PIKE MARKET
CHILD CARE & PRESCHOOL

Family Handbook



Reviewed and Updated: June 30, 2026

Our History 4
Contact Information 4

1. WELCOME & OVERVIEW 5

Our Mission 5
Our Vision 5

2. PHILOSOPHY AND CURRICULUM 6

Our Philosophy on Early Learning 6
Anti-Bias Education 6
The cycle of Child-Centered Reflective Practice (CCRP) 7
Our Curriculum: Child-Centered Reflective Practice (CCRP) 8
CCRP Goals 8
Developmental Screening: CDC Milestone Tracker 9
Ongoing Developmental Assessment 9
Challenging Behaviors: Supporting Children Through Connection, Conflict, and Care 10
Non-Discrimination Policy 11

3. FAMILY PARTNERSHIPS 12

Family Communication 12
Daily Updates and Brightwheel Communication 12
Classroom Conversations and Confidentiality 13
Visiting / Volunteering in the Classroom 13
Commitment to Problem-Solving 13
Confidentiality Policy 14
Parent/Guardian Conduct Policy 14
Policy on Babysitting and Maintaining Professional Boundaries 15

4. PMCCP STAFF 17

Teaching Teams 17
Community Staff 17
Administrators 17
Board of Directors 18

5. ENROLLMENT & GROUPINGS 19

Classroom Cohorts 19
Transitioning to a New Classroom 20
Flexible Placement and Developmental Readiness 20
Starting School and Separation Anxiety 20
Classroom Ratios 21
Transition to Kindergarten 21
Guidance and Behavior Support 21
Partnership in Supporting Children 22

6. OPERATING HOURS & SCHOOL CLOSURES 24

Hours of Operation 24
Holiday Closures 24
Monthly Early Closures and In-Service Closures 24
Closure Calendar 24
Snow and Inclement Weather 25
Air Quality and Dressing for Weather 25

7. DROPPING OFF AND PICKING UP 26

Parking 26
Drop Off by 9:30 am / Pick Up after 2:00 pm 26
Sign-In/Sign-Out 26
Timely Pick-Up 26

Chronic Late Pick-Up 27
When a Child Is Not Picked Up 27
Security Doors 28
Who Can Pick Up Your Child 28

8. OTHER PROGRAM INFORMATION 29

Neighborhood Walks and Field Trips 29
Holidays and Celebrations 29
Birthdays and other Parties 30
Stuffed Animals, Comfort Items, and Toys from Home 30
Cubbies 30
Clothing 30
Things to Bring and Have at School 31
Naptime Needs 31
Diapers and Toilet Learning 31

9. MEAL PROGRAM 33

CACFP Participation and Meals 33
Menu 33
Family Style Dining 33
Diet Restrictions 34
Food and Drinks from Home 34
Vegan and Strict Diets 34
Cooking Projects 34

10. TUITION AND FEES 35

Tuition Fees 35
Late Tuition Payment Fees and Financial Hardships 35
Equitable Late Pick-Up Charges 35
Giving Notice / Leaving PMCCP 36
Full Cost of Care, Sliding Scale, Subsidies & Vouchers 36
Sibling Discount Policy 36
Split Tuition Payment Policy 37
Tuition Annual Increase 37

11. HEALTH POLICIES 38

Immunizations and Health Exams 38
Illness 38
Communicable Diseases/Illnesses 38
Calling Out Absences 39
CPR and First Aid 39
Medicine Management 39
Incident Reporting 39
Child Abuse Reporting 40
Biting 40

12. EMERGENCY & DISASTER PLANS 41

Our plan is available to all families by visiting our website: www.pikemarketkids.org/resources 41

13. FACTS ABOUT PMCCP 41

Access 41
Fundraising 41
Program Goals 41
Worthy Wages for Early Childhood Educators 41

14. WAYS FAMILIES CAN HELP… 42

Welcome to Pike Market Child Care and Preschool (PMCCP)! This handbook describes our school from its philosophical foundation to its daily operations. We encourage you to read it carefully and save it for future reference. If any of your questions are not addressed, please let us know how we can help at (206) 625-0842.

Our History

The doors of PMCCP opened on October 1, 1982. As the third of a series of support systems for the Market Community, preceded by the Pike Market Medical Clinic and the Senior Center. The Downtown Food Bank and the Resident Advocate Program have since joined these services. Thanks in large part to the Pike Place Market Preservation and Development Authority (PDA), our original sponsor, plus funding from a unique partnership of public and private sources, it was possible to renovate and equip an existing space, build an outdoor play area and begin operation.

Pike Market Child Care & Preschool is a private, non-denominational, non-profit community licensed to provide child care and preschool services. Founded on the idea that ***all*** families deserve access to high-quality care, PMCCP provides some type of tuition assistance to 70% of enrolled families. Community support makes this possible. PMCCP accepts the City of Seattle and Washington State child care subsidies. For families that are ineligible for the available subsidies, we provide a sliding fee scale, basing each family's tuition on their income and family size. Each year, we typically raise over $250,000 our budget to maintain our sliding fee scale and tuition assistance program.

To provide this service we are grateful for the support of individuals, corporations, and foundations. The Pike Market merchants and employees, craftspeople, operational staff, and residents are vital to our success. Families, board members, and friends give us gifts of time, money and inspiration. The Market Foundation and the Pike Place Market PDA provide significant financial support to us as part of their commitment to serving the low-income and elderly residents of downtown Seattle.

Contact Information

Address:	Pike Market Child Care and Preschool (PMCCP) 1501 Pike Place #222, Seattle WA 98101
Phone:	206.625.0842 Ext. 1
Email:	admin@pikemarketkids.org
Website:	www.pikemarketkids.org
Tax ID:	91-1148078

Emergency: Call Market Security at (206) 682-2253

Hours: 7:45am to 5:45pm Mon - Fri

1. Welcome & Overview

Welcome to Pike Market Child Care and Preschool (PMCCP). This family handbook describes our school from its philosophical foundation to its daily operations. We encourage you to read it carefully and save it for future reference. If any of your questions are not addressed in the handbook, please let us know how we can help at (206) 625-0842.

PMCCP is a secular, non-profit organization licensed by the State of Washington/Department of Children and Youth Services (DCYF).

PMCCP is open from 7:45 am to 5:45 pm, Monday through Friday for children aged 3 months through five years. Diverse children, families, and staff are welcomed at PMCCP.

PMCCP is governed by a Board of Directors, composed of staff, parents, and volunteers from the greater community. Board meetings are held monthly and interested parents are welcome to inquire. Please direct your questions to the Executive Director.

Our Mission

Pike Market Child Care and Preschool (PMCCP) provides access to high-quality child care and early learning to all families regardless of income.

Our Vision

The vision of PMCCP (Pike Market Child Care and Preschool) is to provide an environment where students, families and educators/staff feel validated, valued and visible in our learning community.

Children are regarded as capable, competent learners at every age and stage of development. PMCCP offers a culturally relevant, child-centered curriculum that encourages whole child development and is inclusive of children's diverse and unique learning styles. Children are offered responsive care and rich interactions and supported in building relationships.

Educators and staff are regarded as facilitators of children's learning. They are masters of play; harnessing opportunities that promote love, learning and social justice. Educators and Staff receive continuous staff development promoting effective teaching strategies using an emergent, child-centered curriculum that promotes the individual potential of each student.

Families are seen as the child's first teacher and active partners in their child's early education. Families in our program can work, job search or go to school confident with the knowledge that their children are safe, healthy and happy. Families in our program also have access to resources that provide support and stability.

2. Philosophy and Curriculum

Our Philosophy on Early Learning

Relationships are at the center of our school. We work to ensure that each child, staff person, and family member is respected. We are intentional in providing an environment that is safe, inviting, challenging and full of wonder for children to develop socially, emotionally, and physically. We believe that all children are full of remarkable capabilities and have a right to a childhood filled with play, exploration, and excitement about learning.

We believe that children learn best when the curriculum is child-centered, play-based, and emergent based on their interests and passions. We also believe that by thoughtfully planning social experiences, activities, environments, and teacher-child interactions we facilitate children's success in kindergarten and beyond.

We see children as creative and highly capable of complex learning. We build our curriculum around their questions and pursuits and the skill they are trying to master. We pay close attention to cultivating their self-esteem and their dispositions toward learning, risk-taking, socialization and problem-solving.

We implement anti-bias practices and emphasize the value of diversity that does not stereotype, trivialize, or objectify. We seek a team approach in caregiving and teaching and strive for collaboration with families and the Market community. Our staff value children as important members of families, cultures, and communities.

Anti-Bias Education

At PMCCP, anti-bias education is not a supplemental approach — it is foundational to how we teach, build relationships, and create a sense of belonging for every child and family. We believe that bias and prejudice harm all children, and that actively addressing them creates the conditions where each child's unique gifts and potential can flourish.

We strive to create a school community where:

- All children, families, and staff feel seen, safe, and affirmed in their identities and cultural ways of being
- Everyone is engaged in joyful, inclusive learning
- Children and adults know how to live and learn together with respect, equity, and care
- Families have the resources and support they need to fully nurture their children
- Children grow up in a society that is safe, just, and responsive to human diversity

The Four Goals of Anti-Bias Education--Adapted from Derman-Sparks & Edwards (2010)

1. **Identity:** Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
2. **Diversity:** Each child will express comfort and joy with human diversity, use accurate language for differences, and form caring human connections.
3. **Justice:** Each child will increasingly recognize unfairness, have the language to describe it, and understand that unfairness hurts.
4. **Activism:** Each child will demonstrate empowerment and the skills to act, alone or with others, against prejudice and discriminatory actions.

