



2734 Montlake Blvd E, Seattle, WA 98112 Tel: 206-538-6778

Parent Handbook MONTLAKE SCHOOL

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OUR PROGRAM

ABOUT US

Seattle Learning Center was established by Lily Talley in 2009. It started as a half-day preschool program sharing a space with a martial arts school. It moved to its current space at 115 Boston Street in Queen Anne on January of 2011. In 2014, the infant and toddler center at Montlake was opened.

The executive director, Miss Lily worked in England as a school teacher before she moved to Seattle to be with her husband. She worked as a nanny for two young children after moving to Seattle. That is when she realized that early childhood education is her passion. Miss Lily also has a daughter that attends SLC.

Seattle Learning Center is a school that pursues quality early childhood education. We are passionate about inspiring a creative learning environment, developing children's social/emotional, physical and cognitive skills, and promoting physical fitness at an early age.

MISSION STATEMENT

The mission of Seattle Learning Center is to:

- Provide a safe learning environment.
- Provide a developmentally appropriate curriculum that is stimulating, educational, creative, and fun!
- Provide plenty of opportunities for children to move to encourage physical fitness through free play, structured PE lessons, gymnastics, and music and movement activities.
- Provide healthy meals that are mostly organic or locally sourced.

SCHOOL PHILOSOPHY

Seattle Learning Center believes that:

- Time in preschool is better spent on experiential play and building relationships.
- Academics should never be forced to children because it gives them the impression that learning is a chore rather than something that derives naturally from curiosity and exploration.
- Children are independent learners. They know what they want to learn about via their own curiosity.
- Teachers are facilitators of children's learning.
- Following the Creative Curriculum gives children opportunities to learn from teacher initiated and child-directed activities.
- Learning should focus on the process rather than achievement.
- Children should be treated with respect. They should be respected for what they can or cannot do.
- Children should be allowed to learn at their own time.
- Free play and guided play hold the key to more fulfilling lives.
- Children should be allowed to be creative and learn to think "outside the box".
- Exercise improves learning. (see references at the end of this handbook)

We at Seattle Learning Center want to create an early childhood program where creativity and physical activity are encouraged. We want children to be excited about learning and have fun in school. We also want to create an

environment where the parents are involved with their children's education.

CURRICULUM PHILOSOPHY

Early childhood and child development:

Children learn through play. We believe that by offering free play and guided play, our children will hold the key to more fulfilling lives. When children play, they learn valuable skills such as social and emotional competence.

We prepare our children to succeed in school by creating an environment that fosters confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness. We believe that school success requires understanding of other people's feelings and viewpoints, cooperating with adults and peers, emotional self-control, and the ability to resolve conflicts constructively. This social and emotional school readiness is critical to successful kindergarten transition and success in the early grades.

At SLC, we offer experiential play and opportunities to build relationships. Academics are never forced to our children because it gives them the impression that learning is a chore rather than something that derives naturally from curiosity and exploration. We focus on learning as a process rather than achievement.

Role of educator or environment:

Early childhood educators are not only nurturers, they are partners, facilitators, observers, and co-learners who have a deep understanding of developmentally appropriate practice. Our program is, at its heart, child-centered. We have basic trust in the child to be an initiator, to be an explorer eager to learn what he is ready for. Because of this trust, we provide the child with only enough help necessary to allow the child to enjoy mastery of her own actions. During care activities (diapering, eating, dressing, etc.), we encourage all children to become an active participant rather than a passive recipient of the activities.

The educator's role is to create an environment on consistency and interest in which the child can best do all the things that the child would do naturally. The environment itself is viewed as a teacher, inviting children into action and guiding them into individual and small group play. The environments are the product of a planned and thoughtful approach to learning that reflects the skills, needs and interests of the people, both adult and child, that occupy the space. We observe each child carefully to understand the child's communications and his needs. The more we observe, the more we understand and appreciate the enormous amount and speed of learning that happens during the first 5 years of life. We become more humble, we teach less, and we provide an environment for learning instead.

How the curriculum supports child development:

We give children plenty of time for uninterrupted play, giving them the freedom to explore. Instead of trying to *teach* children new skills, we appreciate and admire what they are actually doing. Our emergent curriculum encourages the use of creativity and flexibility in the creation of lessons plans and reflect the current interests of the children. The selection of the topic is based on observations and discussions with the children and between teachers.

The educator watches, listens and reflects on what is happening in order to reinforce the child's learning and appreciation of an experience. We build on their interests by providing an environment that promotes learning experiences and by asking open-ended questions in play. This approach supports child development because educators understand individual differences and arrange their room so that children can explore at their own pace. We make available a wide range of materials and activities in order to allow children to make their own choices. We work hard to match the curriculum to the strengths and interests demonstrated in the children.

More than words:

We are a child-centered program that provides a safe, loving and nurturing space for children to learn about themselves and the world around them. Our learning environment invites children to investigate, discover, and interact with others in a space where limits are consistent, children are respected, and each child is met right where they are at.

ENVIRONMENT:

Our classrooms are set up with learning centers that children are free to choose from during free play. These include some combination of the following in each classroom: home living center/dramatic play, sensory center, block center, math center, manipulatives, art center, science center, reading/resting center. We adapt the space and materials based on what the children are interested in.

EDUCATORS:

Teachers scaffold learning by asking open-ended questions that may expand or deepen a child's play and experiences.

What is your plan? Do you need anything else? What do you think will happen next? Will you tell me more about...? How could we make...? Why?

Teachers narrate conflict and guide problem solving between children when appropriate.

"I see John and Jill are both wanting to use the same toy. John is holding it and Jill is reaching for it. We have two children and only one toy. How do you think we could solve this problem?"

Teachers set loving limits while acknowledging children's emotions and offering choices.

"You are feeling sad that it is time to leave the park. I understand. You wanted more time and we're going back to school. I can see you want my answer to be different. How disappointing. Would you like to hold my hand as we walk back or would you like to hold the rope with your friends?"

Our teachers are trained in the positive behavior support method by using the teaching pyramid.

EXERCISE:

Seattle Learning Center believes that active free movement and exercise improves learning. Our children spend time outdoors twice-a-day, rain or shine. In good weather, we extend our time for outdoor play. We go on walks, play at the park, or play games and run at the field.

We host gymnastics lessons twice a week, taught by a gymnast student from Seattle Pacific University.

Each classroom promotes physical activity by including some combination of the following: yoga time, movement lessons, providing gym mats and tumbling mats for climbing and movement, music center with movement options (ie. scarves for dancing, songs with body movements). We talk to children about safe times and places to move quickly and provide opportunities for gross motor movement in and out of the classroom.

EARLY CHILDHOOD PORTFOLIOS:

Children's development are documented using the Focused Portfolio and Creative Curriculum format. We keep track of developmental milestones using the Center for Disease Control (CDC) milestone checklist as well as the Ages and Stages Questionnaire.

EMPATHY & EMOTIONS:

We teach our children to label their own emotions and to read other people's emotions. We teach emotional literacy through books, puppets, and visual aids. We promote the use of prosocial behaviors by coaching and guiding children and by role modelling.

EDUCATION:

We plan our curriculum every month based on the child's interest. Our curriculum emerges from the topics and activities which the children show the most desire in. The children's works are displayed around the school as well as pictures of them participating in the school activities.

AGES OF CHILDREN WE SERVE

Children are encouraged to develop their unique pattern of interests, talents and goals. The early childhood classroom is arranged to provide children with a wide variety of materials and equipment while giving plenty of space to be active. The room is divided into distinct work areas so that children are encouraged to make choices. Each area contains its own unique materials and learning opportunities. Through exploring with the senses, discovering relationships through direct experience, acquiring skills with tools and materials, using large muscles and taking care of one's own needs, children learn about language, numbers, spatial relationships, time, and how things are the same and different.

AGES 3 months to 35 (Infants and Toddlers)

We apply a respectful approach to caregiving. We read infants cues and provide them an individualized schedule. The infants are provided plenty of time on their backs to develop their gross motor skills naturally. Swings/exersaucers are not used in the classroom to allow freedom of movement for the infants. A variety of infant toys are provided daily.

Toddlers are very special youngsters. They are adorable, hilarious and often challenging to work with. They are busy and action oriented. Toddlers also have strong moods and preferences. They are beginning to grow in self-control and can handle simple rules and requests. The toddler program at SLC provides them with open access and choice for most of the day. They are given simulating interest areas, lots of outdoor activity, use of self-feeding, and plenty of cheerful talkative teachers.

CURRICULUM

We follow a curriculum that concentrates on different themes based on the children's interest. Many of our activities revolve around these themes (stories, crafts, music, games, puzzles, etc.).

As part of this curriculum we have a daily "circle time". During circle time we explore something relating to our unit.

When we take field trips, we will walk if the place to visit is close enough. If we do travel by car, each child is properly restrained in the vehicle (car seat or seat belt, according to his age).

Here is an example of the concepts that we are going to explore through play in our curriculum.

Math

- Numerals 1-10
- Counting objects to 10
- One-to-one correspondence of objects
- Sorting by various attributes: color, shape, size
- Patterns: AB, AABB, ABC
- Sizes: small, medium, large
- Shapes: square, rectangle, circle, triangle
- Matching: symbols, shapes, patterns, etc.
- Same and Different
- More, Less, Same
- Time: Day and Night
- Money: Explore through games, songs, and pretend play

Literacy

- Exposure to alphabet: letter names and sounds
- Recognize, spell, write first name
- Hold a pencil, marker, crayon correctly
- Retell familiar stories
- Draw pictures and dictate sentences about stories and experiences
- Answer questions about stories
- Repeat simple nursery rhymes and fingerplays
- Concepts of print: left to right direction, holding a book right-side-up
- Build new vocabulary
- Build listening skills
- Strengthen visual discrimination
- Sequencing
- Develop fine motor skills: play dough, scissors, writing utensils, Legos, etc.

Science

- Explore science tools: magnets, prisms, magnifying glasses, etc.
- Experience the world through nature walks, gardening, and other explorations
- Observe insect life
- Observe plant growth
- Observe weather and plant life during each season
- Measure and mix ingredients in cooking activities
- Identify basic colors and explore color mixing
- Make observational drawings and dictation
- Explore the world with the five senses
- Investigate animals, the homes they live in, the food they eat

Creative Arts

- Explore a variety of art processes: painting, drawing, sculpture, weaving, collage, etc.
- Use a variety of art materials: crayons, tempera paint, watercolor paint, colored pencils, markers, oil pastels, art chalk, clay
- Experiment with mixing paint colors
- Sing traditional songs and songs that enhance the curriculum
- Participate in movement songs and dances
- Use scarves, rhythm sticks, and bean bags to practice rhythms

- Use a variety of children's instruments
- Participate in dramatic play
- Dramatize familiar stories
- Act out the movements and sounds of animals

Social Skills

- Practice problem-solving skills in social situations
- Work in groups or with a partner on a variety of projects
- Share classroom materials with the group
- Practice using manners: please, thank you, excuse me, table manners
- Communicate his/her needs
- Explore modes of transportation
- Take care of his/her own basic needs: clean up, roll up nap pad, fasten clothing, use tissue as needed, etc.
- State personal information: first and last name, age, school name, city, state, country
- Explore types of work and workers

SLC'S approach to learning is experiential. The above skills are learned by the children through practical, fun, and developmental appropriate activities. We avoid formal approaches to early childhood education such as the use of flashcards, worksheets that focuses on right vs wrong, and rote learning. Children are given choices to decide which activities to do. We constantly place provocations in our classroom to find out the interests of the children and plan our curriculum themes accordingly.

Definitions:

Developmentally Appropriate: Developmentally appropriate practice, often shortened to DAP, is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development.

DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals. (<http://www.naeyc.org/DAP>)

Provocations: Deliberate and thoughtful decisions made by the teacher to extend the ideas of children. Teachers provide materials, media and general direction as needed but the children take the ideas where they want.

DAILY ROUTINE/SCHEDULE

The daily routine is consistent and balanced between active and quiet activities. Our Director, teachers, and assistants are all actively involved in the children's day. Through a blend of teacher-directed and child-initiated activities, and positive classroom guidance strategies, children function creatively and independently, thus building self-confidence, self-direction and self-discipline. The major segments of the daily routine:

Activity Time: Activities specific the monthly theme are presented along with center activities such as puzzles, library, manipulatives, blocks, dramatic play, art exploration, cooperative play, etc. For 1 ½ hours per day, children will have an opportunity to choose a variety of activities.

Group Time: Group times are child-centered participative sessions. The planned group activities include reading, music, movement, finger plays & songs, discussion, dramatization, gymnastics, cooking projects, science experiments games, & experience stories.

Outdoor Time: Outdoor time is an extension of the classroom. Children can participate in an activity of their own choosing. Inclement weather, special events, field trips, or celebrations will occasionally affect the scheduling of outdoor time.

Snacks & Meal Times: Staff engage with children while they are eating, encouraging and participating in quiet conversation. Snack & meal times are approached as a learning time as well.

Rest Time: Children are given the opportunity to nap or rest each day.

Specific activities vary based on age, all are posted weekly in each room. You can also find details on our Shutterfly site.

OUTDOOR PLAY

Please dress your child appropriately for the current weather, and in play clothes (with shoes that adequately protect the feet and are not slick-soled - tennis shoes are a good choice). When the weather cooperates we will spend time outdoors, ranging from a walk when it is fairly cool to more time spent outside as the weather warms up. We will endeavour to take the kids out a little each day except for really inclement weather. During spring and fall our outdoor play will probably range from 10-30 minutes per day, a few times a week; and in the summer it may be one or one and a half hours long (maybe not all at once).

INDOOR PLAY

Indoor Play constitutes the majority of our play time (when the entire year is averaged). We provide a variety of age-appropriate toys for your child to play with. If your child wishes to bring a toy to play with for the day, please make sure it has no little parts that could come off and cause a child to choke. All toys should be safe for children over three years of age. We will not be responsible for toys from home that get broken or lost at school. The responsibility remains with the child and the parents. The toys we keep indoors are rotated from time to time to prevent boredom, to supplement a unit of study, etc.

