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Parent Handbook Full-day Program

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Mission Statement

The mission of Seattle Learning Center is to provide an exciting learning environment for children ages 12 months to 5 years old. Our focus is to provide stimulating early care using art and physical fitness to help children develop a healthy mind as well as a healthy body. We aim to inspire children to be life-long learners and establish a cooperative relationship between parents and staff.

Seattle Learning Center is committed to:

- Providing your children with safe and quality care
- Providing stimulating educational, creative and fun activities
- Encouraging physical fitness and developing an active and healthy lifestyle
- Serving healthy and nutritious meals

Our Goals

Our developmental goals enhance the five major areas of learning through a balance of child-initiated and teacher-directed activities. These goals were developed to enhance children's independence and problem-solving abilities through a responsive, nurturing, and stimulating environment.

The five major areas of learning are:

- **Cognitive Skills** – Thinking abilities including decision-making, judgment, analysis and reading readiness skills
- **Language Development** – Expressive and receptive language abilities
- **Physical Development** – Large and fine motor skills
- **Aesthetic Development** – Appreciation of art, music and nature
- **Social/Emotional Development** – Self-worth and esteem

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).

Requirements for Enrollment

For your child to be accepted at SLC, they must be 12 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. Child Immunization Record Form (state regulations require that all children be fully immunized for their age to attend child care)
3. Childcare Contract
4. Medication Authorization Form
5. Medical Release Form
6. A \$100 non-refundable registration fee (or \$150 per family)

The following forms are also needed to be completed, but are not required for enrollment:

1. Sunscreen Form
2. Photo Waiver Form
3. 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 \$315 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 7am-6pm, Monday to Friday. Please be prompt when picking up your child. We do have a 15 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.

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 daycare. 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.
- Failure of child to adjust to the Center after a reasonable amount of time.
- Our inability to meet the child's needs without additional staff.

Payment Procedure

You may pay by cash, check, or automatic transter. 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. 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 two-week notice of any changes to our tuition fees or policies. At the end of each calendar year, we will give you an itemized receipt, showing each payment you made throughout the year. We will retain a copy for our records. Monthly invoices and receipts are available upon requests.

Parent Contract/Tuition and Admission Agreement signature page must be completed each time there is a change in the tuition or contract hours. A two-week notice, in writing, must be given if a reduction or increase in days is requested.

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 daycare 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.

We will not care for a child who is feverish. If the child has thrown up or had diarrhea within the last 24 hours, please keep them home. If your child has a green discharge from his nose he must be on an antibiotic for 24 hours before he can attend. If your child is not feeling well, do not give him Tylenol to mask his symptoms. If your child throws up the night before and seems fine the next day, they are more than likely to still be contagious. You must wait 24 hours. All the children use the same toilet and washroom and they often "mouth" the same toys. They are often very affectionate with each other and it is very difficult to keep a sick child from infecting everyone else.

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

We will not accept the child at our Center if any of the above symptoms are present or have been present within the last 24 hours. If a child shows any of the symptoms while in care, 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.

Exclusions and Guidelines

SIGNS & SYMPTOMS (Before Medical Diagnosis)	WHAT TO DO	WHAT NEEDS TO BE DONE (When diagnosed, refer to appropriate exposure notice.)
1. Unable to take part comfortably in regular activities	Exclude after consultation with site administrator	Able to take part in activities
2. Level of care or attention needed jeopardizes health/safety of others	Exclude after consultation with site administrator	Able to be comfortable within ratio.
3. Head Lice	Exclude	Must bring empty lice shampoo bottle. Hair free of nits to return.
4. Runny Eyes: Watery red eyes	Observe	No action needed.

Yellow/green discharge- once	Observe	Clean eyes (outside corner in toward nose and observe for more)
Yellow/green discharge reappears	Exclude	May return when on medication for 24 hours
5. Ear Ache: Pain	Observe	Watch for fever or increase in pain
Ear drainage (no tubes)	Exclude	Doctor's diagnosis & medicine to return
6. Nose/Mouth: Discharge – clear, white, yellow	Observe	Watch for fever or foul odor
Discharge – green	Observe	Watch for other symptoms
Green discharge with other symptoms	Exclude	May return when symptoms are gone
Sores – weepy/scaly	Exclude	Doctor's diagnosis & medicine to return
7. Sore Throat: First complaint	Observe	Watch for other symptoms
With fever	Exclude	Doctor's diagnosis & medicine to return
8. Stiff Neck:		
Child over 2 years	Observe	Watch for other symptoms
With temperature and/or headache	Exclude	Doctor's diagnosis to return

- 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.

