



Building Blocks

Family Handbook



Building Blocks First Learning Center
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About This Handbook

This handbook will help to explain our school and our operational policies further. We reserve the right to update this handbook at any time, but we will let families know if we do. Please take a few minutes to become familiar with this information, along with the Enrollment Agreement provided to you. On your Enrollment Agreement, you will be asked to acknowledge your receipt and agreement to the policies outlined in this handbook.

Building Blocks Philosophy And Commitments To Education

Philosophy

Building Blocks is an early childhood community where children learn from passionate professionals and are encouraged to learn and grow by providing a foundation of developmentally appropriate experiences where all children can succeed in a safe and nurturing environment.

We believe children learn best through meaningful play. Our play-based, child-centered program reflects the integration of the developmental domains; physical, cognitive, social-emotional, language, independence (self-help), and self-regulation. These developmental components intertwine to support learning from a “whole child” perspective. Meaningful play encourages curiosity, discovery, and problem-solving, allowing individual growth and developing a positive self-image.

We recognize that parents are the child’s first teachers. Children learn best when parents are involved in their educational programs. The primary bridge between home and school is family and community involvement.

Building Blocks strives for excellence in education by encouraging staff, our children, and their families to engage in lifelong learning. We strive to build collaborative and reciprocal relationships with parents, children, and community partners. We celebrate, honor, and value all individuals.

Mission

Working together to improve the health of our community.

Who We Serve

Building Blocks is exclusively serving children of full-time staff of Stormont Vail Health.

General Information

Note: To clarify the text in this handbook, the term “parent” means a child’s primary caregiver – in some cases, that person is a foster parent, a grandparent, guardian, or co-parent.

Locations & Contact Information

Address:	Building Blocks First Years Learning Center Director: Chelsa Rogers 620 SW Lane St. Topeka, KS 66606	Building Blocks Early Learning Center Director: Misti Hight 515 SW Horne St. Topeka, KS 66606
Phone:	785-232-0441	
Email:	buildingblocksdaycare@stormontvail.org	

A member of leadership is in the office from 6:30 a.m. to 5:30 p.m. each day. Please call the office, email, or use the Brightwheel app. by 9:00 a.m. if your child will not be in attendance. This helps us with the planning of meals and enables the teachers to implement their lesson plans without feeling like they need to wait for your child to arrive. If your child is sick, please describe the illness. These calls help us stay aware of current health problems.

The leadership offices are located immediately inside the main entrances to the building. Please feel free to stop in the office anytime, call or email if you wish to make an appointment.

Programs Offered

The State of Kansas licenses Building Blocks First Learning Center provides care for up to 130 children up to age two and a half or 30 months. Building Blocks Early Learning Center, provides care for 190 children from age two and a half to 12 years. Both centers meet all state licensing requirements.

Both schools are state-licensed and regularly inspected to ensure everything meets or exceeds standards, including child-to-teacher ratios and safe facilities. Building Blocks is subject to inspection by state and local health, fire, licensing, and building agencies. Regulations and inspections pertain to staff qualifications, the facility and playground, nutrition, health and safety matters, record-keeping, and child-to-staff ratios. If you have any questions regarding licensing or regulations, please speak with the center leadership.

Hours Of Operation

Building Blocks Centers open at 6:00 a.m. and close at 6:00 p.m. Monday through Friday. The Centers are closed on the following holidays: New Year's Day, Memorial Day, July 4th, Thanksgiving and the day after Thanksgiving, and Christmas Day

*Parents are billed for these holidays

Parent Orientation

All new families prior to enrollment will be required to do an in-person or Webex with Building Blocks Leadership. This orientation will be schedule within 2-3 weeks prior to the child's start date. If parent orientation has not been completed prior to child's start date, the start date could be delayed.

Arrivals And Departures

Arrival

Parking

To ensure our children's safety, it is of utmost importance that we practice safety and courtesy while in the parking lot. Please watch out for others, drive slowly, and hold children's hands. Stormont Vail Health Care or Building Blocks Centers are not liable for theft or damage, if you leave your car running, or leave personal items in vehicles.

Building Blocks First Years Learning Center

Parking for the Building Blocks First Years Learning Center can be along the full length of the curved entry way, be sure to only park on the far-right side parallel to the side walk entering the building. Parking along Lane Street, is also possible and then crossing the grass, public side walk and then crossing the curved entry way to enter the building.

Building Blocks Early Learning Center

Parking for the Building Blocks Early Learning Center is found on the north east side of the building, and the north west side of the building. The slight curved entry off 4th street can also be used for parking. There will only be the possibility of 3 to 4 spots for parking in the area.

IF YOU ARE ENTERING THE BUILDING, PLEASE DO NOT HOLD THE DOOR OPEN FOR OTHERS. THE PERSON BEHIND YOU MAY NOT BE A PARENT.

Building Blocks is a safe place for all children. However, please ensure your child is always with you while in the building. Please do not leave your Building Blocks student, other siblings, or children in your car upon arrival or departure. Arrival time is an important time for your child. Please bring your child to the adult in charge of your child by 9:00 a.m. The person bringing the child to the center should sign the child in on Brightwheel from phone, the child's

classroom, or the tablet in the main entry. Be sure to put all belongings in your child's assigned cubby.

Never drop your child off at the door or leave them in a classroom if there is not staff or teacher present. Please check with the office immediately if no staff or teacher is present. This rule applies to school-age children as well as younger children. When your child arrives in the classroom, one of the adults in charge will perform a quick health check before you leave. This allows teachers to make sure there are no signs of illness or injury that they should be aware of and provides a moment for you to share information with the teacher if needed.

Separation Anxiety

The first few weeks of a new school or transitioning into a new classroom are always a time of adjustment, and many students (and parents) feel a sense of separation anxiety which is perfectly normal. Here are a few strategies to help with the process. Remember, separation anxiety is a phase, it is perfectly natural, and it will pass.

- Make the goodbye prompt and cheerful. Giving your child "one more minute" prolongs the inevitable. As a parent, the best thing you can do is hug your child, say "I love you," and reassure them that you will be back soon.
- Establish a goodbye routine. Children crave routine, and parents who establish a consistent goodbye routine have better luck with successful goodbyes. This could be a secret handshake or a special 'I Love You' ritual. This provides a special moment between the two of you that offers a sense of reassurance.
- Trust your child's teacher. This may be difficult to do when you do not yet know them, but keep in mind that our teachers have chosen this profession because they love children, and they have a wealth of ideas and strategies to help settle an upset little one.
- Acknowledge how your child is feeling. It is important to accept and respect your child's temporary unhappiness as it is genuine and normal. Say things like, "I know you feel sad when Mommy leaves, but you will have a good time, and I will be back very soon."

Also, be prepared for regression. Sometimes a change in schedule like a long weekend or an illness that keeps your child home for a few days can have you feeling like you are right back to square one. As frustrating and upsetting as this can be, it is perfectly normal. Stick to the above strategies, and you should notice a significant difference in a couple of days.

Departure

When you come to pick up your child, make a point of saying goodbye to the adult in charge. Check your child's cubby and folder daily for messages, artwork, calendars or written work. Then sign your child out, through your Brightwheel app. Please remember that all persons who pick up children from Building Blocks must have identification with them. Building Blocks staff members are trained never to release a child to an unidentified or unauthorized person. If the person who is picking up is not a regular pick-up person, teachers can check out child. Please keep your child with you when leaving the classroom and the building. Each building has long hallways and it is easy to lose sight of your child. We all need to do our part to keep children safe and accounted.

Departure after 6:00 p.m.

If parents cannot pick up their child at the scheduled time, they must call and inform the staff at Building Blocks of the delay.

People Authorized To Pick Up Children

Only people you authorize on your child's emergency treatment information may pick up your child. If it becomes necessary for an unauthorized person to pick up your child, we need to receive your approval through adding them to approved pickups in Brightwheel as well as notifying leadership at Building Blocks. There is an authorization to pick up form at the front desk that can be filled out or can be emailed to buildingblocksdaycare@stormontvail.org. The individual must sign the authorization to pick up form to take the child from the facility. If the individual is unknown to Building Blocks staff, a form of identification will be needed to verify their identity. We can only release your child to those persons you have authorized, and they must be at least 18 years of age.

Family vs. Approved Pick-Ups vs. Emergency Contacts

We ask that you add and edit Family Members, Approved Pickups, and Emergency Contacts on your child's profile. When adding contacts, you are given four options: Parent, Family, Approved Pickup, and Emergency Contact. Each one has slightly different functions and privileges, as listed in the chart. We do not recommend listing anyone as an Emergency Contact as emergency contacts do NOT have pick-up privileges. Please talk with the school administration if you need to make changes to your emergency contacts and approved pick-ups.

Communication With Families

Center-Wide Communication

Reminders for enrollment deadlines, and special events are posted and announced on Brightwheel. Parents will be added to our email list so that they can receive reminders concerning important deadlines and other Building Block information. Please stop by the office to notify us if your email address changes.

Brightwheel App

Upon enrollment, you will receive an invite via email or text to set up your Brightwheel account. Through the app, you can communicate with your child's teacher or administration via messaging, as well as receiving your child's daily report.

