

Preschool Parent Handbook

Creative Kids Learning Center
Seattle Preschool Program at Carkeek
950 NW Carkeek Park Rd., Seattle, WA 98177

Seattle Preschool Program at Viewlands
10525 3rd Ave NW, Seattle, WA 98177

2019-2020

General Guidelines of Policies and Procedures



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Table of Contents

Program Overview.....	3
School Readiness Standards.....	4
Mission/Vision.....	4
Curriculum Philosophy.....	5
Cultural Competency.....	6
Inclusion Policy.....	6-7
Family Partnership and Engagement.....	7-10
General Policy.....	10
Pesticide Policy.....	11-12
Pet Policy.....	13
No School Days: Closures.....	14-15
Staffing.....	16
Child Abuse Prevention.....	16-17
Arrival/Departure info.....	17
Injury Procedures.....	18
Illness/medication Procedures.....	18-20
Communicable Disease.....	21
Emergency Procedures.....	21
Nutrition.....	22-23
Enrollment and Registration.....	24
Enrollment Forms.....	24
Late Pick up Fees.....	24
Before & After School Fees.....	25
Payment & Late Fees.....	25
Toys at Site.....	26
Behavior Expectations.....	26
Parent/Guardian Signature Page.....	27

Parents Please Note:

Please speak to the Center Program Supervisor/Directors if you have any questions. While we have attempted to explain each section clearly, Creative Kids Learning Center reserves the right to update and/or apply guidelines from one section to another. In addition, as particular situations arise we may also change our processes and procedures to accommodate specific needs.

Due to the ever changing and updating by the Department of Early Learning and Washington Administrative Code that is required for continued success of our program, please be flexible and understanding as we may change/update policies and procedures within this handbook. Parents/Guardians will be notified by email or program newsletter when changes or updates have been made. We will have copies of the handbook at the center as well as on our web site.

Program Overview

Creative Kids Learning Center has two wonderful classrooms, located on the grounds of Carkeek Park and Viewlands elementary. We believe that all children learn best when they are happy, safe, loved, and respected. This site has been recently renovated and now offers many spacious areas for kids to learn and grow which includes a large building with bathrooms, a kitchen, and plenty of room for exploration. There is convenient quick drop off and pick up parking for families; please do not park in the fire lane you will get towed.

Since we are a part of the Carkeek and Viewlands community, we participate in building a healthy foundation for the children. Our children will be provided with educational support that will extend their physical, emotional, and social learning skills. Therefore, you will notice our activities will involve being active, positive, and promoting healthy lifestyles.

Creative Kids Learning Center Pre-School and Before/After School is a safe place for families to drop off/pick up their children without the stress of where their children are going to be. Parents will have comfort in knowing that their children will eat a healthy breakfast, lunch and afternoon snack. All children will have a safe and fun morning/afternoon, and are surrounded by positive role models that are loyal and trustworthy. We are a community that values the individual child; which is why we provide choice and give children options within our program. We begin our program each day with welcoming smiles in a safe and inviting environment, setting the pace for a great day at school.

School Readiness Standards

Standards for the Seattle Preschool Program (SPP) correspond with those adopted by Seattle voters, Seattle City Council, and Mayor Edward B. Murray via Ordinance 124509. Studies show that by the time children enter kindergarten, a social-emotional and pre-academic skills “readiness” gap is already present, and that high-quality preschool services have been shown to ameliorate, and in some cases, eliminate, this gap. Strategies to Achieve Results:

- **Systematic Approach:** High program eligibility standards that ensure a baseline of quality for all participating provider agencies and standards aligned with the State of Washington Department of Early Learning’s Quality Rating and Improvement System, Early Achievers, and licensing requirements.
- **Length of Day:** Six-hour school days, five days per week, 180 days per year as recommended by The National Institute of Early Education Research (NIEER).
- **Attendance:** Children are required to attend regularly in order to adequately prepare them for transitioning into Kindergarten. Studies have shown regular attendance in school directly affects academic success in school.
- **Mixed-delivery:** A mixed-delivery model wherein public schools and community-based organizations provide preschool services.
- **Class Size:** Not to exceed 20 children; a ratio of at least one adult for every 10 children.
- **Curricula:** Evidence-based curricula that provide frameworks for creating and nurturing constructivist and culturally responsive environments for children to learn and thrive.
- **Access:** Free tuition for families at or below 300% of the federal poverty level and a sliding scale tuition model for families above 300% of the federal poverty level; a minimal subsidy for all participants.
- **Quality Instruction:** Teacher education, certification, or competency requirements to ensure the quality of classroom instructional practices.
 - **A Plan for Talent Retention:** Teacher compensation model that supports retention of high-quality teachers.
- **Mixed-Income Classrooms:** Classrooms that include a mix of children who are categorically eligible for publicly funded programs (Head Start, Free/Reduced Lunch, ECEAP, TANF, etc.) as well as children from families with income that exceeds eligibility requirements for these programs.

Mission and Vision

Mission: Our mission is to provide a compassionate, creative learning environment that is inclusive, adaptable, and promotes social, emotional, and academic growth which is essential for giving every child the platform to succeed in life.

Vision: “Creative Kids Learning Centers vision is to support the whole child in reaching their potential in life by providing individualized instruction using the child-centered HighScope Curriculum. We provide a welcoming environment that is inclusive, responsive and dependent on building family and community relationships and engagement.”

