

Dear Families,

The Parent-Child Center (PCC) is a laboratory/demonstration site that is actively involved in the early childhood education of ages 6 weeks to 5 years, as well as the professional development of pre-service and practicing educators (10.A.01). We offer a full-day and part day programs, and we are licensed for 76 children. Our program runs year-round. The PCC was founded in 1968 and is a candidate for the National Association for the Education of Young Children (NAEYC) accreditation. Serving as a laboratory school for the Education Department of area community colleges enables our staff to both learn about and participate in current developmental research. We continually strive to use developmentally appropriate goals for young children as a framework for planning our educational program and assessing children's progress in all aspects of the social, cognitive, and physical foundations necessary for success in primary schooling. We emphasize diversity throughout our program, and our individualized, developmental approach lends itself to meeting the unique needs of most children. Similarly, we utilize theories of adult development to support the lifelong learning of the wide range of staff, family members, researchers, undergraduates, and colleagues that participate in our programs. By capitalizing on our talents in all these areas, our laboratory school explores new directions that can be utilized by professionals in various disciplines to meet the changing needs of society.

We invite each PCC family to become actively involved in all aspects of our mission. As prospective families, you gained basic familiarity with our philosophy, staff, programs for children, approach to meeting learning goals, and research involvement. We hope that you will utilize the College web site to explore more depth about the various programs on campus (www.shoreline.edu). The purpose of this Family Handbook is to provide an organized source of detailed information specifically related to the ways that families can partner with the school to ensure a high-quality experience for all of the learners at the PCC. You may want to put this handbook in a three-ring binder, along with subsequent newsletters, other important information, etc. for easy future reference. Please have all your children's primary caregivers (e.g., extended family, nannies, etc.) review the handbook and other materials regularly.

As your interests and schedule permit, please respond to our varied offers to become involved in learning at the PCC. We look forward to collaborating with you.

Warm regards,
Susan Tefft, Director (on behalf of the entire staff)

Additional Resources: You will find the following items in the Parent Library area – "Winning Ways to Talk with Young Center", Child Care Behavior Handbook, Health Policy, Emergency Preparedness Plan, Pesticide Policy and NAEYC Code of Ethical Conduct. This area also contains various notices, publications and resource books for families.

Note: This handbook is provided to help orient you and be a handy resource to our policies and procedures. It is a guide that may be altered or revised as needed. If you have any questions or suggestions, please speak with center management.

The numbering throughout this handbook corresponds to the NAEYC standards reflected in that section.

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STRONG FOUNDATIONS

Mission Statement (10.A.01)

The PCC provides quality, developmentally appropriate care and education to the children of SCC students, employees and the community. Our approach embraces best practices and continuous improvement for the benefit of children, families and staff. We are part of a college learning community that is committed to engagement, equity and excellence.

Vision

PCC staff members work as a team, in partnership with the department, and College to accomplish all aspects of their mission.

Objectives

An annual evaluation and report will occur documenting our impact related to each aspect of our mission and setting objectives for improvement in the coming year (10.F.01). The report will be available to families, staff and the community (10.F.02).

As a college laboratory school/demonstrate site, we strive to lead through excellence and innovation as we:

1. coach and mentor students in child development theory, research, and its applications,
2. implement a model program for children ages 6 weeks to 5 years,
3. provide resources to parents, including general information on child development and parenting, as well as specific assistance in dealing with developmental difficulties,
4. provide resources to the community by welcoming teachers and administrators to observe our model program.

We strive to recruit a diverse student population, both ethnically and socioeconomically, offer broad experiences for students and student teachers, and provide an enriched learning environment for our children and their families. By capitalizing on our talents in all of these areas, our high-quality laboratory school exemplifies new directions that can be utilized by professionals in various disciplines to meet the changing needs of society.

Educational Philosophy (2.A.01)

The PCC's approach to education is based on theories and research in early childhood education, together with years of educational practice. Our approach is also aligned with the guidelines set by the National Association for the Education of Young Children (NAEYC) for developmentally appropriate practice:

Goals -> Program -> Assessment

We use our developmental goals as a systematic framework for focusing our program and assessment design. Our teachers may use a blend of educational approaches; however, Creative Curriculum is our core curriculum. We choose teaching strategies, daily routines, classroom arrangements, and curriculum structure that will encourage each child's development. Teacher observations and documentation of individual development are used to adjust the program to better challenge individual development, as well as to conference with parents about ways we can work as a team to support each child.

Non-Discriminatory Statement

The Parent-Child Center welcomes and embraces diversity. We do not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability or age. Diversity includes all ages, abilities, race/ ethnic origins, sexual orientations, trans-genders, religious beliefs, spirituality, languages and lifestyles.

Laboratory School/Demonstration Site

As part of the College (10.A.01), we serve as a laboratory/demonstration site for research in child development, hands-on experience, service learning, etc. Our staff interacts with students to strengthen studies.

Students taking an introductory child development course, and other related courses, may make detailed observations during our program hours in order to gather data for course projects. Some of them return as interns and student employees who enhance our children's experiences while their involvement here strengthens their connections between theory, research, and practice. To support the professional development of both pre-service and practicing educators, the PCC staff models and shares the educational approaches that we develop.

Our program is strengthened by our relationship with the College (8.B.02). As part of the College community, our classrooms have access to facilities such as the gym and track, can schedule walking field trips to interesting places such as food services, and the dental hygiene lab, and have visits from college security officers, automotive center workers, etc. (8.B.04). The College provides facilities management, accounting, human resources, legal, and security services, as well as managing environmental health and safety for the entire campus.

Accreditation

The National Association for the Education of Young Children (NAEYC) has created 10 standards that measure



the quality of early childhood programs. The standards were created by a blue-ribbon panel of early childhood experts and are based on the latest early childhood research.

As a NAEYC candidate, the PCC complies with best practices and meets high quality early childhood program standards (in bold) by:

- 1) Promoting positive **Relationships** for all children and adults to encourage each child's sense of individual worth and belonging.
- 2) Implementing a **Curriculum** that fosters all areas of child development: cognitive, emotional, language, physical, and social.
- 3) Using developmentally, culturally, and linguistically appropriate effective **Teaching** approaches.
- 4) Providing ongoing **Assessment of Child Progress** in learning and development and communication of this progress to the family.
- 5) Promoting the nutrition and **Health** of children and protect children and staff from injury and illness.
- 6) Employing **Teachers** who have the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development, and to support families' diverse needs and interests.
- 7) Establishing and maintaining collaborative relationships with all of the **Families** enrolled at the center.
- 8) Establishing partnerships and building **Community Relationships** that utilize appropriate resources to support the achievement of program goals.
- 9) Ensuring a safe and healthy **Physical Environment**.
- 10) Providing **Leadership and Management** that implements strong personnel, fiscal, and program management policies so that all children, families, and staff have high-quality experiences.

The program offered by the PCC falls under the regulatory jurisdiction of the Washington State Department of Early Learning and we comply with all licensing requirements (10.B.04). Each staff member is responsible for engaging fully in all professional practices related to maintaining the PCC's status as a high-quality NAEYC accredited program, as well as the NAEYC self-assessment process leading to re-accreditation every 5 years. The Director and Manager collaborate to guide the documentation procedures and complete the required paperwork for annual reporting and re-accreditation. We would be happy to discuss any aspect of accreditation with interested families.

Staff Teams (10.B.01)

The PCC is staffed by five classroom teams of educators. The administrative team includes a Director, a Manager (Early Childhood Program Specialist 4), and a Program Assistant. In each classroom there is a Lead Teacher (Early Childhood Program Specialist 3) and Lead Assistant (Early Childhood Program Specialist 1). All teachers and administrators have many years of experience in education and are required to either have or are pursuing degrees or the equivalent in early childhood education,

psychology, or a related field that meets NAEYC criteria. Hourly staff, student employees, interns and volunteers complement each team.

Full-time PCC employees are hired and managed according to the Human Resources policies of SCC (10.E.). They are thoroughly oriented (6.A.03), earn a competitive salary, have paid planning time, and receive full benefits. The PCC provides on-going professional development opportunities, as well as support for each individual's goals for growth via additional training/conferences, publications, and professional experiences.

