



Child Education Center

**Parent Handbook**

## **WELCOME**

This handbook is designed to inform families of the Child Education Center policies and procedures that are implemented in support of children's healthy development and to enable a successful home to school partnership.

## **HISTORY**

Since 1981, Child Education Center (CEC) has been offering Bay Area families licensed daycare, preschool, and pre-kindergarten services for children ages six weeks to six years old.

CEC is a private, non-profit 501(c)(3) organization licensed as an Infant-Toddler daycare and Preschool by the State of California Department of Social Services Community Care Licensing Division.

## **MISSION STATEMENT**

*Partnering with parents to support children's healthy development through a play-based philosophy of care and education in a diverse and nurturing learning community.*

## **VISION**

*"Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn." – Loris Malaguzzi*

The vision for the CEC is to create a dynamic learning community of children, parents and staff. CEC offers quality learning experiences that reflect the unique development of each individual supported by qualified educators to help each person reach her/his full potential.

- **Children are viewed as capable, competent and curious, with the ability to construct their own knowledge.**
- **Parents are partners in their child's education, and engage in activities which enhance their understanding of their child's development.**

- **Early Childhood Educators partner with children and families to create educational opportunities, and demonstrate they are lifelong learners by engaging in personal and professional learning plans that enhance the quality of the program, as well as support their individual development.**

## **PHILOSOPHY**

The CEC philosophy of Education is inspired by social-constructivist systems thinking theories and including the work of John Dewey, Jean Piaget, Lev Vygotsky, Howard Gardner, Loris Malaguzzi and Carlina Rinaldi.

Children create their own knowledge through hands-on experiences and authentic play, with the opportunity to represent their understanding in many ways. Parents and teachers collaborate to serve as advocates to secure the child's rights for appropriate process, including access to rich and varied tools and materials with long periods of uninterrupted time for wonder, discovery and experience to take place.

The program is Reggio-inspired.

## **PLAY**

Decades of research clearly demonstrates that play— active and full of imagination—is more than just fun and games. It boosts children’s healthy development across a broad spectrum of critical areas: intellectual, social, emotional, and physical. The benefits are so impressive that every day of childhood should be a day for play

(Resource: [www.allianceforchildhood.org](http://www.allianceforchildhood.org))

Child-initiated play lays a foundation for learning and academic success. Through play, children learn to interact with others, develop language skills, recognize and solve problems, and discover their human potential. In short, play helps children make sense of and find their place in the world.

**Physical development:** The rough and tumble of active play facilitates children's sensorimotor development. Research suggests that recess also boosts schoolchildren's academic performance.

**Academics:** There is a close link between play and healthy cognitive growth. It lays the foundation for later academic success in reading and writing. It provides hands-on experiences with real-life materials that help children develop abstract scientific and mathematical concepts. Play is critical for the development of imagination and creative problem-solving skills.

**Social and emotional learning:** Research suggests that social make-believe play is related to increases in cooperation, empathy, and impulse control, reduced aggression, and better overall emotional and social health.

**Sheer joy:** The evidence is clear—children of all ages love to play. Experts in child development say that plenty of time for childhood play is one of the key factors leading to happiness in adulthood.

## **POLICIES**

### Attendance

CEC is open Monday through Friday from 8:00 a.m. to 5:00 p.m.

Please inform the classroom by phone or the office by email by 10:00AM when your child will not be attending due to illness or unforeseen absence. There is a vacation log in each classroom for parents to inform teachers of planned absences.

### Sign In

The adult responsible for bringing the child to CEC each morning needs to sign the child in, including with the accurate date and time, and with the full legal signature or utilize the appropriate electronic code. The adult will help the child through the morning steps (store lunch box, remove jacket, toileting, hand

washing). The adult will connect visually and verbally with a member of the teaching staff before leaving the child. ***Children may not be left in any space unattended or with an intern.*** Taking responsibility for this routine is part of the Parent Partnership and each step is a building block in the child's education.

