

Sumner-Bonney Lake School District

PARENT HANDBOOK

For Our all day Care and Education Centers

2026-27

Our Philosophy on Educating Young Children

Sumner-Bonney Lake School District Early Learning Childcare Centers provide a framework for excellence in early care and education, while meeting the individual needs of each child enrolled in our centers. Our programs for learning empower children to become confident, successful, life-long learners and secure, caring people. Early Learning Staff help children see the world as an invitation to learn, to grow, and to live fully - to see a world full of possibilities that are within their reach. We are focussed on creating programs that grow children to approach school and academics with skills, confidence, and the drive to try hard.

We hire kind, caring, educated individuals who understand the need for young children to be in a nurturing environment, surrounded by kindness and developmentally-appropriate activities and stimulation. The Sumner-Bonney Lake Early Learning Childcare Centers differ from the Blended Preschool Programs in that: Childcare is an early learning program/service that follows federal, state and NAEYC child care regulations including care and education in an all day setting. Sumner-Bonney Lake School District's (hereinafter referred to as "SBLSD") Blended Preschool program is a part day program fulfilling the pre-academic and academic needs for preschool age children in a structured setting serving both children placed in the classroom on an Individualized Education Program (IEP) and tuition based children.

Our childcare teachers teach to the understanding that:

- Intelligence is not a single, unified, cognitive construct. There are multiple intelligences. The question is not "how smart is the child?" but "how is this child smart?"
- Children are active learners, who construct meaning.
- Preparation for academic excellence is about hands-on experience with the world of people, things, concepts, and mentoring adults who help children understand how the world works and all their capabilities. It is about constructing knowledge and learning through challenge and mastery of activities.
- Language and eye contact play a critical role in the development of intelligence because it is our primary avenue of communication and mental contact with others. Based on the development of the brain, there are optimum periods for learning, particularly for acquiring a facility for language and second language acquisitions. A rich language environment is essential for the first five years of life.

The primary vehicle for child learning is active exploration and discovery chosen by the child, combined with interaction with children and adults, and opportunity for reflection on the experience. The curriculum emerges from the needs of a particular group of children. The early childhood educator's job is to nurture and mentor each child as an individual. A childcare teacher's job is to provide the most educationally appropriate environment and to plan for and recognize the "learnable/teachable moment."

We have an open door policy. Feel free to drop in and join us ANYTIME. Parents/guardians and grandparents are always a fun addition to lunchtime, too.

Non-Discrimination Statement

The Sumner-Bonney Lake Early Learning Childcare Centers do not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts of America and other designated youth groups.

Equal Opportunity Employer

The Sumner-Bonney Lake Early Learning Childcare Center complies with all applicable federal and state rules and regulations and does not discriminate on the basis of race, creed, color, national origin, families with children, sex, marital status, sexual orientation, age, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability. This holds true for all Sumner-Bonney Lake Early Learning Childcare Center employment opportunities.

Washington Law Against Discrimination and the ADA

The Sumner-Bonney Lake Early Learning Childcare Center complies with the requirements of the Washington law against discrimination (chapter 49.60 RCW) and the ADA.

Promoting Acceptance of Diversity

We will provide culturally and racially diverse learning opportunities. Diverse learning opportunities will be demonstrated by the provider's curriculum, activities, and materials that represent all children, families, and staff.

Enrollment

Enrollment is open to all children ages 4 weeks to five years. Children entering the 3-5 year old class must be toilet-trained and able to tend to their bathroom needs.

We reserve the right to terminate any child's attendance if it is determined by the staff that the child is not benefiting from our curriculum, or is creating a situation where we are unable to care for and educate all of the children in the classroom safely (see Child Find information on page 28). We also reserve the right to remove a family for non-payment.

All families must complete forms yearly, updating emergency information including physicals, doctors, dentists, emergency contacts, etc. Immunizations must be updated as they occur and must be up-to-date, or the waiver signed.

The original paperwork should be sent to Sumner-Bonney Lake School District, Attn: Pam Stoner, 1202 Wood Avenue, Sumner WA, 98390. At least 24 hours is needed for processing before a child can attend a session. Families who are unable to update this information in a timely manner will be disenrolled from the session.

Our hours are from 6:30 a.m. - 4:30 p.m. and are strictly enforced. We are unable to provide care before or after these times as a licensed facility. If you are late, a \$5 per minute late fee will be assessed, if you are late three times we have the right to disenroll your family.

Once a child is currently enrolled, unless asked to leave for any of the above listed reasons, that child will remain for the next year if parents/guardians sign the agreement for the following year before the deadline date listed on the form at re-registration time each year. If you choose to reduce your number of days and pay lower childcare fees, you may not be able to get those days back at a later time, depending on availability. If you would like to add days to your existing schedule we will do our best to accommodate, but only if those days are available. We will not take days from one currently enrolled family to give to another, however, we will consider the needs of currently enrolled families before adding new families. Continued enrollment is dependent on new paperwork each year being updated and returned and up-to-date childcare fees late payment fees.

The parent/guardian will be informed about the importance of developmental screenings for each enrolled child from birth through age five. If not conducted on-site, we will share information with the parent/guardian about organizations that conduct developmental screenings such as a local business, school district, health care provider, specialist, or resources listed on the Department of Children, Youth, and Families website.

School Readiness and Family Engagement Activities

At least once per calendar year, we will supply to the parent/guardian kindergarten or school readiness materials when developmentally appropriate for enrolled children. Kindergarten or school readiness materials will be the same or similar to resources posted online by OSPI, the Department of Children, Youth, and Families, or other equivalent organizations. These materials may address Kindergarten transition activities, if applicable; and (b) Developmentally appropriate local school and school district activities designed to engage families.

We will attempt to obtain information from each enrolled child's family about that child's developmental, behavioral, health, linguistic, cultural, social and other relevant information. We will make this attempt upon that child's enrollment and annually thereafter, if enrolled. We will determine how the program can best accommodate each enrolled child's individual characteristics, strengths, and needs. We will utilize the information and seek input from family members and staff familiar with a child's behavior, developmental, and learning patterns. We will discuss with parents/guardians information including, a child's strength in areas of development, health issues, special health needs and other concerns.

Communication with Parents

At the beginning of each week in classrooms for every age, childcare teachers post a copy of that week's curriculum plans/activities. Parent/guardian information bulletin boards are located near the front doors. A

weekly “what we did this week” will also be published and emailed to families. Conferences are offered twice per year and as needed. Every other month a growth checklist will be assessed on each child to watch for growth in academic, social, and emotional skills and to help us see where we may need to focus. Email addresses are available for each childcare teacher, program supervisor and director, all are happy to schedule a time to chat with you in person as well.

We value good communication between parents/guardians and staff and we make childcare teachers available for at least two scheduled conferences per year. We encourage email communication, phone communication, and respect each family’s right to have a conference if at any time there is a need.

Information for parents is included in the binder near the sign in sheets including the Health Policy; Staff Policies; Disaster Plan; Menus; Inspection Reports and Notices of Enforcement Actions. Liability reports, center license and emergency preparedness drill are posted in the lobby.