- Create a free Brightwheel account. When you receive an invitation via email or text, please create a free parent account using either the website or mobile app. Make sure to use the same email address or cell phone number that the invitation was sent to.
- Confirm your child's profile. You will see your child's profile after you create an account - you can confirm information such as birthdays, allergies, and additional contacts. If you do not see your child's profile, please contact us with the email address or phone number you used to sign up. You will not see updates within Brightwheel until we start to use it regularly.
- Set your account preferences. You can adjust your notification preferences within your profile settings on the app.

Check-In Codes

You must use your check-in code to ensure proper record keeping! To make this easier, Brightwheel allows you to customize your check-in code at any time. Here's how to do this from your profile in the app.

1. Tap the Edit icon next to your check-in code
2. You will see a red-orange screen with your current code displayed
3. Enter a new 4-digit code
4. If your code matches that of another staff or parent, a warning message will be shown, you can still save and use that code, but it is not recommended*
5. Once you enter a unique code, tap the Save button

***Please Note:** If your check-in code is not unique, you will be required to take a second step and enter the last four digits of your phone number to verify your account before completing a check-in.

	Parent	Family	Approved pickup	Emergency contact
Create a brightwheel account	✓	✓	✓	
Can check-in & check-out	✓	✓	✓	
View activity feed	✓	✓		
Send and receive messages	✓	Send only		
View child's profile	✓			
View and pay bills	✓			

Emergency Preparedness Policies

Fire drills are scheduled monthly throughout the year. Each classroom practices using escape route routes. Tornado drills are held monthly from March through September. Fire and tornado drill procedures are posted in each classroom, and staff is trained to know what to do in emergencies. Classrooms serving children with disabilities have an emergency plan that assigns staff responsible for assisting the child.

Emergency Preparedness Plan – Building Blocks can contact Stormont Vail Security immediately for assistance in case a dangerous situation occurs in or near our center. There are procedures in place to quickly and safely handle multiple dangerous situations.

Building Blocks has evacuation procedures, serious injuries, and other emergencies. Parents will be notified of the emergency by phone and given details and instructions on retrieving your child.

Confidentiality Policy

Building Blocks considers all information regarding enrolled children and families confidential. Staff will not discuss a child with anyone other than the pertinent staff, regulating bodies, accrediting agencies, legal guardians' custodial parents, or with those persons or agencies authorized by the family with a signed, written release of information. Building Blocks adheres to federal and state statutes concerning child's information.

Please do not ask teachers or other staff to discuss information about other children or families. Teachers and staff are expected to adhere to the confidentiality established by Stormont Vail Health and the ideals and principles in the NAEYC Code of Ethical Conduct.

Non-Discrimination Statement

Building Blocks Child Care Center admits children of any race, color, religion, national origin, sex, and qualified children with disabilities to all rights, privileges, programs, and activities of the center and does not discriminate based on any of these factors in the administration of its educational policies, admissions policies, fee payments, food service program and other school-administered programs.

Children with disabilities are enrolled through the regular enrollment process. Building Blocks works with local school districts (children over three) and TARC (children under three) to meet the needs of the children in care. Building Blocks will assist families with alternative placement if the staff cannot meet the child's needs because necessary facilities, services, or staff are unavailable.

Diversity & Observance Of Holidays

It is a family's responsibility or prerogative to determine the extent that religion should play in their children's lives, so religious holidays are not celebrated at Building Blocks. However, classrooms may learn about various holidays worldwide throughout the year and study them about planned curriculum themes. Teachers are trained to understand there is a BIG Difference between learning about a holiday and celebrating a holiday. While most (not all) of our families celebrate many different holidays, both commercially and spiritually, Building Blocks does not attempt to recreate or become involved in one holiday over others.

Some celebrations or projects are planned around holidays such as Halloween, Thanksgiving, Christmas, and Valentine's Day. Families who do not wish their children to participate in celebrations at Building Blocks should discuss possible options with the classroom teacher and the Director. Teachers may provide alternative activities in the office or another classroom, or the family may choose to keep the child home when these activities are scheduled.

We do not want any child to feel left out or discriminated against because of their race, nationality, family type, disability, or their family's religious preference or non-preference. Building Blocks celebrates a child's world, and everyone is special and respected here.

Celebrations & Birthdays

Celebrations and birthdays are special days for kids, and we want to share in the fun! If you'd like to provide a small treat for the celebration, all items must be nut-free (including peanuts, tree nuts, peanut butter, and food processed in plants using nuts) and commercially packaged with ingredient statements so we can be sure we're accommodating any allergies or dietary restrictions. Please do not send in any treats or candy, which may be a choking hazard to our youngest students (example; hard candies, or extra chewy candies). Healthy snack options such as whole-grain items, vegetables with dip, fresh fruit, fresh fruit popsicles, or yogurt are always a great choice. Please be sure to provide enough for everyone in your child's classroom and check in with your child's teacher before the special day so they can share any tips and plan accordingly.

Meals

Includes breakfast, lunch, and an afternoon snack for full-day programs. (During the summer, when school is out, school-aged children receive breakfast, lunch, and afternoon snacks). Please be aware of the scheduled serving times for your child's classroom. If it is possible, please call or use Brightwheel to ask the teacher to hold back the meal until your child's arrival. If your child arrives after the serving time in the classroom, please provide the meal at home before coming to Building Blocks.

Menus and meals are provided through Stormont Vail food service. These meals are prepared daily and delivered ready to serve. Menus and meals are done according to CACFP guidelines and reviewed by a nutritionist. All menus are posted in each classroom and sent out in the newsletter weekly.

Child & Adult Care Food Program (CACFP)

Building Blocks participates in the Child and Adult Care Food Program (CACFP) administered by the Kansas State Department of Education (KSDE) and Kansas Department of Health and Environment (KDHE). Building Blocks meals meet or exceed the program's daily requirements. Building Blocks is audited annually. Families must sign an annual enrollment/income eligibility form for this program.

All children receive the same food services regardless of their income category.

Special Diets, Restrictions & Allergies

CACFP requires that a child be served milk two times daily and that certain food requirements are met daily. If your child is allergic to an item on the menu or has a medical condition restricting certain foods, you must have a medical doctor's note to complete the CACFP Meal Substitutions Form.

If your child is on a restricted diet due to religious preferences and cannot eat certain foods, provide a list of these foods with a suggested alternative for each food item. You will need to share this with your classroom teacher and the Director. If we cannot accommodate the substitutions, you must bring these food items stored at Building Blocks and used only for your child's needs. We may not be able to accommodate certain requests due to the cost or preparation time required.

Please do not bring nuts or nut products into Building Blocks. Some children have life-threatening allergies to these items, so we strive to keep the building as free of them as possible.

Naps & Rest Time

Licensing requires a nap or rest period for all children after lunch. It is scheduled from 12:30 p.m. to 2:30 p.m. There is a great deal of variation from room to room. Usually, the younger the child, the more rest is needed.

All children will participate in a quiet rest time. Children are not required to sleep; however, we have a very busy and stimulating morning, so most toddlers and preschool-aged children will nap when given a relaxing and quiet space to do so. If a child does not fall asleep after a short rest, they are given quiet activities within the nap room.

Classrooms are always in teacher child ratio within the nap room during naptime observing by sight and sound. We do not use mirrors, video, or sound monitors in place of sight and sound supervision.

Toilet Training Requirements

High collaboration between you, your child, and your child's teachers makes for more successful toilet learning. Children learn toileting skills through consistent, positive encouragement from all the adults who care for them.

Every child begins toilet learning at a different age and progresses at a different rate. We're always available as a resource to answer any questions about your child's progress. Several complete changes of clothes and two pairs of shoes should be kept at the center during toilet learning.

Building Blocks strives for teachers and parents to work together to determine when children are ready to begin training. Each child's readiness and needs are considered to make the training process positive for the child. Parents with children in Building Blocks First Learning Center (at 18 – 24 months) should work closely with the classroom teachers to ensure an effective training program at home and Building Blocks.

Children moving up or transitioning into a preschool classroom at Building Blocks Early Learning Center should be toilet trained and out of diapers (including pull-ups), between the age of 30 months and 36 months. Delaying potty training will only delay your child's transition and risk not having a spot. Preschool rooms are not set up for toilet training. This includes licensing regulations and having one teacher in these classrooms. However, we realize that some children may have occasional accidents. Occasional accidents are defined as one or fewer accidents per week.

We're committed to working with your child consistently so that toilet learning can be accomplished in a developmentally appropriate manner with minimum stress for you and your child.

What To Bring To Building Blocks

Full-time enrolled children should bring the following items to Building Blocks:

- Two complete changes of LABELED clothing, including underwear and socks.
- A toothbrush and toothpaste
- Sunscreen LABELED with your child's name. (Non-aerosol only)
- Blanket for rest time. You are also welcome to bring a "cuddly" stuffed animal or small pillow (sent home for

laundrying every Friday). A small travel pillow can also be brought. Be mindful that standard size pillows are difficult to store.

Children under three should also bring (if needed):

- Disposable diapers (at least a one-week supply) or
- Three pairs of cloth training pants or regular under if the child is toilet training and almost ready.
- Limit the use of pull-ups for toilet training.
- Wet Wipes (two packages at all times). It is important that children get cleaned and there is the availability of wipes to clean correctly so children do not develop rashes.