### Sign Out

The adult responsible for taking the child from CEC must be on the child's authorization list. Until each adult is known to the teacher on duty, a government issued photo ID will be required of anyone picking up children – please have it ready to show to the teacher. The authorized person must visually and verbally connect with the teacher on duty, check the cubby with the child, and sign the child out, with the accurate time and dates/he is being picked up. All persons picking up children must both print and sign their full name (first and last) on the sign out sheet on the correct date line or utilize the appropriate electronic code. CEC maintains the right through the State Licensing Board to refuse to release your child over to you or to any other person who appears to be incapacitated and/or under the influence of alcohol or narcotics. In the event of such an occurrence, teachers will contact another authorized individual listed on your child's emergency card and request they come and pick your child up. Please know all staff are mandated reporters required by law to call 911 if the authorized adult picking up does not cooperate.

Car Seats - State law requires all children under the age of 8 years and 90 pounds to be strapped into a properly fastened car seat while in a moving vehicle. If a proper car seat is not available for any child who is still required to be in one, State law prohibits licensed childcare providers from letting that child leave the premises until one is provided. While teachers will be happy to keep your child for the extra time it takes for your return with a proper car seat, you will be assessed the standard late fees.

Tuition – Monthly tuition will not be billed. Tuition is due in full by the 1st day of the month. A late payment fee of \$75.00 will be applied on and after the 3rd of the month. Credit card payment is not available. ACH electronic payment is available and is the preferred method of tuition collection for CEC. A statement of your child care expenses can be made available upon request – please provide one week's advance notice. CEC's non-profit Tax ID# 94-2815999.

### Fees for Late Pick Ups

In the event parents are unable to pick up their child on time and by 5:00PM, the child's account will be charged a late fee of \$1 per minute which is due and

payable within the week. The clock-out time displayed by the electronic system on the iPad will be used to calculate this fee, unless the closing staff reports the family time on site extended past this time.

Please understand the impact caused by parents that are late picking up their children from preschool: this negatively affects the child's sense of security and impacts the personal and professional lives of the teachers who cannot then leave on time. Families are asked to please manage their time accordingly.

#### Mandated Reporter

CEC Preschool staff are mandated by law to report suspicion of Child Abuse or Neglect. The California Child Abuse Reporting Law, along with other state laws, provides the legal basis for action to protect children and to allow intervention by public agencies if a child is maltreated.

<http://mandatedreporter.ca.com/images/PUB129.pdf>

[http://www.childwelfare.gov/systemwide/laws\\_policies/statutes/manda.cfm](http://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm)

#### Fire and Earthquake Drills

CEC Preschool practices fire drills and earthquake drills on a monthly basis. Teachers practice with the children by class monthly, the school participates in whole campus drills quarterly, and teachers review each drill with the children, to support their appropriate understanding of the activity.

#### Emergency Preparedness

CEC has developed an Emergency Response Plan in conjunction with the City of Berkeley Police and Fire Departments.

CEC maintains first aid kits and earthquake kits on site. The Emergency Preparedness Plan includes a posted list of director/teacher duties in the event of disaster. Please check your classroom bulletin board or contact the Director for more information.

In an actual natural disaster or civic emergency, parents will be contacted as soon as possible by CEC Staff. Parents have full responsibility for keeping all emergency contact information updated in their file. If the primary parent cannot be contacted, staff are trained to try all Emergency numbers and may elect to have someone from your Emergency list take your child home. In this event, staff will leave a signed document on the door of the preschool which states the child's and emergency contact's name and location.

CEC will relocate to the following site if our location becomes unsafe:

Berkeley School 1310 University Avenue Berkeley, CA 94702

Parents are asked to remain calm. Adult conduct informs children's behavior. It is not helpful to flood the school phone lines in an attempt to receive information and may delay communications and the ability to receive essential services. Parents may be asked to activate a phone tree or email blast to expedite release of information.

#### Inclusion

CEC does not discriminate, including for reasons of gender, race, ethnicity, physical, or mental ability, religious preference, or sexual orientation when accepting a child or family into services and program.

In the event that a child's needs determine that an alternative learning environment would better support the family, CEC will compassionately partner with the parents to ensure this successful transition.

#### Enrollment

To ensure a vibrant learning community, CEC provides strong Wait List management to accomplish full program enrollment.

CEC has an open enrollment policy. Applications will be accepted throughout the year and managed on a first come, first served basis by date stamped form. To ensure support of the whole family, an exception will be made for siblings to be allowed to jump to the top of the Wait List.

To enroll, families will be contacted and offered a contract. The contract, forms and non-refundable deposit must be returned complete within seven business days from the date of contact to secure the spot or the family will be placed back on the Wait List and the next family contacted.

