



Early Learning Center

Where Families Connect to Learn, Grow, and Play

FAMILY HANDBOOK

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PROGRAM DESCRIPTION

MISSION

As a department of **Bellevue College**, our mission is to provide high quality, family centered, developmentally appropriate care & early education for young children and their families. In addition, we strive to provide a creative, safe, learning environment that nurtures, respects, and supports each individual's unique qualities and potential.

The values that the Early Learning Center commits to are:

- Excellence
- Diversity and Inclusion
- Lifelong Learning
- Partnership and Collaboration
- Professionalism
- Respect

PROGRAM PHILOSOPHY

The Early Learning Center encourages discovery, creativity, overall development, independence, self regulation, problem solving, and exploration in a safe, respectful, yet stimulating, relationship based environment. Our program is based on the following important beliefs:

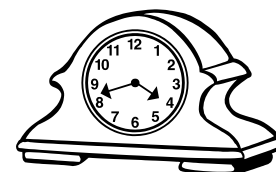
- Process is more important than product; children learn best by doing and being actively engaged.
- Each child's unique creativity is encouraged whenever possible.
- Each child and each family have individual needs, talents and possibilities.
- Children have individual styles of learning, different paces & priorities, and special emotional needs.
- With modeling, guidance, & support, all children can learn to resolve conflicts in peaceful, respectful ways.

Our program maintains a child-centered philosophy that accepts each child at his/her own developmental level and encourages him/her to learn through rich experiences. When planning the curriculum, teachers provide experiences that reflect families' interests, hobbies, cultures, and languages. Please see "Curriculum/Activities" on following page.

AGES AND HOURS

Ages: 6 weeks – 6 years

Hours: Monday through Friday from 6:45 a.m. until 6:15 p.m.



You need to have your child here at school each day by 9:00am. If you are going to be late please call the center to let us know 425-564-2240. If you show up after 9:00am your child may not be able to attend that day.

The first Friday of the month from 6:45 a.m. until 4:15 pm.

Full-time – Full-time families can schedule up to ten hours per day. By state law, children may only be at the Center no more than ten consecutive hours per day.

Half-Day – Half-day slots are available before 12:30 p.m.

Head Start – Limited spaces are available for Head Start, a federally funded program for low-income families. Enrollment (for children aged 3-5) is based on income. Our Head Start curriculum, schedule, and daily activities are the same as in all our preschool classrooms, but with Head Start enrollment there are enhanced services and family support components in areas such as health, community services, and leadership opportunities.

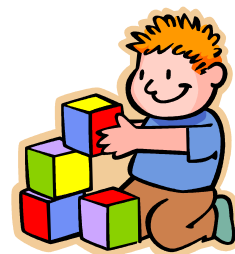
Enrollment – For all ELC programs, enrollment preference is given to Bellevue College students, staff, and faculty, as well as Costco employees. If spaces are available after these priority groups have been served, limited spaces may be offered to community members.

PROGRAM DESCRIPTION – CONTINUED

CURRICULUM PHILOSOPHY

Early childhood or development:

We are committed to a strong curriculum that focuses on all areas of development, including: social/emotional, physical, language, literacy, cognitive, math, science and creative arts. Independence, self-help skills and cooperation are promoted throughout. Critical thinking is further encouraged by providing opportunities to make choices, problem-solve and discover the world around us. Activities are also offered that build each child's self-esteem, provide opportunities for success, and support positive interaction with other children and adults.



Role of the educator or environment:

Teachers observe and listen to children, and engage in dialogue with them, in order to understand their interests, questions, challenges, and successes. This information helps teachers establish positive relationships with children, as well as facilitates the choices teachers make in developing and designing the curriculum and classroom environment. The teachers also communicate regularly with families, which provides additional information about children that may be incorporated into learning experiences.

How the curriculum supports child development or the goal of the curriculum:

Classrooms include a variety of interest areas, such as: dramatic play, a block center, art, sensory play and a cozy reading space. In these areas children are able work independently and/or in small groups on activities that they choose for themselves. Each day we have both structured and unstructured learning activities, during which time teachers are able to track each child's individual progress to ensure that they are meeting developmental milestones. Brochures

More than words:

An example of a typical day of learning, where for instance the focus is on families, may include children reading about families in the library area and drawing families at the art center. To build on these unstructured experiences a teacher might choose to work with children in structured small groups to create a graph showing the number of people in children's families. To help build a home school connection, a teacher may also invite children to bring a family photo from home.

