



EARLY LEARNING CENTER

FAMILY HANDBOOK

Northwest Indian College
Early Learning Center
Family Handbook

Our Center's Address is: 4165 Lummi Shore Road, Bellingham, WA
98226

Our Center's Phone Number is: (360)392-4260

Our Nearest Cross-Streets are: Marine Drive, Kwina Road, Scott Road

Police: 911

Fire/Medics: 911

NWIC Security (360) 927-5880 (cell) (360) 255-4429 (office)

Child Protective Services: (866) 363-4276

Child Care Licensor: Sheau-Pyng Li: (360) 714-4134

St. Joseph's Hospital Emergency Room (360)734-5400

Health Consultant: Lummi Tribal Health Center (360) 384-0464

Poison Control Center: 1-800-222-1222

News Radio Stations: KGMI 790 KAFE 104.3

Alternate Site Location (Near Child Care Center): **NWIC Dining Hall Totem Pole**

Alternate Site Location (Evacuation Site): **NWIC Library Building 23**

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MISSION & PROGRAM PHILOSOPHY

The Early Learning Center (ELC) at Northwest Indian College (NWIC) is a state-licensed early learning program for children ages 1 month through 5 years old. We offer a low ratio of children to adults, qualified teachers, solid health and safety practices, and a curriculum that supports cultural identity while engaging children at their individual developmental level. Parents are welcome to view our annual Facility Licensing Compliance Agreement upon request at any time.

MISSION STATEMENT

The mission of the Early Learning Center is to provide a quality, affordable and family-centered early learning program that meets the needs of the children and families enrolled. We are responsive to parents' scheduling needs while ensuring developmentally appropriate, culturally relevant experiences for the young children in our care.

PROGRAM PHILOSOPHY

A quality early learning program enters into a partnership with parents in order to create an environment where all children are respected, nurtured and encouraged. We rely on your assistance in developing a program that meets your family's needs. Parents are welcome to join us or observe in any part of the program at any time.

Our curriculum emphasizes creativity, culture, choice, growing independence, interdependence, cooperation, family, and friendships. Building relationships between staff, parents, and community is also a critical component.

Our program gives children frequent opportunities for social interaction. Traditional Tribal values are the basis for our emphasis on caring, sharing and respect within the community.

GOALS

We, the staff of the Early Learning Center, are committed to:

- Protecting the health and safety of children to the best of our ability.
- Creating an atmosphere sensitive to supporting the child's home culture, language and values.
- Helping children form a positive self-image.
- Providing a responsive and loving environment where children can grow at their own rate.
- Encouraging spontaneity and imagination in children.
- Promoting autonomy and responsibility.
- Respecting a child's rights, so that by example, she/he will have self-respect, respect for others and a respect for our center.
- Providing opportunities for the development of social relationships and interactions with other children.
- Providing an environment that celebrates diversity and models respect and empathy for people of all ages, cultures, and abilities.
- Creating an atmosphere of cooperation and mutual respect among families and teaching staff.

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AFFIRMATION OF INCLUSION

Northwest Indian College is committed to maintaining an environment in which every child and member of the community feels welcome to participate to the best of their ability, free from harassment and discrimination. The NWIC Early Learning Center strives to create a supportive and inclusive learning environment where each child is recognized and valued for their unique gifts and abilities. We welcome people of different races, ethnicities, national origins, religions, ages, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, staff will:

- Understand and follow the Americans with Disabilities Act at all times
- Treat each child with respect and dignity
- Create an inclusive and accessible program and classroom environment
- Recognize each child as an individual with unique strengths and needs
- Use ongoing communication to build partnerships with families to learn how we can best meet their needs.
- Create a learning and professional community that ensures social justice, understanding, civility and non-violence in a safe and supportive environment.
- Employ curriculum, teaching strategies, and student / personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures.

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. If you believe you have been treated unfairly, you may file a complaint of discrimination by writing, USDA, Direct, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free 86 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339; or 800-845-6136 (Spanish). USDA is an equal opportunity provider and employer.

PROGRAM INFORMATION

HOURS OF OPERATION

The Center is open from 8:15 a.m.- 4:45 p.m., Monday-Friday following the NWIC Academic Calendar. As a part of NWIC Student Services, we are committed to providing child care services to NWIC students, staff and faculty on every day classes are in session. Our program opens on the first day of each Quarter and closes on the last; we are closed on holidays observed by Northwest Indian College. We will also be closed on any day the College is closed due to inclement weather, emergency, or other events.

LICENSING

The Northwest Indian College Early Learning Center is a State Licensed Tribal early learning program for children ages 12 months through 5 years of age. As of June 2018, we currently provide care for Toddlers and Preschool age children.

EARLY ACHIEVERS

The NWIC Early Learning Center is proudly participating in the Washington State Department of Early Learning's Early Achievers Quality rating initiative. This quality rating reflects our program's

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commitment to providing high-quality early learning experiences that support each child's development.

REGISTRATION

The ELC is open for the full Academic year, including Summer Quarter, and enrolls new students each Quarter. Families wishing to apply are encouraged to visit the office in Building #18 during business hours 8:15 a.m.- 4:45 p.m. M-F, or submit their information to our Online Waiting List at <http://daycare.nwic.edu> to receive notification when space opens up. Enrollment priority is given to NWIC students taking 6 or more credits each Quarter. We do not hold spaces and do not collect deposits.

Families accepted into the program will be asked to fully complete a registration packet, and may be asked to provide supplemental documentation. All children will need to provide proof of current immunizations prior to starting care.

PROGRAM POLICIES

CONFIDENTIALITY

The ELC adheres to a strict policy of on-going confidentiality, which encompasses child and family records, health records and status, personally shared information and personally identifiable information. Contact information, health and assessment records are kept in binders in classroom cabinets where they can be accessed as needed by ELC staff but are out of view. Financial records are stored in the Director's office. Because we are affiliated with Northwest Indian College, we must also follow the guidelines established for the Family Educational Rights and Privacy Act (FERPA). Child and family records are private and may not be shared with anyone outside the Center unless designated, in writing, by the enrolling family member. Parents are welcome to review their child's records at any time.

PHOTOS OF CHILDREN OR STAFF

No one is allowed to take photos of children at the ELC without written consent from their parent or legal guardian. All photos must be kept within the Center or given to the child's family and may not be taken off ELC premises without permission. Any use of photos for other purposes including, but not limited to; brochures, social media, advertising, reports, ect, will be done only with express written consent. This is a serious issue of confidentiality that extends beyond those whose parents have requested that their photo not be taken. Families and visitors are asked to respect the privacy of staff and other families and request permission before taking or sharing photos during events or visits to the Center.

CHILD ABUSE POLICY

All state-licensed childcare programs, by law, are mandated to report any suspicion of possible child abuse or neglect to the proper authorities. Failure to do so can result not only in the loss of the Center's license, but also in possible charges filed against the staff/agency or institution responsible for the Center.