REST PERIODS

It is our philosophy that children under 5 years of age need adequate quiet time and or rest, as a part of their daily routine. Since all the children are constantly engaged in stimulating activity, we require that everyone rest on mats after lunch. Realizing each child's rest needs are different, we try to offer alternative ways of resting by providing soft music, stories, etc. for those who choose not to sleep.

We believe that children need a balance of activities that include large motor and active play as well as structured quiet time. Our program includes a quiet time for all children 6 and younger. All children from one to five years of age will receive a quiet time each day for a specified length of time. This will be established by their flexible schedule posted in that respective classroom.

SLC recognizes that young children's nap needs vary and the individual needs of the child will take first priority.

Families must supply a cot-size blanket. A soft toy from home may be brought as well. These articles must be taken home weekly for washing. **BE CERTAIN TO LABEL ALL ITEMS!**

MEALS & SNACKS

We serve breakfast, snack and lunch. Breakfast is a bread product, fruit, and milk. Lunch consists of a meat, bread product, vegetable, fruit, and milk. Snack includes food or drink from two of the above mentioned groups. Sweets may be included occasionally. Please do not send snacks or candy with your child to school unless prior approval has been given. If your child does not finish eating at home before he/she comes in the morning, remember we eat breakfast no later than 8.30 a.m.

If your child has an allergy to a specific food, please let us know and we will try to make an appropriate substitution. If the child has so many allergies that they cannot eat from the menu, we may require the parents to provide their lunch and/or snacks.

We will never force a child to finish what is on their plate, but we do encourage each child to try one or two bites of everything. Sometimes they are surprised by what they like! Occasionally, we will have problems with children who only want to eat chips or fruit, etc. When this occurs on a regular basis, I may give that child just the main dish and vegetable on their plate to start, adding the other elements when a few bites of the main dish and vegetable have been tried.

If you wish to provide snacks at your child's birthday or another time, that's great! Just let us know ahead of time. To protect children with allergies, we can only accept store bought food and treats with the label still on so we can check for allergens.

Sugar is not a regular part of SLC diet. Fruit juice is not served except on family gatherings. Sweets maybe offered as part of a lesson or during special holidays in small quantities. Sweets are allowed during birthdays and special occasions. Please visit our website for an example of our weekly menu.

KINDERGARTEN READINESS

The SLC program experience provides children with the skills and abilities they will need for school. As kindergarten is usually the child's first academic environment, preschool offers the readiness skills necessary to be prepared for school. The kindergarten readiness program focuses on the following areas:

- Pre-reading
- Math and science skills
- Getting along with others
- Self-expression
- Motor skills

Above all, when children complete the SLC preschool program, they are excited to learn. They feel good about themselves, who they are, and their capabilities. They have matured in a nurturing, caring, preschool environment and are ready to enhance their comprehension skills, problem solve, cooperate with others, and build on the skills they have learned.

FIELD TRIPS

We go on field trips **occasionally**. We use different forms of transportation such as by foot, by public transport, and by private cars. If we decide to go on a field trip using private vehicles, the parents must consent to driving their own children. SLC staff are not permitted to drive children during field trips. When we go on a field trip, we need you to sign a field trip form. A copy of this form is found in this handbook. The form will also explain the procedures if you decide to carpool during field trips. You must provide you child's car seat when carpooling on a trip. SLC does not lend out car seats.

Parents are invited to join and participate in field trip activities whenever they can.

SPECIAL EVENTS

We welcome participation from our families in many special events held throughout the year. These include, Holiday Party, Children's Concert, our annual fundraising event, and end of the year family event. Special event titles may change from year to year and family will be given plenty of notice for upcoming special events.

Families are encouraged to volunteer their time through storytelling, cultural exchanges, sharing a special talent, fundraising, work parties, etc.

ENROLLMENT

ENROLLMENT

To reserve a space for your child at SLC, the registration form must be completed and a non-refundable registration fee paid. All incoming students will be admitted as follows:

- Priority 1 Current students
- Priority 2 Students with siblings at SLC
- Priority 3 New students enrolling full-time (4-5 days/week)
- Priority 4 New students enrolling part-time

If there are no open spaces available for your child, a waiting list is maintained. The non-refundable registration fee is required to secure a position on this list.

During the enrollment process, the Director will schedule a meeting with each new child's parents to describe the philosophy, conduct a tour, and introduce the staff. The policies and procedures of the program will be reviewed at this time.

Prior to your child's first day, all enrollment forms will need to be completed and the signed childcare contract returned. Parents will be given a checklist of all items they need to supply for their child. In order to maintain the quality of our program, parents are asked to observe their contracted hours. Hours in excess of the contract may result in additional fees (please see your childcare contract).

Children must be 3 months old by the start date to enroll at SLC Montlake.

REQUIREMENTS FOR ENROLLMENT

For your child to be accepted at SLC, they must be 3 months old by the start date. We also need you to fill out the necessary paper work and pay a registration fee and deposit. The following items are required to enroll.

1. Application Form
2. A \$100 non-refundable registration fee (or \$150 per family)
3. Child Immunization Record Form (state regulations require that all children be fully immunized for their age to attend child care)
4. Childcare Contract
5. Emergency Form
6. Medical Release Form
7. Sunscreen Form
8. Photo Waiver Form
9. Field Trip Form

After filling in the forms, you can send them to us by mail or drop it off the center together with your non-refundable registration fee of \$100.

We require a deposit of \$550 one month before your child's expected first day at SLC. This is required to ensure that parents give a one month termination of enrollment notice to SLC. The deposit will also secure your child's spot as long as s/he is enrolled at SLC. The deposit will be credited towards your child's last tuition payment, or refunded as the case maybe.

Our center is open from 7:30am-6pm, Monday to Friday. Please be prompt when picking up your child. We have a 5 minute grace period and charge a \$15/hr late fee. Please refer to our policies and procedures.

No child will be denied enrollment on the basis of his/her race or religion. We do retain the right to deny enrollment if all our spots are filled. We do not make it a policy to deny enrollment on the basis of a child with special needs. However, if we realize that we do not have the training, equipment, facilities, etc. to handle a specific child with special needs, we will deny enrollment. This is in the best interest of the child, since our goal is to meet the needs of each child in our center. If we are not sure whether or not we could handle a special needs child, we would be willing to try. We would have to evaluate with the parents whether or not this arrangement was working as we went along.

OUR RIGHT TO REFUSE SERVICE

Children who miss five days without contacting the center will lose their enrollment spot. We reserve the right to terminate enrollment due to non-payment of fees due. We reserve the right to refuse service to a family on any given day for any reason at all.

TERMINATION OF ENROLLMENT

If for some reason you decide to stop bringing your child to our center, we require a one-month written notice. This will give us time to find a child to fill your child's spot. If this notice is given, your deposit will be credited towards your child's final tuition payment or refunded, as the case maybe. Payment is due for the one month notice period whether or not the child is brought to the center. Any outstanding fees must be paid on or before the child's last day. If it becomes necessary for us to resort to legal action to collect fees, the parent(s) will be responsible for legal fees incurred on our part.

If we can no longer accept your child for one reason or another, we will give you at least a two-week notice, but we would try to give you four weeks. We understand that it is not easy to find a new childcare center. Examples of why we would terminate your child's care include (but may not be limited to):

- We decide to move.
- Failure of parent to pay.
- Failure to complete required forms.
- Lack of parental cooperation.
- Our inability to meet the child's needs without additional staff.

PAYMENT PROCEDURE

You may pay by cash, check, or automatic transfer. Payment is due on the 1st and 15th of each month. We have a five day grace period and charge a \$50 fee for late payments. A late payment invoice will be sent to you after the 5th and 20th of each month. If a check is returned we will notify you and will ask for payment in cash plus the 'returned check' fee. After the second returned check, we will accept only cash.

Tuition is charged on a monthly or bi-monthly basis. Any hours beyond the contracted hours will be added the hourly rate.

We will give you a 30-day notice of any changes to our tuition fees or policies. New rates are published on the 1st of August each year. At the end of each calendar year, you may request the school office for an itemized receipt, showing each payment you made throughout the year. Monthly invoices and receipts are available upon requests. We keep a record of all payments you have made to the school. The childcare contract signature page must be completed each time there is a change in the tuition.

A 30-day notice, in writing, must be given if a reduction or increase in days is requested.

Full-day Programs Monthly Tuition Rates

Full-day Programs Monthly Tuition Rates				
School Year 2015-2016 (Sep-Aug)				
Age Group	5x/week	4x/week	3x/week	2x/week
Toddlers: 14 months to 2 years old	\$1,932	\$1,932	\$1,344	\$924
Infants: 3 to 14 months old	\$2,052			

The monthly tuition rate can be paid on the 1st of each month in full or bi-monthly on the 1st and 15th of each month with a 5-day grace period. A \$50 dollar late fee will be applied if checks are received 5 days after the due date.

- Late fees: \$15 for any portion of 15 minutes past 6.00pm and \$1 per minute after 6.15pm.
- Parents are required to pay a non-refundable registration fee of \$100 to enroll (or \$150 per family).
- A deposit of \$550 is required for children attending 4-5days a week. A deposit of \$225 is required for children attending 2-3 days per week. Deposits are due one month before the child starts attending SLC.
- Deposits are credited in full to the last month's tuition. SLC requires a 30-day written notice for termination of care.

In the event that you have to leave SLC before the end of the year we will give the deposit back: 100% if we are given a 30-day notice. Deposits will not be credited or refunded if we did not receive a written 30-days notice

DISCOUNTS

Sibling Discount

We give a 5% sibling discount on the tuition of the 2nd and 3rd child

Advance Payment Discount

2.5% (6 months tuition paid in full)

5% (1 year tuition paid in full)

A deposit is not required if you choose to pay 6 months or a year in advance. If you decide to pay monthly later, the deposit will be required. Discounts are forfeited if you leave SLC before the 6 or 12 months covered by the discounts. If we receive 30 days written notice from you, we will refund all the tuition minus the discount amount and late notice fee (if notice is received less than 30 days).

ABSENCES/VACATIONS

Because the center operates on a monthly budget with expenses that occur whether or not an individual child is present, we cannot give tuition credits due to illness, holidays or vacations.

MAKE-UP DAYS/SWITCHING DAYS

It is not in our policy to offer make-up days for missed days in school. Children can come to school only on the days they are enrolled unless they pay a drop-in fee of \$110/day and there is availability. Drop-in days are not guaranteed. Please email slcmontlake@gmail.com at least two-weeks in advance to see if there is an opening for a drop-in day.

CALENDAR/DAYS OFF

The Center will be closed on the following days. We reserve the right to change school closure days with a 30 day written notice to families:

- New Years Day
- Martin Luther King's Birthday

- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans' Day
- Thanksgiving Day and Friday following
- Christmas Break: The school will be closed five days around Christmas time. Please check the school calendar for exact closure dates.
- Staff Training Days: There will be five staff training days that will be scheduled throughout the school year.

SAFETY & WELLNESS

ILLNESS

SLC realizes the difficulty in finding alternative care for sick children. Adhering to our illness policy is for your child's protection, the protection of all the children, and staff. Observing our illness policy will maintain a healthy childcare environment. We have set these standards as a necessary part of our overall program to ensure an optimal environment for your child. Planning in advance to provide substitute childcare for your child when sick will avoid last minute worries. We ask that you have a back-up caregiver (someone you can call if the Center has to close or if your child is sick).

Please call or email the office when your child is absent for illness or any other reason.

Illnesses are defined as:

- fever
- conjunctivitis (pink eye) or "cold in the eye"
- flu
- unusual rash
- severe cough
- rapid breathing or labored breathing
- severe cold
- vomiting
- yellowish skin or eyes
- diarrhea
- head lice
- contagious illness of any sort which results in child being too ill to participate in daily activities

See our "POLICY & PROCEDURE FOR EXCLUDING SICK CHILDREN on p19 and refer to our Health Policy.

If a child shows any of the symptoms while in care, we will follow our "policy and procedure for excluding sick children. We will remove them from the group and notify the parent or authorized adult to pick up the child. Parents have two hours from time of notification to pick up the child.

The child may return 24 hours after a temperature has returned to normal, 24 hours after the child is no longer vomiting, or 24-48 hours (depending on the illness) after the first dose of an antibiotic. If a child receives an antibiotic for an ear infection they may return to school immediately if they have been free of other symptoms mentioned for at least 24 hours. The child is welcome when they have only a mild cold (e.g. runny nose or mild cough), but is able to participate in the day's activities. "

MEDICATION

If your child is on medication and it needs to be administered while they are at Center, the medicine must be in the original container and labelled with the child's name, doctor's name, name of medication, dosage, and when to be taken. We will also have a form for you to sign giving us permission to give the medication to your child. Medication will be administered at the time or with the meal you specify and a written record kept.

SLC must be notified of all medications taken by children. All medications including over-the-counter, such as:

- Anti-histamines
- Non-aspirin pain relievers and fever reducers
- Cough medicine
- Decongestants
- Anti-itching creams
- Diaper ointments and powders

- Sunscreen

Must be prescribed or ordered by the child's physician.

Medicines must be in the original container and labeled with the following: child's name; name of prescribing physician; name of medicine; dosage and instruction for administration. Only properly prescribed and labeled medicines with properly completed medication forms will be accepted.

VACCINATIONS

All required vaccinations as mandated by the Washington State Department of Health for Child Care and Preschool attendance must be updated regularly. Updates made after your child receives a new vaccination are required and having vaccinations and/or exemption paperwork complete and up to date for your child is a requirement for continued enrollment.

Updates can be made by emailing the school administrator at tour@seattlelearningcenter.com with the name and date on which your child received a new vaccination or by emailing or bringing in a new vaccination form or document from your child's healthcare provider.