Curriculum Philosophy

Here at Creative Kids we are dedicated to actively help families build a firm foundation for their preschooler. We understand the importance of early childhood education and recognize the ages of 0-5 as the most critical time in development. An ASQ and ASQ-SE Developmental screening will be conducted by the lead teacher and the parents within 90 days of every child's enrollment date or at home visit. The results will be shared with the families within 30 days of completion. We want to be sure that we are recognizing families' roles as their child's first teacher and support each child first formal educational experience and set the stage for a lifetime of learning both academically and emotionally. To accomplish this, we are using the HighScope Curriculum which uses "active participatory learning" to achieve powerful, positive outcomes. It also:

- * Helps children learn through active involvement with materials, people, events and ideas. Children become independent, responsible and confident. By planning many of their own activities, children carry them out, talk with others about what they have done and learned in the process.
- * Helps teachers individualize instruction and encourages family involvement through class participation, parent teacher conferences, two-way communication, and daily contact if possible.
- * Our teachers follow the child's lead and track their progress to ensure that they are meeting developmental milestones.

With HighScope curriculum our teachers make sure children are being exposed to all areas of development by encouraging the use of hands-on learning opportunities in the following areas: social/emotional, physical, language-communication, cognitive, science, social studies, and mathematics. While utilizing the HighScope curriculum KDI's (Key Development Indicators) we document a child's achievements through Teaching Strategies Gold; this helps us to track progress, individualize instruction, and plan for scaffolding learning.

Our highly trained-qualified teachers facilitate learning in our welcoming, supportive, intellectually stimulating environment where children can explore and learn from classroom different interest areas such as dramatic play, block center, library, art, toys, games and sensory. Teachers set up these learning centers based on children's needs and interests (ex. Teachers use individualized goals to plan activities). Each day we have both structured and unstructured learning activities that extend learning and encourages exploration. For example, on a typical day we could have a small group activity where children learn about volcanos and create volcanos from air dry clay exploring chemical reactions, read about different types of volcanoes in the library area, and extend learning through a field trip to a volcano or volcano exhibit.

Cultural Competency

Cultural competency is a necessary strategy to achieve racially equitable outcomes when coupled with strategies to achieve racially equitable policies and practices. According to BERK,viii culturally competent teachers take time to know the families of the children in their classrooms and to understand their values, child-rearing practices, and goals for their children. The teachers are then careful to recognize these values and practices in a way that provides continuity for children. Because meaningful education occurs when students are engaged and see a connection between what they learn and their lives, it is important to recognize that young children need support to navigate the differences between their home and school experiences. Education should occur through the lens of culture (i.e., home-life realities and understandings of how the world works). Culturally-appropriate, individually-appropriate, and age-appropriate practice are the three guiding principles of Developmentally Appropriate Practice as defined by the National Association for the Education of Young Children (NAEYC).ix NAEYC's Pathways to Cultural Competence Project Program Guide states: For optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units (NAEYC, 1995, p. 2). Since all children are rooted in their families we see a child's family structure and all that it entails as the core of their family's culture. This structure can include family socioeconomic status, family composition, parent's level of educational attainment, abilities of children and family members, family's immigration status, family's religion, family's home and preferred languages, parent's sexual orientation, and the way that a family classifies its race and ethnicity.

Inclusion Policy

It is the mission of Creative Kids LLC and Seattle Preschool Program to include all children and families with or without disabilities into our early childhood program. We will hold high expectations and intentionally promote participation in all learning and social activities, facilitated by individualized accommodations utilizing evidence-based services and supports to foster all children's development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with differing abilities. (DEC & NAEYC 2009).

All students will have access to additional behavioral, health, and nutrition services, to support children's social-emotional and behavioral developments. Teachers, families and center directors will work in partnership with coaches, education specialists, mental health professionals, and public-school staff by providing: Classroom/child observation, teacher coaching, screening review, referral services, and behavior plan development that is

individualized (Freeman, Decker & Decker 2013). Since most preschoolers do not yet have a diagnosis of a behavioral or health need, SPP will conduct screening processes at least once per year. Classrooms where more than 6 of the students are members of a “special population” as defined in the SPP Implementation Plan additional instructional staff support will be provided for the classroom. Special populations might include but are not limited to:

Children in the child welfare system • Children living in transitional housing • Children from homeless families • Children with healthcare needs (as evidenced by a doctor’s report)
 • Children with mental health needs (as evidenced by behavioral screening and parent/teacher/coach observation) • Children with developmental needs (as evidenced by developmental screening and parent/teacher/coach observation) • Children who have experienced major life changes related to living situations, such as immigrant and refugee children, may qualify for additional support when teachers and coaches identify an unmet need • SPP provider agencies will adhere to all Individualized Education Plans (IEPs).