The reality of child abuse and neglect is a terribly sad and uncomfortable one for all of us. At the Center, we operate under the belief that all families want the best for their children and that no one truly wants to hurt their children. The child abuse policy exists, however to try to help children and their families who may be having problems in this area. A call to Child Protective Services from the Center will never be made lightly, but always with the best interests of a child at heart.

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If a child has sustained any physical injury at home (bruises, cuts, burns, etc.), parents are asked to please bring this to the Lead Teacher's or Director's attention so it can be documented. Likewise, teachers are also required by Washington State Law to report any incidence of physical or emotional injury or neglect that appear to have been inflicted by persons responsible for the care of a child. The law (revised code of WA, chapter 26.44) states that those required to report must do so: **those who knowingly fail to make a report or cause a report to not be made shall be guilty of a misdemeanor.**

TOBACCO, ALCOHOL & DRUG-FREE ENVIRONMENT

The ELC is a smoke, vape, alcohol and drug free environment. If anyone designated to pick up a child appears to be under the influence of alcohol or drugs, staff will contact someone from the child's emergency contact list to pick the child up from care. As mandated reporters, we are obligated to report suspected endangerment, abuse or neglect.

TOYS FROM HOME

Families are asked to leave personal toys at home or in their car. Our toy policy is one soft toy for naptime use only (please label with child's name). When personal items are brought to school, they frequently get lost or broken. They can also cause disagreements and hurt feelings, and distract children from the wealth of safe and developmentally appropriate materials and experiences available to them at school.

Home toys brought into the classroom will be stored safely away and returned to the family at the end of the day. Unclaimed toys will be donated to a local charity at the end of each Quarter.

Play guns, weapons and other toys that encourage aggressive play are never welcome in our classrooms.

ACCESSORIES AND JEWELRY

Children's accessories and jewelry are extremely attractive to young children's eyes, fingers, and mouths. We ask parents cooperation to be safety conscious when choosing accessories that their children wear to the centers. Small objects like barrettes and earrings can be choking hazards and necklaces can pose strangulation hazards. Therefore, we do not permit the following type of jewelry:

- Dangly earrings (small, snug-fitting pierced studs are permitted);
- Necklaces of any kind;
- Bracelets with beads or charms (rubber, cloth or thread bracelets are permitted as long as they do not contain attachments or charms).

PERSONAL FOOD & BEVERAGES

Our program provides nutritious meals and snacks in accordance with USDA guidelines for children. In order to model good nutrition, keep children safe, and ensure the classroom is focused on the children's needs; adults may only bring water into the classrooms or onto the playground; **absolutely no soda, hot beverages or energy drinks allowed.** Staff, Volunteers and Visitors must store personal food or drinks (except water) in the kitchen or the office in a place where children cannot see or access it.

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ATTENDANCE

In order to maintain a consistent and high quality experience for children, it is necessary to know when your child will be attending. Please reserve your child's space in advance. Payment is due by the 10th of the month of care and is non-refundable. Credit is not given for absences due to illness or cancellation. Lack of attendance may result in termination of care. Due to scheduling purposes we are not able to provide switching in days of the week for part time children due to illnesses or days that we are closed for holidays.

If your childcare is paid for by DSHS or CPS, you are authorized to miss up to 5 days per month. After 5 days your childcare may be cancelled due to lack of attendance.

DROP OFF TIMES

- In order for our teaching staff to provide quality educational experiences for students, establish predictable routines, and provide meals throughout the day; your child should be in his/her classroom before **9:30 a.m.** daily.
- Children arriving after 9:30 am will be marked absent, and will need to find alternate care for the day.
- If you are running late please call your child's classroom directly to notify them **by 9:00 a.m.**
- Families with a pattern of late arrivals or pick up times will be asked to meet with ELC Management to discuss their continued enrollment in the program. Repeated issues may result in removal from the program.

LATE PICK-UP/LATE FEES

- If your child is not checked out by **4:45 pm**, you will be assessed a \$5.00 fee, plus \$1 per minute you are late. For example: a child checked out at 4:55 pm will owe \$15.
- Please arrive early (4:40 pm.) so that you and your child have enough time to depart and do not feel rushed or pressured to leave. Arriving early will also give you ample time to chat with your child's teacher.
- If you do arrive later, please make sure that you depart by 4:45pm. Arriving before the closing time, but lingering after the closing time still interferes with teachers' duties and personal commitments.
- If a child is not picked-up and there has been no communication from the parents, we will call the emergency numbers listed in order to find someone to pick-up. If an hour goes by and the center does not hear from parents or emergency contacts, we will contact the police.

VACATION CREDIT

One week of vacation credit is allowed for all families who have been enrolled in three consecutive Quarters. This means that if you attend 5 days a week during Fall, Winter & Spring; you will receive 5 days of credit per year: if you attend 3 days a week, you will receive 3 days of credit, etc. These days must be consecutive, and we need a written request submitted within the first two weeks of the Quarter you are requesting credit.

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AFTER HOURS BABYSITTING

Early Learning Center staff develop close professional relationships with many of the families we serve. Because of their high level of training and experience, families have occasionally requested that ELC staff provide private childcare for families outside of their regular work hours. The NWIC has several internal policies that may impact those requests, so families and staff should be aware of the guidelines and potential conflicts prior to entering into any agreements. According to the NWIC Employee Policy:

- **Outside Employment:** Outside employment is any additional work performed within or outside of Northwest Indian College for compensation outside the scope of regularly assigned NWIC job duties. Outside employment is permitted as long as it does not result in any of the following conditions: 1. Conflict with or interference with assigned duties at NWIC; 2. Conflict of interest; and 3: Unfavorable publicity or poor public relations to the college, the Lummi community, or extended site communities.
- **Conflict of Interest:** Outside employment such as private childcare for families may also create a conflict of interest, in that ELC staff may obtain information from family members in the performance of babysitting that may conflict with college policies. In the event these situations arise or if a ELC staff member has questions or concerns, they are to bring them to their supervisor as soon as possible for resolution.

Additionally, while ELC staff who participate in private childcare arrangements are doing so outside of their regular job duties, any alleged misconduct while engaging in private childcare may have an impact on their employment with NWIC. Further, NWIC is not liable for any acts or omissions that may occur, nor is NWIC liable for any employee negligence or criminal acts and the parents must acknowledge that they waive all liability claims against NWIC for the actions of employees.

ABSENT DAYS/MAKEUP POLICY

You will be charged for the days your child is scheduled as indicated on the Quarterly Child Care Contract. The ELC does not provide credit or refunds for sick or absent days. Families who pay tuition “out-of-pocket” will not be charged for days the Early Learning Center is closed due to Holidays or emergency closures. The ELC follows the NWIC Academic calendar and is closed on all holidays observed by the college.

