Early Learning Center
Family Handbook

Revised January 2016
Dear Families,

Welcome to Everett Community College Early Learning Center (ELC). Our school was established with a specific commitment to providing high quality early care and education at a reasonable cost to student families with children from twelve months up until their children enter kindergarten. Additionally, early care and education is provided as space allows to staff, faculty and the community families. Every attempt is made to meet the ever-changing needs of the families that our school serves.

The ELC is also a community partner with Snohomish County Early Learning Division to provide free preschool programs to children through the Washington State Early Childhood Education Assistance Program (ECEAP) [http://snohomishcountywa.gov/523/Early-Childhood-Education-Assistance-Program](http://snohomishcountywa.gov/523/Early-Childhood-Education-Assistance-Pro). Children who are 36 months or older on or before August 31 are eligible to apply for the waiting list. For more information on our ECEAP program and enrollment please contact the ECEAP Program Manager at 425-388-9122 or our ECEAP Family Support Worker at 425-388-9302.

We believe that the child’s family members are their first teachers and in order for our program to be successful, the school and family work together as a team. If you ever have an idea, question, comment, complaint, concern or compliment I strongly encourage you to contact me.

I hope that this handbook is of assistance to you when questions arise about our program. If the answers you seek cannot be found here, please do not hesitate to ask these questions of the teachers or myself. Our handbook is a working document and as regulations change or we feel the need to update or clarify something, we will be sending you updates. If there is something in our handbook you would like to discuss further, please do not hesitate to bring it to my attention immediately. Very important information is written in bold so that it will attract your attention.

Our commitment to serving your family and child is one that is strongly felt at the ELC. We hope that throughout the year, we will be able to meet those needs and build many lasting relationships.

We look forward to working with your family and thanks for sharing your children with us!

Warmly,

Kristina Saunsaucie
Director
425-388-9120 or 425-388-9121 – phone
ksaunsaucie@everettcc.edu

Everett Community College is committed to equal opportunity in its educational programs, activities and employment policies regardless of race, color, gender, creed, religion, age, ancestry, national origin, differing ability, sexual orientation, gender identity, pregnancy, political affiliation, parental status or Vietnam veteran era status, and pregnancy. This facility is operated in accordance with the U.S. Department of Agriculture.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights (Office of Adjudication), 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). TDD users can contact USDA through local relay or the Federal Relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer.
CENTER INFORMATION PHONE NUMBERS, EMAIL AND LOCATION
The Early Learning Center is located at 820 Waverly Avenue Everett WA on Everett Community College’s main campus off Tower Drive.

HOURS, DAYS & DATES OF OPERATION
7:15am to 5:15pm; Monday through Friday.

Main Email address:
elc@everettcc.edu

Our mailing address is:
2000 Tower Street Everett, WA 98201

Front Desk and Classrooms: Jody Nardis
425-388-9121

Director: Kristina Saunsaucie
425-388-9120

ECEAP Program Manager: Amie Waters
425-388-9302

Program Supervisor: Esther Iles
425-388-9122

Fax Number:
425-388-9124

DEPARTMENT OF SOCIAL AND HUMAN SERVICES (DSHS) PROVIDER ID #: 688151

DEPARTMENT OF EARLY LEARNING (DEL) LICENSEE # (DBA as The Early Learning Center):
128634
DEL LICENSOR: Wendy Lin, MSW / Center Licensor
Dept. of Early Learning
840 N. Broadway, Bldg. B, Ste. 510
Everett WA 98201
425-339-1835 / fax: 425-339-1900

THE FEDERAL TAX ID# FOR THE EARLY LEARNING CENTER: is 91-0759103
Please keep this number for your tax records. Upon request the Early Learning Center will prepare an end of the year statement of payment on EVCC letter head for the family

AGES AND GROUP SIZES / ENROLLMENT OPTIONS
Ages listed are at time of enrollment. Classroom transitions will typically happen annually or based on the developmental needs of the child.

Toddlers (12 months up to 36 months)
Dogwood/Sweetgum/Hemlock Classrooms:
Ten to twelve children. One Teacher to Four Children Ratio.

**Young Preschoolers** (30 months up to 48 months)

**Willow Classroom:**
Fourteen Children. One Teacher to Six Children Ratio.

**Preschoolers** (36 months up to prior to Kindergarten)

**Birch Classroom:**
Eighteen Children. One Teacher to Eight Children Ratio.

**Early Childhood Education Assistance Program - ECEAP (Separate Enrollment Process)**

**Cedar/Pine Classrooms**
Child must turn three years old on or before August 31st of the Academic Year the family wishes to place them on a waiting list. For more information on ECEAP call the ECEAP Program Manager or Family Support Worker.

**ENROLLMENT PROCESS**

The ELC offers Quarter, Academic Year and Full Year enrollment options to families. Enrollment is ongoing throughout the year and offered on a space available basis. In addition to regular tuition payments, we accept DSHS child care subsidies as payment. A family using DSHS to pay for services must have their authorization in place prior to being placed in a classroom.

Priority for the waiting list is as follows:

2. Enrolled EvCC student families for at least three credits.
3. EvCC Faculty & Staff
4. University Center Students, Faculty & Staff
5. Surrounding Community Members.

All families are required to have an orientation with the director. Families are required to turn in the following documents prior to their child beginning at the ELC:

1. Washington State Department of Health Certificate of Immunization Status (CIS) Form
2. Immunization Record from the Doctor’s Office.
3. Health History Form
4. Family Information Form
5. Quarterly, Academic or Full Year Financial Agreement
6. Teaching Strategies Gold Permission Slip Form
7. Ages and Stages Questionnaire
8. (If needed) Individual Health Plan signed by doctor in case of allergies, asthma, diabetes or other chronic health needs
9. Orientation Form
10. Paid Registration Fee
11. First Tuition or Co Payment made prior to first day of school
12. DSHS Authorization is required prior to placement into a classroom

STUDENT STATUS AND CHANGE OF STATUS FROM STUDENT TO NON-STUDENT
In order to qualify for student rates, students must be enrolled for three credits in a quarter and have paid a student activities fee. EvCC employees attending school on a waiver do not qualify for student tuition rates. If a parent graduates or decides to reduce credits or no longer attend school, their billing status is changed from student status to non-student status. Upon graduating, the parent then becomes a non-student parent and is billed at non-student rate. If a student decides to drop of school for whatever reason within the semester but wishes to keep their child(ren) at the center, a revised bill will be generated. The new bill will reflect the change in status and the date of that change will be verified by the Registrar’s office.

Registration, Tuition and Fees:
(please see separate rate sheet for tuition)

Families can enroll their child for a Quarter, the Academic Year (September through June) or the Full Calendar Year (July 1 to June 30)

Registration fees are based on the contract selected by the family and the fees listed below are per child. Families who have their child’s tuition paid through DSHS funds are only responsible for their monthly copayments and not the registration fee listed.

Annual Registration Fees:
Quarter: $25.00
Academic Year: $50.00
Full Year: $75.00 (Families starting in September will pay the Academic Year Fee)

Tuition & Copayments
Tuition or Copayments are due the first business day of every month for the month of service. For children beginning after the first of the month families will pay the tuition for the remaining days of the month prior to the child beginning school. Tuition and fees are evaluated every fiscal year. Raises in tuition and fees will typically take place with the beginning of the new fiscal year with the beginning of Summer Quarter in very late June/early July.

BILLING ERRORS, QUESTION, OR CONCERNS
Although every effort is made to insure that no errors are on bills, sometimes mistakes do occur. If this happens, please bring the bill to the office at the Early Learning Center to remedy the problem.
Late Fees
Tuition or Copayments which are unpaid by the fifth business day of every month will result in a late fee of $10 being applied to the family’s account.

SCHEDULES/ NEED FOR CONSISTENCY
Children need consistency in their daily schedule to feel safe and secure in their environment. We would like to encourage families to bring children at the same time each day (or as close as possible). We realize that there are appointments that will sometimes interfere with drop-off times. However, we cannot emphasize the difference in a child’s day and their development when they are consistently brought to the center at the same time each day.

We require that families drop their child off no later than 10:00 am each morning or call us prior to 10:00 am to let us know their child will be late or not coming. Arrivals after 11:00 am must be approved by the Center Director or Program Supervisor as staffing patterns may have been adjusted.