- Infant (approximately 2 to 12 months): This program of early education and care supports families as the child's first and most important teachers. Teachers provide a safe and psychologically nurturing environment with emphasis on activities that support each individual child's growth and development.
- Young Toddler (approximately 12 to 18 months): As children begin transitioning away from the dependency of infancy, this program provides a safe, nurturing environment where children explore peer relationships and independence. Activities focus on interactions, relationships, sense of self, language/communication, exploration, problem-solving, large/fine motor skills, music, movement, cognitive thinking, and self-help skills.
- Older Toddler & Young Preschool (approximately 18 to 40 months): These classrooms focus on social interactions, building relationships, developing a positive self image, language and communication, exploration and problem solving, literacy, large motor skills, fine motor skills, music and movement, cognitive development, and self-help skills. Teachers plan closely with families whose children are developmentally ready to work on toilet learning.
- Preschool (approximately 3 to 4 years): Incorporating children's interests and ideas, these classrooms focus on language & literacy experiences, social interactions, conflict resolution, creative art experiences, music and movement, dramatic play, large motor skills, fine motor skills, sensory and discovery experiences, pre-math concepts, and much more. Children are expected to be able to function independently in regard to eating, dressing, and toileting.
- Pre-Kindergarten (approximately 4 to 6 years): In our Pre-K classrooms, teachers plan and implement: language & literacy experiences; social interactions; creative art appreciation & experiences; music and movement; dramatic play; large and fine motor skill development; science and discovery; math skills; critical thinking; leadership; and provide an increased focus on project work. This program supports and enhances kindergarten/school programs.

PROGRAM DESCRIPTION – CONTINUED

At ELC, we encourage discovery, creativity, development, and exploration in a safe, respectful, yet stimulating, relationship-based environment. We put this in action through our curriculum and daily programming designed to help all children learn and grow in positive ways. While your child is here, we will be helping him/her:

- Actively engage in and enjoy the learning process.
- Learn to question, to think, to problem solve, and to discover.
- Be creative and flexible.
- Discover his/her own unique talents and wonderful possibilities.
- Learn to function comfortably as a member of a group.
- Become confident, strong, and competent.
- Learn to resolve conflicts in peaceful, respectful ways.
- Appreciate and respect individual differences among people and families.
- Learn more than just the “right” answers.
- Assimilate and apply necessary pre-academic skills.

You and your child will see & experience strong, caring parent-teacher partnerships; educated teachers & staff; nutritious meals & snacks; positive, respectful interactions among adults & children; hands-on learning activities appropriate to child’s age & development; and a nurturing environment where children, families, & staff thrive.

ASSESSMENTS

At your orientation, the program specialist will meet with you to discuss your child’s development using the CDC developmental checklist (home language copy is available). It will also be used after your child has been in the program for 45 days and on a yearly basis as your child moves up to the next classroom. We also use Teaching Strategies Gold assessment as a tool to continuously monitor and support your child’s development. Constant interaction with the children allows teachers to appropriately assess their skills and developmental levels. In addition to influencing the ways teachers adjust and modify curriculum, daily observations also help teachers complete developmental checklists and collect work samples for portfolios. Developmental checklists help teachers observe, record, and evaluate each child’s skills, knowledge, behaviors, and accomplishments. The behaviors and skills described in the checklists are those considered important and developmentally appropriate for children within each age group. The teachers of our youngest learners maintain portfolios of each student full of photographs, anecdotal notes, and work samples. From two years of age through prekindergarten, your child’s portfolio will illustrate his or her abilities at the time each item was collected.

FAMILY CONFERENCES

Twice a year you will be offered a family conference where the teacher will meet with you to discuss your child’s development and any concerns you might want to discuss in private. We will refer to your child’s portfolio and most recent developmental checklist during this meeting, and may refer to Teaching Strategies Gold to help guide our conversation. This is a time to collaborate with the teacher to develop individual goals for your child and to talk about what your child has learned. We will do our best to provide a copy in your home language.

DAILY SCHEDULE



Daily schedules vary depending on the needs of the children and ages in the classroom. Teachers post classroom schedules, weekly lesson plans and program information for your review.

Naps – Toddler through pre-K classrooms have a designated quiet time each afternoon. In preschool/pre-K rooms, families may choose whether children will be encouraged to nap. Children who do not fall asleep, play quietly.

PROGRAM DESCRIPTION – CONTINUED

Meals/Snacks – For children in the young toddler, toddler, preschool, and pre-K classrooms, the Center provides a nutritious breakfast (approximately 8:30 am), lunch (approximately 11:30 am), snack (approximately 2:45 pm), and late snack (approximately 5:30 pm). Food is prepared in the on-site kitchen, and monthly menus are posted on line <http://www.bellevuecollege.edu/childcare/> and hard copies are available at the front office. Accommodation may be made for food allergies, vegetarian and other special diets when possible. Allergies, including milk alternatives, require a current, physician’s signed *Food Allergy/Intolerance Statement* on file at the Center. Organic milk is the only fluid milk substitution that does not require a doctor’s note. Parent will need to fill out a *Request for Fluid Milk Substitution Statement* and provide organic milk. School milk will be provided if there is no organic milk available. Families should not send any additional food items. Please see the separate *Feeding Information* which corresponds to the age of your child.