Transitioning to another classroom

Children are assessed for class placement into the older classes by chronological ages and in terms of their total development – social, physical and emotional. Interest level in the activities typical of each group is also taken into consideration, as is the actual availability of an open place at a particular time that matches the enrollment days of the child being moved. Due to our being school year only, we try to put each child into the classroom that child will be in all year, in order to avoid multiple transitions. Parents/guardians will be notified and encouraged to set up a transitional conference with the new childcare teacher.

Schedules & Centers

We follow the Sumner-Bonney Lake School District calendar. If SBLSD teachers are working, so are we. We are closed during Winter Break, Spring Break and holidays as reflected in the SBLSD calendar. The Early Learning Childcare Center closes in June when the SBLSD year ends. Throughout the school year, if the District closes K-12 school operations, the Early Learning Childcare Center will be closed. If the SBLSD deems it necessary to make up school days later in the year, the Early Learning Childcare Center will make up the days along with the District.

We have Early Learning Childcare Centers at Sumner High School, Bonney Lake High School, Liberty Ridge Elementary and Sumner Early Learning Center. The hours of operation are 6:30 a.m. - 4:30 p.m. Daily schedules vary in each location based on what works for the specific children in each program. All of the listed activities are included, but the order may be modified.

- Arrival time
- Breakfast, Snack
- Circle Time
- Learning Center Time
- Open Centers
- Entry Activities
- Outdoor Activities
- Storytime
- Rest Time
- Dismissal Time

Our "Rest Time Policy" - We will give all children 30 minutes to fall asleep with encouragement, peaceful music and help from the childcare teacher. If at that time, they are still awake and restless, we will give them a book or a quiet activity on their mat. Children are required to have quiet time on a mat.

DISCIPLINE POLICIES

Positive Relationships & Child Guidance

We work to maintain positive relationships with children by using consistent guidance techniques to help them learn. Our guidance techniques adapt to the environment, routines, the child's strengths, developmental level, abilities, culture, community, and relate to the child's behavior.

Guidance techniques may include:

- Coaching behavior
- Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution
- Offering choices
- Distracting
- Redirecting or helping a child change their focus to something appropriate to achieve their goal
- Planning ahead to prevent problems and letting children know what events will happen next; explaining consistent, clear rules and involving children in defining simple, clear classroom limits
- Helping children understand what TO DO
- Involving children in solving problems
- Explaining to children the natural and logical consequence related to their behavior in a reasonable and developmentally appropriate manner

Removing a Child

If Early Learning Childcare staff follows all strategies in the above section, and a child continues to behave in an unsafe manner, only a center director, lead childcare teacher, or an assistant childcare teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing or removing the child. Physical removal of a child is determined by that child's ability to walk:

- (a) If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation.
- (b) If the child is not willing or able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others.

Physical Restraint

Childcare teachers, directors, assistant childcare teachers will implement any physical restraint protocols only when appropriate; when a child is putting him/herself or others in danger. It is our responsibility to keep all children safe while in our care.

All restraint must be limited to holding a child as gently as possible for the minimum amount of time necessary to control the situation. Any restraint must be developmentally appropriate; and only performed by early learning providers trained in a restraint technique.

No person may use bonds, ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights or form of corporal punishment (including an adult sitting on a child) to physically restrain children.

If a child is physically restrained more than once, a written plan will be developed with input from the child's primary care or mental health provider, and parents/guardians, to address underlying issues and reduce the need for further physical restraint. This will be documented and kept in the child's file.

Policy on Suspending a Child's Enrollment

If, in our judgment, any child's behavior places the well-being of others at risk of injury, we will act quickly and decisively to resolve the situation (e.g., through closer supervision, redirection to more appropriate activities, removal from tense situations, firm and consistent limit-setting, and/or provision of alternative outlets for the expression of feelings). An Action Plan will be implemented to address how best to keep all children and childcare teachers safe while working toward improvement. If we are unable to achieve positive change, our goal is to provide resources to the parent/guardian that are needed for his/her child's success, while maintaining a safe environment. If the Action Plan is not successful and unsafe behavior has not resolved within a reasonable time despite our efforts, suspension of enrollment may be appropriate.

Suspension

Some examples of situations when it may be necessary to remove a child or to suspend a child's enrollment are:

- A child is unable to participate safely.
- A child appears to be a danger to him/herself, other children attending the center/school, center/school employees, or anyone else at the center/school.
- The family declines to explore or secure outside support or behavioral resources which may address the child's needs, improve the behavior and reduce the safety risks.

In extreme situations, the immediate removal of a child from the center/school may be necessary. Reasons may include health and safety issues for the child or for the larger group of children, as well as the following:

- A parent/guardian is physically or verbally abusive or intimidating to center staff, children, or anyone else at the center.
- Potentially dangerous behavior by a parent/guardian or child.
- A parent/guardian fails to abide by center policies or requirements imposed by the appropriate licensing agency.
- Non-payment of childcare fees.
- A parent/guardian demands unique services that are not provided to other children and cannot reasonably be delivered by the program. This includes requests that depart from the philosophy of the program.

Expulsion

To promote consistent care and maximize opportunities for child development and learning, an early learning program must develop and follow expulsion policies and practices.

An early learning program may expel a child only if:

- The child exhibits behavior that presents a serious safety concern for that child or others; and
- The program is not able to reduce or eliminate the safety concern through reasonable modifications.

If a child is expelled, an early learning program must:

- Review the program's expulsion policy with the parent/guardian of the child;
- Provide a record to the parent/guardian about the expulsion and the steps that were taken to avoid expulsion. The record must include the date, time, early learning program staff involved, and details of each incident that led to expulsion; and
- Provide information to the parent/guardian of the child that includes, but is not limited to, community-based resources that may benefit the child.
- The early learning program must report to the Department of Children, Youth, and Families when children are expelled.

Within three (3) working days of receiving written notice of the immediate suspension or expulsion, the parent/guardian may file a written appeal of the suspension or expulsion to the Executive Director of Elementary. Within three (3) working days of receiving the written appeal, the Executive Director of Elementary will meet with the parent/guardian to hear the appeal. Within five (5) preschool days of the meeting with the parent/guardian, the Executive Director of Elementary will issue a decision regarding the appeal.

Process

Leadership, with staff, will develop an Action Plan and meet regularly with the family involved to discuss and document the Action Plan, our efforts, and next steps. Meetings with the family will take place to implement the Action Plan and discuss the process and expectations for improvement in a reasonable time, and discuss available outside resources. If we are unable to achieve positive change through redirection, guidance, and parent/guardian collaboration, staff will discuss available resources with the family which may later be required. If/when resources are in place, they should be included in the meetings, to the extent possible, to collaborate, add insight and strategies for our Action Plans, and support our efforts. If the Action Plans are not successful and unsafe behavior has not resolved within a reasonable time despite our efforts, suspension of enrollment may be appropriate. During meetings, leadership will let the family know that we cannot wait indefinitely for help/support to arrive while a safety issue exists and suspension may be necessary if the safety issues cannot be resolved. Parents/guardians will be encouraged to seek help to work towards the child's success in the program. Parents/guardians will be told that suspension may be necessary on a specified date until (he/she is connected with resources, an aide is in place, etc.) at which point leadership will meet with the family to determine our best next steps, and if/how to return the child to the program with the right supports in place. The meetings and discussions will be documented and filed.