Medication

If your child is on medication and it needs to be administered while they are at day care, **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.

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 - Swedish Medical Center in Ballard 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 Front building's parking lot on 115 Boston Street. This 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.

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 the 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.

Days Off

Holidays

The Center will be closed on the following major holidays:

- New Years Eve

- New Years Day (If New Year's Eve and New Year's Day fall on a weekend, we will close the Center 2 days prior to New Year's Eve)
- Martin Luther King's Birthday
- President's Day
- Memorial Day
- Independence Day (If Independence Day falls on a weekend, we will close the Center the Friday before)
- Labor Day
- Veterans' Day
- Thanksgiving Day and the Friday following
- Christmas Eve
- Christmas Day (If Christmas Eve and Christmas Day fall on a weekend, we will close the Center 2 days prior to Christmas Eve)
- Three staff working days scheduled throughout the year

SLC will be closed during these days. We will be sending a monthly calendar to remind and notify you of school closure dates. (**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**).

Preschool Curriculum

We follow a preschool curriculum that concentrates on different themes. Many of our activities revolve around these themes (stories, crafts, music, games, puzzles, etc.). We have set up a curriculum that repeats every two years so that each child will receive the maximum benefit from each unit without growing tired of the subjects.

As part of this curriculum we have a daily "circle time". During circle time we discuss something relating to our unit. Children will also have a "Show & Tell" time each week.

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 in our curriculum. Please visit our website (www.seattlelearningcenter.com) if you want to have a look at a sample of our themed units and activities.

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
- 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
- Explore modes of transportation

Our Program

Preschoolers 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 because 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 1-3 (Toddlers)

Toddlers are very special youngsters. They are physically appealing and often very 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.

Ages 3-4 (Preschoolers)

Any parent knows "I Can Do It" is the hymn of the increasingly independent three-year-old child. This program promotes your child's independence, imagination, and creativity. Your three-year-old is becoming interested in activities with structure. Language, reading readiness, and socialization skills are integrated into daily activities. Children are encouraged to speak in sentences, and identify colors and shapes. Furthermore, they will gain a love of children's literature and begin to recognize individual letters of the alphabet. SLC's Early Childhood Program helps your child put all of his or her new skills together to promote a feeling of competency, confidence, independence, and self-esteem. We help children establish a respect for and comfort in a classroom environment. Our curriculum contributes to the development of the whole child. We believe in a holistic, developmental approach to early childhood education.

Ages 4-5 (Pre-K)

SLC's Pre-K program will help your child by providing a wide range of hands-on educational activities and materials that promote reading readiness, language arts, math, science, and social and motor skills. It is our goal to instill a joy of learning and give your child the confidence to try new challenges that will result in future academic success. SLC's teachers will work with you, as a team, to provide your child with an education that is personalized according to your child's individual needs and abilities. Each child will be recognized for his or her special talents and interests. The program will include guided learning experiences in language arts, math, science, social studies, creative art, and music. Emphasis will be placed on developing social skills, phonetic awareness, reading and writing skills in an environment that promotes creative expression and peer cooperation. Our environment fosters a love of learning and prepares children for a successful journey through their school age years and beyond.

Daily Routine

The daily routine is consistent and balanced between active and quiet activities. This routine provides children with a plan-do-review sequence, which gives the children a process to design, carry out, and evaluate their own projects. It also provides for many types of interactions; small group, large group, one-to-one, adult-to-child and child-to-child.

Our Director, teachers, and assistants are all actively involved in the children's day and they are equal planners and doers in the program. Teachers talk to children about what they are doing and give them time to respond and contribute to their conversation.

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:

- **Planning** – Children decide what activities they will engage in during small group/work time
- **Work** – Children carry out projects and activities throughout the classroom. Teachers assist and support children as they work
- **Circle** – Large group time, when all children and teachers meet to share home experiences and plan the day's work time. It provides a transition from home to school and from school to home
- **Outdoor** – An extension of the indoor classroom, allowing children ample time for large motor activities. A planned, organized physical education component is also included.