Outdoor Play – Children spend time outside daily, rain or shine. It is important for children to get fresh air and to engage in large motor activities. Children should come to school with appropriate clothing for both indoor and outdoor play. (See *Personal Belongings* in *Procedures/Policies*)



Toilet Learning – Together, you and your child’s teachers will develop a plan for initiating and supporting toilet learning when your child shows signs of readiness.

STAFFING

The Center has a core staff of Early Childhood Specialists, Teachers and Assistant Teachers who are employees of BC. ELC maintains adult-child ratios of 1:4 for infants, 1:7 for toddler, and 1:9 for preschool and 1:10 for pre-K classrooms according to state licensing requirements. Because our program is enhanced with Early Childhood Student Teachers and BC students, the adult-child ratio is often lower. Our students support staff may change quarterly to allow students experience with a broad range of age groups.

Additional support and services are available through administrative support staff which includes Director, Assistant Director, Program Manager and Family Advocate.



PROGRAM SUPPORT

The Early Learning Center is a nonprofit agency and a department of Bellevue College.

The Center receives support from:

BC Student Government
Puget Sound ESD Head Start
State of Washington (DCYF, DEL)

City of Bellevue
U.S. Department of Agriculture
WA State Early Achievers

FAMILY-TEACHER COMMUNICATION & RESOURCES

Family involvement is a valued part of a young child’s early school experience. You are encouraged to visit the Center and your child’s classroom at any time, share observations, and bring ideas to staff members. Partnering with you ensures the best possible care and early education for your child. To encourage involvement, all families are invited to participate in the center programs, meetings, classes, activities and quarterly family nights.

WELCOMING NEWLY ENROLLED FAMILIES

Families are encouraged to visit as much as possible once you have gone through center orientation with the Director and the Specialist from your child’s age group. We want to support children and families during this time so that this new experience goes as smooth as possible making it a successful transition.

TRANSITION BETWEEN ROOMS

When your child is ready to transition to the next room you will be involved in decision making regarding your children’s transition between the classrooms with an informal discussion. A letter will go home informing the family of the transition plan and asking for suggestions on how to help your child transition. At this time an official first day will be determined.

TRANSITION OUT OF THE PROGRAM

All families are required to give a two week notice when they are leaving the program. This gives the child and families a time to transition out of the program. The teacher will set up a time for an exit conference and go over any information that they need to share with you before your child leaves the center.

KINDERGARTEN READINESS

When your child is 4-5 years old they will transition into one of the two pre-kindergarten classes that the ELC has to offer. You will meet with the Assistant Director/preschool manager to discuss goal and any concerns you may have about your child. The meeting will include kindergarten guidelines that are used in the pre-k curriculum to help prepare your child for kindergarten. You will also be given a copy of the Kindergarten Readiness Guidelines for you to use at home. These guidelines highlight some of the skills children need to be prepared for kindergarten. It suggests ways to work with your child to help him/her be more ready for school.

In the spring you will meet with your child’s teacher to discuss your child’s progress and readiness to move on to kindergarten.

In January you will receive information on kindergarten registration, where and when to register in your district. There will also be a display board with this information on the parent bulletin board on the wall located at the landing of the stairs. If you do not find your district in this information please see the family advocate and she will help you find it.

FAMILY RESOURCES



A variety of resources are available for families to checkout. There are books on a variety of parenting topics and children’s activity backpacks which you can complete together at home. There is a children’s library, including a number of special topic books, which may be of help with issues such as death, divorce, new baby, abuse, etc. ELC teachers, specialists, administration and family advocate, are available to answer your questions, help with concerns, and provide additional resources.

COMMUNICATING WITH THE CLASSROOM AND TEACHERS

Communication between staff and families is critical to the quality of the program and to each child’s development and growth. We hope to communicate with you on a daily, weekly, and monthly basis through conversation, parent mailboxes (in classrooms-please check daily), a family bulletin board, newsletters, e-mails and family conferences. Individual, portfolios are a part of all classroom family communication. Families should bring relevant information to teachers’ attention and help develop goals for the child. We schedule twice a year family conferences for all classrooms. We also suggest you contact the classroom teacher if you would like to schedule additional conferences or if there are developmental, behavior, or family issues to discuss.

You are welcome to call to the front office (425-564-2240) to request an update on your child’s day, well-being, etc. Messages are taken to the classroom so that teachers can call you when it is safe and convenient.



QUESTIONS? COMMENTS? CONCERNS? SUGGESTIONS?

We appreciate and utilize parent’s questions comments and suggestions. Please, if at anytime you have a need of further information, concerns, or problems, either call or stop by the center office and ask to speak with the director or the assistant director.

Your opinions, comments, suggestions, &/or complaints are important to us. If something arises that you have a question about or are not comfortable with, please talk with us. At any time you may schedule a time to talk with your child’s teacher &/or with administrative staff. Together we can problem solve and resolve concerns.