TEMPORARY CARE

Temporary or “Drop-In” care will be pro-rated by day and must be paid in full on or before the day of service. Drop-In spaces may be subject to change based on schedule availability. Drop-in students must complete a full application and provide all documentation of immunizations and health needs prior to attending.

BEFORE AND AFTER HEAD START CARE

In order to best serve the educational needs of the children in the Lummi community, we are happy to provide before and after school care for children enrolled in the Lummi Head Start program. Due to scheduling requirements, children attending both programs are required to be enrolled in the Morning Session classes only; to avoid scheduling conflicts with Preschool Classroom learning and naptime schedules, please informed Head Start of your child’s enrollment at the ELC upon registration. Parents of Head Start children are responsible for arranging bus transportation to and from the ELC, and transportation on days bus service is not available.

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NOTICE OF SCHEDULE CHANGE

Invoices for child care services will be based on the schedule listed on the Quarterly Child Care Contract. *Contracted schedules may not be adjusted or changed after the quarterly add/drop deadline, after which the schedule is permanent for the entire quarter and will be billed as written.*

NOTICE OF WITHDRAWAL

Two weeks' paid written notice is required if you wish to withdraw from the program. Cancellation of care is effective two weeks from the date the Notice of Withdrawal is received.

DSHS OR OTHER CHILDCARE SUBSIDY

We partner with many agencies to arrange for partial or complete payment of childcare services when possible. Documentation of authorized assistance is required prior to any start date and may be delayed until assistance is verified. If you think you may qualify for childcare subsidies but don't know how, please speak to the Director.

MEALTIMES & NUTRITION

Our center provides breakfast, lunch and afternoon snack. Meals are served at the following times:

Breakfast	9:00am
Lunch	11:15am
Snack	2:45pm

Mealtime is an enjoyable time of day, which also affords many opportunities for learning. Teachers engage children in discussions about food choices, ingredients, where things come from and why we need to have clean hands. They discuss table manners, help take turns, identify kitchen utensils and use words like half, whole and quarter. Teachers and children explore textures, shapes and fragrances of foods being served. Children are encouraged to set out cups and dishes as appropriate.

Some children may be seated in low feeding chairs, while others may sit up to the table. Toddlers may not carry bottles or cups while crawling or walking. Families and teachers work together to decide when and if a child is developmentally ready to use a cup.

Teachers sit with the children to eat, facilitating the passing and partaking of food and engaging children in conversation. As developmentally appropriate, children are allowed serve themselves. **Children eat only while sitting down at the table.**

FOOD ALLERGIES

The NWIC ELC recognizes that allergies are a growing concern among parents, caregivers, and health care providers. The ELC does not exclude a child from care on the basis of any allergy. We will work with the parents to provide healthy substitutions on an individual basis and within the constraints of our facility, program requirements, and licensing regulations. A written individualized care plan will be implemented in cooperation with the parents and the child's physician. Parents are encouraged to meet with the child's teachers, the Director, and Program Coordinator on a regular basis to discuss the child's special dietary needs and/or restrictions.

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SPECIAL TREATS & BIRTHDAYS

With so many little friends, birthdays are a joyous and frequent occurrence in our program. In order to promote health and wellness and prevent potential dietary issues, families are encouraged to consult a classroom Lead Teacher for ideas of non-food alternatives to the traditional "high sugar" treats. Sometimes families wish to bring special treats to share with the children at the ELC. Special treats are welcome as long as they are commercially prepared, in the original package and do not contain nuts. We also prefer snacks that are not high in sugar.

ELC STAFF

The Early Learning Center staff are experienced, well-trained and caring individuals who have dedicated themselves to providing the highest standards of childcare possible. On-going education, professional development and program evaluation contribute to the quality of our programs.

DIRECTOR

Our Director is responsible for overall program management and oversight. The Director holds accountability for program administration including, but not limited to: curriculum development, project management, staffing and supervision, food program management, budget, compliance with State Department of Early Learning Licensing & Tribal regulations, and development and implementation of program policy and procedures.

PROGRAM COORDINATOR

The Program Coordinator assists with the day to day operations of the ELC including staff scheduling, student registration, billing, and communication with parents.

LEAD TEACHERS

Each classroom is headed by two Lead Teachers who are responsible for daily operations. The Lead Teachers plan, implement and evaluate curriculum and supervise the work of assistants, work study students, volunteers and students in the Center for observations and/or practicums. Lead Teachers act as the primary caregiver, working with parents to support children's participation and growth.

ASSISTANT TEACHERS

Assistant Teachers provide support to the Lead Teachers and are responsible for daily operations in absence of a Lead Teacher.

VOLUNTEERS

Adult family members or College and community volunteers sometimes share their time and interests with the children alongside regular staff. Volunteers are supervised by Lead Teachers. Volunteers must be at least 16-years of age, provide proof of a negative TB test and pass a Federal Criminal Background Check through the Department of Early Learning. Volunteers are expected to make themselves available to work with all age groups and coordinate with Program Management and Teaching staff to determine how they can best support each classroom.

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STUDENT OBSERVERS AND INTERNSHIPS

Many instructional areas may have students fulfill course requirements through observation/interaction with children in the Early Learning Center. These students are supervised by College faculty and are guided by the Lead Teachers. **Student observers are never alone with children or in any way responsible for their care.**

FOOD PROGRAM STAFF

The ELC participates in the USDA Food Program. Our Cook plans menus, purchases supplies and prepares nutritious meals and afternoon snacks for the children in the program.

PARENT-TEACHER COMMUNICATION

Positive, trusting partnerships with families is a vital component of a quality early learning program. Ongoing and frequent communication is necessary for understanding children's individual needs and ensuring smooth transitions between home and program. Teachers must always be sensitive to family concerns and reassure family members who are concerned about leaving children in non-family care.

We know a lot about infants, toddlers, and preschoolers in general, but families are the experts when it comes to their own children. Working together, we can provide an outstanding resource for young children. Following are the ways we try to get to know parents, communicate with families and establish regular, on-going communication:

DAILY INTERACTION

Teachers make time to connect with family members, greeting each parent and child at the beginning of each day, helping them to settle into the classroom or to begin the transition from school to home. At the end of each day, teachers share information with family members about their child's day. This might be an anecdote from the playground or classroom; at other times, it will be necessary to follow up regarding an accident or an incident or to explain classroom rules, expectations, and routines. Parents who have concerns about their child's comfort and adjustment are encouraged to call the Center. While all Center staff should feel comfortable speaking to parents, reports of a sensitive nature, such as reporting an incident or expressing concern are best left to the Lead Teacher. Parents are encouraged to seek out a Lead Teacher with specific questions or concern.

