

The
EARLY LEARNING and
DEVELOPMENT CENTER
Preschool & Childcare



*Family
Information
Handbook*

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MISSION AND GOALS OF THE CENTER

The EARLY LEARNING and DEVELOPMENT CENTER is a private, nonprofit Preschool and Childcare Center established in 1981.

Our mission at *The EARLY LEARNING and DEVELOPMENT CENTER* is to serve children and families by providing an inclusive high-quality early childhood education program, one that supports the social, emotional, and developmental growth of each individual child.

ELDC's goals are:

- To share with families the responsibility for promoting learning and growth in a period when growth is rapid and significant.
- To encourage each child's self-esteem, curiosity, spontaneous energy, and inventiveness from which a lifestyle of learning habits can develop.
- To provide a developmentally based program that will meet the child's emotional, intellectual, and health needs, as well as providing for their physical care.
- To recognize the individuality of each child, foster the child's growth to their full potential, and understand that they are also a part of the larger community.
- To be a leader in high-quality childcare in the Seattle area.

PROGRAM PHILOSOPHY

We recognize the primacy of the family in each child's life and strive to respect and support each family in raising and educating their children. We strive for open communication with families to help us understand the significant events in each child's home life and to share with families the significant events that occur while children are in our care. We strive for a diverse staff that cares about young children and has the necessary tools to provide a developmentally appropriate environment in which children can learn and grow. We try to help the staff in their quest for excellence with ongoing training and professional support.

EDUCATIONAL PHILOSOPHY

The educational philosophy of the Center is based on the Piagetian model. This is known as Genetic Epistemology. It is that children learn in developmentally appropriate stages. For example, a child of two years may be taught colors by rote memory if it is presented to them often enough for a long enough period. A child of three years who is developmentally ready, however, may learn this information in ten minutes when it is presented to them. These states of developmental readiness, Piaget taught, are GENETICALLY determined.

Piaget stressed the need to utilize all senses for the most efficient learning. For example, to teach about apples and their properties, you may verbally tell the student about them, describing their shape, weight, taste, color, the fact that they grow on trees, their uses, and their varieties. This utilizes the sense of hearing. Further, you may provide the student with pictures of apples, apple trees, apple pies, apple juice, etc. This utilizes the use of sight, but only in two dimensions. You may provide examples of real and toy apples to hold and see thus utilizing another sense, feeling. Ideally, though, you would be able to provide pictures of apple trees and apple orchards, real apples for the student to see, hold and taste, apples to be pressed for apple juice, to be baked, or made into a pie, and later eaten, samples of apple juice, apple sauce, different varieties of apples, and any other information related to apples

available. This way, students learn through all of their senses, one complementing the other, what apples are and how they are used. This is called EPISTEMOLOGY. Thus, the term Genetic Epistemology.

CURRICULUM PHILOSOPHY

At The Early Learning and Development Center, we believe given adequate social skills, conflict resolution skills, a strong foundation for empathy, and an introduction to academic concepts, children are much more successful in an academic environment in later years. We use learning goals from The Creative Curriculum, anecdotal notes, and a portfolio system to track the children's development and set goals for them based on individual and group needs.

We use an emergent weekly lesson plan, which focuses on the children's interests while providing opportunities for children to work on multiple skills throughout the day and weeks. Activities are provided throughout the day to meet a variety of learning styles. For example, during circle time the teacher will read books and ask open-ended questions for children to further understand the subject matter. These books are made available for children to look at independently or with a friend. During other times of the day, art and/or science projects are facilitated in small groups to provide an opportunity for children who learn best through one on one instruction. Teachers take notes throughout the week regarding children's interactions with each other or interest in certain subject matters to develop goals for individual children and the class. By creating these opportunities children participate in activities that not only help develop social skills but also around literacy, gross/fine-motor work, and cognitive development.

An equal amount of structured and non-structured time is offered to the children so they are given every opportunity to build new skills and gain further understanding of the world around them by using the environment as well as teacher support to do so.

OUR CENTER'S THREE RULES

While each classroom is different in its need, and therefore, its rules, there are three basic rules followed throughout the entire center: (1) children cannot hurt others, (2) children cannot hurt themselves, and (3) children cannot hurt the equipment or the environment.

NON-VIOLENCE POLICY

As educators, we have a responsibility to provide an environment that promotes positive social behaviors in young children. The Center's curriculum and classroom activities place a strong emphasis on violence prevention. Physical space is designed to create a pleasant surrounding that minimizes crowding and lessens potential conflicts between children. We do not purchase materials that promote violence (toy weapons, action figures, etc.) nor do we allow the children to use the materials at the Center in violent ways, whether real or pretend.

ELDC'S ANTI-BIAS POLICY

The EARLY LEARNING and DEVELOPMENT CENTER promotes and implements an anti-bias curriculum in each classroom. The Center and staff are committed to providing an inclusive environment that reflects and affirms all families and cultures. Our curriculum is designed to support children's pride in their family and cultural identity and to provide activities that build self-esteem in children. All Center staff members receive ongoing training in diversity and anti-bias education.

ELDC'S NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

This Center does not discriminate in its hiring practices or enrollment of children on the basis of race, color, national origin, sex, religion, political beliefs, sexual orientation, creed, marital or veteran's status, or the presence of a disability. We do not discriminate on the basis of age with the exceptions noted on the Department of Early Learning license. You must be over 16 years old to work with supervision at the Center. You must be over 18 years old to have sole charge of a group at the Center. For a child to be enrolled, they must be one to five years old. Once a child is has been enrolled into Kindergarten, they are no longer eligible to attend.

Employment or volunteer service at the Center is conditioned on a background check completed by the Department of Early Learning.