If our records show your child is behind on vaccinations, you will be asked to provide the information required within two weeks of notification.

INJURIES & OTHER EMERGENCIES

Minor cuts and abrasions suffered while at the center will receive proper care -- specifically, they will be washed with soap and warm water and properly bandaged. Treatment will be logged and we will tell you how and when the injury occurred. We also are required to log any injuries we observe on your child which have occurred outside of our care. If a medical emergency arises, we will try to contact a parent first, unless doing so endangers the child's life. In that case we will take necessary steps, putting the child first (calling hospital, doctor, poison control, etc.). If need be, we will take your child to the nearest hospital – [UW Medicine](#) or call the doctor first, then try to call you when we arrive. If a parent is unable to be reached, we will keep trying until he or she is available.

In the event of a fire, we would evacuate the center immediately (2 exits are available) and gather at [the entrance on East Montlake Park, on the corner of E Park Dr E and E Shelby St.](#) Fire drills will be practiced every month so the children are familiar with what to do.

If a child would become lost, a thorough search of the Center and nearby buildings would be made. If the child was not located, police and parents would be notified and a neighborhood search would begin. On a field trip, the area where the child was last seen and the nearby surroundings would be searched.

ACCIDENT/INCIDENT REPORTS

Safety is a top priority of Seattle Learning Center. Yet, there are times when a child will have an accident/ incident between your child and another child. For all injuries and even minor incidents, our teachers will complete a report for you detailing what happened and the nature of the injuries. If any first aid is administered, the treatment will be described to you. A copy of this accident report, signed by the teacher in charge at the time of the accident, will be provided to you and a copy filed with the director's office. We ask that you sign the copy provided to you and return it to the director's office to confirm that you were notified of your child's injury. This system is aimed at ensuring communication at all levels and can be a very good way to be certain little things are not forgotten in a hasty departure. If your child happens to be injured by another child, we ask you to please respect the child's privacy by not asking us to reveal the name of the child. It not only puts our staff in an awkward situation but could cause a confrontation between our families. We will handle any and all behavior problems in a professional and appropriate way.

SUPERVISION & SAFETY

Teaching staff supervise by positioning themselves to see as many children as possible. Teaching staff supervise toddlers/twos by sight and sound at all times.

When toddlers/twos are sleeping, mirrors, videos, or sound monitors may be used to augment supervision in sleeping areas, but such monitors may not be relied on in lieu of direct visual and auditory supervision.

Teachers, assistant teachers or teacher aides are aware of, and positioned so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight.

SIGN IN/OUT

Each day upon arriving, the parents are required to sign their child(ren) in, noting the time arrived. A sign-in/out pad, pens, and a clock are all located by your child's classroom door. This is also to be followed by signing the child(ren) out when they leave. This gives us a written record of the child's attendance, hours, and who brought/picked up the child. State regulations require you to sign your child in and out of the Center each day. Please sign your full, legal name. Sign-in attendance sheets are provided for this purpose. This is for everyone's protection and is important for safety checks, drills and in the event of an emergency.

RELEASING YOUR CHILD

Our normal procedure is to release the child only to his or her parents or to someone else the parents designate. If someone other than the parent is to pick the child up, please notify us ahead of time. A verbal notice is fine on that day if this person is on the list of those authorized to pick up your child. If the person is not on that list, we must have written permission to release your child.

One of the forms you are required to complete designates who may pick the child up if there is an emergency and you cannot contact us. Please make sure those listed are persons with whom you would allow your child to leave if that person showed up at our Center and said, "I need to take Johnny with me." Those on the list should also be people we could call in the event something happened and you did not show up to pick up your child.

Please inform your emergency contacts that if they have not been introduced to us personally by either one of the parents, we will ask for identification. We do not mean to offend them. This is simply a measure taken for the child's protection.

NOTES:

Parents in our program picking up children other than their own, do not need to check in at the office, but must meet the criteria for pick-up.

A nanny does not need to report to the office if she/he has already been established by the parents as a consistent alternate/permanent pick-up person.

Please be advised that any pick-up person suspected of being under the influence of either drugs or alcohol will be asked to call an alternate pick-up person. If he/she chooses not to comply with our request, we will have no recourse but to contact the police and the Child Protective Services.

NUT EXCLUSION

Because of the increased number of allergies in young children to peanuts and other nuts, SLC has a "no nut" policy. We ask that you please be mindful of this anytime you are sending food with your child to our Center.

CHILD ABUSE REPORTING

We are required by mandatory reporting laws to report any suspected child abuse or neglect to the Department of Social and Health Services and to our licenser.

PARENT ACCESS AND PARENT VISITS

Parents of children attending Seattle Learning Center have free access to any and all areas of the center used by their child. Please note that open access and child visits are two separate issues. If your intent is to visit your child and spend some time at the center, we hope you will consider the timing and plan your visit when it is mutually beneficial. This can be determined by consulting with your child's teacher and the director.

ACCESS CODE

Parents have access to the building by a keypad code. Only those who are in our program have the keypad code to get into the building. Please do not let others into the building or hold the door for people you do not know.

PARENT EXPECTATIONS

PARENT INVOLVEMENT

There will be times and ways you can get involved in your child's preschool education. You are welcomed and encouraged to participate in any or all of these. Some examples of ways to be involved include:

- Chaperoning on field trips.
- Lending objects for units of study.
- Coming and talking about your job.
- Sharing about your culture & traditions
- Engaging your child at home with the concepts we are studying here
- Providing treats or other items for our parties/special events.
- Parent Meetings/Conferences (3 times per year)
- Special parent's involvement activities such as Halloween, Potlucks, & Parties
- Classroom Volunteer
- Reverse Field trips (When we bring a "field trip" type activity to our property)

Naturally, you are welcome to drop in and visit or observe any time the center is in operation. Parents are encouraged to contact the teacher by phone, email, or in person with any questions or concerns. Parent conferences will be held at least twice per year. Our conferences allow for time to share information on the child's strengths and weaknesses. SLC also provides opportunities for social gatherings with other children and their families, including picnics, field trips, holiday concerts and parties, and open houses.

In the event that a parent feels like they would like to be more involved in the center but cannot due to their work schedule, or due to other conflicts, we are happy to help them find a project or area which they can do on their own time. A member of the leadership staff will meet with the parent to find their area of interest. We will offer suggestions to them based on their interests and time. For example, if the parent likes to sew, we may offer to have them make doll clothes or repair mat sheets.

WRITTEN COMMUNICATION

The success of our program is based on establishing a partnership between our parents and our staff. Open and frequent communication will help your child have a positive early learning experience. We will endeavor to keep you informed concerning your child's day and overall development through several written means.

- Monthly parent newsletters to keep you informed as to the overall program.
- Parent Board – updated with current information about Seattle Learning Center and curriculum
- Daily written communication in the form of "Daily Report" forms, Incident/accident forms, and classroom memos will be placed in the child's file pocket.
- Parent/Teacher meetings twice each year
- Parent/Director meetings once a year
- Parents always have the option of requesting specific parent/teacher meeting to aid in the child's development.
- Parent communication notes given to teacher in the morning to pass on important information (ie. being picked up by dad, didn't sleep well last night, had a rough morning, didn't have breakfast yet, we're picking her up early today, etc.)

VERBAL COMMUNICATION

We will endeavor to be communicative during drop-off and pick-up times. However, this is not a good time for extended conversations since the staff members/teachers have responsibilities for all of the children in the group and cannot ensure confidentiality at this time. Furthermore, the person caring for your child at the pick-up time may not be the individual who has spent the majority of the day with your child. This is due to the fact that many children spend 10 hours a day at the center and most of our employees only work 6-8 hours. We suggest that you go to your child's "lead" or "primary" teacher to obtain detailed information on your child's general growth and development. You can call to see how your child's day is going or to speak to your child's teacher for more detailed conversation. The best time to call and speak to your child's teacher is during naptime. There is always a member of management available for you to talk to in person or on the phone. Phone calls, voicemails, e-mail, and scheduled meetings are the best way to communicate with your child's teacher.

We encourage informal communication on an ongoing basis and hope you will feel free to discuss ideas, issues, or concerns with the director, program supervisor and the teachers. Open and frequent communication will help your child have a positive early learning experience.

PLEASE DO NOT HESITATE TO CONTACT US TO DISCUSS ANY MATTERS OF CONCERN. OUR SUCCESS IN SERVING YOU DEPENDS GREATLY ON HOW YOU COMMUNICATE WITH US. PLEASE ADDRESS ANY FEEDBACK, COMPLAINTS, QUESTIONS, IMMEDIATELY AFTER YOU HAVE EXPERIENCED THEM. THIS WAY, OUR TEAM OF TEACHERS CAN DEAL WITH THE PROBLEM STRAIGHT AWAY.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences are scheduled twice a year for all children. Your attendance is required. Additional conferences may be scheduled when parents or teachers feel it necessary.

The relationship between families and teachers is a vital part of children's happiness and ease of transition between home and center. Please talk openly with your child's teacher about any concerns, questions, or observations. Our staff strives to communicate with you about every aspect of your child's day, whether it is lunch or a bump or a wobbly step. The same communication from you will provide the information we need to provide the best for your child.

SLC will make every effort to provide the information contained in this handbook to each family in a language that they understand if needed. We have an open door policy and welcome families to participate in our Center.

Please be mindful of situations that encourage successful communications; avoid trying to engage your child's teacher during drop-off or pick-up. Voice mail is available for all staff and times that are conducive to constructive, informative dialogue will be arranged.

Developmental milestones are recorded and kept on file by the classroom teacher to assist them in the proper planning for each child's developmental needs.

If a child is diagnosed with special needs, we need to be notified and invited to participate in all IEP and PPT meetings. We reserve the right to call a case review if deemed necessary. The IEP must be agreed upon and signed by both staff and family in order for the child to remain in the program.

A family enrolling a child for the first time is welcome to spend extra time with their child to make adjustment comfortable.

In addition to memoranda sent to families dealing with specific issues, monthly newsletters and weekly email updates are another method of keeping families in touch with any activities and projects children are participating in. We welcome any and all family involvement in the program and always encourage families to share any ideas or concerns they may have.

A Parent Orientation is held for all new families.

SUPPLIES

Please supply your child with the following items:

- 1) A small blanket for rest time
- 2) A crib sheet for the nap mat
- 3) A two inch white view binder for portfolio which can be purchased in the office for \$2.00
- 4) A full spare change of clothes (pants, underwear, socks, shirts)
- 5) If your child prefers a small pillow and/or a stuffed animal/doll for resting. Please be sure to provide one daily or leave one in the child's cubby at school.
- 6) Diapers/pull-ups/wipes if your child is potty training. You can bring a labelled package of diapers to leave at the center. You will be notified when your child is running low on diapers.

** Please mark all items clearly with your child's name.*

TRANSITION PLAN

SLC has a transition plan & policy to help children are about to transition from one class to the next. This is to help the children become familiar with the new program, teachers and children. It also allows the new teachers to get to know the individual needs of each child prior to the transition of an entire class group or several children together. The plan allows flexibility in order for us to best meet the needs of each child. Your child's teacher or the director will provide more details about transitioning when your child will move to another classroom. For more details refer to the Transition Policy in this handbook.

FOOD FROM HOME

Breakfast, snacks and lunch should not be brought from home without prior approval. The center will provide these meals for the children. To ensure that the children are eating safe food, the following guidelines will be met. 1) Food may only be brought from home if a specific need warrants it and arrangements have been made in advance with the management. 2) This food is considered a supplement to what we serve and should meet nutritional guidelines.

3) Perishable food brought from home should be contained so as to avoid contamination. 4) Pre-packaged snacks may be brought from home for birthdays and parties that do not meet nutritional guidelines. (Please notify the child's teacher prior to bringing special treats.)

BOTTLES/PACIFIERS

SLC does not accommodate bottles or pacifiers in our toddler class. We want to allow comfort for children as they transition into school which is why for the first three months of enrollment, children in the Toddler class can use pacifiers as needed to transition into our school's routine. Pacifiers can only be out if needed for drop off transition time or nap time. Pacifiers will not be kept out in the classroom after nap and will only be out when the children are on their mat. If a child who has been enrolled for over three months comes to school with a pacifier, it will be kept in the office to be picked up by a parent/guardian. If a pacifier is not picked up from the office within a week, it will be thrown away.

Bottles are not allowed in the Toddler Class. Children are given open cups provided by the school. Please see our health policy for more details.

TOYS FROM HOME

Except for a toy that is needed to help ease your child's transition, we request that you leave your child's toys at home or in your car. If a toy is brought to the center, we cannot be responsible for it. Often other children wish to share the toy and this can be difficult for the child who brought it in.

ABSOLUTELY NO GUNS, WAR TOYS OR OTHER TOYS OF DESTRUCTION.

DRESS & CLOTHING

Children should wear loose-fitting, comfortable clothing that is suitable for play (indoors and out). Elastic waists and clothing with simple openings help children build confidence in their self-help skills. This is particularly important for those children being toilet trained.

Please do not send your child in his or her best clothes or special favorites, which may cause heartache if stained. Play is a child's work and clothes and children will get dirty.

Extra clothes allow your child the comfort of a fresh outfit should he or she have an "accident", spill or splash foods or liquids, or otherwise become soiled after active play or naptime. Please remember that extra underwear and socks are as necessary as outer clothing and that all clothing should be labeled to avoid confusion.

We have some extra clothes available, but we may not have the item your child needs in his/her size. If your child comes home in center clothes, please wash the clothes and return them within one week.

Children do go outside twice daily, weather permitting. Please send your child with appropriate outer apparel (e.g., boots, mittens).