EXAMPLE OF DAILY SCHEDULE FOR CLASSROOMS
Diapering & Bathroom are offered based on individual needs and age group. Diapers and Pull Ups are changed every two hours or as needed whichever is shorter.

7:15 – 8:00................. Arrival/Choice Time/ Centers
8:00 – 8:30................. Breakfast (Young Toddlers have breakfast at 7:30 am)
8:30-8:45............... Morning Meeting
8:45am to 10:00am...........Choice Time/Learning Centers open
10:00am to 10:30am......Snack
10:30-11:30.........Outdoor/Large Motor Play
11:30am to 12pm....Transition Inside; Circle Time and Preparation for Lunch
12-12:30pm....Lunch
12:30 – 1:00................ Story time/ Quiet Time/Diapering/Bathroom
1:00 – 1:30.................. Everyone Rests
1:15 – 2:30............... Sleepers Sleep/Awake Children participate in quiet activities
2:30 – 3:00................. Afternoon Snack
3:00 – 3:15................. Afternoon Meeting
3:15 – 4:15................. Choice Time
4:15– 5:15............... Depending on Children...Large Motor/Outside/Gym

STATE OF WASHINGTON LICENSE
The Early Learning Center Family Handbook, outlining all Center philosophies, policies, and procedures and Washington Administrative Code, WAC 170-295,
Department of Early Learning Rules Licensed Child Care Centers are available upon request. It is also available at our web page at http://www.EvCC.edu/elc for your review. Copies of each of these booklets are also available in the entry area of our building for reference purposes and will provide a translated copy in the family’s native language upon request. Our state license and the record of our last Department of Early Learning visit are posted on the will in the Early Learning Center front office. You can also visit: to view our most up to date license information with the Department of Early Learning.

https://apps.del.wa.gov/check/LicenseView.aspx?id=128634

WASHINGTON STATE’S QUALITY RATING INDICATOR SYSTEM: EARLY ACHIEVERS
The ELC is currently rated a 3 out of 5 through the Early Achievers rating system meaning we are a For more information on Washington State’s Quality Rating System please visit:


THE PROGRAM

The Goals of Our Curriculum

We strongly believe in hands-on exploration, problem-solving, and experimenting. And since each child is unique, teachers are encouraged to create custom lesson plans and classroom environments. With our small group sizes and low child-to-teacher ratios, children experience the joy of learning in an intimate environment that fosters self-esteem and individuality.

The most important goal of our early childhood is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We are teaching them
how to learn, not just in preschool, but all through their lives. We are allowing them to learn at their own pace and in the ways that are best for them.

We know that children learn best when they have strong, trusting relationships with caregivers, we focus on creating environments where children feel secure. Through warm, positive interactions with their teachers, children develop a trusting relationship, allowing them to become confident learners.

The Creative Curriculum -- The Creative Curriculum philosophy is that children learn best by doing. Learning isn’t restricted to repeating what someone else says; instead, true learning requires active participation, thinking, and experimentation. Play is the foundation upon which academic learning is built. Through play, children learn abstract concepts, such as letters as symbols for sounds, and numbers as symbols for numerical concepts.

At the heart of The Creative Curriculum is knowledge of child development theory and careful consideration of the latest research in the field of early childhood education. Used to inform and shape the Creative Curriculum and the guidance offered to teachers, the research base ensures that teachers know not only what and how to teach children but why particular practices are effective. The Creative Curriculum highlights the important balance between applying a general knowledge of child development with the particular knowledge a teacher gains by forming a relationship with each child and family.

Our curriculum identifies goals in all areas of development:

**Social:** to help children feel comfortable in school, trust their new environment, make friends, and feel they are part of the group.

**Emotional:** to help children identify their own and other’s feelings, to help children experience pride and confidence, develop independence and self-control, and have a positive attitude toward life.

**Cognitive:** to help children become confident learners by letting them try out their ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.

**Physical:** to help children increase their large and small muscle skills and feel confident about what their bodies can do.
The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give the children a successful start in school.

AUTHENTIC ASSESSMENT OF CHILDREN

What’s assessment and why do it? When we assess children it simply means that we take a good, solid look at your child and gather information about what he/she is doing and how she/he is progressing in relation to developmental milestones and our program goals. We use a variety of tools to do this. We ask you many questions about your child when you first enroll in our program. You know your child best and the information that you give us is incredibly helpful as we start to become acquainted with your child. While your child is involved in ordinary, everyday work and play in our center, we collect evidence. Evidence may be art or a writing sample; notes of words or conversations your child has said; photographs; voice samples, or observations of your child at work and play. The information we gather has developmental and educational significance. This evidence is collected continually so that we can compare what we’ve seen or recorded today with what we’ve seen in the past. This allows us to gain a good understanding of your child and to look for growth over time.

Why do it? Assessment is really the driving force behind everything we do. It helps us, as teachers, to plan, design and establish our curriculum and environment. When the evidence shows us that our children find a certain topic appealing, we can address this by designing the curriculum and environment to meet this interest. Children learn and gain so much more when they are focused and fascinated. When we are able to integrate necessary concepts and skills into an interesting theme, we support their growth and learning. When the evidence indicates that our children may be lacking a skill that is viewed as typically developing for a particular age, we can integrate this need into the curriculum or environment. When we have a question or concern about a child’s growth and development, the evidence gathered helps us provide a focus to address the concern. It is also very rewarding to share with parents our observations of their child’s growth over time.

What’s your role in this? As stated previously, you know your child best. We know the developmental milestones of young children and we work with your child as a part of our school. Building partnerships between school and families is one of the strongest foundations for success in learning for your child. The sharing of information between us - what you know and what we know - builds this strong foundation. When you enroll your child in our program we will discuss and agree upon assessment methods that best meet the needs of your child. We look forward to sharing information and observations with you through conferences, email messages, notes, phone calls and informal conversations.

All information that is gathered concerning your child’s growth and development is kept in an area accessible only to center teaching and administrative staff. All children’s records are kept confidential. Access to this information by anyone other than a parent or guardian is done only with the parent/guardian’s written approval.
STANDARDIZED TOOLS USED TO PLAN CURRICULUM AND AUTHENTICALLY ASSESS CHILD DEVELOPMENT

WASHINGTON STATE EARLY LEARNING & DEVELOPMENT GUIDELINES
http://www.del.wa.gov/development/guidelines/

In 2012, the Department of Early Learning; the Office of the Superintendent of Public Instruction & Thrive by Five all worked together to develop the Early Learning & Development Guidelines for children birth through third grade in Washington State. The Early Learning Center uses the information in the document to train teaching staff and to develop our philosophy and curriculum. Our Emergent Curriculum is one of the approved curriculums in Washington State.

AGES AND STAGES QUESTIONNAIRE

All families will receive an Ages and Stages Questionnaire upon initial enrollment and at the beginning of every new school year (typically Fall Quarter). We ask families to complete this questionnaire with their child. The questionnaire helps us to know where your child is at in their development and how to plan activities based on the information you provide. If we can be of any help to you in completing the questionnaire or you have any concerns, please let the center director know as soon as possible. We are happy to provide you with any resources or literature on the process. Once we have received your completed questionnaire we will review the information and work with you within 30 days of the return of the questionnaire to develop goals for your child for their upcoming school year. Your child’s teacher may also complete an Ages and Stages Questionnaire based on what they are observing in the classroom.

TEACHING STRATEGIES GOLD (TSG)

The Early Learning Center began using Teaching Strategies Gold online in Fall 2014. The State of Washington Early Learning & Development Guidelines along with the Washington State Grade Level Expectations and Common Core Standards for Literacy and Math in the Washington Public Schools Kindergarten through the 12th grade are aligned With Teaching Strategies Gold. For more information on this alignment please visit:

Upon enrollment you will be given a TSG permission slip and if you accept our invitation to participate you will receive an email inviting you to view your child’s portfolio online. Teachers will take photographs and videos with other children; take written notes of what they see your child doing and hear them saying; collect samples of their work and scan them. The teachers will then download all of these assessment artifacts for you to view.