Programs And Curriculum

Classroom Age Requirements

There are 16 rooms at Building Blocks Early Learning Center and 18 rooms at Building Blocks First Years Learning Center Room placement is made according to meeting of developmental mile stones, age, upcoming birthday, and room openings. Children will remain in the same classroom until notification of transition is given. Each classroom stay will normally be about a six-month to one-year time range. Building Block teacher-to-child ratios are included below.

Rooms	Classroom Age Range	Ratio
Infant Rooms (two teachers/six infants)	6 wks. – 1 yr.	1:3
Toddler Rooms (two teachers/ten toddlers)	1 -2.5	1:5
Preschool (one teacher/10 children)	2 ½ - 3 to 3 ½ - 4 yrs.	1:10
Pre-K/School Age (one teacher/12 children)	3 ½ - 6 yrs.	1:12

Classroom Placement Policies

Although we try to accommodate parent requests for teachers, this is not always possible due to enrollments and transition dates of children.

Classroom Communication Policies

Parents may communicate with the classroom teachers, through Brightwheel, in-person, and email.

Brightwheel In-app Messages

Creating a new message from the mobile app is fast and easy. Any teacher or staff member can draft and send messages to teacher of any student(s) assigned to their rooms.

To send a message from the app:

1. Click the Message icon (bottom left on iOS, top tab on Android)
2. Tap the Speech Bubble icon in the upper right to start a new message, or tap on any student’s conversation thread to reply
3. Type the message and Send

Teachers will receive the message in their inbox on the App.

Teachers will respond to messages as timely as possible. Most responses will occur during naptime due to them being actively involved with the childrens learning throughout the day. For responses needed more timely, please message or call a member of the leadership team.

Education Curriculum

Children at Building Blocks experience a well-rounded curriculum that draws from many areas of development. Our philosophy is guided by creative curriculum. This includes language and literacy, large and small motor skills, and social and emotional competency in specific learning areas for art, dramatic play, health and safety, music, pre-literacy, pre-math, and pre-science. As a part of creative development, children can learn through interests, use materials freely, and move with spontaneity. This child-led environment does not mean that the children move without intentionality. Teachers plan and develop learning through the environment and lesson plans that use developmentally appropriate practices to support children's learning and needs. Teachers encourage children to develop through modeling and mentoring behaviors, which teach children how to observe, question and listen. Learning in a supportive child-led environment helps children to make choices, experiment freely, and learn to respect the feelings and rights of others.

Infant Rooms (6 weeks – 6 months)

Porcupine, Bear, Ducklings

Specific infant rooms support learning through relationship building that begins to build upon social/emotional development. As infants learn to regulate their emotions, this often starts with likes and dislikes. The teachers are responsive to needs and support children positively as they start to explore the world around them.

Toddler Rooms (6 month – 18 months)

Deer, Wolf, Skunk, Snow Owls, Mink

and [18 months – 30 months (2.5 yrs.)]

Lemurs, Moose, Hedgehog, Moles, Elk, Turkey, Badger

In Building Blocks toddler rooms, there is a focus on self-help, independence, and social development. Children start to gain experience and knowledge through both child-initiated and teacher-directed activities. The teachers build their lesson plans with a focus on curiosity, exploration, and fun. The teaching staff at Building Blocks strive to maintain a warm, comforting and loving environment for the toddlers.

Preschool (2.5 yrs. – 4 yrs.)

Rabbits, Beavers, Raccoons, Squirrels, Foxes, Butterflies, Dragonflies, Lady Bugs, Lightning Bugs

Pre-K Rooms (4 yrs. – 6 yrs.)

Honey Bees, Sparrows, Owls, Meadowlarks, Humming Birds

Building Blocks designs the Preschool (PS) and Pre-K (PK) rooms to offer stimulating learning environments in preparation for school readiness. This is done through a play-based approach that uses developmentally appropriate activities. The teachers plan engaging projects and use innovative ideas that address each group's diverse learning, development, and interests. Promoting creativity and exploration builds meaningful and authentic experiences for children. The Pre-K rooms have more curriculum that supports handwriting, pre-reading, pre-math, and science skills as they approach the transition to Kindergarten.

These rooms also continue building self-help skills, independence, and self-regulation. There is a well-balanced child-initiated to teacher-directed activities, with many daily opportunities to participate individually or in small and large groups.

Art & Sensory Curriculum

There are many daily opportunities for your child to engage in music, art, and dramatic play. Sing, dance, move, create, and construct with imagination begin to build and link understanding of the world around them. These activities are a real part of the learning process. Our classrooms and teachers support and provide a large number and variety of materials or props that promote interest. Throughout the day, children will have opportunities to get their hands messy, explore, create and nurture their abilities to express themselves.

When children bring home artwork or creative projects, expressing an interest and asking questions are vital. Instead of asking, "What is it?" Talk to the finished product and isolate such things as color, texture, or lines. Creative expression is about the process and not the product. Being able to tell that your child is starting to be able to use scissors and likes purple supports learning in an authentic way specific to your child, better than any product art that looks like the teacher did most of the project. Teachers date and display children's creative explorations. Children will enjoy having their work displayed around the home for short periods, so they can continue to tell you about the experience.

Pre-Academics

As described earlier, children learn through play. At Building Blocks, children have countless opportunities to learn new concepts and vocabulary and be exposed to a vast array of educational toys, supplies, and equipment. Learning

opportunities come incidentally and informally. Other times intentional teaching comes from observations and authentic assessments built into lesson plans that emphasize more one-to-one instruction or teacher-led learning.

As a child progresses from classroom to classroom, there will be more and more emphasis placed on small motor skills to support school readiness. Literature, language, math, and science will become more intertwined with learning experiences. Our Preschool and Pre-K teachers are guided by the Kansas Early Learning Standards, which can be found at <https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>

Transitioning to a New Classroom

Building Blocks strives to make the transition from one classroom to another as smooth as possible. When the time comes to transition from one class to the next, we look at your child's developmental and maturation levels, as well as space availability in other classrooms. A letter will go home to make you aware when your child is transitioning to a new classroom. Your child's current teacher will share with the new teacher about your child's strengths, areas for growth, and supportive strategies. If you are interested in setting up a conference centered around transition, feel free to reach out to your child's teacher.

Parent-Teacher Conferences

Conferences

Family participation is encouraged and welcomed. Building Blocks uses Family Conferences to offer family support and communication. Family Conferences are designed:

- To guide families and teachers with a way of sharing valuable information about their child.
- To individualize the planning process for each child in the context of their family, culture, and community.
- To explore ways to use a child's family's strengths to promote growth and development.
- To create an ongoing process for recording the growth and development of the child.

We schedule two formal conferences each school year, but we encourage you to reach out to your child's teacher at any time if you have questions, concerns, or want an update on your child's progress. While conferences are not mandatory, they are encouraged, even for our youngest students, as they allow parents the opportunity to follow the progress that their child is making. During these conferences, you will be provided with a written report about your child's strengths and areas for growth.

Family Support

While Building Blocks specializes in providing high-quality early childhood education, we recognize that our students and families may have needs outside early education. We have a variety of ways that we can support our families. These include:

- Assist families with locating community resources.
- Help families obtain emergency assistance in areas such as food, clothing, utilities, housing, and counseling.
- Assist families with a successful transition to school.
- Access to a Family Resource Lending Library.

Please reach out to center director if you need support.

Home Language

It is important to Building Blocks that all families are given the opportunity to fully understand, interpret, and become involved in their child's education. Building Blocks will work with the family to provide information in the language they are most comfortable with for any family that makes a request.

Family Involvement

Building Blocks believes that children thrive when the relationship between the family and the center is a partnership. We have an open-door policy—parents and guardians are always welcome at the center, so just let us know when you'd like to come to say hello! We strongly believe in positive two-way communication. Families are encouraged to communicate with teachers and administration in whatever way is most convenient for them. This may include by phone, notes, email, or in person. Information is shared with families through verbal conversations, the Brightwheel app, newsletters, flyers, family bulletin boards, notes, phone calls, posters, conferences, and e-mail. Building Blocks has an open-door policy and offers many opportunities to be part of your child's early learning experience and connect with other families.

Opportunities include:

- Volunteering is always welcome. We would love to have you share your time and talents with the class. We encourage you to read a book, play an instrument, or share a hobby with the children. Ask your child's teacher about the many ways you can help.

All Building Block employees are expected to treat all children and families with respect and dignity. In return, we expect the same from all of our families. If difficulties arise, we encourage families to share their concerns with their child's teacher verbally or in writing. Inappropriate language directed toward staff and/or in front of children will not be tolerated. Through communication, we will work to resolve the issue. If you are not satisfied with the solution, we encourage you to contact the center director. Please do not confront children or other parents in our program. When any member of the Building Blocks community shows behavior that threatens the safety of others or shows repeated disrespect towards other members of our community, Building Blocks reserves the right to ask the family in question to leave the school immediately and terminate that child's enrollment at Building Blocks.

Developmental Concerns

If at any point you have developmental concerns for your child, please reach out to your child's teacher to discuss. We are happy to provide strategies, resources, or community programs that may be of support.