We are committed to providing an environment that is free of discrimination and maintaining a strict policy prohibiting unlawful harassment, including sexual harassment. Engaging in any act that discriminates against another person because of race, color, sexual orientation, national origin, sex, religion, creed, marital or veteran's status, age, the presence of a disability, or any other basis prohibited by local, state, or federal laws will not be tolerated. This policy prohibits harassment in any form, including verbal, physical, and visual harassment. The policy applies to all persons on and about the premises of *The EARLY LEARNING and DEVELOPMENT CENTER*.

The Americans with Disabilities Act (ADA)* allows children with mental or physical disabilities the opportunity to participate in all the activities and opportunities of community life. Part of community life is the opportunity to benefit from being in a childcare setting. Children may not be excluded from childcare based on a disability.

The EARLY LEARNING and DEVELOPMENT CENTER has always worked closely with families to accommodate the individual needs of each child. We have many resources, both within and outside of the Center, available to families at little or no cost. The Center will assess, on an individual basis, whether a child with a disability (whether visible or hidden) can be cared for in our setting with reasonable accommodation. Examples of this include:

- The revision of Center policies to be inclusive to all children.
- The removal of physical barriers and/or addition of adaptive equipment.
- The provision of additional staff training.

These changes are required of childcare Centers if they are readily achievable and do not create a burden to the program.

*This policy was developed in cooperation with King County Child Care Program and Public Health of Seattle and King County, Child Care Health Program (May 1999).

ELDC'S RELIGIOUS POLICY

The Center is not affiliated with any religious or other organization. We recognize the individuality of each child and family. We also recognize the unique role that spirituality and religion can play in each person's life. We therefore believe it would be presumptuous for us to attempt to define that spirituality or religion for the children of the families we serve.

ELDC'S CONFIDENTIALITY POLICY

At hire, all staff sign a pledge of confidentiality, stating that they will maintain strict standards of confidentiality and professional ethics. Information regarding other employees and current and former families will be respected and protected under all circumstances in order to ensure privacy. Personal telephone numbers and/or addresses will not be given out unless authorized by the individual whose number or address is requested. Any families or staff who would desire to have information shared with other agencies or individuals must stipulate in writing exactly which information is to be released. Information will not be released without such written authorization.

ENROLLMENT

The first step in enrolling a child is to schedule a tour of the Center. The Center does have an open-door policy and appointments are not required for visits to the classrooms for enrolled families. However, scheduling a visit gives families an opportunity to meet with Center staff to discuss any questions they may have regarding the program. When the decision to enroll has been made, a family orientation meeting with the Center's administrative staff is necessary to complete the required registration forms.

Families are strongly encouraged to visit their child's classroom prior to the child's starting date. Discussing the classroom environment and daily routine at home can also help to ensure that the transition into care will be a smooth one. Families may visit any area of the Center at any time during regular hours of operation.

The State of Washington requires that all children enrolled have a current immunization form completed and on file at the Center. Failure to do this may result in a child being denied admittance to the Center (WAC 388-150-220).

*Required registration forms must be filled out completely and returned to the Center before or on the child's starting date. These forms give us vital information regarding the child's health, who to notify in the event of an emergency or illness, and other persons who have permission to pick up children from the Center.

TRANSITIONS WITHIN AND OUTSIDE OF THE PROGRAM

When enrolling your child at *The Early Learning and Development Center*, we ask that after the enrollment appointment you bring your child in for a couple of visits before their start date. During these visits, you and your child will have the opportunity to become familiar with the teachers and children of the classroom, the routine, and the physical space. We find that when children and families have the opportunity to visit the classroom before their first day of school it makes those first drop-offs, more successful for the whole family.

Once it is time for your child to start transitioning into the next classroom we will have them visit either for parts of the day or for the whole day. The Center will let you know when these visits are going to happen. We welcome any feedback you may have about the transition. The Center will notify you, with an official move-up notice, and welcome letter for the next classroom. Each classroom uses Brightwheel, with a daily feed for your child. Your child's feed will have all important notifications and communication from The Center, i.e. daily reports, monthly billing, photos, teacher communication, etc.

If you withdraw your child before they graduate from The Center. Your child's teacher will provide you with: up to date portfolio, recent/current conference notes in an envelope labeled with your child's name, for their future teacher. Exit conferences are set up, on an individual basis. We always strive to give your child a nurturing send-off on their last day of school, wishing them all the best on their new adventures.

We make the transition from ELDC to kindergarten as smooth as possible for the children. This can be a stressful time for the whole family and we want to be as much of a support as possible. In February we have a kindergarten meeting for the parents of our prekindergarten children. At this meeting, we discuss the enrollment process, potential schools the children will be attending, and kindergarten readiness. We use a variety of methods to assess the children's kindergarten readiness in the spring to set goals for the rest of the year. Upon graduating from The Center, families are given their child's portfolio as well as their most recent conference notes in an envelope labeled kindergarten teacher.

HOURS OF OPERATION

The Center is open from 7 a.m. to 6:00 p.m., Monday through Friday. Children may attend up to five hours per day for part-time care either in the morning or afternoon. Children attending part-time in the morning must be picked up prior to 12:00 p.m. Children attending part-time in the afternoon must arrive after 12:00 p.m. and be picked up by 5 p.m.

LATE CHARGE

The Center closes at 6:00 p.m. Children must be picked up prior to this time. The late charge is \$1.00 per minute, as indicated on the clock hanging in the office. This charge is payable immediately to the staff who have had to remain after hours at the Center. For children attending half days, the drop-off and pick-up time is 12:00 p.m. Parents who pick their child up after 12:00 for the half-day morning or after 5 pm for the half-day afternoon will be charged \$1.00 per minute. The charge will appear on the monthly billing statement.