Teaching Strategies GOLD was formerly known as the Creative Curriculum Developmental Continuum. This assessment tool looks at thirty eight different Objectives for Development and Learning in nine different Content Areas from Birth through Kindergarten. At no time will
we “test” your child’s skills or abilities throughout their day. We use authentic assessment by observing and documenting what your child says and does; who they play with and what activities pique their interest. We use these content areas and the objectives found within the content areas to help us organize your Child’s Online Individual Portfolio. The information collected in this portfolio will also help to guide us, along with your input, to set developmental goals for your child. You will be invited to meet with your child’s teacher prior to their beginning a new classroom and once per quarter during the school year to help us set these goals.

**Washington Kindergarten Inventory of Developing Skills (WAKIDS)**

[http://www.k12.wa.us/wakids/](http://www.k12.wa.us/wakids/)

The Early Learning Center is excited to be working with Everett Schools and other area districts to align our practices to help your child be prepared for kindergarten when she/he leaves the Early Learning Center.

The **Washington Kindergarten Inventory of Developing Skills (WaKIDS)** is a transition process that helps to ensure a successful start to the K-12 experience and connect the key adults in a child’s life. WaKIDS uses Teaching Strategies Gold Online as their primary assessment tool. With the family’s permission we will act as a partner with your child’s future kindergarten to share the information we have collected through Teaching Strategies Gold with the kindergarten.

**Three Components**

1. **Family connection** welcomes families into the Washington K-12 system as partners in their child’s education.
2. **Whole-child assessment** gives kindergarten teachers information about the social/emotional, physical, cognitive, language, literacy and mathematics development of the children in their classrooms, so they may tailor their instruction to the individual needs of each child.
3. **Early learning collaboration** aligns practices of early learning professionals and kindergarten teachers to support smooth transitions for children.

By 2018, Washington State hopes to have WaKIDS in all school districts across our state. Many Elementary Schools in Everett are already using Teaching Strategies Gold Online and this was one of the main reasons we chose TSG as our tool for curriculum and assessment.

**Everett Schools Kindergarten Transition Report**

During their child’s first Family/Teacher conference; families will be shown the Everett Schools Kindergarten Transition Report. ELC teaching staff in our Toddler, Preschool & ECEAP programs has received training on what is on the report. With your permission this report will be shared with your child’s kindergarten placement. Should your child not attend Everett Schools for Kindergarten we would be happy to contact your child’s future elementary school to use their report.

In February of each year we plan a walking field trip with family participation to the closest
elementary schools for our children attending kindergarten the following year. We also provide assistance to families with the kindergarten registration process.

**ORIENTATION & SLOW START**
Families new to the Early Learning Center are required under licensing regulations to go through an orientation tour with the Center Director or ECEAP Program Manager. During this Orientation the Center policies, curriculum philosophy and other important information will be shared. Once this process is complete we invite the family to arrange a time to spend an hour to two in their child’s classroom to witness the routine and ask any questions of their child’s teacher and share information about their child’s likes, dislikes and development. We call this time a Slow Start. We require at least two business days from the completion of enrollment paperwork to the beginning of the child’s enrollment. All children enrolled must have a copy of their immunizations and any necessary health plans on file before beginning at the Early Learning Center.

**FAMILY/TEACHER CONFERENCES**
On the last day of each academic quarter we close our center for child care and hold Family/Teacher Conferences. Families who are unable to attend these conferences may arrange a separate time with their child’s teacher. During these conferences we set goals with our families for their children and we review their child’s Teaching Strategies Gold online portfolio. During the school year, you are welcome at any time to request a conference with your child’s teacher and/or the director to discuss your child’s development and/or any concerns you might have.

**EvCC EARLY LEARNING CENTER ORGANIZATIONAL CHART**
The ELC is a department within Everett Community College under the Division of Communication and Social Sciences. Everett Community College is a Washington State Agency. Our program uses a team teaching model.

**The following is the Organizational Chart for the Early Learning Center**

Dean of Communication and Social Sciences  
Supervises...  
The ELC Director  
Supervises...  
ECEAP Program Manager & ELC Program Coordinator (Early Childhood Specialist 4)  
Administrative Assistant  
ECEAP Family Support Worker  
Lead Teachers (Early Childhood Specialist 3’s)  
Co Teachers (Early Childhood Specialist 1’s)  
Part Time Hourly Teacher Assistants (Early Childhood Specialist 1’s)  
Part Time Hourly Classroom Aides  
Volunteers

The ECEAP Program Manager & ELC Program Coordinator supervises ECEAP Lead, Co & Part Time Teaching Staff and the Family Support Worker on all non-financial aspects of the ECEAP contract with Snohomish County.

Each classroom is led by at least one Early Childhood Specialist 3 & co taught by at
least one Early Childhood Specialist 1.

Volunteers and Classroom Aides are never left without the supervision of an Early Childhood Specialist 1 and/or Early Childhood Specialist 3 at any time.

Volunteers spending more than 15 hours in a quarter are required to complete a Department of Early Learning Portable Background Check.

Volunteers spending less than 15 hours per quarter in the classroom but having interaction with children are required to have results of a negative tuberculosis screen on file and have completed a background screen through EvCC Human Resources.

All full and part time paid staff is required to complete a Department of Early Learning Portable Background Check and cannot begin work without tuberculosis screening showing a negative result.

At all time, children are with at least one staff member who has a valid First Aid and Infant/Child CPR-AED certification.

SUPERVISION OF CHILDREN POLICY
Teaching staff supervise by positioning themselves to see as many children as possible. Teachers need to be aware of children’s whereabouts of all children at all times.

Teaching staff supervise toddlers (all children under thirty six months) by sight and sound at all times.

Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as the teachers check frequently on children who are out of sight (e.g. those who can use the toilet independently, who are in a library area, or who are napping). Children over three who are capable of using the bathroom by themselves may go to the bathroom within the classroom so long as the teacher can still hear the child. No more than one child will be left in a bathroom for any period of time without an adult being able to both see and hear these children.

Children are never left alone. During rest time, there are at least two teacher/teacher assistant present at all times. Teachers, assistant teachers, or teacher aides are aware of, and positioned themselves so they can hear and see, any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

WHO WILL BE WORKING WITH THE CHILDREN?
All classrooms are led by a teacher with a minimum of an associate’s degree in early childhood education or a closely related field of study. The teachers expose themselves to current best practices in early childhood education through in service training, college course work; literature and attending conferences. The lead teachers work seven and a half to eight hour per day shifts with an hour for lunch and an hour of planning time. Full Time Co teachers are required to be in pursuit of or already hold an Associate’s degree in Early Childhood Education or a closely related field of study. All staff are encouraged and supported to continue their pursuit of education. Early Achievers and TEACH in Washington State offer
scholarships to teachers to go further in their education and EvCC supports their teachers fully who make this choice.

The Early Learning Center employs a number of part time hourly teacher assistants and classroom aides. Often these assistants are college students with a variety of interest areas but most are majoring in education. Before beginning work at the Early Learning Center, all assistants have an orientation training session with the director. During the training session the teacher assistants are taught basic health and safety, examples of appropriate interactions with the children, our behavior management & discipline practices curriculum philosophy, job expectations, and daily schedule. Most of the teacher assistants and classroom aides work anywhere from 4 to 15 hours per week.

Because our Early Learning Center is a part of a college campus, we often have student teachers/interns, observation and participation students, and students working on a variety of class assignments with the children to meet course requirements. Other students, at times, may request the opportunity to do an activity with the students in the classroom. During these times, the lead or co-teacher is present. Volunteers who are scheduled each week have name tags that have the staff member’s name on it.

The Director views all written assignments completed by these student observers and volunteers prior to them being submitted. If the assignment requires the student to focus on an individual child, the Director will ask for permission either in writing or by email prior to their child being observed. Photographs and videos are only allowed with a parent/legal guardian’s signature on a consent form. Families may withdraw their consent for their child at any time.

Families will be able to know that all persons working or volunteering with their children have undergone a criminal background screen through EvCC or through the Department of Early Learning Portable Background Check process. All staff members, regular volunteers, and interns also complete an EvCC Code of Confidentiality Statement and NAEYC Statement of Commitment-Code of Ethics.

If the director is absent from the center, the ECEAP Program Manager carries out responsibilities of the director. If one of the lead teachers is sick, on vacation, at a meeting, etc., the co-teacher takes over as the lead teacher in the classroom or a qualified Part Time Hourly Early Childhood Specialist 1.