Kindergarten Readiness

The SLC Early Childhood 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 Early Childhood 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.

Daily Activities

CIRCLE TIME- We begin the day as a group sitting on the rug. We sing a welcome song and discuss the weather and calendar. At this time, we also sing the ABCs, count, and talk about our letter of the week, color of the week, shape of the week, nursery rhyme of the week, and theme of the week. We may also read a story or sing songs.

OUTDOOR PLAY- Our preschoolers play outside daily, weather permitting. A variety of equipment is provided for children to develop their bodies and coordination with climbing, crawling, and sliding. Tricycles, cars, hula hoops, a big sandbox, building waffles, sidewalk chalk, and jungle gym equipment develop gross and fine motor skills.

SNACK- A snack is provided daily consisting of two food groups. Apple juice and water are also provided for snack time.

FREE PLAY- For 45-60 minutes per day, children will have an opportunity to choose a variety of activities (free play), including hands-on manipulatives, dress-up and dramatic play, blocks, Legos, library, puppets, drawing and coloring, puzzles, games, and cooperative play.

ARTS AND CRAFTS- Art in our early childhood center will include: challenging gross and fine motor activities; encouraging hand-eye coordination with all kinds of painting (easel, finger, water color, feather, string, etc.); cutting, gluing, and pasting, including collage items; activities with play-doh and clay; water play; and crafts related to kindergarten readiness activities, holidays, or science (basic colors, shapes, math skills, matching, and change of seasons).

MUSIC- Once per week, the children receive kid-friendly instruction in Music and Movement by a music specialist. This class is wonderful and really gets the kids up and moving, dancing, singing, and learning how their bodies move and work.

LIBRARY- Pre-K students are allowed to bring home one book from our classroom library weekly. Each Friday, they return the book and choose another book to take home for the week.

SCIENCE- Preschoolers are curious about the world around them and enjoy science activities. Preschoolers enjoy using their senses to explore everyday objects in the world around them. In preschool we do hands-on science experiments and activities. It's better to show a preschooler a science concept than to tell him or her about it. We do science activities that focus on plants, animals, and everyday objects found in the home and garden. Preschoolers' curiosity about weather and other natural phenomena makes it easy to capture their interest with science activities.

STORIES AND SONGS- We gather as a group for story time. For children, the world can also be discovered through good books. Reading books daily to children is an essential part of a quality program. Reading to children every day at school and home encourages language development and future success reading independently. We read classic books as well as books related to our weekly theme or holidays.

Field Trips

Certain units lend themselves to a short field trip for fun and learning (for example, a visit to the fire station, police station, or post office when we are talking about community helpers). In addition to short field trips, we usually take one or two all-day field trips (Woodland Park Zoo, Children's Museum, Seattle Center, Seattle Aquarium, Children's Theater etc.). Sometimes there will be a small fee for field trips. We will always tell you when a field trip is coming up.

Our preschoolers go on field trips approximately once every two to three months. Parents are encouraged to join us. Real experiences provide children with opportunities to exercise their curiosity and discuss events that are relevant to their everyday lives. Visiting grocery stores, farms, and hospitals; preparing snacks; and talking to police officers, firefighters, and janitors contribute to a child's understanding of the real world.

We usually carpool, use public transport, or walk to the field trip venue. Parents are required to fill-in and sign a field trip permission form. If your child is carpooling with another parent, you will need to give them permission to ride in another parent's vehicle.

Toilet Teaching

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.

Parental 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 when asked.
- Helping your child at home with the concepts we are studying here
- Helping your child prepare for "Show & Tell"
- Helping to provide treats or other items for our parties.

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.

Parent Access

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 or the director.

Parent Communication

There will be newsletters that are distributed monthly, weekly updates sent by email, and a weekly behavior report. Parent letters go out as needed. 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.

Tardiness

We prefer that children arrive by 9:00 a.m. We do not want the children to miss any instruction. 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.

Parent/Teacher Conference Policy

- 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 yearly Parent Orientation is held for all age groups.

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.