NOTE: PLEASE LABEL EVERYTHING WITH YOUR CHILD'S NAME

SEPARATING

Arrive on time and greet your teacher as a friend, someone to whom you are comfortable entrusting your child. Your child needs to hear from you that he will be safe when you are not there. Your child may need a comfort item—a stuffed animal or other "piece of home." Only one, please, and nothing that will cause great trauma if you should leave it here!

Tell your child when you'll return—"I'll be here after you eat your lunch." Some children need to hear what you will do without them. (Don't make it sound too fun, though!) Do not leave without saying good-bye. Learning to say good-bye and building trust that you will come back can only be taught to your child by you. When you are ready to separate from your child, engage the teacher in the process. Teachers will hold back, waiting for your cue. When you hand your child over to his teacher, you are confirming your trust in that adult.

When you say, "Goodbye, I am leaving now," do not linger. Linger after you have already told your child you will leave, creates mistrust and says "I don't do/mean what I say." Say good-bye quickly and confidently, reassuring your child that you know his teachers will take good care of him and have lots of fun things to do. Save any distress you may be feeling about leaving your little one until you are out the door; that distress will be translated as fear and will rattle the most confident of children.

Find your comfort level. Call the office as many times as you need or stay in the office until you are secure that your child has made a successful separation.

RECONNECTING

The intense feelings a child has upon reconnecting have not always been accorded the same respect as separation. While a child may be adjusting wonderfully to the activities in the classroom, she is exerting great energy in learning how to cope, taking chances in a new environment, handling situations she has never before encountered, and watching for reactions from the “new” adults in her life. When you walk back into the room, it may well release a flood of emotions—from pure joy and excitement to tears of relief that you did, in fact, come back! Whatever the reaction, respect the intensity of those feelings as well as the overwhelming need she has for your undivided attention.

A basic tenet of Early Childhood Education is to always be eye level with a child. Not only is this a sign of respect and personal concern, but it also eliminates other distractions. Quietly approaching your child, kneeling down to his level, and offering a hug and smile will end the school session on a wonderfully positive note and begin your time with him just as positively. These few short moments are a truly worthwhile investment.

Say good-bye to your child’s teacher, putting the final positive spin on the day; then leave with your child. For many weeks, your child’s anxiety level will be relatively high at this time. Your reconnection needs to stay personal and quiet, giving your child time to calm down in his most secure environment—with you.

Don’t be surprised if your child cannot recount the happenings of his day. You will likely find out more during a quiet moment at bedtime than you will as he is reconnecting and settling back into the world he knows best.

You are your child’s life teacher and as is the case with so many other parenting issues, re-examining your own attitudes about transitions is helpful when passing on these life skills. “Developmentally appropriate” is a phrase that guides our profession; if you are not familiar with the cognitive or social/emotional guidelines for your child’s age, please do not hesitate to confer with the staff. If we do not know the answer, we know the resources that will help all the caring adults in your child’s life.

TARDINESS

We prefer that children arrive by 9:00 a.m. We do not want the children to miss the beginning of daily routine. If the children all arrive ready to begin their program at 9:00, the transition is much easier for the children and the teachers. If your child will arrive late for any reason, please contact the school office before 9:00 a.m.

LATE PICK-UP

We understand that unforeseen situations may occur randomly throughout the year that may cause you to be late in picking up your child. Children remaining after the closing hour of 6:00 pm will be supervised by at least two staff members for up to one hour (until 7:00 p.m.). Our program is licensed for the hours of 7:30 a.m. – 6:00 p.m. All families must be out of the building by 6:00 p.m.

Staff will notify the Director if a family has been late 2 times.

The Director will give a written warning to the family informing them that our Late Fee Policy (see below) will go into effect.

Families who are chronically late may be asked to leave the program.

LATE FEE POLICY

Please see your childcare contract. Time will be computed by the clock in the classroom.

BABYSITTING

In an effort to maintain the professional status of SLC’s staff and prevent any potential conflict of interest or violation of confidentiality policies, babysitting by faculty is PROHIBITED by SLC. The school is happy to refer outside agencies that offer babysitting services.

DRIVING CHILDREN

Staff members can only drive children in their cars if they are a family member listed on your emergency contact sheet or staff member listed on your emergency contact sheet. The arrangements are not sanctioned by SLC.

BEHAVIOR GUIDANCE

DISCIPLINE METHODS

SLC uses the positive discipline techniques which include the love and logic technique, 123 magic, emotion coaching, and the educating approach of the RIE philosophy. We attached book summaries about these discipline techniques at the back of this handbook.

We try to stress two main patterns of behavior: respect for other people, and respect for property. As a result we don't allow children to hit or shove other children or verbally abuse them. We also stress that they treat material possessions (the school's or theirs) with respect. There is a difference between playing hard, and using a toy for a purpose for which it was not intended. For example, books are for looking at, not tearing pages out of, and toy brooms are for sweeping, not for bashing the kitchen set with.

Occasionally children do not behave in respectful ways. We help children learn how to behave well by modelling and coaching them the the proper behavior. Children are given a "calming down" or "thinking time", if their behavior is not safe and merits time for longer reflection. We take into account the child's age (discipline used is developmentally appropriate) and biological needs (lack of sleep, sick, tired, hungry).

When your child behaves inappropriately, we will talk to you about it. We suggest that you meet with your child's teacher to discuss how your discipline techniques and strategies at home are the same to what we do at school. The children benefit if they see consistency between home and school and they see their parents and teachers working together.

Children are never punished for lapses in toilet training or for accidents (spilled milk, for example). In the case of the latter, we will have the child help clean up, if possible, not for punishment, but to help teach responsibility.

Please Note: Spanking or any form of corporal punishment, withholding of food, or any form of emotional abuse is prohibited. These forms of punishment will never be used, even at the request of the parent.

OUR PRINCIPLES FOR GUIDING CHILDREN'S BEHAVIORS

When we wish or need to interact with a child we go to that child and get down to his or her level. We recognize that speaking from across a room or from four feet above is usually ineffective.

We provide choices or options when possible. We want children to learn that limitations are a part of life and that children must at times expect. They are, however, presented in ways that allow children to maintain their dignity.

Positive directions are used when we want to stop, or change a behavior. In this way we let children know what they can do, not just what they cannot do. For example, "You can throw the ball when we go outside." Not, "Do not throw the ball indoors!"

When we want to modify a behavior we stay on the child's track as far as possible. For example, if a child is banging on the piano keys with a wooden spoon, the spoon banging will be redirected to a lump of playdough or an empty box. We will encourage the child to bang on the piano with his or her fingers. In other words, we let the child continue the activity in an acceptable way.

When we explain reasons for changing a behavior we deal with logical consequences, not global labels. If one child is hitting another we ask them to stop hitting because hitting hurts. We do not say "it is not nice to hit." This is done in recognition of a child's need for tangible cause and effect explanation, not value judgments.

Commentaries whether positive or negative are directed at the child's actions, not at the total child. For example, rather than say to a child who has poured paint on the floor: "You are a bad boy to have done that", we will phrase it: "When you pour paint on the floor it makes a mess and I do not like it. Now let us get a sponge." Or praising a child we might say: "You did such a careful job of cleaning up. You hung up the smock and washed the brushes." Rather than saying: "What a good boy for cleaning up." We try to keep commentaries about actions very specific.

Children are guided through the process of orienting rather than directing. Some examples might be:

Orienting

The bikes go against the wall.
The napkin goes in the trash.
There is one more block under the chair.

Directing

Put the bikes against the wall.
Put the napkin in the trash.
Get the block from under the chair.

Our principles of discipline are based on respect, honesty, trust, and caring. It is what we do for and say to children to help them develop and internalize self-control, self-respect, self-esteem, self-image, self-confidence, self-determination, self-awareness, and an awareness of the needs and rights of others.

BEHAVIOR GUIDANCE

Teachers can best guide children when they themselves provide positive role models. Children are constantly observing us. They know what our feelings are, as well as what our intentions are. They learn a great deal about how human beings behave from the way we behave towards them, towards ourselves, and towards other people. Our philosophy is based on respect, honesty, trust, and caring. It is how we behave towards children that helps them develop and internalize self-control, self-esteem, and confidence, as well as an awareness of the needs and rights of others. In dealing with any behavioral problem, these steps should be followed consistently:

The teacher will ask the child to explain what is happening if the child is developmentally able. The teacher should label and identify the behaviors and feelings he/she sees being displayed as well. (e.g., "You seem very angry.")

The teacher will confirm the child's feelings (e.g., "That made you angry. It's okay to be angry.") and then state why the behavior is wrong or inappropriate. (e.g., "Hitting is not okay. It hurts and I cannot allow you to hurt another person.")

By giving the children reasons for our actions and their actions, we begin to teach them to reason out the consequences of their behavior.

Often discussion or redirection is all that will be needed. However, if necessary, a child may be removed from the group with a staff member. Removal from the group will be used only if a child is out of control and adversely affecting other children. The teacher's role is then to help that child to regain control and to return to the group.

AGGRESSIVE BEHAVIOR

Aggressive behavior within an early childhood center is defined as any behavior which threatens a child's physical and/or emotional safety. Behavior which continues after a teacher's intervention and attempts to successfully resolve will be dealt with in the following manner:

1. Families of both the child exhibiting the behavior and the recipient of that behavior will be notified and assessed of the situation. Teachers will inform the families of the methods and vocabulary used in the situation, as well as their children's reactions.
2. Should the behavior be repeated, the family of the child exhibiting the behavior will be asked to meet with the teacher and the director. A plan will be created that establishes methods of consistent direction and consequences between center and home. A commitment to communicate often and openly between center staff and family is mandatory.
3. Center staff, administration, and family will meet to review the plan after a period of no more than ten days. If the behavior is subsiding, the parties will review the plan, make any necessary modifications, and continue the commitment until the teacher, director, and parents feel the behavior has been redirected to more appropriate channels.
4. If the behavior is not subsiding, an outside consultant will observe the child within the classroom setting and then meet with the teacher, director, and parents. Recommendations will be discussed, with the final decision of action being at the judgment of the director.
5. As a community dedicated to children and families, a serious commitment to retain the child within his/her classroom will be the primary goal. However, if the safety of the other persons within the classroom remains in jeopardy or if the family is reluctant to cooperate with the above outlined plan, dismissal from the program will ensue.

TOILET LEARNING

Please supply a complete change of clothes, including socks with your children. When they show signs of interest, we will try to sit them down on the potty at least once a day. We will use a lot of positive reinforcements and praise. We believe that each child gets potty trained at different times and will not force a child who is not yet ready to use the potty.

We check each child's diaper or pull-up frequently, at least every 2 hours from 8am and change them as needed. Diaper changing procedures are posted in the diaper changing unit and bathrooms. A diaper change log is also kept by the teachers in the toddler room. We also give you a record of your child's diaper changes in their daily behaviour report. SEE TOILET LEARNING POLICY PG.

POLICIES

STRATEGIES FOR REDUCING EXPULSIONS

Seattle Learning Center will not expel children with challenging behaviors. Our program will assess the child's needs and determine the behavioral supports necessary for the child to succeed in our educational program or transition the child to a program better able to meet his or her needs.

We believe that the primary goal of early education is to start children on their educational careers so they can succeed in elementary school and beyond. Children with severe behavioral challenges obviously need considerable support to be ready to succeed in school. Therefore, expelling the children most in need of classroom socializing opportunities runs counter to the mission of school readiness and shifts the focus of early education away from the children who need the most help.

Recommendations from the American Academy of Pediatrics (AAP) regarding expulsion and out-of-school suspension for children in grades K-12 are applied in our preschool and child care programs. The AAP recommends that all children who are expelled or are at risk for expulsion should be assessed for developmental, behavioral, and medical problems to identify underlying concerns that might be targeted through intervention services. Also, before expelling or suspending a child, our program staff will discuss the child's educational and care arrangements with the parents. Children with severe behavior problems that cannot be safely maintained in a typical preschool program may require specialized services, such as special education preschool or therapeutic preschool programs.

When we encounter challenging behavior, we will do the following:

1. Apply positive behavior intervention and support methods (PBIS).
2. Discuss the challenging behavior with parents and create a behavior guidance plan.
3. If the child still exhibits severe challenging behavior after the behavior guidance plan is implemented, parents will be referred to an early intervention specialist to assess the child.
4. The teachers, parents, and school administrators will discuss options to transition a child to a specialized program.

http://medicine.yale.edu/childstudy/zigler/350_34772_PreKExpulsionBrief2.pdf

BITING POLICY

Biting is a common and a developmentally appropriate behavior in young children, especially 9-30 months. Generally children over the age of 3 have developed more appropriate ways to communicate. Experts in the field of child development report that biting occurs chiefly as a result of a child's incapacity to communicate. Children may become upset by a new experience, and may bite as a response. While biting during the toddler years is developmentally appropriate, it is upsetting to parents and caregivers when it occurs. The goal of our policy is to replace the child's undesirable behavior with more effective way of communication and to ensure the health and safety of everyone in our program. The following is a plan of our pre-emptive strategies:

- For infants and toddlers, positive teething activities will be provided to comfort and soothe their gums.
- When children bite out of frustration or anger, behavior will be redirected to some other activity and/or will be shown an alternate way to communicate what they want. We will encourage the use of language to express wants and needs.
- Parents will be notified if their child is bitten at school. However, in order to protect the privacy of all our families, parents will not be informed of the biter.
- If a child bites frequently, staff will utilize a more intensive approach which involves carefully observing the child to determine precipitating events and maintaining a log to help track the behavior. Conferences with parents may also be utilized to discuss the child's actions at home, search for outside resources, etc.
- Biting incidents will be communicated to the parents of the biter to ensure staff and parents are working together to understand and prevent this behavior.

A. BITING IN AN INFANT/TODDLER SETTING

The child who bites is told, "No, biting hurts!" in a firm but gentle voice. The teacher then administers care to the child who has been bitten. The child who bit may be asked to help and shown "gentle touch". Ice or a cold pack is administered. If the skin is broken, the wound is washed with soap and water and a band-aid is applied.