**Orientation of Staff/Volunteers**

All staff is required to go through an extensive orientation before they start working in the classrooms. The orientation must be completed before any staff member is left alone with a child. In the orientation, the following areas will be covered:

- Center Policies
- Department of Early Learning Regulations
• NAEYC Regulations
• Confidentiality
• Child abuse and neglect recognition and reporting
• Staff orientation, time frame and items covered
• Health observation and precautions, medication, universal precautions, infectious disease control, and communicable disease recognition.
• Recognizing Illnesses
• Center emergency policy plans including fire, evacuation and disaster plans and the operation of fire extinguishers.
• Procedure for sharing information related to a child’s special health care needs including any physical, emotional, social or cognitive disabilities
• Information on any special needs a child enrolled in the center may have and the plan for how those needs will be met.
• Emergency training including pediatric first aid, and CPR/AED
• Working with families with diverse backgrounds.
• Job Responsibilities/Duties as they relate to job descriptions
• Schedule of Activities of center
• Behavior Management and Discipline techniques used at the Center
• Knowing children’s whereabouts at all times / Global Supervision
• Hand washing Procedures
• Diaper Changing and Toileting Policies

As a part of orientation and ongoing staff development, new and existing program staff develops skills and knowledge to work effectively with diverse families.

Every year to two years, the Children Center's Staff is also required to take part in recertification and review sessions of the following

• Pediatric First Aid (every two years)
• CPR /AED (every two years)
• Blood Borne Pathogens (yearly)
• Child Abuse and Neglect
• How to administer medication
• How to use an Epi Pen

**DISCIPLINE & BEHAVIOR MANAGEMENT POLICY**

Discipline comes from the root word “Disciple” which means to teach. Everything we do within our day and how we organize our classroom settings is a form of discipline. We believe a child must feel physically and emotionally safe and secure in their environment in order to learn. Many children act out in new
environments or when there has been a change in their environment to make sure they are safe. Children crave clear boundaries and expectations.

The Early Learning Center is in the process of learning the Pyramid Model for Discipline through the Center for Social and Emotional Foundations of Early Learning through Vanderbilt University. This model looks at logical and natural consequences as a form of behavior management and also follows the principles and/or Response to Intervention and Positive Behavior Supports.

It is important to maintain a safe and enriching environment for children to grow. We use methods of guidance that will not hinder the development of confidence, feelings of self-worth, and relationships between both children and teachers and among children. We want to enhance children’s values and self-control. Transition techniques are used to ensure that children are active at all times, eliminating the waiting period as much as possible between activities. Children will be expected to follow classroom rules, which are set by the teachers that reflect age appropriateness and opportunities to learn.

In accordance with licensing regulation, The Early Learning Center will provide positive guidance, redirection and set clear limits. We will give each child skills to develop self-control, self-esteem and respect for the rights of others. Our center uses a combination of prevention techniques, activity planning, room layout, limited choices, logical consequences, gentle reminders, and redirection to handle most discipline situations. Actions which are humiliating or frightening to a child are prohibited. A child will not be disciplined for lapses in toilet training. These actions are not to be used at the request of families.

If it is necessary for the child to be removed from the situation completely, the child may receive time to collect her or himself and regain their composure. The child will then be reintroduced into the activity or play. This will be looked at as a positive experience, one to step back and calm down, not as a punishment.

For more information on guidance and discipline, please visit the Center for Social and Emotional Foundations to Early Learning at Vanderbilt University.

http://www.vanderbilt.edu/csefel/

BITING POLICY

Biting is of particular concern for families and staff working with toddlers and preschoolers. Biting, although considered a more aggressive act, is not an unusual behavior for young children; it is actually developmentally appropriate. Young children bite for different reasons such as: teething, sensory exploration, autonomy and control, peer interaction, imitation, frustration, anxiety and curiosity etc. It occurs most frequently when a child is tired, frustrated, or over-stimulated.
When children have particular behavior problems such as biting, staff’s first objective is to identify the following:

- What is happening with the child exhibiting the behavior both at school and at home?
- When and where did the bite occur?
- Who was bitten?
- How was it dealt with?
- What was the child’s response to the consequence?

We then “track” this information and child (by “shadowing” them) to see if there is a pattern that helps us identify the reason for this particular behavior.

The family of the child who has bitten is told about the incident or incidents and events and offered resources and support, so that together staff and parents can work with the child to help eliminate the behavior. Should the family wish or the staff feel it is necessary, a conference is held with the family, Lead Teacher and the Director to share information from school and home that may be helpful in our working together on this problem. If the biting continues the Center, along with the family’s assistance, will seek outside resources to help the child.

**DISRUPTIVE BEHAVIOR**

Children experience varying difficulties at different stages of their development. While this is quite typical, it is also important that problematic behaviors not be shrugged off as being “just a stage,” as this approach prolongs and reinforces behaviors that, if left unchecked, can create major difficulties for the child. The child’s behavioral difficulties become manageable. However, after reasonable efforts if the child’s behavior continues to be disruptive to the classroom in ways which require a disproportionate amount of one-to-one attention, families will be counseled to find either additional resources or an alternative child care arrangement that may be able to better meet their child’s needs. In these situations we need to ensure the safety of other children and teachers in the program. Communication between home and the Center is the key to the effectiveness of any discipline approach.

**GUIDELINES FOR THE DIS-ENROLLMENT OF CHILDREN ON BEHAVIORAL ISSUES ARE AS FOLLOWS:**

If disrupting or atypical aggression is displayed and staff with little or no success has implemented traditional methods of defusing the situations, the family will be consulted and the behaviors will be documented for a period up to two weeks.

During the time of observation and documentation, the family will be updated on a daily basis. If the behaviors of this child result in an accident report for another child, the report will be shared with the parents of the child whose actions have
caused the incident. The name of the child causing the injury will of course be withheld from the other family and will not be indicated on the accident report form.

After the observation period and anecdotal documentation, the teaching staff will work with the Director to determine who would be best to observe the child and consult with staff.

Teachers and the Director will meet the family to describe the proposed observations and/or consultation and to get family permission. If the family does not agree to working with an outside professional, care for the child will be terminated with a one-week notice.

Teachers will continue to document behavior while implementing the strategies recommended by the outside professional. Progress toward changed behavior must be noted within a month of initiating the early childhood specialist’s recommendations.

At the end of this month period of time, a meeting will again be held between the teachers and the family. If no progress has been made the enrollment will be ended with a week notice.

- Factors to be considered in this decision will include:
  - Impact of problematic behavior in the classroom.
  - Demand on staff time.
  - Availability of resources to the center.
  - Impact on the basic nature of the program and the finances of the center of the accommodations that would be required to meet the child’s special needs.
  - Possibility of danger to the child or others in the class
  - Ability of staff to meet the child’s needs.
  - Willingness of the family to work with the teaching staff and/or to get outside help.

Significant progress must be noted for the child to continue in the program past the end of the quarter. If this is not the case, the enrollment will be ended at the end of the quarter.

Everett Community College Early Learning Center reserves the right to dis-enroll at any point in time, without regard to the above procedures, in a situation that is determined to be extremely detrimental to the child concerned, other children and/or staff in the program.

**UNRESOLVED PROBLEMS**

The Early Learning Center prides itself on being an open environment where families...
and staff openly discuss concerns that arise. However, there can be times when it may be difficult to resolve a concern. It is our hope that when there is a problem that the people involved directly can work it out. If that is not possible, please refer to the organizational chart on page 14 of this handbook.

**TERMINATION OF ENROLLMENT**

We reserve the right to cancel the enrollment of a child for any of the following reasons:

1. Non-payment from parents and/or lack of adherence to Center tuition payment policies;
2. The child has special needs which the Center cannot meet, including disruptive behavior which requires a disproportionate amount of one-to-one attention or is putting the safety of themselves, other children, or teachers in jeopardy;
3. Failure to provide the required forms for enrollment;
4. Abusive behaviors and/or verbal threats by the family toward program staff, other families and/or children;
5. Non-compliance with the Early Learning Center’s policies and procedures;
6. Lack of cooperation from the family in adhering to policies and procedures relating to child’s arrival and pick-up;
7. Unwillingness to work with the center staff on issues relating to the child.

In the case of a Center termination, a one week, written, dated notice will be given to the parent/legal guardian.