While it is expected that staff members welcome opportunities to maintain personal contact with families, staff should never neglect the needs of the children. It is not appropriate to engage in conversation for more than a few minutes during work time. If a family member wishes to talk at length, we recommend making arrangements with the Lead Teacher or Program Coordinator, who can schedule a meeting if necessary. Additionally, our policy does not permit staff to use cell phones while caring for children. Parents are encouraged to contact teaching staff using the phones in each classroom.

The Director is generally available to talk with parents during the day. If the Director is unavailable, please leave your name and telephone number with the Front Desk or a Lead Teacher and the Director will contact you.

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PARENT SUPPORT

We welcome parent volunteers to support the ELC and its mission by:

- Serving as a liaison between parents, the director and classroom teachers.
- Bringing forward topics for discussion or responding to topics put forward by the ELC.
- Helping the ELC promote special events and fundraising.
- Volunteer for special projects (here at the ELC or to take home).

VISITING AND VOLUNTEERING

Parents are welcome to visit the Center at any time. Parents may choose to observe the classroom, or may wish to share a special talent or skill, participate in an activity, or go on a field trip. Parents wishing to participate in an activity should arrange with their child's classroom Lead Teacher. Our goal is for parents to feel good about having their child in our care.

For the health and safety of all children enrolled, parents visiting more than 10-15 minutes at a time on a regular basis will be required to complete a Volunteer application, including TB test and Federal Background Check. This does not apply to parents who are feeding their infants. Volunteers must be willing to spend their time in any classroom, not just the one their child attends. We also appreciate family volunteers during work parties, family fun nights, and campus events.

In order to ensure the health and safety of the children in our care, we ask that friends and extended family adhere to the following guidelines when at the ELC:

- All visitors must sign the Visitor's Log in the front office and state the purpose for their visit.
- All guests must adhere to ELC program policies at all time. Failure to follow policies will result in visitors being asked to leave.
- Classroom volunteers are encouraged to participate in an activity with the children; reading a story, playing games or assisting the teachers with planned activities.
- Adults who wish to volunteer must arrange a schedule with the program management and classroom teachers.
- The ELC management may ask large groups of visitors or non-enrolled children to wait in the lobby to avoid disrupting the classroom.
- Visitors to the Infant Room are limited to 1-2 Adults only, other family members will be asked to wait in the Lobby until the Infant is brought out of the classroom due to risk of contagious illnesses.
- Guests visiting staff must wait in the lobby for the staff member to see them.

NEWSLETTERS AND NOTES HOME

The ELC publishes one newsletter every quarter with up-dates from each classroom. These newsletters will contain information about upcoming events, family resources, seasonal classroom information, and important updates about each classroom and our program.

DIFFICULT TIMES

We recognize that sometimes families go through painful and transitional times. We have developed the following guidelines for our relationship with families during those times that

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hopefully will allow us all to be supportive of our respective roles in raising, caring for and educating our children!

- The Center needs to be a neutral place. Children, parents and staff need to know it is safe here. No one will make judgments.
- Center staff can be resources for parents to learn of appropriate community support and/or information, articles and books that may be of assistance for working through problems.
- Adults who raise their voices or act in a way that is scary or threatening will be asked to step outside the Center and away from the children.
- Parents are asked to not speak of adult issues (custody, support, court orders, visitation frustrations, etc.) within the hearing of any children, including their own while at the Center.
- The Center follows established College policies for responding to adults with disruptive behavior. A complete College policy can be read in the College catalog. Staff will call 9-1-1 if there is evidence that someone is potentially dangerous.
- Indication that a parent is under the influence of alcohol or other drugs will result in staff asking that another adult be called to pick up a child. A referral to appropriate sources of help as outlined in the college's drug and alcohol policy will be made. Persons under the influence of drugs/alcohol are not permitted on campus according to college policy.
- Parents are always welcome to spend time with their children in the Center. However, it is not an appropriate place for "visitation" by a non-custodial parent.
- Our first priority is the safety and well-being of the children in our care. We also truly want to be supportive of all parents, and hope we can be seen as a place where the entire family can feel safe

ONGOING COMMUNICATION

We believe that open and timely communication is the key to ensuring children and families receive the highest-quality care and support possible. In order to achieve this, we do our best to provide multiple avenues of communication to meet each family's needs. This may include parent information boards, annual parent orientation, the ELC Facebook page, email announcements, flyers and handouts, as well as personal notes home.

If issues or concerns arise, please feel free to bring it to our attention. Our goal is to address the issue and facilitate a swift and satisfactory resolution. Please speak with your child's teacher, Program Coordinator or Director as soon as possible. We are all here to provide a safe and supportive environment for the children, and welcome the opportunity to address your concerns.

THE CLASSROOMS

Toddler: 12 months to 2.5 years

Preschool: 2.5 to 5 years

CLASSROOM SCHEDULES

Each classroom has a daily activity schedule that has been developed by the teaching staff to fit the developmental needs of the children. Your child will follow a structured daily schedule that includes group and independent play, reading, sensory and art activities, outdoor exploration, and home cooked meals. They will enjoy time to choose their own activities, while also being supported as they explore new activities and experiences. Each classroom will have a Daily Schedule posted in the classroom, alongside a weekly Lesson Plan, which will outline more detailed activities and learning themes. Feel free to ask the Teaching staff for a copy!

REST PERIOD

A healthy sleep schedule is an important part of child development. Opportunities for rest periods are provided in your child's daily schedule. Each child has their own crib or mat, sheet and blanket that is laundered weekly. Each child depending on personal preference is rocked, cuddled, patted, or has their back rubbed in order to fall asleep. Because there are various schools of thought on healthy sleep patterns, we will do our best to work with your child's sleep preferences within our licensing and developmental guidelines. Once a child has fallen asleep we will let them sleep until their body is rested and they wake on their own, or until the scheduled naptime is over. All children lay down to rest their bodies for a 30 minute time period. If at that time the child has not fallen asleep, they are offered quiet activities for the remaining portion of the rest period. We will not wake children up early for parent preference or to induce an earlier bedtime.

TRANSITION POLICY

Every effort is made to support children as they transition throughout the program, whether within the routine of the day or as a permanent transition into a new classroom. Should families have any questions or concerns about their child's development or their readiness to transition into the next age group, we welcome them to schedule a meeting with the Program Director to discuss their concerns and determine how we can best meet their child's unique needs. We believe all families are their child's best teachers and we are here to support them in that.

TRANSITIONING BETWEEN CLASSROOMS

Experience in other classrooms helps prepare children for permanent transitions. It is an opportunity to become familiar with other teachers, children and materials. Children also benefit from interacting with children of differing ages.