Discipline

SLC uses the Love and Logic method and the counting (1-2-3) method. We attached book summaries about these two discipline strategies 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 first remind them of the proper behavior. If the behavior is repeated, a "time out" chair is used. The amount of time a child sits in "time out" varies according to their age. Most experts agree that one minute per year of age is the most effective length of time, but this amount will never exceed five minutes, even if the child is more than five years old. When their "time out" is up, we talk to the child (when they have calmed down) and try to explain why that behavior was inappropriate. We might ask, "What might happen if we continue to throw toys?" The appropriate answers usually come out: something might get broken, the toy might break, someone might get hit by the toy etc. If a child still has not calmed down or is really belligerent at this point we try to separate them from the other children with a quiet activity (book, puzzle, etc.). We skip the "reminder" and go straight to "time out" if the offense involves hitting or otherwise physically abusing another child.

If a child continues to abuse a certain toy, the privilege of playing with that toy may be taken away from them for a period of several minutes up to the rest of the day. If the whole group of children is engaged in this, the toy will be considered "closed" for a while.

If a child continues to behave inappropriately, we will talk to you about it. Hopefully these two types of behaviors are ones you want your child to adopt too so they will be reinforced at home. If that is the case, we shouldn't have any major problems!

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.

Religious Practices

We feel that religious teachings should be left up to the parents. That does not mean that God never is mentioned, however. We will occasionally read a Bible story during circle time if it fits in with our unit of study. Sometimes God just

comes up in conversation. For example, children often start to notice the difference between boys and girls around age three, especially if they have a sibling of the opposite sex or have watched enough diaper-changings. When they ask us "why" about the physical differences between boys and girls, we tell them "because God made boys differently than He made girls." This answer seems to satisfy most preschoolers. You may feel free to elaborate on the subject when your child is at home! We also reinforce to the children that we love them and God loves them, too.

We also usually have parties at Christmas, Easter, Halloween, etc. If you do not wish to have your child participate in these, please let the director and teacher know.

Meals and 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 can not 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. Unfortunately, for liability purposes, we can only accept store bought food and treats with the label still on.

Please visit our website for an example of our weekly menu.

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.

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, 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.

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 licensor.

Special Events

- Thanksgiving Program
- Christmas Celebration
- Supervised activities with the senior living community,
- Birthdays

Children enjoy celebrating their birthdays during snack time. If your child would like to share a small birthday or other celebrations with his or her class, please tell your child's teachers a few days in advance.

Please note that due to the presence of life threatening allergies, all food brought in by parents for special snacks must be fresh or whole fruits or vegetables, or commercially prepared packaged goods in factory sealed containers with clear labeling indicating all ingredients.

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.

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 do not provide children an option when the outcome is something the child needs to do. Limitations are a part of life 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.

Rest Periods

SLC recognizes that young children's nap needs vary and the individual needs of the child will take first priority. Toddlers will rest as needed and preschool children will have a regularly scheduled rest period after lunch each day.

Each child rests on a mat. 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!

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.

Babysitting

In an effort to maintain the professional status of SLC's staff and prevent any potential conflict of interest, babysitting by faculty is discouraged by SLC. However, should any staff member be hired for outside babysitting, it must be outside the premises and with the understanding that such arrangement and payment for services are solely the staff member's responsibility. The arrangements are not sanctioned by SLC.

A. Biting in an Infant and/or 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 bandaid 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 other 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. After one month, if the above procedures still do not resolve the biting the child may be asked to leave the program.

B. Biting in the Preschool Programs

First aid is administered to the bite. The director will be notified; as biting is not considered a typical response from this age group, the director will view such incidents with deserved gravity.

Both sets of parents will be notified.

Within the classroom, the teacher will use the guidelines of “Positive Guidance” to determine how the incident evolved and then engage the children in the solution. The children involved in the incident are asked to tell the teacher “What happened?” and each explanation will be heard.

The solution may be providing a child with the language needed to express himself/herself as well as establishing a clear understanding of the boundaries of physical and emotional safety that need to be observed. Apologies are not forced, but the teacher will be confident that the severity of the situation is understood.

If the child should bite a second time, the parents of that child will be asked to meet with the director and staff to discuss possible strategies as well as share any information which might be pertinent. If biting occurs a third time or if the severity of the any bite includes severe bruising and open wounds, the parents will be asked to withdraw their child from the program.