Guidelines For Referrals And/Or Termination Of Care

If there are concerns about a child's development, health or behavior, a conference may be scheduled so that the teachers, administrator, and parents can talk evaluations, services, and solutions.

Challenging Behaviors

Behaviors come in many forms, and most behavior is neither challenging nor concerning, just regular developmentally appropriate responses that children learn to navigate their world. Challenging behavior is often described as "any repeated pattern of behavior.... that interferes with or is at risk of interfering with the child's optimal learning or engagement in pro-social interactions with peers and adults". This type of definition often is too broad, and most of us define challenging behavior with a list of struggles. Some items that fall on the list are: biting, hitting, screaming, non-compliance, aggressive language, or other aggressive actions. More to the point, challenging behavior is about learning prosocial skills. Building Blocks, through curriculum and experienced teachers, we support children in becoming more social and emotionally competent.

Children who experience behaviors that become a challenge to the teachers in our classrooms or a safety concern for the other children in the classroom. The teachers will work with the director and parents to develop quick solutions that could support the child at home and school. During this period, the teachers will monitor the behavior with detailed notes. These notes allow us to better understand and assist in solutions. If these quick solutions are not effective. The director will set up times to go into the classroom and observe the child and the learning environment. These observations and the notes the teacher have kept assist in telling a story about the challenging behavior and "why?" the behavior might be occurring. From here, another scheduled meeting will happen with the teacher, director, and parents. This meeting will develop the written action plan, which outlines steps to solve the behavior. This action plan may be set on a time limit or trial period for the planned changes.

Program Referral

Building Blocks use developmental screeners ASQ®-3 and ASQ®: SE-2 for children from 2 months to 5½ years of age.

"Through the All in For Kansas Kids initiative and funding from the Preschool Development Grant – Renewal, Kansas is providing statewide access to Ages & Stages Questionnaires® (ASQ) Online through the Kindergarten Readiness Initiative and community access. The Statewide ASQ Online System will make it easier for organizations to improve coordination and reach more families through developmental screening!" <https://agesandstages.com/ks/>

This tool helps Building Blocks recommend supplemental services to families of a child with developmental, psychological, or medical problems. Topeks Public Schools (TPS 501) and other local school district's Special Education Services offer free developmental screenings.

TARC will do screenings for children under three years of age. Areas assessed include hearing, vision, speech/language, gross and fine motor, cognition (thinking and reasoning), and social-emotional development. If special services are needed, the school districts or TARC will provide them, or the child will be referred to other agencies or programs.

Child Care Termination

If the parent(s) refuse to follow through on the referral or recommendation of services if these services are proved, and the child's condition does not improve satisfactorily, or if continued enrollment of the child does not represent

the best interest of the child, the center, staff or other children. Building Blocks administration reserves the right to give written notice to the parent or parents indicating termination of all child care series at the end of 10 days. If the child's behavior is physically or emotionally dangerous to other children or staff, immediate termination may be necessary. Child care services may also be terminated if the behavior of a parent or other primary caregiver is verbally or physically abusive or disrespectful to a staff person or other children or parents in the program.

Staffing

Professional & Support Staff

Building Blocks staff consists of Operations Director, Director, Assistant Director, Teachers, and Assistant Teachers. The management and supervisory team in the building consist of the Director, and an Assistant Director. The classroom teams consist of Teacher 2 (Lead Teacher) and Teacher 1 (Assistant, Float support). Building Blocks staff is supported and employed through Stormont Vail Health (SVH), and policies and procedures established by SVH guide our hiring and recruitment of diverse staff.

Our full-time Teacher 2 has a minimum of 7-9 hours of college credit in early childhood education, with some having an Infant/Toddler or Preschool Child Development Associate® through the Council for Professional Recognition. At the same time, most have an Early Childhood Education Certificate through Washburn Institute of Technology or an Associate's or Bachelor's degree in Early Childhood Education or a child-related field.

We understand the vital influence that our teaching staff has on children's behavior, learning and development. So, teachers with experience and academic training are selected as primary teachers. We choose teachers with a solid knowledge of child development and an understanding of how to incorporate a child's unique learning into activities that meet the developmental domains of cognition, physical, social, and emotional. Teachers work with the support of their teams and director in planning daily learning experiences that promote creative and intellectual expression, stimulate learning and build an accepting and warm, safe environment for children.

Part-Time Employees

Building Blocks employs many part-time teachers that assist in the classrooms. These part-time teachers help and support other teachers with coverage during rest time and planning, particularly during the early morning and afternoon hours. Allowing the extra adults to support the classrooms throughout the day provides for walks and other special activities that might require additional supervision. The part-time teachers supervise children in the room and act as substitutes when a teacher is absent.

Part-time teachers are trained and supervised by the Assistant Director and Director. Full-time teachers assist with hands-on training, with more one-to-one training from the Director.

Volunteer Information

As with SVH, volunteering is integral to our program. Their assistance allows teachers to individualize curriculum and provide additional support to children for their learning and developmental needs.

Volunteers can be students requiring course credits, someone wanting more experience, or just wanting to make a difference in a child's world. Parents are always welcome to come and assist and participate in the classroom with their children. If you have a family member who would like to volunteer their time, that would be great. Volunteers must be 14 years of age, submit mandatory KDHE paperwork, and complete required training and orientation through SVH volunteer services.

Health and Medical Information

Medical & Dental Requirements

KDHE and Shawnee County Health Department (SCHD) require a completed health assessment within six months before the enrollment of all children in a child care facility. It is the responsibility of the parents to meet these requirements before the child's first day of attendance.

Parents who do not comply with these regulations will not be able to start or be dis-enrolled from Building Blocks.

Immunizations

Immunizations required by the Kansas Department of Health following the Center for Disease Control and Prevention (CDC) are as follows:

Legend

- Range of recommended ages for all children
- Range of recommended ages for catch-up vaccination
- Range of recommended ages for certain high-risk groups
- Recommended vaccination can begin in this age group
- Recommended vaccination based on shared clinical decision-making
- No recommendation/Not applicable

Birth to 15 Months

Vaccine	Birth	1 mo	2 mos	4 mos	6 mos	9 mos	12 mos	15 mos
Hepatitis B ⓘ (HepB)	1 st dose	—2 nd dose—			—3 rd dose—			
Rotavirus ⓘ (RV) RV1 (2-dose series); RV5 (3-dose series)			1 st dose	2 nd dose	See notes			
Diphtheria, tetanus, & acellular pertussis ⓘ (DTaP: <7 yrs)			1 st dose	2 nd dose	3 rd dose			—4 th dose—
Haemophilus influenzae type b ⓘ (Hib)			1 st dose	2 nd dose	See notes		—3 rd or 4 th dose, See notes —	
Pneumococcal conjugate ⓘ (PCV13)			1 st dose	2 nd dose	3 rd dose		—4 th dose—	
Inactivated poliovirus ⓘ (IPV: <18 yrs)			1 st dose	2 nd dose	—3 rd dose—			
Influenza (IIV4) ⓘ					Annual vaccination 1 or 2 doses			
or								
Influenza (LAIV4) ⓘ								
Measles, mumps, rubella ⓘ (MMR)					See notes		—1 st dose—	
Varicella ⓘ (VAR)							—1 st dose—	
Hepatitis A ⓘ (HepA)					See notes		—2-dose series, See notes —	

18 Months to 18 Years

Vaccines	18 mos	19-23 mos	2-3 yrs	4-6 yrs	7-10 yrs	11-12 yrs	13-15 yrs	16 yrs	17-18 yrs
Hepatitis B ⓘ (HepB)	→ 3 rd dose →								
Rotavirus ⓘ (RV) RV1 (2-dose series); RV5 (3-dose series)									
Diphtheria, tetanus, & acellular pertussis ⓘ (DTaP: <7 yrs)	→ 4 th dose →			5 th dose					
Haemophilus influenzae type b ⓘ (Hib)									
Pneumococcal conjugate ⓘ (PCV13)									
Inactivated poliovirus ⓘ (IPV: <18 yrs)	→ 3 rd dose →			4 th dose					
Influenza (IIV4) ⓘ	Annual vaccination 1 or 2 doses					Annual vaccination 1 dose only			
or									
Influenza (LAIV4) ⓘ	Annual vaccination 1 or 2 doses					Annual vaccination 1 dose only			
Measles, mumps, rubella ⓘ (MMR)				2 nd dose					
Varicella ⓘ (VAR)				2 nd dose					
Hepatitis A ⓘ (HepA)	→ 2-dose series. See notes →								
Tetanus, diphtheria, & acellular pertussis ⓘ (Tdap: ≥7 yrs)						1 dose			
Human papillomavirus ⓘ (HPV)						See notes			
Meningococcal ⓘ (MenACWY-D ≥9 mos, MenACWY-CRM ≥2 mos, MenACWY-TT ≥2years)	See notes					1 st dose		2 nd dose	
Meningococcal B ⓘ (MenB-4C, MenB-FHbp)						See notes			
Pneumococcal polysaccharide ⓘ (PPSV23)						See notes			
Dengue ⓘ (DEN4CYD; 9-16 yrs)						Seropositive in endemic areas only (See notes)			

The full graph and notations can be found at the following website with further details and explanations for immunization requirements; <https://www.cdc.gov/vaccines/schedules/hcp/imz/child-adolescent.html#birth-15>

These timelines are essential, to keep an updated record showing the current immunizations. Health assessments and immunizations need to be maintained in a file per KDHE Licensing Regulations K.A.R. 28-4-430. You will be notified with written notice sent home with your child and a Brightwheel message. The parent/guardian will then have two more weeks to comply by bringing the child's immunization records to leadership, stating that your child is needing a copy of their updated immunizations. Two weeks from the initial request for immunizations, you will receive a phone call from leadership detailing the parent/guardian will have one business day to bring the child's immunization record.