Family Partnership and Engagement

Creative Kids as a representative of the Seattle Preschool Program will:

- Prioritize a universal family engagement approach that integrates intentional parent/child activities and promotes academic, social, and emotional school readiness.
- Families will be provided with evidence-based activities, which could include proven home-learning activities, tied to the chosen curriculum models.
- Providers will host events throughout the school year to connect families to resources and information on topics such as child development and nutrition.
- Our Staff will assist families during transitions into the program, into Kindergarten, and even outside the program when necessary.
- Utilize the family engagement grant fund that could be used to design, develop, and provide family engagement activities.
- Create and maintain meaningful partnerships with families and communities
- Professional development in best practices for family partnership and engagement will be available on a regular basis and in languages appropriate to the providers. Creative Kids in conjunction with SPP will establish a parent advisory process to provide feedback on SPP program implementation.

Utilizing the National Association for the Education of Young Children’s recommendations as it pertains to family engagement; Creative Kids Seattle has set goals to provide ample, high quality opportunities for families to engage in their child’s early learning while enrolled in the Seattle Preschool Program:

Goal #1: Invite families to actively take part in making decisions concerning their children's education. Our staff will collaborate with families to set goals for children's education and learning both at home and at school. **How we will accomplish this goal:** Families will share their hopes and expectations for their child/children either in writing or in person. During conferences, teacher and family will jointly set goals for the child's education and learning at home and at school. The teacher and family will regularly share information and discuss the child's progress toward achieving goals

Goal #2: Families will attend regular parent teacher conferences. How we will accomplish this goal: Our staff will use Teaching Strategies Gold (TSG) to share anecdotal notes with families, and ASQ data to determine additional support. We will conduct quarterly (Nov., Feb., & June) parent teacher conferences that are coordinated with each individual family's schedules so we can accommodate their needs. If they are unable to attend because of extenuating circumstances we will offer a home visit as an alternative to parent teacher conferences.

Goal #3: Daily Communication with families. The teacher and family will regularly share information and discuss the child's progress toward achieving goals. **How we will accomplish this goal:** with daily communications at drop off and pick up, email, sharing anecdotal notes on TSG, telephone conversations, Friday folders, and newsletters.

Goal #4: Two-way communication and ongoing assessment (formal and informal). Strategies will allow for both school- and family-initiated communication that is timely and continuous. Conversations will focus on a child's educational experience as well as the larger program. Communication will take multiple forms and reflect each family's language preference. **How we will accomplish this goal:** We will offer multiple ways of communicating: During the parent /family inventory the family will have indicated their preferred mode(s) of communication. Staff and family will engage in face-to-face conversations at drop-off and pickup times. Families will receive written communication about the child's activities daily via our classroom daily portfolio. Program administration and teachers will use email to communicate, if the family prefers. Photographs of classroom activities will be made available for family to see either at drop-off or pickup, online, or by sending home.

Goal#5: Reciprocal relationships. Our program and families benefit from shared resources and information. We invite families to share their unique knowledge and skills and encourage active participation in the life of the school. Teachers will seek information about children's lives, families, and communities and integrate this information into their curriculum and instructional practices.

How we will accomplish this goal: Families will share their knowledge and skills through an inventory of parent skills and talents, gathered at the first family meeting at the family breakfast on Sept. 7th. We will conduct social and fun family activities where parents and students can network. We will request that families share knowledge, skills, talents, and materials (e.g., music, crafts, games, toys, books, clothing, photographs, etc.) with the program. Information about the child's life, family, and community will be integrated into: a. curriculum webs b. daily/weekly classroom schedules c. books, toys, posters, dramatic play, classroom props, photos, and menus.

Goal#6: Learning activities at home and in the community. Our program uses learning activities at home and in the community to enhance each child's early learning and encourage and support families' efforts to create a learning environment beyond the program.

How we will accomplish this goal: Our program will provide resources to encourage learning at home: Families will use program-provided resources like literacy bags, lending libraries, etc., to reinforce home learning environment.

Goal#7: Family participation in program-level decisions and wider advocacy efforts. Our program invites families to actively take part in making decisions about program plans and operations. We also invite families to advocate for early childhood education in the wider community. **How we will accomplish this goal:** During our first coordinated family meeting (these will be conducted bi-monthly or as needed) we will request that family members participate in program-level decision making (e.g., board of directors, committees, etc.) We will make a list of volunteers that are willing to do so.

Goal#8: A comprehensive program-level system. Our program institutionalizes family engagement policies and practices and ensures that teachers, administrators, and other staff,

receive the supports they need to fully engage families. Our staff is trained and has knowledge of Child Find and how to use it.

How we will accomplish this goal: Our staff has participated in professional development that addresses issues involved in working effectively with this family (e.g., cultural competence, anti-bias, communication skills, second language acquisition, immigration, etc.) We will have an annual training on Child Find.

Goal#9: Transition Plan. Several transitions will take place throughout the program year. To support and individualize your child’s preschool experience we will assist you with these transitions.

How we will accomplish this goal: We provide a parent information night, usually early winter, for families getting ready to enroll their child into kindergarten. This can include a list of local elementary schools and their open house dates, a visit from a local kindergarten teacher, or how registration works in our school district. You will also get a copy of the WA Kids “Introducing Me” pamphlet for your family to fill out and give to the child’s kindergarten teacher.

Goal#10: Regular Attendance Children are required to attend Creative Kids Learning Center Monday through Friday, from the hours of 8:00am-2:00pm. Children may be absent in the event of an illness, medical appointment, family emergency, or planned family vacation. In the event of your child’s absence, please call or email a staff member for our records.