PICK-UP AND DROP-OFF

The Center utilizes a valet service. Parents may come to the front door to drop their child with a staff member in the morning, and then knock or call The Center for pick-up. Children must be signed in and out each time the child enters or leaves the Center through the Brightwheel app. Please do not leave cars running or leave valuables in the car when coming into the Center. Children must be SIGNED OUT before leaving the Center. When the children are outside, the responsible adult call or knock on the front door. Children may not be handed over the fence. Any person picking up a child from the Center may be asked for identification at any time.

HOLIDAY AND EMERGENCY CLOSURES:

The Center is closed on the following legal holidays: New Year's Day; Martin Luther King, Jr. Day; Presidents' Day; Memorial Day; Independence Day (July 4); Labor Day; Thanksgiving Day; and Christmas Day. The Center also closes at 6:00 p.m. on Thanksgiving Eve, Christmas Eve, and New Year's Eve. Late fees apply on early closure days. If the child is enrolled over a legal holiday, families are required to pay for that day. Reminder notices are posted at the Center prior to any closure. If the holiday should fall on a Saturday, the Center will close on the Friday prior. If the holiday should fall on a Sunday, the Center will close on the Monday following.

The Center will make every attempt to stay open during and after severe weather conditions. However we typically have many staff members who are not able to attend work. When this occurs, we ask that families keep their children at home unless they are absolutely required to be at work or have an unexpected emergency. The safety of our families and staff members is always our first concern, so we ask that you follow local news, weather and traffic advisory information and warnings closely during any severe weather or other emergency conditions.

TUITION POLICY

The Center charges a toddler rate for tuition that includes meals, activities and diaper service. The toddler rate changes to the preschool rate on the month after the child turns 3 years old. The preschool tuition rate includes meals and activities.

Tuition payments are due on the first of each month in which care is provided. Payments may be made by one half on the 1st of the month, and the remainder by the 15th of the month. On the 20th day of the month, late fees will apply at the following rates: for balances under \$200.00, the late fee is \$25.00 and for balances over \$200.00 the late fee is \$50.00. Any balance that is unpaid by the last day of the month in which care is provided is subject additional \$25.00 fee. For balances over 45 days past due, children may not attend until payment is received in full.

We give a 50% discount on registration fee and 5% tuition discount for siblings enrolled in the Center.

Tuition rates increase annually. The Center does it's best to keep the increase as minimal as possible, reflecting the projected operating costs for the new school year. Offering competitive salaries and excellent benefits, including medical, vision, dental, IRA, and educational reimbursements to our staff is the main purpose for our yearly tuition increase.

ABSENCE CREDIT

If a child is absent for part of a week the full tuition is charged. If a child is absent for five consecutive days, credit is given at one-half the rate of the current tuition. This includes both vacation and illness.

Absences cannot be traded for additional days. Additional days that a child attends the Center will be charged at the child's daily rate from the current tuition schedule.

Families are to call and notify the Center when a child is going to be absent. The Director or Assistant Director must be notified of any vacations dates to ensure that proper credit is given.

WITHDRAWING FROM CENTER

We understand family circumstances change and the need may arise to leave The Center. In order to do this, we asked that you give a 60 day notice from the day you informed the director or assistant director. If a 60 day notice is not given, the family is responsible for the tuition.

CLOTHING AND SUPPLIES

Children are required to keep the following supplies at the Center at all times:

- Diapering supplies-either plastic diaper wraps with velcro closures (at least 5 per day) or disposables
- Extra clothing-two sets, including pants, shirts, socks, and underwear (if toilet trained)
- Coat or jacket with hood
- Fitted crib sheet (XL size) and small blanket

All items left at the Center **must** be labeled with the child's name, including socks. Families are asked to dress children in washable, comfortable play clothes (pants with elastic waists, slip-on shirts, etc). While every effort is made to protect the children's clothing from art and play materials, the Center will not be held responsible for lost or soiled items.

Clean diaper wraps, crib sheets, and blankets must be brought in at the beginning of the week and taken home again at the end of the week to be washed or as needed. If supplies are not left at the Center, we will provide them from our extra supplies. We ask families to please wash and return any items from ELDC. Cubbies should be checked on a daily basis for items that need to be taken home.

DIAPER SERVICE AND TOILET TRAINING

The Center will provide children with cloth diapers from Baby Diaper Service. Children may be brought to the Center in a disposable diaper in the morning and will be changed back into a disposable in the evening. Families must provide all disposable diapers (labeled with the child's name or initials). There is no reduction of tuition for families who choose to use disposables throughout the day.

The staff will work with each individual child to develop good toileting habits at the child's own pace. Toilet training will begin when the child's family and Center staff observe indications that the child is ready and willing to participate. It is not developmentally appropriate to assume that all preschoolers should be toilet trained; therefore this is not a requirement of our preschool program. Positive reinforcement is always used to encourage good toileting and handwashing habits in all children. For more information ask about our Toilet Training Policy.

POSITIVE DISCIPLINE

Discipline and behavior management are things that do not just happen. They are the result of careful planning and an ongoing awareness of what is happening in the group and anticipating the results of current behavior by the children.

The EARLY LEARNING and DEVELOPMENT CENTER'S discipline policy is as follows:

- 1) We believe in a positive, proactive approach to discipline and behavior management. We believe that this occurs in all of the activities that happen throughout the day. The consistency of the daily schedule, the clarification of rules and expectations, as well as the understanding of the consequences of misbehavior are all a part of a positive approach to discipline.
- 2) The staff does not administer corporal punishment in any form at any time (WAC 170-295-2040). The staff never uses physical punishment, such as shaking or hitting and does not engage in psychological abuse or coercion. The teaching staff never uses threats or derogatory remarks and neither withhold nor threatens to withhold food as a form of discipline.
- 3) The teacher will use simple, clear statements about what is acceptable behavior with choices when possible. We want to provide children with what they can do as opposed to what they cannot as much as possible. Example: If a child is running in the classroom. Instead of saying, "stop running," the teacher could say, "walking feet inside, when we go outside, we can run safely." If a child hits another, the teacher could say, "we use gentle touches here." Statements about what is not acceptable may be used if this clarifies the situation.
- 4) If persistent misbehavior occurs, the child is given the choice of either leaving the area or discontinuing the misbehavior.
- 5) The teacher accepts any restitution the child may make and then leaves the incident behind.
- 6) Discipline is immediate, consistent, of short duration, and without humiliation.
- 7) The most important aspect of discipline is preventing misbehavior and respecting the child and his/her abilities.