Failure to provide the immunization record within one business day of the phone call, will result in the child not be allowed to return to Building Blocks without current proper documentation. Parents/guardian will have one week to provide the paperwork before dismissal of care. Parent/guardian is responsible for childcare tuition during this time. Failure to have your child's immunization records on file in aforementioned period will result in termination of the child's care. The child is not guaranteed their spot back or immediate re-admittance. The child will go back on the wait list, for the next open slot, if parents want to continue care.

Religious Exemption From Immunizations

Families may have a religious exemption. If there is an outbreak of communicable disease, the children will not attend Building Blocks until the incubation period has cleared.

Sick Child Policies

Health & Safety

We all know that safety comes first! At Building Blocks, our first goal is to keep children safe, which starts with paying attention to every detail - big and small. Every day at our center, you can be confident that your child is in the very best hands.

Daily Health Checks

Each morning when your child arrives, we will conduct a daily health check. This is a quick physical observation where we check and observe a child's behavior/mood and physical condition, including breathing, skin, eyes, ears, nose, and mouth. Additionally, we ask that you please alert us of anything out of the ordinary we need to know regarding sleep, appetite, bowel movements and urination, mood, and behavior at home and/or unusual events.

Illness Policy

We realize that it is difficult for working parents to keep their children home, but exclusion from school will help prevent contagion and promote the health and safety of your child. Children should be kept home from school if they are feverish, have diarrhea and/or vomiting, have nasal mucous discharge that isn't clear, or if they show signs of becoming sick (listlessness/drowsiness, productive cough, sore throat, ear pain, eyes that are pink, burning, itching, or producing discharge). **See exclusion criteria on the following pages for more specifics.** If your child cannot comfortably participate in the day's usual activities or your child needs to stay indoors and/or have additional rest, these signs are generally indicative that the child should not be at school.

Building Blocks has established guidelines in accordance with state childcare law and other best practices concerning sick children. In case of a communicable disease or condition, and at the discretion of the center director, other parents will be notified to watch for symptoms in their children.

If your child becomes ill during the school day, every effort will be made to make them comfortable, away from the other children, but with a familiar caregiver. A parent will immediately be called to come and pick them up. Building Blocks is not able to provide arrangements to care for sick children. Parents are required to respond as soon as possible concerning the sick child when contacted by Building Blocks staff. If we cannot reach the parent within thirty minutes, we will reach out to the family's emergency contacts as stated on enrollment/annual forms. If the illness warrants, the child's pediatrician will be contacted for consultation.

Children may attend with minor illnesses if it is not contagious, and it does not affect the child's ability to participate in the day's routine. Minor illnesses include:

- Mild respiratory infections
- Acute infections subsiding after treatment, such as pink eye, impetigo, ear infections
- Cold symptoms without a fever

If the child's health deteriorates at some point in the day, the parent will be contacted to come to pick them up.

Please Note: It is always helpful if you can provide Building Blocks with a doctor's note, when applicable. The illness exclusion criteria will still be followed even if a doctor's note is given. The instances that need exceptions from the exclusion criteria will be addressed in a case by case situation, if child may return on the recommendation of the doctor.

Illness Exclusion Criteria

Disease/Condition:	If your child has been diagnosed with this disease, our program will:	When to allow your child to return:
Chickenpox (or rash suggestive of chickenpox)	<ul style="list-style-type: none"> • Temporarily exclude the sick child from childcare • Notify all parents regarding possible exposure and include a warning about aspirin use • Contact the Child Care Health Consultant if needed to find out other preventative measures to take • Unimmunized children must be excluded until they are permitted to return by their health care provider • Carefully follow handwashing and cleaning procedures 	Approximately 5-7 days after the rash begins or when ALL blisters have scabbed over.
COVID-19 or symptoms of COVID-19	<ul style="list-style-type: none"> • Temporarily exclude the sick child from childcare • Contact the Child Care Health Consultant if needed to find out other preventative measures to take • Carefully follow handwashing and cleaning procedures 	Guidance from the state is updated frequently. Please see center director for more info.
Diarrheal illness	<ul style="list-style-type: none"> • Temporarily exclude a child that has had 2 or more diarrhea episodes in one day • Carefully follow handwashing and cleaning procedures 	When the child is diarrhea-free for at least 24 hours without the aid of medication.
Fifth Disease	<ul style="list-style-type: none"> • Temporarily exclude the sick child from childcare • The program will notify all parents • Carefully follow handwashing and cleaning procedures 	When the child is fever-free for at least 24 hours without the aid of medication and has the energy to participate in center activities.
Fever	<ul style="list-style-type: none"> • Temporarily exclude the child from childcare if the child has a fever of 100.4 or greater 	When the child is fever-free for at least 24 hours without the aid of medication.
Hand Foot and Mouth Disease	<ul style="list-style-type: none"> • Exclude if the child has an open, draining lesion on hand or has lesions in the mouth and is drooling • Carefully follow handwashing and cleaning procedures 	When lesions heal and/or drooling ceases, and the child can participate in center activities (including meals).

Disease/Condition:	If your child has been diagnosed with this disease, our program will:	When to allow your child to return:
Hepatitis A	<ul style="list-style-type: none"> • Temporarily exclude the sick child from childcare • Contact the Communicable Disease Section of DHHS • Contact the Child Care Health Consultant if needed to find out other preventative measures to take • Carefully follow handwashing and cleaning procedures 	<p>At least one week after onset of illness or jaundice.</p> <p>Permission to return should be sought from the local health authorities first.</p>
Impetigo	<ul style="list-style-type: none"> • Temporarily exclude the child from childcare • Carefully follow handwashing and cleaning procedures 	<p>After treatment has been started.</p>
Influenza	<ul style="list-style-type: none"> • Temporarily exclude the child from childcare • The program will notify all parents • Carefully follow handwashing and cleaning procedures 	<p>When the child is fever-free for at least 24 hours without the aid of medication and has the energy to participate in center activities.</p>
Lice	<ul style="list-style-type: none"> • Temporarily exclude the child from childcare 	<p>24 hours after treatment and no signs of nits or lice.</p>
Pink Eye	<ul style="list-style-type: none"> • Temporarily exclude the child with yellow eye drainage and itching • Carefully follow handwashing and cleaning procedures 	<p>24 hours after the first dose of medication and symptoms are mild.</p>
Pneumonia	<ul style="list-style-type: none"> • Temporarily exclude the child from childcare if they present with fever or difficulty breathing • Carefully follow handwashing and cleaning procedures 	<p>When the child is fever-free for at least 24 hours without the aid of medication and has the energy to participate in center activities.</p>
Ringworm	<ul style="list-style-type: none"> • Temporarily exclude the child if lesions cannot be covered • Carefully follow handwashing and cleaning procedures 	<p>If unable to cover the lesion(s), after treatment begins and the lesion starts to shrink.</p>
RSV (Respiratory Syncytial Virus)	<ul style="list-style-type: none"> • Temporarily exclude the child from childcare if they present with fever or difficulty breathing • Carefully follow handwashing and cleaning procedures 	<p>When the child is fever-free for at least 24 hours without the aid of medication and has the energy to participate in center activities.</p>
Scabies	<ul style="list-style-type: none"> • Temporarily exclude the child until treatment is complete • Carefully follow handwashing and cleaning procedures. • The program will notify all parents • All clothing and blankets will be sent home to be laundered in hot water and dried in a hot dryer 	<p>Until treatment is completed.</p>

Disease/Condition:	If your child has been diagnosed with this disease, our program will:	When to allow your child to return:
Strep Throat/Scarlet Fever	<ul style="list-style-type: none"> Temporarily exclude the child from childcare Carefully follow handwashing and cleaning procedures 	24 hours after antibiotics are started when the child is fever-free for at least 24 hours without fever-reducing medication and has the energy to participate in center activities.
Tuberculosis	<ul style="list-style-type: none"> Temporarily exclude the child from childcare Contact local health department and Childcare Health Consultant Carefully follow handwashing and cleaning procedures	Exclude until a health care professional provides a written statement that the child is not infectious.
Vomiting	<ul style="list-style-type: none"> Temporarily exclude the child from childcare Carefully follow handwashing and cleaning procedures 	When the child is vomit-free for at least 24 hours without the aid of medication.
Any other reason that Leadership feels that a child needs to remain home, for the health and safety of the child/children	<ul style="list-style-type: none"> Any condition stated above, or combination of conditions 	A date will be given by leadership for the child to return to care.