Our program is Licensed by the Washington State Department of Early Learning to provide care for the following age groups: Infants ages 4 weeks- 11 months; Toddlers ages 12 months-36

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months; Preschool ages 2 ½-age 5. While our classrooms follow these age guidelines, we believe that each child is an individual and that a transition into the next program is something that takes its cue from many developmental considerations. Be assured that each program is designed with the specific children enrolled in mind so that each child is engaged and challenged in developmentally appropriate ways.

Sometimes, parents may feel anxious to move their child “up” or that the program they left behind was better than the one they are entering because there are more kids or higher teacher-child ratios. Here are some things to keep in mind:

- Higher ratios and group size are possible without a drop in quality because children are developing more self-help and social skills.
- Development is usually uneven. "Regression" is a fairly common occurrence and should not be a cause for concern. Children will race ahead to new experiences and then fall back to familiar places and people for reassurance.
- Children benefit from experiences with a wider age range and interactions with other qualified, caring adults.

CURRICULUM

Each day is planned to give the children time for individual and group play, loud and quiet times, directed and free choice play. Children are given opportunities to participate in decisions about classroom activities, as well as classroom rules and expectations. We emphasize activities that will encourage children to make choices, cooperate with others, challenge themselves, and feel successful.

KEY CONCEPTS FOR DEVELOPING OUR CURRICULUM

The ELC draws from many philosophies and approaches, adapting aspects that support program philosophy and goals established for children. Key concepts, such as the importance of environment and the child-centered approach have come from the work of Diane Trister Dodge (*The Creative Curriculum*), Deb Curtis and Margie Carter (*Reflecting Children's Lives*) as well as many others.

1. At the heart of children's learning is play. It is through play that they explore developmental themes and stages leading to physical, cognitive, social and emotional development. Current research supports that by playing, children learn much of what they need to know. Play provides the rich experiences children need to learn social skills, manage emotions, learn self-control, become sensitive to others' needs, handle exclusion and dominance; and learn what kinds of things interest them. As children learn and acquire new skills, teachers respond by providing opportunities that encourage them to build on what they know and stretch themselves in new ways.

Play is also one of the best ways for children to become familiar with more abstract concepts, such as letters and numbers. Daily exposure to stories and books, songs, finger-plays, and activities like counting, puzzles, sorting games, and cooking build a foundation for future learning. Children have opportunities to revisit experiences and materials over and over, in order to gain mastery and extend learning. All this and more happens while your child "plays."

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Teachers are expert at incorporating children's' interest and curiosity about the world into opportunities to extend learning. Through developmentally appropriate play, teachers set the stage for small and large muscle development, social skills, increased attention spans, language development and growth. Teachers also help children practice new skills through modeling or by breaking processes down so children can feel successful, develop at their own pace, and accommodating individual differences. Play is both child- and teacher-initiated throughout the classrooms, learning centers and outdoor spaces. Children are active, sensory learners and need to be provided with multiple opportunities for self-chosen exploration, investigation, social interaction, and problem solving.

2. Environment is the foundation of our curriculum. A well-designed environment provides children with a variety of things to do, arranged in ways that are accessible and appealing to the eye, with plenty for everyone. A good childcare environment is comfortable and homey with areas for busy activity and quiet contemplation. Thoughtfully planned environments captivate children's' imagination, focus their attention and eliminate many behavior issues. We strive to create an environment where children feel safe, respected and valued. When those crucial emotional needs are met, children are free to wonder, grow and explore in ways that enable them to discover the joy of learning.

Classroom materials are intended to foster all the key experiences and developmental themes of early childhood. These materials of play are often simple, allowing children to put them to a variety of uses (as with house play and sand toys), to play with them repeatedly enough to gain mastery (bikes, puzzles), or to begin to explore them in a way that builds interest for future learning (books, writing tools). Teachers choose materials that support the curriculum and program goals, with specific content and children in mind. The variety of materials reflects the lives of children and diversity of our society.

Throughout the year, areas of the classroom will be reorganized to engage children in new activities or introduce new topics for learning. For younger children, predictability of environment is important to their feelings of security and familiarity. New materials are brought out frequently to engage their shorter attention spans, but more subtle changes are made to the overall centers of the classroom. Some materials are introduced to the class with guidelines for their use, but most are as undefined and open-ended as possible.

3. It is the children's' themes, not the adults' that are used as the basis of curriculum planning. The teachers' plans include thoughtful introductions of materials to stimulate the emergence of these themes. From experience, teachers anticipate avenues the children may pursue, pre-planning and preparing for this with enrichment materials and activity options. Occasionally, there may be a teacher-directed plan or seasonal activity, but the majority of time children spend at the ELC is child-directed.

4. In all work with children, teachers strive to present a multi-cultural view and practices that recognize and applaud differences while identifying similarities that all people share. This is reflected in the environment, materials, and interactions. Teachers incorporate examples of adult roles, differing abilities, ethnic and cultural backgrounds that counter stereotype limitations. Teachers are constantly alert for developmentally appropriate opportunities to embrace diversity and to promote activism against bias and injustice. We believe that understanding and respect for all people starts very young and that as adults, what we model is crucial for growth in this area.

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CURRICULUM AREAS

Our programs are designed to meet the physical, social, emotional, and intellectual needs of children. Based on The Washington State Early Learning and Development Guidelines and standards established by the National Association for the Education of Young Children, the curriculum is designed to align with the goals and objectives established for children in our program.

In meeting these needs, you will see a wide variety of activities offered daily in the following areas:

Music and Movement - Using songs, finger plays, rhythm instruments and CDs, we encourage an appreciation of music and dance.

Art - A wide variety of creative art materials is presented in an atmosphere where the process, not the product, is stressed, with many opportunities for open-ended exploration.

Language Development - Through books, writing centers, finger plays, puppets, games, dramatic play, conversations, and songs we create a language and print-rich environment that encourages the development of language and phonological awareness in contexts that are relevant to children and their lives, including language that facilitates self-expression and interpersonal communication. Children's emerging interest in writing and spelling is encouraged and supported.

Mathematics and Science – Counting, sorting, sequencing, shapes, and pattern games, discussions about time, exploring with measurement, incorporating basic concepts of money, cooking projects, observation of plant, animals and surrounding physical environment are examples of math and science concepts used in the context of play to stimulate an interest in the world around us. Children are encouraged to use magnifying glasses, collection jars, scales and other tools, along with their own senses to collect and observe data about the world around them.

Small Muscle – Using manipulative toys, art materials, and games, we provide many opportunities for small muscle development.

Large Muscle - Block play, climbers, riding toys, creative movement, finger painting, easel painting, balance beam and specialized games are all part of our large muscle activities designed to promote coordination, movement, balance and perceptual motor-integration.

Dramatic Play - Through dress-up clothes, the housekeeping corner, play stores and offices, puppets, etc., each child is allowed to imitate and express how they see and think about the world around them.