The parents of the child who was bitten are called and informed. The parents of the child who bit are also notified; this notification may be in written form on the daily sheet. If a child bites repeatedly, staff will begin these procedures:

- a. A log will be kept, documenting time, activity occurring, child bitten, and body part bitten

- b. Both sets of parents will be notified immediately.
- c. Staff will establish “shadowing” of the child who is biting.
- d. Staff will divide group in smaller sub-groups to decrease noise and activity levels.
- e. Additional staff will be in the room during high activity times and/or child who is biting will be taken out of the room during those times.
- f. Parents will be given copies of the biting policy as well as resources concerning toddler biting in general and within the group setting.
- g. Parents of the child who is biting will be asked to meet with the director and staff to discuss possible strategies as well as share any information, which might be pertinent.
- h. If biting persists for more than a month or increases dramatically, an outside consultant will be contacted to support the center staff, the child who is biting, the parents of this child, and, if necessary, the parents of other children within the group.
- i. If it becomes the consensus of the director, staff, and consultant that the biting is a symptom of a more serious situation, the child and family will be referred to professionals more able to offer the help and support needed.
- j. If the biting is a symptom of a more serious situation (ie special needs in which our staff lacks training in) and the above procedures still do not resolve the biting, the child may be asked to leave the program.

NO CHILD IN OUR PROGRAM WILL BE ASKED TO LEAVE DUE TO BITING ALONE. BECAUSE WE SEE BITING AS A DEVELOPMENTALLY APPROPRIATE BEHAVIOR, ALL EFFORTS WILL BE MADE BY THE TEACHERS AND SCHOOL MANAGEMENT TO HELP THE BITING CHILD AND TO KEEP THE CHILDREN BEING BIT SAFE.

POLICY AND PROCEDURE FOR EXCLUDING ILL CHILDREN

Children with any of the following symptoms are not permitted to remain in care:

1. Fever of at least 100 ° F as read under arm (axillary temp.) using a digital thermometer *accompanied by one or more of the following:*
 - Diarrhea or vomiting
 - Earache
 - Headache
 - Signs of irritability or confusion
 - Sore throat
 - Rash
 - Fatigue that limits participation in daily activities

No rectal or ear temperatures are taken.

(Oral temperatures may be taken for preschool through school age children if single use covers are used over the thermometer. Glass thermometers contain mercury, a toxic substance, and are therefore not be used.)

2. Vomiting: 2 or more occasions within the past 24 hours
3. Diarrhea: 3 or more watery stools within the past 24 hours or any bloody stool
4. Rash (especially with fever or itching)
5. Eye discharge or conjunctivitis (pinkeye): until clear or until 24 hours of antibiotic treatment
6. Sick appearance, not feeling well, and/or not able to keep up with program activities
7. Open or oozing sores, unless properly covered and 24 hours has passed since starting antibiotic treatment, if antibiotic treatment is necessary.
8. Lice or scabies:
9. Head lice: until no lice or nits are present.
10. Scabies: until after treatment

Following exclusion, children are readmitted to the program when they no longer have any of the above symptoms and/or Public Health exclusion guidelines for child care are met.

Children with any of the above symptoms/conditions are separated from the group and cared for IN THE SCHOOL OFFICE. Parent/guardian or emergency contact is notified to pick up child.

We notify parents and guardians when their children may have been exposed to a communicable disease or condition (other than the common cold) and provide them with information about that disease or condition. We notify parents and guardians of possible exposure by EMAIL, NEWSLETTER, LETTER, AND POSTERS. Individual child confidentiality is maintained. ****“Communicable Disease Letters for Families” are available online at www.kingcounty.gov/health/childcare*

In order to keep track of contagious illnesses (other than the common cold), an Illness Log is kept. Each entry includes the child’s name, classroom, and type of illness. We maintain confidentiality of this log. ****“Illness Log” template is available at www.kingcounty.gov/health/childcare*

Staff members follow the same exclusion criteria as children.

- A health check will be initiated daily to ensure that the exclusion guidelines are enforced.

- Following an illness, a note from the physician may be required before the child is allowed to return.
- In the event that emergency medical treatment may be required and the responsible guardian/parent of a child cannot be reached after reasonable attempts, SLC is authorized to seek and render appropriate medical care per your signed Medical Release form.

For more information, please refer to the Seattle Learning Center Health Policy Handbook.

NON-DISCRIMINATION POLICY

It is the policy of this childcare center that no person shall be subjected to discrimination because of race, color, national origin, sex, sexual orientation, age, religion, creed, marital status, disabled or Vietnam Era veteran status, or the presence of any physical, mental or sensory handicap.

This policy applies to every aspect of the center's programs, practices, policies, and activities, including client services and employment practices.

ADA POLICY

Seattle Learning Center will provide reasonable accommodations to people with disabilities. We invite any person with special needs to contact the Director at least two weeks before enrollment to discuss any special accommodations that may be necessary.

Please contact: Lily Talley-Owner and Director

TOILET LEARNING POLICY

At SLC, we work with parents to potty train their children. Children should remain in pull-ups or in plastic pants over underwear at school until arrangements have been made between the child's teacher and school director. This is to prevent contamination and the spread of bacteria on the floor and toys in the classrooms from fecal

We will follow these steps when potty training children:

- We will familiarize the child with toileting.
- We will work toileting into our daily routine (when they arrive at school, after snack time and lunch).
- We will start transitioning from diapers to pull-ups to underwear as soon as they start telling us that they need to go and when they are comfortable sitting on the potty.
- We will try taking some of the young children potty with the older children so they can model how 'big' kids use the potty.
- We will use positive words and teach proper hand washing routines.

Readiness Signs:

- Dry diaper for two hour intervals
- Predictable/regular bowel movements
- Announces when they have gone or when they are going to the potty
- Can sit still for several minutes at a time and focus on one activity
- Can understand simple instructions
- Is comfortable, not afraid, and willing to sit on the potty
- Can pull pants up and down
- Can wash hands with minimal help

When children are potty training:

- Please choose pants that are easy to move up and down. Eliminate overalls and onesies.
- Have children choose special panties or underwear.
- Consider using plastic pants over panties/underwear.
- Encourage children to help with the clean-up, and do most of the changing as possible. Have child put soiled diaper in the garbage to teach responsibility.
- Praise the child for their efforts.

When beginning the toilet learning process, find out where your child is at the following stages:

The Four Stages of Toilet Learning

Stage 1: Toilet Play

- pretends to toilet, usually with clothes on
- observes others going to the bathroom
- shows an interest in the toilet

- uses toileting words such as “potty”, “pee” or “poop”

At SLC we start the toilet learning process in the toddler 2 class (or when children are around 18 months). The children will be taken to the potty. They have a choice of sitting on the toilet or simply get their diapers changed while standing up. If a child shows fear or anxiety during this process, we will continue to change their diapers in the classroom’s diaper changing table until they are ready.

Stage 2: Toilet Practice

- practices pulling pants up and down
- practices sitting on the toilet
- practices getting on and off the toilet
- practices flushing
- practices squatting and standing
- practices hand washing
- asks if diaper is wet or dry, clean or dirty

The child is ready for toilet practice if he/she is saying that she is wet or poopy. They are also staying dry in their diapers for a longer period of time. They are also ready if they are willing to sit on the toilet on their own.

At SLC, as soon as we start to see that the child is interested in the potty, we give them time to practice using the toilet. The children are no longer changed in the diaper changing table (with exceptions). We will do stand-up diapering with them in the bathroom. We will ask them to sit on the toilet and practice their toileting skills. They will not be forced to use the toilet but simply given opportunities to practice toileting skills. The children are praised for trying and never given tangible rewards such as a sticker or food. This stage of toilet learning usually happens when the child is about 2 years old. Children at this stage will start wearing pull-ups to practice for wearing real underwear.

Stage 3: Toilet Learning

- shows interest in wearing “real” underwear
- feels the need to urinate by showing gestures, is verbal, or uses facial expressions
- hold urine for longer periods of time
- acquires the desire to be clean
- has words for using the toilet and tells you when they have to go
- can pull pants up and down for themselves
- stands and sits well on their own
- shows signs of pushing and concentration when they are ready for a bowel movement
- tells you they are soiled or wet and needs to be changed

At around 2 ½ years old, most of the children are on the third stage. At SLC, we establish this new found skill and increase confidence when they are in the preschool class. The families will be asked to sign a toilet learning agreement and for ten days, the children who are ready will start to wear real underwear.

Stage 4: Independent Toileting

At this stage, the child has bladder and bowel movement control. They can let you know when they need to use the toilet and knows how to hold it in until they arrive in the bathroom. At SLC, children who know how to use the toilet are in charge of the whole process. They pull their own pants down, wipe themselves, and wash their hands. Occasionally, the teachers will help wipe the children after a bowel movement to make sure that they are clean. If children need help, the teachers will be there to assist. At SLC, children are expected to have accidents during toilet learning. Even children that already learned to use the toilet will occasionally have accidents. When this happens, the child is never punished or ridiculed. If they are upset, they will be comforted and changed into clean clothes as soon as possible. Parents are required to provide a change of clothes for their children that are potty training, so whenever accidents occur, the children will have something clean to wear.

What You Can Do As Parents:

- Explain to the child you will be taking them to the toilet and what will happen.
- Introduce them to underwear and show them yours.
- Let the child pick out “real” underwear. They may have a favorite character like Barbie, Dora, Batman, Spiderman, Bob the Builder, etc.
- Let the child watch a parent or sibling urinate to help them visually learn.
- Give encouragement and positive reinforcement for TRYING to use the toilet.
- Turn on the water to use as a stimulus to urinate during early toilet learning.
- Read books with your child about toilet learning.
- Mentally prepare yourself for the process
- Let the child be in charge of as much of the process as possible.
- Tell them to let you know when they have to go.
- Make up a song as encouragement.

- Pretend to be something or dance while going into the bathroom: kangaroo, elephant, bird, lion, train, airplane, etc.
- Give an appropriate vocabulary for body parts and functions.
- Provide a potty chair for learning and/or a step stool to use the toilet. Let the child use whichever they prefer. Remember they need to feel comfortable.
- Give the child a book to read to relax while sitting on the toilet. You may also save special books just for when they are sitting on the toilet.
- Give simple answers to questions without making the child feel embarrassed or ashamed for asking.
- Begin a routine of hand washing after each visit to the toilet.
- Monitor fluid intake, especially before bedtime.
- Postpone toilet learning if the child does not seem to catch on or does not seem interested.
- Talk about the items in the bathroom and what they do toilet, sink, soap dispenser, toilet paper, etc
- Use positive encouraging phrases, "You did it", "Way to go", "Good for you", etc.
- Ask child gently if they need to use the toilet throughout the day.
- Cue children as adults toilet, "I'll be back, my body tells me I have to use the toilet.
- Focus on the progress.
- Under-react to accidents
- Approach accidents as opportunities for the child to learn how to clean up and get dressed. Be warm and supportive.
- Dress children in easy-to-remove clothing. Sweatpants are the best

When a child is learning how to use a toilet, it is also important that he or she learn hygiene. Here are some hints:

- Teach girls to wipe from front to back, because bacteria can easily be transferred from the anus to the vaginal area.
- Hand washing should always be included at the end of every child's bathroom routine.
- Encourage children to wipe gently to prevent irritation, which can cause infection.
- When accidents occur, never leave a child in wet or dirty clothing. Change the child's clothing as quickly as possible, and have the child assist you where appropriate.

What NOT To Do:

- Do not dress your child in clothing that is hard to get out of during early learning. Wearing these items may cause extra stress for the child if they cannot get them off in time. (overalls, buttons, onesies, and dresses)
- Do not shame, threaten, or punish a child for having an accident
- Do not insist a child remain on the toilet longer than 5 to 7minutes. The child may develop an association of unpleasantness with the bathroom
- Do not take away privileges for accidents
- Do not force a child to start learning who is not ready
- Do not use words like "dirty", "naughty", or "stinky." These negative terms can make your child feel ashamed and self-conscious
- Do not use food or other treats as a bribe
- Do not expect it to happen overnight.
- Do not stress out about it! It will happen. Do not compare your child with another.

REFERENCES FOR CHILDREN AND PARENTS

Children Books

KoKo Bear's New Potty by Vicki Lansky
 Annie's Potty by Judith Caseley
 Once Upon a Potty by Alona Frankel
 I Want My Potty by Tony Ross
 I Have ToGo by Robert Munsch
 Going to the Potty by Mr. Rogers
 My Potty Chair by Ruth Young
 Your New Potty by Joanna Cole
 Toilet Learning by Alison Mack
 Potty Time by Betty Reichmeier
 No More Diapers by J.G. Brooks
 Everybody Poops by TaroGomi
 The Toilet Book by Jan Pienkowski
 Stop and Go Potty by JudithH. Blau
 My Potty Book by Mary Atkinson
 I'm Grown Up by Margaret Miller
 Getting Dressed by Ben Argueta

CLASSROOM TRANSITION POLICY

Overview

Seattle Learning Center Montlake is divided into 2 classrooms:

1. Infant Class (3-14 mo) 1:3.5 Staff-Child Ratio
2. Toddler Class (14-35 mo) 1:5 Staff-Child Ratio

We implement the transition policy for when:

- the children become an age that is no longer appropriate for the class they are assigned to;
- and when there is an opening in the new classroom.
- Transition will not happen earlier than 12 months.

Transition Steps:

1. An opening becomes available in a classroom.
2. Determine that the child is ready for the transition based on age and developmental abilities of the child.
3. Inform the teacher in the classroom that the child will be transitioning.
4. Discuss the transition to the new classroom with the child's parent/guardian.
5. After talking with the parents, current and new teacher will meet to decide how to transition child. Current portfolio will be given to new teacher.
6. New teacher visits child in current class.
8. Introduce the child's parent/guardian to the new teacher and give a tour of the classroom (Parents can request to have a more formal meeting with new teacher prior to start date).
9. New teacher will inform parents of daily schedule. (Meal times, nap time, outside time, and proper clothes needed for outside time)
9. New teacher prepares the classroom for the new student (cubbies, name tags, files etc.)
10. On move date, parents will drop-off their children in their new classroom.