To terminate contract, parents are asked to provide a minimum 60 days written notice to the CEC office. This will ensure that the non-refundable deposit is applied to the final month's tuition payment. *In lieu of appropriate and timely written notice, the non-refundable deposit is forfeit.*

Child Education Center makes a strong effort to work with families in crisis, to find real and reasonable solutions that will support children and parents with continuity of care. However, CEC reserves the right to terminate enrollment *without notice* for the following reasons:

- non-payment of tuition and/or non-compliance with financial paperwork
- non-compliance with Well Child policies and procedures, and documentation
- failure to follow-up with licensing requirements, including updating necessary licensing forms and paperwork, and immunization tracking
- failure to comply with CEC's Parent Participation requirements
- adults choosing behaviors that threaten the physical and/or emotional safety of the children and teachers on site

### **WELL CHILD**

CEC is a Well Child program. Children must be able to engage in the daily rhythm of the program to attend. The following briefly describes the Wellness Policies. These guidelines are influenced by recommendations from County of Alameda Department of Health and the American Academy of Pediatrics.

#### Absence Policy

If upon arrival teachers identify that the child is not well enough to attend school for the day, he or she will be refused admittance. If the child becomes ill while here, he/she will be isolated from the rest of the children. Parents will be notified and asked to come and pick up the child immediately. Children may return to CEC after 24 hours symptom free. There are no refunds for days missed due to illness.

#### Allergies

Children with chronic allergies must have a signed and dated physician's note on file documenting ongoing medical oversight for the condition and stating that the child is well enough to attend daycare. A care plan for treating an allergic reaction must be provided by the parent to the primary teacher, with copy in the child's file.

#### Hand Washing

Hand washing is the #1 prevention practice in place at CEC to support health. By teaching children healthy hygiene practices, adults minimize the spread of illness. Parents are asked to facilitate children's handwashing upon entering the classroom, and teachers will support handwashing before eating and after diapering/potty visits.

### Immunization

CEC values immunization as an important public health policy. All children enrolled must be up-to-date on required immunizations in order to participate in CEC programs.

Proof of immunization must be submitted with paperwork for enrollment. This is a State Licensing Requirement. Updates must be submitted the first school day after the physician's appointment. Monthly audits will determine if children are overdue for required immunizations. Parents have 30 days to correct the oversight and submit proof of immunizations, or children will not be permitted to attend program. There is no tuition waiver for children excluded due to lack of proper immunization documentation.

Governor Brown signed Senate Bill (SB) 277 on June 30, 2015. SB 277 changes immunization requirements for children entering child care or school. *Starting January 1, 2016: Parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine.* Parents working with an alternate immunization schedule will be accommodated, if this is documented by physician signed forms and on the Blue Card, and as required by law.

### Illness

Parents are asked to thoroughly screen children for wellness at home before coming to daycare. The most significant indicator of children's illness is a change in their temperament or energy. Parents are advised that a lethargic child that is unwilling to eat a reasonably sized breakfast may be ill and need to stay at home under a parent's care and observation.

When a child becomes ill, but does not require immediate medical help, a determination must be made regarding whether the child should be temporarily "excluded" from child care). The caregiver/teacher should determine if the illness:

- Prevents the child from participating comfortably in activities;
- Prevents the child from participating successfully in established teacher to child classroom ratio;
- Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children;
- Poses a risk of spread of harmful diseases to others.

In the event a child becomes ill while at school, the child will be isolated from the other children and the family will be notified immediately to have an authorized person come and pick up the child (within 45 minutes).

CEC defines these policies in an effort to protect the health and safety of all children enrolled in the program. Parents may not bring a child to school if s/he exhibits any of the following symptoms and until the child is 24 hours symptom free. The only exemption to this policy is if the parent has a signed, and dated within 48 hours, pediatric note releasing the child for inclusion in a licensed Well Child daycare center. The note must expressly state that the child poses no risk of contagion to others.

### Reporting

CEC reports identified outbreaks of contagious illness to the Department of Public Health.