HEALTH & SAFETY POLICIES

Accidents

Incidents; cuts, scratches, bumps and bites are reported on an Incident Report form or through email. Parents/guardians sign the report or respond to the email. A copy is placed in the child's file. Minor scrapes and bruises are treated with soap, water, and ice. Open cuts are covered with bandages. Bug bites are treated with ice. In the case of minor injuries, the child will be cared for as above and the parent/guardian will be told of the

incident at the end of the school day, head injuries require an email to parent/guardian immediately. In cases of serious injury, staff will first notify the paramedics, then the parent/guardian of the child.

Biting

There are a number of possible reasons why children under age 3 bite. Almost none of them are the fault of a bad home, bad parents/guardians, or bad caregivers. Sometimes we think we have a good idea about what is causing the biting, but most of the time it is hard to guess what is going on inside the child's head. Some of the most commonly suggested causes of biting: **Teething**: When teeth are coming through, applying pressure to the gums is comforting and infants will use anything available to bite. Obviously, if this is a likely cause, then a teething ring or objects to bite will lessen the infant's need to bite other people. **Excitement and over-stimulation**: When some very young children are excited, even happily so, they may behave in an out-of-control fashion. **Impulsiveness and lack of self-control**: Infants sometimes bite simply because there is something there to bite. This biting is not intentional in any way, but just a way of exploring the world. **Making an impact**: Young children like to make things happen, and the reaction when someone is bitten is usually pretty dramatic. **Frustration**: Too many challenges, too many demands, too many wants, too little space, and too many obstacles may lead a child to bite, especially before they have the capability to express frustration through using language.

Childcare teachers in child care are trained to do the following to try to minimize the biting behavior: Let the child know in words and manner that biting is unacceptable. Adults' most stern manner and words should be reserved for acts such as biting. Remove the biting child from the situation and focus caring attention on the victim. Examine the context in which the biting occurred and look for patterns. Was it crowded? Too few toys? Too little to do? Too much waiting? Is the biting child getting the attention and care he/she deserves at all times? Change the environment, routines, or activities if necessary. Work with the biting child on resolving conflict or frustration in a more appropriate manner, including using words if the child is capable. Observe a child who is a short-term chronic biter to get an idea about when he or she is likely to bite. Some children, for example, may bite not when they are angry or frustrated, but when they are very excited. Identify children likely to be bitten and make special efforts to reduce their chance of becoming victims. Do not casually attribute willfulness or maliciousness. Infants and toddlers explore anything that interests them with the mouth, and that includes other bodies. If biting continues, continue to observe the group closely.

How long should the program stick with a biting child? Good childcare centers work very hard to make the program work for every child and take extraordinary measures to help a child overcome the "biting habit." Sometimes it feels to parents/guardians (and occasionally faculty) that too much time passes before a child is disenrolled. Occasionally they might be right. But there is no clear line to indicate when program adaptations have failed, the program will never meet the child's needs, and the family needs to find another childcare arrangement. The good news is that all biting children grow out of it, most often in their twos. This happens to the great relief of all: the biting child, the other children and their parents/guardians, the staff, and most of all, the biting child's family.

Handwashing

Liquid soap, warm water (between 85°F and 120°F), and paper towels or single-use cloth towels are available for staff and children at all sinks, at all times.

Children are assisted or supervised in handwashing:

- Upon arrival at the site and when leaving at the end of the day
- Before and after meals and snacks or cooking activities (in handwashing, not in food prep sink)

- After toileting or diapering
- After handling or coming in contact with body fluids such as mucus, blood, saliva or urine
- After outdoor play
- After touching animals
- Before and after water table play

Handwashing Procedure

Handwashing procedures are posted at each sink used for handwashing. The following handwashing procedure is followed:

1. Turn on water and adjust temperature.
2. Wet hands and apply a liberal amount of liquid soap.
3. Rub hands in a wringing motion from wrists to fingertips for a period of not less than 20 seconds.
4. Rinse hands thoroughly.
5. Dry hands using an individual paper towel.
6. Use a hand-drying towel to turn off the water faucet(s) and open any door knob/latch before discarding.
7. Apply lotion, if desired, to protect the integrity of skin.

Fire/Safety Drills

During a drill, information will be posted that a drill is in progress. Please do not attempt to drop off or pick up during this time. Please await the “clear” signal signifying the end of the drill. This is a requirement for everyone’s safety. Fire drill evacuation plans are posted in each room, as are disaster plans.

Safety Procedures

Each Early Learning Childcare Center has a plan with specified roles and responsibilities for handling various types of emergencies. The Emergency Quick Reference Guide is posted in all classrooms and meeting rooms through the district.

Specific safety procedures will be followed, depending on the type of emergency. Every situation is unique, so childcare staff may adjust their response to address student safety first.

Child Abuse/Neglect

Staff members are legally obligated to report any suspected child abuse or neglect. In all cases, the facts, discussions, and meetings will be kept confidential between the family in question and the involved staff members. Once a report has been called into the Child Protective Services, the agency has 24 hours to begin an investigation. The Department of Children, Youth & Families will make a determination of abuse or neglect. If a parent/guradian suspects child abuse/neglect at school, she/he should immediately notify the Director.

Custody Disputes

In cases of custody disputes, the school is legally bound to follow court ordered parenting plans. A certified copy of the most recent court order must be kept in the child's file. The program will honor the legal document at the center regardless of permission from the legal parent/guardian. Permission to pick up will be given from the parent/guardian with custody privileges on that day.

Volunteering

Parents/guardians who would like to volunteer must complete a volunteer application and pass a background check. Parents/guardians that spend more than 30 minutes in the classroom a month are considered “volunteers”. The volunteer form and background check must be completed and passed each school year.

Drop-Off & Pick-Up

Remember that signing your child in and out is a requirement. An authorized adult is required to sign in and sign out your child with a full signature on a daily basis. Sign In/Sign Out sheets are located in designated areas. Children will not be released to siblings less than 16 years of age. Transportation is not provided.

At any time, children are only released to parents with legal custody, legal guardians or persons listed on the registration form. When in doubt, we will require identification. In the unlikely event an unfamiliar person who is not on the authorized pick-up form tries to pick up a child, we will do the following:

- Inform the unauthorized person of this policy.
- Inform the parent/guardian with legal custody that an unauthorized person has appeared at school.
- Contact someone on the approved list to come and release the child.

PLEASE ENSURE THAT YOU HAVE MADE VISUAL AND VERBAL CONTACT WITH A STAFF MEMBER BEFORE LEAVING YOUR CHILD, OR LEAVING WITH YOUR CHILD.

Please do not allow your children to open the doors. We work hard on teaching the children that opening doors are jobs for the childcare teachers.

Influence of Drugs or Alcohol

If you or any other person appears to be under the influence of alcohol or drugs at the time of pick-up, you will be asked to have someone come and get you and your child. If you refuse a ride and leave with your child, we will notify the police department and Child Protective Services with all information required.

Illness/Sickness Policy

Your child's health is important to us and we want to maintain a healthy environment for all children and staff, we will not allow ill children to remain at school.

If a child arrives ill, it is the childcare teacher's responsibility to remind the parent/guardian of our "sickness policy" and regretfully send the child home. This is awkward for the childcare teacher, and confusing and disappointing for the child, so please adhere to our sickness policy.