Cleaning & Sanitation

Cleaning and disinfecting are part of our broad approach to preventing infectious diseases at Building Blocks. Each classroom has a “yucky bucket” for toys that have been contaminated with bodily fluids. Contaminated toys are specifically washed, sanitized, and air-dried. All surfaces and toys are sanitized and air-dried daily upon arrival and departure. For more specifics about the frequency and type of cleaning that occurs for each surface at Building Blocks, please reference the NAEYC Cleaning, Sanitizing, and Disinfecting Frequency Table.

Hand Washing

Handwashing has long been established as one of the most important things to prevent the spread of illness.

In our school, hand washing requirements for **staff** are as follows:

- Upon arrival at school/center.
- Before and after setting up snacks/food for student consumption.
- Before and after helping students use the bathroom.
- After handling items soiled with body fluids such as blood, drool, urine, stool, or discharge from nose or eyes.
- After handling an ill child.
- After using the bathroom or taking care of other personal needs (i.e., nose-wiping) and eating.

In our school, hand-washing requirements for **students** are as follows:

- Upon arrival in the morning.
- After using the bathroom.
- Before and after eating food.
- Before and after sensory play.
- After they have touched a child who may be sick or who has handled soiled items.
- After blowing/wiping their nose.

The required **method for handwashing** is as follows:

- Rub hands vigorously for at least 20 seconds using warm water and soap.
- Wash between fingers and back of hands and wrists.
- Rinse hands well under running water and dry thoroughly with a clean paper towel.
- Turn off water using a paper towel instead of bare hands. This helps prevent acquiring new germs on already clean hands.

Universal Precautions

Building Blocks follows universal precautions to prevent the transmission of HIV/Aids, Hepatitis B, and other blood borne pathogens. Universal precautions refer to infection control measures that all health care workers and childcare providers follow to protect themselves and the children in their care from disease-producing microorganisms. The concept requires workers to treat all blood and various other bodily fluids as infected with HIV, hepatitis B virus, and other blood borne pathogens. Building Blocks staff follow the following universal precautions when encountering blood or bodily fluids:

1. Gloves are worn for contact with blood, body fluids, mucous membranes, open wounds, and handling items or surfaces soiled with blood or body fluids. Only approved latex or vinyl gloves are worn. Gloves are never to be washed and reused.
2. Hands and other skin areas are washed thoroughly if they contact blood or body fluids. Hands should be washed immediately after gloves are removed.
3. Saliva is not considered by the Center for Disease Control to transmit HIV. Still, it is a body fluid, and mouth-to-mask ventilation devices will be available for resuscitation and shall be used by trained personnel.
4. Staff must review information and procedures about universal precautions, HIV/HBV infections/transmissions, and handling of infectious waste annually.

Safety

Supervision

Building Blocks staff assume responsibility for enrolled children when they enter the classroom or are escorted by a staff member onto the Building Blocks property. Teaching staff always supervise toddlers/twos by sight and sound. Children 3-5 years of age are supervised primarily by sight, but supervision for short intervals by sound is permissible, as long as teachers frequently check on children who are out of sight.

All classrooms monitor attendance by updating their attendance records throughout the day and counting and matching the numbers of children present with names on attendance records. "Name to Face" headcounts occur throughout the day, particularly when moving about the center at every threshold.

Parents will be notified immediately with a phone call, if a child is left unsupervised. Depending on the severity of the event, a formal letter will also be sent giving the details of the situation. This includes if a child runs out of a classroom. Children leaving a classroom is a serious safety issue, and parents will be notified. A meeting will be scheduled with leadership, parents and teacher to plan for the safety concern and goals for behavior.

Injuries/Accidents

Your child's safety is of our utmost concern, but we recognize that minor bumps and scrapes are an everyday part of your child exploring and learning through experience. Known minor injuries sustained at school are reported to parents on an Incident Report Form, of which you will receive a copy. If your child is injured in our care, our first step is to administer first aid. A first aid kit is available in the office, and each class always has a small first aid kit with them. The most common treatment is ice on bumps, soap and water cleansing, and a bandage on a minor wound. All permanent staff members are trained in First Aid and Infant/Child CPR within the first 90 days of their employment, and they must maintain their current certification every two years.

If an accident is more than minor, a parent will be called to discuss the need for possible medical treatment. If the accident is more serious, a parent will be contacted and requested to come immediately. In the event of a life-threatening illness or injury, an ambulance will be called. To ensure your child's safety, your Enrollment Agreement provides a record of names, addresses, and phone numbers of the people you have authorized to pick up your child. We ask you to keep this information current and supply names and phone numbers for your child's doctor and preferred hospital.

Emergency Procedures

We make every effort to be prepared for potential emergencies. Building Blocks has an emergency response plan for fire, inclement weather, or if a lockdown becomes necessary. This plan is updated annually and submitted to the KDHE. These plans are reviewed annually with the staff. Additional precautions we take in the event of an emergency are:

- Emergency phone numbers are posted by all phones.
- Building Blocks keeps an emergency “To-Go” bag in the main office with first aid supplies and emergency contact information for all students and staff.
- Fire drills are practiced once each month, and shelter-in-place drills every three months to prepare children in the case of an emergency.
- Emergency evacuation plans are posted in each room.
- Annual inspections by the Topeka Fire Marshal. If an emergency requires evacuation, we’ll notify you as soon as the children have been relocated to a safe area.

Accidents & Emergency Procedures

In spite of precautionary measures, children do have accidents. Teachers have current CPR and first-aid training and are able to tend to minor injuries. In cases of head bumps, it is routine procedure to attempt to notify you of the accident by phone and give you the details. We watch these children for symptoms associated with concussion, such as dizziness, dilated eyes, and vomiting.

Building Blocks will contact you if we think a physician should see an injured child or ill child, and we will prepare them to be picked up. In case of a more severe emergency, we will call an ambulance and notify you immediately. For minor accidents, teachers will note the incident on an individual accident report form. More serious injuries that may require medical treatment will result in a more detailed accident report being completed. Please Note: Building Blocks is not responsible for any medical bills or appointments proceed the accident or injury.

If your work, home or cell phone number changes, notify the office immediately. All families must have an additional person listed on their emergency treatment form. Building Blocks must have a way of contacting a least one family member in case of emergency, at all times.

Administering Medication

The Kansas State Department of Health, licensing regulation requires that prescribed medicine can only be administered if it is in the pharmacy container labeled with the child’s full name, name of medication, dosage, name of physician, and date it was filled.

If you want your child to be given a non-prescription medication, a short-term or long-term medication form must be filled out and signed by the parent or guardian. The medication must be in the original container, must be labeled clearly and will be kept in a locked box or cabinet, in the classroom.

Parents must fill out and sign an individual initial medication form and give it to the classroom teacher. Short-term Medication form CCL 026 and Long-term Medication form CCL 027 can be found in the appendix of this handbook.

Teachers will write the time the medicine was administered and their name on the form that you filled out. Teachers can only administer medication if parents have followed the above procedures.

Unless we receive a specific request from a parent to keep medicine on hand (i.e. asthma, allergies) all medication that is not being administered will be disposed of; so please take it home if you want to keep it.

Wellness & Outdoor Play

If your child is not well enough to go outside with their class, please do not send them to school. Building Blocks does not have enough staff to remain inside with one child. It is healthier for children to go outside every possible day, for even short periods, than be confined indoors. Kansas Department of Health and Environment under the regulation K.A.R. 28-4-438 (b) states:

Unless extreme weather conditions prevail, children shall have a daily period of outdoor play under the supervision of an adult. Children spending more than four consecutive hours at the center shall play outdoors for at least one hour daily (p.67).

If a physician recommends restrictions on outdoor activities, a discussion with the classroom teacher and Director for possible short-term (2 days) arrangements will need to be made. The children in the Toddler do not go outside if the wind-chill is below 25 degrees, for older children it is below 20 degrees. Children will not go outside if the

temperature or heat index is 95 degrees or higher. Each school has an indoor play area for those times that weather does not permit going outside.

Sunscreen Policy

Topical Creams and Sunscreen

Parents and guardians may give a Building Blocks standing authorization for up to 12 months to apply over-the-counter topical ointments, topical teething ointment or gel, lotions, creams, and powders, such as sunscreen or diapering creams, baby lotion, and baby powder, to their child, when needed.

The over-the-counter topical medications form must be completed before we can administer these medications. You can find the necessary form on the in the appendix.

Building Blocks does not provide sunscreen to all students. Parents must provide a sunscreen to use for their child. Please apply sunscreen to your child before arriving at the center and dress them in hats/visors and tightly woven clothing to help prevent sunburn during outdoor play. Building Blocks staff can reapply sunscreen in the afternoon before going outside if we have an up-to-date Sunscreen Permission Form on file.

Play Yard And Outdoors

We play outside every day that weather permits. When the weather keeps us inside, we find safe and fun ways to get active indoors. Our playground equipment and materials are designed for active play and exploration, which keeps kids learning while getting exercise and fresh air. Teachers plan outdoor activities to address multiple areas of skill development, including climbing, balance, and coordination, throwing, kicking, running, jumping, and pedaling.

Appropriate Clothing for Indoor and Outdoor Play

A full day at our school includes fun activities like singing, painting, playing indoors and out, dancing, and eating, so we recommend easy-fitting, washable clothes. Being comfortable let's kids focus on learning and having fun!