**DIAPERING, TOILETING AND CLOTHING CHANGING POLICIES**

The families of children who wear diapers are responsible for having an adequate supply of diapers and wipes at the Center. Diapers should be clearly labeled with your child’s name to avoid mix-ups. If your child wears cloth diapers, we ask that you send enough diaper wraps so a fresh one can be used each time your child is changed, and the diaper can be changed as a single unit. Plastic pants do not meet health and safety standards for group care. Cloth diapers cannot be rinsed by staff, as state health codes prohibit rinsing diapers in public toilets. They will be placed in a plastic bag and placed in your child’s cubby space out of their reach or in a designated space in the diapering area. Soiled diapers were kept in the plastic closed individual containers. Please take these on a daily basis.

All children are changed every two hours or as needed whichever is shorter. There is a diaper changing area and/or toilet in every classroom. Children requiring a diaper change on a changing table in the Willow, Pine or Cedar Room will be changed in the hallway bathroom between the three rooms. Staff will follow the changing procedures posted in the diaper changing area, and the
changing table will be cleaned and sanitized after each child’s use. Soiled diapers will be put into the foot operated, lidded container next to the changing table. The container is kept closed and contents are not accessible to the children.

If you want staff to apply ointment, please label the ointment with your child’s full name and fill out the medication form. If you are out of diapers and the room uses one from an emergency supply please be sure to return one to them.

**TOILET TRAINING & CLOTHING CHANGES**

Learning to use the toilet is an important self-help skill for young children. It’s a process that requires much encouragement and patience. The best possible toilet training experience for young children (and the adults helping) happens when the child shows some signs of being ready for this training. In an effort to keep the family fully informed on what we can and can’t do at the center, we have written materials to share before beginning the toilet training process. Sharing these materials will also help us cooperate with each other so that the toilet training routine is consistent between the Center and home. When the time comes to begin this process at home and here, please speak with your child’s teacher.

When you and your child are ready for your child to begin to learn to use the toilet please let us know. A cooperative effort between home and the Center is most effective. For the first couple of weeks, continue to send diapers in addition to extra underpants and clothes. Staff will wash hands before and after assisting children with toileting. Staff assists children in learning and carrying out habits of personal hygiene. Independence and the development of self-help skills are encouraged. As with diapers, rinsing soiled underwear is not possible (per licensing regulations). Please take the underwear home on a daily basis.

Children learning to use the toilet at the Center are taken to the bathroom more frequently. Learning to use the toilet can be a difficult time for children and is handled sensitively, with patience, praise, and positive reinforcement. Any suggestions that you can give us in regard to your child’s individual needs are much appreciated.

When changing diapers, going to the toilet or changing soiled clothing we change children in the bathrooms. We do not separate children by gender when changing their clothing, toileting or changing diapers. During our summer program and days over 80 degrees in Early Fall and Late Spring we may participate in Sprinkler play. For the safety of children, we do not allow more than one child in a bathroom at a time without an adult present. If a child is in a bathroom alone there is always an adult who can either visually or auditory supervise a child over three years of age.

Under three years of age there is always an adult present in the bathroom.
changing children in and out of swim clothing we do not separate children by gender in our toddler, young preschool, preschool or pre-kindergarten programs.

The Center believes in developing positive attitudes about our bodies. In keeping with our educational goals for the development of positive self-concept, teachers help supply children with the correct anatomical names for all body parts. In response to children's curiosity about their bodies, questions are answered in an age-appropriate and matter-of-fact way. In a group setting, it is important for staff to have consistent approach in this area.

CHILD ABUSE AND NEGLECT
All part and full time staff at Everett Community College are mandated by the State of Washington to report any suspected or known instances of child abuse or neglect to Child Protective Services. Providers are also expected to cooperate fully to protect the health and safety of children. The Early Learning Center staff receives in-service training in recognizing the signs of abuse and neglect, and reporting procedures annually. If you would like further information on child abuse and neglect, contact the Director of the Early Learning Center.

EXAMPLE OF DAILY SCHEDULE FOR CLASSROOMS
Diapering & Bathroom are offered based on individual needs and age group. Diapers and Pull Ups are changed every two hours or as needed whichever is shorter.

7:15 – 8:00................. Arrival/Free Choice/ Centers
8:00 – 8:30................. Breakfast
(please have your child in their classroom no later than 8:15am)
8:30-8:45.................. Morning Meeting
8:45am to 10:00am...........Learning Centers
10:00am to 10:30am......Snack
10:30-11:30............Outdoor/Large Motor Play
11:30am to 12pm....Transition Inside; Circle Time and Preparation for Lunch
12-12:30pm.......Lunch
12:30 – 1:00............... Story time/ Quiet Time/Diapering/Bathroom
1:00 – 1:30............... Everyone Rests
1:15 – 2:30................. Sleepers Sleep/Awake Children participate in quiet activities
2:30 – 3:00............... Afternoon Snack
3:00 – 3:15................. Afternoon Meeting
3:15 – 4:15............... Afternoon Learning Centers
4:15– 5:15................. Depending on Children...Large Motor/ Outside/ Gym

SCHEDULES/ NEED FOR CONSISTENCY
Children need consistency in their daily schedule to feel safe and secure in their environment. We would like to encourage families to bring children at the same time each day (or as close as possible). We realize that there are appointments that will sometimes interfere with drop-off times. However, we cannot emphasize
the difference in a child's day when they are consistently brought to the center at
the same time each day.

We require that families drop their child off no later than 10:00am each morning or
call us prior to 10:00am to let us know their child will be late or not coming. Arrivals
after 11:00 am must be approved by the Center Director or Program Supervisor as
staffing patterns may have been adjusted.

ANTIBIAS CURRICULUM
The Early Learning Center does not celebrate holidays with the children; we
celebrate traditions brought to us by our currently enrolled families. Our program is
proud to have a families and staff from every continent on the globe and from
multiple beliefs and family styles. We invite and encourage families to come into
the classroom to celebrate and teach their family holidays, traditions and culture to
us. We request any lessons involving food to be chocolate, peanut, nut, peanut
butter & nut butter free. If an activity calls for a sugary snack we ask families to
bring in bags to take this treat home to allow each individual family to decide
when their child can consume this treat.

BIRTHDAY OR OTHER SPECIAL DAYS
An excellent idea for a birthday celebration or other special day is the donation of a
developmentally appropriate board game or a book to the center in the child's
name. Several families have done this and the celebration lasts longer than a treat,
because the child is able to share their special gift with many of the children over a
longer period of time. We ask for items being donated to be nonviolent, gender
neutral and media free. Characters from shows found on Disney, Nickelodeon and
Super Heroes such as Iron Man & Batman are some example of media items.

Edible treats that are healthy and prepackaged are allowed. Since we strive to
keep our foods healthy for the children, we ask that when bringing in a special treat
that it is healthy. Examples are, frozen juice on a stick, yogurt without high fructose
com syrup, fruit salad, fresh fruit or veggies of any kind etc. Please do not bring
foods that contain chocolate, high fructose com syrup or are high in sugar. Only
food that adheres to these guidelines will be served to children. The foods supplied
must be prepackaged. Homemade treats are not allowed as part of the Child and
Adult Care Food Program Guidelines we must follow. Families are welcome to do
cooking projects in the classroom with their children. For more information and
ideas please speak to your child's teacher, our chef or the center director.

FAMILY SERVICES
The Early Learning Center is a place to not only know that the children are being
cared for but is also a place to meet other families, learn of upcoming College and
community events, find information about parenting, relationships, child
development, etc., and a place that offers support when needed. Upcoming events
that may be of interest to parents are posted on the Family Information Boards in our
reception area and outside the classrooms; in the children’s cubby or on the classroom clipboard and through e-mail. Your classroom teacher and the Director are also here as a form of support for your family. Should you need resources on a particular topic or have child development questions, do not hesitate to let us know how we can be of assistance to help your family. Please let us know if you can help us plan family events at the Center. Also please let us know when you would be the best time to schedule those events. Going forward there will be a time and talent survey.

FAMILY ADVISORY COMMITTEE
Families who are interested in joining can get more information from the Director. The Family Advisory meets monthly with the ECEAP Family Support Worker & the Director to discuss ECEAP & center policies, upcoming events and to provide feedback to the Director on the overall program. Families are welcome to come to any of the meetings regardless of their membership on the committee. Meeting minutes will be sent out to all enrolled families. The Family Advisory Committee also assists the Director and Teachers in organizing family activities and educational experiences.