If your child is unable to attend school, please call the school to report the absence. If your child is ill, please indicate the nature of the illness.

If a child becomes ill during the school day, the teacher will notify a parent/guardian to pick up their child. If you receive a call to come and pick up your child we do need him/her picked up no longer than an hour after the call. If your child is sent home with any of these symptoms, he/she may not return for 24 hours

- (a) The illness or condition prevents the child from participating in normal activities
- (b) The illness or condition requires more care and attention than the program can give
- (c) The required amount of care for the ill child compromises or places at risk the health and safety of other children in care
- (d) There is a risk that the child's illness or condition will spread to other children or individuals.

an ill child or other individual must be sent home if the ill individual has:

- (a) A fever 101 degrees Fahrenheit for children over two months, and behavior change or other signs and symptoms of illness (including sore throat, earache, headache, rash, vomiting, diarrhea);
- (b) Vomiting two or more times in the previous twenty-four hours;
- (c) Diarrhea where stool frequency exceeds two stools above normal per twenty-four hours for that child or whose stool contains more than a drop of blood or mucus;
- (d) A rash not associated with heat, diapering, or an allergic reaction;
- (e) Open sores or wounds discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling;
- (f) Lice, ringworm, or scabies. Individuals with head lice, ringworm, or scabies must be excluded from the child care premises beginning from the end of the day the head lice, ringworm, or scabies was discovered.
- (g) A child who appears severely ill, which may include lethargy, persistent crying, difficulty breathing, or a significant change in behavior or activity level indicative of illness.

Communicable Diseases

When children have been exposed to communicable diseases such as hepatitis, measles, or strep infection, all staff members and all parents/guardians of children will be notified immediately. With any infectious disease, we ask that you seek your physician's advice and always notify us of the disease. A release from your child's physician is required for the child to re-enter the classroom.

Medication

Prescription medications must have a written order from the physician, which may include the medication label, and only the amount appropriate for the age and weight can be distributed. Directions must be specific including exact times or symptoms.

Non-prescription medication does need clear written instruction and cannot be given to any child if the label requires a physician's note when the child is below an age or weight. We are only legally able to give certain non-prescription medications, so check with a staff member before leaving medication and permission.

Medications must be in the original containers; medications of any kind cannot be distributed using bottles, drinks, or food. Childcare staff and parents/guardians must document that staff has been properly trained by the parent/guardian on appropriate procedures for giving medication.

After giving a child medication the staff will document this including the date, time and amount.

All medications will be kept out of reach of children at all times, separating topical, non-topical and refrigerated.

Sunscreen

A parent/guardian must annually give authorization to administer sunscreen. Sunscreen must be specified by brand or type and must be brought in by the parent/guardian. Sunscreens will be labeled and kept out of reach of children.

Infant and Toddler Care Program

Infants must be one month of age when enrolled. The infant room has areas where all infants can be safely placed on the floor at any given time. Blankets may be placed on the floor if they are used only for that purpose and are changed when soiled. Infants will not be in any sort of container in our centers other than boppies and high chairs, and only in these for less than 30 minute periods of time.

Napping Practices for Infants and Toddlers

Children 29 months of age or younger will follow their individual sleep pattern. Alternative, quiet activities will be provided for the child who is not napping.

Infants will sleep on their backs. (Infants sleeping on their stomachs are at a higher risk of death from Sudden Infant Death Syndrome, S.I.D.S.). The Crib sheets will fit the mattress snugly and securely in all corners and sides and will not contain bumper pads, pillows, soft toys, fleece, cushions or thick blankets.

No blankets will be allowed, only a sleep sack or swaddling blankets. *(Soft bedding and toys in the crib while the baby is sleeping are associated with an increased risk of S.I.D.S.).*

Infants brought in sleeping in car seats will be removed and placed in a bed on their backs unless an alternate sleep position is specified in writing by the parent/guardian and the child's health care provider. *(Sleeping in infant seats or swings makes it harder for infants to breathe fully and may inhibit gross motor development.)*

Infant Bottle Feeding

Bottle/Food Preparation Area

The food preparation sink and area will not be used for hand washing or general cleaning. Microwave ovens will not be used to heat formula, breast milk or baby food. Bottles will be warmed in a bottle warmer no longer than 5 minutes. Hands will be washed at the hand-washing sink before handling bottles.

All bottles will be labeled with the **child's full name, date prepared** and time feeding begins (discard within one hour if not consumed). Bottles will not be washed and reused at our center, formula bottles will not be made by the staff. Each family will need to provide a sufficient number of filled bottles to meet the daily needs of the infant and will take the used bottles home each night, bringing clean, full bottles back. All bottle nipples should be covered at **all times** (to reduce the risk of contamination and exposure), so please remember to bring each prepared bottle with a cap, full name and date.

Refrigeration

Bottles that babies have fed from will **not** be placed back in the refrigerator or re-warmed. *(Bacteria from the baby's mouth are introduced into milk and begin to multiply once bottles are taken from the refrigerator and warmed.)* The temperature of heated bottles will be checked before feeding an infant.

Feeding Practice

Infants will be fed on demand, by a caregiver who holds and makes eye contact during feeding while talking to and touching the infant in a nurturing way. Infants will be held when fed with a bottle. Bottles will not be

propped and infants cannot hold their own bottle while caregivers take care of other needs. **Infants will not be allowed to walk around with food, bottles or cups.** Staff will watch for and respond appropriately to cues such as:

- Hunger Cues - fussiness/crying, opening mouth as if searching for a bottle/breast, hands to mouth and turning to caregiver, hands clenched
- Fullness Cues - falling asleep, decreased sucking, arms and hands relaxed, pulling or pushing away

Cups of drinking water, formula or breast milk will be introduced by 6 months of age. Infants and young children will be closely supervised when eating.

Breast milk

- Frozen breast milk will be stored at 10°F or less and for **no longer than 2 weeks**. The container will be labeled with the child's full name and date.
- Frozen breast milk will be thawed in the refrigerator or in warm water (under 120°F) and then warmed as needed before feeding. Thawed breast milk will not be refrozen.
- Unused thawed breast milk will be returned to the family at the end of the day

Infant and Toddler Solid Foods

When parents/guardians provide food from home, it will be **labeled with the child's name and the date**. Food will be introduced to infants when they are developmentally ready for pureed, semi-solid and solid foods. Food, other than formula or breast milk, will not be given to infants younger than 4 months of age, unless there is a written order by a healthcare provider. No egg whites (*allergy risk*) or honey (*botulism risk*) will be given to children less than 12 months of age (this includes other foods containing these ingredients such as honey graham).

Children 12-23 months will be given whole milk; unless the child's parent/guardian has requested low-fat milk or a non-dairy milk substitute in writing (low fat diets for children under age 2 may affect brain development). We do require a milk substitute, if you are not using whole milk.

Cups with no lids and spoons are encouraged for children by 9 months of age.

Diapering

We use cloth diapers and disposable diapers at our center if needed, parents/guardians provide both.

Children are **never** left unattended on the diaper-changing table. Safety belts are not used on the diaper changing table. (*They are neither washable nor safe.*) We do ask that you provide your own diapers and wipes.

The diaper changing table is used only for diapering. Toys, pacifiers, papers, dishes, blankets, etc., are not placed on the diapering surface.

