



**Lake Washington Institute of Technology**  
**Early Learning Center**  
**HANDBOOK**

**FOR PARENTS & GUARDIANS**

Licensed for 16 months and walking to school age (or 6yrs)



**11605 132<sup>nd</sup> Avenue N.E. Kirkland, WA 98034**  
**425.739.8117**

**Located in the Southeast Portables**

**TABLE OF CONTENTS**

Phone Numbers.....3

Program Philosophy .....4

Financial Policies.....8

Program Content.....10

Program Daily Schedules.....14

Policies & Procedures.....16

Index.....24

Handbook Verification.....25

WELCOME TO  
LAKE WASHINGTON INSTITUTE OF TECHNOLOGY  
EARLY LEARNING CENTER

**THIS HANDBOOK EXPLAINS OUR PROGRAM AND PROCEDURES. PLEASE FAMILIARIZE YOURSELF WITH IT AND KEEP IT FOR FUTURE REFERENCE.**

IMPORTANT PHONE NUMBERS

<u>CONTACT</u>	<u>BUILDING #</u>	<u>PHONE NUMBER</u>
Director <i>Toni Terry</i>	S-2	425.739.8117
Program Supervisor <i>Amy Nehme</i>	S-2	425.576.5838
Fax	S-2	425.739.8282
Young Toddlers-16 months & walking	S-3	425.739.8170
Toddlers	S-4	425.739.8171
Preschool-3 to school age	S-6	425.739.8379
Preschool	S-7	425.739.8380

In the event of school closure the director's phones will have a recorded message regarding program operations.

**Nondiscrimination Statement**

Lake Washington Institute of Technology does not discriminate against any person because of race, color, creed, religion, ethnicity, national origin, sexual orientation, age, disability, sex, marital, or veteran status. This is a commitment made by the college and is in accordance with federal, state, and local laws and regulations.

**Religious Statement**

Lake Washington Institute of Technology Early Learning Center does not teach or promote any specific religious activity. We do, however, provide opportunities for families and staff to share their cultural celebrations with each other. Families are encouraged to bring information, artifacts and activities to share with our early learning community.

## PROGRAM PHILOSOPHY

Our program is not based on any one theory. The foundation for our early childhood program has been heavily influenced by multiple theories:

### **The Social Learning Theory**

### **Piaget's Theory of Intellectual Development**

### **Erikson's Theory of Personality Development**

### **Howard Gardner's Theory of Multiple Intelligences**

Although these theories offer differing views, they are not mutually exclusive. Some common themes run through all of them:

- The importance of play in the developmental process.
- The need for a child centered environment.
- Positive child-adult interactions.
- The importance of "child choice".
- The importance of multiple avenues for gathering knowledge.

The **Social Learning Theory** places primary emphasis on the role of positive reinforcement and modeling behavior. This is not a stage theory and the effect that social stimuli and individual differences have on behavior and development are taken into consideration. From this theory we learn that before we attempt to change behavior we must first look at the antecedents and consequences of the behavior. Negative behavior or regression is most likely to occur if the inappropriate behaviors receive prolonged intermittent reinforcement. Behaviors that may cause concern for adults are typically rooted in one or more of the following:

- Children's development stage: normal behavior for developmental stage.
- Individual differences: not all children of certain age act the same way; temperament comes into play; child's special needs may affect behavior.
- The environment: the child's home or school environment or conflict between the two can affect child's behavior.
- Child is ready to learn but has not been taught expectations: expectations and rules new to the child take time for him/her to understand, internalize and master.
- Unmet emotional needs: child has missed out on something that is developmentally and emotionally important; examples follow:
  - To feel safe and secure
  - To feel worthy and loved
  - To feel acknowledged and understood
  - To feel noticed and receive attention
  - To feel a sense of control and predictability
  - To understand and be able to manage feelings
  - To feel powerful and independent
  - To feel safe and stimulated in my explorations
  - To feel competent
  - To have mutually enjoyable relationships and have a sense of belonging

Piaget tells us that play is critical to **Cognitive Development**. From this theory we learn that the development of intelligence consists of constantly changing mental schemes. He believed that physical play is a stimulus to mental activity. The brain research of the last twenty years has

confirmed this. Children are constantly taking in new information and needing to adjust existing schemes (thought patterns) to accommodate new learning. A child who has a child centered environment, with a variety of materials and positive adult interactions, will have the opportunity to develop a variety of alternative schemes. A program that follows Piaget's philosophy of intellectual development would:

- Incorporate diverse large motor activities into the program, including music and movement, and balance activities.
- Provide dramatic play opportunities for children; dramatic play gives children the opportunity to act on their own life issues, take on roles and be actively involved in the problem solving process.
- Be print rich, with language opportunities throughout the room.
- Have extensive art, sensory and science exploration.
- Provide all activities in the context of positive social interactions.