FAMILY-TEACHER COMMUNICATION & RESOURCES-CONTINUED

FAMILY ADVISORY COMMITTEE

Our Parent Advisory Committee is open to all center families and serves to:

- Function as a conduit for input and information for the general operation of the Center
- Advocate for the Center and its mission
- Identify and develop avenues for future growth, continued quality childcare and special projects
- Consult on financial concerns for the Center
- Inform and educate families

Members include family members of children in varied age-groups/programs as well as staff. Meetings are open to all families and are scheduled quarterly.

PROCEDURES/POLICIES

FAMILY RESPONSIBILITIES

- You must provide all enrollment information and complete all paper work (including current phone/address/class schedule/agreement and required medical forms) before your child/ren can attend.
Please remember to update contact information (phone/address/immunizations/etc.) when changes occur.
- We ask that you bring the following as needed:
 1. Blanket/comfort item. (Please wash items weekly).
 2. Labeled change of clothing (ex: shirt, pants, socks and underwear).
 3. Diapers and wipes as requested.
 4. Medicines and required paperwork (as described in *Health and Medical* Section).
 5. Additional items requested by classroom teachers.
- Infant families provide additional items including food/bottles/milk/formula, (see *Feeding Information*)
- **Children may not bring toys, money (including coins), food (including cookies and cake), candy, drinks, or gum to school. Weapons (toy or real) are not allowed at school. (See *Weapons Policy*).**
- You are encouraged to provide pictures of family, friends and/or pets, which will be kept in the classrooms in case of an emergency.

ARRIVAL PROCEDURES

Each time you arrive at the Center with your child, please:

1. Log in on the computer with your assigned ID code and check for your messages/billing account information.
2. Have your security code to enter your child's wing. Please do not allow anyone without a security code to follow you into the wing.
3. Once in the classroom, sign your child in on the clipboard using full legal signature as required by Washington State licensing/Department of Early Learning. This list also serves as the classroom emergency list.
4. Help your child put away personal belongings.
5. Help you child wash their hands.
6. Exchange greetings with the classroom teacher and share any important information.
7. To help with your child's transition, inform the teacher when you are ready to say goodbye to your child.

DEPARTURE PROCEDURES

As you enter the Center, please:

1. Sign out on the computer and check for your messages/billing account information.
2. Have your security code to enter your child's wing. Please do not allow anyone without a security code to follow you into the wing.
3. Once you have arrived to pick your child up, staff will assume you are responsible for your child and that you will help enforce consistent rules and limits.
4. Spend some time with your child in the classroom. This may help you and your child with the transition from program to home.
5. Check in with the teacher regarding your child's day.
6. Sign out on the clipboard in the classroom with full signature.
7. Check your child's cubby for extra clothing and artwork to take home.
8. Check your family mailbox.

PROCEDURES/POLICIES-CONTINUED

ATTENDANCE, ABSENCE AND LATENESS

Please call and leave a message if your child is going to be absent:

Center Office (425) 564-2240



- There is no credit for missed days/hours due to illness, holiday, Center-closure days, vacation, or other circumstances, (see *Financial Policies/Procedures* section).
- Subsidy participants with excessive unexcused absences risk termination of child's enrollment.
- By state law, children can only be at the Center ten consecutive hours per day.

The classrooms are staffed in support of children's scheduled hours.

If you are going to be delayed from arriving at your scheduled time, please call the Center. In respect for closing teachers, you should be on time or make arrangements for alternative pick-ups.

Late Pick up Fees	
First Instance	\$10/minimum and for first 10 minutes, \$1/minute thereafter
Second Instance	\$20/minimum and for first 10 minutes, \$1/minute thereafter
Third Instance	\$30/minimum and for first 10 minutes, \$1/minute thereafter
After the third instance, a conference will be required to identify problems and determine if there is a workable solution to ensure children can be picked up on time, or if enrollment will be discontinued.	

PERSONAL BELONGINGS

Toys – Children's toys should stay at home or in the car. This prevents the loss of or damage to personal toys, and allows staff attention to be focused on providing quality care. (Exception: security items such as a blanket and/or stuffed animal are welcome.) **Weapons of any kind, toy or real, are not allowed on the premises at any time.**

Clothing - ***Children should come to school with appropriate clothing for both indoor and outdoor play:***

- Shoes and clothing should be comfortable, easily manageable, and labeled as needed for easy identification. Sandals, dressy shoes, and flip-flops are discouraged as they can cause playground accidents and injuries.
- Mittens and hats are essential in cold weather.
- Tight belts, overalls, leotards and pants with difficult snaps or buttons are especially hard for children to manage during toilet learning.
- Please leave an extra set of clothing (shirt, pants, socks, and underwear) at school for each child and check periodically to be sure it's complete and appropriate for the season.
- You are responsible for laundering clothing.
- If your child uses Center clothing, we ask that you launder and return it promptly so emergency spare clothing is available for others.