Please note: Even if gloves are used for all of the above, hand washing must and will still be done.

Diaper cream cannot be stored at the center and can be used for no more than five (5) consecutive school days without a doctor's note.

Toilet Training

We will work with the parent/guardian to potty train. Before starting potty training we will discuss toilet training procedures with parents/guardians when a child is ready for training. We will facilitate the toilet training process by encouraging the child with:

- (a) Positive reinforcement;
- (b) Culturally sensitive methods;
- (c) Developmentally appropriate methods; and
- (d) A toilet training routine developed in agreement with the parent/guardian.

OTHER POLICIES & PROCEDURES

Birthdays & Holidays

You are welcome to send in treats. Please check with your child's childcare teacher so they can plan a time to celebrate in the classroom. Popular snacks include store bought cookies, ice cream, and other desserts. We regret that homemade goodies are not allowed to be served to the children, and no nuts are allowed. Party invitations may be sent at school through sign-in sheets or backpacks. Childcare teachers are unable to give out email addresses or pass out invitations.

We are a nut-free center. Since many children in our care have not yet been exposed to nuts, we cannot be sure that the allergy to nuts doesn't exist. This means that children cannot enter the program with a snack that contains any form of nuts.

Tooth Brushing Activities

At least once per day, we will offer enrolled children an opportunity for developmentally appropriate tooth-brushing activities. (a) Tooth brushing activities will be safe, sanitary, and educational. (b) Toothbrushes used in the program will be stored in a manner that prevents cross-contamination. (c) The parent/guardian of a child may opt out of the daily tooth brushing activities by signing a written form

Religious Affiliation

Our program has no religious affiliation and accepts families with a diverse range of beliefs.

Clothing

Daily activities include active and messy play, and children and childcare teachers should feel comfortable enough to enjoy themselves without worrying about clothes. We cannot be responsible for the messy clothes - we won't allow children to ruin clothing without considering you - but pride ourselves on giving children many sensory activities and constant hands-on activities.

Please label all outerwear with your child's name. For safety reasons we cannot allow necklaces, or jackets/coats with string, as these are a choking hazard. We provide smocks and paint shirts, but frequently children go under these with painted hands in order to wipe the paint off. Also, due to the fact that paint is always somewhere in the center, even when not painting children are near it. We go outside no matter the weather, so a change of clothing is a necessity. In the warm weather we play with water, and in other months water is everywhere! Leaving rain boots at the school is always a good idea.

Confidentiality of Student Records

Student records are open only to the particular child's childcare teacher, the Director, an authorized employee of the SBLSD, or the child's parent or legal guardian.

Hiring Staff & Teens to Babysit

Sumner/Bonney Lake Early Learning programs do not support or sanction the practice of families engaging the services of any of our employees for babysitting. In the event that a childcare teacher, assistant, or teen is engaged by the Family to babysit, we do not, in any way, warrant or guarantee the suitability of the person for this purpose.

Sumner/Bonney Lake Early Learning Programs shall not be responsible, in any way, for such arrangement nor shall we be responsible, in any way, for any disputes of any kind and nature, which may arise between you - including any claims, injury, or damage to the Family, the minor child/children, the childcare teacher or either's property.

While engaged by the Family as a babysitter, the childcare teacher, assistant childcare teacher or teen worker shall be considered an employee of the Family and not an employee of Sumner/Bonney Lake Early Learning Programs. Any activities or events that occur during such babysitting services, including but not limited to any transportation to and from the Center, are outside responsibilities and duties as an employee. **By signing the handbook agreement, the family, on behalf of themselves and their minor child/children, and the childcare teacher, assistant childcare teacher, or teen worker hereby agree to release, hold harmless, and indemnify Sumner/Bonney Lake Early Learning Programs, and their subsidiaries, affiliates and employees for any claims, injury, or damage of any kind and nature arising therefrom.**

Childcare Fees

Childcare Fees are figured as a monthly fee and are due on the first of each month. Childcare Fees are a consistent amount for ten months, with no differences for fewer days in one month. Families can also pay on-line, over the phone, through a school bookkeeper or through BillPay. An additional fee of \$25.00 will be assessed if Childcare Fee is not paid by the tenth of the month. Childcare Fees not paid by the 25th of the month will result in the child being removed from the program. Should you foresee difficulty in meeting a scheduled payment, please contact the Director. Notices will not be sent when Childcare Fees are due because Childcare Fees are a monthly fee. No refunds are given for illnesses or vacations. We do have the right to withdraw families for non-payment or partial payment. A \$25 fee will be charged for returned checks.

Late Pick-Up Fee

Because staffing is based on children's schedules, all children must be picked up on time. A late fee will be billed to your account and is due with childcare fees: \$5.00 per minute, for each minute past pick-up time. We are strict about this policy. Please do not call and ask a childcare teacher if they would mind sticking around - it

is important that childcare teachers and parents/guardians maintain good relationships. If a family is late regularly the District maintains the right to withdraw the student.

Inclement Weather

In the event of inclement weather, our programs will adhere to the SBLSD's decision on opening, in order to preserve the safety of our staff and families. A closure or two-hour late start will be announced over phone calls, emails, and/or text messages. In the case of a two-hour late start for the SBLSD means an 8:30 a.m. opening to families enrolled in our Early Learning Childcare Centers. It is at the discretion of the Program's Administration to make the decision to close earlier or open later due to school-dependent issues (lack of heat, flooding, etc.). If we find it necessary to close, we will not credit or discount Childcare Fees.

Photo/Video Release

A parent/guardian-signed consent was included as part of the registration packet. Your child's photo will be for school use, such as portfolios, postings, and emails. We also have a Facebook page, and permission may be asked to put pictures on the private Early Learning Facebook page.

Snacks and Meals

Your child will be served a mid-morning snack and afternoon snack in addition to breakfast and lunch. Menus are posted near each door. If you have a milk substitute preference for your child we have a form you need to complete in order to make these changes and the milk substitute will be provided by the child's family. For substitution of any other food you must have a physician's note. Snacks are planned and scheduled, and provided by the families. Please make sure you sign up and bring in your specified snack when scheduled.

Supplies

Each child needs:

- a complete change of clothes, labeled, and in a large Ziploc bag
- a backpack
- tissues
- a folder for family communication
- a crib sheet for mats and cribs

Toys From Home

Only on "Show-and-Tell" days are children allowed to bring in items from home. Many childcare teachers ask that the items start with the letter of the week. The Show-and-Tell items are allowed out for Show-and-Tell only. If the items from home are creating conflict, we will ask you to take them with you at drop-off.

School-Wide Rules

No toy weapons (guns, swords, etc.). We understand that at home children may have these items, but at school there is a “no weapons” rule. Due to state regulations, pets cannot be brought to school.

Walks

We do take the children on walks as a class, but will notify parents/guardians in advance. The only streets that we cross are those nearby. Before taking walks, the destination and departure time will be posted on the door of the classroom. Each childcare teacher has a walk/outdoor backpack containing a sealed bottle of water, emergency cards, a checklist of students, a first-aid kit, and any medications needed in case of an allergic reaction.

Curriculum

Our curriculum is developmentally appropriate for the age group and designed to teach the children through purposeful play. While we have learning goals and objectives for every event and activity in our classrooms, the children see learning as fun. Our curriculum is planned ahead and is based on the interests and skills of the children in each classroom at that time.