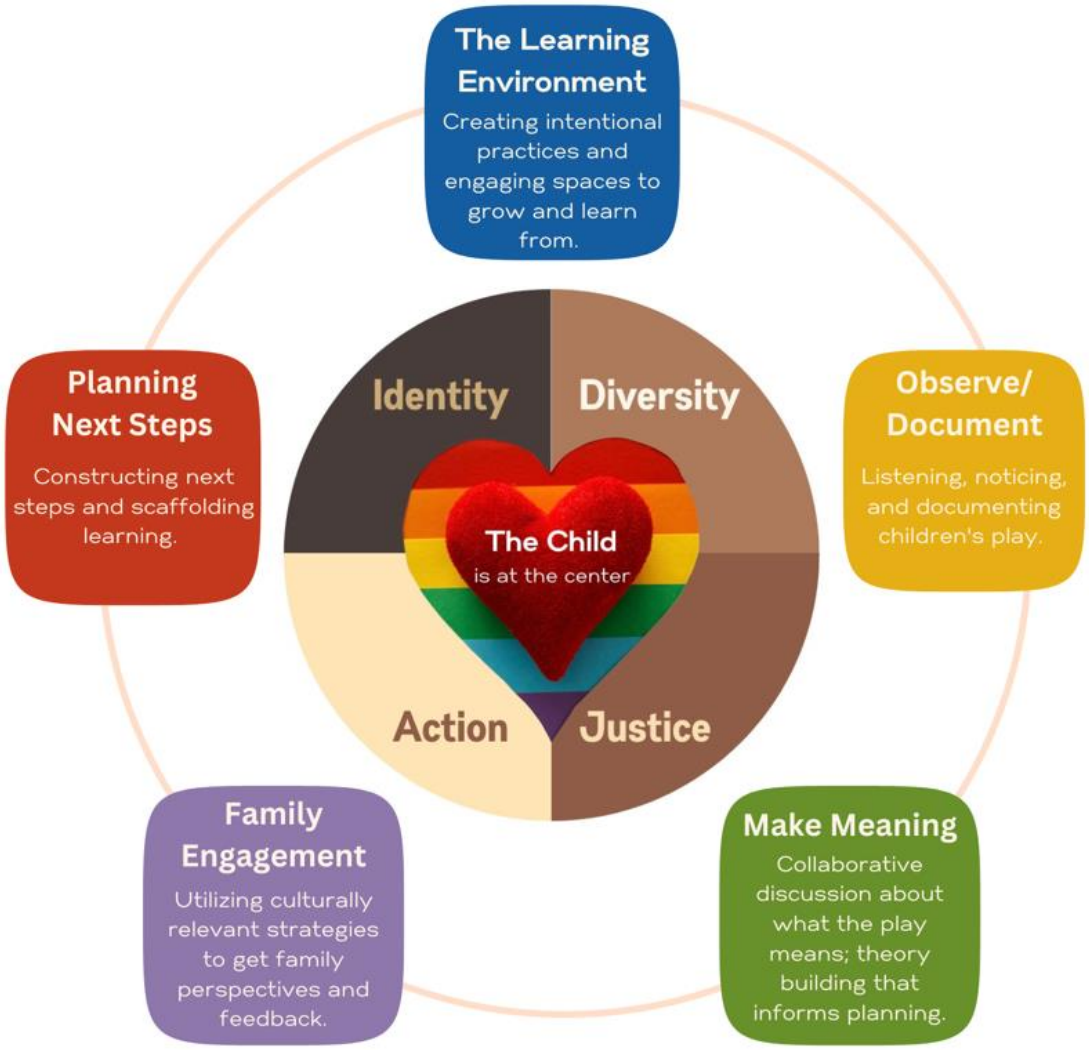
We believe purposeful work toward these goals provides children with the attitudes, knowledge, and skills they need to thrive in a complex, diverse world. Anti-bias education is ongoing work that challenges us — as educators and families — to reflect on and confront our own biases while modeling fairness, empathy, and critical thinking for children.

In Practice at PMCCP

- We provide books, materials, and curriculum experiences that are free of stereotypes and reflect the lived experiences of our diverse community.
- We support multilingual learners by valuing and integrating home languages into the classroom.
- We center social problem-solving and conflict resolution, helping children name their feelings, consider others' perspectives, and work toward shared solutions.
- Teachers engage in ongoing professional development, team reflection, and intentional curriculum planning focused on culturally relevant, anti-bias practices.
- We intentionally create space for conversations about equity, fairness, and justice, beginning in early childhood.

We recognize that anti-bias education is not universally embraced, and some families may hold different perspectives. However, our commitment to equity, inclusion, and justice is non-negotiable. By enrolling at PMCCP, families join a community that upholds anti-bias education as essential to children's learning, well-being, and safety. We welcome respectful dialogue and are always open to partnering with families as we grow and learn together.

The cycle of Child-Centered Reflective Practice (CCRP)



Our Curriculum: Child-Centered Reflective Practice (CCRP)

Child-Centered Reflective Practice (CCRP) is a play-based curriculum approach that places the image of the child as a protagonist of their own learning. Through play, we aim to promote children's development of an empathetic comfort with differences, and support children to recognize bias and confront injustice and inequity.

At PMCCP, we place children at the center -- as strong, competent, curious, and creative learners. The child's community (family, peers, school, and the market neighborhood) becomes the foundation of the curriculum. Therefore, the curriculum is not planned in advance, rather emerges from the interests of the children (emergent curriculum).

Why the big name? CCRP is shaped by our historical commitment to emergent curriculum, anti-bias practices, and by the proven ideas and experiences of the schools in Reggio Emilia, Italy. When we started adopting our Reflective Practice framework in 2011, there was a desire to disconnect from the Eurocentric connotation of "Reggio Emila" and create and grow a practice that reflects our diverse community. This is when we named our framework Child-Centered Reflective Practice.

CCRP Goals

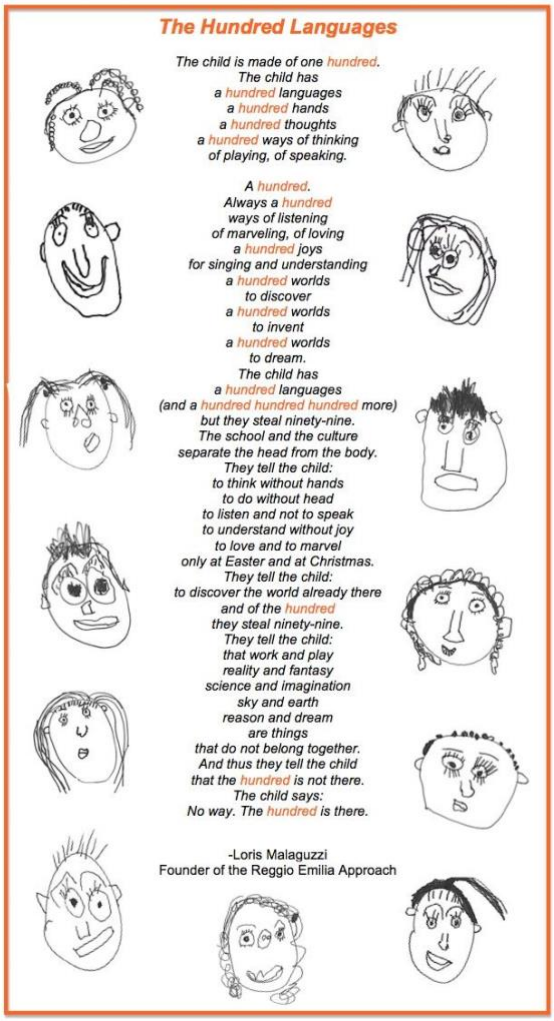
Children are highly capable and can construct their own learning. They are driven by their interests to understand and know more.

Children are Forming Identity**:** Children form an understanding of themselves and their place in the world through their interactions with others. There is a strong focus on social collaboration, working in groups, where each child is an equal participant, having their thoughts and questions valued.

Children are Communicators: Communication is a process, a way of discovering things, asking questions, using language as play. Playing with sounds and rhythm and rhyme; delighting in the process of communicating.
Children are Encouraged to Investigate and Explore, to reflect on their experiences. They are listened to with respect, believing that their questions and observations are an opportunity to learn and search together. It is a process; a continual process. A collaborative process. Rather than the child asking a question and the adult offering the answers, the search is undertaken together.

The Classroom Environment is the Third Teacher (first is family, second is educator): The environment is recognized for its potential to inspire children. An environment filled with *natural light, order, and beauty*. Open spaces free from clutter, where every material is considered for its purpose, every corner is ever-evolving to encourage children to delve deeper and deeper into their interests. Space encourages collaboration, communication, and exploration. Space respects children as capable by providing them with authentic materials & tools. Space is cared for by the children and the adults.

The Role of Educators: is to observe children, listen to their questions and their stories, find what interests them and then provide them with opportunities to explore these interests further.



The Hundred Languages

The child is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

A hundred.
Always a hundred
ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.
They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.
And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

-Loris Malaguzzi
Founder of the Reggio Emilia Approach

Emergent Curriculum/Reggio Inspired: Our approach is child-centered, and teacher supported. Projects aren't planned far in advance, they emerge based on the child's interests and learning urges.

An Emphasis on Documentation: You'll notice that we are deepening an emphasis on learning documentation of children's work and progression of thinking (making learning visible in many different ways). Teachers utilize photographs, dictation of children's thoughts and explanations, visual representations (drawings, sculptures, sketches, etc.), all designed to show the child's learning process.

The Hundred Languages of Children**:** Children use many many different ways to show their understanding and express their thoughts and creativity.

A hundred different ways of thinking, of discovering, of learning. Through drawing and sculpting, through dance and movement, through painting and pretend play, through modeling and music, and that each one of these *Hundred Languages* must be valued and nurtured. These languages, or ways of learning, are all a part of the child. Learning and play are not separate.

Developmental Screening: CDC Milestone Tracker

PMCCP uses the **CDC's developmental screening tool** at enrollment and the beginning of each school year to better understand each child's development and learning needs. This brief, family-friendly tool supports communication between educators and families by helping identify your child's developmental strengths and areas where additional support may be helpful.
Families are asked to complete the screening at enrollment and again each fall. The goals of developmental screening are to:

- Partner with families as experts on their children
- Support our understanding of each child's interests, abilities, and needs
- Track developmental milestones in communication, movement, social-emotional skills, and problem-solving
- Inform curriculum planning, teaching strategies, and classroom environment
- Identify whether a child may benefit from further developmental evaluation or resources

We view developmental screening as a starting point for meaningful dialogue and collaboration. If there are any concerns or follow-up needs, we will work closely with families to provide support and share resources.

Ongoing Developmental Assessment

At PMCCP, we use authentic, observation-based assessment to understand and support each child's unique learning and development. Rather than relying on standardized tests or isolated checklists, we observe and document children's learning through their daily activities, interactions, and play**,** which reflect their natural rhythms and emerging skills.