Our experienced educators participate actively in the local early childhood communities by partnering with neighboring high-quality programs to develop new avenues for early childhood professional development (8.C.). The partner organizations are seeking ways to support each other and create synergies between their training initiatives that will enhance the quality of reflective training opportunities and serve as a resource for early childhood educators across the broad continuum of professional development.

Each staff member is responsible for being thoroughly familiar with: their job description, PCC staff/families, handbooks, ongoing communication (notices, newsletters, etc.), SCC and PCC policies/procedures, licensing requirements and the NAEYC standards.

Interaction Guidelines (7.A.01)

We strive for kindness, tolerance and grace at all times, especially in difficult situations.

PCC staff members follow the ethical principles of the National Association for the Education of Young Children (6.A.01). We share the following core values as guides for interactions among staff members, between staff and children, between staff and families, between staff and students/observers/consultants, College employees, etc.

- We strive to respect each individual and work to create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- We use direct eye contact, smiles, warm tones of voice, positive touch, social conversations, and joint laughter to support the development of effective working relationships.
- Our partnership in learning is supported by regular, reciprocal communication, affirming recognition of effort and accomplishment, predictable, developmentally appropriate responsiveness to initiative, emotion, and concerns, and proactive conflict resolution.
- We are committed to reaching out to people of different races, genders, ethnicity, and ability, and we strive to create an environment of inclusion that celebrates our differences and highlights our commonalities (3.F.03). Our program accepts children with special needs as long as a safe, supportive environment can be provided for the child consistent with the requirements of the Americans with

Disabilities Act (9.C.03). For a complete description of the College's commitment to diversity, please see www.shoreline.edu.

Because our mission is multifaceted, we aim to build positive relationships with all learning partners by appropriately balancing quality of care for the group with services tailored to individual needs. Our goal is to develop the center's caring community for learning through broad participation and involvement in program improvement for all of our staff, families, and partners.

Ethics (6.A.01)

All staff/volunteers or other adults participating in the program should thoroughly review the NAEYC position statement regarding ethics (located in the Parent Library). According to NAEYC, "This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession."

Confidentiality (4.E.07)

It is essential that everyone involved with the PCC has a commitment to confidentiality. This involves respecting each child and family's right to privacy and thereby creating a high level of trust. Information pertaining to the children enrolled, their families and the employees/volunteers of the PCC should not be discussed outside of the center except in the context of a professional nature, in which case, unless otherwise necessary, names of individuals shall be omitted or changed.

We encourage open, honest, informal and frequent communication among staff and parents. While understandably convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. Staff should suggest a follow-up call or meeting to discuss concerns raised initially in regular conversation that would be best addressed privately.

Because the staff at the PCC works as a team, with every adult knowing and interacting at times with every child, all observations and other assessment data may be shared with other staff members as appropriate. Information about family situations, special needs, and other sensitive issues is shared on an as needed basis. Student interns, volunteers, and other adults working within the center are only informed of such sensitive issues when they are a part of keeping the child safe, supporting the child's inclusion, or when the information might impact their coursework. Remember not to leave messages or notes regarding a child in an open area.

As a parent, family member or other adult participating in the center you are required to agree to the following:

“As a person involved with the PCC, I may become privy to confidential information regarding children and families. It is of the utmost importance that I realize that all such information is strictly personal and confidential and can only be shared within the confines of the PCC. I will discuss children's behavior out of the hearing distance of the children/”non-staff” persons, and I will discuss the families, children, and staff for professional purposes only. When I encounter families, children or staff outside the school, I will be courteous but use discretion. I understand that written authorization is required before disclosing any information regarding a child to an outside agency or individual. I know that confidentiality is an ethical obligation and that it is a requirement for my continued involvement at the PCC. By signing off on this statement I agree to understand and practice the PCC confidentiality policy at all times.”

In accordance with Health Insurance Portability and Accountability Act (HIPAA) guidelines, official written records for each child are kept in secure files and released only to the individuals listed above or those for whom parents sign a written release (7.C.08). These files include enrollment forms, final conference reports, health assessments provided by physicians, results of health screenings conducted at school after parent authorization, incident reports, reports of diagnostic assessments released to the center by parents, individual education plans, etc. Staff documentation of children’s behavior and development, including specialized records for children whose special circumstances require extra classroom documentation are kept in classroom locations accessible to teachers but out of the reach of children and out of sight of classroom visitors. In addition, observers follow ethical standards with respect to confidentiality of individual data as described above.

When discussing behavior incidents with families (e.g., a child is bit, hit, etc. by another child), staff members do not reveal the identity of the aggressor (e.g., writing separate incident reports for the aggressor and the victim). In most cases, the child reports identity information to the parent, so the parent may add that information to conversations with the teacher, particularly in cases of repeated aggression. The teacher’s responsibility is to focus any discussion with parents on their child only, to avoid violating confidentiality or engaging in gossip.

Parents may want to have email exchanges with staff. For simple matter-of-fact exchanges of information this may well be fine. For more complex matters it is best to speak on the phone, or better yet, meet in person. In the interest of privacy, it should be understood that personal emails will not be passed on to other individuals without the direct permission from the person who wrote the email. We will respect parents in this way and ask that parents honor this as well.

Photographs/videos are an essential part of a program as a means to share the life of the classroom with the community of children and families, to observe children’s engagement with the program and to document the program for licensing and/or NAEYC accreditation. However, we want to be especially cognizant of protecting children’s privacy. No photos or comments about children are to be posted on the web or on social networking sites. We ask that when parents or other adults are in the classroom that they do not photograph or

video-tape their children or other children while there. When we are gathered for community events and there is no expectation of privacy, parents may photograph or videotape children. Again, we ask that parents and staff not transmit these over the internet. The exception would be for staff to send photos of individual children to the child's own parents. Parents must give their permission before their child can be identified in a published photograph.

Parents/Guardians as Partners (7.A.)

The PCC offers adult family members and other caregivers a variety of ways to become involved in the child's school community, to participate in family activities, and to confer with the staff to build a strong bond between home and school (7.A.09). During the year, each teacher meets with parents to share information about the child's school and home life. Regular two-way communication is encouraged among families, caregivers, and the school staff so that multiple perspectives on the child's development and interests can be used to enhance the child's center experience. In addition to the detailed family handbook and College web site, we have scheduled parent meetings and conferences, regular whole school and classroom newsletters, and frequent spontaneous interaction (7.B.01). A Parent Library in the lobby provides a wide variety of information and resources; flyers are regularly posted about local family events (7.C.05, 8.B.03).

If any parents would benefit from translation services at conferences or for key documents, we can contact the College for assistance in finding a translator who is fluent in the relevant language (7.A.02, 7.B.02).

The center has an open door policy for parents: you are always welcome to come into the center at any time. Adult family members can use the one-way-mirror facilities at any time or schedule classroom visits to observe their child in the program (7.A.11). If you would like to speak with a teacher please contact them directly to schedule a time that is mutually convenient.

The popular family events, including Open House, Annual Auction, and the Celebration Picnic, offer the whole family a chance to participate in the child's center. In addition, many adult family members extend their involvement by volunteering in center wide and/or classroom activities. Families are encouraged to support the center family events on whatever level that they can (7.A.12-14). Adult family members who are willing to volunteer in the classroom after the children have adjusted to the new routine, please make arrangements with your child's teacher.

All families are invited to attend the Parent Advisory Group (PAG) meetings. The PAG is a group of parents (and staff) that want to support the center by promoting open communication, fundraise for center goals/objectives, organize staff appreciation, etc. The group generally meets monthly at the center; no meetings are scheduled in the summer.

We encourage all parents/guardians to join our center listserv. This email communication allows you to receive information from the office regarding current news and events. Parents/guardians are offered the opportunity to join upon enrollment or you can sign-up in the office anytime.

If you have questions or have experienced a problem at home or the center please approach the child's primary teacher or one of the administrators directly (7.C.). Recent potty-training efforts, changes in care-giving arrangements, the death of a pet, an extended absence of a parent, etc. can all cause changes in a child's demeanor and behavior at school, so timely communication helps the staff respond most effectively to the child. We make every effort to dialogue with children and families in a positive manner to plan strategies, resolve issues, and provide assistance in a timely and effective manner (3.F.03). Please also feel free to suggest ways that we can strengthen our partnership with you as together we seek to provide a high-quality learning environment for everyone in our center community.