Dress and 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.

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

NOTE: PLEASE LABEL EVERYTHING WITH YOUR CHILD’S NAME

Supervision and 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.

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 to 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.

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

Adults are proficient in recognizing and respecting the stresses of separation; however, the intense feelings a child has upon reconnecting have not always been accorded the same respect. 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.

Behavior Management

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.

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.

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 7:00 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.

The following steps will be taken in the event of a late pickup:

Two staff will remain with the child until someone arrives to pick up the child.

Step 1: If staff is unable to contact the family, persons designated on the emergency information form will be called to pick up the child. A photo identification is required for us to release any child.

Step 2: If no one can be reached and the child has not been picked up by 7:00 pm, the local police will be called to come and pick up the child and transport the child to the police station. A note informing the family of the child's whereabouts will be posted where the family can see it.

In the event that Step # 2 is reached, the director will contact the Child Protective Services.

FEDERAL TAX ID NUMBER

SLC's EIN number for parents who claim a child care deduction on their tax return is: **27-4435253**

Non-Discrimination Statement

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

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 name and signature

Date



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



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 \$315 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 prior to leaving the center to receive your full deposit.

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 Eve
 - New Years Day (If New Year's Eve and New Year's Day fall on a weekend, we will close the daycare 2 days prior to New Year's Eve)
 - Martin Luther King's Birthday
 - President's Day
 - Memorial Day
 - Independence Day (If Independence Day falls on a weekend, we will close the daycare the Friday before)
 - Labor Day
 - Veterans' Day
 - Thanksgiving Day and Friday following
 - Christmas Eve
 - Christmas Day (If Christmas Eve and Christmas Day fall on a weekend, we will close the daycare 2 days prior to Christmas Eve)
 - Three staff training days that will be scheduled throughout the school year.
- The SLC school calendar starts in September of each year. For school year 2011-2012 the following are the tuition rates:

Daycare Monthly Tuition Rates

SY 2011-2012 (Sep-Aug)

Age Group	5x/week	4x/week	3x/week	2x/week
Toddler 1 12-24 months	\$1595	\$1275	\$1110	\$720
Toddler 2 2-3 yrs old	\$1595	\$1275	\$1110	\$720
Preschool 3-5 yrs old	\$1380	\$1150	\$910	\$655

- 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 \$315 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
 - 75% if we are given a 20-day notice
 - 50% if we are given a 15-day notice
 - 25% if we are given a 10-day notice
- Deposits will not be credited or refunded if we are given a notice to leave of 9 days or less.

Discounts:

Sibling Discount

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

Advance Payment Discount

5% (6 months tuition paid in full)
10%(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.

Potty Training 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 they are able to tell the teachers when they are ready to use the potty. This is to prevent contamination and the spread of bacteria on the floor and toys in the classrooms from fecal matter.

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 underwear as soon as they start telling us that they need to go and when they are comfortable sitting on the potty.
- We will use a sticker chart in the bathroom to encourage them to use the potty and to make it more fun.
- 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. We will use non-food items only as a reward.

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.
- Use non-food items as a reward.



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



STUDENT EMERGENCY INFORMATION

STUDENT'S NAME: _____ BIRTHDAY: _____

ADDRESS: _____ HOME #: _____

PARENT/GUARDIAN #1: _____ EMAIL _____

ADDRESS (if different from above): _____

WORK#: _____ CELL#: _____

PARENT/GUARDIAN #2: _____ EMAIL _____

ADDRESS (if different from above): _____

WORK#: _____ CELL#: _____

NEARBY EMERGENCY CONTACT PERSON _____

ADDRESS: _____

WORK#: _____ HOME#: _____ CELL#: _____

OUT OF STATE EMERGENCY PERSON _____

ADDRESS: _____

WORK#: _____ HOME#: _____ CELL#: _____

MEDICAL RELEASE

I HEARBY 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.

CHILD'S NAME _____

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: _____

MEDICAL CONDITIONS _____

NAME OF ANY MEDICATIONS REGULARLY TAKEN _____

DOCTOR: _____ DOCTOR'S PHONE #: _____



FIELD TRIP FORM

The following offsite fieldtrip is being planned. Please sign both the authorization for your child to participate **AND** the medical/emergency release section at the bottom. Without **BOTH** signatures and supplemental information, your child will not be able to go with us on this outing.