How we will accomplish this goal: We partner with families to ensure there are no obstacles keeping children from regularly attending school. We provide wrap around care for families who need care before or after school to help meet this goal. If transportation difficulties or other obstacles arise, we work with the families to find solutions that will result in resiliency and future success. We also provide a family engagement event promoting “Attendance Awareness” and educating families on the benefits and importance of regular attendance. If families continue to have difficulty meeting goal, we will create an action plan to help set them up for success in order to achieve a realistic goal.

More tips and facts about the benefits of regular attendance can be found at:

<https://attendancesworks.org/wp-content/uploads/2017/10/AW-PRESCHOOL-FLYER-FINAL-5.7.15-1.pdf>

<https://attendancesworks.org/wp-content/uploads/2017/09/AW-Infographic-080515-2.pdf>

GENERAL POLICY INFORMATION

These policies have been carefully written to ensure that each child is safe, healthy and happy in CKLC SPP programs. We are proud of our high standard of care, our enriching programs, our dedicated staff and our attention to each child and family. It is our belief that a physically and emotionally safe environment facilitates a higher degree of learning and fun. If you should have any questions regarding our policies, please contact the Center Program Supervisor/Director. While we have tried to list our most important policies and procedures, please note that the CKLC reserves the right to make decisions not covered in this handbook as deemed necessary for the safety and welfare of all children and the program.

PESTICIDE POLICY INFORMATION

Increasing concern about the impact of pesticides on children's health has led to legal policies and procedures with regard to pesticide use in schools and licensed child care centers. As of July 1, 2002, public schools and licensed child care centers must provide annual notification of their pest control policies and methods, establish a system to notify families of children and employees of planned pesticide use, and post signs where pesticides have been applied. (Chapter 17.21 RCW, The Pesticide Application Act)

The impact of pesticides on children's health can range from irritation to skin and mucous membranes, to difficulty breathing, rash or vomiting. Long term exposure may lead to developmental delay, immune or endocrine system disruption or cancer.

In addition, children with special needs, asthma, and allergies can be highly sensitive to pesticides and suffer from mild to severe reactions to pesticides and pesticide residues.

Definition of a Pesticide:

A pesticide is a substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pest.

The term pesticide applies to:

- **Pesticides** (Note: some fertilizers may contain pesticides)
- **Insecticides** (i.e. ant or roach killer, flea or lice control products)
- **Herbicides** (i.e. weed killers)
- **Fungicides** (i.e. sanitizers, cleaners, mild and mildew cleaners, some pool chemicals for algae, including bleach—note: when bleach is used for general sanitizing ¼ cup of bleach per gallon of water is NOT considered a pesticide)
- **Miticides** (i.e. mite control products, termites, dust, spiders, etc.)

- *Labels should be read carefully. The label will contain an EPA registration number.

Intent of Policy:

This policy is designed to protect the health of children, meet RCW 17.21.415 and the Compliance Guide for the Use of Pesticides published by the Washington State Department of Agriculture. Full text of the law can be found at:

www.agr.wa.gov/PestFert/Pesticides/docs/ComplGuidePub075.pdf

Intent of Creative Kids Learning Center:

We are dedicated to using the least amount of chemical control of pests in our program in order to provide the healthiest environment possible for our children.

We PREVENT infestation by:

- Taking out trash daily or more as needed
- Cleaning trash bins regularly
- Keeping dumpsters covered and away from the building
- Keeping grounds clear of food and rubbish
- Storing food in sealed containers
- Daily cleaning and sanitizing all dishes, utensils, and surfaces used for eating food
- Preventing pest entry into facility by sealing cracks and holes, using and repairing screens and door sweeps
- Moisture control by maintaining plumbing and water drainage systems
- Mechanically managing weeds
- Planting native vegetation that is non-toxic
- Mulching plant beds

Policies and Records

If it is necessary to apply pesticides, the following policies and procedures will be followed.

We do not currently apply any pesticides to our facility/building.

We shall provide written notification annually and upon enrollment to families of children and to employees describing the program's pest control policies and methods, including posting and notification requirements. Our policy will be made available to all families and

staff for review annually. A copy will be posted in the director's office, and is available by request from the director, it is also posted on our website: www.creativekidsseattle.com

PET POLICY INFORMATION

Animal Restrictions

1. Animals will be inaccessible to children with pet allergies. Before a child enters an area where animals have been, it must be cleaned and disinfected.
2. No aggressive or harmful animals will be allowed on the premises.
3. No animals are allowed:
 - Around infants and toddlers
 - Where any child eats, sleeps or active plays areas, entrances, hallways
 - Food preparation areas
 - Children's restrooms
 - Children's hand washing sinks etc.
4. Animals not allowed around infants and toddlers:*
 - Parrot family (Parakeets, cockatiels, lovebirds etc.)
 - Reptiles and amphibians
5. Animals not allowed in toddler or infant rooms, spaces (Fish in properly installed and maintained aquariums may be considered)
6. Reptiles and amphibians are not allowed around children 5 years or younger. Nor can they handle the animals or containers. Due to high risk of disease transmission these animals should not be on site.
7. All cages/containers will be secured and must not be a falling hazard.
8. Any equipment needed for the animal will be inaccessible to the children and safe.
9. Animals must be located only where the environment can be cleaned and sanitized (example: no carpeted areas).
10. Local health jurisdiction requirements for the number of animals on the premises must be met.