Social and Emotional – Children are encouraged to find positive, constructive ways of interacting with peers and teachers. This includes identifying and managing their own emotions, learning self-control and making decisions how to get their needs met in ways that are sensitive to others. Children have opportunities to practice and discuss ways to solve problems that are both personal and interpersonal, including concepts of fairness, friendship, negotiating issues of exclusion and dominance, and taking responsibility for themselves and the well-being of the classroom.

Health and Safety – Children have many opportunities to learn how they can keep themselves and others healthy and safe. Children practice healthy habits at school such as hand washing, healthy eating, serving and feeding themselves as much as possible, and practicing fire and

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evacuation drills. Teachers engage children in play and discussion to help them explore the many ways in which others help them to stay healthy and safe, including doctors, dentists, fire fighters, etc.

Self-Help Skills – Children’s growing independence is supported throughout the curriculum and daily routine. As developmentally appropriate, teachers promote children’s increasing autonomy by supporting them as they practice and acquire self-help skills such as hand washing, putting on shoes and coats, problem solving and interpersonal communication. Children will need varied degrees of assistance as they gain mastery over increasingly complex self-help skills. As we support children in the acquisition of these skills, we incorporate family practices as much as possible. It is very important that parents and teachers communicate regularly so that children receive the most consistent support possible.

FIELD TRIPS & SPECIAL VISITORS

Due to our part-time scheduling and the ages of our children, we rarely venture out for field trips. Safety issues involving car seats, ages and sizes of children, and length of time in cars have led us to bringing people and things of interest to the Center as much as possible. We do take occasional walks on campus.

Our goals for field trips address the following ideas.

1. Broadening enrolled children’s experiences to include special classroom visits with people in our local community and from our campus community.
2. Sharing enrolled families and staff experiences and interests with the group. We have found that sharing family’s interests is enriching for the children and promotes a feeling of community in the Center.
3. Building a foundation of varied experiences with the world around them is essential for children to be able to understand the meaning of symbols (such as letters and numbers) in future years.

We believe field trips are valuable experiences for young children. We do our best to provide interesting guests. If you have any suggestions, please let us know!

ASSESSMENT

In order to support the development and progress of children, the ELC conducts regular, on-going assessments. Assessments are done both formally (developmental checklists, child portfolios) and informally (observations, photographs) in the context of play within the classroom setting. Assessments guide lesson planning and teaching practices. Teachers also use assessments to ensure they are providing learning opportunities for every child that are consistent with program goals.

We are committed to using the kinds of assessments that provide families and teachers with meaningful information about a child’s interests, skills and strengths in order to identify goals, and to discover any barriers that might be inhibiting success.

We understand that children are complex and that their life experiences often exceed the kinds of measures assessments address. We also know that children behave differently in different

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situations, and according to their mood and wellbeing. No assessment tool can ever portray the whole child with 100% accuracy. This is why classroom teachers rely first and foremost on their individual relationships with children and families.

Assessments, as with all child records, are confidential and will not be released to anyone outside the ELC without parent or guardian permission.

RESOURCES AND REFERRALS

The ELC partners with a variety of community agencies, including but not limited to medical and oral health, mental health and educational services. We work together with parents/guardians to advocate on children's' behalf, and do our best to promote full participation for children with special needs.

We are available to consult with families, and if needed can help families access community support for a wide array of services, including developmental screening services, housing, clothing, healthcare, food and other important services.

SPECIAL NEEDS

The ELC is an inclusive environment. When caring for children with special needs, we work closely with parent/guardians, and the child's doctor or supporting agency, if needed, to promote full participation for children with special needs. The ELC requests a copy of the Individual Education Plan from parents if a child has one.

COMMUNITY PARTNERSHIPS

Throughout the year, the Center arranges with various individuals and outside agencies to offer services and educational opportunities to the children and staff of the ELC.

GUIDANCE & DISCIPLINE

We use a positive approach to guidance and discipline, aimed at avoiding behavior problems. Limits are set for the security of the children and for the preservation of materials and equipment. Behavioral concerns often become opportunities for learning as children are encouraged to communicate their needs, regulate their emotions in ways that don't harm others, and practice the basics of social interaction such as problem solving, turn taking and positive communication. We find that staff can often positively support behavior problems by planning an environment which is stimulating for children and conducive to the development of a positive self-image. **At no time is any form of physical punishment, belittlement or the threat of withholding food used.**

Classroom rules are simple and direct:

- Be Safe (be safe with self and others).
- Show Respect (show respect to yourself, others and things).
- Use Good Manners.

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The following are some of the techniques used to avoid and/or address problem behavior:

- Know the children - their general characteristics at this stage, home environment, needs and interests.
- Try to identify factors that trigger or contribute to challenging behavior.
- Set reasonable limits and standards, which the children can understand. Whenever possible, children will be included in this process.
- Help children to understand and adjust to the established routine.
- Help children become a part of the group.
- Provide choices whenever possible.
- Use simple directions.
- Give advance notice before changing activities.
- Listen to children - try to find out the cause of unacceptable behavior.
- Help children to express their feelings verbally and non-verbally, without hurting others.
- Act as models for children, using words to express feelings.
- Redirect child to an appropriate activity.
- If necessary, remove the child from the situation for a “cooling off” time, followed by communication with a staff person about alternative behavior.
- Always consider the safety of the child and all children in the program when responding to aggressive physical behavior.

BEHAVIOR PLANS

1. If our normal procedures for responding to challenging behavior (see above) does not bring about a positive response, and continuous classroom disruption is occurring, a parent/teacher conference will be scheduled to problem-solve together.
2. On-going communication will be established to share progress.
3. If there is no significant improvement within a month, a referral to a professional for consultation and/or assessment of special needs may be suggested. The Lead Teacher and Director will assist parents in finding professional services that are appropriate.
4. If after professional consultation the child is found to have special needs, the Center will work with the professional, parent(s) and child to achieve a successful preschool experience.

If the above options are not successful, then removal of the child may be necessary in the best interest of the individual child and the program as a whole. Any advance payment of fees would be refunded in this situation.

SUPPORTING CONFLICT RESOLUTION FOR CHILDREN

As children develop socially and emotionally, they become increasingly more competent at resolving conflict with minimal or no adult intervention or assistance. Toward that end, ELC staff support children through conflict in the following ways: (taken from NAEYC Standards for Teachers and Teaching).

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- Teaching staff support children's development of friendships and provide opportunities for children to play and learn from each other. Teachers facilitate positive peer interaction for children who are socially reserved or withdrawn and for those who are bullied or excluded.
- Teaching staff support children as they practice social skills and build friendships, helping them enter into, sustain and enhance play.
- Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems and try alternative solutions.
- Teachers help children talk about their own and others' emotions'. They provide opportunities for children to explore a wide range of feelings and the different ways those feeling can be expressed.

HEALTH

Please reference the full Health Policy on page 29 for specific information on our health policies and practices.