**Erikson's Theory of Personality** focuses on two opposing personality traits that can emerge from each of the 8 stages that focus on the emotional/personality development. It is concerned with the sources of irrational fear, feelings of vulnerability and our efforts to retreat from the dangers we sense but cannot understand. This theory places a very heavy emphasis on the importance of early childhood. This statement is also supported by recent brain research. The earliest experiences are an example of the impact of the child's emotional development. This tells us that we all pass through various stages of crises and the result of one will influence the others. The first three stages occur during early childhood:

#### **STAGE I: TRUST VS. MISTRUST**

The infant caregiver relationship is central in the development of trust. The emotional and physical needs of the baby must be met with consistency if trust is to be developed. The environment must be predictable and adults must respond to the baby in a positive and caring manner. The emotional and physical needs of the baby must be met consistently and on the baby's schedule, not an adult's schedule. If the child is in group care this means that there must be a primary caregiver.

#### **STAGE II: AUTONOMY VS. DOUBT/SHAME**

The second stage addresses the needs of the toddler. During this stage the toddler learns to control impulses and uses mental as well as motor skills. The child in this stage needs a supportive and accepting environment if the development of autonomy is to be fostered. The environment must be designed to encourage the child to explore and take risks while it also protects the child from harm. This must be a yes environment. The toddler will either develop a sense of autonomy or a sense of doubt/shame. Toilet training is a major task of this age group.

#### **STAGE III: INITIATIVE VS. GUILT**

In this stage the child plans and undertakes a task for the simple pleasure of being busy and involved. The stage three children are social, eager to please, and creative. Adults must be positive and encouraging. Pitfalls to this stage are

restrictive adults. The environment must provide the child with a variety of choices, many “loose pieces” from which the child can construct his/her own creations. The environment would allow free selection while also offering the organizational model that allows the child to maintain the environment by easily returning materials to their correct place when the child is done. This type of environmental setting also requires that the teacher provide training for the child in the care of the environment as well as the encouragement that allows the child to explore.

The **Theory of Multiple Intelligences** was the result of extensive research by Howard Gardner and others at Harvard University. The study, Project Zero, documented that humans have multiple ways in which intelligence is gathered and documented. This research greatly expanded the understanding of cognitive development, far beyond what we learned from Piaget. What does this work mean for Early Childhood Education? It means that we must prepare environments where children gain practice in all of the intelligences as they explore and learn throughout the day. These intelligences include:

- Verbal Linguistic
- Logical/Mathematical
- Visual/Spatial
- Rhythmic/Musical
- Kinesthetic
- Naturalist
- Interpersonal
- Intrapersonal

Our **environment** is child centered. All materials are at the child's level and they are encouraged and assisted throughout the day. Piaget's influence can be seen in many areas of our pre-school room.

- In our **Science Area** you will find a variety of materials that enhance investigation, problem solving, and classification. This area is always available. The basic investigative materials remain constant and the topical materials are rotated.
- **Dramatic Play** is a primary focus in our classrooms. Extensive props accompany each set up and the space accommodates a group of 4-5 children.
- **Large Motor** activities are a part of each day. Several pieces of large motor equipment are always available inside as well as outside. Children are introduced to the equipment; its use, and they participate in problem solving activities related to improper use of equipment.
- Our **Block Area** offers a variety of props to help the child expand his thought processes. Materials are relevant to the child's life experiences. This area is also designated to accommodate 4-5 children. Social interactions are an important part of the learning process.
- The **Art Area** has been developed for full use by the children. Here they are exposed to a variety of materials and creative processes.
- In selecting **Manipulatives** for our pre-school age children we have purchased materials that can be used in many different ways. The materials offer opportunities for sorting, classifying, matching, visual discrimination, and free creative expressions.
- Our staff members provide positive **Language** models for the children. They practice factual commenting, interact positively with the children and use a variety of

techniques to foster social interaction among the children.

In our **Guidance Techniques** you will find a blend of all three theories. The social learning theory clearly was the model we followed for our policies in handling behavior problems. We look for antecedents and current consequences as well as home factors that may have an influence. We ignore behaviors that can be ignored. Our primary guidance tool is positive reinforcement for positive behaviors. The children who are being positively reinforced serve as models for the other children.

All three theories identify the need for positive early experiences. Both the psychodynamic Theory and the Social Learning Theory have influenced the goals for our children. At least half of the specific objectives relate to the child's self-image and social skills. Teachers are responsible for a specific group of children and that group remains constant. The children have a predictable environment that offers them the opportunity to freely create, explore, and take risks. Their social and emotional development is primary to the staff.

The use of all three theories was critical to the development of the program. No one theory addresses all the needs of a young child. As professionals we must be familiar with the various theories and be able to incorporate compatible components into our program.