DEVELOPMENTAL, HEALTH, AND OTHER INDIVIDUAL NEEDS

Childcare personnel is in a unique position to evaluate the needs of the children in their care as they have experience with a large number of so-called "normal" children with whom to compare any specific child. The behavior of the

children should be evaluated informally and any concerns addressed to the Director for more in-depth evaluation. Any other needs observed by the staff should be referred to the Director for further evaluation and action.

The EARLY LEARNING and DEVELOPMENT CENTER strives to meet the needs of all children enrolled. Ours, however, is not a therapeutic center. In cases where there is concern about our ability to meet the needs of an individual child, we will make every attempt to engage all resources to enable us to make necessary changes. This may include the following elements:

- 1) Teachers observe children who have challenging behavior. They identify events, activities, interactions, and other contextual factors that can predict challenging behavior and may contribute to the child's use of challenging behavior.
- 2) Staff will discuss the concerns and devise strategies, involving family members in developing a plan of action. Staff will assist in finding services and programs for families to help them advocate for their child.
- 3) Written consent may be obtained to have other professionals, such as the Public Health Nurse, observe and assist in developing a plan of action. This may include referrals to outside agencies.
- 4) The plan of action will be given a reasonable time to be implemented and weekly consultation with the family will occur.

If, after these steps have been taken, it's obvious that we cannot meet the needs of the particular child other options may be explored. *The Early Learning and Development Center has a non-expulsion policy.*

CURRICULUM

We believe that developmentally appropriate activities in childcare settings do not just occur, but are the result of careful planning. For this reason, we have a comprehensive curriculum guide for the Center. Staff are given support in providing developmentally appropriate activities by our Center Director and Assistant Director and through ongoing in-service trainings. It has been said that "play is the work of children." Our goal then, is to provide children with first hand experiences and to help them become familiar with their environment and the things that they will encounter in their lives. We try to accomplish this in an atmosphere in which children can utilize each of their senses to make wonderful new discoveries, stimulate curiosity, and build within themselves confidence and a positive self-image.

Each classroom's lesson plan is emailed to families on Fridays. Teachers write a daily recap of the day's lesson on a "today we" board that is posted for families to read. Each theme is broken down into small concepts and covers several objectives from Creative Curriculum. Music, books, and stories at concept time should relate to the concept. Lesson plans include science, math, art/sensory, movement, music, and sensory activities. Food and cooking projects can also be included in the art/ sensory activities.

Science activities are experiments, nature displays, color, senses, charts, environmental, and any other activities or displays.

Math activities are special puzzles, shapes, numbers, sorting, classification, matching, counting, and anything pertaining to numbers.

Art projects should be Teacher planned and child executed. Most art projects should follow the weekly theme. It is important that the art projects should reflect the child's feelings and ability rather than the Teacher's. The emphasis should be on the experience or the process, rather than on the result, or product. There is no right or wrong in art for children.

Sensory activities are planned activities dealing with one or more of the senses. The best example is the use of the water/sensory table. Smelling containers, cooking projects, play dough, gardening, etc. are other sensory activities.

Movement and music consist of group games, dancing, and exercises, using props such as scarves or streamers to music or rhythm, or any planned large motor activity.

Food and cooking projects must follow the Center's Food Policy. It should be a learning experience for the children. Food can go along with Science if it is an experiment or tasting game. Cultural experiences can be done through cooking. We try to let the children be involved from the start of preparing the food while being aware of the degree of supervision required when knives or hot plates are used.

ASSESSMENT POLICY

At *The Early Learning and Development Center*, we use a variety of methods to assess the children's progress and development during their time in the program. We take anecdotal notes throughout the week on individual children, use portfolios, and an online assessment program. The anecdotal notes are entered in the online assessment program, which compiles data on the children and the classroom. The teachers then use this information to develop individual and group goals. In the portfolios, families will find a monthly write-up on their child, work samples, and photo documentation. These methods help us track the children's overall development, peer relationships, and play preferences, as well as aid us in setting goals for the classroom.

CLASSROOM ENVIRONMENT

The Center is divided into four groups, based loosely on age. Koalas (Unit 1) and Kangaroos (Unit 2) are considered toddler groups. Children range in age from 12 to 38 months, with the older children being in the Kangaroos. Kookaburras (Unit 3) and Wombats (unit 4) ages ranging from 30-71 months are pre-school groups, with the older children in the Wombats. Children are not necessarily transitioned to the next group based on age. A holistic approach to the child is considered when it is time to transition a child to the next classroom. Such items as developmental level, physical size, temperament, and even siblings attending the Center are considered.

Nap times and rest periods are a regular part of the children's schedule and a necessary component in their development. Children are not required to nap but must rest quietly on their mats following lunch for a short time. If they then are not sleeping, they are allowed to engage in quiet individual activities.

CLASSROOM SCHEDULE

Daily schedule of activities:

7:00 – 8:30	Arrival, free play, diapering and toileting, snack
8:30 – 9:00	Concept time
9:00 – 9:30	Breakfast
9:30 – 11:30	Cognitive activities, art, outside time/large motor, small group
11:30 – 12:00	Music, language development
12:00 – 12:30	Lunch and clean up
12:30 – 2:30	Nap
2:30 – 3:00	Put beds away, clean up
3:00 – 3:30	Music, language development
3:30 – 4:00	Afternoon snack
4:00 – 6:00	Outside time/large motor activities, close

This is a general schedule for the entire Center. Specific schedules for each group are posted outside the classrooms. The daily routine of the Center allows for flexibility and variations throughout the day in order to provide developmentally appropriate activities for the children. For example, the toddler groups have a shorter concept and outside times, while the preschool groups allow more time for group projects and field trips.