Care of Animals

1. Provide appropriate food and water.
2. Animal containers and cages are cleaned and disinfected weekly or as often as needed (immediate cleaning and disinfecting if animal odors are evident).
3. Cages, litter boxes, and containers will be cleaned and disinfected in utility areas – not around child areas.
4. All litter boxes will be inaccessible to children (not in kitchens, food prep areas or restrooms, corridors, entries, classrooms, where they play or eat, etc.)
5. Animals are not allowed to use the children's play areas inside or outside as a restroom.
6. All containers or cages will prevent debris from spilling out of the container or cage.

* Reptiles and amphibians are salmonella carriers, which can be transmitted to humans, and can be fatal to young children or immune compromised persons. Psittacosis (disease transmitted by birds of the Parrot family) can be transmitted to humans and can be fatal to young children or immune

compromised persons. Psittacosis and other bird diseases can aerosol as the animal passes through its waste matter

Program Day and Time

Our preschool program runs 8:00am-2:00pm

Before School Program 7:00am-8:00am

After School Program 2:00pm-6:00pm

THERE WILL BE NO PRESCHOOL ON NO SCHOOL DAYS INCLUDING SCHOOL BREAKS.

No School Days and Holiday Coverage

We follow the school district calendar beginning the first day of student attendance and ending the last day of student attendance. At times, districts designate in-service days prior to the first day of school or after the last day of school. The CKLC will do its best to offer in-service care.

Our program is closed for the following Holidays: Labor Day, Thanksgiving Day and a day after, Christmas Eve, Christmas Day, and the day after Christmas, New Year's Day, Martin Luther King Day, Memorial Day, and Independence Day. **Veterans' Day, Presidents' Day, Friday before Labor Day.**

**You will always be aware of the upcoming No School Days and Holiday closures through our monthly newsletter and signage throughout our building.*

Celebrations: Holidays, Birthdays, etc. - Due to the diverse backgrounds within our community, we will leave the celebrating for you to do at home.

Emergency Closures (snow/ice/etc.)

The CKLC operates according to the school districts in regard to closures due to inclement weather.

1. **All Day Closure:** If school is closed for the day due to inclement weather, the CKLC program is also closed.
2. Please look for your child's school or school district on the local news for closure announcements.
3. **Early Closure:** If school closes early Preschool will close as well.
4. **Late Opening:** If school starts late Preschool will start late as well.

DISASTER PREPAREDNESS

Plan and Training

Our Center has developed a disaster preparedness plan/policy. Our plan includes responses to the different disasters our site is vulnerable to, as well as procedures for on- and off-site evacuation and shelter-in-place. Evacuation routes are posted in each classroom. Our disaster preparedness plan/policy is located next to the left exit door.

Staff and kids are oriented to our disaster policy at least once a month.

Disaster and earthquake preparation and training are documented.

Supplies

Our center has a supply of food and water for children and staff for at least 72 hours, in case parents/guardians are unable to pick up children at usual time. The Director/Program Supervisor is responsible for stocking supplies. Expiration dates of food, water, and supplies are checked often and supplies are rotated accordingly. Essential medications and medical supplies are also kept on hand for individuals needing them.

HAZARD MITIGATION

We have acted to make our center earthquake/disaster-safe. Bookshelves, tall furniture, refrigerators, and other potential hazards are secured to wall studs. We continuously monitor all rooms and offices for anything that could fall and hurt someone or block an exit – and act to correct these things. The Program Supervisor/Director is the primary person responsible for hazard mitigation, although all staff members are expected to be aware of their environment and make changes as necessary to increase safety.

Drills

Fire/Earthquake/Lockdown drills are conducted and documented each month.

Staffing

Our program is staffed by a highly-qualified supervisor/director and highly qualified preschool teachers, whose responsibility is to implement the curriculum to fidelity, including but not limited to the supervision of children and staff, program planning and implementation, communication and parent relations. All Personnel are trained in CPR/First Aid and receive a minimum of 30 hours of on-going training. Some examples of the trainings staff receive are: Child Abuse Prevention, Safety procedures, Curriculum Development, and Child Development Behaviors. More training is provided by the City of Seattle Preschool Program, and Seattle School District. Staff are not only trained and expected to carry out the policies and procedures of the CKLC to keep children safe and have fun, but also to concentrate on the individual child.

Creative Kids Learning Center understands the role every adult plays in the life of a child and expects all staff to serve as a role model for the children and families. Reference checks are done prior to hire, and all staff must be listed on the State of Washington Criminal History Registry. The CKLC has a zero-tolerance stance on drug and alcohol use.

To assure that CKLC and state licensing standards, policies, program quality, and staff performance are being maintained, administrative staff make unannounced visits to each site. The state requires a ratio of 1 staff per 10 preschool aged children. In our desire to provide quality care, our ratio will be 1 staff to 8 (preschool) this exceeds the staff to child ratio in accordance with state regulations.

CHILD ABUSE PREVENTION

The safety and well-being of every child in our program is always our first concern. As licensed child care providers, by law, all our CKLC child care staff must report any suspicion or knowledge of child abuse to the state. It is always a difficult situation for staff and families, but we must remember that our children and their safety must be our top priority and that we must also follow the guidelines set by the state. When there is suspicion of abuse, or when staff observes actions that are in their judgment abusive, the CKLC must and will follow the procedures outlined by state authorities.