All activities are to be child-completed, without childcare teacher additions or corrections, and open-ended art will be available every day. All activities have learning purposes in mind. Interest areas of the children can be wide and varied.

Goals for Children’s Development in Early Reading and Writing

Children explore their environment and build the foundations for learning to read and write.

Children can:

- Enjoy listening to and discussing storybooks
- Understand that print carries a message
- Engage in reading and writing attempts
- Identify labels and signs in their environment
- Participate in rhyming games
- Identify letters and make letter sound matches
- Use known letter or approximations of letters to represent written language (especially meaningful words like their name and phrases such as “I love you”)
- Learn site words

What childcare teachers will do:

- Share books with children, including Big Books, and model reading behaviors
- Talk about letters by name and sounds
- Establish a literacy rich environment
- Reread favorite stories
- Engage children in language games
- Promote literacy related play activities
- Encourage children to experiment with writing

What parents/guardians and family members can do:

- Talk with children, engage them in conversations, give names of things, show interest in what a child says
- Read and reread stories with predictable texts to children

- Encourage children to recount experiences and describe ideas and events that are important to them
- Visit the library regularly
- Provide opportunities for children to draw and paint, using markers, crayons, and pencils

As children grow, childcare teachers work with a variety of “hands-on” activities that reflect age appropriateness. Play is essential for social and cognitive growth in early childhood. The following are focal points for each stage:

Infancy

In this classroom our ratios are at least one adult to four children. This stage is marked most radically with the infants’ need to develop as unique individuals with behaviors and growth changes ever present. Each infant has different schedules reflective of their own personalities. It is the adult’s role to accept each infant’s uniqueness and provide a safe and stimulating environment from which to grow.

The infant program provides for the following goals:

- To care for infants in a warm, affectionate way that lets each child know that he is a special person, including the physical affection and cuddling that is so important at this stage of development.
- To meet each child’s physical needs completely.
- To implement strict sanitation procedures that are adhered to faithfully.
- To provide opportunities for exploring, learning and social interaction through a good variety of daily activities.
- To prepare activities to stimulate the senses, recognizing that infants learn through the use of their eyes, ears, fingers, sense of taste and smell.
- To care for children in small groups; to prevent over-stimulation and disorder; and to provide opportunities for one to one interactions between children and staff.
- To provide opportunity for the use of large and small motor skills with both indoor and outdoor activities.
- To establish a safe environment for exploration.
- To provide a consistency between Preschool and Home Care practices that will be most beneficial to the infant and will offer the parents the opportunity to influence the kind of care that their child receives.
- To establish an observation system in which a daily outline on children is kept.
- To be supportive of parents/guardians encouraging involvement, encouraging open and honest communication while using tact and discretion.

Adults play a vital socialization role with infants. Warm, positive relationships with adults help infants develop a sense of trust in the world and feeling of competence. These interactions are critical for the development of children's healthy self-esteem. The trusted adult becomes the secure base from which the mobile infant explores the environment.

The most appropriate teaching technique for this age group is to give ample opportunities for the children to use repetition to practice newly acquired skills and to experience feelings of autonomy and success. Infants will bat at, grasp, bang, or drop their toys. Imitation, hiding, and naming games are also important for learning at this age. We will have no toys that are electronic, we are helping to enhance children’s curiosity in items that they need to explore, we don’t want to overstimulate children.

Play opportunities are essential throughout early childhood. For infants this means sensory experiences and adults who cuddle and talk to them. It means careful selection of toys and materials that stimulate and challenge them, but are not over-stimulating. Language activities that begin as “Ma Ma” or “Da Da” will soon become extended through repeating words of an adult’s stories, songs, and finger play. Opportunities to develop large muscles can be found in walking, climbing up and down, pushing toys; and for small muscles, in sensory play

with water, sand etc.: feeling different textures, stacking blocks, nesting toys, etc. Art activities are provided to give infants an exposure to a variety of materials and enjoyment for the process of the project.

An infant can feel secure and develop a sense of trust as the adults in his world respond to his individual needs of hunger, thirst, and sleep with a flexible and individualized daily routine.

Toddlers

In this classroom our ratios are at least one adult to seven children. The toddler stage can be seen as one of the most challenging times (and rewarding). Two year olds are very mobile and active using all five senses to discover the world. Adults are challenged to provide a safe, stimulating environment from which this child can grow. The toddler responds well to a regular daily routine with clear meal times, rest times and play times. Toilet teaching is best accomplished by taking the child to the toilet at the same times each day.

Important independence skills are being acquired during these years, including personal care such as toileting, feeding, and dressing. Patience is essential as a toddler struggles to put on a sweater (developing independence at this stage occurs after much repetition and encouragement). Realistic toys will enable children to engage in increasingly complex types of play.

Two year olds are learning to produce language rapidly. They need simple books, pictures, puzzles, music, and time and space for active play such as jumping, running, and dancing. Toddlers are acquiring social skills, but in groups there should be several of the same toys because egocentric toddlers are not yet able to understand the concept of sharing. We will have no electronic toys or activities.

- To provide a nurturing, flexible, and calm atmosphere where physical affection is freely given, self-concept is enhanced, independence is encouraged and expectations are made clear.
- To meet each child's physical needs while setting the stage for future independence in self-care.
- To establish respect for the equipment and materials.
- To promote emotional growth.
 - To build self-confidence and a sense of self-worth by allowing choices within limits and to build on successful experiences.
 - To provide a warm accepting environment for the children to work and play in.
 - To encourage curiosity and a sense of wonder with an environment that is designed to limit the use of "no".
- To promote social growth.
 - To promote and instill a sense of caring for, and sensitivity towards others; foundations for respect are established.
 - Adult modeling acceptable behavior is critical to the toddlers learning cooperative and group play.
- To promote intellectual growth.
 - To instill a sense of curiosity.
 - To provide an atmosphere where children discover and explore.
 - To provide a wide variety of activities within an outline where cooperative play is encouraged. Curriculum areas of art, math, science, music and movement, large muscle, practical life, dramatic play, language arts and fine motor activities help children to learn to be able to trust their own feelings about what they learn, hear, see and do.
 - To promote physical/motor development.

- For children to use their bodies in a variety of ways by participating in fine and large motor activities both indoors and outdoors.
- To provide for the language development that is so important at this stage of development.
- To make available a good variety and quantity of materials on the shelves at the child's level (manipulative, dramatic play, pull toys, puzzles, books...)
- To develop self-help skills in order to create a feeling of independence and confidence in the child (this can be accomplished by toilet training, encouraging them to try to help dress themselves and letting them help serve food at meals.)
- To provide care in small groups in order to give each child more personal attention, to prevent under and over stimulation, to allow more freedom of choices and to maintain a more relaxed atmosphere.