Our assessment practices are aligned with the Washington State Early Learning Guidelines (WELGs) and focus on the whole child. We track developmental growth across four core domains:

- Cognitive development (thinking, problem-solving, memory, and attention)
- Physical development (gross and fine motor skills)
- Language development (expressive and receptive communication)
- Social and emotional development (self-awareness, relationships, and regulation)

Teachers engage in ongoing observation and reflection, collecting both written and photographic documentation to create individual portfolios for each child. These portfolios celebrate each child's unique identity and serve as a narrative of their growth over time. They also help teachers plan responsive curriculum and learning environments that support each child's interests, strengths, and areas of growth.
We hold family conferences twice a year to meet one-on-one with parents and caregivers. These conversations offer an opportunity to share insights, celebrate progress, and partner in setting learning goals.

Families are encouraged to share observations from home — including stories, emerging skills, and evolving interests — which help deepen our understanding of the child and support consistent care between home and school.
Assessment at PMCCP is not a standalone task — it is an integral part of how we learn alongside children and make meaning of their development, voice, and experiences.

Challenging Behaviors: Supporting Children Through Connection, Conflict, and Care

At PMCCP, we support children as they learn to navigate their emotions, relationships, and community. We understand that all young children are developing the social and emotional skills needed to communicate their needs, negotiate with peers, and resolve conflict. Challenging behaviors are often signs that a child is struggling to express themselves, regulate their emotions, or adapt to expectations — not that they are being intentionally defiant.

Our approach to guidance is rooted in empathy, connection, and respect. We seek to understand the "why" behind behavior and help children build skills to:

- Identify and express their feelings and needs
- Listen to and consider the feelings and needs of others
- Co-create solutions to social problems
- Rebuild trust and community after conflict

In the classroom, this process looks different depending on a child's age and development. Teachers support conflict resolution by naming emotions, prompting reflection, and facilitating solutions. When children become dysregulated or unsafe, staff help them calm their bodies, stay connected, and regain a sense of safety — always without shame, punishment, or isolation.

We believe that strong relationships between children, teachers, and families foster a sense of belonging and reduce harmful behaviors. Our priority is to support children in developing resilience, self-regulation, and a deep sense of justice and care for others.

When Additional Support is Needed

If a child is showing persistent signs of distress or challenging behavior, we work closely with families to understand what may be contributing to these behaviors and how we can help. This may include:

1. **Meeting with families** to share observations and collaborate on strategies grounded in the child's strengths, needs, and interests.
2. **Making changes to the classroom environment or routines** that may help the child feel more secure and successful.
3. **Experimenting with support strategies** both at school and home, with regular check-ins to share progress.
4. **Connecting families with resources** or specialists in the community.
5. **Partnering with outside professionals**, such as early interventionists or child mental health providers, when appropriate.

Our goal is always to support the child's success *within* our program. In rare cases, if all efforts have been exhausted and we believe a child's needs would be better met in a different setting — such as a program with therapeutic or specialized services — we will work in partnership with the family to support a respectful, well-supported transition.

We only consider disenrollment:

- When a child's behavior poses ongoing physical danger to themselves or others

- When a qualified professional determines our setting is not in the child's best interest
- When accommodations exceed what our small, inclusive program can sustainably support
- When a child would be better served by a program with specialized support services
- When a child's family refuses to partner with teachers and staff in developing a plan to support the child's own development and impact on the community.

Disenrollment is a last resort, approached with compassion, transparency, and care. We remain committed to partnering with families every step of the way and supporting each child's right to grow in an environment where they are truly seen, supported, and safe.

Non-Discrimination Policy

Pike Market Child Care and Preschool (PMCCP) is deeply committed to equity, inclusion, and the inherent worth of every individual in our community. We do not discriminate in our enrollment, hiring practices, or the care and education of children on the basis of — including but not limited to — race, ethnicity, national origin, gender identity, sexual orientation, age, socio-economic status, religion, disability, physical or mental ability, or communication and learning styles**.**

We strive to create a welcoming, respectful, and accessible environment for all children, families, and staff. Harassment, discrimination, or exclusion in any form will not be tolerated**.** Our commitment extends beyond compliance with civil rights laws — it is rooted in our values and our belief that diversity strengthens and enriches our community.

If you experience or witness conduct that contradicts this policy, we encourage you to bring it to the attention of our leadership team so that it can be addressed with care and accountability.

3. Family Partnerships

Family Communication

At PMCCP, we strive for clear and open communication between families, staff, and children.

We ask parents/guardians to read all written communications from teachers and PMCCP staff, including posted signs, emails, personal communications, newsletters and to respond when necessary.

We ask families to notify PMCCP in writing of any important changes including contact and permission to pick up information, and the child's health, attendance, schedule, etc.

Brightwheel: Brightwheel is used daily to check your child in and out the classroom, and for brief updates and reminders as well as emergency notifications. You will be given the information to install the app on your phone.

Email: Email is used as a regular form of communication between PMCCP and families. Please provide PMCCP with your preferred email address and keep us updated if they change. Each classroom has an email list from which the teachers and the director can email families as well. If you do not use email or irregularly check it, please let us know to ensure that hard copies of emails are distributed to you.

Written Communication: Each classroom has a system for written communication between families and teachers, such as ouch reports.

Family Board: Our main entryway has a family bulletin board with resources, event announcements and community connections. In addition, each classroom has a small area for families to get more connected with what happens in the classroom. Teachers will schedule conferences twice a year, however, families are encouraged to request time to meet with teachers as needed.

Family Directory: Each family can provide their email address and phone number to be included in a family directory. This directory is available to other PMCCP families – it is meant to be a resource to families in networking with each other. This has been a great tool to share invites to play dates, child-care exchanging or just about anything families would like to connect about.

Family Conferences: Family Conferences are scheduled twice in each calendar year. This is a great time for teachers and families to share their observations, questions and goals.

Translation Services: Dialogue is promoted between families and the PMCCP staff. When language is a barrier to best communicate, PMCCP will access translation services. Only adults will be asked to translate (we will not ask children to do this). PMCCP staff can also translate when applicable.

Daily Updates and Brightwheel Communication

We use **Brightwheel** to share important updates with families throughout the day, including check-in/out times, notes about meals, naps, and diaper changes (especially for infants and toddlers), as well as photos and classroom messages.

Our primary responsibility during the day is to care for and supervise children, so updates may not always be immediate or detailed. As children grow older and classroom sizes increase, daily documentation around routines (such as meals and bathroom use) becomes less central. Instead, teachers focus on supporting social interactions, play-based learning, and helping children develop independence and self-awareness about their own needs.

If you ever have questions or concerns about your child's daily routines — or if something important is happening at home that we should be aware of — please don't hesitate to reach out to your child's teacher or a member of the admin team. We're committed to partnering with you and making sure you feel connected to your child's experience.

Classroom Conversations and Confidentiality

While we encourage families to check in with classroom teachers at pick up and drop off. We do ask that conversations be kept brief during classroom hours because teachers are understandably focused on the children and classroom activities. Feel free to arrange a more in-depth opportunity to talk with your child's teacher, outside of the classroom, if you require more time for a deeper conversation.

To honor confidentiality, we will not engage in conversations about other families or children. If there are any concerns, a meeting by phone or in-person can be arranged.

Visiting / Volunteering in the Classroom

Parents are welcome and encouraged to visit. You do not need to make advance arrangements to visit, although, without pre-arrangement, staff may be unable to spend time in conversation. It is now Washington State law that all classroom volunteers have documentation of Measles vaccination.

When you come in, please explain your presence to your child and let the staff know you are here to visit. Please participate in classroom activities - visitors are welcome to read stories, help with art projects, and assist with puzzles, as well as the other activities. In addition, keep in mind that if your child is experiencing separation anxiety, unexpected visits may heighten their stress.

Commitment to Problem-Solving

At PMCCP, we are committed to open, respectful communication and shared problem-solving. We understand that concerns may arise from time to time, and we believe that addressing them early and directly is essential to maintaining strong relationships and a high-quality learning environment for children.
If a concern arises, we ask that you bring it to our attention as soon as possible. Our goal is to work together — with honesty, care, and professionalism — to find meaningful solutions that center the well-being of your child and the classroom community. Some differences may be challenging to navigate, but allowing concerns to go unspoken can impact the quality of care we are able to provide.

Steps families should take when experiencing a concern:

1. Start with direct communication.

Whenever possible, speak directly with the staff member involved. We believe that trusting relationships are built through honest dialogue.

- PMCCP teachers and staff are committed to building authentic partnerships with families.
- To ensure your concern is heard fully, we encourage you to request a time to speak privately, away from the classroom.
- Drop-off and pick-up times are often busy and not ideal for in-depth conversations. Teachers may not be able to give your concern their full attention while supervising children.

2. If your concern remains unresolved, involve an administrator.
If speaking directly does not bring resolution, or if you're unsure how to proceed, please reach out to a member of the administrative team. An administrator can help determine next steps, which may include facilitating a meeting with the staff member involved or bringing the concern to the Executive Director.
Our community is strengthened when concerns are met with care, clarity, and mutual respect. We are here to listen and work with you to ensure your child's experience at PMCCP reflects the values we hold as a program.

Confidentiality Policy

At PMCCP, we are committed to protecting the privacy and dignity of all children, families, and staff. We expect all members of our community — including parents and guardians — to uphold confidentiality as a shared responsibility. Trust is essential to our work together, and confidentiality ensures that sensitive information is handled with care and respect.
The intention of PMCCP's confidentiality policy is to create a safe environment where families can share information with the confidence that it will be used only to support the well-being of their child.

Our Practices

- Parents and guardians have access to the records of their own children but do not have access to information about any other child.
- PMCCP staff will only share information about a child with that child's parent(s) or guardian(s).
- If staff have concerns about a child's safety or well-being, records are kept in a secure, confidential file and shared only with appropriate individuals on a need-to-know basis.
- Personal information about children, families, and staff is stored securely and is not disclosed without consent.
- Employment-related matters concerning staff members, whether paid or unpaid, remain confidential.