The CKLC is committed to protecting the children in our program and the following are examples of our practices and procedures to prevent child abuse:

1. We complete criminal background checks as required by the state.
2. Staff is trained on recognizing child abuse and reporting procedures.
3. Each program location is supervised and monitored through a variety of manners (site visits, parent evaluations, etc.)
4. Parent involvement is encouraged to work with every family's individual situation
5. Policies and practices of the CKLC do not permit staff to discipline a child in a way that may physically or emotionally harm the child.
6. Staff is not allowed to babysit for families in our programs nor are they allowed personal relationships with these families.
7. Staff is not allowed to transport a child in their personal vehicle.
8. Supervisors have regular visits, both scheduled and unannounced, to our program sites.

ARRIVAL & DEPARTURE

1. All children must be accompanied to the program area and signed in by an adult. **(To sign in, we ask that you put the time of arrival and your initial in the day of attendance)**
2. Each child **must be signed in and out daily** by a parent or authorized adult. The adult must stay with the child until received by CKLC staff.
3. Upon pick-up, authorized parent/guardian must sign (same process as signing your child in) your child out of the program.
4. When dropping off and picking up your child, please understand that we put the children's safety first. Therefore, we are unable to talk extensively about your child during program hours. However, we would be more than happy to schedule a meeting soon to discuss your ideas, concerns, or suggestions regarding your child.
5. Please be sure to provide accurate contact information, updating it on a regular basis, which allows staff to contact you quickly.
6. The pick-up system is designed to protect your child. It is the parent's responsibility to provide the staff with a list of those authorized to pick up your child(ren).
7. **Children will be released only to persons authorized on the Information Form and picture ID is required.**
8. No child will be released to an unknown adult without the individual showing proper identification and he/she must be listed on the Information Form.
9. **It is important to be prepared to show ID on a daily basis.**
10. Should a person arrive to pick up a child who appears to be under the influence of alcohol or drugs, for the child's safety, staff may have no recourse but to contact the police. Please do not put staff in a position where they have to make this judgment call.

INJURY

In the event of an accidental injury to your child (ren) when participating in CKLC activities, the staff will take whatever steps necessary to obtain medical care. Minor injuries will be treated as needed, including washing, applying Band-Aids or ice packs. Parents will be notified upon pick-up and may be asked to sign a “Band-Aid log” or their child’s daily report.

In the event of a major injury/emergency, the Program Supervisor will assess the situation and make the appropriate contact to obtain appropriate medical attention. This may include calling an ambulance to transport the child to the hospital. When possible, staff will contact the parent allowing a parent to decide what the next step may be. However, per your authorized health form, in the event of an emergency, staff may first contact 911 or other appropriate persons (such as your child’s dentist) depending upon the situation. Staff will be in contact with their Program Director during the event. Once the situation is under control, the supervisor or other CKLC staff member will contact the parent and following state licensing regulations, may contact the local certifier at the state Child Care Division. If a child is taken to the hospital, a CKLC staff person will accompany the child until the parent or emergency contact arrives. All medical expenses, including transportation, are the responsibility of the parent/guardian.

ILLNESS/MEDICATION

1. **If your child is ill, DO NOT SEND him/her to child care.**
2. If your child is sent home with a fever, diarrhea or other contagious illness, they may not return until they are free of such illness or no longer contagious. A written release from a health officer may be required before your child can attend the program if symptoms/signs of an illness are still present.
3. Please notify the Program Supervisor/Director, if your child is ill and will not attend the program.
4. If your child becomes ill while attending the program, a parent will be contacted and asked to pick up their child immediately. You will be asked to pick up your child if any of the following are true (but not limited to):
 - child has 2 loose stools
 - child has green discharge from nose or eyes
 - child vomits
 - child has a temperature of 100.5 degrees or above
 - child has chicken pox, scabies or any other contagious disease
 - child has head lice, child must be nit-free to return to the center (an adult will be notified to pick up child from program immediately after finding the lice/nits)
5. The child will be isolated, within sight and hearing distance of an adult, until the parent arrives. If the parent cannot be reached, the staff will phone the emergency contact person listed on the child’s enrollment form.
6. The CKLC is not licensed to provide care for sick children. Parents or emergency contacts are requested to pick up the ill child within 1 hour of being contacted.

MEDICATION:

1. A Medication Authorization Form must be completed and signed by the parent or guardian in order for any medication to be administered. See the form for details.
2. Medication which needs to be administered must be brought directly to staff in its original prescription labeled container. The label must clearly identify the child's name, doctor, date, prescription name and dosage. In addition, a Medication Authorization Form must be completed by the parent that includes the time for and/or directions for administration. Over the counter medications, **including sunscreen**, must also be in the original container and labeled with the child's name, dosage, time and/or directions for distribution and accompany a Medication Authorization Form.
3. In situations where administration of medication requires specific training, please contact your Program Director to determine if a specific plan can be developed that will ensure the safety of your child.
4. Children are not allowed to self-administer medication; all medicine must be given to the site staff.

3 - Day Critical Medication Authorization Form

(These medications are to be used only in case of disaster requiring the child to remain at care past the usual hours.)