FAMILY EDUCATION & ACTIVITIES
Every September the ELC will offer a Curriculum Meeting to families and ECEAP will offer an orientation. Each month the Early Learning Center will offer a Family Activity Night with food or a Family Education Activity during the day. Families will receive a survey in Spring Quarter to plan for topics for the upcoming year.

Topics covered every year will be:
Parenting Education
Male Involvement
Literacy
Nutrition
Science and Math

ARRIVAL AND DEPARTURE FROM THE EARLY LEARNING CENTER:
Anyone dropping a child off the Center must bring the child in to the child’s classroom and sign in the child. Please DO NOT leave children unattended out in the hallway. Our program day begins at 7:15am and ends at 5:15pm. We ask families to wait until there is a teacher in the classroom and until 7:15am in the morning to leave their child. We also ask families to pick their child up prior to 5:15pm.

Families are asked to provide the names, addresses and phone numbers for their emergency contact people along with the person’s driver’s license or state identification card number. We ask that all pick up people be over the age of 18. If this is not possible we ask for a written note from a legal parent/guardian. At pick up time please instruct your pick up person to always have photo identification available.

Children are never released to a parent/legal guardian or other authorized pick-up person if the staff is concerned about the safety of the child.
Examples of when the child would not be released are:

- parent/legal guardian/pick-up person appears too ill to drive
- parent/pick-up person has been drinking alcoholic beverages
- parent/pick-up person appears under the influence of any type of drugs

If any of the above situations occur, another authorized pick-up person is contacted. Although, we understand that these could be embarrassing situations, our main concern is the safety of all of the children and families at the Center.

**SIGN IN AND OUT**
The family member must sign the child in at the computer or on the paper attendance sheet when child is brought into the building. The family member must sign the child out of the program at the end of the day. The family member should check the child’s cubby and the mailbox each day to pick up announcements or communications that may be sent from the Director or the teachers.

**LATE DROP OFFS & NOTIFICATION OF ABSENT CHILDREN**
Please remember that it is the family’s responsibility to notify the Center if your child is going to be late or absent for any reason. If a child is going to be absent or later than 10:00am, we require all phone calls to the main line 425-388-9121 prior to 10:00am. Families may also email the elc@everettcc.edu to notify us of absence or late arrival. We ask to be notified to be certain we will have enough teachers in each classroom for the day. If your child arrives after 10:00am without notice we may not have enough teaching staff to accommodate them on this day. Late drop offs without notification are also considered an absence.

**LATE PICK UP POLICY**
Children are required to be picked up at their scheduled time. Children scheduled half day mornings are required to be picked up by 12:30pm and children scheduled full day are required to be picked up by 5:15pm. If you anticipate being late we ask that you call 425-388-9121 and let us know you will be late. We ask that children are with their families and ready to leave for the day at 12:30 and/or 5:15. Families who are late picking up will be given one written warning. On the second late pick up families will be billed $1.00 per minute per child. After the third late pick up families will be required to meet with the Director to develop a written plan. If late pickups continue to happen after this meeting the program reserves the right to disenroll the child from the program.

**ABSCENSES:**
Children missing five consecutive days without notifying the Early Learning Center will be disenrolled and the family will be charged an additional week of tuition. Families receiving DSHS child care subsidies missing more than five days in a month will receive
written notice and will be disenrolled in the second month. (ECEAP parents please refer to ECEAP Attendance Policy)

**SMOKE FREE ENVIRONMENT:**
Everett Community College is a smoke free environment. This includes Vape pipes, cigars, cigarettes, marijuana, and e-cigarettes

**FAMILY ACCESS TO CHILD’S RECORDS**
All staff at the Early Learning Center are committed to maintaining confidentiality and lending support to help families achieve their goals. Children’s records are accessible to the parents of the child at all times and center policies are governed by parental/legal guardian’s needs. The children’s records are accessible to only the director, lead teachers, program assistant, to the parent/legal guardian of the child unless access denied by court order, and the state licensor.

**CONFIDENTIALITY STATEMENT**
All staff having access to the children’s records will not discuss or disclose any personal information regarding the children or their family unless authorized by the parent/legal guardian. All of the Early Learning Center staff & Volunteers sign a Code of Confidentiality agreement before they start working with children and families.

**OPEN DOOR POLICY**
The Early Learning Center has an open door policy for families to visit and/or observe at any time during the center’s hours of operation, unless access is prohibited or restricted by court order.

Families are welcome to come into the center and visit at any time. Families are welcome to participate in our program in several ways. We enjoy having families join us for lunch, snack, special days, and field trips. Families are encouraged to share a hobby or interest with our children and an invitation always stands for you to read a book during story time. The center welcomes family members to help out in the classroom as much as they would like. Our center is open to and encourages family involvement and communication.

**SIBLINGS/FRIENDS/RELATIVES OF CURRENT ENROLLED CHILDREN**
Often, when families drop-off or pick-up a child there are other children who are along but are not enrolled in the Center. It is essential that those children stay with the adult at all times. Siblings and family are welcomed to come into the classroom and play while you wait for the enrolled child to finish an activity providing they are under the supervision of the responsible adult or legal guardian. We also ask that you help the children you bring into the Center adhere to our policies: children use walking feet, inside voices, people and materials are handled with respect and care. The Early Learning Center does not accept responsibility for their care or safety if the children are not currently enrolled.
In addition to the information below please refer to the ELC’s 2014 Health Policy reviewed and approved by the Snohomish County Health District.

MEALS
The Early Learning Center provides all children with a breakfast (8:00am); a morning snack (10:00am); lunch (12:00pm) and an afternoon snack (2:30pm or whenever the child awakes from rest-whichever is later). Breakfast and lunch will always contain fluid milk. Meals & snacks which contain perishable foods such as cheeses, meats, cut fruits or cooked foods cannot be out for longer than one hour from beginning of preparation. Meal times are no longer than one half an hour if they contain fluid milk.

DIETARY RESTRICTIONS & ALLERGIES
If your child has a restriction to fluid milk or a food we serve at the Early Learning Center please notify the Director at the time of your orientation and you will be provided with the appropriate paperwork to document the dietary restriction or allergy. In some cases we may be required to have a letter from the child’s doctor. Our chef will do her best to accommodate your child’s dietary needs at our school. Certain restrictions require a doctor’s note.

HANDWASHING
The Early Learning Center washes hands to maintain a healthy and safe child care facility. We ask families dropping off their children to wash their hands and their child’s hands for twenty seconds with soap and running water upon entering the classroom and teach their child to use a paper towel to turn off the water faucet when they are done.

WHEN TO KEEP A CHILD AT HOME / EVCC Early Learning Center Illness Policy
Below is a list of symptoms that indicate a health concern because of which the child is not well enough to be at the center. If a child displays any of these symptoms during the day, the parent/guardian is contacted to take the child home so as not to expose the other children to the illness. Please note, this is not an all-inclusive list.

Fever................................. Forehead Temperature of 100 degrees or higher
Respiratory Symptoms..... Difficult/rapid breathing, severe coughing, high-pitched croupy or whooping sound after coughing.
Diarrhea or Vomiting....... One or more times during the day without an explanation from a doctor. Observe for other symptoms like fever or abdominal pain.
Eye/Nose Drainage......... Yellow or green thick mucus or pus draining from nose or eyes. Constant clear drainage from the eye.
Skin/Rash Problems........ Wet rashes, open sore – crusty, yellow green drainage which cannot be covered, Lice, Ringworm. Rashes which spread and intensify while the child is in care with us.
Unusual Symptoms.......... Eyes or skin is yellow. Stool is gray or white. Urine is dark colored.
Lethargic/unable to participate in regular activities.

Children have to be symptom-free or on prescribed medication for 24 hours.
prior to coming back or, have a doctor’s note permitting them to return to school prior to 24 hours, to avoid possible exposure to other children. We are required to ask for a doctor’s release in the case of certain illnesses.

In the event that a child is brought to school with any of these symptoms or we observe any of these symptoms, we are required to have the parents or someone on the child’s emergency list to come to the center and take the ill child home. Parents need to make sure that we have emergency numbers on file with the location, phone numbers and times of classes. If a child becomes ill while at school and the parent or emergency person is contacted, that person will need to pick up the child within one hour. Please be sure that your emergency contact people are aware of this.