## FINANCIAL POLICIES

**All tuition and fees are due in advance of care**

### 1) REGISTRATION FEES

- a) **\$75.00 annual registration fee per child; collected at time of enrollment and annually each Sept.**
- b) Due prior to child's enrollment unless paid by a funding agency.
- c) Non-refundable.

### 2) PROGRAM FEES effective September 1 of each year (Subject to Change)

- Rate schedules are available in the Program Office S-2 and online
- We have 3 classifications for billing:
  - i) LWTech Students
  - ii) LWTech Employees
  - iii) Community
- Priority enrollment is given to full time students; then part time students; then LWTech employees. Community care is subject to availability and currently is only available on a full time basis.

### 3) PAYMENTS

- a) Tuition is billed quarterly and is due regardless of attendance.
- b) Clients receive a quarterly bill with due dates for the 3 equal payments.
- c) Payments are due by the **1st of the month**. Payment due dates are the 1st of:  
Fall- September, October, November (& **Dec co-pay for DSHS clients**)  
Winter- January, February, March  
Spring- April, May, June  
Summer- July, August
- d) **\$20 Late Payment Fee** will be added to your account on the 2<sup>nd</sup> day of the month with payment including the late fee, due that day.
- e) **If all fees (including late fees) are not paid by the 3rd day of the original due date, care may be terminated until all fees are paid.**
- f) Alternate payment arrangements may be discussed before a payment due date with the Early Learning Center Director.
- g) The Early Learning Center accepts checks or money orders. You may pay by cash, check, or credit/debit card at the college's cashier window (near Enrollment Services). You also may pay by credit/debit card by calling the college's cashier at 425.739.8100 ext 8445 or if you have Student ID and PIN numbers, by logging on to [www.lwtech.edu](http://www.lwtech.edu) and choosing "Credit Card Payment" in the Current Student's toolbox.
- h) Delinquent accounts may be sent to collections and you will be responsible for any additional collections and legal fees that are added to your account balance.
- i) The current fee for a check that is returned to the College for Insufficient funds is \$40.00.

4) **ABSENCES/VACATIONS**

- a) No billing adjustment will be made for absences due to illness or vacation.
- b) If a child is **absent for two weeks** *without communication to the Center*, childcare will be terminated, the child's space will be considered abandoned and available for another child, and a bill will be mailed for all amounts due. This also applies to clients who sign a contract but do not show up for care.

5) **BILLING ADJUSTMENTS**

- a) Quarterly scheduling and contracts are developed based on the written contract between families and the ELC.
- b) During the first week of the quarter **students** will be able to make adjustments to the hours for contracted care if a change in class schedules occurs.

6) **LATE PICK-UP FEES**

- a) **Fee applies per family. \$20.00 for every 15 minute increment**, or part of 15 minutes **past closing time** or past pick up time for **partial day slots**. These charges apply regardless of funding method. An increment is defined as any part of 15 minutes. 1 to 15 minutes late = \$20 charge; 16 to 30 minutes late = \$40 charge; etc.
- b) **Payment will be added to your monthly charge and needs to be paid by the next payment due. If your last month payment has already been made the late payment is due the next day.**
- c) **Picking up a child late more than once may result in termination of care.**

7) **FINANCIAL AID**

- a) We accept most financial aid funding programs.
- b) Students taking 6 or more credits per quarter may wish to apply for funding through the college's Financial Aid Office. Please keep in mind that applications for funding must be specifically for childcare and need to be arranged at least one quarter in advance and must be re-applied for every quarter. Co-payments (minimum \$25.00/mo) to the Early Learning Center are required.
- c) Funded students (including DSHS) must be **pre-approved** before a child is accepted for care. Co-payments follow the same payment rules as noted above.
- d) We accept DSHS funding for enrolled students only.

8) **TERMINATION OF CARE:**

- a) **Your contract is for the quarter.** You are responsible for the total amount billed to you, regardless of attendance. Our quarterly staffing budget is built on the assumption that all children for whom we have contracts will attend.
- b) In the case of an emergency situation, management may allow a client to give a 30 day notice of termination. The parent will pay for all fees during this 30 day period, regardless of attendance.

## PROGRAM CONTENT

### OBJECTIVES FOR TODDLER PROGRAM (16 months and walking - 3 yrs.)

Objectives for the Toddler Program are based on the skills that are significant to toddler development. Specific activities are planned daily to give the opportunity for practice in the development of these skills. It is important to note that meeting the basic needs of toddlers is an integral part of toddler curriculum. An optimum toddler program is based on the development of specific competencies and trusting relationships.