All adult family members are invited to participate in the PCC's annual program evaluation via a survey conducted each spring (10.F.04), as well as to contribute to our continuous quality improvement via committees and fundraising efforts. Evaluation results, plans and opportunities are highlighted at the open house in the fall (10.F.02) and updated as necessary via the listserv or quarterly newsletters thereafter.

Parent Education Requirement

Parents/guardians with children enrolled at the PCC are required to participate in a 1-credit online parent education class one quarter per year. Each quarter will focus on a specific age group. Parents/guardian will be notified the quarter their child's age group will be covered. Failure to meet this requirement may result in termination from the center. Please speak with the Director or Center Manager with any questions you may have.

Anti-Bias Curriculum/Celebrating Holidays

The PCC curriculum embraces an anti-bias approach that challenges prejudice, stereotyping, bias and "isms". As early childhood educators we have a responsibility to be role models for a more just society. We strive to avoid the "tourist approach" which emphasizes differences between cultures and is often patronizing and trivializing. Rather, the emphasis is on real life and experiencing the diversity of culture. Anti-bias content is integrated into the environment and the daily schedule.

The PCC serves children and families that represent a wide variety of nationalities, religions, languages and culture groups. We strive to foster self-esteem and positive self-identity in all children. Everyone has a culture and holidays are only one aspect of a culture. Our approach towards holidays is respectful of the values and traditions of all families. We encourage children to talk about their family traditions and we share stories related to the meaning of holidays.

We avoid exclusively focusing on religious concepts or specific holidays; instead, the focus is on fitting holidays into regular routines. Too many holiday celebrations can be over stimulating for young children; it is best not to make any holiday the main focus of your curriculum for an extended period of time. Celebrations emphasize concepts such as: the joy of coming together as a family, the value of friendship, the changing of seasons, the role of food and music, etc. We ask that families share what they want us to know about their culture. Holiday celebrations in the classroom are collaborations between staff and families. Not including a variety of holidays leaves out an important part of families' lives and can have negative consequences, especially if the child is not of the dominant culture. The benefit of celebrations includes validating a child's beliefs and showing respect for diversity. We will provide answers, in developmentally appropriate ways, to children's questions about the history and meaning of a specific holiday. When there are families that do not want to participate in specific holidays, we are always respectful. We strive to modify plans to meet families' comfort level, and/or offer other activity choices. The PCC goals for celebrating holidays are: children's positive self-identity; promote connections between the center and home; community building; to celebrate both similarities and differences; to foster critical thinking and activism about bias; to have fun!

ENROLLING YOUR CHILD

Enrollment

The Parent-Child Center holds a quarterly Open Enrollment for new families to enroll their child(ren). These are typically held in early March, May, August and December. The enrollment begins at 9:00AM, based on a first-come, first-served basis of the space we have available. Enrollment in between open enrollment dates is possible, if space becomes available.

As part of the enrollment process, parents must complete an emergency information form and give permission for staff members to administer basic first aid to their child and to contact College Security or call 911 for more advanced care. Please update your emergency information to ensure that it is always current. Additional consent forms for field trips and sunscreen application are also required.

Prior to the child's first day at the center, parents are required to submit current health information regarding their child (5.A.01), including either proof of the recommended immunizations or a signed statement indicating that the family has objections to immunization. Thereafter, parents must update forms as needed after yearly well-child checkup (10.D.05). Parents of children speaking English as a second language are invited to dialogue with teachers regarding strategies to assist the child's transition as necessary (7.A.02, 08). Parents of children with allergies must complete an additional form giving guidelines appropriate to the child's needs, with detail regarding provision and storage of special foods (labeled with the child's name and date), necessary adaptations of activities or environment, responses staff should take in the event of an

allergic reaction, and any necessary staff training (5.C.04, 9.D.07). Parents of children with other special needs should contact center management for guidance regarding necessary documentation and advance planning with the staff.

Tuition & Fees

Parents or guardians are required to sign an agreement indicating the fees and payment schedule, services to be provided, date of admission, arrival and departure times, registration fees and emergency kit fee. Copies are available upon request.

Current tuition schedules are available from the PCC office. The tuition is due by the 25th of the month prior to service. You will receive a monthly statement from the Parent-Child Center. Payments are to be made to the Cashier's Office phone, mail or in person with a copy of your bill attached. The mailing address and phone number for the Cashier's Office is available on your monthly statement. Payments cannot be accepted at the Parent-Child Center.

Discounted student rates are available to Shoreline Community College students enrolled in at least 6 credits for the current quarter. Each quarter students may change their schedule, within a specified time period, without paying the typical change of schedule fee.

Additional Fees

- Annual Registration (due every June)
- Emergency Supplies
- Late Payment Fee (Payments received after the 25th)
- Late child pick-up/early drop-off, per minute
- Drop-in/Extra Hours
- Schedule Change

Current fee rates are available from the Parent-Child Center office.

Other Billing Information

- Childcare is scheduled from the first day of enrollment until a thirty-day withdrawal notice is given. You will be charged for all days scheduled even if your child is not present. This includes sick, holiday, suspended operations, in-service and vacation days. Trading days or hours with one another is not permitted.
- Parents/Guardians with outstanding balances at the beginning of the third day after tuition is due will be terminated from the center. You will still be charged for a full 30 days. Charges remaining unpaid for more than 60 days beyond the due date may be assigned to collection. Parents/guardians are responsible to pay related collection, attorney, and/or court costs that may be set by the court.
- Parents must give a 30-day written notice of voluntary withdrawal. Withdrawal forms are available from the PCC office. Once you have withdrawn from the

center, you will not be guaranteed a slot if you wish to return, nor will you receive priority.

- If another agency will be paying all of, or a portion of, your child's tuition please notify the center at the time of enrollment. Paperwork must be started prior to your child(ren) starting and we must have approval within 10 days. It is the parent's responsibility to initiate and follow-up on all documentation required by the agency. You are responsible for all charges not covered or denied by your third-party agency. If your child attends while not covered by the third party all regular charges will apply and withdrawal will require a 30-day written notice. With less than 90% attendance, you will risk losing your child's slot. In addition, if your child is absent more than one week, without communication, you will forfeit your reserved slot.

Termination Policy

The PCC may terminate the enrollment and enforce the withdrawal of any child at any time due to delinquent payment, ill health, consistent behavior problems without requested child guidance evaluation being completed, parent dissatisfaction, and any other problems in accordance with the PCC Family and Staff Handbooks, or as necessary and determined by the Director.

CENTER OPERATIONS

Hours

The center is open year-round. Operating hours are 7:30 am to 5:30 pm. Please see the current PCC operating calendar for closure days.

Regularly Scheduled Closures

The Parent-Child Center has annual calendars available indicating closure dates. Annual closures include:

- 5 (five) in-service staff training/preparation days per year
- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Holiday (2 days)
- Christmas

Parking

Parking Permits will be provided to your family. This permit is for "short term" parking and must be hung on your car's rear-view mirror when you visit the center. If you plan to stay longer than 20 minutes, please come to the center office for a one-day permit. SCC parking tickets are expensive. The center cannot "fix" parking tickets.

Please be patient and courteous while driving in our parking lot. Please drive slowly and refrain from passing. Please take your time and attend carefully to the location of other cars. If we work together, then the system will run smoothly for all!

Signing Your Child In and Out

A child's parent(s) and/or guardian(s) must provide a list of adults to whom the child can be released (10.D.06).¹ Please let your child's teacher and/or center administration know when one of your authorized pick-up persons will be picking up your child. Parents/ guardians or drop-off/pick-up must sign the child in and out each day, indicating the time, and with their full legal signature. Sign-in and out pages are located in each classroom. Please check with your child's teacher if you need help locating the sheet.

Observing Your Child (7.A.11)

Parents/guardians may observe the child at school at any time during the program's regular hours of operation. Please inform your child's teacher/PCC administration if you would one of your authorized pick-ups will be coming in to do an observation. When observing at the PCC:

- Sign in at the office upon arrival and out prior to departure
- Observe from the observation room whenever possible. Children's behavior is often significantly affected by a parent's presence. In addition, repeated reunions and separations can be difficult for young children, especially at the beginning of the year.
- When in the classrooms, remain as unobtrusive as possible, making every effort not to disrupt the activity in progress.
- Please refrain from cell phone use while in the classrooms or in the observation booths to avoid distracting the class.
- If you want an opportunity to talk individually with a teacher, please make an appointment to do so during a time that the teacher can meet with you out of the classroom.