Transition Schedule:

1. One month prior to start date, current teachers will start to transition child to one nap per day on a mat.
2. One month prior to start date children will visit class during free play.
3. Based on child's abilities (and ratio in new class), children will join new class for lunch, and gradually for all afternoon snacks throughout the month prior to start date.
4. Child will join new class for outside time at least one week prior to start date in new class.
5. **Breast milk/formula will not be allowed in the toddler room.** (Toddlers are mobile. They can grab and drink another child's breast milk and this can result to foreign bodily fluid exposure. The toddler room also does not have the staffing to provide one on one feeding and the proper equipment to store and warm breast milk.) Current teachers will meet with parents to discuss child's transition from breast milk/ formula to cow's milk or another milk alternative.

Preschool Transition Policy:

The children in our toddler class are exposed to preschool experiences throughout the school year. We promote their transition into preschool by reading books about school to them, informing the parents about local preschool tour dates, and providing information for the Seattle Public Schools and local private schools enrolment.

BREASTFEEDING SUPPORT POLICY

Background Information

Breastmilk is the ideal food for infants to both nourish them and protect them from illness. Exclusive breastfeeding is ideal nutrition and sufficient to support optimal growth and development for the first 6 months of life. Gradual introduction of solid foods in the second half of the first year should complement the breast milk diet. Continued breastfeeding is recommended throughout the first year and thereafter as long as is mutually desired.

Breastfed children have reduced risks for:

- ear infections
- upper and lower respiratory infections
- diarrhea
- sudden infant death syndrome (SIDS)
- obesity
- juvenile diabetes
- allergies, asthma and eczema

- some types of childhood cancer
- Crohn's disease and ulcerative colitis

Breastfeeding is good for mothers because it:

- helps them get their bodies back in shape after pregnancy
- helps them feel good about themselves
- takes less time than using infant formula
- saves money

Breastfeeding is good for child care providers because they have:

- babies with less colic and spitting up
- diapers that do not smell bad
- babies who are sick less often
- breastmilk that does not stain clothes
- mothers who feel good about child care because they can continue to breastfeed their babies.

Breastfeeding helps everyone because:

- leads to healthier people
- lowers food costs for families because they don't need to buy infant formula
- makes less trash and pollution because there are fewer cans to throw away

Today, whether by choice or necessity, the majority of mother's of infants under 1 year of age are either employed or in school. Therefore millions of infants spend part of most of each day in a variety of child care settings. With so many infants in child care, child care providers can play a vital role in supporting a mother's continuation of breastfeeding.

Intent of Policy

This policy is designed to assist child care providers in supporting breastfeeding mothers and infants and in protecting the health of breastfed infants. The information in the policy meets the requirements of WAC 388-295, Minimum Licensing Requirements for Child Care Centers and for WAC 388-296, Minimum Licensing Requirements for Family Child Care Homes.

At SEATTLE LEARNING CENTER MONTLAKE:

1. Daily: Please bring 8 bottles of breastmilk or prepared formula. The amount of milk in each bottle depends on the amount of milk your child drinks per feeding period. (For example: 8 bottles with 4 oz of breastmilk or prepared formula each). All bottles should come in a shoe box size sterilite box. The sterilite box will be labelled with your child's full name, birthdate and photograph. Please bring a printed photograph or email us a picture.
2. You **MUST** label each bottle with your child's full name on it and the date it was brought to the program. The school will not serve any unlabeled bottles to children. Parents will be asked to come to the center to label the bottle and confirm that it belongs to their child.
3. At the end of each day, the milk bottles will be returned to you to be washed and sterilized at home.
4. Frozen breastmilk: You may store up to 100oz of frozen breastmilk at SLC. Please clearly label this with your child's first and last name, the date the milk was frozen and the date the frozen milk was brought to the center. Frozen breastmilk will be stored in larger Ziploc bags for each child.
5. Formula: Please bring a spare can of your preferred formula to the center labelled with your child's name and date brought to the center. Formulas will be prepared with distilled water.

Intent of Child Care Program

We support and encourage the breastfeeding mother's decision to continue to breastfeed her child. In keeping with this philosophy, our program will:

- Provide a welcoming atmosphere that encourages mothers to initiate and continue breastfeeding after returning to work or school.
- Train staff on the benefits of breastfeeding and on the practices that support a breastfeeding mother.
- Train staff to provide accurate basic breastfeeding information and referrals for breastfeeding support when necessary
- Train staff on how to store, handle and feed breastmilk

- Provide a designated space for mothers to breastfeed their children on site (such as a rocking chair)
- Feed infants on demand and are always hold them during feedings.

Assisting the Breastfeeding Mother/Infant in the Transition from Home into the Child Care Setting

- Work with parents to develop a process for familiarizing the infant with bottle feedings prior to starting child care.
- Develop a feeding plan with the parents.
- If the infant does not feed well from a bottle consider the use of a cup or spoon for feeding during the transition period.
- Ask the mother to bring in her expressed breastmilk in an unbreakable container.

Handling and Storage of Breastmilk

- All breastmilk will be labeled with the infant's full name (first and last name) and the date it was brought to the program.
- Breastmilk will be stored in a designated space within the refrigerator and freezer. This space will be: **In the infant room refrigerator.**
- Frozen breastmilk will be stored for no more than 2 weeks.
- Rotate storage containers so breastmilk with the earliest date is used first.
- Frozen breastmilk will be thawed in the refrigerator, under running water or in a pan of warm water.
- Frozen breastmilk will be stored at 10 degrees Fahrenheit or less. Do not refreeze breastmilk.
- Staff will wash their hands using proper handwashing technique before handling breastmilk
- Breastmilk will be warmed under running water or placed in a container of water that is not warmer than 120 degrees Fahrenheit. Do not microwave breastmilk. Microwaving can destroy protective factors present in breastmilk and can create hotspots in the milk that can burn the baby's mouth.

The Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) both consider breastmilk to be "food" and not a "body fluid", so universal precautions are not necessary (gloves do not need to be worn when handling breastmilk) and breastmilk may be safely stored in the same refrigerator as other foods.

Feeding Breastmilk to Baby

Pay attention to hunger signs and adhere to "cue feeding", since crying is a late sign of hunger.

Always hold a breastfed infant during feeding (never prop a bottle), since breastfed babies are used to being held close.

Avoid feeding a breastfed infant right before the mother arrives to pick the child up, since this is an ideal time for the mother to nurse and this will help mother keep a good milk supply. Discuss this issue with mother to learn her preference.

To limit the amount of breast milk that must be thrown away, initially fill bottles with less milk than you think will be necessary for the feeding. Have additional breastmilk available to add to the bottle if needed.

Throw away the contents of any bottle not fully consumed in one hour. Leftover breastmilk from a bottle fed to a baby cannot be refrigerated and used later.

Return any unused refrigerated breastmilk to the family at the end of the day (unfrozen breastmilk can only be kept at the child care program for 12 hours).

In the event that an infant has been fed another child's bottle of breastmilk, this shall be treated as an accidental exposure to a body fluid. The child care provider will inform the parents of the child who was given the wrong bottle and suggest that they notify the child's health care provider of the exposure. The child care provider should also inform the mother whose milk was accidentally fed to the wrong infant and ask if she would be willing to share any information about her health status with the family of the exposed infant. The Child Care Licensor should also be informed of the occurrence and an incident report should be completed.

Breastfeeding Resources

WithinReach, 1-800-322-2588 or www.hmhbwa.org

A nonprofit organization with a statewide toll-free hotline for health information. Breastfeeding information includes answers to commonly asked questions, breastpump rental information and referrals to local lactation consultants. Services are free and interpreters are available for non-English speaking callers.

La Leche League, 1-800-La-Leche or www.lalecheleague.org

An international, nonprofit, nonsectarian organization dedicated to providing education, information, support and encouragement to women who want to breastfeed.

WIC (Women, Infants and Children Supplemental Nutrition Program), 1-800-322-2588

The WIC program offers eligible families nutrition education, supplemental foods, breastfeeding counseling and encourages referrals to community health resources.

FORMS



PARENT VISIT FORM

Name of Parent: _____ Name of Child: _____ Classroom: _____

Date of Visit: _____ Duration of Visit: (circle) 1 hour 2 hours 3 hours other: _____

Reason for Visit: _____

(circle) APPROVED UNAPPROVED Reason why unapproved: _____

Name of Teacher: _____ Signature: _____ Date: _____



PARENT SCHEDULE OF PAYMENT FORM

Name of Parent: _____ Name of Child: _____ Classroom: _____

Frequency of Payment: (circle)

- Monthly payment on the 1st of each month Amount: \$ _____
- Bi-Monthly payment, half of the tuition, on the 1st and 15th of each month: \$ _____

Parent's Signature: _____ Date: _____



TERMINATION OF ENROLLMENT FORM

Name of Parent: _____ Name of Child: _____ Classroom: _____

Date: _____

Dear SLC,

This is a 30-day notice to terminate enrollment for my child (name): _____. My child's last day of school will be 30 days from now on (date): _____. We are terminating enrollment for the following reasons:

- We are moving.
- We found another center.
- SLC is not a good fit for our family. (Please explain. Your feedback is appreciated): _____

Other: _____

Parent's Signature: _____ Date: _____

THIS FORM MUST BE SUBMITTED 30-DAYS BEFORE YOUR CHILD'S LAST DAY TO GET A FULL REFUND OF YOUR DEPOSIT.



REDUCTION OR INCREASE IN DAYS FORM

Name of Parent: _____ Name of Child: _____ Classroom: _____

Date: _____

Dear SLC,

This is a 30-day notice to (circle) REDUCE / INCREASE enrollment days for my child (name): _____.

My child will (circle) REDUCE / INCREASE days of attendance 30 days from now on (date): _____.

My child's new schedule will be: (circle) 2 3 4 5 days attending on: Monday Tuesday Wednesday Thursday Friday

Parent's Signature: _____ Date: _____

THIS FORM MUST BE SUBMITTED 30-DAYS BEFORE YOUR CHILD'S CHANGE OF SCHEDULE.



Full-Day Childcare Enrollment Forms

115 Boston Street, Seattle, WA 98109

This packet contains the forms that you must complete to enroll your child into our programs.

- Identification and Emergency Information
- Child's Personal History (including family, social, developmental and health history)
- Tuition Contract
- Immunization Record Form

The following fees must accompany these forms:

- A \$100 non-refundable registration fee.
- A \$415 deposit for full-time enrolment or \$215 deposit for part-time enrolment. Deposits must be paid to reserve your spot.

The purpose of completing these forms is to help us protect, care for and provide guidance to your child. You may also refer to your parent handbook for more information. If you need help filling out the forms, please do not hesitate to contact us.

I would like to enroll my child in the full-day program.

Enrollment Start Date: _____

(Please check)

Full-time: ___ Part-time: ___ Days your child will attend: M, T, W, TH, F

Child and Family Information

Name of Child: _____ Date of Birth: _____

Address: _____ Home Telephone: _____

Parent's Name: _____ Age: _____

Work Phone: _____ Cell Phone: _____

Occupation: _____ Work Hours: _____

Parent's Name: _____ Age: _____

Work Phone: _____ Cell Phone: _____

Occupation: _____ Work Hours: _____

Guardian's Name: _____ Age: _____

Work Phone: _____ Cell Phone: _____

Occupation: _____ Work Hours: _____

Marital Status of Parents:

____ Married, Living together

____ Married, Separated

____ Partners, Living together

_____ Divorced

_____ Step Parent or Guardian (Please explain) _____

Custody/Visiting Arrangements (if applicable): _____

Is child adopted? _____ Does he/she know? _____ Age at adoption: _____

Siblings of your child:

Name: _____ Age: _____ Name: _____ Age: _____

Name: _____ Age: _____ Name: _____ Age: _____

Other members of household (include names and relationships) _____

Does child have own room? _____ If not, with whom? _____

Who has cared for the child other than the parents? _____

Has child had group play experience? ___ Where? _____

Does child have playmates? _____

Health History

Illness	Write yes or no	Please explain
Does your child have?		
Frequent colds		
Sore throats		
Ear infections		
Skin rashes		
Heart troubles		
Convulsions		
Fainting spells		
Asthma		
Allergies		
Stomach upsets		
Urinary problems		
Diarrhea problems		
Constipation		
Has your child had any of this?	Please Check	Date Illness Occured
Bronchitis		
Ringworm		
Impetigo		
Head Lice		
Chicken Pox		
Hepatitis		
Scarlet fever		
Tuberculosis		
Measles		
Mumps		
Polio		
Whooping cough		
Worms		

Does your child run high fevers easily?		
---	--	--

Has your child had any serious accidents? _____ If yes, please explain: _____

Is child allergic? _____ If yes, how does it usually manifest itself (asthma, hayfever, hives, other)? _____

Do you know what causes the allergy? Please explain: _____

Has child ever been to the dentist? _____ Has child had vision tested? _____

Has child had hearing tested? _____ Does child wear corrective shoes? _____

Does you child need special medication? Please explain: _____

Please give a statement of your child's overall health: _____

Would you like your contact details to be listed in our parent directory? _____

(it is a good reference for birthday parties, playdates, etc)

Emergency Information

Date form Completed: _____

IMPORTANT: PLEASE FILL IN ALL INFORMATION INCLUDING ADDRESSES

THIS PAGE WILL BE PLACED IN OUR EMERGENCY BACK PACKS SO WE CAN REACH YOU OR YOUR AUTHORIZED CONTACTS IN CASE OF AN EMERGENCY. We also need this to verify the identity of the person picking up your child.