#### **MOTOR DEVELOPMENT**

Toddlers will have the opportunity to gain practice in *gross motor* skills through participation in the following activities:

1. Dancing
2. Catching
3. Climbing
4. Jumping
5. Kicking
6. Rolling
7. Riding

Toddlers will have the opportunity to gain practice in *fine motor* development through participation in the following activities:

1. Cutting playdough
2. Molding
3. Pouring
4. Scribbling
5. Tearing
6. Spreading
7. Stacking
8. Stringing

#### **LANGUAGE DEVELOPMENT**

Toddlers will demonstrate *receptive* language by participating in the following activities:

1. Attempting to follow and copy fingerplays
2. Following one step directions
3. Following two step directions
4. Listening to music
5. Listening to short stories

Toddlers will demonstrate *expressive* language skills through participation in the following activities:

1. Combining two words
2. Combining three words
3. Describing simple actions/events
4. Repeating events from the day
5. Repeating new words
6. Repeating simple fingerplays
7. Saying simple fingerplay with adult
8. Singing phrases of songs

#### **COGNITIVE DEVELOPMENT**

Children will enhance cognitive development by participating in activities that provide

practice in the following:

- |   |                                   |
|---|-----------------------------------|
| 1. Anticipating the next activity       | fast/slow, in/out                 |
| 2. Exploring a mechanical toy           | 7. Matching objects by touch      |
| 3. Building a tower of 6 blocks         | 8. Naming simple body parts       |
| 4. Creating                             | 9. Placing 6 pegs in pegboard     |
| 5. Identifying simple, familiar objects | 10. Pointing to simple body parts |
| 6. Identifying up/down, over/under,     |                                   |

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

Children will have the opportunity to demonstrate a positive sense of self by:

- |  |                                  |
|--|----------------------------------|
| 1. Actively exploring the environment                | 7. Playing near peers            |
| 2. Directing the actions of others                   | 8. Seeking out peers             |
| 3. Responding to own name                            | 9. Seeking out primary caregiver |
| 4. Maintain control of personal items                | 10. Stating NO firmly            |
| 5. Making several attempts at a task                 | 11. Attempting new activities    |
| 6. Participating in dress up or role play activities |                                  |

Children will participate in the following self-help activities:

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. Asking for help verbally     | 5. Serving self at table      |
| 2. Attempting to put clothes on | 6. Telling adult when wet     |
| 3. Participating in clean up    | 7. Varied skills in toileting |
| 4. Removing shoes/clothing      |                               |

## **OBJECTIVES FOR PRESCHOOL PROGRAM (3yrs to school age or 6yrs.)**

### **MOTOR DEVELOPMENT**

Children will practice *fine motor skills* by participating in the following activities:

1. Pouring
  - Own beverage
  - Science / cooking materials
  - At sensory table
2. Mixing
3. Spreading
  - With knife on hard base
  - With knife on soft base
  - Materials with fingers and brush
4. Cutting with knife
5. Cutting with scissors
6. Using crayon / pencil / paint brush

Children will practice these *gross motor skills*:

1. Balancing (static and dynamic)
2. Rolling (side, forward, backward)
3. Catching / throwing a ball or bean bag
4. Dancing / moving to music
5. Pedaling
6. Climbing

### **COGNITIVE DEVELOPMENT**

Children will have the opportunity to enhance cognitive development through the following experiences:

1. Recognition of similarities and differences
2. Identifying common characteristics of the group
3. Classifying by given system or own choice
4. Sequencing
5. Using number relationships (more than, equal to, less than)
6. Identifying positions in space (over, under, on/off, in the middle)

### **PROBLEM SOLVING**

Children will practice problem-solving skills by:

1. Making guesses
2. Incorporating new information into guesses
3. Developing alternate solutions
4. Selecting the best alternative

### **COMMUNICATION**

Children will practice language development skills by:

1. Using words appropriately
2. Demonstrating ability to listen in a group setting
3. Participating in self-expression activities
4. Telling a story in sequence
5. Re-telling a story using flannel board
6. Acting out a story previously heard
7. Recognizing own name in print
8. Offering relevant information to conversation
9. Remembering and singing words to songs

### **SELF-CONCEPT**

Children will have the opportunity to demonstrate positive self-concept by:

1. Stating things he/she has done
2. Attempting difficult activities again

3. Selecting a variety of activities
4. Completing activities
5. Resisting peer pressure
6. Assuming responsibility for bodily needs
7. Verbalizing feelings
8. Expressing emotions acceptably
9. Evaluating own performance
10. Asking for help when needed

### **SOCIALIZING**

Children will gain practice in maintaining “self” while being aware of the needs of others by:

1. Taking turns, *often*
2. Sharing, *sometimes*
3. Assuming cleanup responsibility
4. Participating in positive peer contact
5. Giving help when asked
6. Seeking out peers during free time