MEALS AND NUTRITION

The Center provides meals at the following times:

7:00 a.m. – 7:30 a.m.	Early Morning Snack
9:00 a.m. – 9:30 a.m.	Breakfast
12:00 p.m. – 12:30 p.m.	Lunch
3:30 p.m. - 4:00 p.m.	Afternoon Snack

All meals are prepared at the Center and are designed to meet the nutritional needs of young children. All meals and menus meet the requirements of the U.S.D.A. Child and Adult Care Food Program and are also approved by the Public Health Child Care Team's Nutritionist. The Center utilizes the Family-Style Dining Method, in which children are encouraged to try a variety of foods and to serve themselves after they have been served one full serving of each menu item. Menus are posted in the lobby, and substitutions are noted daily.

The Center will provide equivalent substitutions for children with diagnosed food allergies or other documented medical conditions when accompanied by a written physician's order. All staff members are made aware of any allergies, and allergy lists are posted in the kitchen and in the classrooms. Substitutions based on family preferences cannot be made. No food from outside the Center is permitted. Please see our Food Policy for more information.

HANDWASHING

Children and staff are required to wash their hands several times a day with warm, soapy water for at least 20 seconds. A single-use paper towel must be used to dry hands. If gloves are worn, hands must still be washed.

- Upon entering the center and entering the classroom
- When entering a new classroom
- Before and after handling food
- Before and after meal times
- After potty use
- After changing a diaper
- After coughing or sneezing or wiping noses/mouths
- After cleaning up surfaces/classrooms
- After handling garbage
- When entering the classroom from outdoors
- Before going home

OUTSIDE TIME

Weather permitting; the children go outside each day. In cases of light rain, the children will remain on the playground at the discretion of Center staff. In inclement weather, the children do large motor activities in the classroom. Our general philosophy is that if children are well enough to be at the Center, they are well enough to play outside with their group. We are required to maintain the same ratio of staff to children on the playground as in the classrooms. Thus, requiring a teacher to remain in the classroom with one child is not possible.

Please ensure that your child is dressed appropriately for outdoor play and that you send a coat or jacket (with a hood) each day as we often have sudden changes in the weather or temperature in Seattle. In warmer weather, The Center provides sunscreen of SPF 30 or higher for the staff to apply to the children prior to going outside. While outside, children have access to shade and can wear sun-protective clothing in addition to wearing sunscreen. During cold weather, the children need to be wearing dry, layered clothes for warmth.

Outdoor play and safety rules: The same ratios apply to the playground and indoor play area as in the classroom. The children go outside every day whenever possible. If it is too wet to go on the playground but is not actually raining, we take them for a walk. If one teacher leaves the playground, the other teachers are informed so that only one is gone at any time. Many of the worst accidents at childcare facilities occur on the playground. It is important then that the staff be especially conscious of their responsibilities at these times. The children may not do anything that may hurt themselves, another person, or the equipment. The sand must be kept low and only used for building or tunneling, not eating or throwing. The buckets and shovels are for the sandbox only. The children are not to dig in the grass or wood chips. The children are to stay away from the windows, behind the bushes, and planted areas. The children are not to take any toys on the climber. Their hands must be free at all times when they are on the climber, as it has the potential for serious injury from a fall. Only one child may be on the slide at a time, and they must go down on their bottom, NOT KNEES OR HEAD FIRST! No rocks are to be thrown. The climbers are for the children to climb on. The children are not to pull on branches or climb on the trees. Items are not to be thrown over the fence. Staff are required to move about the playground and to ensure that all areas are supervised. No food or drinks are allowed on the playground, with the exception that a group may opt to have their snack or lunch outside occasionally, water is

available to any child or staff person who is thirsty. **The staff is not to sit down to supervise the children**, even at the sandbox, and must be able to respond to any emergency immediately. Children must not be carried about or held on the playground. If a child is crying, they are given some positive attention, and they are given something to play with. The Teacher may stay near the child, but they cannot carry them around for an extended period of time.

FIELD TRIPS AND WALKS

Blanket permission is given at the time of enrollment for short walks about the neighborhood of the Center. This often is an opportunity for the children to make spontaneous and directed discoveries about their immediate environment as well as the older children going on field trips in the area that will have them back in time for lunch. Field trips away from the neighborhood of the Center require individual permission of parent/guardian for each field trip. These are handed out close to the time of the field trip. Often family members volunteer to accompany the group on field trips. It can be a rewarding experience for both the child and adult to join the group on these occasions. Any time a classroom leaves the Center, at least one Teacher will be carrying a cell phone so they can be reached at any time.

ILLNESSES AND MEDICATION

Illnesses: Families are required to notify the Center if their child has contracted a contagious illness. The Center will post notices of any illnesses that children may have been exposed to with information on symptoms and recommended treatment. With the on-set COVID, we have updated some of our policies. For those changes, please see the attached updates.

According to the Department of Early Learning, children with the following symptoms should not be brought to the Center or remain in care if symptoms occur during the day:

- Fever of 100 degrees or higher, accompanied by one or more of the following symptoms: earache, sore throat, rash, diarrhea or vomiting, or signs of atypical irritability or confusion.
- Vomiting on two or more occasions within a 24-hour period.
- Diarrhea on three or more occasions within a 24-hour period, or any bloody stool.
- Draining rash or sore. Children with open, oozing sores that cannot be covered will be readmitted after sores are properly covered or after a 24-hour antibiotic treatment.
- Eye discharge or conjunctivitis (pink eye). Children will be readmitted after medical diagnosis to rule out a bacterial infection, or after 24-hour antibiotic treatment.
- Head Lice. The Center has a no-nit policy, and children must be treated and checked out for nits by a staff member before they will be readmitted.