Parent/Guardian Responsibilities

We expect all parents and guardians to respect the privacy of other children, families, and staff by:

- Refraining from discussing, disclosing, or sharing information about other families, children, or staff — in person, electronically, or on social media.
- Not posting photos, videos, or stories involving children other than their own without explicit consent from those families.
- Bringing concerns about the program or individuals directly to PMCCP leadership rather than discussing them publicly or in group settings.
- Recognizing that even well-intentioned sharing of information may cause harm or violate another person's privacy.

Violations of this confidentiality policy — including the public disclosure of sensitive information or identities via social media or other platforms — may result in disciplinary action, up to and including immediate disenrollment.

Parent/Guardian Conduct Policy

We believe in building strong, respectful partnerships with families in support of each child's development and well-being. We expect all members of our community — including parents, guardians, and caregivers — to uphold the values of mutual respect, confidentiality, and constructive communication.
As a small, inclusive nonprofit program, trust between families and staff is essential to the health of our school community. Conduct that undermines this trust may jeopardize the school's ability to provide safe, supportive care.

Expected Conduct

We ask that parents and guardians:

- Engage in respectful communication with staff, families, and children
- Maintain confidentiality about other children, families, and staff
- Address concerns or conflicts directly with staff and leadership, using appropriate channels
- Support our inclusive and anti-bias learning environment
- Refrain from behavior (in person, via email, or on social media) that is threatening, defamatory, discriminatory, or harmful to individuals or the school community

Social Media and Public Communication

We expect that families use discretion and care when posting about PMCCP online. Sharing confidential information, attacking individuals, or misrepresenting the program or its staff publicly — including on social media — can cause real harm to children, families, and educators.
If a concern arises, we ask that it be addressed privately and directly with leadership so we can work together toward resolution.

Confidentiality

Parents and guardians are expected to protect the confidentiality of all children, families, and staff. Sharing sensitive information — whether intentionally or unintentionally — can violate trust and, in some cases, legal protections. This includes:

- Sharing photos or videos of children other than your own without permission
- Disclosing personal or identifying information about other families or staff
- Publicizing concerns about individual children, families, or staff

Failure to Uphold Community Expectations

When a parent's or guardian's conduct significantly disrupts the safe, respectful environment we strive to maintain — or causes harm to individuals or the program — PMCCP reserves the right to take immediate action, up to and including disenrollment.

Disenrollment due to parent/guardian conduct is not taken lightly. In most cases, families will be informed in writing, and a timeline for the child's last day will be communicated with consideration for the child's well-being and a smooth transition. However, in cases where a parent's or guardian's actions cause serious disruption, create a hostile or unsafe environment, or threaten the integrity or safety of the program or its staff, PMCCP reserves the right to immediately terminate care without advance notice. This includes — but is not limited to — egregious behavior such as public attacks, breaches of confidentiality, harassment, threats, or defamatory communication.

Policy on Babysitting and Maintaining Professional Boundaries

At PMCCP, we deeply value the trust placed in our staff and the strong relationships they build with children and families. To maintain professional boundaries and avoid potential conflicts of interest, staff are not permitted to provide babysitting, nannying, or other private caregiving services for currently enrolled families while employed at PMCCP.

We also feel that, to promote integrity in our field, it is important to maintain clear boundaries between professional and personal caregiving relationships. This policy protects staff from potential pressure or confusion about roles and responsibilities and ensures that all families are treated equitably.

We recognize that it may feel natural to seek care from someone your child knows and trusts, but we ask for your understanding and cooperation in upholding this boundary. If you need assistance finding care outside of school hours, please contact the administrative team for community resources or referrals.

4. PMCCP Staff

Teaching Teams

Each classroom at PMCCP is led by a team of three co-teachers who work together to create a rich, responsive, and developmentally appropriate learning environment for your child. While one teacher will serve as your child's primary point of contact, we encourage you to connect with any member of the teaching team for updates, insights, or questions about your child's experience.

In many classrooms, one of the teachers is designated as the Mentor Teacher — an experienced educator with at least two years at PMCCP and a deep understanding of our curriculum, philosophy, and program expectations. The mentor teacher supports team collaboration, curriculum planning, and reflective practice across the teaching team.

PMCCP teachers receive paid planning time each week outside the classroom, as well as time for a weekly team meeting. During these meetings, teachers engage in collaborative planning, documentation review, family communication, and discussion of curriculum and classroom dynamics. This shared time supports high-quality teaching and strengthens relationships within the team — and with your child.

Community Staff

Nutrition Coordinator: Manages the meal program, serving children in our program breakfast, lunch, and snacks, and ensures that all meals meet the USDA/CACFP requirements. Creates the monthly menu, cooks meals and oversees kitchen management.

Community Teacher: Supports all classrooms by providing coverage and support for teachers who are out sick, on vacation, or need support to plan for conferences, meetings or curriculum documentation. This is a full-time position.

Substitute Teaching: Provides assistance to teams who have a member out sick or on vacation. This is a part-time / on-call position.

Anti-Bias and Curriculum Coach: Provides training and professional development to teaching staff. Also provides educational events to families throughout the year.

Administrators

Administrative Coordinator
Handles monthly tuition billing, manages general office operations, maintains children's records, and supports fiscal documentation. Serves as a primary point of contact for administrative questions and assists with enrollment logistics.

Program Manager
Provides day-to-day supervision of teaching staff, supports recruitment and hiring, and manages classroom operations. Oversees classroom scheduling, staff coverage, and ensures that the teaching team has the tools and support they need.

Enrollment and Family Engagement Coordinator
During this transition period, this role provides support to families, including help with enrollment paperwork,

orientation, referrals to social services, and ongoing communication around family needs. Also supports connections to educational services and family engagement efforts.

Executive Director
In addition to organizational leadership, the Executive Director provides oversight of center operations.

Responsibilities include:

- Reviewing and approving sliding scale tuition applications
- Overseeing budgeting, fundraising, and board relations
- Managing licensing, compliance, and quality improvement efforts
- Supporting strategic planning, and supervising both administrative and program staff
- Collaborating with the administrative team to support curriculum, enrollment, and family partnerships

This structure is designed to ensure that key responsibilities are covered while we remain committed to transparency, collaboration, and responsive care. Families with questions about administrative processes, enrollment, or family support are encouraged to reach out to any member of the admin team, who will connect you to the appropriate person.

Board of Directors

PMCCP is governed by a volunteer Board of Directors with an executive seat of President, Secretary, and Treasury as well as working committees. Members are nominated and voted in by the current Board members.

The PMCCP Board serves PMCCP by:

1) Ensuring PMCCP's financial solvency and sustainability
2) Assist in strategic planning
3) Provide support to the Executive Director, including an annual performance review
4) Conduct fundraising activities and attend to fund development.

5. Enrollment & Groupings

Continuity of Care, Cohorts, and Classroom Transitions

At Pike Market Child Care & Preschool (PMCCP), we believe children thrive in environments built on strong relationships, trust, emotional safety, and a deep understanding of child development.

Our program is designed to support continuity of care by fostering long-term relationships between children, families, and teachers while also ensuring that educators can specialize in the developmental age groups they know and love best.

PMCCP uses a classroom-based developmental model in which teaching teams remain rooted within their developmental classrooms, while children continue to move through the program in peer cohorts whenever possible.

Teachers at PMCCP work within specific developmental classrooms and age groups:

- Sweet Peas (Infants | 0–1 years)
- Busy Bees (Young Toddlers | 1–2 years)
- Blue Skies (Older Toddlers | 2–3 years)
- Moon Beams (Young Preschool | 3–4 years)
- Rainbow Birds (Pre-Kindergarten | 4–5 years)

This approach allows teachers to deepen their expertise, strengthen responsive teaching practices, and remain grounded in the developmental work they are most passionate about.

Because relationships are central to our philosophy, we prioritize:

- continuity of care,
- strong peer relationships,
- emotional safety during transitions,
- and meaningful partnerships between families and teachers.

Classroom Cohorts

Children are grouped into classrooms based on developmental readiness, peer relationships, and anticipated kindergarten year.

Children typically transition to a new classroom at the beginning of the school year, though some transitions may occur at other times throughout the year based on developmental readiness, classroom community dynamics, and enrollment availability.

While children often move through the program alongside familiar peers, teaching teams remain within their developmental classrooms to provide greater consistency within each learning environment and to support deeper specialization in each age group.

This flexible approach allows PMCCP to thoughtfully support children's developmental needs while also filling available enrollment spaces more effectively throughout the program year. Rather than relying strictly on age-

based cutoffs, we consider the whole child and the needs of the classroom community when making placement decisions.

Our goal is to ensure that each child is placed in a learning environment where they feel safe, connected, capable, and ready to thrive.

Transitioning to a New Classroom

Transitions are planned thoughtfully and gradually in order to support children's sense of security and belonging.

During transition periods:

- children visit their future classrooms,
- teachers begin building relationships with incoming children,
- and families are encouraged to spend time getting to know the new environment and teaching team.

Teachers work closely with families to support each child's transition in a way that is responsive to their temperament, developmental needs, and emotional readiness.

We encourage ongoing communication during transitions and welcome family insight about routines, communication strategies, and approaches that help children feel safe and connected.

Flexible Placement and Developmental Readiness

On occasion, PMCCP may temporarily or permanently place a child in a classroom outside of their typical age cohort.

These decisions are made thoughtfully and collaboratively, considering:

- developmental readiness,
- peer relationships,
- classroom community dynamics,
- available space,
- and the individual needs of the child.

Our priority is always to ensure that children are in environments where they can successfully participate, build relationships, and experience a strong sense of belonging.

Starting School and Separation Anxiety

Starting school is a major transition for young children — and often for families as well.

It is common for children to experience feelings of uncertainty, sadness, or anxiety during drop-off, particularly during the first few weeks of enrollment or after a classroom transition. Children may cry, cling, or show other signs of distress as they adjust to a new environment and routine.

In most cases, these feelings lessen as children begin building relationships with teachers and peers and become more familiar with the classroom environment.

Our teaching teams provide extra care, comfort, and support during transition periods and work closely with families to develop routines that help children feel safe and secure.

We encourage families to:

- create consistent goodbye rituals,
- communicate openly with teachers,
- and reach out for updates or reassurance when needed.

Please know that we are here to support both children and families through the transition process with patience, compassion, and care.