### **Toddler Daily Schedule**

	Center Opens
6:45	Exploration of Classroom Activities Blocks, Housekeeping, Science, Sensory Manipulatives, Books, Puzzles, Play-dough, Climber
7:30 - 8:30	Breakfast Served
8:30	Younger Toddlers transition to S3
9:15 - 10:00	A.M Circle/Language and Art Activities
9:30	Diapering /Toileting
10:00 - 10:15	Music and Movement
10:15 - 11:00	Outdoor Activities, Large Motor, Sandbox, Climber, Gardening, and Games (weather permitting)
11:00 - 11:30	Lunch
11:30 - 12:00	Diapering/Toileting
12:00 - 2:00	Napping/Quiet Activities
2:00 - 2:30	Diapering/Toileting
2:30 - 3:00	P.M. Snack
3:00 - 4:00	Outdoor Activities/Large Motor (weather permitting)
4:00	Younger Toddlers transition back to S4
4:00 - 4:30	P.M. Circle/Language and Art Activities
4:30	Diapering/Toileting
5:00	Late Snack
5:30	Closing

### **Typical Preschool Daily Schedule**

The preschool environment is composed of a variety of learning centers. These learning centers are open at all times and are listed on the schedule as *Centers*. Children have free choice of all centers, including art, all day. The art projects listed on the schedule are teacher planned activities that are set up but children participate on their own schedule. The following learning centers have been developed in the preschool classrooms:

Art	Play-Dough	Manipulatives	Dramatic Play
Easel Art	Warming trays	Blocks	Writing Center
Wet Sensory	Dry Sensory	Books	
Listening Center	Science	Cooking	

6:45 - 8:30 Free choice of activities/Optional breakfast provided  
Teeth brushing/Hygiene needs

**PRESCHOOL GROUP ROTATION**

Children in both classrooms split into 2 groups w/ 1 group remaining inside and the second group outside. While inside the children participate in

- 9:00 - 11:00
- Circle time w/ concepts, songs , fingerplays
  - Science exploration activity
  - Art activity
  - Free choice of centers

11:00 - 12:30 Lunch/teeth brushing/hygiene needs

12:30 - 2:15 Nap in S-7/Circle time and planned activities S-6

2:30 - 3:00 Snack/child free choice selection

3:00 - 4:00 Outdoor and Large Motor Activities

4:00 - 4:15 Group Activity Circle or Music/Movement

4:15 - 5:00 Free Choice of Centers

5:00 - 5:20 Snack

5:30 Center Closes

**POLICIES AND PROCEDURES**

**Please have your child wash his/her hands when arriving and before going home!**

**PARENTS MUST PROVIDE THE FOLLOWING:**

- *A nutritious lunch each day.* See “Food/Meals” on page 19 & 20. The center provides milk, breakfast and snacks. Microwave & refrigerator are available in each classroom.
- *A rest blanket for naps.* Please wash weekly or as needed.
- *One or more changes of clothing.* More than one in summer or if your child is toilet training.
- *Diapers or training pants – please keep a supply of these at school.* If the center provides emergency diapers for your child, parents must replace these.
- *Wipes, if your child is in diapers/pull ups.* Please mark container with your child’s name.
- *Toothbrush -* For preschoolers only. These need to be *replaced each quarter.*
- *Accurate emergency information.* If your address, job, phone number, class schedule, or a pick-up authorization changes, immediately report this information to the Early Learning Center Office in S-2.

### PARENT-TEACHER COMMUNICATION:

- Daily communication is essential. There is always time to share information and express any concerns that you might have about the care of your child.
- Parents who have a child in diapers or in the process of toilet training will receive a daily progress note.
- Parent/Guardian conferences with the staff are scheduled at least one time each quarter, but may be arranged at any time by request.
- Please check the parent bulletin board in your child’s classroom and the board in S-2 for current news. All-School Newsletters will keep you informed of activities and up-coming events.
- Please contact Toni or Amy with any concerns.

**DISCIPLINE:** At the Early Learning Center, we seek to create an interesting and exciting environment for children. “Rules” are established only to provide safe and fair guidelines in which children may participate equally and freely.

- Adult supervision and guidance are always available.
- Guidance techniques are positive, fair, consistent and related to the child’s behavior and individual needs.
- We seek to avoid behavior problems through reinforcement of appropriate behavior, offering positive alternatives to misbehavior, redirection and continual teaching of the tools, which provide for self-discipline.
- Corporal punishment is never used.
- **A clear description of positive guidance techniques is available in each room for parent review.** We can also make copies of the guidance techniques at your request.

### MEDICATIONS:

- If **antibiotics** are prescribed for your child’s illness, he/she must remain at home for a minimum of 24 hours after taking the first dose of medication to avoid infecting other children, staff and families in the Early Learning Center.
- Children may return to school when they are fever free, no longer contagious and can again participate fully in all scheduled activities.