Child's Name:	Date of Birth/Age:
Name of Medication:	Reason for Medication:
Date:	Date to be replaced/rotated*: Expiration date of medication:
<input type="checkbox"/> Scheduled Times to be given:	Amount to be given:
<input type="checkbox"/> Medication is to be given as needed for the following symptoms:	
Possible Side Effects:	<input type="checkbox"/> Oral <input type="checkbox"/> Topical <input type="checkbox"/> Other
<input type="checkbox"/> Above information consistent with label:	Requires Refrigeration <input type="checkbox"/> Yes <input type="checkbox"/> No
Special Instructions:	

* Maximum 6 months - sooner as needed

Parent/Guardian Signature**

Date

Daytime Phone Number

Physician Signature (Required)

Date

COMMUNICABLE DISEASE

If a child has been sent home with a communicable disease, the child will not be readmitted until it is determined that the child is no longer contagious. A doctor's release form may be requested before the child can be readmitted. When a child is known to have a communicable disease, parents of the children who have been in contact with the ill child will be notified according to recommendations and/or regulations set by the County Health and Sanitation Department. In the case of food poisoning the Health Department will be contacted.

EMERGENCY PROCEDURES

The CKLC has certified First Aid/CPR staff on site at all times and all CKLC staff are trained in procedures for an emergency. Each emergency is different and varies by situation; however standard CKLC procedures are set. Staff is trained in these procedures and for those that are applicable, practiced at site. Examples of safety procedures are listed but please note, this is not a complete list of our procedures. For more information, please contact our office.

1. Emergency drills: including fire, earthquake, lock downs.
2. Field Trip: Procedures and standards for head counts, roll call, and behavior.
3. Emergency Equipment: Standard list of what is needed is for all sites and vehicles.
4. Transportation: Including arrival and departure procedures, driving standards, and accident procedures.
5. Information: Staff have immediate access at all times to child's forms including health information, adults authorized to pick up each child, and signed release for medical treatment.
6. Health and Safety: Each staff is certified in CPR/First Aid, procedures for injuries and illness.
7. Attendance: Staff is trained on roll call procedures, head counts, and plans for both field trips and on-site to guarantee that the location of each child is known always.
8. Programming: Staff is trained in the activities and structure of our programs, as well as what is appropriate for working with children of varying age levels. Each facility has an emergency/disaster plan based on their lay-out. Please speak to your site staff or center supervisor about the procedures for your program.

NUTRITION

Creative Kids Learning Center appreciates the value of educating children on the various foods from other cultures. Therefore, your child will have the opportunity to try new foods, be exposed to dishes from other countries, as well as be informed as to the health benefits of eating healthy foods. Appropriate snacks/meal is provided at the center following USDA guidelines. As a participant in the USDA program, each snack/meals will have the required nutrition components as well as the serving size per their guidelines. *Due to kids with allergies: **THIS IS A NUT AND FISH FREE ENVIORNMENT!!**

1. Menus are posted and show 2 weeks or more of variety. Menus are dated and include portion sizes.
2. Breakfast is made available daily.
3. Each snack or meal includes a liquid to drink. This drink is water or one of the required components such as milk, soy milk, or on occasion fruit juice.
4. Menus include hot and cold food and vary in colors, flavors and textures.
5. Ethnic and cultural foods are incorporated into the menu.
6. Menus list specific types of meats, fruits, vegetables, etc.
7. Menus include a variety of fruits, vegetables, and entrée items.
8. Foods served are generally moderate in fat, sugar, and salt content.
9. Children have free access to drinking water (individual disposable cups or single use glasses only).
10. Menus are followed. Necessary substitutions are noted on the permanent menu copy.
11. Permanent menu copies are kept on file for at least six months. (*USDA requires food menus to be kept for 3 years plus the current year.*)
12. Children with food allergies and medically-required special diets have diet prescriptions signed by a health care provider on file. Names of children and their specific food allergies are posted in the kitchen, the child's classroom, and the area where food is eaten by the child.
13. Children with severe and/or life-threatening food allergies have a completed individual care plan signed by the parent and health care provider.

14. Diet modifications for food allergies, religious and/or cultural beliefs are accommodated and posted in the kitchen and classroom and eating area. All food substitutions are of equal nutrient value and are recorded on the menu or on an attached sheet of paper.
15. Mealtime and snack environments are developmentally appropriate and support children's development of positive eating and nutritional habits. We encourage staff to sit, eat and have casual conversations with children during mealtimes.
16. Coffee, tea, and other hot beverages are not consumed by staff while children are in their care, to prevent scalding injuries.
17. Staff provides healthy nutritional role modeling.
18. Families who provide sack lunches are notified in writing of the food requirements for mealtime. We have available food supplies to supplement food brought from home that **does not meet** the nutrition requirements.

Food Allergies/Food Preferences: Please be sure to list any food (or other) allergies on your child's health form and talk to your CKLC staff about your child's situation.

Should your child have a food allergy or special dietary need due to religious purposes, one of the following will occur: The CKLC can provide a substitute snack/meal based on their current inventory or you may send your child with a snack/meal that meets their needs. We encourage families (and reserve the right to request from families) to provide their own snack/meal, as you will have a better understanding of what is contained in each product and what your child may or may not eat.

