

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 care about young children and have 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 two week thematic based lesson plans, that are designed to provide 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 pleasant surrounding that minimize crowding and lessen 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. Children may bring a show and share item to the Center on show and share day (varies by class). We ask that families support our efforts by helping children to choose appropriate, non-violent items to share with their classmates.

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 maintain 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 that 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. In each classroom your child will have a parent pouch for all important notifications and communication from The Center, i.e... Newsletters, daily reports, monthly billing, move-up notices, 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 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 6:00 a.m. to 7:00 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 7:00 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

Children must be signed in and out each time the child enters or leaves the Center by a responsible adult (18 years or older). Sign in and out sheets are in the classrooms. Children must be brought into the Center, turned over to a staff person, and then **SIGNED IN WITH THE TIME AND FULL SIGNATURE**. Please do not leave cars running, or leave valuables in the car, when coming into the Center. Children must be **SIGNED OUT WITH THE TIME AND FULL SIGNATURE** before leaving the Center. When the children are outside, the responsible adult must enter the playground and get the child themselves. Children may not be handed over the fence, and they may not enter the building alone to meet an adult. Parents may utilize our valet service by calling the Center and requesting valet pick up or drop off. We will pick your child up from your car in the morning or bring your child out to your car at the end of the day. 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 its 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 illnesses.

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 vacation dates to ensure that proper credit is given.

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 (standard 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 hand washing 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, pro-active 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 do not engage in psychological abuse or coercion. The teaching staff never uses threats or derogatory remarks and neither withholds 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 are 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 posted in the parent area with the parent pouches, learning goals of The Creative Curriculum, the "today we..." board, and classrooms daily schedule. Each theme is broken down into small concepts. 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 consists 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 20) 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:

6:00 – 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
6:00 – 7:00	Evening snack, 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 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
6:00 p.m. - 6:30 p.m.	Evening 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.

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 on the playground and indoor play area as in the classroom. The children go outside everyday 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 sand box only. The children are not to dig in the grass or wood chips. The children are to stay away from the windows, from 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 are not to sit down to supervise the children**, even at the sand box 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 then are given something to play with. The Teacher may stay near the child, but they cannot carry them around for an extended period to 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 anytime.

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.

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 with 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 in 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 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 the 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 is 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 are required to have current Child CPR, First Aid, Bloodborne Pathogen/HIV and a Food Handler’s cards. All staff are also required to take the 20 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 go through an extensive orientation during their first week. The first two weeks of hire is 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 allows 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 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 U.S. Department of Agriculture Food and Nutrition Programs (Child and Adult Care Food Program). The Center is NAEYC accredited.