- **Written parent permission is required for any medication to be administered by staff of the Early Learning Center.** Upon request, your child's teacher will provide forms for this purpose.
- **Oral medications for children under the age of two** and certain other medications must have:
  - An authorization signed by your child's physician, or
  - Prescription medication in the pharmacy container with your child's full name, correct dosage procedures and how long to continue medication.
  - **All medications must be in their original containers, labeled with the child's full name and with clear instructions** for use *for the age of your child*. If you need to keep a supply of medication at home, be sure to ask the pharmacy to provide you with an additional bottle that is empty but with the duplicate label. This will allow you to have labeled bottles both at school and home.
- **Some non-prescription over-the-counter medicines** that can be given to children by the Early Learning Center staff **with written parent permission** are:
  - Toothpaste
  - Anti-itching creams (Caladryl, Dekacort)
  - Diaper ointments and powders (A & D and Desitin)
  - Non-aspirin pain relievers and fever reducers (Tylenol, Datril, Laquiprin)
  - **Sunscreen: In the spring and summer, parents should put sunscreen on their children each day, prior to bringing them to school in order to give time for the sunscreen to begin working.** If you want your child's teachers to reapply sunscreen later in the day and after water play, you will need to fill out an Instruction for Medications form.
  - Any medication that is not listed above or that is not labeled with instructions for use for the child's age **must be prescribed by a physician** and be in the original bottle and labeled with the child's full name and directions for use. We will not administer over the counter decongestants or cough/cold medication.
- **All medications must be given to your child's teacher** for storage in a locked medicine box. **Never leave children's medications in their cubbies, backpacks or lunch boxes!**

**ILLNESS: Call your child's teacher every morning that your child will be absent from school and give the reason for any absence.**

Children must be well enough to participate in all activities while at school, including outside play. Please make alternate arrangements when your child is ill.

Children who become ill at the Early Learning Center will, if possible, be separated to an area away from the other children. Parents will be called to come and take sick children home as quickly as possible. Illnesses for which your child will be sent home include but are not limited to:

1. Fever of 100 degrees or higher (underarm.) Children *must be fever-free for 24 hours without medication before they may return to the center.*

2. Any vomiting
3. Two to three episodes of diarrhea or one bloody stool
4. Any unexplained rash
5. Thick, green mucous from the nose
6. Complaint of pain in the ears or other parts of the body
7. Draining rash or sore, which cannot be covered, will not be allowed in the center until:
  - 24 hours after starting antibiotic treatment or
  - Sores are properly covered or
  - Sores are healed
8. Lice
9. Any other potentially contagious disease or injury that would expose other children or make it uncomfortable for your child to remain in care.

*To help prevent illness, please have your child wash his/her hands when entering the classroom and before going home.*

**PLEASE REPORT ANY CONTAGIOUS DISEASE TO THE EARLY LEARNING CENTER STAFF IMMEDIATELY.**

**IMMUNIZATIONS:** Immunizations must be kept on record and up-to-date **before enrollment**. No child with incomplete immunizations and/or records will be allowed to attend the Early Learning Center or do a program visit. This includes boosters that may become due during the child's enrollment. **Medical and personal exemptions will not be accepted for the whooping cough vaccine.** Bring in a copy of updated immunization record to the office in S-2 after each immunization.

**EMERGENCY MEDICAL PLAN:** All members of the Early Learning Center staff keep first aid and CPR training current and they will give immediate care to children during a medical emergency.

- If deemed appropriate, an aid car will be immediately called
- The injured or sick child's parents or guardian will be contacted as soon as possible
- The child will be transported to the nearest hospital by the aid car
- If the parent is not available to accompany the child the program manager or another staff member will accompany the child if possible.
- If a staff member is not able to accompany the child, a College administrator will be called to cover the Early Learning Center, allowing a staff member to go to the hospital.
- The staff member will remain at the hospital until the parent or guardian arrives.

**CLOTHING:**

- Dress your child casually and *ready for play*.
- Children should be dressed appropriately for the weather. We go outside "rain or shine" everyday unless it is absolutely pouring.

- Each child must keep at least one extra set of clothing at school. Toilet training children will require additional sets.

**REST TIME:**

- All children will be provided, if needed, with a rest period. Parents and staff jointly make nap decisions.
- Clean sheets and a cot will be provided by the center for each child.
- *Parents provide a small, clean blanket with your child's name on it.*
- *Parents take blankets home to wash at the end of each week.*

**OUTSIDE TIME AND FIELD TRIPS:** Under the supervision of Early Learning Center staff members, the children are occasionally taken for walks through the campus grounds or in one of the main buildings. When going on walks, the teachers will post on the door a note indicating the time they left and the time they plan to return.

**FOOD/MEALS:** Breakfast is provided between 7:00 a.m. and 8:30 a.m. Lunch is served between 11:15 a.m. -11:45 a.m. Afternoon snacks will be provided for children at 2:30 p.m. and 5:00 p.m.

**Parents provide children's lunches:**

- Milk is provided by the Center.
- Lunches are to be placed in the classroom refrigerator. Be sure it is labeled with your child's name. We cannot serve a lunch that is not labeled with a name.
- Please **do not include** *Soda pop and other high-sugar beverages, including juice boxes, as they will not be given to the children.*
- If you are including a snack item in your child's lunch that you do not want them to eat during lunch time, please label the item "PM Snack."