### Symptoms

- *Fever*: Do NOT bring your child if s/he has a fever of 100 degrees or higher or if it has been less than 24 hours since they have been fever free. Fevers are generally an indication that the body is attempting to fight off infection.
- *Nasal Discharge*: Do NOT bring your child to school if he/she has a clogged or runny nose with green or yellow mucus. The only exception is if s/he has seen a pediatrician and has a pediatric release to return to daycare stating there is no concern of contagion to the other children.
- *Conjunctivitis*: Commonly termed Pink Eye, this condition is highly contagious. Symptoms include itchy, watery eyes or discharge; it is usually viral, which makes antibiotic treatment ineffective. Please keep the child at home until symptom free unless diagnosed as bacterial by a pediatrician and/or with a return-to-preschool note.
- *Diarrhea and or Vomiting*: Do NOT bring your child to school if s/he has runny stools and/or is vomiting. These symptoms indicate a possible contagious disease. Children may return to school 24 hours after they last demonstrated symptoms of diarrhea and/or vomiting. Diarrhea is especially concerning for infants and toddlers, with fear of dehydration. Staff are well trained to know the difference between loose stool (typical of breast fed children) and diarrhea. Multiple diaper changes within one hour is a common indicator.

- *Unexplained Skin Conditions/Rash*: Before a child may return to preschool, any patterns of small bumps, blisters and blotches must be identified and diagnosed as NOT contagious by a medical professional in writing to ensure and contain spread of disease, including, but not limited to: Chicken Pox, Fifth's Disease, Hand-Foot-Mouth Disease, Impetigo, Measles, Rubella, Scarlet Fever. Please report any of these conditions promptly to the CEC so we can inform all families of possible exposure.
- *Head Colds*: A head cold, like most infectious illnesses, is most contagious at the onset. Please do NOT bring your child to school within the first 48 hours of a cold.
- To administer medication to the child, the parent must provide the medication in its original container AND written instructions on the dosage and frequency provided with a signed and dated physician's note. The parents must complete the appropriate form 9221 to document this request:  
<http://www.dss.cahwnet.gov/cdssweb/entres/forms/English/LIC9221.pdf>

### **TOILET LEARNING**

CEC provides diapers and wipes for children in the Infant through Preschool programs. Parents are asked to provide any needed creams and lotions for their child, and to sign the appropriate authorization form to allow teachers to apply it. The product must be in its original container and labeled with the child's first and last name.

Toilet learning is a developmental process in which a child learns to use the toilet appropriately. As in many areas of Child Development, children must reach a certain age to begin (often between 18 and 30 months of age) or be in the proper setting or situation before they are ready to learn. Children are ready to learn when they are healthy, well nourished, and not pressured to achieve at a level above their capability.

The Twos Classroom is where the great majority of children accomplish Toilet Learning. In this classroom, CEC provides a flow of the day with generous playtimes indoors and outside, and warm and encouraging teachers to support children ages 24 – 38 months. To aid young children's success by providing readily available hands-on nurture, Child Education Center staffs the Twos Program at a ratio of one teacher to six children for most of the day.

## **DISCIPLINE**

Discipline is an ongoing process embedded in the child's experience and relationships. CEC embraces the definition of "discipline" as meaning "to teach".

The primary focus for teachers is to support young children's self-image as capable of self-control, verbal problem-solving, and responding to others with kindness and empathy. CEC follows a four step approach to discipline:

1. Adults model positive behaviors and appropriate language, problem-solving and risk taking.
2. Adults prevent misbehavior through attentive, compassionate supervision and the design of curriculum and the learning environment.
3. Adults help children identify their feelings, and redirect children to different activities if they have trouble exhibiting self-control.
4. Adults support children's reflection of events and behaviors, and facilitate child-to-child conversation to name and acknowledge feelings and the actions that have impacted another's experience.

Adults will encourage repair by asking children to identify what would have been a better decision. Adults will invite children to consider a positive action that demonstrates taking responsibility for the feelings and experience of the other person (or thing). This might look like repairing a torn book or replacing a broken toy. This might look like supporting first aid for an injured friend by holding the ice pack. Adults will not encourage insincere apologies.

All human beings want to feel respect and self-worth and have a sense of belonging. CEC does not punish children, we educate children. By honoring their interests and needs, adults will enable children to become capable, responsible, successful adults.

It is possible that some children may exhibit consistent behaviors that are detrimental to the ongoing safety and security of the children in the program. Such situations will be handled discreetly and with compassion, and in

partnership with the family to determine a more appropriate daycare placement.