CLASS/CLASSES GOING: _____

PLACE: _____

DATE: _____

TIME LEAVING: _____ TIME RETURNING: _____

MODE OF TRANSPORTATION: _____

NUMBER OF STAFF: _____

MINIMUM NUMBER OF PARENT HELPERS: _____

SPECIAL INSTRUCTIONS/INFORMATION: _____

COST TO PARENTS: _____

I hereby grant permission for _____ to participate in the above described field trip.

Parent/Legal Guardian

Signature: _____ **Date:** _____

MEDICAL RELEASE

I hereby grant permission for Seattle Learning Center staff to take whatever steps may be necessary to obtain emergency medical treatment if warranted. I 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, injections, or drugs, and performing whatever operations may be deemed necessary or advisable in the event of an emergency.

Child's Name: _____

Parent/Legal Guardian

Signature: _____ **Date:** _____

PLEASE NOTE: ALL ATTEMPTS WILL BE MADE TO CONTACT PARENT OR LEGAL GUARDIAN PRIOR TO MEDICAL TREATMENT OF ANY KIND IF POSSIBLE WITHOUT ENDANGERERERING THE LIFE OR MEDICAL CONDITION OF YOUR CHILD.

Drug Allergies: _____

Doctor: _____ Phone: _____

DO NOT PICK UP YOUR CHILD IN ROUTE



MEDICATION PERMISSION FORM

(A separate form must be completed for each type of medication)

Child's Name: _____ Date: _____

No medication will be dispensed by a 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 card.

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. 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. The parent or guardian must also sign this form. Non-prescription medication forms can be in effect for 3 months or less.**

Medication: _____ Condition prescribed for: _____

Possible side effects: _____

Instructions for storage and usage: _____

Dosage: _____ Time: _____ Frequency: _____

Start Date: _____ End Date (not to exceed 3 months)** _____

** (not to exceed 1 year if on Individual Child Care Plan)

Signature of Physician or Dentist: _____ Date: _____

Address: _____

My child's health care source has prescribed or recommended the medication named above and I request that the dosage(s) falling within SLC program hours be administered by SLC staff.

Signature of Parent or Guardian Date signed

(necessary for both prescription and non prescription medication)

SLC Staff: Fill in date, time and signature whenever dispensing medication

	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Time					
Dosage					
Initials					

	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Time					
Dosage					
Initials					

Teacher's Name (signature/initials)	Teacher's Name (signature/initials)

Medication returned to parent: _____ Date: _____ Other: _____

SLC staff please place this form in the child's file when administration of medication is complete.



ALTERNATE PICK-UP FORMS

Child Pick-up by Alternate Authorization

Date of pick up: _____
Child's name: _____
Authorized Alternate: _____
Address: _____
Phone #: _____
Signed by: _____ Date: _____

Child Pick-up by Alternate Authorization

Date of pick up: _____
Child's name: _____
Authorized Alternate: _____
Address: _____
Phone #: _____
Signed by: _____ Date: _____

Child Pick-up by Alternate Authorization

Date of pick up: _____
Child's name: _____
Authorized Alternate: _____
Address: _____
Phone #: _____
Signed by: _____ Date: _____



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

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

Sunscreen Brand:
Melaleuca SPF 30/45

Child's Name: _____

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!!*



Daily Schedule

Toddlers (12 mo to 3 years old)		Preschool and Pre-K (3-5yrs old)	
7:30-8:30am	Early drop-off	7:30-8:30am	Early drop-off
8:30-9:00	Breakfast	8.30-9.00am	Sign-in/Breakfast
9:00-9:15	Circle/Story	9.00-9.15am	Circle/Story Time
9:15-9:30	Art	9.15-9.45am	Activity Stations
9:30-10:00	Blocks, Fine and Sensory Motor	9.45-10.15am	Letters/Numbers/Spanish
10:00-10:30	PE	10.15-10.45am	Snack time/Free Play
10:30-10:45	Snack/Free Play	10.45-11.15am	Outdoor Play
10:45-11:45	Outdoor Time	11.15-11.30am	Music and Movement/Free Play
11:45-12:00	Music and Movement	11.30-12.00pm	PE
12:00-12:15	Letters and Numbers	12.00-12.30pm	Lunch/Pick-up
12:15-12:30	Lunch/Potty	12:30-2:00	Story/Rest
1:00-3:00	Story and Rest	2:00-3:00	Free Play
3:00-3:30	PE	3:00-3:30	Activity Stations
3:30-4:00	Snack	3:30-4:00	Snack
4:00-5:00	Outdoor Time	4:00-4:30	Outdoor Play
5:00-5:30	Free Play/Pick-up Time	4:30-5:00	Free Play
		5:00-5:30	Pick-up Time