In order to meet state guidelines, your child's lunch needs to consist of the following items:

- ½ cup fruit and ½ cup vegetable, **or**
- 2 fruits (1/2 cup each) *or* two vegetables (1/2 cup each)
- 1 slice of bread *or* ½ cup pasta *or* ½ cup grains
- Protein (cheese, meat, beans or peanut butter)
- Milk - provided by the Center at meals, including lunch

*State regulations mandate that no child be given vitamin supplements, any modified diet, or any allergy diet without the written permission of the child's health care provider (on medical stationery). This includes milk and milk products. If your child's physician recommends a modified diet for your child that excludes any of the above components, have him or her recommend (in writing) alternative foods for that food item.*

**TODDLER FOOD RESTRICTIONS:**

- **Children under the age of three can choke very easily.**
- **Do not send whole grapes, popcorn, chips/pretzels, raw vegetables (steamed are fine) or hot dogs (unless they are sliced in half and then sliced in small pieces). These foods will not be given to children under three years of age.**

- The center does not serve nuts or anything made with nuts due to allergies, but we do not restrict nut products in children's lunches. Children are not allowed to share their lunch with other children or teachers.

#### Our Mealtime Policy:

*All children at the center must be able to feed themselves.*

- Adults are the most important role models for children at mealtimes. Children will do as they see.
- Adults decide the *what, when* and *where* of feeding.
- Children will decide *whether* they will choose to eat the food offered and *how much* to eat, and are allowed to eat at their own pace. Children are encouraged but never forced to taste.
- During the meals the Early Learning Center provides (breakfast and snacks) adults and children sit down and eat together and share the same food, milk and water. Children learn how to pass serving dishes and share in family style meals together.
- During the meals the families provide (lunchtime) adults and children sit down and eat together and everything supplied in the lunch will be offered to the child at the same time, including treats.
- We encourage pleasant discussions about food, nutrition and other topics.
- Children pass and serve themselves and pour their own beverage whenever possible, or with assistance from a teacher when needed, and after the meal the children put away their dishes, utensils and paper products.
- Because research tells us that children are unpredictable eaters, if they choose not to indulge in new meal items offered, we will provide an alternative such as cereal, fruit or something remaining from their lunch.

#### More about what research tells us about how children eat!

Although children have the ability to self-regulate their food intake, they are normal UNPREDICTABLE eaters, a lot one day and little the next, accept foods one day and reject the next, wariness about new food, need time and repeated exposure to new food (10 to 30 repetitions). Because research tells us that children will eat what they know and like, we will strive to offer familiar and new foods together.

**BIRTHDAYS:** You are welcome to bring treats/healthy fruits or snacks for your child to share with his / her friends on birthdays.

- Let us know in advance if you plan to bring a treat, or a healthy fruit or snack.
- All treats/snacks must be prepared in a store (it has to have been made in a Health Dept. approved kitchen) and arrive at school with the label containing list of ingredients. **Do not bring food containing nuts or that has been made in a facility where nuts have been used.**
- **No home baked goodies will be accepted.**

### **DIAPERS AND TOILET-TRAINING:**

- Diapers and wipes are to be provided by the parents.
- Disposable diapers will be disposed of at the Center.
- State law prohibits the washing out of diapers by any Early Learning Center staff. Staff will place soiled cloth diapers in closed plastic bags and parents must take these home daily. Soiled diapers left at the center more than 24 hours must be thrown away.

Toilet-training will be initiated when readiness is indicated by the child and in consultation with the child's parent(s). If your child is toilet-trained but is in need of reminders or help, please give that information to the Early Learning Center staff.

**BOTTLES AND PACIFIERS and SIPPY CUPS:** The Public Health Nurse recommends that children be taken off the bottle and begin using a cup by the age of twelve months to avoid baby bottle tooth decay. *Please do not bring bottles or pacifiers to the center. They will not be used.* Children in the toddler and preschool classrooms use regular child size glasses that we provide.

**ITEMS FROM HOME:** Please do not bring toys, games and other personal items from home unless you have been asked to have your child bring something for a special activity. These items tend to become lost or broken, creating a source of unhappiness for the child and frustration for the parents and teachers. Books, labeled with your child's name, may be brought to the center for the teacher to read to your child and the other children.

**The college has a policy against bringing any type of weapons onto school grounds. Our Early Learning Center staff is committed to keeping children safe and we will immediately dispose of any toy weapon brought into the Early Learning Center. It is important for children to learn that school is not a place for guns and other weapons. All pretend gun-play is discouraged here.**

### **SIGN- IN:**

- State law requires that every child be both signed- in and signed-out of the Early Learning Center by a parent, guardian, or other authorized individual.
- Each classroom has a binder for this process and each child has his/her own page.
- Please use *full signatures* when signing children in and out and record the time the child entered and left the building.
- No one under the age of sixteen may sign a child out of the center.