If a child contracts a communicable disease such as measles or chicken pox, the Center should be notified at once so that other parents can be informed. No child should come to school with any of the signs or symptoms of illness listed below.

3 MAIN GUIDELINES OF ILLNESS FOR WHICH A CHILD SHOULD REMAIN OUT OF CARE:

1. *The child has a condition that is communicable.*
2. *The ill child requires more care than staff can provide without compromising care to other children.*
3. *The child is not able to participate in typical activities.*

IF A CHILD BECOMES ILL AT THE CENTER

- If a child becomes ill while at the Center, he or she will be separated from others.
- Lead Staff or the Director will consider the child's symptoms, ability to deal with the Center environment, his/her general comfort, and our staffing abilities, before calling parents to pick-up.
- If necessary, the parent or, if unavailable, an emergency contact person from the child's registration form, will be notified to pick up the child as soon as possible.
- While at the Center, the child will be made comfortable in the office or other designated area where he or she can be supervised until pick-up.
- Parents are expected to inform the Center immediately if their child contracts something contagious. The Director will then distribute and post a notice to alert other parents. Children's names will not be posted. The Director must report communicable diseases to the local health department.

Immunizations

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To protect all children in our care and our staff, and to meet state health requirements, we only accept children fully immunized for their age*. We keep a completed Certificate of Immunization Status (CIS) on file for each child to show the Department of Health and the Department of Early Learning (DEL) that we are in compliance with licensing standards. A copy of the CIS form will be provided to parent/guardian when the child leaves the program, if requested.

Immunization records will be reviewed and updated quarterly by the program management.
Children need to be immunized for the following:

- DTap (Diphtheria, Tetanus, Pertussis)
- IPV (Polio)
- MMR (Measles, Mumps, Rubella)
- Hepatitis B
- HIB (Hemophilus Influenza Type B)
- Varicellia (Chicken Pox)

**Children may attend child care without an immunization if:*

- Their licensed Health Care Provider completes a Personal, Religious or Medical Certificate of Exemption. Children who are not immunized will not be accepted for care for the duration of an outbreak for diseases they are not vaccinated for. This is for the non-immunized child's protection and to protect other children and families. Examples are a Measles, Mumps or Chickenpox outbreak which may result in a 15-30+ day exclusion from care.

All Early Learning Center Staff are encouraged to discuss their vaccination status with their health care provider to ensure they are up to date on all recommended immunizations.

Policy and Procedure for Excluding Ill Children

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

- **Fever** of at least 100°F under arm (axillary) **and** who also have one or more of the following:
 - Diarrhea or vomiting
 - Earache
 - Headache
 - Signs of irritability or confusion
 - Sore throat
 - Rash
 - Fatigue that limits participation in daily activities
- **Signs of possible severe illness**, including unusual lethargy, irritability, persistent crying, difficult breathing.
- **Uncontrolled diarrhea**, defined as 3 or more loose stools; an increased number of stools compared with the child's normal pattern, with increased stool water and/or decreased form that is not contained by the diaper or toilet use or any blood in the stool.
- **Vomiting** 2 or more times in the previous 24 hours unless the vomiting is determined to be due to a non-communicable condition and the child is not in danger of dehydration.
- **Mouth sores** with drooling unless the child's physician or local health department authority states the child is non-infectious.
- **Rash with fever** or behavior change until a physician has determined the illness not to be a communicable disease.

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- **Purulent conjunctivitis (Pink Eye)**, defined as pink or red conjunctiva with white or yellow eye discharge, often with matted eyelids after sleep, and including a child with eye pain or redness of the eyelids.
- **Head Lice/Scabies**, child is not permitted until 24 hours after treatment was begun and all nits are removed.
 - Upon returning to school after treatment, teaching staff will check the child's head for nits or live bugs. If clear they will be permitted to return to care. If they are determined to still have lice or nits, they will be asked to return home for further treatment or removal.
- **Streptococcal pharyngitis**, until 24-hour treatment has been initiated.
- **Pinworm** (enterobiasis) or Ringworm infection until 24 hours after treatment was begun - area should be covered with a loose bandage.
- **Varicella** (chicken pox) until 6 days after onset of rash or until all lesions have dried and crusted. Health Department will be notified. Unvaccinated children will be excluded from care until outbreak is cleared.
- **Pertussis**, which is laboratory confirmed, or suspected based on symptoms of the illness, or suspected because of cough onset within 14 days after having face-to-face contact with a laboratory-confirmed case of pertussis in a household or classroom, until 5 days of appropriate chemoprophylaxis (currently, erythromycin) has been completed
- Following an illness or injury, children will be readmitted to the program when they no longer have the above symptoms and no longer have significant discomfort.

The ELC will notify parent/guardian in writing, either by letter or posting notice in a visible location, when their children have been exposed to a reportable communicable disease. Children with the above signs and symptoms will be separated from the group and cared for in the office or other designated location. Parent/guardian or emergency contact will be notified to pick up child.

Staff members will follow the same exclusion criteria as children.

Medication Management

Parent/Guardian Consent

1. Medication will only be given with prior **written** consent of the child's parent/legal guardian. This consent (The Medication Authorization Form), will include the child's name, the name of the medication, reason for the medication, dosage, method of administration, frequency (can NOT be given "as needed"), duration (start and stop dates), special storage requirements, and any possible side effects (use package insert or pharmacist's written information).

2. A parent/legal guardian will be the sole consent to medication being given, without the consent of a health care provider, **if and only if** the medication meets all of the following criteria.

- The medication is over-the-counter and is one of the following:– Antihistamine– Non-aspirin fever reducer/pain reliever– Non-narcotic cough suppressant– Decongestant– Ointments or lotions intended specifically to relieve itching or dry skin– Diaper ointments intended for use with "diaper rash", and– Sunscreen for children over 6 months of age.
- The medication is in the original container and labeled with the child's name; *and*

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- The medication has instructions and dosage recommendations for the child's age and weight; and
- The medication is not expired; *and*
- The medication duration, dosage and amount to be given does not exceed label-specific recommendations for how often or how long to be given.

3. For sunscreen and diaper ointment, the written consent may cover an extended time period of up to 6 months.

4. For all other medications the written consent may only cover the course of the illness.

Health Care Provider Consent

1. A licensed Health Care Provider's consent, along with parent/legal guardian consent, will be required for prescription medications and all over-the-counter medications that do not meet the above criteria (including vitamins, herbal and homeopathic remedies and fluoride).

2. A Health Care Provider's written instructions and consent must be obtained to add medication to food or liquid.

3. A licensed Health Care Provider's consent may be given in 2 different ways:

- The health care provider's name is on the original pharmacist's label (along with the child's name, name of the medication, dosage, frequency (**can NOT be given "as needed"**), duration and expiration date; or
- The health care provider signs a completed Medication Authorization Form.