A fever of up to 100 degrees, without other symptoms, will not automatically result in a child being excluded from care. If a parent/guardian is unsure whether a child should attend the Center, the Director or Assistant Director should be contacted.

In the event that a child becomes ill or is injured while at the Center, first aid will be administered. All staff members are certified in First Aid and CPR. An assessment will be made and the child may be isolated from the other children. The parent or guardian will be notified and may be asked to take the child home. If the parent or guardian cannot be contacted, all efforts will be made to reach the child's emergency contact. In extreme emergencies, the 911 emergency numbers in Seattle may be called prior to contacting the parent or guardian.

When a child is excluded from care due to illness or injury, the Center reserves the right to request a note from the child's physician stating the child's ability to safely return to the Center.

Medication: The Center has strict policies regarding the administration of medication to children while they are at the Center. All medications must be given to a staff member when the child arrives in the morning (they may not be left in cubbies, diaper bags, etc.). The "Permission to Administer Medication" form must be properly completed prior to the child receiving the medication, and families must provide applicators for the medication that indicate the proper dosage amount. All medications must be taken home daily unless the medication is ongoing; for example, diaper ointments or some medications for severe allergies. Families will be notified of any medication that has expired and the medication will be properly disposed of.

Non-prescription medications (including diaper cream and sunscreen) may be administered by a designated staff member only under the following conditions:

- The parent/guardian must complete and sign the "Permission to Administer Medication" form; a physician's signature may be required in some instances.
- Medication must be in the original container and properly labeled with the child's first and last name.
- Medications can only be administered at the dose, duration, and method of administration specified on the manufacturer's label for the age of the child requiring the medication. Any other instructions that vary from the manufacturer's label must be accompanied by a written physician's order.

Prescription medications may be administered by a designated staff member only under the following conditions:

- The parent/guardian must complete and sign the "Permission to Administer Medication" form, and must give the specific times for the medication to be administered ("3x per day" is not sufficient).
- All medications must be in the original container and the prescription label must indicate the following: the child's first and last name, date the prescription was filled and the expiration date, and the prescription number.

For children who require medications for chronic conditions or serious illnesses, a medication management plan will be set and followed by the child's family, the Center staff and the child's physician. All staff are trained on the proper administration on medication.

MEDICAL EMERGENCIES

We will call 911 immediately, and then continue to give care until medical help arrives. The child will be transported to the nearest hospital with a staff person. An ELDC employee will stay with your child at the hospital until you or someone on your Emergency Release Form arrives. If the emergency happens at school it will most likely be Children's Hospital. All efforts will be made to reach you immediately. Please refer to the Emergency Release Form.

CHILD ABUSE DOCUMENTATION AND REPORTING

Child abuse and neglect are a violation of children's human rights and an obstacle to their education and development. Childcare staff in the State of Washington are required to report suspected signs and/or suspected incidents of child abuse or neglect to Child Protective Services (CPS) immediately. The Center does NOT investigate, question, or elicit

information to determine whether or not the suspected child abuse and/or neglect signs or claims are valid. The Center provides ongoing training on child abuse reporting and documentation for all staff members.

STAFF QUALIFICATIONS AND TRAINING

All staff is required to have current Child CPR, First Aid, Bloodborne Pathogen/HIV, and a Food Handler's cards. All staff is also required to take the 30-hour basic MERIT (Managed Education and Registry Information Tool) class within their first 6 months of hire and continue to take a minimum of 10 hours of MERIT classes a year. These classes go over child development, behavior management, classroom activities, and other important information to help the Teachers in their classrooms. Some teachers choose to take college classes in early childhood development and education instead of taking MERIT classes. At hire, all staff goes through an extensive orientation during their first week. The first two weeks of hire are on a trial basis to make sure each employee is the right fit at the Center and the Center is the right fit for the employee. After the two-week trial, the employee makes an at least one-year commitment to our Center.

FAMILY COMMUNICATION

Communication between the child and their family, and the Center is of paramount importance. Events in one setting will often affect the child's experience in the other setting. With staff working staggered hours and the Center being open for eleven and a half hours of each day, we have instituted a number of avenues for this communication to occur. In each of the classrooms are pouches labeled with the child's name. Any notes for the family are placed in the child's pouch. These include daily toddler reports for the children enrolled in toddler groups and weekly reports for the children enrolled in the preschool groups. There is also a pouch in each classroom for the families to leave notes for the staff. At any time and as many times as a family member wishes, they may call the Center to check on their child and/or to have a phone conversation with a Lead Teacher about any questions or concerns they might have. Administrators and Teachers can also be reached through email.

A monthly newsletter is distributed to each family with general news of the activities occurring at the Center. Also, the Lead Teachers write a brief summary of their particular class activities and special events.

In each classroom we keep a portfolio for each child. The portfolio includes pictures of the child, art projects, drawing samples and a monthly report including highlights of the child's social experience. We also include writing samples, and self-portraits for children in the preschool classrooms. A Child Progress and Planning Report is done three times a year in the Fall, Winter, and Spring. This report helps the Teachers and families learn what a child has been able to accomplish and what they need help working on. It allow teachers to see what the children in the classroom need as a whole, in addition to the individual needs of each child. A copy of the report will be given to the family of each child at the Parent-Teacher Conference and a copy will be included in the child's portfolio as well. If you would like to set up a conference at any time, either in-house or over the phone, to discuss the report, let the Director know and one will be set up for you.