## **PARENT PARTNERSHIP**

*“The first and most influential teacher a child has is the parent.”*

Parent-teacher communication is the primary co-held responsibility for families and staff. Through verbal and written communication of thoughts and ideas, and by demonstrating commitment through activities, projects and events, parents and teachers strengthen their relationship and understanding. CEC supports this partnership through various strategies, including:

- **Parent Participation**

Adults model to children the joy of giving when parent talent is matched to organizational need. *A minimum four hours of parent participation are required from each family, per month.* Parent participation can be as simple as washing toys over the weekend, or as involved as planning an event or participating on the CEC Board of Directors. You choose your level of involvement or pick an item from the Wish List to purchase for the school (up to \$50 per month). *Parents will be billed \$150 each quarter if they do not document their participation on the sheet provided.* Per current Community Care Licensing requirements, on site adult volunteers must submit proof of immunization (including TB test).

- **Governance**

CEC is governed by a volunteer Board of Directors comprised of up to 12 active and alumni parents, and community volunteers. The Board members serve two-year terms and are elected by enrolled families and the staff. The Board meets 6-8 times annually. Parents are encouraged to consider Board service.

- **Town Hall Meeting**

CEC families meet two-four times per year to provide an opportunity for parent engagement. Content may include a Parent Education topic, a special assembly for Parent-Child engagement, simple potlucks. Although not mandatory, these meetings are calendared in advance for the school year to enable parent attendance, which is strongly encouraged.

- **Parent Conferences**

CEC parents meet with their child's teacher for a 30-minute conference two times each year; meeting dates are scheduled on the CEC Calendar 6 months or more in advance to support parent attendance.

- **Classroom Playdates**

This is a classroom community building opportunity for children, parents and teachers. Parents may choose to plan and organize the event to earn Parent Participation.

## **BIRTHDAYS AND CELEBRATIONS**

There are many ways to celebrate your child's birthday without sharing sugary treats. Celebration suggestions include: creating a special activity in honor of the child (favorite story, music or craft) for the whole class to experience or provide tattoos, bubbles or face-painting as goodies to share. Please discuss birthday celebration in the classroom with the teachers in advance of the day of the event. Many of our parents are committed to providing only low fat/sugar-free/salt-free and organic items for their child's nutrition, so *please do not bring in a cake* or similar treat.

Child Education Center honors all kinds of families by focusing on the love that creates our familial ties. Teachers facilitate classroom discussions to support children's positive self-identity. Some children have a father and a mother, some children have a mommy and a mama or a daddy and a papa, and some children are nurtured by their nana. There are all kinds of families and CEC wants to ensure that children and their parents see themselves reflected in our celebrations and through literature and discussion. This includes inclusion and celebration of our LGBTQ, single-parent, and multi-generational families. To that end, CEC does not focus on "Mother's Day" and "Father's Day" as celebrations for parents, but we do hold playdate opportunities and family potlucks throughout the year as a way for all kinds of parents to know and be known by one another.

Child Education Center facilitates holiday celebrations in the classroom that are meaningful to the children. Adults will follow their lead to ensure any traditions explored are developmentally appropriate. This may include supporting a child's inquiry to explore concepts of faith, culture, and including any imaginary characters.

Families are encouraged to contribute books, music and activities to share in the classroom that highlight their cultural traditions. These activities can be a wonderful window into the diverse ways of being of CEC's individual families. By being child and family lead, the authenticity of these activities is ensured. Successful examples include:

- Providing a dreidel and teaching the game to preschoolers
- Providing and lighting an oil lamp (for Diwali and Chanukah)
- Making a papier mache dragon head and teaching a dance for Moon Festival
- Painting sugar skulls for Dia de Los Muertos
- Using organic vegetable dyes for spring eggs (Easter and Pagan traditions)

Early learning environments should be a respite from the secular marketing frenzy that assaults all our senses during Holiday times.

CEC will not support religious instruction.

### **TEACHER APPRECIATION**

Child Education Center has a tradition of celebrating teachers twice a year: at holiday time in December and again in May for Teacher Appreciation Day. A parent lead committee fundraises for these events by sending out a printed notice in parent mailboxes, and evenly divides contributions between teaching staff to reflect a thoughtful bonus inside a card of appreciation created by the children.

Parents are asked to voluntarily contribute the sum they would have spent on an individual gift for their child's teachers. A donation (in any amount) is appreciated in celebration of our wonderful teachers. These cards are presented to staff at a festive brunch coordinated by parent volunteers.