CHILD GUIDANCE

Early Learning Center teachers set-up environments, schedules and activities that encourage appropriate behavior. As children experiment with behaviors, staff provide guidance as a learning tool and to help ensure a safe and positive experience for all. A positive guidance approach that includes setting limits, discussion, problem solving, and logical consequences is used at the Center. There are three principle rules which are communicated to the children: 1) Respect for people; 2) Respect for self; and 3) Respect for property.

Ignoring behaviors enacted to obtain a negative response, using redirection, and/or initiating staff guided problem solving are appropriate ways for dealing with minor forms of inappropriate behavior. If a child continues to be disruptive or threatens harm to another child or program equipment, he/she will be removed from the immediate area. Children are held accountable for their behavior and are encouraged to problem solve and make responsible choices. Children are also encouraged to use language to express their emotions, ideas, and needs.

As a rule, staff members are expected to handle daily problems quickly and without family involvement. If a problem develops that cannot be modified through normal guidance procedures, the family will be contacted for a conference.

PROCEDURES/POLICIES-CONTINUED

We recognize children have different backgrounds and temperaments, and we are committed to working through situations with families to the best degree possible. In the spirit of creating a community of caring families, all families are asked to respect and accept differences in children, even when children are working through challenging behaviors. However, we are also committed to providing a comfortable, safe learning environment for all children. If a behavior becomes too difficult to manage safely in the classroom, we may request an immediate child pickup. If a child continues to jeopardize the health and safety of other children or staff, child care services may be discontinued as a last resort. If this is necessary, we will work with the family to help find a program to better serve their needs.

CHILD OF CONCERN/REFERRALS

When a child's behavior is of concern the teacher will continually observe and document the child's development noting the child in the environment and how the classroom environment affects the child. The teacher and specialist will meet to enlist any help if necessary as they plan for improvement to help the child in the environment. This could mean changing a schedule or routine, re-arranging the physical environment, adding additional staff or keeping children separated when possible. When setting goals or making a plan, a parent conference is initiated and scheduled.

Parents are involved and communication is encouraged. We create a plan with the parent. Teachers implement the plan and modify if necessary. They will continue to evaluate behaviors, changes and issues. We will schedule frequent meetings to evaluate progress and may set a timetable for improvements. At this time with parent's concern, we may also contact an outside resource or refer families to Kinderling or Child Find.

COMMITMENT TO NON-VIOLENCE

Corporal punishment will not be used. We will not hit, spank, or humiliate your child. We also want to insure all children understand they will not be hurt at the Center. For this reason, families will not be permitted to hit or spank children while here. We encourage you to discuss with staff ways positive child guidance can be used at home.

Please help us provide a nurturing environment by ensuring your child does not come to school in clothing that reinforces violent characters or actions. And of course, your child may not bring a weapon (toy or real) to school, (see *Safety and Security* section).

VISITING THE CLASSROOM

You are encouraged to visit with your child in the classroom any time. Please discuss options with staff if visiting/leaving upsets your child.

WALKING FIELD TRIPS

Our children will go on walking field trips on the BC campus. Permission for walks on or near campus is provided through your signed BC Early Learning *Enrollment/Parent Consent Form*. Any off campus field trips require a separate parent permission signature.

INCLUSION POLICY

The BC Early Learning Center provides equal opportunity for children and staff, and does not discriminate on the basis of race, color, sex, religion, nationality, creed, sexual orientation, marital status, age or handicap in accordance with Title IX of the Educational Amendments for 1972 and Section 504 of the Rehabilitation Act of 1973. The building is wheelchair accessible. If your child needs special accommodations, please talk with administrative staff.

RELIGIOUS AND CELEBRATION POLICIES

In respect for all families, holiday and birthday celebrations are for families to celebrate privately according to personal beliefs and values. Birthdays and holidays are not celebrated at the Center.

PROCEDURES/POLICIES-CONTINUED

TERMINATION OF SERVICES

Because we provide childcare and education in a group setting, we must be concerned for the welfare and safety of all children and staff. We take action when a particular child or parent's behavior threatens the safety of or becomes abusive toward the other children, parents or center staff. As a result, we may disenroll the child immediately. We reserve the right to disenroll any child or terminate services as deemed necessary or appropriate at our sole discretion, with or without notice.

FINANCIAL POLICIES/PROCEDURES

AGREEMENTS AND WITHDRAWALS

Before your child starts, you must complete an *Enrollment Agreement*, attend an individual orientation, submit all required paperwork and review this handbook. Your particular, scheduled hours are purchased and reserved for the care of your child. You must provide 30 day written notice to terminate or adjust your childcare schedule. For requested schedule changes, the Center cannot guarantee hours, but will accommodate quarterly changes for student families when possible. If you chose to withdraw for one or more quarters, you must complete a new Request for Care form to be placed on the center waiting list.

Please remember hours are reserved for your child and are non-transferable.