Name of child: _____ Birthdate: _____

Does your child have allergies or medical conditions: YES NO (If yes, please specify and describe any reactions) _____

PARENT/GUARDIAN 1: _____ EMAIL _____

WORK#: _____ CELL#: _____

PARENT/GUARDIAN 2: _____ EMAIL _____

WORK#: _____ CELL#: _____

Persons to be called in case of an emergency:

(This person should know your whereabouts. Give local contacts please)

Name: _____ Phone: _____ Relationship to child: _____

Address: _____

Name: _____ Phone: _____ Relationship to child: _____

Address: _____

Persons authorized to pick up child from the center:

Name: _____ Phone: _____ Relationship to child: _____

Address: _____

Name: _____ Phone: _____ Relationship to child: _____

Address: _____

Hospital preference: _____

Child's Physician: _____ **Phone:** _____ **Date of last visit:** _____

Address: _____

Child's Dentist: _____ **Phone:** _____

Address: _____

Insurance information (name of company, policy number and contact info): _____

Developmental History

Age at which your child:

Crept on hands and knees _____

Named simple objects _____

Walked alone _____

Repeated short sentences _____

Sat alone _____

Began toilet training _____

Slept through the night _____

Bowel movements _____

Does child dress self? ____ Undress self? ____ Right or left handed? _____

Is your family vegetarian? ____ Please list other dietary restrictions: _____

At what time does your child usually go to bed at night? ____ Awaken? ____ Nap? ____

Does your child sleep well? ____ Play with water? ____ Go barefoot? ____

What are your child's favorite indoor and outdoor activities? _____

Does your child have any special fears you are aware of? ____ What are they? _____

Does your child have any speech problems? _____

What method of behavioural control is used in your home? _____

What is your child's usual reaction: _____

Briefly describe your child's personality: _____

Release Form

I hereby grant permission to Seattle Learning Center to provide care for my child.

I hereby grant permission for my child to use all the play equipment and participate in all of the activities of the school.

I hereby grant permission for my child to leave the school premises under the supervision of a staff member for neighborhood walks or for field trips in authorized vehicle.

I hereby grant permission for my child to be included in evaluations and pictures connected with the school program.

I hereby grant permission for the Head Teacher or acting Head Teacher to take whatever steps may be necessary to obtain emergency medical treatment if warranted. These steps may include, but not limited to, the following:

1. Call 911
2. Attempt to contact a parent or guardian
3. Attempt to contact the child's physician
4. Attempt to contact you through any of the persons listed on the emergency information form you completed.

I hereby consent to medical or surgical treatment by any licensed physician and/or hospital and further consent to administration of necessary anesthetics, medical treatments, tests, transfusions, injection, or drugs and performing of whatever operations may be deemed necessary or advisable in the event of an emergency.

I understand that the Seattle Learning Center will not be responsible for anything that may happen as a result of false information given at the time of enrollment.

I have received and read a copy of the following information:

- Parent Handbook
- Typical Daily Schedule
- Meals and Snacks Served
- Fees and Payment Plan

Printed name of parent or guardian: _____

Signature of parent or guardian: _____

Date: _____ Child's name: _____



Seattle Learning Center Childcare Contract

This contract is entered into by Seattle Learning Center and _____ parent(s)/guardian(s).

Name of Child/ren: _____

It is mutually agreed that:

1. _____ will be enrolled at SLC on ____/____/_____.
2. Childcare will be provided on a full- or part-time basis for a maximum of 10 hours a day on the following days (circle days). Mon Tue Wed Thur Fri
3. The monthly tuition rate is \$_____. This is subject to change if the child's schedule changes, or when there is a rate increase. Rate increase typically occurs on Sep 1 of each year.
4. A \$100 non-refundable registration fee is required to enroll or \$150 per family.
5. Tuition is to be paid in advance on the 1st and 15th of each month. If accounts are past due two weeks, termination of childcare will occur. A late fee of \$50 is added to any payment received after the 6th and 20th of each month.
6. If a check is returned we will notify you and will ask for payment in cash plus the \$50 'returned check' fee. After the second returned check, we will accept only cash.
7. No allowances or reductions on tuition will be given for absences due to illness, vacation, or snow days.
8. Pick-up: There is a grace period of 5 minutes after 6:00pm. After that, we charge a late fee of \$15 for any portion of 15 minutes past 6:00pm and \$1 per minute after 6:15pm.
9. New addresses or telephone numbers, and names and telephone numbers of nannies/babysitters must be reported immediately to the center.
10. All immunizations must be reported to SLC so records can be updated.
11. A deposit of \$415 is required for children attending full-time and \$215 for children attending part-time. Deposits and registration fees should be sent together with this contract. **All deposits are due before your child starts attending SLC to reserve your child's spot.**
12. SLC requires 30 days written notice of enrollment termination prior to start of enrollment or leaving the center to receive your full deposit.
13. If 30 days notice is given, your tuition deposit will be applied to your last bill. If 30 days notice is not given, you will be responsible for paying tuition for 30 days after notice is given. Your tuition deposit will be applied to this outstanding bill. SLC requires 30 days written notice for a reduction in days.

I have read the above information, the SLC Policies and Procedures, and the SLC Parent Handbook and agree to abide by these policies.

Parent/Guardian(s) Name: _____ Date: _____

Name of Child/ren: _____



Policies and Procedures

- Children must be 12 months old by the start date to enroll at SLC.
- Children must be 4 years old by the start date to enroll in our Pre-K program. Children in our Pre-K program graduate from SLC when they reach age 5 before August of each year.
- The Center will be closed on the following days:
 - New Years Day
 - Martin Luther King's Birthday
 - President's Day
 - Memorial Day
 - Independence Day
 - Labor Day
 - Veterans' Day
 - Thanksgiving Day and Friday following
 - Christmas Break: The school will be closed five days around Christmas time. Please check the school calendar for exact closure dates.
 - Staff Training Days: There will be five staff training days that will be scheduled throughout the school year.
- The SLC school calendar starts in September of each year.

Full-day Programs Monthly Tuition Rates School Year 2015-2016 (Sep-Aug)

Age Group	5x/week	4x/week	3x/week	2x/week
Rainbow and Sunshine Room 12-36 months Ratio 1:3-5*	\$1872	\$1497	\$1304	\$847
Garden Room 3-5 yrs old Ratio 1:5*	\$1783	\$1423	\$1242	\$807
Treehouse Room 3-5 yrs old Ratio 1:7*	\$1619	\$1350	\$1070	\$772

*Ratio number of children per one teacher

- The tuition rates increase by 5-10% on September 1st each year.
- **Monthly rates are the same regardless of school closures, holidays, illnesses and vacations.**
- The monthly tuition rate can be paid on the 1st of each month in full or bi-monthly on the 1st and 15th of each month with a 5-day grace period. A \$50 dollar late fee will be applied if checks are received 5 days after the due date.
- Late fees: \$15 for any portion of 15 minutes past 6.00pm and \$1 per minute after 6.15pm.
- Parents are required to pay a non-refundable registration fee of \$100 to enroll (or \$150 per family), unless otherwise waved.
- A deposit of \$415 is required for children attending 4-5days a week. A deposit of \$215 is required for children attending 2-3 days per week. Deposits are due one month before the child starts attending SLC.
- Deposits are credited in full to the last month's tuition. SLC requires a 30-day written notice for termination of care.
- In the event that you have to leave SLC before the end of the year we will give the deposit back:
 - 100% if we are given a 30-day notice
- Deposits will not be credited or refunded if we did not receive a written 30 days notice.

Discounts:

Sibling Discount

We give a 5% sibling discount on the tuition of the 2nd and 3rd child

Advance Payment Discount

2.5% (6 months tuition paid in full)

5% (1 year tuition paid in full)

A deposit is not required if you choose to pay 6 months or a year in advance. If you decide to pay monthly later, the deposit will be required. Discounts are forfeited if you leave SLC before the 6 or 12 months covered by the discounts. If we receive 30 days written notice from you, we will refund all the tuition minus the discount amount and late notice fee (if notice is received less than 30 days).

Absences/Vacation Credit

Because the Center operates on a monthly budget with expenses that occur whether or not an individual child is present, we cannot give tuition credits due to illness, holidays or vacations.



MEDICAL RELEASE

I HEREBY GRANT PERMISSION FOR SEATTLE LERNING CENTER STAFF TO TAKE WHATEVER STEPS MAY BE NECESSARY TO OBTAIN MEDICAL TREATMENT IF WARRANTED, CONSTANT TO MEDICAL OR SURGICAL TREATMENT BY ANY LICENSED PHYSICIAN AND/OR HOSPITAL AND FURTHER CONSENT TO ADMINISTRATION OF NECESSARY ANESTHETICS, MEDICAL TREATMENTS, TESTS, TRANSFUSIONS, INJECTIONS, OR DRUGS AND PERFORMING OF WHATEVER OPERATIONS MAY BE DEEMED NECESSARY OR ADVISABLE IN THE EVENT OF AN EMERGENCY. I ALSO GIVE PERMISSION FOR MY CHILD TO BE TRANSPORTED BY AN AID CAR, AMBULANCE OR STAFF CAR TO THE NEAREST MEDICAL TREATMENT CENTER OR HOSPITAL IF NECESSARY.

In the event that I cannot be contacted, I further consent to the medical, dental, surgical, and hospital care, treatment and procedures to be performed for my child by a licensed physician, dentist, or hospital when deemed immediately necessary or advisable by the physician to safeguard the life, limb or well-being of my child.

It is understood that a conscientious effort will be made to notify me or other persons listed on this form before such actions is taken. The expense of this service is accepted by me.

CHILD'S NAME _____

PARENT'S NAMES: _____

PARENT LEGAL SIGNATURE _____

Please note: All attempts will be made to contact parent or legal guardian prior to medical treatment of any kind if possible without endangering the life or medical condition of your child.

DRUG ALLERGIES: _____ REACTION: _____

MEDICAL CONDITIONS: _____

NAME OF ANY MEDICATIONS REGULARLY TAKEN: _____

DOCTOR: _____ DOCTOR'S PHONE #: _____

DOCTOR'S ADDRESS: _____

INSURANCE: _____ POLICY # _____



PHOTO WAIVER FORM

Parent Permission for Publication of Student Photo

Date: _____

Dear Parent,

We seek your permission to include your child's photo when preparing work for external publications or on the internet. The first and last names of your children will not be used on internet projects. In order for us to use your child's photo, we need to have your signed permission. Please review the information, sign it, and return the bottom part of this letter to school.

Best regards,

Seattle Learning Center
115 Boston Street
Seattle, WA 98109

SIGN AND RETURN TO SCHOOL:

Seattle Learning Center has my permission to publish a photo of my child/ren

(name of child/ren)

for an external publication on the Internet.

Parent Signature: _____ Date: _____



SUNSCREEN FORM

Child's Name: _____

Seattle Learning Center has my permission to use the following sunscreen on my child:

Sunscreen Brand:

Melaleuca SPF 30/45

Parent
Signature: _____ Date _____

OR

I DO NOT want the above sunscreen used on my child. I will supply the following sunscreen for the staff to use on my child.

Sunscreen
Type/SPF _____

Active
ingredients _____

Parent
Signature: _____ Date _____

*Please donate one bottle of the above sunscreen (spray) during the month of April and again if requested. **Reminder:** Please apply sunscreen to your child prior to coming to school and we will reapply as needed. Thank you!!*



115 Boston Street, Seattle, WA 98109
Tel: 206-799-2845 Email: info@seattlelearningcenter.com

DOOR ENTRY CARD CONTRACT

July 1, 2013

Dear Parents, Caregivers, and Guardians of _____,
WRITE FULL NAME OF CHILD

This contract needs to be signed to receive a door entry card for SLC families. If a card is lost, the school director needs to be notified immediately at 206-799-2845. This will avoid any misuse of the card by an unauthorized person. The cost to replace a lost card is \$50. It is very important that you keep your card safe to ensure the security of the children and staff of the school.

We will give two cards free of charge per family. These cards will be assigned to two parents or guardians on file. These cards cannot be used by anyone else other than the assigned person on the card. It cannot be given to anyone, including alternate pick-ups. People on the alternate pick up list will continue to be buzzed in. Any additional cards needed by the family can be purchased for \$25.

Please sign below to acknowledge that you have received a card and that you understand the terms of this new policy.

Thank you!

Sincerely,

Lily Talley
Director

Key card number: _____

Entry Card Policies and Procedures:

- It is my responsibility to keep the entry card safe.
- I am the sole user of the entry card.
- I agree to pay \$50 to replace my lost card.
- I realize that the cards are the property of Seattle Learning Center and should be surrendered after termination of enrolment.
- If I lose my card, it is my responsibility to call the director immediately at 206 799 2845.

I have read the above terms and conditions and agree to abide by them:

Parent/Guardian's Name: _____ Signature: _____ Date: _____

Parent/Guardian's Name: _____ Signature: _____ Date: _____

I want to request an additional card for the following person and agree to pay \$25 per card:

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____



Things to bring on the first day of school:

- Three sets of extra clothes including socks. You can put this in a Ziploc bag with your child's name on it. Please label your child's name in all of their belongings including shoes.
- Diaper supply for the month and diaper wipes for children that are not yet potty trained. We will send you a note if you need to replenish the current supply. We need at least a case of diapers and 6 packages of diaper wipes per month if your child attends five full days a week.
- A bottle of sunscreen and diaper cream (for children still in diapers), if you do not wish to use the brand that the school is using.
- Items to put in our disaster kit: three day supply of easy to open food with a long shelf life (e.g. canned beans, canned fruit with easy open tabs, packets of dried fruit). Please label the food with your child's name if you want this returned to you after termination of enrolment.
- Fitted or crib sheet, a cot size blanket, and a 'lovey' or favorite toy for nap time. This will be sent home weekly to be laundered.
- A white, one inch view binder for your child's portfolio.