¹ Parents can only be excluded when a court of competent jurisdiction has limited the parental right of access to the child and a copy of the order is on file at the facility and with SCC security.

Suspended Operations/Snow Days

The decision to temporarily suspend operations or close the College/PCC due to weather or other emergency conditions will be made by the College President or his designee. This is a serious decision that is influenced by many different issues and is not made lightly.

If you believe that there may be a possibility of suspended operations before bringing your child to the center - listen to local media, go online or call for more information. When possible this information will be available by 5:00 am. You should listen to KIRO, KING or KOMO radio or television stations for closure information. The College website and main campus telephone 206.546.4101 will also have closure information. Another resource is schoolreport.org.

If the College decides that “**all operations are closed**” this means that the PCC will be closed. If “**classes are canceled**” then the PCC will be open but limited to the staff that we have present, and we may need to limit the number of children that we accept into care. Please consider your families’ own personal safety when dealing with inclement weather.

In addition, the center may be forced to close unexpectedly due to power outages, not having water, etc. Please direct any questions regarding absences due to suspended operations/snow days to center management.

Religious Policy

The staff at the PCC respects the rights of children in care to observe the tenets of their faith. Staff will not discourage a child from exercising their rights. Staff may not guide children in religious instruction, prayer/grace, stories or songs.

Preparing and Serving Food (5.B.01, 5.B.02, 10.D.01.e)

The PCC is a NUT FREE ZONE.

The center cook is responsible for the oversight of food service including menu planning, food purchasing, compliance with licensing/CACFP, etc. We avoid foods with high sugar/fat/salt content, food additives, or highly processed foods. Family style meal service is a PCC policy: children are encouraged to serve themselves, children have the choice to eat or not, etc. – see posted guidelines for more details.

No outside food or drink should be brought into the classrooms by staff; the posted menu must be adhered to. The only time staff should be eating in front of children is when they are seated at the table for meals/snacks that are provided by the center or for special occasions/events.

Families may bring in outside food for special occasions (such as birthdays), by request of the teacher, etc. Outside food is limited to uncut fruits/vegetables or prepackaged food in the original manufacturer's container. Please check with either the cook or the lead teacher about any current food allergies in the classroom. Prior to serving the outside food, teachers must check to ensure that it is safe and appropriate.

Remember that food service protocol applies to treats (including Otter Pops, cooking projects, etc.) in the classrooms as well. Treats for children must be limited to once a week maximum. Low sugar/low fat healthy treats are strongly recommended.

At meals/snacks staff will make water available to children after the menu beverage has been served. Children are encouraged to bring in a reusable water bottle (no bottles labeled #7), especially during the summer months.

Please keep us up to date regarding any allergies that your child has and the procedures for handling allergic reactions. Forms are available in the office for documenting allergies. If necessary, be sure that you provide alternate foods your child and that they are labeled with the child's full name and date (5.B.02).

We do not serve children younger than four any of the following foods: hot dogs, whole grapes, popcorn, raw peas, hard pretzels, spoonfuls of soynut butter, or chunks of raw carrots or meat larger than can be swallowed whole (5.B.14).

CACFP (Child and Adult Care Food Program)

The PCC participates in the CACFP reimbursement program which covers a portion of the center's costs for food service.

The center provides breakfast, lunch and an afternoon snack. Menus are sent out on the listserv and posted at the center. The emphasis is on healthy, child friendly meals that provide a variety/diversity of foods.

The menus meet all CACFP and licensing requirements – menus must be followed so that we are in compliance. We are able to accommodate food allergies, religious restrictions, vegetarian or vegan requests on a limited basis. Families may not bring food from home in order to meet their child's preferences. Be aware that if you do provide food to accommodate allergies, etc. it must meet licensing requirements – feel free to consult with the center cook for more details.

Children who do not drink milk must have a health care provider note, stating what alternative milk they should have. The family must provide the alternative milk, which must meet licensing guidelines.

Field Trips (8.B.02, 9.C.15)

On SCC Campus

We are fortunate to have access to many interesting facilities on the campus. To take the best advantage of the last-minute opportunities that sometimes arise, we ask parents to sign a permanent permission slip for on-campus field trips. Teachers always notify the office before taking children out of the center (other than daily walks), always walk to their destination, and take cell phones and first aid / emergency packs with them.

Off-Campus Trips

Occasionally, we schedule field trips that require longer walks or taking public transportation. Generally, this only applies to preschool and pre-k classrooms. Parents are required to sign a permission slip for each trip individually and may be asked to pay a small fee for admission. We strive to lower the staff/child ratio as much as possible for field trips. Parents, family members, etc. are encouraged to volunteer to help. The children are all assigned in advance to specific adults and all wear t-shirts or nametags with the center name on them.

A Field Trip Checklist must be completed in advance. The lead teacher is responsible for ensuring that all protocols are followed and will assign duties to all staff and volunteers.

In addition the following guidelines must be adhered to:

- At least one teacher present must have current First Aid/CPR.
- Head counts must be taken every 10 minutes or less.
- A cell phone must be taken on all field trips.
- The classroom First Aid kit must be taken – including any needed medications.
- A roster of all children and current emergency contact information is taken.
- Children will be grouped together in partners or will use the walking rope.

Volunteers can never be put in charge of children, even if it is simply to take a child to the restroom. Only PCC employees can supervise either a group or an individual child.

Occasionally, because of time constraints, we may greet or dismiss children at the field trip destination. In all cases, plans and relevant maps are provided along with the field trip permission form.

Recycling

The PCC recycles all paper, cardboard, cans and plastic bottles in the designated recycle bins. Please rinse and crush all containers and break down/flatten boxes.

Please either take your glass items to the PUB or bring home for recycling.

Food waste may also be recycled at the PUB.

CURRICULUM AND ASSESSMENT (2.A.02-06, 3.F.01)

The curriculum goals and objectives reflect our current understanding of young children's natural developmental progression and guide teacher's ongoing assessment of children's growth through observation and documentation. Staff must know all of the goals/objectives and collaborate with their team to use the various categories as a flexible framework for planning learning experiences to promote the growth of each individual child (3.F.01). All staff members are responsible for being thoroughly familiar with the center's assessment philosophy and how it relates to curriculum planning and implementation. We develop our own plans to provide children with a variety of opportunities for learning and encourage broad exploration. We support children in doing as much for themselves as possible. In addition, we strive to support a variety of social experiences by organizing our time and space to balance individual, pair, small group, and large group activities. All staff members serve as coaches as children practice social skills involved in peer interactions, friendship formation, and conflict resolution. Throughout the day, we engage children in conversation, with extra support for peer conversation at breakfast, lunch and snacks. As much as possible, adults sit with children during meals and snacks.

Creative Curriculum Approach (9.A.13)

The Creative Curriculum goals and objectives guide the planning and implementation of each classroom curriculum. The foundation of the curriculum is to consistently promote children's development and learning opportunities in all of the following domains: social; emotional; physical; language; cognitive (2.A.03). Incorporating play-to-learn methodology is an essential element of the curriculum. The teachers prepare an engaging learning environment for exploring themes, such as birds, artists, or transportation. Using the funds from the supplies budget, we choose a rich range of materials, including diverse items, to entice each of the children to engage in the thematic study (9.A.13). Classrooms may use a group meeting time each day to set the stage for the investigation and to introduce relevant concepts. The children may pursue a variety of activities that reinforce the learning goals. We avoid commercial characters and prescribed products in favor of open-ended explorations that promote creativity and imagination. We also limit screen time (applies to preschool and Pre-K only) to short periods of activity that are not otherwise possible in the classroom, such as child-controlled computer design or internet viewing of animals in their natural habitats. The staff monitors the activities, so that we may facilitate the children's learning and challenge them at an appropriate level. Children's explorations enrich their development of concepts related to the theme and strengthen their skills in all areas. We extend and apply their concepts by experimenting with various materials in the center, and they express their understanding by creating their own representations in a variety of media.