Monthly tuition fees are based on your child's age. The tuition for your child will change the month directly after your child's birthday month, regardless of what classroom your child is assigned to at that time.

To allow for maximum usage of the Center by BC students/staff/faculty and Costco employees, schedules can only be changed with prior Center administrative approval and/or during quarterly scheduling times. Please check with the Center office for the specific quarterly deadline for submitting requests for a changed schedule and remember priority is given to fulltime childcare schedules.

PAYMENT

Please see the current Early Learning *Fee Schedule* <http://www.bellevuecollege.edu/childcare/hours-fees/> for rates and scheduling options. Any fee or tuition increase will be announced in advance to Center families through our website, written updates, e-mails and family newsletters.



Childcare fees are calculated based on the agreed upon schedule, and the enrolling parent is responsible for tuition expenses. Tuition is charged monthly, is due in advance, and may be prorated for mid-month enrollment. There will be a \$25 late fee assessed if your payment is not made by the 5th of each month. For exact due dates see *Enrollment Agreement*. Bi-monthly payments are due on the 10th and the 25th of the month. For exact due dates see *Enrollment Agreement Addendum*.

Accounts with balances owing at the end of the month may result in disenrollment unless it is paid in full within a two week period.

Outstanding family accounts will be encumbered at the BC Cashier's Office (Student Services Building, 1st floor).

Methods of Payment - Credit card and check payments can be made directly at the Center office. Cash payments can only be made at the BC Cashier's office in the Student Services Building. If you pay cash, be sure to bring a receipt to the Center office to ensure payment will be credited. Please note - you will be billed for any charges for checks returned due to insufficient funds.

Sliding Fee Scale – Only BC, Costco, and Head Start families may qualify for fee adjustments based on family income. Families must provide quarterly income verification to be considered for reduced tuition. BC students must also submit quarterly documentation of student enrollment (6 or more credits), and Costco/BC employees must submit quarterly employment verification.

FINANCIAL POLICIES/PROCEDURES-CONTINUED

Subsidies – The Center can only accept payments from federal and state child care subsidy programs for BC, Costco, and Head Start families. Families should work with the Center Program Manager to meet all paperwork requirements if eligible to participate in subsidy programs. All DCFY authorization paperwork must be received at the Center prior to start date. Families are responsible for all fees not covered by DCYF due to lapse of coverage or delayed approvals.

Tuition Assistance/Scholarships – For information concerning possible tuition assistance or scholarships, please talk with the Center Family Advocate or Center Director

ADDITIONAL FEES

Enrollment Deposit – When you initially enroll with the Center, you pay the first month's tuition and the registration fee in order to hold a space for your child. (*Enrollment Agreements* cannot be delayed – Tuition will be charged from the child's agreed upon start date whether or not he/she is present). Amounts are non-refundable.

Registration Fee – In addition to tuition fees, a non-refundable registration fee is required; this fee is charged quarterly for BC college students and yearly for families with an ongoing *Agreement*. For families starting mid-year, the amount is prorated.

Late Pickup Fee – Families who fail to pick-up child/ren before closing time will be billed a late fee. See *ATTENDANCE, ABSENCE AND LATENESS*



Late Payment Fee – If payment is not made by the 5th of each month, a \$25 late fee will be added to the outstanding balance.

Extra Hours Tuition – Extra hours must be arranged with center and will be billed at a half-day rate.

Please note - tuition includes snacks and meals for children enrolled during serving times.

HOLIDAYS AND VACATION



The Center will be closed on the following holidays: New Year's Day, Martin Luther King Jr. Day, Memorial Day, Independence Day, Labor Day, BC Opening Day, Veterans Day, Thanksgiving and the Friday after, and the week between the official Christmas and New Year's Holiday . We will also be closed to children at least **three** days per year for professional staff development. A yearly ELC calendar indicating closures is posted & available.

The fee schedule recognizes that families take time together. Families may take as much time as is appropriate for them; however, no tuition credit will be given for vacation/absence. In addition, credit is not given for illnesses, holidays, our professional days, or Center emergency closures.

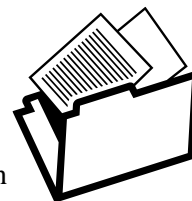
EXTRA DAYS or HALF DAYS (for part time families)

Extra days or half days may be requested and purchased on a limited, space available basis for days your child is not enrolled. Extra days or half days must be approved in advance through ELC administration – you can complete a request at the front desk, and administrative staff will contact you as to whether or not there is space available. Extra days will be billed at the half-day rate.