Parents are also required to purchase a SLC t-shirt from the school office. The cost is \$12 for each t-shirt. The children wear the t-shirts when they go to the park, field trips etc. This will help us keep the children safe when we are in a public place.

Please also bring the following supplies with your child on the first day of school.

- 2 Toilet paper rolls (for preschool and pre-k kids)
- 2 Liquid soap
- 2 Paper towels
- 1 Moist wipes
- 1 Package paper napkins

Toddlers or potty training children:

- 4 packs of wipes per month
- 1 case of diapers per month

Your toddler teacher will let you know how much to bring if your child is attending part-week.

Donations of the above supplies throughout the year are always welcome.

We will also accept any donations of children's books, toys, and art supplies that you no longer need. You can drop this off at any time when the Center is open.

Thank you very much and we look forward to having an excellent year with you and your children!

Kindest regards,

The SLC teachers



SEATTLE LEARNING CENTER

Education, Creativity and Physical Fitness

Diaper Cream/Ointment Authorization Form

Child's Name:	Date or Birth/Age:
Name of Medication: A & D Diaper Cream or other (please specify): _____	
Start Date:	Stop Date:
Apply topically: <input type="radio"/> When rash is present <input type="radio"/> With every diaper change <input type="radio"/> Other: _____	Amount to be applied: <input type="radio"/> Pea size <input type="radio"/> 2 pea size <input type="radio"/> Other: _____
Possible side effects:	Above information consistent with label? <input type="checkbox"/> Yes/ <input type="checkbox"/> No
Special instructions:	

For diaper rash prevention or treatment. Store at room temperature.

Parent/Guardian Signature: _____ Date: _____ Phone No: _____

Physician Signature*: _____ Date: _____ Phone No: _____

*Necessary only for diaper creams/ointments not labeled for use in the diaper area. (Pharmacist label on prescription medication indicates consent of health care provider.)

Date	Time	Initials	Date	Time	Initials	Date	Time	Initials	Date	Time	Initials

List any side effects and date below. Notify parent/guardian immediately.

Signature and initials of persons applying cream/ointment.

_____() _____() _____() _____()
 _____() _____() _____() _____()



Medication Permission Form

No medication will be dispensed by a Seattle Learning Center (SLC) employee to an enrolled child without this prior consent except in a medical or dental emergency in which case SLC may act on the oral instructions of the child's physician, dentist, or health care source listed on the child's emergency form.

Prescription medication must be in original container. The pharmacy label is acceptable as written instruction from the child's health care source or dentist and must include the child's name, prescription number, and doctor's name. The medication should be premeasured by the parent/guardian to the correct dosage in a syringe, ready to be administered at the specified time by your child's teacher.

Non-prescription medications such as acetaminophen, cough medication syrup, vitamins etc: this form must be completed and signed by the child's health care source or dentist. If this is not possible, the medication should be premeasured by the parent/guardian to the correct dosage in a syringe, ready to be administered at the specified time by your child's teacher. The parent or guardian must also sign this form. Non-prescription medication forms can be in effect for 3 months or less.

Child's Name:	Date or Birth/Age:
Name of Medication:	
Reason for Medication:	
Start Date:	Stop Date:
Times to be given:	Amount to be given:
Type of medication: <input type="radio"/> Oral <input type="radio"/> Topical <input type="radio"/> Other: _____	Amount to be given: Requires refrigeration? YES NO
Possible side effects:	Above information consistent with label? ___ Yes/ ___ No
Special instructions:	

Parent/Guardian Signature: _____ Date: _____ Phone No: _____

Physician Signature*: _____ Date: _____ Phone No: _____

Pharmacist label on prescription medication indicates consent of health care provider.

Date	Time	Initials	Date	Time	Initials	Date	Time	Initials	Date	Time	Initials

List any side effects and date below. Notify parent/guardian immediately.

Signature and initials of persons applying cream/ointment.

_____ () _____ () _____ () _____ ()
 _____ () _____ () _____ () _____ ()

BEHAVIOR GUIDANCE STRATEGIES

THE BASIS OF THE RIE APPROACH

RESPECT

Respect is the basis of the RIE philosophy. We not only respect babies, we demonstrate our respect every time we interact with them. Respecting a child means treating even the youngest infant as a unique human being, not as an object.

We tell children what we are going to do to them beforehand. For example: I am going to change your diaper now. Are you ready? I am going to take off your pants and put a clean diaper on you. Can you lift up your feet? Now you have a clean diaper on, I am going to wipe your hands and put you down. Can you give me your hand so I can wipe it?

OUR GOAL:

AN AUTHENTIC CHILD

An authentic child is one who feels secure, autonomous, and competent.

When we help a child to feel secure, feel appreciated, feel that "somebody is deeply, truly interested in me," by the way we just look, the way we just listen, we influence that child's whole personality, the way that child sees life.

We let the child be their own personality. If they are crying, we say "I am sorry you are crying. Are you sad? You look sad. I am sorry you are sad. What can I do to help you.

If the child is angry, "I am sorry you are angry". Why are you angry? Are you angry because Tommy took your toy? It is ok to be angry but it is not ok to hit our friends when we are angry.

TRUST IN THE INFANT'S COMPETENCE

We have basic trust in the infant to be an initiator, to be an explorer eager to learn what he is ready for.

Because of this trust, we provide the infant with only enough help necessary to allow the child to enjoy mastery of her own actions.

We do not make a child do what they cannot do yet. If they cannot hold a paintbrush yet, we do not make them hold it. If they do not walk yet, we let them crawl. If they cannot go on the slide yet, we let them explore the slide.

We help the children solve their problems instead of solving it for them. For example: If children are fighting over a toy, we do not take the toy away from the children. We work out how we can share. We only take the toy as a last resort.

We model gentle hands and calm voices to the children.

SENSITIVE OBSERVATION

Our method, guided by respect for the infant's competence, is observation. We observe carefully to understand the infant's communications and his needs.

The more we observe, the more we understand and appreciate the enormous amount and speed of learning that happens during the first two or three years of life. We become more humble, we teach less, and we provide an environment for learning instead.

We do not always need to play or entertain the child. We observe them a lot. We write anecdotes while observing. During observation, we sit and watch the child. We try not to interfere unless it is a dangerous situation.

CAREGIVING TIMES: INVOLVING THE CHILD

During care activities (diapering, feeding, bathing, dressing, etc.), we encourage even the tiniest infant to become an active participant rather than a passive recipient of the activities. Parents create opportunities for interaction, cooperation, intimacy and mutual enjoyment by being wholeheartedly with the infant during the time they spend together anyway. "Refueled" by such unhurried, pleasurable caring experiences, infants are ready to explore their environment with only minimal intervention by adults.

We talk to the child about what we are going to do during diapering and feeding. Ask the child to help you with the caregiving tasks. The child should be encouraged to feed themselves with a spoon or their own hands.

A SAFE, CHALLENGING, PREDICTABLE ENVIRONMENT

Our role is to create an environment in which the child can best do all the things that the child would do naturally. The more predictable an environment is, the easier it is for babies to learn. As infants become more mobile, they need

safe, appropriate space in which to move. Their natural, inborn desire to move should not be handicapped by the environment.

We do not place children in positions that they cannot get out of. For example, exersaucers and bouncy chairs.

TIME FOR UNINTERRUPTED PLAY AND FREEDOM TO EXPLORE

We give the infant plenty of time for uninterrupted play. Instead of trying to *teach* babies new skills, we appreciate and admire what babies are actually doing.

We let them play with things that interest them. We offer them art activities or music. We never force a child to do circle time, music, art etc if they are not showing any interests in them.

CONSISTENCY

We establish clearly defined limits and communicate our expectations to develop discipline.

We tell the child what the rules are and follow through. For example: If you leave the table it means you are done eating and your food will be taken away. Give them one more chance and if they leave the table again, the food is taken and will not be given back.

LOVE AND LOGIC

The Love and Logic encourages four main ideas

1. Build self-concept
2. Share the control or decision-making
3. Offer Empathy then consequences
4. Share the thinking and problem solving

Formula for high-self concept:

- Offer empathy, understanding and love
- Allow children to struggle and solve their own problems
- Encourage children to learn to succeed through personal thinking and learning
- They must know how to handle situations without warning

Share control by giving the types of choices that do not cause a problem for the teacher. Allow children to make choices within the safety of limits.

Provide a strong dose of empathy before delivering consequences.

- Teachers must allow children to make mistakes.
- Do not respond with anger. With anger, children go into survival mode rather than learning mode, they think about escaping or getting revenge.
- Sincere empathy works wonders.

Share the thinking: 4 Powerful Actions

1. Teach a child who feels good about him/herself.
2. Develop a strong bond of love and trust with your children.
3. Allow your children to make plenty of mistakes and learn from them.
4. Give your child plenty of practice thinking and solving problems.

The more empathy and understanding we display, the more our children are forced to think about the pain they have created for themselves.

Guidelines for giving choices:

- Give 99% of the choice when things are going smoothly.
- Provide choices on issues that are not dangerous and don't create a problem for anyone on the planet.
- Always offer two options and both makes you happy.
- In 10 seconds flat, choose for the child if he or she doesn't.

Bonding requires basic limit setting. When children fail to find loving limits, they feel scared.

Set limits in a loving way:

- Replace anger and frustration with empathy.
- Replace threats and warnings with simple actions.
- Set limits you can enforce.

- Give away the control you don't need.

Real world consequences happen without warning. Children should understand that consequences of poor choices can happen without warning.

Set limits once and follow through with loving actions instead of warning. Teach how to make wise decisions the first time.

Save most of the attention for happy times. Ignore them when they misbehave.

Enforceable Statements:

- Don't tell kids something we cannot make them do, otherwise, we give away power and credibility.
- Enforceable statements describe limits we can actually enforce 100% of the time.
- Enforceable statements tell kids what WE will do or allow...rather than trying to tell THEM what to do.

THE FIVE STEPS OF EMOTION COACHING

Emotions...we all have them. Everything we do and everything we learn is shaped in some way by the way we feel. Feelings are a natural part of who we are. But how do children learn about emotions? How do they learn to understand their sadness or joy? What is appropriate behavior when these feelings are strong? What can a parent do when a child explodes in anger or hides in fear? Parents spend lots of time teaching children important things such as reading or tying shoes. Taking time to help children learn to understand their feelings is important too.

Research shows that children who understand their feelings and learn about their emotions have these advantages:

- They form stronger friendships with other children.
- They calm themselves down more quickly when they get upset.
- They do better in school.
- They handle their moods better and have fewer negative emotions.
- They get sick less often.

Becoming an Emotion Coach

Emotion Coaching is a parenting technique that helps children understand their feelings. When parents Emotion Coach, their children learn how emotions work and how to react to feelings in healthy ways.

Emotion Coaching starts by recognizing your child's feelings. Many parents are able to see the positive emotions a child expresses, but drawing close to a child who is angry or sad can take some practice. While it takes effort to teach your child about feelings and appropriate behaviors, it is time well spent. Your relationship with your child will be stronger and your child will be more prepared for the challenges life can bring.

Here are the five steps of emotion coaching:

STEP 1

Be aware of emotions

Tune in to your child's feelings and your own.

- Pay attention to your own emotions, from happiness to sadness to anger.
- Understand that emotions are a natural and valuable part of life.
- Observe, listen, and learn how your child expresses different emotions.
- Watch for changes in facial expressions, body language, posture, and tone of voice.

STEP 2

Connect with your child

Use emotional moments as opportunities to connect.

- Pay close attention to a child's emotions.
- Try not to dismiss or avoid them.
- See emotional moments as opportunities for teaching.
- Recognize feelings and encourage your child to talk about his or her emotions.
- Provide guidance before emotions escalate into misbehavior.

STEP 3

Listen to your child

Respect your child's feelings by taking time to listen carefully.

- Take your child's emotions seriously.
- Show your child that you understand what he or she is feeling.
- Avoid judging or criticizing your child's emotions.

STEP 4**Name emotions**

Help your child identify and name emotions.

- Identify the emotions your child is experiencing instead of telling your child how he or she should feel.
- Naming emotions helps soothe a child.
- Set a good example by naming your own emotions and talking about them.
- Help your child build a vocabulary for different feelings.

STEP 5**Find good solutions**

Explore solutions to problems together.

- Redirect misbehaving children for what they do, not what they feel.
- When children misbehave, help them to identify their feelings and explain why their behavior was inappropriate.
- Encourage emotional expression, but set clear limits on behavior.
- Help children think through possible solutions.
- Don't expect too much too soon.
- Be aware of tempting settings and be prepared to help your child through them.
- Create situations where your child can explore without hearing lots of "don'ts."
- Catch your child doing lots of things right and praise her.
- Do chores, like picking up toys, together.
- Make tasks as fun as possible.

References:

"Einstein Never Used Flashcards" by Dr Golinkoff, Hirsh-Pasek and Eyer

"The Hurried Child" by Dr David Elkind

"Love and Logic for Early Childhood" by Jim Fay and Charles Fay

"Raising an Emotionally Intelligent Child" by Dr John Gottman

"Spark: The Revolutionary New Science of Exercise and the Brain" by Dr John Ratey

"Positive Discipline" by Dr Jane Nelsen

"Your Self Confident Baby" by Magda Gerber

"Dear Parent: Caring for Infants with Respect" by Magda Gerber

"Brain Rules for Baby" by Dr John Medina

PLEASE DETACHED THIS PORTION AND RETURN TO SLC.

I have read and understood the parent handbook.

The parent handbook, the center's policies and procedures, philosophy, and program have been explained to me.

I have been taken around the center's facilities and am allowed to free access to all areas used by my child.

The director and lead teacher will advise me of my child's progress and issues relating to their care, as well as any individual practices concerning my child's special needs.

I will make time to actively participate in the center's activities such as field trips, help during lunch time, weekend clean-up programs etc.

Parents'/Guardian's Name and Signature

Date

Child's Name