The toddler group is a diverse one. Providing a variety of activities with many choices is essential to enhance each child's developmental progress. The following are such activities:

Introducing sensory experiences such as:

Tasting and smelling boxes	Cornstarch play
Music/rhyme	Shaving Cream
Sand table	Bubbles
Rice, macaroni	Play dough
Flour	Texture books
Corn meal	Flashlight play
Karo syrup finger painting	Water table
Noise makers, bean shakers	

Cognitive Development and Language Acquisition

- Reading and re-telling favorite stories.
- Work on recognizing and naming the childcare teachers and children in the classroom using photographs of the children, names everywhere, opportunities to touch and explore names.
- Reinforce aspects of the routines such as: snack time, lunchtime, and nap time.
- Work with the older toddlers on learning the words and actions to the songs we sing: example – by singing to the children and encouraging them to sing along.
- Encourage the toddlers to talk more.
 - using puppets
 - asking lots of questions (open-ended)
 - reading stories and ask lots of questions

Activities will have to be designed with the developmental level of each child in mind. Childcare teachers will verbalize with the children while they are playing so as to provide a springboard for the children's own verbalizations. Language should be incorporated into every activity throughout the day.

Learning simple songs and fingerplays	Puppet play
Object labeling	Dolls
Simple directions (up, on, over)	Story time
Nursery rhymes	Memory games
Counting games	Color matching
Alphabet games	
Sorting activities (simple one to multiple class concepts)	

Increase the child's ability to recognize common objects; examples – using picture books and picture cards of simple, common objects.

Object boxes	Lotto games or matching
Shape sorter	Art activities with these shapes (pasting)
Working on learning the three basic shapes – circle, square, triangle	
Begin introducing simple cooking activities – mixing, pouring and sorting	

Self Help

Children will be provided with opportunities to participate in activities designed to promote the growing independence desired by toddlers. Potty training will be provided where appropriate.

- Washing hands and face
- Eating with spoon and fork
- Throwing away cup and napkin
- Putting toys away
- Washing and drying dishes
- Washing and drying dolls
- Becoming aware of the rules of safety

Social and Emotional Development

Begin to work on setting limits in such a way that the child learns self-regulation.

- by following the rules: you may not hurt yourself; you may not hurt others; and you may not hurt the materials or equipment.
- by using the methods of distraction, substitution, alternative activity or correct discipline when necessary by: encouraging the children to use words rather than push or hit other children. Help children play well independently amongst a larger group of children.

Fine Motor Development

The aim is to provide the materials and activities important in advancing the child's small muscle coordination such as:

Pouring and sifting	Cutting playdough with scissors
Filling and dumping	Puzzle work
Peg boards	Shape sorting
Nesting	Sewing cards
Stacking	Lego blocks
Putting shapes through holes	Button and snap boards
Snap beads	Twisting jar lids, nuts and bolts
Stringing beads	Art activities

Basic art activities such as:

Tearing paper	Coloring with crayon and chalk
Painting with brushes	Water painting
Stickers	Painting with droppers or basters

Gross Motor Development

Dancing and marching	Swinging
Walks outside when weather permits	Pull toys and wagons
Slide	Circle games and songs
Climbing stairs	Crawling under and through
Climbing	Jumping
Hanging of bars/ropes	Stretching exercises
Ball play	

Creative Expression

On a daily basis children will be given the choice to participate in a scheduled activity that encourages them to express themselves creatively. These might include:

Easels, Collage and montages. Murals – chalk, crayon, paint, coloring/drawing pictures

Three, Four & Five Year Olds

Curriculum for three year-olds emphasizes language, activity, and movement, with major emphasis on large muscles activity. Appropriate activities include dramatic play, wheel toys and climbers, puzzles and blocks and opportunities to talk and listen to simple stories.

Four year-olds enjoy a greater variety of experiences and more small motor activities like scissors, art, manipulative, and cooking. They are more able to concentrate and remember as well as recognize objects by shape, color, or size. Four year-olds are developing basic math concepts and problem-solving skills.

Some four year-olds and most five year-olds combine ideas into more complex relations (for example, number concepts such as one to one correspondence) and have growing memory capacity and fine motor physical skills. Some four year-olds and most fives display a growing interest in the functional aspects of written language, such as recognizing meaningful words and trying to write their own names. Activities designed solely to teach the alphabet, phonics, and penmanship are much less appropriate for this age group than providing a print rich environment that stimulates the development of language and literacy skills in a meaningful context.

Curriculum for fours and fives can expand beyond the child's immediate experience of self, home, and family to include special events and trips. Five year-olds are developing interest in community and the world outside their own. They also use motor skills well, even daringly, and show increasing ability to pay attention for longer times and in larger groups if the topic is meaningful.

Significance of 3-4-5 year old stage:

Most important area is for adults to promote preschooler's self-esteem. In every area of his/her development: physical, cognitive, psycho social, the child strives and looks for adult support. They need periodic adult reinforcement in the form of one on one time, a hug, smile or touch.

Preschoolers have a greater capacity than younger children for learning and abiding by simple rules and clear consequences.

They enjoy playing with peers and the beginning of cooperative play and sharing develops. Conflicts can begin to be addressed with simple problem solving techniques.

Preschoolers develop in many areas and independence is helped with providing choices of a range of activities.

Program Goals:

- To build self-confidence and a sense of self-worth by allowing choices within limits and to build on successful experiences.
- To promote and instill a sense of caring for, and sensitivity towards others.
- To provide a nurturing, relaxed, and non-sexist environment with caring adults where self-concepts are enhanced; independence encouraged; free choice decisions offered; social skills acquired; individuality respected.
- To provide large portions of time in which the child can spend with their friends in a range of different and satisfying activities. The activities will be drawn from the following curriculum areas: art, science, woodworking, cooking, music and movement, drama, language arts, large muscle, fine motor, and math games.
- To provide the child with opportunities to gain competence in a variety of skills and techniques that increases their interest and control over their environment.
- To provide for each child's physical well-being while in our care.
- To provide opportunities to develop large motor skills and coordination through physically active play.

- To develop in the child an active curiosity about the world in which they live and an enthusiasm for learning which stimulates exploratory behavior and creativity.
 - To help the child gain self-discipline in an environment where they know the limits and expectations.
 - To provide an atmosphere in the classroom which promotes respect for others and materials.
 - To provide a wide variety of activities within a routine where cooperative play is encouraged.
- Curriculum areas are math, science, music and movement, large muscle, practical life, dramatic play, language arts and fine motor activities. Through these activities, children are learning to be able to trust their own feelings about what they learn, hear, see and do and to begin sharing these experiences with others.

Language

- To encourage verbal expression, and the sharing of ideas in a group situation.
- Names, areas of room, shapes, colors, textures, introduce classifying politeness, dramatic play.
- Following verbal and non-verbal directions, opposites, names of animals.
- Introduce spatial vocabulary (over, under), expressing emotions, labeling emotions.
- Recognizing each other's names, label our work with phrases, if children want phrases written on their work, documentation.
- Repeat, introduce and practice new songs, finger plays, and role playing.
- Stories will be read frequently.
- Recognition of letters, numbers.

Gross Motor

- Coordination will be encouraged
- Hopping, balancing, running, crawling, climbing, jumping, throwing
- Outdoor play, climbing, swinging, obstacle courses with bikes
- Indoor play, body action songs, stepping, hopping, dancing

Large Muscle Skills

- Blocks and accessories
- Musical games
- Understand how their bodies can move
- Learn to control their body movements
- Improve self-confidence and self-concept
- Strengthen, tone and control their large muscles
- Improve skills in locomotion
- Learn to follow directions
- Learn to interact and play

Math

- Activities to recognize numbers, counting items
- Understand the relationship between a numeral and a set of objects
- Counting will become both meaningful and fun
- Learn terms such as big/little, more/less, etc.
- Recognize and name basic geometric shapes
- Awareness and appreciation of the practical uses of numbers children see around them every day, e.g. clock, calendar, money, etc.