Teachers are responsible for developing weekly Creative Curriculum lesson plans in a format that clearly indicates their focus on all five domain areas within the theme and their adaptations to the individual profiles of their students. It is an essential function of

lead teachers to adapt the curriculum, environment and methods according to the needs of each child/family as well as, the entire group of children (7.A.03). The overall theme plan includes the following information as developmentally appropriate:

- Key Conceptual Focus & Vocabulary
- Central Resources (books, artifacts, etc.)
- Focus Activities
- Theme Emphasis in Existing Centers
- Key Projects
- Technology Activities (if age appropriate)
- Theme Emphasis in the Outdoor Classroom/Gym
- Anti-Bias/Diversity
- Adaptations for Special Needs (as needed)
- Parent Involvement
- College/Community Connections

Teachers must intentionally plan to ensure a balance of activities that focus on each of the five areas of development while keeping in mind the importance of collecting assessment data.

Curriculum plans will be sent to families via email and will also be posted in the classroom.

A “Daily White Board Report” is required for all classrooms; the infant room may elect to do this for occasional group projects only. The report is a narrative about the day that provides some details to families - a snapshot of what happened that day in the classroom.

Explorations Enhance Skills

Through explorations, the children develop

- a sense of themselves as competent learners,
- strategies for collaborating with peers and adults,
- approaches to communicating their ideas verbally and visually,
- means of discovering new ideas about physical properties,
- skills for small motor manipulation of tools and materials as well as large motor actions, and
- means for expressing their creative ideas through drama, movement, music, and visual arts.

Developmental Objectives (2.A.01)

The skilled Early Childhood Educators at the PCC nurture young children's social, cognitive, and physical development. We have specified learning goals and objectives for children in each of the following domains.

Infants, Toddlers and Twos:

Social/Emotional Development: To learn about self and others. Physical Development: to learn about moving. Cognitive Development: to learn about the world. Language Development: to learn about communicating.

Preschool/Pre-K:

Social/Emotional Development: Sense of Self; Responsibility for Self and Others; Prosocial Behavior. Physical Development: Gross Motor; Fine Motor. Cognitive Development: Learning and Problem Solving; Logical Thinking; Representation and Symbolic Thinking. Language Development: Listening and Speaking; Reading and Writing.

Assessment Plan (4.A.01-03)

Assessment is naturally integrated into the course of every day as ongoing teacher observations. Information about group patterns and individual development is used to adjust the program to better support group and individual progress. Teaching teams connect daily to identify children's current interests and needs and then plan accordingly for the next week's explorations (4.D.02). At times, these reflections indicate the need for altering the classroom environment, shifting the unit focus, trying new teaching strategies, etc. If concerns about individual children's development arise and are not readily remedied via classroom adaptations/strategies, teachers may initiate a dialogue with colleagues, center management, outside consultants and parents to plan approaches to try both at home and the center (7.C.).

At least once per year, the teachers combine these informal assessment techniques with a more systematic (Creative Curriculum) assessment of each child that utilizes the Developmental Continuum Assessment System for the purpose of describing each child's developmental progress. One of the outcomes of the process is Individual Child Profiles.

Assessment is an ongoing cycle that includes the following:

collecting facts – learning as much as possible about each child, primarily through ongoing observation/documentation; **analyzing/evaluating facts** – using notes and samples of children's work; **planning for each child and the group** – utilizing information gathered and what you have learned about the child; **sharing children's progress** – meet with families to share and plan next steps.

Teaching teams work together to conduct these systematic assessments, though the child's lead teacher takes the initiative in summarizing the findings. The process is typically collaborative, with the lead teacher drafting the report and then getting input from the teaching team and others as appropriate. These descriptions are shared with parents, both in writing and via personal conferences. Conference reports include narrative descriptions of children's progress in self-esteem & independence, interaction & cooperation, communication, and physical capabilities. Conferences can be more detailed, including both a checklist of skills and narrative description for all of the

identified developmental objective domains. Staff – parent dialogue during conferences strengthens our understanding of each child’s developmental profile and often leads to ideas for individualizing both staff and parent support of children’s learning, as well as plans for smooth transitions into the next level of PCC programming or to elementary school.

Occasionally, staff and/or parents may identify the possibility of a developmental concern or other special needs and the need for additional screening and referral for professional diagnostic assessment (7.C.01-04). In those cases, staff and parents typically include the Director and/or Manager in the dialogue for the purpose of more precisely identifying the focus for screening/diagnosis and to review the resources available to children and families in our community, which may depend on where the family lives and what type of health insurance the family has.

In all cases, staff strives to be cautious and sensitive when communicating to families. Clearly and professionally explaining the concern and sharing specific examples assist with building a strong foundation for collaboration. Being supportive and keeping information confidential will build trust and foster openness to suggested actions and referral to resources (7.B.04).

Because of the detailed discussion of child progress, conferences typically last about 30 minutes and are not appropriate for children to attend other than nursing infants. Childcare outside of your normal schedule may not be available during conferences. Parents should make other arrangements for their children - perhaps by arranging play dates or sharing sitters with other families.

Assessment Procedures (4.B.01)

Most PCC assessment is informal, with direct observation by staff members as the primary method. Teachers document observations in their own unique ways, though most record anecdotes, take photographs of constructions and interactions, and collect samples of the children’s artwork, journal entries, and other projects. Items are collected in the child’s portfolio.

Because even young children are savvy enough to avoid tasks in areas that are difficult for them and to rely on peers to support their performance when avoidance is not possible, PCC educators occasionally conduct more formal, individual assessments focused on precisely determining what a child knows or can do. Whenever possible, these assessments are designed as typical classroom activities and are widely distributed in time. For example, a teacher might assess knowledge of letters and numerals by having the child be the caller in a bingo game played with peers. Gross motor skills may be assessed by having children practice an obstacle course set up in the classroom or outdoors. With individuals, teachers often use puzzles or other manipulatives to check a child’s knowledge of shapes, counting ability, etc. All of these assessments are conducted within the regular program space and during the typical program hours. In cases where a child’s performance on these more formal

assessments is not consistent with more informal observations, the assessment may be repeated, conducted by another staff member, conducted in one of the quiet observation rooms, etc. so that the results can be verified.

Teachers provide families with information about what their child is learning and their development either verbally or in writing every quarter. Data from both informal and formal assessments are incorporated into the narrative sections of the parent-teacher conference reports (Child Progress and Planning Report) written by the child's lead teacher in the spring and fall (4.E.02). For conference reports that include checkpoints, teachers mark where the child's development of skills is at, such as; shows ability to adjust to new situations, shows balance while moving, makes believe with objects, etc.

PCC assessments and conference forms are sensitive to diversity in the following ways (4.B.01): Assessments involve only activities that are familiar to the children, and every effort is made to eliminate verbal directions that might not be understood by a child with a language disability or limited English proficiency. Teachers may eliminate from the conference report any items that cannot be fairly assessed because of the child's language abilities. Conference forms may be adapted for children with special needs at the level that qualifies them for the support of therapeutic consultants. In these cases, checkpoints may be noted as various levels of proficiency.

The PCC does not conduct any norm-referenced or standardized assessments of children for comparison purposes (4.B.03). At present, we are using the assessments described above, together with our professional judgment, rather than a standardized screening to determine whether to recommend that further professional screening should be initiated (4.C.01). Eligibility for special services is determined by diagnostic assessments conducted by professionals after referral by PCC staff.

See the Public Health - ***Child Care Behavior Handbook*** (located in the Parent Library) for: Communicating with Families; Seeking Help and Making Referrals; Sample Forms.

Uses of Assessment Results (4.B.05)

Results of PCC assessments are primarily used to shape the current year's program planning and to discuss individual children's developmental progress with parents so that we can work together to best support each child's growth. In addition, the group results impact the school's quality improvement process via the annual center evaluation, both of which are conducted in the spring in preparation for enhancements implemented for the fall (10.B.07, 10.F.01).

Each year in the Pre-K classroom, we share, and post information related to general public school choices (Seattle, Shoreline, Northshore and Edmonds as applicable) and have available individual consultations related to choices for specific children (7.C.05-07). If parents initiate private elementary school applications for their children, they may be required to provide recommendations from the PCC. The PCC lead teacher is permitted to complete the rating scales typically requested by the local private schools.

CHILD ORIENTATION (10.B.08)

The entry process is carefully planned to make the children's first days at the center as reassuring as possible. The child's first experience at the center should be a visit with the parent or other caregiver to become familiar with the space, the teacher, and begin to meet other members of the center community. After that, phasing-in days are recommended, with the teachers focusing on helping the children get to know each other, become familiar with the space, and learn the classroom routines. Parents should plan to be available during these days in case the child is not yet ready to separate. Even if the child separates quickly, we suggest that parents observe from the two-way mirrors so that we can update you on the child's adjustment. Parents and teachers may collaborate on customized plans for children whose separation requires a more individualized approach.