Make sure your child is wearing shoes for easy movement. Flip-flops, clogs, cowboy boots, and slick-bottomed shoes often cause children to fall when running outside and limit their play. Please be sure that your child's shoes are rubber-soled and closed-toe with a closed heel or heel strap. Shoes are required for all students.

- Please provide two complete sets of extra clothes, including socks, for your child. It's always a good idea to keep an extra pair of shoes and a sweater or sweatshirt at school, too. Clothing should be labeled with your child's first and last name and checked periodically to make sure it still fits.
- Please provide appropriately layered clothing to keep warm in cold weather, including mittens or gloves, caps, hoods, or hats, sweaters or sweatshirts, socks, and warm, waterproof outerwear and footwear.
- Please have your children wear sun-protective clothing such as clothing made with fabrics rated for ultraviolet protection or clothing that protects skin areas most prone to sun damage.
- Sometimes learning and fun can get messy! Building Blocks isn't responsible for lost, stained, soiled, or torn clothing.

Soiled Clothing

Check your child's cubby each day for soiled clothing. Building Blocks may not always have extra clothing for children. Building Blocks has the following policy concerning space clothing:

If a child consistently has accidents and does not have extra clothing, the teacher will call the parent and ask that either clothing be brought to school or that the child is taken home. KDHE Licensing regulations require that spare clothing be maintained in your child's cubby. It is also prohibited that teaching staff rinses out soiled clothing from toilet accidents. Soiled clothing will be wrapped in plastic and must be taken home by families.

Reporting Child Physical Abuse, Sexual Abuse Or Neglect

The Kansas Child Protection Act mandates that all licensed child care center personnel report suspected child abuse or neglect. There is a penalty or violation of this reporting law. This act protects the people saying to the Kansas Department of Children and Families (DCF) from any liability, civil or criminal suits. All records and reports concerning child abuse and neglect filed with DCF or the district court are confidential and will not be disclosed. All staff at Building Blocks goes through annual training and are aware of their responsibilities regarding mandated reporting,

<http://www.dcf.ks.gov/services/pps/pages/childprotectiveservices.aspx>

Enrollment Policies

Building Blocks prioritizes enrollment for families where one or either parents, or primary caregivers are SVH employees. For Building Block enrollment purposes, SVH employees must maintain full-time employment.

Enrollment Acceptance Policies For Non School-Aged Children

Building Blocks only accepts enrollments for families in which one or both parents, or primary caregivers are full-time (.9 FTE status) employees of SVH. This is an exclusive benefit for SVH employees, that allows for SVH to subsidize large portion of childcare costs. All families interested in enrollment must complete a wait list application. This application puts their child on the wait list according to the child's age and date of application. Families are chosen off the wait list according to admittance priorities, SVH priorities in workforce, openings in classrooms, and then by date of waitlist application.

Once chosen off the wait list, you will receive a letter stating that we have an opening for your child on specific date. These dates will be at a minimum two weeks from the requested start date. If you do not wish to take the spot on the start date, you can:

1. Request a later start date and pay for the spot even though your child will not be starting at Building Blocks on original start date. The spot can only be held for four weeks, and then you will be either of the following options.
2. Decline the spot but remain at the top of the waiting list for the next opening.
3. Be moved put on the bottom of the list to wait for the new enrollment date. This does not guarantee that enrollment will be on the new date.
3. Be removed from the waitlist.

All SVH employees must be working full-time (FTE 0.90) and are required to maintain 40 hours per pay period. If this is not maintained your child will be dis-enrolled immediately. Your last day as an employee of SVH will be the last day for your child at Building Blocks. Building Blocks will conduct regular audits to ensure compliance with FTE status.

Please Note: As Building Blocks has change enrollment policies and expanded, there are Community members children that were enrolled at the time of the policy changes. These families have been notified, with a letter that states your current grandfathered exceptions.

Enrollment Acceptance For Children Funded By DCF, And Military Vouchers

Building Blocks accepts enrollments funded by DCF and Military Vouchers. The parent agrees to pay the difference between the fees charged less the DCF or Military Voucher assistance received.

Summer Enrollment

Summer camp is for SVH employees who meet the employee requirements. The children accepted into summer camp, must be between the ages of Kindergarten and 12 years of age.

Summer Camp children will have attended K-12 school program. Siblings of children that are currently enrolled will have priority on the waitlist.

If a child has been accepted for the summer session, the parent/guardians will be notified through email by the end of January. The flyer, agenda and activities list and prices will be sent to parents by the beginning of April. Parent/guardians must withdraw the child two weeks before the payment deducts from payroll, in order to have payment refunded.

After the session has begun, a withdrawal request cannot be accepted for current month, due to payroll withdrawal, but written consent can stop for further withdrawals.

Fees are payable as designated in the fee agreement. Fees are payable for all days in the contract period whether or not the child is present.

Financial Policies

Tuition

Fees are set and approved annually through the Building Blocks Board of Directors and the Stormont Board of Directors approve to support recruiting and retention for Stormont Vail Health employees.

Tuition Payments

Tuition payments are payroll deduct for SVH and Community Families according to fee scales set by the Board of Directors.

Because subsidized tuition will be a benefit to you as a Stormont Vail team member, any change in status or resignation/termination from Stormont, your last day in an eligible role will be your child's last day at Building Blocks. This will enable us to provide the opportunity to enroll at Building Blocks to other team members who are full time with us and in need of childcare services.

Building Blocks Fees

**These fees are set on 5 days or 50 hours weekly depending on child's schedule.*

Community Rates

**These fees are set on 5 days or 50 hours weekly depending on child's schedule.*

Payment for childcare fees are collected through ACH by the 5th of every month, and a full month's payment is collected. This is not negotiable.

Age Group	SV Rate (Eligible Full-time team members only .9 FTE - 36 hours per week or more)	Community Rate
Infants (6wks – 18 months)	\$155	\$309
Toddlers (18mo – 30 months)	\$115	\$243
Preschool/PreK (2.5 – 6 yrs.)	\$105	\$220
Summer Camp/School Age Days Out (Kindergarten – 12 yrs.)	\$100	n/a

Late Pick Up Fee/Over Contract Hours

If parents are unable to pick up their child at the scheduled time, they are required to call and inform the administrative staff of the delay.

Stormont Vail families who abuse the late pick-up or over contract hours will have supervisor informed about the overages, to possibly include corrective action up to and/or to include termination.

Tax Considerations

In offering these services to you at a reduced rate, the first \$5,000 in annual expense is tax free to you as a team member. Any amounts in excess of \$5,000 will have to be reported as taxable income to you at the end of the year as required by the IRS.

In addition, if you also have the Dependent Care Flexible Spending Account, you are only allowed a combined total of \$5,000 as tax free and any excess would also be taxable. Our benefits team is available to discuss this with you in further detail.

Receipts For Payments

Stormont Vail employee receipts are available through my workday, pay portal. The end of year statement includes Building Blocks Federal Employer Identification Number (FEIN) for tax and FSA reimbursement purposes.

Forms for FSA, for SVH employees can use paystubs from Workday. Community families please bring form to administrative staff, to complete the necessary verifications.

Absences, Sick Days & Vacations

For children to learn from our program, they need to be here on a regular basis. As per KDHE, we must record attendance.

- Please notify your child's teacher if you know that your child will be out of school ahead of time for an appointment or vacation. If your child is sick, please notify us as soon as you can. You can send all notifications to your child's teacher via messaging within the Brightwheel app.
- If your child has been absent two days in a row for unknown reasons, a staff member will touch base with you to check in and ensure the child is well and when to expect their return.

If a child is absent due to sickness, full daily fees are charged. Fees are charged according to available spots, not child's attendance.

End Of Year Statements

Statements of receipts for the calendar will be available January 31st of each year. This statement includes Building Blocks Federal Employee Identification Number (FEIN) for tax and FSA reimbursement purposes. These receipts will also show family financial contribution and additional contributions through SVH, DCF or Military Voucher. If you have any questions please contact administrative staff and Building Blocks.

Transportation Policies

Trips Off Of The Premises

Classrooms must have adequate adult coverage in order to leave the premises. When leaving Building Blocks to go on a field trip not in close proximity to Building Blocks, there must be three (3) adults present to assist with supervision, specifically a lead teacher, an assistant teacher AND a third person (float), leadership or a volunteer. In some instances, at the discretion of the administration, one teacher and another Building Blocks employee may be authorized to accompany children to specified location. All trips away from the building must be pre-approved by the director.

KDHE requires that all child care centers obtain signed parental permission for any trips off the premises. The general permission form that each parent signs give Building Blocks teachers permission to take children on walking field trips near the school. Children are not allowed to leave Building Blocks until this general permission form is signed and returned. Walks to other destinations and all van trips require a separate parental permission form for each trip. If a parent forgets to sign for each separate trip, we will make every effort to contact the parent to get permission. If you do not wish your child to attend the field trip, you will be responsible for care until the class returns. On all field trips teachers take along emergency treatment cards, children's health records and first aid kit.

General Transportation

No child will be transported in a private car by any staff.

