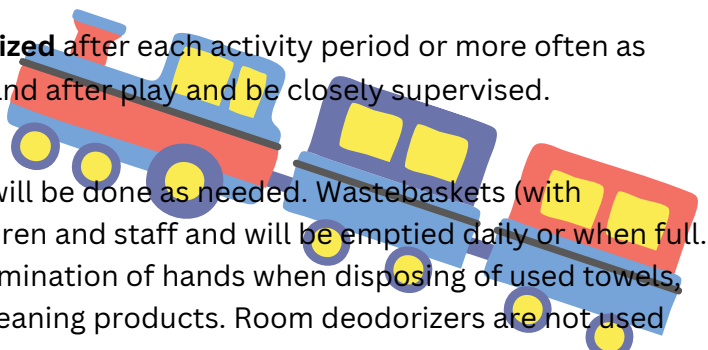
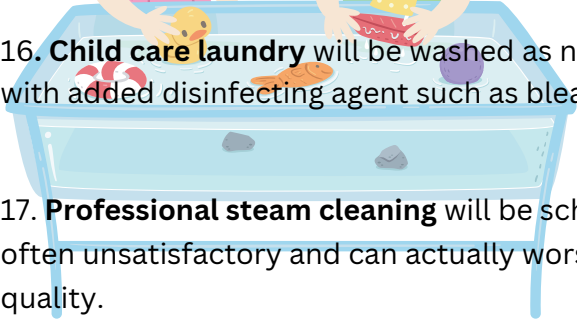
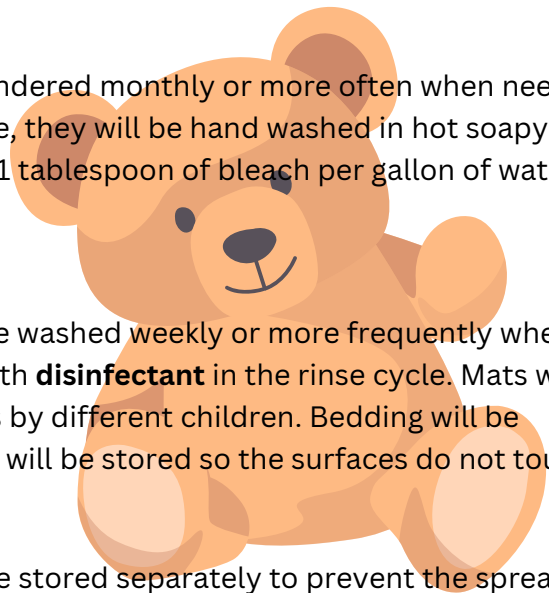
17. **Professional steam cleaning** will be scheduled every six months. Rented equipment is often unsatisfactory and can actually worsen the condition of the carpet and the indoor air quality.

18. **Water tables** will be emptied and **sanitized** after each activity period or more often as needed. Children will wash hands before and after play and be closely supervised.

19. **General cleaning** of the entire center will be done as needed. Wastebaskets (with disposable liners) will be available to children and staff and will be emptied daily or when full. Step-cans will be used to prevent recontamination of hands when disposing of used towels, etc. There should be no strong odors of cleaning products. Room deodorizers are not used due to the risk of allergic reaction. Door handles and faucets are cleaned and sanitized at least daily and more often when children/staff are ill.

20. **Vacuuming and mopping** of the center will not occur while children are present (carpet sweepers are ok to use).

21. Staff are encouraged to wear an apron over street clothes (or change clothes on site) to decrease the spread of communicable disease.





Keep me home if....



ILLNESS

Our first priority at Happy Feet is providing a healthy, safe learning environment for all children. Children/staff will be sent home as soon as possible if any of the following is experienced: an illness prevents the child from participating comfortably in activities (as determined by the staff); an illness results in a greater need for care than the staff can reasonably provide without compromising the health or safety of other children in the classroom; or a child is experiencing any of the following conditions:

- **Fever** of 100.4 or greater, until 24 hours symptom free without fever reducing medication
- Signs/symptoms of severe illness, including: lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, and/or wheezing
- **Diarrhea** (not associated with diet changes or medications) (Three instances) until diarrhea stops for 24 hours or the continued diarrhea is deemed not be infectious by a licensed healthcare professional.
- **Blood** in stools not explainable by dietary change, medication, or hard stools
- **Vomiting** (One instance) the child can return after vomiting has been resolved for 24 hours or until a health care provider determines the cause for vomiting is not contagious and the child is not in danger of dehydration
- Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other signs/symptoms of illness
- Mouth sores with drooling, unless a health care provider determines the sores are not contagious
- Rash until a physician determines these symptoms do not indicate a communicable disease
- **Pink eye** (conjunctivitis) until after treatment has been initiated for 24 hours
- **Head lice**, from the end of the day until after first treatment
- **Scabies**, until after treatment has been completed
- **Tuberculosis**, until a health care provider states that the child is on appropriate therapy and can attend child care
- **Impetigo**, until 24 hours after treatment has been initiated
- **Hand Foot and Mouth** sores have dried and crusted and no fever
- **Strep throat**, until 24 hours after initial antibiotic treatment and cessation of fever
- **Chicken pox**, until all sores have dried and crusted (usually 6 days)
- **Pertussis**, until 5 days of appropriate antibiotic treatment has been completed

- **Mumps**, until 9 days after onset of symptoms
- **Hepatitis A virus**, until 1 week after onset of illness
- **Measles**, until 4 days after onset of rash
- **Rubella**, until 6 days after onset of rash
- Unspecified respiratory tract illness accompanied by another illness which requires exclusion
- **Herpes simplex**, with uncontrollable drooling

A child who becomes ill while at Happy Feet must be removed from the classroom in order to limit exposure of other children to communicable disease. An ill child will be sent to the office to wait for his/her parents to arrive.

Happy Feet reserves the right to make the final determination of exclusion due to illness. Any exceptions to our illness policy will require a written note from a licensed healthcare professional stating that the child is not contagious.

Notice of Exposure & Reporting Disease

If a child or staff member is found to have a communicable disease, a notice will be posted on the door of all affected classrooms. Additionally, families who have provided an email address will receive email notification of the illness. In the event a child is reported to have a communicable disease, the Director will notify the health department. Additional information regarding illness or disease may be obtained from:

Child Care Nurse Consultant – Jennifer Beaty

Phone Number: 206-604-0855

Medication Authorizations

Medication cannot be administered to any child unless a note from a medical provider has been supplied. Parents must indicate a start date and end date, a reason for the medication, and the dosage of medication cannot be administered.

Medications must be stored according to the manufacturer's instructions (refrigerated medications) or in a high cabinet (non-refrigerated medications) while in use at Happy Feet. The Medication Authorization Form must remain with the medication at all times. Unused medications must be immediately returned to the family and will not be stored at Happy Feet.

Medications may only be administered by Lead Teachers or the Director. When a medication is given, the teacher will document the type of medication administered, the dosage, and the time it was given as well as any unusual reactions or circumstances.

**ALMOST
THERE!!!**

DOCUMENTATION GUIDELINES

Accidents/Incidents

Staff members will document accidents and incidents that occur at Happy Feet using an Accident/Incident Report in Brightwheel. Please document all biting incidents as accidents. Use great detail when explaining events, but never include other children's names. If the injury is serious, a parent needs to be contacted before pick-up. All Accident/Incident Reports will be pulled by the Director and/or Administrative Assistant and examined for training and prevention purposes.

Allergies

A child with allergies must have an Individual Health Plan posted in a visible location for staff (discreet as possible from visitors or other parents) in the classroom. If the allergy is food-related, an Allergy Action Plan must also be posted in the kitchen area. All staff working in the classroom of children with allergies must review the Allergy Action Plan to ensure understanding of emergency procedures should the child have an allergic reaction. All allergic reactions must be documented with a Health Incident Form.

Special Health Care Needs

An Individual Health Plan will be on file for any child or staff member with special health care needs (seizures, etc). A copy of the Individual Health Plan must be kept in the classroom emergency binder. All staff working in the classroom must familiarize themselves with this plan, should an emergency arise. If necessary, staff will receive training regarding a child's or staff member's specific health care needs.



WHERE WE BELIEVE EACH CHILD IS PRECIOUS, UNIQUE, AND HAS ENORMOUS POTENTIAL!