Once the regular schedule begins and throughout the year, it is important for the children to arrive promptly so that they can participate fully in the day's activities. The start of the day often affects the child's whole experience. Equally important, young children need the security of knowing that they, too, will be picked up when it is time for them to go. For this and reasons related to staffing, picking up your child on time is essential. Please send a written note with your child to inform the teacher and the office of changes in your pickup arrangements. Children will not be allowed to leave the school with unauthorized adults.

Routines (3.D.01)

We make every effort for all children to know and be known by all adults in our open school environment so that they are comfortable interacting with and seeking assistance from any adult. Each child is assigned to a lead teacher and lead assistant teacher in their classroom. When absences are planned in advance, we recruit substitutes who have long-term familiarity with our program, often former teachers or others who have trained at the PCC. We invite these individuals to have regular contact with the children and to participate in some of our staff development events to maintain their familiarity over the years.

Typical Daily Schedule

These will be included in the individual classroom packets.

Nap/Rest Time

Licensing requires that we offer a rest period for all children five years of age and younger who are in care for six hours or longer or who simply exhibit a need for rest.

Infants follow their own schedule. Infants must be placed on their backs to sleep and may not have a loose blanket in the crib with them. The use of sleep sacks is

acceptable. You may bring a nap buddy for your child starting with the toddler classroom.

Bedding must be laundered every week or when soiled. The center will be responsible for the sheets and parents are responsible for blankets, etc.

For children that wake up a little before the group they should be provided with quiet activities that do not disturb the other children.

Shoes are removed for nap time for comfort and to avoid cross contamination of bedding.

Behavior Management Guidelines (1.E., 1.F.)

The PCC's goals related to behavior management are focused on guiding and empowering children: respect themselves and others; feel a sense of belonging; solve problems peacefully. Partnering and communicating with families is always a priority. The PCC's child-centered environment, schedules, routines, activities, etc. are all designed to foster positive behavior management. All staff members guide and support children throughout the day as they gain control of their bodies, learn to use language to communicate needs, practice persisting when frustrated, take turns, and play cooperatively with peers.

Our rules and expectations are designed to help children learn to manage their behavior for effective **interaction and cooperation**. All staff members guide and support children by clearly communicating in a positive manner and tone. For example, "Let's keep the sand in the sand table so that we have a lot to pour." Typically, the children are eager to act appropriately and are recognized for doing so. We design activities that are age appropriate in both task and duration to maximize positive interactions. Our teachers also carefully monitor the children's activities to anticipate and diffuse problems before they begin. A child who is losing interest in one activity or getting too loud may be redirected to another area that can spark renewed engagement and positive behavior.

Knowing and meeting basic behavior expectations encourages **independent** action and fosters **self-esteem**.

Signals:

Lights Off means Stop, Look and Listen

Bell/Hand Clapping means Clean Up and Find the Teacher

Center Rules:

Be a kind friend.

Listen the first time.

Follow the routine.

Stay in your own space.

Use your words.
Use inside voices.
Use walking feet.
Use things appropriately.
Put everything in its place.

The children (as age appropriate) in each class will discuss behavior expectations throughout the year. As appropriate, classrooms can add specific examples relating to each of the items listed above. For example, for “Be a kind friend, share, respect the rights of others, if you put down your toy and move on to something else, another friend can use it,” etc.

All PCC staff will:

- Provide limits in a calm, consistent, and respectful manner, which allows the child to grow in self-control and self-esteem.
- Respond to a child’s challenging behavior, including physical aggression, in a manner that provides for the safety of the child and the others in the classroom.
- Help children learn to identify both positive and negative emotions, as well as to express them appropriately.
- Work with children to develop conflict resolution skills necessary to solve their disagreements in an appropriate manner.
- Help children express and acknowledge their choices.
- Help children describe problems, evaluate their actions, verbalize alternatives, and consider the perspective of others. Children are guided and supported as they learn to accept the natural consequences of their actions.

This approach includes positive reinforcement for appropriate behavior, redirection, reminders of classroom rules, modifying the classroom environment and/or daily schedule, and providing a supervised quiet time for the child to gain control. After a quiet time, the teacher invites the child to rejoin the group and reminds the child of the relevant expectations for the activity in progress.

Staff will not force children to apologize. It is more effective to have the child strive for the desired behavior, i.e. “I will use gentle words with my friends” rather than “I’m sorry”. Apologies are not discouraged but the focus should be on the desired behavior. Asking the child if they have anything to say to their friend and having them respond, “I won’t hit you anymore”, is more affirming and reassuring than saying “I’m sorry”.

In addition, center staff uses “best practices” approaches recommended by NAEYC such as: warnings before transitions; offering choices; maintain regular routines; consistency; positive affirmations; go to the child’s level; make eye contact; speak quietly/calmly; redirect; observe before intervening; may offer cool down time (time out is not used).

Staff shall observe all children and document any problem behavior to help ascertain any patterns re: events, activities, and interactions, as well as any precipitating

contextual factors. If a child's behavior problem persists or becomes dangerous to the other children in the class (e.g., punching, kicking, temper tantrums), the teacher may bring the child to the office to regain composure. Such situations are rare at the PCC and are discussed thoroughly with the child, the teacher, and the parent to determine positive steps toward solution. Families are referred to specialists for help with persistent problems that may be linked to developmental issues, with the goal being to support the child's successful inclusion in the classroom.

Steps for Addressing Behavior Concerns

1. The behaviors of children shall be addressed by classroom staff as outlined by the Behavior Management Guidelines in the Family Handbook. This approach includes positive reinforcement for appropriate behavior, redirection, and reminders of classroom rules, modifying the classroom environment and/or daily schedule, and providing a supervised quiet time for the child to gain control. Staff shall observe all children and use appropriate forms for documenting any atypical behavior to help ascertain any patterns re: events, activities, and interactions, as well as precipitating contextual factors.
2. When a child exhibits a problem behavior on a continual basis that is not resolved through appropriate behavior management strategies, the teachers can request a meeting with the Director and/or Manager to discuss the problem behavior and ask for further guidance.
3. If the behavior problem is still not resolved, the staff shall request a meeting with the child's parent(s). At the meeting, staff and parent(s) will collaboratively develop individualized strategies to resolve the problem behavior. During this process, teachers will keep the Director and Manager, and parents informed of progress in resolving the behavior problem. Teachers will provide information to the parent(s) in written form with copies kept in the child's file. If a child's behavior results in a significant injury to another child or staff member, the child's parents will be notified as soon as possible and written documentation of the incident will be provided to the parents and placed in the child's file.
4. If the teachers feel that they need further assistance in resolving the behavior problem the Public Health Nurse and/or Child Psychologist may be consulted. The Director or Manager may also, with parental permission, request the assistance of an outside party. If the problem could be the result of a special need, it may be requested that the parents arrange for a professional evaluation of the child. Referrals should take into consideration whether or not the parent has health insurance. The goal of this behavior management process is to support the child's inclusion and success. If, however, the parents refuse to pursue evaluation and the problem behavior continues, the continued enrollment of the child will be reconsidered in accordance with the provisions of paragraph 6 below.

5. If the results of an outside evaluation suggest the need for accommodations for special needs, the PCC will provide these or other appropriate accommodations as long as they are not an undue hardship on the PCC as outlined in the Americans with Disabilities Act (ADA).

6. If all the above steps fail to resolve the behavior problem, the PCC may ask the parents to find an alternative placement for their child. The PCC will provide the parents with 4 weeks notice, except where such notice is not reasonable because of safety concerns and will try to assist the parents with alternative placement.

7. Written documentation of all the above steps will be provided to the parents and placed in the child's file.

Physical Restraint

Only in emergency situations can a staff person use limited physical restraint. An emergency situation is either protecting a person on the premises from serious injury, obtaining possession of a weapon or other dangerous object, or protecting property from serious damage. A staff person trained in physical restraint should be called upon in the above situations. An incident report must be completed.

See Public Health – *Child Care Behavior Handbook* for: Behavior and Development; Behavior Challenges.