The isolation area for a child who is sick is in the director’s office. If a parent feels that their child is too sick to go outside then the child is too sick to be at the center. All of the children who are at the center go outside, weather permitting.

If a child has a communicable disease, it is necessary for the parent to notify the center immediately so we can communicate the information to the other families and report the illness to public health if required, and Department of Early Learning. The names of the children (and families) that have communicable disease are held confidential but it is required by Department of Early Learning that other parents are aware that a child in the center has a contagious disease. Notifications will be sent out to the families by e-mail and outside the classrooms.

**TEETH BRUSHING**

The children’s health is important to us and so is dental health. Children who are here for a full day will be offered the ability to brush their teeth once a day after a meal. The center will supply your child with a toothbrush and a toothbrush cover which will be disposed of every three months they are enrolled. The teachers help with this process and encourage it. The toothbrush is maintained in a hygienic manner in a holder labeled with their name and kept under a splash cover which is cleaned and sanitized daily.

**MEDICATIONS**

Administering medications is a very serious responsibility. Whenever possible, parents should schedule the times that their child receives medications in such a way that they, the parent(s)/legal guardian(s), are giving the medication.

Only in cases where it is impossible for a parent/legal guardian to give medications because of their schedule, the Director or Program manager will administer prescription medication in its original container with the prescription label and a dispenser with dosing markings provided by the parent. Medication will be administered in the office with the exception of Epi Pens, inhalers or other medications required to be given immediately such as insulin.
If the required medication form (The Authorization to Administer Medication Forms can be found in the office) is completed,

- the medication must be in the original container and labeled with the child’s first and last name; the date that either the prescription was filled or the recommendation was obtained from the child’s doctor (licensed health care provider).

- name of the licensed health care provider, and the expiration date of the medication or the period of use of the medication and, the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.

The Early Learning Center will not administer over the counter medications such as Tylenol, Benadryl, Neosporin, Advil or Cortisone creams without a signed note from a doctor indicating the times, the amounts to be administered and how the medication is to be dispensed.

A written record, including type of medication given, dosage, time, date and the name of the person administering the medication, will be made in the center’s medical log on immediately after the medication is administered.

Please do not put medication or backpacks. Other than inhalers or Epi Pens; the medications will be kept in locked container at the Early Learning Center Office. Please remember to take the medication home at the end of the day; teachers would be happy to assist you getting the medication out of the locked medication box or locked cabinet.

SUNSCREEN, DIAPER CREAM, CHAP STICK & OTHER LOTIONS

From April through October, the center will provide sunscreen with a minimum SPF 50 to children. The Center uses a non-aerosol spray sunscreen for children from Rocky Mountain. If you prefer your child to use their own sunscreen we will need a separate permission form and keep a separate medical log when applying the sunscreen.

If your child requires diaper cream we ask you to fill out a permission slip with instructions and we will log the application of this cream on their diapering chart. Children requiring Chap Stick or lotion will also need to fill out a permission form and we will log whenever we apply this to your child’s body. Children cannot carry nor have lotions, chap sticks or hand sanitizer in their backpacks or in their pockets.

WATER PLAY
Water table play is available to the children on a daily basis at the Center. Water play is closely supervised by teachers, so children don’t drink the water and children with open sores on their hands are not permitted to participate at the water play. Children wash their hands before and after playing at the water table. Water is changed and the water table is sanitized between groups of children or daily.

BEDDING AND NAP POLICIES
The center has a nap policy that is the same for all classrooms with children under age six. Children who are in care for more than four hours are offered a rest period. We require children to rest for a certain period of time based on their age. It is not required they sleep but they do need to lie down and rest. Children who do not fall asleep after this period of time are allowed to engage in quiet activities.

All children who are at the center after lunch, have a rest time or nap. Each child may bring in a small blanket and welcome to bring in a transition object for rest such as a stuffed toy. These items need to be labeled and taken home weekly for washing by the family. If a child is sent home sick we ask the family to take their bedding home on this day.

HELMETS
We require that the children wear helmets while riding trikes, riding in wagons, and other vehicles at the Early Learning Center. Although the trikes do not go extremely fast, we think that it is an excellent practice for the wearing of helmets to become a habit. This way when the children start riding a bike, it will become a habit and not seem strange to wear a helmet. It is essential that the helmets fit snugly and that only one child use each helmet. We will provide the helmet for your child.

FIRST AID
If a child has a minor injury at the Early Learning Center, the staff wash the injury with soap and water, apply bandages and ice packs as necessary and a copy of what is written in the Incident/Injury/Illness Report will be put on the child’s cubby to explain the details of the incident. If the injury leaves a mark or we believe a mark will appear afterwards a teacher may call you in addition to this report. Soap and water are the only first aid applications that the State allows our staff to use unless we have a signed medical authorization. We cannot apply antibacterial cream, peroxide, etc. If the injury is more serious than we can handle, 911 will be called and parents will be notified immediately. Any injury that requires doctor visits will be documented on an accident and medical form. If your child requires medical attention for an injury at the Early Learning Center please notify the Director immediately. If your child comes home with an unexplained or undocumented bruise, bump, scratch or scrape, please notify the Director immediately.

Every classroom and the office are equipped with a first aid kit in a backpack called
At least one staff member in each classroom at all times has successfully completed a Pediatric First Aid; CPR & AED course (that included managing a blocked airway and rescue breathing for infants/children).

**ALLERGIES & CHRONIC ILLNESSES**

In the event your child has an allergy requiring an Epi-Pen or has a Chronic Illness (such as Diabetes or Asthma) requiring regular monitoring or treatment while the child is at school, we request that the family and the child’s doctor complete a Medical Action Plan. The Center can provide the family with this form or use one the doctor has provided. Once this form is complete the Director, the Teacher and the child’s family will meet to discuss the details of the plan. Training will then be provided to all staff to ensure the child’s good health and safety while at school. Because of the number of student teachers and volunteers in our program, we request that this Action Plan with child’s photo be posted in all classrooms the child visits (and the child’s photo is on this Action Plan). If you do not wish for your child’s photo to be used please notify the Director immediately. We require this plan to be updated at least annually by the child’s doctor and the child’s family notifies us immediately to any changes in the plan.

**EMERGENCY PLANS AND PROCEDURES**

Upon request the Early Learning Center will provide any parent/legal guardian with a copy of the Emergency Procedures Guide for the College and for the Early Learning Center. This detailed plan goes over what the center will do in the case of an Evacuation, Earthquake or Shelter in Place and other emergency situations that might be encountered on campus. This plan was developed with the Director, Early Learning Center Staff and the EVCC Campus Safety Department and is on file with the City of Everett. ALL staff are trained on these policies and procedures during orientation. Retraining takes place annually.

**EVACUATION & DISASTER DRILLS**

Evacuation Drills are practiced monthly without prior notice to children or teaching staff. Disaster Drills are held quarterly. Teachers review procedures for both drills at the beginning of each semester. A drill log is kept in the Center Office.

**DRESSING FOR SCHOOL**

Children should wear comfortable clothes that allow him or her to move freely. We believe in messy hands on exploration and play! We require children to wear closed toe shoes at all times. We ask for children to wear sturdy closed toe shoes that permit climbing, running and jumping. If a child wears Crocs or other water shoes, we ask that they not fall off the child’s feet. We suggest that children not dress in anything that
would upset the child or family if it were stained or soiled. Smocks are provided by the center but do not fully cover the child’s clothing.

We ask that each child bring at least two to three additional sets of labeled clothing. Please check the clothing occasionally to make sure it still fits and is seasonal. For children who are beginning to use the toilet, we suggest several changes of underwear and bottoms. Whenever we need to change a child at school, please be sure to bring extra clothes for the following day. If your child goes home with borrowed school clothes, please return as soon as possible.

In our program we go out in all types of weather including rain. If at all possible please send your child with extra shoes and/or rain boots on wet days. Donations of outgrown rain boots are very appreciated.

In Winter, child (ren) need: boots, warm coat, mittens, hat, and extra socks (all labeled). Children are required to keep on their coats when the temperature dips below 40 degrees Fahrenheit. The cubbies in the classroom are used for extra clothes, and artwork.

Please label your child’s clothing and belongings with the child’s name so that we can make sure your child’s items are not misplaced.