Building Blocks owns one fifteen-passenger van. The main purpose for having this van is to transport to and from a variety of activities, including field trips. Parents must provide appropriate car seats. These seats need to be clearly labeled with the child's first and last name.

Building Blocks staff will not drive a sick or injured child to a doctor's office or hospital. In the event a child must be transported to a doctor's office or hospital and the parents or other designated people on the emergency form are not available, an ambulance will be called. The emergency medical treatment form you provide at the beginning of each enrollment period give Building Blocks staff permission to call an ambulance for transportation to the hospital and for the hospital to administer emergency care in such cases.

Car Seat Regulations

In order to travel in the Building Blocks van for a field trip, all families must adhere to the following guidelines:

- Children who weigh less than 40 lbs. should have a regular car seat with restraint harnesses, either rear-facing or forward-facing depending on size and age of child. If a child weighs slightly less than 40lbs, but has grown too tall for the restraint harnesses on his or her seat, a high-backed booster may be used.
- Children who weigh over 40 lbs. and are under age 8 must ride in booster seat with a high back.

To fit correctly, even while using a booster, a seat belt must not cut across the child's neck or abdomen. The child must be tall enough that the lap belt rides across the hips while the shoulder belt goes across the chest and is never worn under the arm.

All car seats or boosters must have a sticker stating that the seat is federally approved and must not have passed its expiration date. All of them come with this information when purchased. Check with the Fire Department to make sure the car seat your child is using has not been recalled.

All car seats and boosters should be in good repair, be properly functional, and be new enough to adhere to all current safety standards.

If a car seat or booster aged child is driven to a field trip by a family member, they must be driven back to Building Blocks as well by family member. Car seats and boosters will be installed only at Building Blocks. This is due to the sometimes-complex arrangement of seats, the safety of a trained installer, and the importance of teachers remaining in a supervision of the children while on a field trip.

Building Blocks is not responsible for car seats left at the school for field trips that are not properly labeled with the child's first and last name.

Building Blocks Policy Statements

Building Blocks does not condone or tolerate the use of physical punishment of any kind on Building Blocks property. This policy restricts parents and staff from using physical punishment on their children while on Building Blocks property. Also, Building Blocks will not tolerate psychological abuse, coercion, threats, derogatory remarks, withholding, or threatening to withhold food as a form of discipline.

Positive Guidance & Discipline

Positive discipline is an essential part of a child care program. Discipline helps children feel secure, meets their needs, and builds self-control and self-esteem. The object of discipline is to promote prosocial behaviors that are beneficial to a child's development, learning and eliminate behaviors that are harmful or distressing to a child or others. Discipline is different from punishment. Corporal or negative verbal punishment may change a child's behavior in the moment, but this is often done through fear. Punishment stresses what children should not do. Punishment often through fear of consequences avoid the penalty, not actually learning from mistakes or changing behaviors.

Before we explain the various techniques, adults may use when disciplining or guiding behavior, we must first look at the environment. The environment has a great deal of influence on how most discipline and behavior challenges can be prevented, reduced or even eliminated. Changing the routine, classroom activities, the room arrangement or the use of space has a profound effect on how children use classroom materials and interact with peers. Our teaching staff will work to meet and satisfy each child's need for; individual space, social interactions, quiet and rest, movement and stimulation, self-direction, and teacher led activities that support mentoring and modeling. Our classrooms are built with developmentally appropriate materials and expectations that are supported with an abundance of encouragement, love and affection.

Appropriate Guidance Techniques Used At Building Blocks

The following are techniques that are taught to staff.

Consider Possible Reasons for Behaviors: Behaviors are a form of communication. Due to the limited language and experiences of a child/youth, sometimes their actions speak louder than words. Avoid blaming the child/youth for the challenging behavior and identify the root cause of the behavior.

Listening: An essential element of communication is listening to the messages a child/youth is telling us. Adults should not only listen with their ears but also “listen” with their eyes. Focus on body language, tone of voice, and facial expressions to truly understand what children/youth are trying to express.

Understanding Development: Knowing what to expect developmentally for children/youth helps ensure adult expectations are appropriate. Knowing the ages and stages of child/youth growth and development helps adults ensure that they offer children activities and stimulating materials rather than frustrating. As a result, children/youth gain competence and confidence in mastering tasks and facing challenges.

Providing Opportunities for Choices: When appropriate, provide choices rather than directions to children/youth. Remember the developmental age of the child/youth when offering options. Older children/youth do better with open-ended choices, while younger children may need limited choices.

Establishing Limits and Rules: Create realistic and developmentally appropriate limits and rules that focus on caring for “self, others, and the environment and materials.” Involve children/youth in the development of rules and limits and communicate them clearly. Consider posting rules or scheduling a time to discuss/remind children/youth.

Anticipating and Preventing Challenging Behaviors: Plan environments, activities, and projects based on child/youth development. Use visual cues such as a schedule, sign-up sheet, cards, or pictures to reinforce expectations. Anticipate how children/youth may respond to certain stimuli or situations. Plan ahead to prevent problems.

Indirect Guidance: Indirect guidance allows children/youth to know the expectations without a great deal of direction from adults. For example, if children/youth are allowed to work the CD player, is there a way for them to know what an acceptable volume is? By simply marking a red line on the volume control, children/youth have a visual reminder about an acceptable volume.

Reinforcement: Reinforce positive behavior using encouraging words. Be specific in your reinforcement and explain what the child/youth has done. More than “good job” needs to be said for it to be considered positive reinforcement.

Redirection: Redirection is used to get a child/youth to “redirect” their thoughts or actions into a more appropriate activity.

Intentional Environment: The learning environment is an essential and powerful teaching tool. If the environment is set up with how children/youth learn and develop, it can positively support teaching and learning. Staff/teachers observing challenging behaviors should consider how the daily schedule, transitions, room arrangement, or materials may be contributing factors.

Logical and Natural Consequences: Consequences are positive or negative outcomes of an action. Natural consequences occur on their own. They are not controlled or manipulated by anyone; they simply just happen. Logical consequences are situations engineered by the person in authority, and they are logically connected to the wrong. It is logical because it “fits” the offense. Children/youth that experience natural and logical consequences develop self-discipline and inner strength. They also learn to respect order because they see that following rules leads to better living instead of being in fear of punishment.

Conflict Resolution: Conflict resolution is a time to find solutions, understand each person’s perspective, and share feelings. It is not an opportunity to have one person win or lose. Conflict resolution is a very effective guidance tool because it allows children/youth to practice negotiation, compromise, listening skills, empathy, self-calming techniques, and assertiveness without aggression.

Providing Language to Identify Expressions of Emotions: One of the most important social/emotional development skills we can teach is helping children/youth move from physical reactions to verbal responses that communicate their feelings/needs. In addition, they must be able to connect and share with others to be successful in current and future relationships.

Modeling Prosocial Behaviors: Teachers promote prosocial behavior by interacting respectfully with children/youth, families, and co-workers.

Examples can include discussing behavioral challenges privately, ensuring each child/youth has the opportunity to contribute to the group, building a classroom/home community assisting children/youth in conflict, and countering bullying behaviors.

Be in Control without Being Overly Controlling: Consistency is vital; however, it is equally important to have flexibility. Once in a while, it is OK to give in about the small stuff, provided that it is not something dangerous. Guiding and teaching children is the goal.

Calming Corner, Break Or Safe Space

A calming corner or the opportunity for children to take breaks, is offered when a child does not respond to any of the above or is repeatedly disruptive or aggressive. After a few minutes when the child is calmer and has talked through the situation with the teacher, the child is encouraged to rejoin the activities. The calming corner or break space is not a “time out” the teachers use this opportunity to model and work through feelings with the child, with discussion of appropriate behaviors and teaching the child ways to better self-control and self-awareness. For severe or repeated problems, the director or assistant director may be asked to assist with the child or if necessary be brought to the office to calm down and regain composure, before returning to the classroom. Consequences for misbehavior should be logical, developmentally appropriate, and as immediate as possible.

It is Building Blocks policy and a licensing regulation that the that none of the following be used in the classroom as discipline;

- Spanking, slapping, biting, hitting, pinching, yanking, shoving, shaking, pulling hair, or any other form of physical abuse or measures intended to induce physical pain or fear.
- Threats, name-calling, sarcasm, belittling, criticizing, teasing, abusive or profane language, or any other form of verbal abuse.
- Using shame or punishment when bathroom accidents occur.
- Allowing children to remain in soiled or wet clothing.
- Binding to restrain movement of mouth or limbs.
- Withholding or forcing meals, snacks, toileting, outdoor play experiences, or rest time.
- Intimidating a child/youth with facial expression, tone of voice, or physical presence (e.g., standing over them, finger-pointing).
- Any form of emotional abuse, including shaming, rejecting, terrorizing, or isolating a child.
- Raising pitch or volume of voice to be perceived as yelling, verbally intimidating, or threatening a child when guiding behavior.
- Leaving a child/youth alone, unattended, or without supervision.
- Criticizing, making fun of, or otherwise belittling children’s/youth’s parents, families, or ethnic groups.

Every staff member and volunteer has read and is familiar with the discipline policy and signs and agree to follow all of Building Blocks discipline methods and policies.



Building Blocks



Stormont Vail Health

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stormontvail.org