Self Help

- To encourage the child to do it on his own.
- To encourage eye hand coordination, patience, waiting turns, etc.
- How to sit in a circle, proper meal manners, hand washing, proper use of materials.
- Zipping, snapping, buckling, scooping and pouring rice, sorting, wiping tables.
- Pouring milk, juice, cereal, setting tables, food (taste and smell comparisons).

Social Emotional

Games involving sharing and communication, develop respect for childcare teachers and others

- Develop sense of pride in the environment by active participation in room set up
- Develop the concept of sharing and giving, increase self-concept by discussion of physical growth
- Learn to share
- Learn to take responsibility for cleaning up
- Learn to take responsibility for all actions
- Deal with emotions
- Accept each other's differences: cultural, personalities, sizes, etc.

Art

Art will be incorporated to enhance and encourage creativity, fine motor skills, color usage, perception, and eye-hand coordination. Different media will be introduced and use encouraged.

- Cutting, pasting, chalk, basic collages, easel painting, finger painting, play dough
- Primary colors and secondary colors, gluing, water colors, colored chalk, play dough, tracing
- Mobiles

New media will be introduced whenever possible. A variety of artistic ways should be done. For example, in order to get a picture on a piece of paper you can paint or print, or draw with crayons or draw with colored pencils or finger paint it.

- Eye-hand coordination practice
- Experiment, explore, and express feelings difficult to put into words
- Develop small muscle coordination
- Gain pleasure and satisfaction through different techniques
- Develop concepts of color, line, and texture
- Develop concepts of shape, form and design
- Experience freedom from inhibitions
- Understand that two colors make another color

Manipulatives

The manipulative shelf is an open area during free play and planned activities. This equipment changes as needed. These activities enhance fine motor skills, eye-hand coordination, and perception. The equipment used includes: puzzles, large/small beads, sorting, pegs and peg boards, table blocks, stacking cylinders, texture board, table, matching texture, color, fabric, eye droppers, baster, play dough, zipping, buttoning, lacing, and sewing.

Fine Motor Activities include: Cutting, coloring, tracing, writing, zipping, buttoning, snapping, pegs, puzzles, clay, play dough, silly putty, lacing, pouring, washing, wiping, small block and Lego building, painting – will be continued on a weekly basis.

Dramatic Play

- Have experiences to develop ideas and thoughts
- Come to understand his/her world and people in it
- Develop creative expression
- Develop language skill as they speak, listen and communicate
- Role play family members

Block Play

- Have opportunities for isolated, parallel and cooperative play
- Gain sense of power and achievement in the physical world
- Experience emotional release through dramatic play
- Engage in physical experiences through lifting, carrying, and piling
- Use creative expression and sense of design
- Develop skills in problem solving, numbers concepts, and language
- Develop creative expression
- Develop language skills as they speak, listen, and communicate
- Role play family members

Reading Readiness

- Develop and improve listening skills
- Follow directions
- Learn the letters of the alphabet and their sounds, as children become interested
- Notice likenesses and differences
- Develop the skill of sequencing
- Develop the skill of matching
- Books and quiet areas
- Learn to relax
- Learn to appreciate good books
- Learn to enjoy being alone

Science

- Develop an awareness of the natural environment
- Discover the natural characteristics of water
- Enjoy sensory experiences
- Sort and classify on the basis of size, shape, and texture
- Develop an awareness of their bodies

Music

- Develop listening skills
- Learn musical tunes, which they can repeat

Learning Through Purposeful Play

Many times when parents/guardians observe or visit, they think the children are “just playing”. The way children learn best is through PURPOSEFUL play. As the children are exploring all of the different centers, you should see the childcare teachers and assistants guiding learning of these skills :

Language Art (books and flannel boards)

- Increases vocabulary growth
- Develops listening skills
- Develops reading readiness skills
- Develops oral language skills
- Encourages an interest in and respect for books
- Teaches sight words
- Teaches letters and sounds
- Develops imagination
- Increases attention span

Science

- Develops observation and discrimination skills
- Develops respect for the environment
- Encourages a child's curiosity

Blocks and building materials

- Provides practice with social skills
- Develops gross and fine motor skills
- Teaches mathematical concepts (shape, size, balance, counting)
- Increases creativity and decision-making skills
- Develops visual discrimination skills
- Provides an opportunity for role play
- Increases communication skills and oral vocabulary

Housekeeping and dramatic play

- Provides an opportunity to role play home experiences
- Increases social development and communication skills
- Develops small and large muscle coordination
- Develops self-awareness
- Develops visual discrimination skills

In order to create the highest learning opportunities, the adults in the classroom are working on social skills, literacy, math, etc. while the children play, ex.: helping children to make menus for their restaurant, or giving children words to help a friend make a block tower.

Assessments

The assessments are ongoing, systematic and gathered from natural play activities and realistic settings that reflect children's actual performance. Our center uses a variety of methods such as observations, checklists,

rating scales, and individually administered tests. The assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

When assessments identify concerns, appropriate follow-up, referral or other intervention is used.

SUMNER-BONNEY LAKE SCHOOL DISTRICT EARLY LEARNING CHILDCARE CENTERS

We believe we are a high quality childcare center, focusing on the needs of the families and children that attend.

We hire kind, caring individuals that understand the needs for young children to be in a nurturing environment, surrounded by kindness and developmentally appropriate activities and stimulation. If at any time any member of any community believes that somehow this is being compromised we ask for open communication. We WELCOME constructive criticism, knowing that without input from others, we cannot do our job.



Child Find Screening

Are you worried about your child's development?

- Does the child seem to have hearing or vision issues?
- Does your child have difficulty communicating with people outside the family?
- Does your child have difficulty keeping up with other children their age?
- Does your child have issues learning when they are experiencing social-emotional difficulties?
- Does your child have a medical disorder or birth defect that interferes with their development?

Any child, birth to five, whose family or caregivers would like more information about their child's development can contact their local district to receive a free Child Find Screening.

What happens during a Child Find Screening?

The purpose of a Child Find Screening is to identify issues that may affect your child's learning, growth, and development and to help parents identify their child's strengths and weaknesses.

During the screening, our therapists will look at your child's cognitive, communication, motor, adaptive, and social/emotional skills.

After the screening, someone will talk to you about the results and you may be given suggestions, a referral for more testing, or scheduled to have skills rechecked later. You will have the chance to ask any questions about your child's development. The whole process takes about an hour!

Where can I go for screening?

All school districts in Washington State have Child Find Screenings available.

For more information and to schedule a screening in your school district, please contact:

Special Services
Sumner-Bonney Lake School District
1202 Wood Ave
Sumner, WA 98390
253-891-6040

If your family is living in a temporary situation, you may contact the district where you are currently staying for a screening.

WAC 392-172A-02040 - School districts shall conduct child find activities calculated to reach all students with a suspected disability for the purpose of locating, evaluating and identifying students who are in need of special education and related services, regardless of the severity of their disability.