ENROLLMENT & REGISTRATION

Registration for the Seattle Preschool Program begins in the spring. To guarantee placement in the fall, early registration is encouraged as space is limited. All enrollments are handled through the City of Seattle. Applications can be found on their web page: <http://www.seattle.gov/education/early-learning/child-care-and-preschool/seattle-preschool-program>

Registration for our before and after school program is offered by need. Please visit our website for more information, or see a staff member for hard copies of registration paperwork for wrap around care.

ENROLLMENT FORMS

The forms listed below must be completed in full prior to your child(ren)s attendance. Updating all information on the form is the responsibility of the parent. Please notify the Center/School Age Program Office of changes after registration.

ENROLLMENT FORMS:

1. Parent/Family Emergency Contact Information
2. Health Forms
5. Immunization Records
6. Handbook & Center specific policies agreement

The following forms are optional depending upon each situation and are available through the Preschool Program Office:

1. Medication Release Form (if applicable)
2. Asthma Plan
3. Epilepsy Plan
4. Allergy Plan

LATE PICK UP FEES

Late fees will be charged for each child picked up after 2:00pm. Fees include \$10 for the first 5 minutes, beginning after 2:01pm. An additional \$1 per minute, per child after 2:05pm will also be applied. If no one can be reached by 4:00pm, CKLC staff reserve the right to contact the police to escort your child/ren to Protective Services for child abandonment. Please note, that the staff will do everything in their power to contact parents, guardians, and those listed on the authorization form. Calling the police will be a very last resort. This must be our policy to protect both staff and children. This same policy applies to our after school care program if pick up is past 6:00pm.

BEFORE & AFTER SCHOOL FEES

Fees are based on monthly usage. Please see specific enrollment option for details on monthly payments. Refunds and/or credits will not be granted for partial months of attendance or absenteeism. Please speak to your Program Supervisor for specific rate information.

Monthly tuition during the school year (September-June):

	5 Days	4 Days	3 Days
B/A School	\$690	\$640	\$570
Before Sch.	\$275	\$250	\$225
After School	\$515	\$465	\$415

ADDITIONAL HOURS/DROP-IN

ADDITIONAL HOURS: Additional hours are billed for time slots for which your child is not regularly registered. You will be billed for the full-time slot. For example, if you bring your child at 7:00 for care from 7:00am-7:40 am, you will be billed the Before School rate.

RATES:

Before School: \$50
 After School: \$65
 Non School Day: \$80

NO CREDIT WILL BE GIVEN FOR ADDITIONAL HOURS SIGNED UP FOR BUT NOT USED.

DROP-IN: If space is available, CKLC **MAY** take children on a drop-in basis. Drop-in hours are billed by time slot used. If care is needed on school breaks, the Non-School Day fee of \$80 will be charged. Please call in advance to find out if space is available. A sign up sheet will be made available at least 1 week in advance to an early dismissal or non-school day. The sign up sheet is on a first come, first serve basis.

PAYMENTS & LATE FEE

Full payment must be made to Creative Kids Learning Center by the 1st business day of the month for which service is being provided (i.e., September 1st for the month of September). Failure to comply will result in discontinuance of child care services. A late fee of \$35 per day passed the 7th of each month will be added to your bill if payment is not received. Children will not be readmitted to our program until payments have been made. Returned drafts and/or checks will be assessed a \$35 return item charge, plus late fee if applicable.

TOYS AT SITE

We will have plenty of activities for your child to do! CKLC asks that children leave their toys and other personal objects at home. Often, items brought from home may become damaged, broken, or cause a disruption in the program. Toy guns or weapons of any type are not allowed in the program. If a personal item is brought to site, the child assumes all responsibility for that item and the CKLC is not able to replace the item.

BEHAVIOR EXPECTATIONS/MANAGEMENT PROCEDURES

We have a zero-expulsion policy!

It is the goal of our CKLC to provide a healthy, safe, compassionate, and secure environment for all participants. Please review the following expectations with your child prior to their first day of attendance.

Methods of discipline are corrective steps designed to retain the child's feelings of self-worth, while realizing that inappropriate behavior needs to be corrected. Discipline shall not damage the child's self-image or embarrass the child. Some of the techniques used at the CKLC are as follows:

1. Guiding children by setting clear, consistent, fair limits, while teaching them how to set limits for themselves.
2. Redirecting children to more acceptable behavior or activity.
3. Guide children to resolve conflicts and modeling skills that help children to solve their own problems.
4. Natural consequences

Every child's level of development is taken into consideration when implementing discipline or evaluating a child's behavior. Disciplinary action is to be carried out only by CKLC staff, not other parents, volunteers, etc. If chronic behavior problems develop and a child does not respond to the techniques above, the following may be implemented depending upon the situation:

1. Incidents will be documented and communicated to the parent on a regular basis.
2. Parent conferences with site and leadership staff may occur.
3. Implementation of specific behavior plans or incentives for your child may be introduced
4. Staff will work with parents to determine the outcome that is best for the child involved and the program.

At no time, will swearing, abusive language or physical violence be allowed by children, staff, volunteers or parents.

I have received and reviewed the Preschool Parent Handbook and Policies and Procedures Manual.

Parent/ Guardian Signature

Date