Once a year, in the Spring, we have a Parent-Teacher Conference sign-up sheet put out in all the classrooms to set up a time to talk with you about your child's growth and development on social and cognitive levels. We find this is also a

great time to review the child's portfolio and marvel in how wonderful each individual child is. A parent-teacher conference can be scheduled at any time during the year when requested.

As children move closer to going to Kindergarten, the Center will have a Kindergarten Information Meeting. At the meeting, families can learn about enrollment procedures and schools that are in the area. Next to the Wombat classroom there is a Kindergarten Information Board. Information about open houses, summer camps, other activities, and helpful tips will be posted there. If a family needs help finding resources for the child's move into Kindergarten, contact the Center Director and they will assist.

Families are encouraged to contact the Center Director, their child's Teacher, or any other staff member if they have any items they believe will help us in providing a better experience for their child. This is also true if you have any concerns that you wish to convey.

COMMUNITY AND FAMILY INVOLVEMENT

We are committed to partnering with community-based programs and local businesses in order to receive support services and resources for both the Center and our families.

There are many opportunities for families to become involved in the Center's program. We encourage family members to be involved in parent board meetings and/or volunteer in the classrooms. There are six Parent Meetings a year: Ice Cream Social, Art Fair, Preschool Graduation, Summer Potluck BBQ, Harvest Festival, and Winter Holiday Party. The Center holds at least one annual fund-raiser, and we ask all families participate if it will not cause a financial burden. Funds raised are used for improvements to our physical space and to purchase new equipment, toys, and classroom supplies. In the past families have also donated many services and supplies to the Center, ranging from technical assistance with computers to donating extra clothing, art supplies, or toys to our classroom. It could also be anything from donating plastic bags for dirty clothes to go home in to making a yearbook for the children graduating into Kindergarten, to organizing a fundraiser. Families are encouraged to contact the Director if they are interested in helping the Center in any way. Families can also advocate for their children's teachers and caregivers by becoming involved in the Worthy Wages For Childcare Campaign.

FAMILY GRIEVANCE POLICY

If at any time a family has a grievance that they feel has not been resolved by the teaching staff or administration, they should fill out a Grievances or Concerns Form and submit it to the Center Director. At that point, the grievance or concern will be discussed and a plan of action will be set. If the family, at that point, feels that there has not been an agreeable resolution, they may contact ELDC's Executive Director in writing at the following address:

Ngaire Strickland, Executive Director

225 N 70th St
Seattle, WA 98103

The decisions of the Executive Director are binding on all parties.

A FINAL WORD

We thank you for choosing *The EARLY LEARNING and DEVELOPMENT CENTER* for your child. We are confident that ours is the best care available and encourage you to contact us at any time about the Center, program, or any other matter. We have an open-door policy, and parents/guardians have free access to all areas of the Center, used by children, at any time the Center is open.

The EARLY LEARNING and DEVELOPMENT CENTER is licensed by the State of Washington, The Department of Early Learning. We also participate in and comply with all requirements of the City of Seattle and King County Comprehensive Child Care Programs (Department of Health and Human Resources). We participate in and comply with the requirements of the U.S. Department of Agriculture Food and Nutrition Programs (Child and Adult Care Food Program). The Center is 3+ Early Achievers site.

POLICY CHANGES (COVID-19)

The health and safety of families and staff are very important to us here at ELDC during this unprecedented time. We are taking many different approaches to ensure the wellness of the center.

We are in constant contact with the Public Health Department of King County as things change and evolve. Policies are subject to change at any time with the guidance of Public Health.

For further information, please contact the Center Director.

HOURS OF OPERATION

The Center is open from 7 a.m. to 6:00 p.m., Monday through Friday.

LATE CHARGE

The Center closes at 6:00 p.m. Children must be picked up prior to this time. The late charge is \$1.00 per minute and payment is made directly to the staff staying after hours.

PICK-UP AND DROP-OFF

We will be requiring valet service for pick-ups and drop-offs. Children must be signed in and out each time the child enters or leaves the Center by a responsible adult (18 years or older) through Brightwheel. Parents and guardians with access to their Brightwheel account will scan the ELDC Greenwood QR code, posted along the fence to check their child in and out.

Children will be brought into the center by a staff member. Parents must turn their child over to a staff person who will check their temperature, and then parents must check their child in through Brightwheel. If for any reason you need to enter the building, you will be required to wear a mask and have your temperature checked before entering.

When picking up, parents or guardians must wait outside, call the office, and we will bring your child out to you. Children must be checked out on the app before leaving the Center. Children may not be handed over the fence, and they may not enter the building alone to meet an adult. If anyone else other than the parents or guardians will be picking up, you must inform the office. Any person picking up a child from the Center may be asked for identification at any time.

HOLIDAY AND EMERGENCY CLOSURES:

The Center also closes at 3:00 p.m. on Thanksgiving Eve, Christmas Eve, and New Year's Eve. Late fees apply on early closure days. Reminder notices are posted at the Center prior to any closure.

The Center will be closed the Friday after Thanksgiving.

CURRICULUM

Children will be given individual sensory trays and play dough for personal use. If children use the large sensory table, it must be cleaned after each use.

Food projects can be done, but with minimal handling by children. Children may be given their own, personal containers, tools, dough, etc, to explore with.

CLASSROOM ENVIRONMENT

All children ages 3 and older will be required to wear a mask throughout the day. They will remove them during mealtimes and nap times. They have an option to remove them when playing outdoors. Older children are also asked to bring their own water bottle for use during the day. A staff member will refill the bottles as needed and bottles should be taken home at the end of each day.

All staff members are required to wear a mask inside the building. Their mouth and nose must be covered when they are around the children in classrooms.