Classroom Ratios

PMCCP serves children 8 weeks to 5 years of age. We strive to meet high-quality teacher-to-child ratios are maintained throughout the day, except for naptime. They are as follows.

Sweet Peas:	1 Teacher to 4 Infant Students
Busy Bees:	1 Teacher to 6 Young Toddler Students
Blue Skies:	1 Teacher to 7 Older Toddler Students
Moon Beams:	1 Teacher to 8 Young Preschool Students
Rainbow Birds:	1 Teacher to 9 Pre-K students

Transition to Kindergarten

PMCCP assists families in the transition to elementary school. Our staff will share information on public and private schools, help with ideas on how to talk to your child about going to elementary school, and provide information on what to expect.

Transition activities are often implemented to help children such as taking a field trip to a local school or creating a goodbye book to commemorate special friends and times while at PMCCP.

A kindergarten transition meeting will be scheduled during your Rainbow Bird year and will include a panel of PMCCP alumni who will share their experiences regarding their child's transition to elementary school. The alumni panel will include families who have diverse experiences and they will be able to answer questions.

Guidance and Behavior Support

At PMCCP we are committed to nurturing each child's emotional, social, and cognitive development within a caring, responsive, and inclusive learning community. In keeping with our commitment to anti-bias education and social justice, we believe all children deserve to feel a sense of belonging — and we understand that behavior is a form of communication.

We use guidance strategies that are rooted in empathy, respect, and the belief that children learn through relationships. Our practices are designed to support children in developing self-regulation, problem-solving skills, and social-emotional competence. Disenrollment is viewed as an absolute last resort and only considered when all collaborative supports have been exhausted.

Creating Supportive Environments

Thoughtful preparation of the learning environment, strong relationships, predictable routines, and intentional teaching are used to prevent behavioral challenges. Our educators communicate clear, developmentally appropriate expectations and invite children to participate in co-constructing classroom agreements and problem-solving when conflicts arise.
Children are encouraged to:

- Learn and grow in a safe, respectful, and inclusive environment
- Develop empathy, kindness, and fairness in interactions with others
- Take responsibility for their actions in ways that are supported and age-appropriate

When Challenges Arise
Children are guided to treat each other and adults with care and compassion. When a child exhibits behavior that puts others at risk, we intervene immediately to maintain safety and offer co-regulation support. We do not use punitive methods. Instead, we offer guidance strategies such as:

- Redirection
- Emotional coaching and time-ins
- Restorative conversations and problem-solving support
- Personalized support plans, if needed

We reject zero-tolerance or exclusionary discipline practices. Instead, we strive to understand the "why" behind behavior and work together to support the child as a whole person.

Physical Restraint
Physical restraint is **not** used for discipline. In very rare circumstances, a staff member may gently hold a child for the shortest time necessary **only** to ensure safety for that child or others. Such actions are never taken lightly and are always documented and communicated with families.

Family Collaboration
We view families as vital partners. When a child is experiencing challenges, we initiate open, respectful communication to understand the child's needs within the context of their development and lived experience. We work together to identify strengths, strategies, and, when appropriate, outside supports.

In Rare Cases of Transition
On extremely rare occasions, despite significant collaboration and effort, a child's needs may exceed what PMCCP can safely and sustainably support. In these instances, we engage in a transparent, compassionate process with families. Transition to another setting would only be considered if:

- A child poses ongoing physical danger to self or others, despite layered interventions
- A medical, psychological, or social service professional determines that continued care is not in the child's best interest
- The necessary accommodations would pose an undue burden on our program's capacity and resources

If a transition is ultimately needed, we support the family in identifying a more suitable placement and work together to ensure a dignified and respectful exit process.

Partnership in Supporting Children

PMCCP is committed to creating an inclusive learning environment where all children can thrive. We recognize that children develop and learn in different ways and that, at times, some children may benefit from additional supports in order to participate successfully in the classroom community.

When concerns arise related to a child's development, behavior, social-emotional well-being, or ability to participate safely and successfully in the program, PMCCP will work collaboratively with families to identify strategies and supports. This may include observations, family meetings, referrals for screening or evaluation, consultation with specialists, or the development of individualized support plans.

A strong partnership between families and the program is essential to a child's success. Families are expected to actively participate in discussions, collaborate in implementing agreed-upon strategies, and pursue recommended supports when appropriate.

If a family is unwilling to engage in the collaborative process or declines to participate in efforts to secure or implement appropriate supports, PMCCP may determine that we are unable to meet the child's needs within our program. In such cases, we will make reasonable efforts to provide referrals, resources, or information about alternative programs or services that may better support the child and family.

The decision to discontinue enrollment is never made lightly and will occur only after thoughtful consideration of the child's needs, the needs of the classroom community, and the program's ability to provide appropriate support.

6. Operating Hours & School Closures

Hours of Operation

PMCCP is open year-round. The center operates Monday through Friday, from 7:45 a.m., and closes promptly at 5:45 p.m.

Holiday Closures

Annual closure calendars with specific dates for the school year are made available for families at the beginning of each school year. Please contact the office if you would like to request a copy.
This is a great way to plan ahead.

We close on the following days:

New Year's Day
President's Day
Juneteenth
Labor Day
Thanksgiving Day & the Day after Thanksgiving
Martin Luther King Jr. Day
Memorial Day
Fourth of July
Veteran's Day
Winter Break *Aligned with Seattle Schools.

If a holiday falls on a weekend, we will be closed on either Monday or Friday.

Monthly Early Closures and In-Service Closures

Monthly Early Closures/Staff Meetings: PMCCP closes at 3 pm on the first Wednesday of each month for staff meetings and training. These dates will be marked on our annual closure calendar. Our staff meet monthly as an entire staff for ongoing training to deepen our understanding of children, to solidify our relationships with one another, and to nourish
ourselves for this work. PMCCP's late pick-up charges will apply after 3:00 pm on these
days.

In-Service Days: PMCCP closes for a weeklong in-service the week before Labor Day. These dates will be marked on our annual closure calendar.

Staff meetings, training and In-Service Days provide an opportunity for staff to work together on program development and training and are part of our commitment to building a cohesive and professional staff. Parents will be given an annual closure calendar to help plan ahead.

Please note that full tuition is due regardless of center closures.

Closure Calendar

An annual closure calendar is available on our website, through Brightwheel, and posted on the Family Resources bulletin board in the main entryway. Printed copies are also available upon request.

Snow and Inclement Weather

PMCCP prioritizes the safety of children, families, and staff during inclement weather. While we strive to remain open when possible, there may be times when weather conditions, road closures, or building safety concerns require us to delay opening, close early, or close for the day.

How We Make Decisions

Decisions about closures or delays are based on several factors, including:

- Seattle Public Schools weather-related decisions
- Metro Bus Route Closures
- Conditions around the Market and PMCCP building
- Staff availability and transportation safety
- Power outages or accessibility of emergency services

Our goal is to make decisions as early as possible, with updates sent out via an alert on Brightwheel**,** and shared via email or phone when needed.

Communication Plan

- By 6:30 AM – Closure or delayed start decisions will be communicated through Brightwheel and posted to our website.
- During the school day – If weather worsens, families will be notified immediately of any early closures so that children can be picked up in a timely and safe manner.
- Please make sure your Brightwheel notifications are enabled **and your** emergency contacts are up to date**.**

Equity and Understanding

We understand that not all families or staff live in the same neighborhoods or have access to the same resources. If PMCCP is open but your family is unable to attend due to unsafe travel conditions in your area, please notify us. We do not penalize absences due to inclement weather, and your child's safety is our top priority.

Tuition

PMCCP does not offer tuition reductions, refunds, or credits for weather-related delays, closures, or absences due to inclement weather.

Air Quality and Dressing for Weather

*When air quality is poor, t*eachers will provide large motor activities indoors if the weather, air quality and outdoor environmental safety conditions pose a risk.

<u>In cold weather</u>

- Children should wear clothes that are dry and layered for warmth, and a coat that includes a hood or hat.

<u>In hot weather</u>

- Children can play in shady areas and wear sunscreen for skin protection.
- Consent forms for sunscreen application are signed bi-annually by each family. The sunscreen protection consent forms state the sunscreen used by the center. Sunscreens used by PMCCP contain UVB/UVA protection of SPF 15 or higher and applied to exposed skin.

7. Dropping Off and Picking Up

Parking

There is a load/unload zone marked on Western Avenue right in front of our North entrance (by the Sweet Pea room). To completely avoid the possibility of a ticket, park across the street from us at Market Parking at 1531 Western Avenue, where currently we can validate for up to ½ hour. To get validation, you must get a feeder parking ticket located in your child's classroom or in the office. Use this feeder ticket in the exit gate to leave the garage without paying.

Parking Enforcement Officers are quite diligent in downtown Seattle. Read the meter signs very carefully. There are payment kiosks available near open parking spots on the street.

Drop Off by 9:30 am / Pick Up after 2:00 pm

It is ideal for children to be dropped off by 9:30 am as this provides your child with the smoothest and most supportive window of opportunity for drop off. This allows your child to enter into the classroom with enough time to feel welcomed before transitions and more structured activities, projects. Please call if you will be arriving after 9:30 am or if you will be picking up before 2:00 pm so we can try to accommodate your family. It's especially important to arrive by 9:30 AM on days that outings are scheduled. it is too complicated for teachers to meet up with families outside of the center while out and about in the community with children A typical daily schedule is posted in each classroom. More detailed weekly planning information is posted as well.

We recommend that families refrain from dropping children off during naptime (12:00 to 2:00). Experience has shown that this is a difficult transition time and arrivals during naptime can be unsettling for individual children as well as the group. Additionally, if your child is arriving after our mealtimes, please make sure she/he has eaten before coming to the center.

Sign-In/Sign-Out

We use Brightwheel for daily sign-in and sign-out. Each authorized adult is assigned a unique electronic code to ensure a secure and accurate record of attendance. If someone forgets their code or if you need to update your approved pick-up list, please speak with an administrator at drop-off or contact the front office directly. We are happy to assist you.

Timely Pick-Up

PMCCP closes promptly at **5:45 PM**. Families are expected to arrive with enough time to gather belongings, connect with teaching staff, and exit the building by closing time.

If you anticipate being late, please notify the program as soon as possible. Timely communication allows staff to support your child and make appropriate arrangements.