Children's Belongings

For your child's safety, dress your child with proper shoes - sturdy, closed-toe, rubber-soled shoes (no flip-flops, crocs, or clogs), that are appropriate for outdoor play. We know that there are many really fun, cool styles that children like to wear but we ask that you keep those for "home days". The child saved from injury may be your own!

For your convenience, please choose washable clothes. Send an extra change of clothing for your child in case their clothes become wet or soiled. Please include shoes, shirt, slacks, socks, and underwear and **label all clothes** with your child's name. Remember to update this extra set as the weather changes and as your child grows!

Provide adequate outer clothing for your child and again label all items. We spend time outside every day, except in extreme weather conditions (pouring rain, wind chill below 16°F, heat index above 89°F, etc.). In the winter, send boots, gloves, and hats – layering for warmth is essential (5.A.07).

Pets are not permitted at school. Encourage your child to bring only books, tapes and CDs that are clearly labeled to share with the other children. We prefer that your child leave toys or things that are breakable at home. These often are mislaid and/or picked up by other children, causing upsets and disagreements that could have been avoided.

Transitions (10.B.14)

Supporting children (and families) to transition well as individuals/part of a group, from one classroom/teacher to the next is a very important aspect of the lead teacher's role. We realize that there can be challenges with all transitions. In order to facilitate smooth transitions, we strive for clear communication and a positive problem-solving approach regarding concerns. We must all work together as a cohesive team so that the continuity of relationships are maintained as much as possible for every child.

The PCC transitions children from one classroom to another by developmental readiness and not strictly by age. One of the keys to success in transitioning is social readiness vs. academic readiness. We will do our best to accommodate each child's needs but be aware that space availability could delay a transition.

Classroom transitions generally happen at the beginning of each quarter but may also happen at other times. Lead teachers are aware of this and incorporate it into their classroom as a part of the routine. The goal is to make transitions as positive as possible for families, staff and especially the children.

Having a structured but flexible plan that supports a predictable flow for transitions is essential. Teachers must actively be preparing children for transitions, i.e. encouraging self-feeding, potty training, etc. Parents can support this by doing the same at home. Classroom transition time may vary from a few days to one month. Most children are comfortable within two weeks, however; it can vary quite a lot depending on the age and temperament of the child. Some children may only take a day, others may need time to go back and forth, some may get disorientated going back and forth and do better by simply being immersed into the new classroom.

Lead teachers are encouraged to request up to one hour of additional time each quarter so that they can take parents/children over to be introduced to their new teachers and classroom and to also visit in the classroom. Ideally, this should be done before the child starts the transition process and would take place in the morning just prior to the teacher's regular shift.

Classroom transition schedules are generally set by the Manager or Program Assistant. Teachers will be in close communication with each other regarding transitions for each child. Teachers must fill out transition notes to families to inform them of their child's progress.

The children are usually ready for the change. Sometimes it is more difficult for the staff and families to let go. However, enthusiasm is contagious and embracing the change with a positive attitude will dramatically help the child to have a successful experience.

HEALTH AND SAFETY GUIDELINES (9.C.08, 10.D.01)

At all times, health and safety are top priorities at the PCC. Each individual's vigilance regarding health and safety issues contributes significantly to our effectiveness. Always assume that you are the only one who notices a problem or potential problem and bring it to the attention of a staff person. Contact center management whenever you need assistance addressing a problem.

For additional information health information please see the copy of the Health Policy that is posted in the lobby.

Staff Responsibility

Staff members are responsible for maintaining a healthful environment (5.C.01-05). All staff members and regular volunteers must complete a TB test and Criminal History and Background Check. We participate in an annual pediatric first aid / CPR class (5.A.03), and review of our emergency procedures. Each classroom has a well-equipped first aid kit (9.C.10), as well as a backpack with additional supplies for emergency situations. We practice a variety of evacuation and lock-down drills specified in our Emergency Preparedness Plan (10.D.08) in a serious but non-dramatic fashion with the children at a rate of one per month. The Program Assistant also conducts a monthly health and safety check of the entire facility and works with staff and College facilities to rectify any hazards identified. Staff members are responsible for daily checks of their classrooms and shared spaces for hazards such as missing safety covers on outlets, elevated water temperature in the bathrooms, discarded cigarettes or food in the outdoor classroom, etc.

The use of wading pool is prohibited (5.A.10) and the center does not use potty chairs or sleeping bags.

The PCC is a smoke-free environment (9.D.06) with a safe water supply from the Shoreline Water District (9.D.02) and heating, ventilation, and cooling systems maintained in accordance with national standards (9.D.05). The College facilities department does periodic checks for environmental hazards, as well as diligently monitoring the status of our safety equipment (9.D.01) and using an integrated pest management program (9.D.08). [Overall 10.D.02]

With the help of the College cleaning staff, we follow NAEYC's frequency table for cleaning and sanitation throughout the school, including toys and water play areas (5.C.01,03,10). All staff members follow standard precautions to minimize spread of infectious disease (5.C.02) and store hazardous materials in locked cabinets. We follow parent and/or health professional recommendations regarding children who have allergies, and we limit classroom pets to fish, amphibians, worms, and insects (5.C.05).

We use the Child Care Weather Watch Chart to determine safe temperatures for outdoor play, as well as subscribing to an air quality alert system that provides notices

of hazards in our area (5.A.07, 9.D.03). Our outdoor play areas have shaded sections and there is always some shade near the play structures. When children are outside for a longer time and wearing bathing suits, we apply sunblock with a minimum UVB and UVA protection of SPF 15 if it is authorized in writing by the family: Sunscreen Authorization Form (5.A.07). Families should pre-apply sunscreen before bringing their child to the center. After nap time staff will re-apply as needed either using the sunscreen from home or the center sunscreen. We use a product that meets safety guidelines for application on children.

At this time, our area is not designated by health authorities as high-risk of insect-borne disease; but if that changes, we will use daily application of repellent containing DEET when parents provide written authorization and appropriate repellent (5.A.07).

Because hand washing is the #1 preventive measure to avoid the spread of disease (5.A.09), we explicitly teach, scaffold, and monitor hand-washing procedures that involve the use of liquid soap and running water, with vigorous and thorough rubbing for at least 10 seconds (the length of the alphabet song), followed by paper towel drying and faucet contact. The staff and the children wash our hands upon entry, before snacks and meals, before and after food preparation, after toileting and diapering, after contact with bodily fluids, after play in the water table, and after re-entry from the outdoor classroom, as well as after any messy activities or contact with pets. Adults also wash their hands after assisting with toileting, handling garbage or cleaning, and before and after feeding a child or administering medication.

Staffing & Supervision

We maintain required staff:child ratios/maximum group sizes at all times and better ratios most of the time (10.B.12).

Infants: 2 staff: 8 children

(though we aim for 1:3 with student/volunteer support)

Waddlers: 2 staff: 12 children

(though we aim for 1:4 with student/volunteer support)

Toddlers: 2 staff: 14 children

(though we aim for 1:5 with student/volunteer support)

Preschool: 2 staff: 20 children

(though we aim for 1:7 with student/volunteer support)

These ratios are applicable indoors, outdoors, during transportation and field trips. Off campus field trip ratios should be lowered as much as possible, ideally by half.

At any time when children are present in the school, there are at least two adults present, at least one of which is a staff member (i.e., the other could be a student employee or intern). Staff members, as a group, supervise preschool children primarily by sight (3.C.04). Classroom space is designed so that there are no areas of the room where children can hide. Supervision by sound is permissible for short intervals, such as when children go to the children's or private bathroom from the classroom or

outdoors. Other adults in the school will provide support as necessary (e.g., a preschool staff member could help a child in the restroom or an office team member could help a child in the hallway).

Illness and Injury (5.A.04)

Staff members greet children at the beginning of the day, being watchful of their appearance as they enter and throughout the day. Children who become sick at school are removed from the group and cared for until parents can be contacted to come for the child.

Young children often experience falls or bumps during the course of a day, especially in the outdoor classroom or in the gym. Usually, they do not result in injury and are handled with simple comfort, a drink of water, or a sympathetic bandaid or ice pack (i.e., not necessary but yet comforting). When children sustain a cut, bruise, or other injury, staff members will provide treatment according to procedures specified in our pediatric first aid training (10.D.09). They will verbally report the injury to parents, guardians or caregivers, recommend treatment by a medical professional if appropriate, and complete an injury report within one day. Copies are kept in a central office file, the child's file, and given to the family.