115 Boston Street, Seattle, WA 98109 Tel: 206-673-3080

UNSANCTIONED CHILDCARE WAIVER AND HOLD HARMLESS AGREEMENT

PLEASE READ CAREFULLY BEFORE SIGNING. THIS IS A RELEASE OF LIABILITY AND WAIVER OF CERTAIN LEGAL RIGHTS.

THE SEATTLE LEARNING CENTER (SLC) PROHIBITS STAFF MEMBERS FROM CARING FOR, PROVIDING INSTRUCTION TO, OR ENGAGING IN A SOCIAL RELATIONSHIP OUTSIDE OF APPROVED SLC ACTIVITIES WITH CHILDREN (OTHER THAN FAMILY) WHO PARTICIPATE IN SLC PROGRAMS OR CLASS ACTIVITIES. THIS POLICY IS DESIGNED FOR THE PROTECTION OF ALL INVOLVED – CHILDREN, STAFF MEMBERS, PARENTS AND SLC.

This waiver has been prepared to allow for the administrative approval of a staff member's involvement outside of this normal policy. APPROVAL SHOULD BE GRANTED ONLY WHERE THERE IS VERIFIABLE PRIOR KNOWLEDGE AND RELATIONSHIP.

_____, a SLC staff member, has been asked to provide care/instruction and/or engage in a social relationship with our child(ren) outside of an approved SLC program. Having read the cover letter explaining the SLC's reasoning for this restriction, it is still the desire of the staff member named above and the parent(s) and /or guardians whose signature appears below to enter into such an agreement (the undersigned).

The undersigned hereby assume all risks associated with an outside social relationship with the SLC staff member. The undersigned understand that the SLC selects and screens its staff members for its own programs. The undersigned understand that the SLC can neither anticipate nor control the situations which might arise as a result of allowing a SLC staff member being engaged with minors outside of an approved SLC program. The undersigned understand that the above-named individual is not a representative of, nor an agent for, the SLC.

Additionally, the undersigned agree to hold harmless, release, defend and indemnify the SLC, its affiliated organizations and companies, and each of their respective agents, employees, representatives, assigns, officers, and directors (each hereinafter a "released party") for any and all liability and /or claims for injury or death to persons or damage to property arising from the outside social relationship with the SLC staff member, including those claims based on any released parties alleged or actual negligence or breach of any express or implied warranty.

The undersigned takes full responsibility for any injury or loss to myself, my spouse, or child(ren), including death, which I, my spouse, or my child(ren) may suffer, arising in whole or in part out of the outside social relationship with the SLC staff member. By signing this release, the undersigned agree not to sue any released party and agree that they are releasing any right to make a claim or file a lawsuit against any released party. The undersigned further agreed to defend and indemnify each released party for any and all claims of the undersigned and/or a third party arising in whole or in part of the outside social relationship with the SLC staff member. The undersigned agree to pay all costs and attorney's fees incurred by any released party in defending a claim or suit brought.

In case of a minor in jurisdictions were permitted, the undersigned parents or legal guardian acknowledges that he/she is also signing this release on behalf of their minor and that the minor shall be bound by all the terms of this release. Additionally, by signing this release as the parent of legal guardian of a minor, the parent or legal guardian understands that he/she is waiving certain rights on behalf of the minor that the minor otherwise may have. BOTH PARENTS MUST SIGN.

Printed name of Parent/Guardian: _____

Date: _____

Address: _____

Signature: _____

Printed name of Parent/Guardian: _____

Date: _____

Address: _____

Signature: _____

FOR SLC USE ONLY:

Received by SLC on: _____

Placed in staff member's personnel file: _____