ENROLLMENT/CHANGE OF AGREEMENT

ENROLLMENT

1. To be guaranteed enrollment, families must return the completed registration packet (contact information, medical information, copies of recent physical and dental assessment, etc.) to the Center office.
2. Families pay a nonrefundable deposit of the registration fee plus first month's tuition to hold a space. This tuition amount will be applied to a future bill and is non-refundable. Families on subsidy (BC & Costco) must provide proof of coverage prior to start date.
3. Prior to the first day of care, families must complete and return the *Enrollment Agreement*.
4. Families schedule and attend an orientation session prior to start date.
5. All new families are encouraged to schedule times to visit the classroom with their child prior to their actual first day of enrollment. When this is not possible families need to arrive early and stay with their child on his/her first day to insure a smooth transition into the program.



CONTINUING NEXT QUARTER (BC STUDENT FAMILIES)

BC and Costco families on an ongoing *Agreement* will continue at the same hours unless a new *Agreement* is requested. BC families on a quarterly *Agreement* **must communicate with administrative staff if they wish to continue in similar or different hours**, and will be given first priority for available slots. Returning families should complete a *Request for Childcare* form.

ENROLLING PRIORITY

First preference is given to fulltime childcare requests for BC students and Costco families. Part time options are considered when space is available. When a program is full, the Center maintains a waiting list to fill any openings that may become available. *Request for Childcare* forms must be updated quarterly to remain on the waiting list as it is updated on January 1st, April 1st, July 1st, and October 1st.

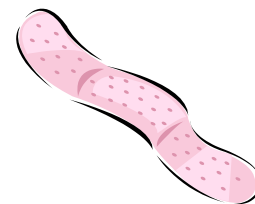
Families who are interested in Head Start (for children 3-5 years old) should meet with the Center Director or Family Advocate for more information on eligibility.

Siblings of current BC & Costco families get priority over new, incoming families.

HEALTH AND MEDICAL

INJURY WHILE AT SCHOOL

All teachers are trained in First Aid/CPR and are able to handle injuries and emergencies should they occur. An *Injury/Accident* form is completed and will be given to you if an injury occurs.



IN AN EMERGENCY

911

- One staff person will stay with the injured child.
- A second staff person will go for help. This person will call 911 immediately in life threatening or emergency situations that require more than ordinary first aid procedures. A second call will be made to BC Public Safety to alert them of the situation.
- After help has been summoned, the staff person will attempt to contact a family member.
- Continued effort will be made to reach a family member. Staff will contact the designated emergency contact if we are unable to reach family.
- In the event that transportation to a hospital is required, an aid car will transport the child to the nearest emergency facility. A familiar staff person will travel with the child if necessary.

ILLNESS

Please keep ill children at home. Children with any of the following symptoms will not be allowed to remain at the Center:

- **Vomiting***: on 2 or more occasions within the past 24 hours
- **Diarrhea***: 3 or more watery stools within a 24-hour period, or any bloody or uncontained stool
- **Rash**, especially with fever or itching
- **Lice, nits, or scabies**
- **Eye discharge, mucus or pus, or conjunctivitis (pinkeye)**
- **Not feeling well, not looking well, and/or not able to keep up with program activities**, including
-unusually tired, -pale, -lack of appetite, or -confused
- **Open or oozing sores**
- **Fever** of at least 100 ° F under arm (only) *and* one or more of the following:
-sore throat -rash -vomiting -diarrhea -earache or -just not feeling well

*If multiple children have recently been sent home with vomiting &/or diarrhea, we may exclude children after only one occasion.

If your child becomes ill at the Center, you will be contacted to make arrangements for immediate pick-up. It is important that you have an alternative care plan for times when your child is contagious and/or ill. The Center requires that ill children remain at home while they are sick, as well as 24 hours after symptoms subside.

We request you contact the Center if your child is out sick and tell us what symptoms they have so we can alert classrooms.

MEDICINE

When ever possible, the parent should be the one to give needed medication to their child. The first dose of any medication must be given at home by family at least 24 hours before the child returns to the center. We realize that this may not always be possible. The following information gives required guidelines for Center medicine administration.

The written consent of a health care provider with prescriptive authority is required for all over-the-counter and prescription medications. This should include child’s name, name of medication, reason for medication, dosage, method of administration, frequency (must specify time &/or symptoms for which medication should be given), duration (start & stop dates), storage requirements, any possible side effects, and any special instructions. The consent form is good for the length indicated on prescription, the number of days indicated on medication, or two weeks of duration of illness – whichever is less. Once a bout of illness is over, the form becomes void. (Consent forms for chronic conditions such as asthma, allergies, or diabetes may be for six months at a time).

A parent/legal guardian may provide the sole consent only for :

- (1) diaper ointment for use in diaper area, &/or
- (2) sunscreen for children over 6 months of age.

All medication must be stored in original container and properly labeled with child’s name, date, & specific instructions for administration. Family must provide measuring device appropriate to written instructions. Medication will only be administered directly and may not be mixed in formula or food.

All unused medication will be return to family or properly discarded.

IMMUNIZATION, PHYSICAL, AND DENTAL RECORDS

A current immunization record is required prior to attendance. Please update this record whenever there is an addition or change. You must also have a current physical (annual) and dental assessment (when age appropriate) on file at all times.