CLASSROOM SCHEDULE

Daily schedule of activities:

7:00 - 8:30	Arrival, free play, diapering and toileting, snack
8:30 - 9:00	Concept time
9:00 - 9:30	Breakfast
9:30 - 11:30	Cognitive activities, art, outside time/large motor, small group
11:30 - 12:00	Music, language development
12:00 - 12:30	Lunch and clean up
12:30 - 2:30	Nap
2:30 - 3:00	Put beds away, clean up
3:00 - 3:30	Music, language development
3:30 - 4:00	Afternoon snack
4:00 - 5:00	Outside time/large motor activities
5:30 - 6:00	Evening snack, close

This is a general schedule for the entire Center. Toddler children will meet in the Kangaroo classroom prior to 8 am, and then separate into their respective classrooms. Preschool children will be brought to their classrooms upon arrival. Specific schedules for each group are posted outside the classrooms. Each classroom has its own scheduled time to be outdoors.

MEALS AND NUTRITION

Meals will be served by the staff instead of Family Style Dining. We want to limit the amount of handling with the utensils and food containers.

Masks should be removed while eating and stored safely in the child's cubby. Children will be distanced at the table to the best of the Center's ability.

HANDWASHING

Children and staff are required to wash their hands several times a day with warm, soapy water for at least 20 seconds. A single use paper towel must be used to dry hands. If gloves are worn, hands must still be washed.

- Upon entering the center and entering the classroom
- When entering a new classroom
- Before and after handling food
- Before and after meal times
- After potty use
- After changing a diaper
- After coughing or sneezing or wiping noses/mouths
- After cleaning up surfaces/classrooms
- After handling garbage
- When entering the classroom from outdoors
- Before going home

OUTSIDE TIME

The back playground will be reserved for the toddler classes and will also be used by the Dingo class during the late morning. The front playground is reserved for the older preschool classes during their scheduled outdoor time. The climber and toys are sanitized after each classroom use.

Staff members and children may choose to remove masks in an outdoor setting. If a staff member needs to tend to a child in a close range, they must put their mask back on and have their nose and mouth be covered.

The sandbox and other digging boxes will be closed at this time. Before leaving the playground, all toys and play equipment must be sanitized after use.

FIELD TRIPS AND WALKS

Field trips will be postponed for the time being. Preschool classrooms can go on neighborhood walks but must limit the amount of children that come along. No more than 10 children at a time. Staff must inform the Center Director or Assistant Director for any outings they plan for. Children and staff must wear a mask at all times and a staff member must bring a cellphone with them.

ILLNESSES AND MEDICATION

Children that develop any flu-like symptoms must inform the Center and must remain home for a minimum of 48 hours. If the symptoms develop at the Center, you will be notified and asked to pick up your child.

Children with the following symptoms should not be brought to the Center or remain in care if symptoms occur during the day:

- Fever higher than 99 or feeling feverish/having chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue (tiredness)
- Sore throat
- Runny or stuffy nose
- Muscle pain or body aches
- Headache

If at any time in that 48 hour period, your child develops another symptom, we will require your child to get a COVID-19 test and cannot return to the Center until they have a negative test result.

COMMUNITY AND FAMILY INVOLVEMENT

The Center’s family gathering activities have been postponed for the time being. We will continue to communicate the parents about certain events that we can have with safety measures in mind.

TRAVEL AND VACATIONS

Any out-of-state travel by public transportation (plane, bus, train, etc.) will require a 10-day quarantine period after arrival. After 2-3 days, children may take a COVID-19 test. Children can return to school on the 7th day when the Center is shown the negative test result. Parents will still continue to monitor for any symptoms.

Any out-of-state travel by a personal vehicle, will not require a quarantine period if eligible individuals are vaccinated. Mask and distancing guidelines must be followed and must also be visiting vaccinated individuals.

Visiting any unvaccinated individuals will require a 10-day quarantine after arrival. A COVID-19 test may be taken after 2-3 days and children can return on the 7th day with a negative test result.

If a vaccinated household member leaves for self, out-of-state travel, there is no quarantine period for the child when the household member arrives.

Out-of-state travels (public or private transportation) by an unvaccinated household member will require a 10-day quarantine period once they come in contact with the child. A COVID-19 test may be taken after 2-3 days and children can return on the 7th day with a negative test result.

OUT-OF-STATE VISITORS

If out-of-state visitors are vaccinated, quarantine will not be required.

If any visitors are unvaccinated, a 10-day quarantine is required. Your child may also take a COVID-19 test after 2-3 days of the visitor’s arrival. Your child can return to the center on the 7th day with a negative test result. You will still continue to monitor for any symptoms.

CONTACT WITH COVID

If a COVID-19 case is found in a classroom, only that specific classroom will close and all children are required to quarantine for 10 days beginning the day of contact. All children must take a COVID-19 test 2-3 days after the date of contact and show the Center a negative test result before returning to the Center on the 10th day.

If a child came in contact with that affected classroom at least 2 days prior to date of displayed symptoms, no quarantine is required, but a COVID-19 test must be taken and can return to the Center with a negative test result. If the child begins to develop any symptoms, they must quarantine for a full 10 days and are eligible to return with a negative COVID-19 test result.

Siblings of the affected children must also quarantine until the affected child receives a negative COVID-19 test result. The affected child must continue the 10-day quarantine period, regardless of negative test result.

If at any point a child takes a COVID-19 test (for any reason), their sibling in another classroom may not be at the Center until negative test results are received.

INDIRECT CONTACT WITH COVID-19

If a vaccinated household member comes in contact with a positive COVID-19 case (outside of the Center), the household member must take a COVID-19 test. The child must quarantine and is eligible to return to the Center once they are not displaying any symptoms and a negative test result is received from the household member.

If an unvaccinated household member comes in contact with a positive COVID-19 case, the household member must take a COVID-19 test and child must then quarantine for a full 10 days regardless of a negative test result.

If the child begins to develop any symptoms, they must quarantine for a full 10 days and are eligible to return with a negative COVID-19 test result that must be shown to the Center.