**HAND WASHING PROCEDURES FOR STAFF AND CHILDREN**

Washing hands is the single most important thing a person can do to decrease the possibility of acquiring communicable diseases. We ask all families to wash their hands when entering the room if they plan to stay longer than a normal drop off or pick up.

**Children and adults wash their hands**
- On arrival for the day;
- Before and after diapering and after using the toilet;
- After handling body fluids (e.g. blowing or wiping a nose, coughing on a hand, or touching any mucus, blood or vomit);
- Before and after meals and snacks, before and after preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- Before and after playing in water that is shared by two or more people;
- Before and after handling pets and other animals or any materials such as dirt, or surfaces that might be contaminated by contact with animals;
- When moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos and;
- At any point during the day when you cannot remember the last time you washed your hands!!!
Adults also wash their hands:

- Before and after feeding a child,
- Before and after administering medication,
- Before and after assisting a child with toileting, and
- After handling garbage or cleaning.

**HAND WASHING PROCEDURES**

- Using liquid soap and running water;
- Rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well;
- Drying hands with a paper towel and avoiding touching the faucet with just-washed hands by using the paper towel to turn off water.

Staff wear vinyl exam gloves when contamination with blood could possibly occur and wear vinyl exam gloves when changing diapers and dealing with bodily fluids if possible. Staff also wears gloves when handling and preparing food for the children. After they take off gloves they follow the proper hand washing procedures listed above at the adult bathroom sink.

**MAINTAINING A HEALTHFUL ENVIRONMENT**

The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Classroom and Custodian’s Cleaning and Sanitation Frequency Tables. The Early Learning Center uses a three step cleaning process of soapy water, water and bleach water for all daily cleaning of non-porous surfaces and in the diaper changing area. When teachers are washing dishes or toys that have been mouthed, the dishes and toys are soaked/sprayed in bleach water for a minimum of two minutes after being cleaned in dishwashing solution and hot water. After soaking/spraying these items are thoroughly rinsed.

We also have two clothing washers and two clothing dryers we use to launder items weekly or as needed.

Procedures for standard precautions are used and include the following:

- Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious disease.
- When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
- After cleaning, the Custodian sanitizes nonporous surfaces with bleach and water.
• Staff cleans rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
• Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

A toy that a child has placed in his/her mouth or that is otherwise contaminated by body secretion or excretion is either to be (a) washed by and using water and detergent, then rinsed, sanitized with bleach, and air dried or (b) washed and dried in a mechanical dishwasher before it can be used by another child.

Staff maintains areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals.

CUSTODIAL & FAMILY SAFETY CONCERNS
Children of parents/legal guardians who are divorced/separated must legally be released to the non-custodial parents under Washington laws, this also includes releasing information to the non-custodial parent. The only way we cannot do so is if we have a signed court document in the child's file stating otherwise. If there are any problems or questions please see the office. In cases where a child has parents/legal guardians that were not married, we still ask for a copy of any custody arrangements to be kept in the child's file. In the event there is an individual in the child or family's life who poses a safety risk we ask families to provide us with any restraining or no contact orders. If at all possible we also request a photograph of the person. We will contact Everett Community College Campus Safety for assistance in honoring these court orders and in keeping you and your child safe at EvCC & the Early Learning Center.

CHILDREN WITH MORE THAN ONE RESIDENCE
Please let us know if more than one copy of center information (handbooks, newsletters, etc.) is needed or if information needs to be sent to more than one address. The Early Learning Center is happy to send multiple copies of information to all parents and/or guardians of enrolled children.

WHO IS IN CHARGE AT DROP-OFF/PICK-UP TIME?
One of the most hectic times at the Center is drop-off and pick-up time. Usually it is a time when the staff and parents connect and share information about the day and this is an essential activity. It also tends to be the time, and usually the only time during the day, that many of the children behave in ways that are inappropriate for the time and place. We believe that one of the reasons this happens is because children are confused about who is in charge - their family or the teacher? Our policy is that while the parent/legal guardian is in the classroom, they are responsible for their child and this will be verbalized to children if there appears to be confusion. For families who are new to the Center, this may seem like an odd policy to have, however, for parents who have had hectic pick-up/drop-off times
WHERE TO PARK FOR DROPPING-OFF AND PICKING-UP OF CHILDREN
The Early Learning Center has a circle drive in front of our building for pick up and drops off. If you need to be in the Center for longer than 15 minutes please notify the office so we may notify Campus Safety not to ticket you while you are here. We do ask families to not park in the circle drive while conducting other campus business.

TOYS FROM HOME
Early Learning Center has a large variety of toys and requests that children not bring toys from home, as these may be lost, broken, or cause difficulty in sharing. However, we also understand that children enjoy bringing special items and many of our classrooms have Share Days set aside for children. **Items that we encourage children to bring include books that are culturally diverse or reflect anti-bias or social learning experiences, and nap-time cuddle toys (soft toys or stuffed animals).** If any problems occur in relation to a toy brought from home, the item will be placed in the child’s cubby and returned when the child is picked up.

Please note: Early Learning Center is not responsible for any lost or broken toys brought from home.

TRANSPORTATION:
The Early Learning Center doesn’t provide transportation for children. We may go on walking field trips on campus and will ask for help from families to chaperone. Our older classrooms may also choose to do an Everett Transit Bus Field Trip. If a bus field trip were to be a part of our learning day; families would be asked to chaperone and we would require a signed permission slip from each child in attendance.

PHOTOGRAPHS:
Teaching Strategies GOLD online does rely heavily on the use of photographs and videos. Your child’s image may appear in another child’s online portfolio. We also display documentation panels with children’s photographs in our hallways and our front office area. If you do not want your child to be videoed or photographed please let the front office know immediately. In the event we are asked to participate in a research study or would like to use an image of your child in anyway other than classroom and individual assessment you will be provided with a detailed consent form. Please know you are under no obligation to sign these forms and can remove your consent in writing at any time.

MEDIA IN THE CLASSROOM:
The use of media, such as television, films and videotapes, is not permitted in any way as part of the Early Learning Center curriculum without prior approval of the Director. The Early Learning Center follows the guidelines of the American
Academy of Pediatrics and believes that children should not be exposed to any media prior to the age of two and a half years. Teachers have I Pads to help them capture photos and videos of children’s learning during the day. Children gain both joy and knowledge from seeing their images in video or on the screen. With preschool children we may also use the I Pad when researching a particular animal or something educational in a non-fiction photograph or video clip.

YEARLY PROGRAM EVALUATIONS
Once a year you will have the opportunity to formally evaluate our Early Learning Center. This evaluation will typically occur in April and you will receive written feedback concerning the results of the evaluation in May. In May, we will hold staff and family meetings to discuss the results of the evaluation and set program goals for the upcoming year. If you have a concern or a compliment, you do not need to wait until April. Please feel free to speak at any time to our Director.

OUTDOOR PLAY
Children at the Early Learning Center participate in daily outdoor activities in all types of weather. Our goal is to provide no less than one hour per full day of school of outdoor learning through play and exploration. There may be occasions when teachers feel that the weather is not appropriate for outdoor play. Examples of this would be when the temperature is above 90 F/32 .C (With the heat index) or below 20 .F/-12 .C (With the wind chill factor), and on days with heavy thunder or lightening.

INSIDE TEMPERATURE
At the Early Learning Center the inside temperature may not be less than 67 F degrees, or exceed 80 F degrees.

CENTER CLOSURES
If Everett Community College closes for any reason then the Early Learning Center will also close. Please check the local news stations for closure information and the Everett Community College website at: http://www.everettcc.edu/emergency/

When possible the Early Learning Center will also change the center voice mail to provide information about a closure.

If the ELC or EvCC were to close during the day, we require all children to be picked up within no more than one hour of the closure announcement. If Everett Community College closes the Early Learning Center also closes.

It may be necessary to close the Early Learning Center if the following takes places: Building service loss including, but not limited to: no heat, no air conditioning, no water, no electricity, plumbing problems, no telephone, major construction repairs and any other situation that jeopardizes the health and safety of the children and staff.
In the event that children are at the center when building services are lost, parent/guardian or emergency contacts will be notified and children should be picked up within 1 hour.

In addition to this document please also refer to the Everett Community College Early Learning Center website and

The Early Learning Center Emergency Policy
The Early Learning Center Health Policy