HEALTH AND MEDICAL-CONTINUED

HYGIENE

In general, the spread of infectious diseases will be discouraged by utilizing these procedures:

- Disinfecting surfaces/toys with a solution of one teaspoon bleach in one gallon of water.
- Frequent hand washing by staff and children throughout the day, especially upon arrival, before handling food, after toileting, after wiping noses or contact with other bodily fluids, and after cleaning.
- Diapering according to procedures posted in classroom.
- Each child having an assigned cot/mat. The cot/mat and napsheet are cleaned by the Center weekly, or more often as necessary. Family to wash child's blanket weekly or more often if necessary.
- In classrooms where toothbrushing is practiced, each child has his/her own toothbrush kept in a sanitary container. Toothbrushes are routinely cleansed and replaced quarterly.



COMMUNICABLE DISEASE

The Center keeps records on communicable diseases. Any unusually large outbreak will be reported to Public Health. Children can return to the Center when they are no longer contagious and can participate fully in scheduled activities, including and outdoor play. A doctor's statement may be required informing the staff that the child is healthy enough to return to school. (See *Illness* information on page 10 for more specific information).

TOBACCO/DRUG/ALCOHOL FREE ENVIRONMENT

The Center is a drug and tobacco free zone. The use of drugs, alcohol and tobacco are prohibited at all times, both indoors and outdoors.

Please note, we can not release children to anyone under the influence of drugs or alcohol.

PESTICIDE POLICY

You will be notified 48 hours in advance any time an herbicide or pesticide is schedule to be used. Notice posted on entry doors will include the product name, intended date/time of application, location of application, pests to be controlled, and the name/number of the person handling the application.

SAFETY AND SECURITY

The Center's safety policies are based on the belief that prevention is primary to safety. Every adult, including you, is responsible for the safety of the children at the Center. Procedures for arrival, departure, and parking lots are described in the *Procedures/Policies* section and are an important aspect of keeping children safe at the Center.

CHILD PICK-UP

Please remember we must have written authorization, in advance, for every person who will be picking up your child/ren. You may designate several people on your child's *Enrollment/Parent Consent* form.

You are welcome to give us written authorization for a one-time or ongoing pickup. Please remind anyone picking up that they must have photo identification as we cannot take responsibility for a child leaving the Center with an unauthorized or unidentified person.

RELEASE OF INFORMATION

Information about whether a child is enrolled, present at the Center, having a good day, etc. will only be given to you after you have given identifying information.

SAFETY AND SECURITY-CONTINUED

PARKING LOT SAFETY

- Always close entry doors and gates that give children access to parking lots/street.
- In parking lots, hold children's hands to ensure their safety.
- Transport children in car seats appropriate to their weight and age as required by state law.
- Do not leave children unattended in cars.
- Keep doors locked to protect valuables.
- Park only in designated spaces – fire lanes must be kept open. Twenty-minute parking is for drop-off and pick-up. If you will be here longer than twenty minutes, please park in the back lot (Lot 9).

STAFF TRAINING

All teachers are required to complete a standard Children's First Aid and C.P.R. course and keep currently certified. The Center is closed for a minimum of three days per year for on-site training opportunities. All teachers are required to take ten clock hours of continuous education (related to early childhood) each year.

DISASTER PREPAREDNESS PLAN AND EMERGENCY CLOSURES

As part of BC, the ELC has procedures in place for response to fire, natural disasters, and other emergencies. Since our families might not be able to get here after a disaster, we are prepared to care for children for longer hours if needed. We also conduct monthly fire drills and review Earthquake procedures. (Procedures are reviewed with staff in all classrooms.)

In the event of a Center emergency, children will be evacuated as necessary and if possible you will be contacted with information. If you would like more information about the ELC's *Disaster Preparedness Plan*, please contact administrative staff.

WEAPON POLICY

Weapons do not belong at school. If a child brings a weapon (toy or real) to school, the weapon will be confiscated and turned in to BC Public Safety (D-171). The child and family would be required to meet with a Center administrator and a Security Officer in order to return to the Center. Should it happen a second time, the Center may terminate the family's care at the ELC. (Policy 6420: Weapons and Fireworks) <http://www.bellevuecollege.edu/policies/id-6420/>.

CHILD PROTECTIVE SERVICES

All Center staff members are required by state law to report suspected child abuse or neglect to Child Protective Services (CPS). The Center will work with CPS and families, as appropriate, to ensure the health and safety of children in the program. When a report is made, the Center will continue to work with and support the child and family. The report will be treated confidentially.

WELCOME

Thank you for your thorough review of your family handbook. We appreciate your taking the time to become familiar with our Center's policies, procedures, philosophies, and key information. We are glad you have chosen to become part of our Early Learning Center community and look forward to partnering with you to support your child's early education. If you have any questions, concerns, or suggestions, please do not hesitate to contact us. (425-564-2240)