Children will not be released to unauthorized persons. In order to release any child, we must have **written** permission from the child's parent or guardian, listing the individual's full name. Anyone other than the parent known to staff will be asked to show identification with a photo before being allowed to pick up a child.

**PARKING:** Parents may park in front of the Early Learning Center when bringing the children to and from the center. After you have dropped your child off at the center, please move your car to the larger parking lot to allow adequate space for other parents picking up and dropping off. Please remember to:

1. Never allow you child to enter or leave the center without an adult.
2. Never leave children unattended in cars or playground area, or any area.

**If children are found to be alone in a car, the Kirkland Police will be notified.**

**PARENT VISITATIONS:** Parents are welcome to visit the center at any time. We encourage you to spend some time in the classroom with your child each day talking about his or her activities. We especially enjoy having parents volunteer some of their special interests, talents, or traditional family celebrations. If you have a special interest that you would like to share with the children or would like to participate in some of our activities, please contact the program managers or one of your child's teachers.

**RESTRAINING ORDERS:** If you have a current legal restraining order to prevent someone from picking up your child, please give a copy of the court order to the Director of the Early Learning Center. It would also be helpful to have a written history of this situation and a picture of the person listed on the restraining order. This restraining order should list Lake Washington Early Learning Center as a site where contact should not be made between your child/children and the individual named on the restraining order. The information you give us will be shared among the Early Learning Center staff, the college administration, Campus Security, and local police, which may be called upon to assist in an emergency situation.

**REPORTING CHILD ABUSE:** If child abuse, neglect, or child exploitation is **suspected** by a child care provider in Washington State, it is mandated (Chapter 26.44 RCW) that this suspicion is reported to Child Protective Services immediately. The Early Learning Center staff at Lake Washington Technical College cares about the health and safety of the children in our care and it is our intention to assist families in maintaining a positive, safe and healthy environment for their children.

**EVACUATION PROCEDURES:** In the case of an emergency evacuation here at the Early Learning Center, children will be taken to the lobby of the new Allied Health Building. In the case of an all campus emergency evacuation children will be taken to evacuation assembly area #4 which is the nature/tree area just north of the ELC.

**EMERGENCY PHONE/PARENT LOCATION:** We must be able to reach you in case of an emergency or if your child needs you. Please be sure to keep staff informed of both your home phone number and cell phone number as well as your day time locations.

**SCHOOL CLOSURE:**

- The College has 2 alert systems to help you be aware of school closures. Go to the college web site [www.lwtech.edu](http://www.lwtech.edu). At the bottom of the page, in the blue band on your left, click on Emergency Alerts and weather information. Sign up for 1 of the 2 alerts systems to be notified if there is a college closure. Be aware that *Lake Washington School District* is not related to Lake Washington Institute of Technology and their announcements will differ.
- The College will make announcements beginning at 4:30 AM if the college will be closed. If the College is closed, the Early Learning Center is also closed.
- **Bad Weather During the Day:** There are times the College may be open but the center may be closed due to unforeseen weather. Any question on if the center is closed or closing, contact your child's classroom or one of the management team to learn if the program is closed or closing early. Always check the phone message left on the center phones by 5:30 AM before leaving your home.
- **All phone #'s are listed in the front of this book.**

## INDEX

Absences .....	9
Birthdays.....	21
Bottles.....	21
Closure .....	23
Clothing .....	19
Communication.....	16
Daily Schedule	
Preschool .....	15
Toddler .....	14
Discipline .....	16
Emergency Procedures .....	18, 22, 23
Fees.....	8
Field Trips .....	19
Financial Aid.....	9
Financial Policies .....	8
Food/Meal Policies.....	19, 20
Illness .....	18
Immunizations.....	18
Late Pick-up Fees.....	8, 9
Medication.....	17, 18
Nap/Rest Time .....	16, 19
Pacifiers.....	21
Parents Provide.....	19
Parking.....	22
Payment Policies .....	8, 9
Phone Numbers.....	36, 16, 23
Preschool Program Content .....	11, 12, 13
Registration Fees .....	8
Signing-In.....	22
Sunscreen.....	17
Termination Notice.....	9
Toddler Program Content.....	10, 11, 12, 13, 14
Toilet-Training .....	16
Visiting.....	18, 22

**EARLY LEARNING CENTER**  
**HANDBOOK VERIFICATION**

Child's Name: \_\_\_\_\_

I \_\_\_\_\_ have read and understand  
(Print name here)

the Policies and Procedures that are outlined in the Early Learning Center Handbook for Parents and Guardians.

I also understand that if I have any questions about the Handbook, I can ask for clarification by contacting either Toni Terry or Amy Nehme in S-2.

Signed \_\_\_\_\_

Date \_\_\_\_\_