Repeated late pick-ups can be stressful for children, impact staff well-being, and disrupt program operations. Families who are late to pick up their child on a recurring basis may be asked to meet with the Family Services Coordinator to develop a plan for timely pick-up. Continued patterns of late pick-up may result in an administrative review and could affect continued enrollment.

Please note that late pick-up fees are assessed for children remaining in care after **5:45 PM**. Refer to the **Tuition and Fees** section of this handbook for additional information regarding late pick-up charges.

In the event that a child has not been picked up by closing time and we are unable to reach a parent or emergency contact, PMCCP will follow the emergency procedures outlined below.

Chronic Late Pick-Up

At PMCCP, late pick-up fees are not intended to serve as an extended care option. Rather, they are designed to encourage timely pick-up and compensate staff who must remain beyond their scheduled work hours.

Repeated late pick-ups can be stressful for children, impact staff well-being, and disrupt program operations. Timely pick-up is an important part of our partnership with families and helps ensure that we maintain a safe, respectful, and equitable learning community for everyone.

If a family is late **three or more times within a 30-day period**, the following steps may occur:

1. **Initial Meeting** – The Family Services Coordinator will schedule a meeting with the family to discuss the pattern of late pick-ups, better understand any barriers or challenges, and develop a written plan to support timely pick-up.
2. **Administrative Review** – If late pick-ups continue after a plan has been established, the Family Services Coordinator and Executive Director will review the situation with the family and determine whether additional supports or corrective actions are needed.
3. **Enrollment Review** – If chronic late pick-up continues despite a documented plan and prior communication, PMCCP reserves the right to review and, if necessary, terminate enrollment, regardless of a family's willingness or ability to pay late fees.

Our goal is to work collaboratively with families to identify solutions whenever possible. However, because timely pick-up is essential to children's well-being, staff sustainability, and program operations, chronic late pick-up cannot be ongoing.

When a Child Is Not Picked Up

If a child has not been picked up by 5:45 PM **and the program has not been contacted by the family**, staff will:

1. Attempt to contact the parent(s) or guardian(s) using the phone numbers on file.
2. If we are unable to reach a parent or guardian, staff will contact the emergency contacts listed for the child.
3. If no authorized adult has arrived and no contact has been made by **7:00 PM**, PMCCP is legally required to contact Child Protective Services at **1-800-END-HARM**.

Families are responsible for ensuring that all contact and emergency information remains current throughout the year

Security Doors

All doors to the center are locked from the outside. We ask families and staff to ensure that they do not let unknown people into the center when entering or exiting the classrooms, playground or office. Please ensure that all doors are securely shut. Our entrances have a code that families are given when they enroll. Please contact the office to let us know if you are unable to access the code, or if you notice that the keypad is broken or damaged.

It is our policy that children do not open any doors or gates at school. This includes sharing the security door code with children. This is to ensure the safety of everyone. We expect families to help enforce this rule when in our community.

Who Can Pick Up Your Child

Your child will not be released to anyone without your permission. If someone other than a parent or guardian or those named on the Emergency Contact Form is picking up your child, please email or document. Anyone picking up your child that our staff does not know or recognize will be required to show identification, even if they are on the list. Identification must be in the form of a picture ID.

Please note that the people listed on the Emergency Contact Form are all authorized to pick-up your child at any time. If family circumstances change, please immediately update your Emergency Contacts on Brightwheel, or with one of our office staff. Please make us aware of any special custody arrangements. Special custody arrangements must be documented in your child's file.

Your child will not be released to anyone under the influence of alcohol or drugs.

8. Other Program Information

Neighborhood Walks and Field Trips

At PMCCP, we take full advantage of our location in the heart of the Pike Place Market and its surrounding neighborhoods. We regularly take children on walks to nearby parks, viewpoints, and community spaces as part of our daily curriculum. These walks, along with occasional field trips, provide meaningful opportunities for children to connect with their environment and community.

Neighborhood Walks

Children frequently go on short walks within our Market neighborhood, which we define as the area between Union Street and Lenora Street, and from 1st Avenue to Alaskan Way. Common destinations include Overlook Walk, Victor Steinbrueck Park, the Pike Place Market arcades, and other nearby pedestrian-friendly spaces.

- No additional permission is required for neighborhood walks — consent is included in the enrollment paperwork.
- When a class leaves for a walk, a note will be posted on the classroom door indicating the destination and expected return time.
- Walks are always supervised and conducted within licensing-required adult-to-child ratios.
- These outings are considered part of our regular program and may happen spontaneously or as part of ongoing curriculum work.

Field Trips

Field trips are planned outings that occur outside the immediate Market neighborhood**,** require additional staffing, and volunteers. Field trips may include visits to museums, performances, playgrounds, the aquarium, or other destinations that are in walking distance.

- Families will receive advance notice by Brightwheel messaging and posted in the classroom at least two days prior to the trip.
- Each field trip will require a separate, signed permission form detailing the date, location, and route / transportation plan. * Currently, PMCCP only uses the Seattle Monorail for public transportation due to current safety considerations. Other modes of transit, such as light rail and buses are not in use at this time.
- Walking destinations outside the defined Market neighborhood, or destinations that include a prolonged visit time are considered field trips and will follow the same notification and permission process.

No matter the destination, safety, supervision, and developmental appropriateness are central to our planning. Teachers prepare children ahead of time and maintain close communication with administration during all outings.

Holidays and Celebrations

Each child and family is honored at PMCCP, which is why we intentionally choose not to celebrate widely recognized holidays as a school. Many of these holidays reflect the values, stories, and traditions of the dominant culture — often at the exclusion of others. We know that not all families observe the same holidays, and that for some, these times of year can feel isolating or even painful.

Instead of adopting and celebrating holidays as a school, we focus on learning about the traditions and values that are meaningful to the children and families in our community. This approach helps us center inclusion, curiosity, and respect in our classrooms.

A great way to share about what's important in your family's culture and rhythm is by completing the Home to School Connection form in your enrollment packet. Families are also encouraged to talk with their child's teachers about customs, traditions, or celebrations they would like to share. Teachers will work to incorporate these ideas in developmentally appropriate and culturally relevant ways.

Our goal is to approach holidays — and all aspects of identity — with thoughtfulness, sensitivity, and patience. Please don't hesitate to share your reflections or ideas with us. We welcome your partnership.
PMCCP is a secular program. We do not provide religious instruction of any kind.

Birthdays and other Parties

We love a good party and recognize that birthdays are special holidays and cultural events for some of our families. However, not all the families in our community can afford or do not ascribe to commercial gift-giving, so we prefer to celebrate with dance, song, art, and praise. Families, who feel strongly about bringing in gifts to celebrate their child's birthday at school, are asked to bring in inexpensive items such as small toys, games, stickers, a crafty activity or natural fruit popsicles. Gifts in celebration should be affordable for all families and emphasize caring.

If you plan to include children in your child's classmates at your in-home birthday parties—we hope that you will include all children in the class as to promote respect and care for each child and family's feelings. If it is not possible to include all families into your celebration, please do not distribute invitations to PMCCP.

Stuffed Animals, Comfort Items, and Toys from Home

We welcome children to bring stuffed animals, blankets, or other comfort items that help them feel secure during their transition to and from school. These items can be especially meaningful during separation and drop-off routines and may play an important role in helping your child feel grounded and emotionally supported.

Toys from home are not used during the school day, as they often lead to conflict, distraction, or disappointment if they are lost or broken. However, if bringing a toy from home supports your child's transition into or out of the school day, we understand — and we're happy to work with you. Teachers can help identify a designated space to store the item safely out of reach during the day, so it can be reunited with your child at pick-up time.

Cubbies

Each child has a personal cubby with a coat space and their own basket. Cubbies are used to store nap blankets, a snuggly nap item, a change of clothes, plus treasures your child creates throughout the day. Please check your child's cubby each day for treasures and wet clothes to take home, as well as their supply of extra clothes.

Clothing

All children should come to school in "work clothes" because play is a child's work. Clothing needs to be comfortable enough for your child to paint, cook, climb and roll in the sand. Children will not be under any kind of pressure from teachers to keep their school clothes clean. Smocks are offered for art projects and water play, and washable paints and markers are used as often as possible, but messes will happen.

Please keep at least one change of clothes for your child in their cubby (more if your child is toilet learning). Accidents happen and children enjoy having their own clothes. Labeling all your child's tags in clothes will help us reduce the size of our lost-and-found collection.

Fancy accessories, such as necklaces and party shoes, can be dangerous. We ask that your child wear shoes with good traction, such as sneakers, avoiding soles made of hard plastic or leather. Make sure clothing is appropriate for the weather so that your child can play comfortably both indoors and outdoors.

Things to Bring and Have at School

Year-Round

- A blanket for naptime
- A stuffed animal or another comfort object
- A small pillow – if needed for a nap
- 2 pairs of underwear – if your child needs them
- 2 pairs of socks
- 2 pairs of pants
- 2 shirts
- Diapers – if your child still uses them

In the Wintertime…

- A warm hat
- Gloves or mittens
- A raincoat
- Winter Coat
- Rubber boots

In the summertime….

- A bathing suit or clothes to splash in the water
- Water shoes or shoes that can get wet

Naptime Needs

Please make sure your child has her own blanket for naptime and a small pillow if desired. These will be kept in their cubby and labeling items assists staff. We ask that you take your child's blanket home each week (or as needed) to wash. Children may have one item such as a stuffed animal to snuggle with at nap. If your child uses a pacifier to sleep, please inform your child's teachers to ensure a plan for sanitary storage.

Diapers and Toilet Learning

We honor each child's individual process and believe that children can only be toilet trained when they are ready. We find that children often become interested in using the toilet as they experience their peers using the toilet and will ask them if they are interested in trying it periodically. We will work with parents for consistency. Please keep in touch with staff about changes and progress at home as well as what your hopes and methods are. It also helps us to know what language your family uses, including words for urine, feces and body parts.