Medications for chronic conditions such as: Asthma or Allergies

For chronic conditions (such as asthma), the parent/legal guardian written consent must be renewed on a regular basis (this will vary with the age of the child and how long the child has been on the medication). An individual care plan must be provided that lists symptoms or conditions under which the medication will be given.

Emergency supply of medication for chronic illness

For medications taken at home, we ask for a three-day supply to be kept with our disaster kit in case of an earthquake or other disaster.

Staff Documentation

1. Staff administering medications to children will be trained in medication procedure by the Director and a record of training will be kept in staff's file (this can be part of a new employee orientation).

2. Staff giving medications will document the time, date and dosage of the medication given on the child's Medication Authorization Form and will sign with their initials each time a medication is given. Staff's full signature will be at the bottom of the page.

3. Staff will report and document any observed side effects on the child's individual medication form.

4. Staff will provide a written explanation why a medication was not given.

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5. Medication Authorization Forms and documentation will be kept in the child's file, when the medication is completed, discarded, or returned to parents.

6. Staff will only administer medication when all conditions listed above are met. Medication authorization and documentation is considered confidential and must be stored out of general view.

Medication Storage

Medication will be stored as follows:

- Inaccessible to children
- Separate from staff medication
- Protected from sources of contamination
- Away from heat, light and sources of moisture
- At temperature specified on the label (refrigerated if required)
- So that internal (oral) and external (topical) medications are separated
- Separate from food, and
- In a sanitary and orderly manner.

2. Controlled substances (i.e. Ritalin) will be stored in a locked container and stored in the Director's office.

3. Medications no longer being used will promptly be returned to parents/guardians or discarded. All medications with the exception of diaper cream and sunscreen will be returned at the end of each Quarter.

ENVIRONMENTAL PRECAUTIONS

The program has written procedures to protect children and adults from environmental hazards such as air pollution, lead, and asbestos, according to public health requirements.

CAR SAFETY

Children may not leave the building without a parent or teacher. At the Center, we stress the importance of staying with an adult when leaving the building. Parents can help to reinforce this by not allowing their child to precede them to their car. It is against the Lummi Children's Code to leave children unattended in a vehicle.

PETS ON SITE

The Center does not keep pets on the premises. Occasionally, a staff member or a child will be allowed to bring a family pet to share. Reptiles, amphibians and parrots (which may carry psittacosis) are not permitted. Staff supervise all interactions between children and animals and ensures that any child who is allergic to a type of animal is not exposed to that animal. Parents/guardians will be notified in writing when pets are on the premises. Children and staff will thoroughly wash hands after handling or feeding visiting animals. Please review our Health Policy for more details.

PESTICIDES AND MATERIALS DATA

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The use of pesticides on ELC premises is minimal. We follow recommendations from the *Seattle & King County Public Health Model Pesticide Policy*. Ventilation and sanitation, rather than sprays, air freshening chemicals or deodorizers control odors in inhabited areas of the facility. A Materials Data Sheet (MSDS) for any pesticide or substance used in the ELC is on display in the Center for parents and staff to read a minimum of 48 hours prior to application.

PROTECTION AGAINST COLD AND HEAT

Children play outside daily unless there are severe weather conditions. Outside play is an expectation of Washington State Early learning programs and part of healthy early childhood development. During cold and flu season, it is expected that children who are well enough to attend school should be considered well enough to play outside. Children should wear clothing that is dry and layered for warmth in cold weather. Children have the opportunity to play in the shade during periods of intense sunshine or heat. Sun-protective clothing and sunscreen is used (with parental consent) when weather indicates.

WATER SAFETY

When using the water tables, precautions are taken to ensure that communal water play does not spread infectious disease.

- No child drinks the water.
- Children with sores on their hand are not allowed to participate in communal water play.
- When the activity is completed with each group of children, the water is drained.
- New water is used for each new group of children play in the water.
- When engaging in water play, children are closely supervised.

SUMMARY

We look forward to working with you in providing your child with the best care and learning opportunities possible. Please let us know if you have any questions about these policies, procedures and concepts; your children are our future, and nothing is more important than providing excellence in their care.

DISASTER PLAN

Below is a summary of our Disaster plan. There is a complete Crisis/Disaster Response Handbook available for you to review in the office and available via electronic copy by request. Our staff are trained annually on our Disaster and Emergency procedures. Please know that we will do everything we can to protect your child in the event of a crisis or disaster.

Vital Disaster Plan Information:

- In the event of a campus emergency the Campus RAVE Alert system will be activated. Families are encouraged to enroll in RAVE to receive these notifications.
- All appropriate contacts will be notified when necessary, including law enforcement, Indian Health Board, CPS, our Licensor, etc.
- The NWIC reports emergency information via News Radio Stations: KGMI 790 & KAFE 104.3
- All ELC staff are certified in Infant, Child and Adult First Aid, CPR and AED procedures

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- Complete evacuation plans are posted in each classroom
- In the case of an emergency, the staff will care for your child until you or your designee is able to reach them. Should we need to relocate to an off-site location, notification will be posted on the outside of our facility.
- Monthly fire drills and quarterly disaster drills are conducted and recorded in the Lobby

FIRE DRILLS

The ELC is equipped with a fire alarm system for emergencies. We practice evacuating the building monthly and the results are timed and recorded per regulations. Our meeting spot for evacuation drills is the totem pole in front of the Student Dormitory in Building #19. In the event of a major disaster and an all-campus evacuation, our Center would evacuate to the Library in Building #23.

EMERGENCY POLICY

In the event of a life-threatening emergency to a child in our care, we will take the following actions:

- One staff member will stay with the child and, if necessary, provide first aid according to the recommendations of the American Red Cross or American Academy of Pediatrics.
- The child's teacher or designated staff will contact the Emergency Medical System (911) and will describe the situation, state the physical location of the emergency, give phone number, and stay on the line until told to hang-up.
- The Director will contact the parent or, if the parent cannot be reached, the child's alternate emergency contact person.

Emergency transportation for any necessary medical care will be determined by the emergency response team and/or parent. A staff member will go with and remain with the child until the parent(s) arrive. The Director will complete an incident/illness report form as soon after the incident as possible. The incident report form will be signed by the parent. Copies will be given to the parent and kept on file at the center. These reports will be kept in the child's file and in the incident/illness log. These reports will be reviewed, at least semi-annually by the Health Nurse.

**EMERGENCY PHONE NUMBERS FOR FIRE, POLICE AND HOSPITAL WILL BE
POSTED NEXT TO THE PHONES IN ALL THE CLASSROOMS AND AT THE FRONT
DESK**

Local resources for children's mental health information are:

Lummi Tribal Health Center, 360-384-0464, and Lummi Behavioral Health, 360-384-1489