Parents or guardians will be notified immediately in case of a more serious accident and prompt action will be taken by contacting College Security and 911 personnel. If necessary, we will accompany the child to the hospital preferred by the family, either in a campus security vehicle or ambulance. In these cases, injury reports are supplemented by the 911 reports.

Sick Children (5.A.04)

The PCC community relies on the adult family members' thoughtful assessment of each child's health before sending him or her to school. Even if your child begs to come to school, please keep him or her at home if any of the following symptoms are evident. Any of these may indicate the beginning of an illness, which might be easily communicated to other children.

- Oral temperature above 99 degrees within the past 24 hours
- Diarrhea
- Rash, bump or other out-of-the-ordinary skin conditions
- Flushed face, "watery" or "glossy" eyes
- Excessive running nose
- Deep or dry cough
- Continuous sneezing
- Sore throat
- Vomiting within the past 24 hours
- Unusual irritability, listlessness, fatigue

Please refer to the **Keep Me Home If . . .** poster in the lobby for additional information.

When your child will not be attending, please call the center at 206.546.4690. Please let the office know if your child has contracted a contagious condition or disease so that we can notify other families and staff members who might be affected (5.A.05).

In most cases in which medication is required, physicians recommend that the child be on medication for a full 24 hours before returning to school. In addition, please keep your child home until the child is well enough to participate fully in both indoor and outdoor activities because we do not have staff members available to supervise children indoors while the rest of the class is outdoors. If medication needs to be given while the child is at school, please bring the medication in its original labeled container with written directions from the doctor to the office and complete a medication authorization form (5.A.11, 10.D.10). Do not send medication in the child's backpack.

Medications

If childcare providers give or apply medications, Washington State law (WAC 388-150-230) requires a parent/ guardian's written permission (medication form) to give ANY medication to a child. A health care provider's written permission is required for:

- All prescription medications (NOTE: the prescription label satisfies this requirement). Prescription medication must have the original pharmacist label.
- Any non-prescription medication if the label does not give instructions for use for the child's age. (In general, any medication taken by mouth for a child under two years old.) Non-prescription medications must have the original pharmacist label.
- Physician's sample medication. (Physician's samples must have doctor's written directions for use, the child's first and last name, date of prescription, dose, and duration.)
- Any non-prescription medication not listed below:
 - Antihistamines (Benadryl)
 - Decongestant (Sudafed)
 - Non-aspirin pain relievers and fever reducers (Tylenol, Datril, Liquiprin, Ibuprofen, Motrin)
 - Cough medicines (Robitussin, Triaminic)
 - Decongestants (Dimetapp, Pediacare, Robitussin)
 - Anti-itching creams (Caladryl, Delacort)
 - Diaper ointments and powders (A&D, Desitin)
 - Sunscreens

All medications must be in their original containers. Containers must have the child's first and last name and clear instructions for use. The dose and frequency must be stated on the label and the medication must be age and weight appropriate for the child. "As needed" medication may be given only when the health care professional lists specific parameters, such as "give 1 tablet every 4 hours."

Court Orders

If there are any orders from the court (no-contact, protections, custody, etc.) regarding who can and cannot have contact with your child it is imperative that you provide the Parent-Child Center office with a copy of the order. Without legal documentation the PCC cannot prevent someone who has proof that they are, or is known as, the biological parent.

Sharing information regarding custody or domestic violence situations with the office and/or your child's teacher is strongly encouraged. Sharing this type of information allows the staff to be aware of additional security measure that may need to be taken. All information will be kept confidential and only shared with essential staff members.

Car Seats (10.D.06)

Injuries suffered while riding in cars are the number one preventable cause of death in young children. Here are guidelines to follow to keep your child safe in the car:

- The rear seat is the best seat for children 12 years or younger.
- All car passengers must wear a seat belt. Be sure that you wear a seat belt, because children learn by example.
- Children under 4 years of age are required to use a child restraint device. Children older than 4 but under 8 years of age are required to use a booster seat.
- Never hold a child in your arms or lap while traveling in the car.
- Please don't take children out of seatbelts/car seat in the parking lot, until the car is in park.

Please note that PCC staff members are not permitted to violate these regulations.

Security Doors

Our security doors have two goals: (1) to keep all children safely inside the center and (2) to allow entry only for people who have PCC business. Adult family members may enter and exit the center only through the main entrance. Do not use the emergency doors.

Please do not share your code with anyone, including alternative pick-up persons and children. When entering, please be sure that unauthorized persons do not follow you through the door.

Prohibited Practices (Child Abuse 10.D.03-04)

If any staff member or person, while in the vicinity of the PCC engages in a practice prohibited by the program, the Director or Manager will take necessary steps to assure that there is no reoccurrence of the practice.

The following are NEVER appropriate; cruel, unusual, hazardous, frightening or humiliating discipline of children including (but not limited to):

- Corporal punishment – biting, jerking, spanking, slapping, hitting, striking, kicking, pinching, flicking, and any means of inflicting pain or causing bodily harm.
- Verbal abuse – yelling, shouting, name calling, shaming, derogatory remarks (child or family), language that threatens, humiliates or frightens.
- Physical restraint - injurious methods, locked time-out room or closet.
- Foods/Liquids - withholding or using as punishment.

Refer to the DSHS publication – *Protecting the Abused & Neglected Child, A Guide for Mandated Reporters in Recognizing & Reporting Child Abuse & Neglect; Every child has the basic human right to be safe* for additional information and definitions regarding abuse, neglect and maltreatment of children.

The PCC complies with all procedures as stated in the above publication as well as, all applicable federal, state and local laws regarding the reporting of child abuse and neglect.

Reporting Child Abuse (10.D.03-04)

All observations or suspicions of child abuse or neglect will be immediately reported to the child protective services agency no matter where the abuse might have occurred. The Director or Manager will call CPS at 1-866-363-4276 to report suspected abuse or neglect. The Director or Manager will follow the direction of the child protective services agency regarding follow up or further action needed. If the parent or legal guardian of the child is suspected of abuse, the Director or Manager will follow the guidance of the child protective agency regarding notification of the parent or legal guardian.

A staff member who is accused of child abuse may be put on administrative leave pending investigation of the accusation. Such caregivers may also be removed from the classroom and given a job that does not require interaction with children. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program may be contacted by the Director or Manager if a caregiver is suspected of abuse so that they may share any concerns they have had. However, no accusation or affirmation of guilt will be made until the investigation is complete. Caregivers found guilty of child abuse may be dismissed or relieved of their duties; the VP of Human Resources and Employee Relations will make the final determination.

Please be aware that all staff are mandated reporters and are required to report all suspicions of abuse or neglect; this is not a choice - it is the law. Staff who make CPS reports will not be subject to disciplinary action based solely on this action - with the exception of a proven malicious report.

Emergency Preparedness Plan (10.D.08)

The PCC's Emergency Preparedness Plan specifies four safety levels including one for normal operations, one for cases when children need to be kept away from a certain area (e.g., a hazardous spill that needs to be cleaned, an accident, etc.), one for emergencies that require a lockdown / containment away from windows (e.g., a chemical spill from the nearby railroad, etc.), and one for evacuation (e.g., in case of a fire). Our first evacuation sites are the outdoor classroom or the parking lot. For longer evacuations, we go to the closest College building. If we have to evacuate the whole campus, then we have pre-arranged locations in three different directions. In the event of a long term evacuation, we contact families as quickly as possible via phone to notify them of the plan for reuniting them with their children. If phone service is not available, College officials use local broadcasting services to make announcements regarding status and procedures.

In an emergency or time-critical situation when the Director is not present or reachable by phone, the Manager serves as the Acting Director. If neither the Director nor the Manager is present at the time of an emergency, the Program Assistant and the most senior teacher present decide collaboratively on a course of action.

For additional information please see the copy of the Emergency Preparedness Plan that is posted in the lobby.

Eco-Healthy Child Care

The PCC is an endorsed Eco-Healthy Child Care Center. This endorsement verifies our commitment to provide a healthy, safe and green child care setting for children, families and staff. Research shows that the first years of a child's life are critical to their future health and development. Eco-Healthy Child Care is a national program of the Children's Environmental Health Network created by the Oregon Environmental Council.