Families are required to bring in diapers for their child; we will provide wipes. Children in diapers will be checked & changed regularly. If your child needs any ointments, we require you to supply the diaper ointment and fill out a diaper ointment consent form. *All ointments will be labeled and kept isolated with your child's diaper supply.*

9. Meal Program

CACFP Participation and Meals

PMCCP participates in the **Child and Adult Care Food Program (CACFP)**, a federally funded program that supports healthy meals for children in child care. As part of our participation, we provide nutritious, age-appropriate meals and snacks that meet CACFP nutritional standards.
We serve:

- Breakfast
- Lunch
- Afternoon snack
- Late afternoon snack

All meals are provided at no extra cost to families**.** Menus are posted in advance and reflect a variety of fresh fruits, vegetables, whole grains, and proteins. We accommodate documented dietary needs and food allergies. If your child has specific dietary restrictions or cultural food practices, please speak with the Center Director to discuss options.

For infants, we provide iron-fortified formula, infant cereal, and developmentally appropriate solid foods in accordance with CACFP guidelines. We also welcome families to supply breast milk, a preferred formula, or homemade purees and beginner solids that reflect your child's needs and your family's feeding practices. Please connect with your child's teachers to make arrangements and ensure consistency and safety in your child's care.

This center is an equal opportunity provider. The full USDA nondiscrimination statement is available at the front desk or upon request.

Menu

Our menu is designed to be delicious and nutritious. We use little or no- sugar, and provide whole grains, and fresh fruits and vegetables daily. We enjoy learning what your family eats at home and encourage you to share your family favorites via class projects and/or recipe swaps with our staff.

Menus are posted each month and the daily menu items are posted by the kitchen as well as the main entrance. Many families stop to review – "what's for lunch today?" before heading into the classrooms.

Family Style Dining

Meals are served 'family style', where children eat in small groups with a teacher. This is an excellent forum for children to gain social skills. Children also learn self-help skills as they help serve the food, clean up and compost. While children are encouraged to eat and are offered all components of the meal, they are never required to take or try any foods. Food is never used as a behavior incentive (a reward) or punishment.

Eating food with children is as important as any other time of day in a child's life. Children learn life-long habits and develop relationships with food and their bodies during meal times. It is our goal that lunch will be a relaxed and conversational time for children and teachers to visit and enjoy their food. We will encourage children to try what's on their plates at least twice but will not insist that children eat everything. Research tells us that children can learn to listen to their bodies if they are given healthy foods from which to choose and are not forced to eat them. We believe that this is how children learn to trust cues from their bodies about hunger and fullness.

Families who bring children to school after meal service has ended should provide a meal for their children prior to arriving at PMCCP.

Diet Restrictions

If your child has specific dietary requirements, such as food allergies, religious exemptions or dietary preferences, we will work with you to meet your child's nutrition needs. Meals will be adjusted where possible; otherwise, families must provide food alternatives.

Because we partner with CACFP/USDA to provide financial assistance for our meals, a signature from your child's health care physician will be necessary to have on file in order to order to provide alternatives from our kitchen. Please contact our office for assistance in obtaining the necessary paperwork.

Food and Drinks from Home

Only families that have a written plan for bringing alternative foods should be bringing outside foods. If your child is not on a meal plan, please refrain from bringing any outside drinks and foods to school. We have several children with severe food allergies, and it is much easier to regulate when we know exactly which foods are being offered at school!

PMCCP is Peanut and Tree-Nut Free due to extreme allergic reactions. Our kitchen and classrooms are also currently egg-free. If you are on a written plan to bring alternative food in or are participating in a potluck or cooking activity -- please be sure to exclude Peanut Butter, nuts of any kind or eggs in any dishes or ingredients.

Vegan and Strict Diets

If your child is vegan or has a strict diet, PMCCP will work with you to create a plan. We try our best to adapt our menus to meet everyone's needs—but for specific menu items, we may ask families to provide alternative menu items.

Cooking Projects

Teachers (who are familiar with all of the special diets in their classrooms) will continue to do cooking projects that are safe and healthy for all of the children to participate in. If you would like to do a special project or celebration in the classroom, make sure to plan it with teachers including all ingredients for the project prior to the activity time.

10. Tuition and Fees

Tuition Fees

Tuition is set annually in September. The monthly cost is 12 equal payments for the year. Tuition is due on the 1st of each month, and late fees apply after the 10th of the month. All payments are made electronically via debit, credit, EFT, or ACH. Please let us know if another form of payment is required.

Families who qualify for sliding scale tuition and/or who use vouchers or subsidies towards their tuition are responsible for providing accurate documentation and maintaining eligibility through the state, county, or city program, and for paying any balance required by the sponsoring agency or PMCCP.

Monthly tuition rates are not adjusted for the number of school days or school closures in a particular month. Tuition cannot be suspended or adjusted due to absences. PMCCP reserves the right to increase tuition at any time based on the financial need of the school. If an increase in tuition becomes necessary, all families will receive notification 30 days prior to the increase.

Late Tuition Payment Fees and Financial Hardships

Tuition is due on the 1st of each month**.** Payments received after the 10th of the month will incur a $25 late payment fee.

We recognize that families may face unexpected financial hardship. If your family is experiencing a financial emergency or change in circumstances, you may submit a written request to the Executive Director to request a later due date or propose a short-term payment plan. Requests should be made before the 10th, whenever possible.

If tuition remains unpaid and no communication or plan has been made, families will be asked to complete a Hardship Assistance Application to determine whether temporary support or revised payment arrangements can be offered.

PMCCP reserves the right to suspend care or disenroll a child if tuition remains unpaid without communication or resolution. We are committed to working with families whenever possible, and we encourage you to reach out early if you need support.

Equitable Late Pick-Up Charges

We understand that unexpected circumstances such as traffic, transit delays, weather, or emergencies may occasionally impact a family's ability to arrive on time. While we approach occasional late pick-ups with understanding, repeated late arrivals place a burden on staff, who must remain beyond their scheduled work hours, and can be stressful for children. To support fairness across our income-diverse community, PMCCP uses a tiered late fee system based on a family's tuition level.

Late fees are assessed beginning at **5:46 PM** and are charged as follows:

- **Families paying scale 3 tuition:** $5.00 per child for each minute after 5:45 PM
- **Families paying scale 2 tuition:** $3.00 per child for each minute after 5:45 PM
- **Families paying scale 1 tuition:** $1.00 per child for each minute after 5:45 PM

Late pick-up charges will be billed monthly. Staff will document the time of departure for all late pick-ups.

Consistent on-time pick-up is an important part of our partnership with families. If late pick-up becomes a recurring concern, despite staff efforts to communicate and problem solve, the Family Services Coordinator and Executive Director will meet with the family to develop a written plan to support timely pick-up and address any barriers that may be contributing to lateness. Ongoing late pick-ups cannot be resolved solely through payment of late fees.

Receipts and Taxes

Monthly receipts for tuition payments and year-end documentation of child care expenses are available upon request. We encourage you to investigate all possible tax credits and ask you to consider donating a portion of any savings from tax credits to our scholarship program.

Our Tax ID is 91-1148078.

Giving Notice / Leaving PMCCP

We require one month's written notice of your intent to leave our center. If you should leave with less than one month's notice, you will be charged for the time difference.

Saying Goodbye: We believe children form deep attachments with their school community and that sudden or unacknowledged departures can be sad and confusing. Please inform your child's teacher of your intent to exit, with specifics about when and what you will be telling your child about their departure. This allows us to be sensitive to your child as well as to help all the children make the transition.

Full Cost of Care, Sliding Scale, Subsidies & Vouchers

The mission of PMCCP is to make high quality early learning accessible to all families, regardless of income. High quality early learning means that at PMCCP class sizes are smaller, student to teacher ratios are lower, and teachers earn equitable living wages, full benefits and professional development.

Approximately 40-60% of families that are enrolled qualify for a scale and/or subsidy. Fees are determined by income and family size, as indicated on our sliding fee scale. Two forms of documentation of income must be provided, before enrollment and annually. Acceptable forms of documentation include a copy of your most recent tax return and either three months of pay stubs, the previous year's tax return or a letter from your employer stating your gross wages.

Sibling Discount Policy

PMCCP offers a 10% sibling discount for families with more than one child enrolled full-time and paying Level 3 (full tuition) at the same time. The discount is applied to the lower of the two (or more) tuition amounts.

Terms of the Sibling Discount:

- Available only to families paying (Level 3**)** for both/all children.
- Families receiving sliding scale tuition (Level 1 or 2) or child care subsidies are not eligible, as those tuition rates already reflect significant financial assistance.
- The discount applies to tuition only, not to the $50 annual registration fee**,** which is charged per child.

- The discount remains in effect only while multiple siblings are enrolled concurrently. If one child withdraws or graduates, full tuition will resume for the remaining child.

If you are unsure of your tuition level or want to learn more about eligibility, please contact an administrator for support.

Split Tuition Payment Policy

PMCCP recognizes that some families may need to divide tuition responsibilities between two separate parties (e.g., co-parents, guardians, or extended family members). We are committed to working with families to ensure a clear and equitable tuition arrangement that supports the child's care and maintains transparency for all parties involved.

How Split Payments Work:

- Each party is responsible for a clearly defined percentage or portion of the total monthly tuition**,** agreed upon in advance with PMCCP and signed off by both parties.
- Each party must complete their own sliding scale application if they wish to be considered for tuition assistance.
- Eligibility for tuition assistance is determined individually**, and** a discount awarded to one party does not apply to the other**.**
- If one party qualifies for assistance and the other does not, each party will be billed based on their approved rate. The total combined amount must meet the full tuition rate.

Parenting Plans and Payment Agreements

We encourage families with parenting plans or court orders to share documentation, as these may clarify financial responsibilities and support the creation of a fair payment plan. In the absence of a formal agreement, PMCCP will work directly with the involved parties to determine the appropriate share of tuition for each.

Please note: Regardless of the division of payment, tuition must be paid in full and on time each month**.** PMCCP is not responsible for resolving disputes between parties regarding unpaid balances.

If you would like to request a split tuition arrangement, please contact an administrator to begin the process and ensure all necessary documentation is in place.

Tuition Annual Increase

Tuition rates are reviewed annually and may increase to reflect rising costs, maintain staff compensation, and ensure the sustainability of our program. Increases typically range between 3% and 7% each year. Families will be notified in advance of any changes.

PMCCP uses a sliding scale tuition model to support income diversity and access to care. Please refer to the current year's tuition rate sheet to view the sliding scale tiers, eligibility requirements, and income documentation guidelines.