### **YOUTH INTERNS**

Career Technical Education and youth job training is an important component of CEC's relationship to the East Bay community. Child Education Center is privileged to partner with the City of Berkeley YouthWorks program. These partnerships have been a wonderful way to connect the work of our Early Childhood educators to employment development opportunities for youth. Through these partnerships, CEC impacts 30+ youth annually with job training and career exploration.

Interns are youth ages 13 – 20 years, and are interviewed prior to acceptance. They must have a TB test on file.

Interns are assigned to one specific classroom for the 6-8 weeks of the internship, to develop relationships with children and parents as they develop competencies in the field of Early Childhood Education. Interns shadow CEC staff to acquire skills and support the cleaning and organization of classrooms and care of children. Internships are a career pathway opportunity, and the youth are evaluated at the end of their service.

Interns are not CEC staff. Parents are reminded that they may not leave their child unattended with a youth intern at any time. Parents should communicate directly with CEC staff if they have any questions about the youth interns.

There is great benefit to having youth interns at CEC. Children and parents identify youth as friendly helpers, competent and capable. Youth develop responsibility and become child and parent advocates. Several of our beloved CEC staff are program graduates!

## **NUTRITION**

Parents provide 100% of the food offered to children in the Infant Program. In this way, parents are responsible for quality and portion, and can control exposure to new foods that might lead to allergic reactions. Babies are held to feed until they can sit up at a table. Teachers facilitate hand washing before and after feedings.

Children ages 12 months through 6 years are offered nutritious snacks in the morning and afternoon based around organic fruits and vegetables, with organic dairy or wholegrain crackers. Children are responsible for washing hands, sitting with feet on the floor, serving themselves, eating what they take, and cleaning their space when they finish. Teachers sit with children and model courtesy and proper use of tools. Snack is a small group activity of 3-8 children with one teacher. Teachers will encourage every child to attend snack, but no child will be forced to sit or eat. In this way, children learn to read their own internal signals for hunger.

Parents provide their child a lunch. Parents are encouraged to use zero-waste packaging to model GREEN principles to their children. Half-eaten food will be sent home for parents to compost. CEC encourages parents to pack 3-5 items. Many children enjoy leftovers from family meals which can be packed hot into

a thermos. Safe temperature control can be achieved with an ice pack (cold) or a thermos (hot or cold). If children refuse to participate in lunch, parents will be notified by a note in the lunch box. At the end of lunch, children repack their food containers, wash the table area with a sponge and push in their chairs.

Food Allergies: If your child is allergic to any food (or develops an allergy after enrollment) please take the following steps:

- Inform the Director by email.
- Notify teachers immediately, verbally and in writing.
- Ensure this allergy is notated on your LIC702 form – “Child’s Preadmission Health History.”

Food Related Conditions: Parents must provide supporting medical verification (a signed and dated note from your child's pediatrician) listing specific foods your child is not allowed to eat and identifying the condition (such as Celiac’s Disease or Diabetes). All families are encouraged to pack nut-free lunches, as there are a number of children on site with severe nut allergies, and this supports a safer learning community for young children.

CEC will make an effort to stock gluten-free and nut-free snack items. Although every effort will be made to uphold the health and safety of your child, without your supporting documentation, teachers cannot provide special food for your child.

## COMMUNICATION

Parent-Staff communication is essential to effective partnership. Parents are asked to read the communication provided by teachers, which may include: Pro Care messages, bulletin boards and documentation panels, Daily Notes or Curriculum Calendars, journals, field trip forms, and Parent Participation opportunities. Parents are strongly encouraged to attend the scheduled Parent-Teacher Conferences three times each year.

The CEC News You Can Use email blast provides calendar alerts and administrative updates on policy and procedure. Please make sure your email is updated to receive this newsletter, and for any requested electronic statements.

Each family has a mailbox in their child’s classroom: this will be used to send home projects, flyers, owie reports, and requested paper statements.

CEC administrates a private Facebook Community page as a way of sharing the fun and events happening at school and as a way to link families to one another. Participation in this online community is purely voluntary – to join through Facebook simply message *CEC Community*.

- Site phone..... (510) 548-1414
- Caterpillar Room.....ext 4
- Busy Bees Room.....ext 5
- Crickets Room..... ext 6
- Mighty Butterflies Room -1..... ext 7
- Mighty Butterflies Room-2..... ext 8

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