11. Health Policies

Immunizations and Health Exams

State law requires a health history and record of immunizations for each child prior to admission. We are also required to have the date of your child's last physical exam, which must have been completed within one year prior to admission. We ask for the name and address of the family physician and dentist, who to contact in case of an emergency, and any conditions of the child which may require specific attention.

Children must have all immunizations that are recommended for their age by the State of Washington. A licensed physician may grant medical exemptions to immunizations; personal or religious exemptions can be claimed by parents/guardians. In the event that your child is not immunized against a particular disease and an outbreak of that disease occurs, your child may be excluded from care. PMCCP is required to have a doctor's signature on all exemption forms.

Each year we are required to file an immunization report with the state. At the end of each school year, we will send out a form asking for updates of your child's immunizations records. Your cooperation in doing this is greatly appreciated and will be facilitated if you keep a record of immunizations in a safe place. King County Department of Health provides free immunizations for children.

Illness

A day at PMCCP is easy and fun for a child in good health, but exceedingly demanding for one who is not feeling well. Sick children need one-on-one care and unlimited rest and fluids that they can get at home. Bringing a sick child to school exposes him/her to other secondary illnesses and exposes the staff and other children to illness. Bringing a child back to school before all symptoms have subsided risks a relapse and further delays recovery.

While we know how inconvenient it can be for a parent or guardian to have to miss work or school to stay home with a sick child, we have a responsibility to maintain a healthy environment for all for our children, families, and staff. Families whose work schedules do not allow them to stay at home with a sick child will want to have options for the inevitable day when their child will be excluded from care.

Public Health of King County issues the following guidelines on keeping children home, which PMCCP adheres to. Children who show signs of illness as follows should not be brought to school.

- Vomiting, two or more times in 24 hours.
- 2 loose/watery stools in 24 hours
- Body rash (not related to an allergic reaction, diapering, or heat), oozing open sores or wounds, mouth sores with drooling, untreated head lice, ringworm or scabies
- A fever of 101 degrees F or higher and have a sore throat, earache, headache, rash, vomit, diarrhea, or just not feeling well
- Unusually tired, low activity level, pale, lack of appetite, cranky, or crying more than normal

Refer to the Washington Administrative Code (WAC) 110-300-0205 for the licensing guidance and complete exclusion requirements.

Communicable Diseases/Illnesses

Children who are contagious must stay at home until they are no longer contagious. The Health Department will be notified of communicable diseases as per their reporting requirements. We try to keep parents informed

of outbreaks of illness to help you in the care of your child. *Please inform the center of any communicable diseases/illnesses.*

Calling Out Absences

Please call us if your child will be absent for any reason, but especially if it is due to illness, so we can be on the lookout for similar symptoms other children might be experiencing.

If teachers, or other program staff, have concerns about a child's readiness to be in our care after an illness, we may request a note from your child's health care provider.

CPR and First Aid

When children are in our care, staff with current Cardio-Pulmonary Resuscitation (CPR) and First Aid, are always available. First Aid kits are in each classroom and are taken on all adventures away from the center (even to the playground).

Minor cuts, bruises, sprains or bumps will be treated on-site by a staff member trained in First Aid. The guidelines in the Seattle-King County Department of Public Health Child Care Health Handbook will be followed. You will receive an "ouch" report explaining injuries and their treatment.

Medicine Management

Medication will be given only with the prior written consent of the child's parent/legal guardian. An "Instruction for Medication" form must be completed.

Prescription medications must be in the original container from the pharmacy and labeled with:

1. Child's first and last name
2. Medication name
3. Dosage amount
4. Frequency
5. Length of time of treatment (e.g., number of days)

We will give a child non-prescription medication only when:

1. The medication is in its original container, and
2. The dose and frequency is stated on the label, and
3. The medication is age-appropriate for your child. (If your child is younger than the ages recommended on the label, we require written consent from you and a health care provider legally authorized to prescribe medicine.)

If your child needs to have medication administered, please inform a teacher when you bring them to the center. You must fill out an Instruction for the Medication form, giving us permission and instructions. *DO NOT LEAVE MEDICATION IN YOUR CHILD'S CUBBY OR BACKPACK*. Give the medication and the completed Instruction for Medication form to a staff member.

Incident Reporting

If injury results in outside medical treatment or hospitalization, we are required to notify our Department of Social and Health Services licenser and to submit an "Injury/Incident Report". You will be given a copy.

Child Abuse Reporting

All employees are mandated reporters.
All childcare staff are required by mandatory reporting laws to report to the Department of Social and Health Services and Child Protective Services any suspected child abuse, neglect, or exploitation. Our staff receives training in the law and in respectful ways of identifying and reporting. We are not required to notify parents. If you have any questions or concerns about this, please ask.

Biting

Biting occurs most often among toddlers (13 to 24 months old) and should be considered “normal" behavior. Toddlers use their mouth as a tool for exploring their world. They are learning to tell the difference between food and non-food items. Many of their teeth are in and they are starting to use words for the first time. Toddlers who bite may be trying to get a point across when they don't expect their words to work, or they may simply be expressing frustration. When biting happens, it can be scary, frustrating and stressful for children, parents, and teachers. Sometimes there isn’t a quick or easy solution to biting, but looking at why young children bite is essential to addressing the issue.

Children bite for a variety of reasons; simple sensory exploration, panic, feeling crowded, seeking to be noticed or desire for a toy. Toddler teachers work to reduce the risk of biting by creating a calm and caring environment. Classroom activities should be developmentally appropriate and include several of each favorite toy. Overstimulation because of overcrowded spaces or high noise levels can contribute to stress in children and increase biting. One study found most bites occur early in the day and late in the afternoon. Children may be especially tired at these times and lose some self-control. Young children should be watched for signs of tiredness and restful activities planned.

When children bite at PMCCP:
Occasional or first-time biters should be treated in a calm and caring manner. We will attend to the needs of the child who was bitten. We will let the biter know that we understand he was trying to say something to his friend. The situation is eased by showing the child how people should treat each other. For example, a teacher can enlist the biter's help in caring for the injured child. Teachers should note the details of the incident in order to discover what may have motivated the child to bite. For example, does the child appear stressed, angry, or sad? Is there a time of day or activity when biting occurs most often? An ouch report will be given to the victim’s family and the biter’s family will also be notified.

We will develop a plan with our Public Health Nurse if biting persists:

- The child seems surprised that biting hurts their friends.
- The child bites the same person repeatedly.
- The child bites frequently and seems unhappy.

The name of the biting child is not released (please review our Confidentiality Policy). We will make every effort to extinguish biting behavior quickly and to provide support to families. Only after we feel we have made every effort to make the program work for the biting child do we consider asking their family to withdraw from our program.

12. Emergency & Disaster Plans

Since 1982, PMCCP has been providing safe and nurturing care for young children. We have a comprehensive Crisis and Disaster Plan in place and all faculty receive training in this plan. This includes building and site evacuation, earthquake preparedness, emergency lockdown/intruder alert, fire safety, power outage, storms and snow, and other such emergencies that could occur.

As required by licensing, faculty and children practice monthly fire and quarterly disaster drills so that this becomes a routine, non-threatening occurrence for the children. Additionally, all of our staff are trained in CPR/First Aid and Blood Borne Pathogens. We have 72 hours of food and water on site as recommended by disaster specialists.

Our plan is available to all families by visiting our website: www.pikemarketkids.org/resources

13. Facts about PMCCP

Access

Founded on the idea that **all** children deserve access to high-quality care, PMCCP typically provides tuition assistance to 70% of enrolled families. We have created an inclusive and culturally, linguistically and socio-economically diverse community that affirms families of many forms.

Fundraising

To provide tuition assistance we rely heavily upon the support of our community. The Pike Market merchants, and employees, craftspeople, operational staff, and residents have been vital to our success. Families, board members, and friends, literally throughout the world, give us gifts of time, money, and inspiration. The Market Foundation and the Pike Place Market Preservation and Development Authority provide both financial support and advice to us as part of their commitment to serving the low-income and elderly residents in downtown Seattle. Other fundraising activities include grant writing, special events, workplace giving and corporate contributions. We work constantly to raise funds to ensure equity of access to families of all income levels at PMCCP. We welcome parent involvement on the Fund Development committee

Program Goals

The goal of our program is to provide **all children** the same access to quality child care and pre-school, healthy meals and family support, regardless of family income or circumstances. The result is that families in our program have the opportunity to seek work and/or go to school with the knowledge that their children will receive healthy meals, excellent care and the social and learning skills necessary to succeed in kindergarten and beyond.

Worthy Wages for Early Childhood Educators

Pike Market Child Care & Preschool has a history of commitment to "Worthy Wages", which recognizes the direct correlation between worthy compensation for child care workers and the quality of child care provided. We support Worthy Wages by providing salary and benefits packages that are among the most progressive for child care workers. Although this naturally increases the cost of care, the hard work, dedication, and professionalism of our staff merit every bit of compensation we can provide.

14. Ways Families Can Help…

Pike Market Child Care & Preschool is proud of our commitment to providing a high-quality child care experience to families of all economic means. This commitment to opening our doors wide has added depth to our program and has enriched children's life experiences.
You are part of the community that we rely on to make our work possible. As a member of our community, you will be asked to help us in several ways such as:

Workplace Giving Campaigns

Please let the Executive Director know if your workplace has a giving program for employees. We'd love to introduce the work of PMCCP to your workplace to encourage support and contributions from other employees. Many parents support our tuition assistance program by making a designated donation through their workplace. You may make a designated gift to PMCCP through United Way and the City, State, Metro & Port of Seattle campaigns. You may also give to us through the Coalition for Charitable Choice.

Individual Support

Of course, we also welcome personal donations, and some parents even choose to make a monthly contribution by including a recurring monthly or annual donation. If your employer matches gifts, the strength of your contribution multiplies.

Fundraising Events

Annually, we hold fundraising events to raise money for our tuition assistance program and high-quality program. You can help by serving as a classroom coordinator, securing sponsorships, collecting pledges from friends, family & co-workers, starting a team or just coming out and showing your support on the day of the event. We also appreciate volunteer help on the day before and day of the event.

All families are invited and encouraged to attend our events. Families play a major role in raising awareness about the important services that PMCCP provides our community.