

Sumner-Bonney Lake School District

Tuition-Based Preschool Parent Handbook

2026-27

Introduction

We believe that a high-quality Preschool program provides a safe and nurturing, language-rich environment that promotes the physical, social, emotional, and pre-academic/academic development of young children, preparing children to start ahead when entering school.

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 Tuition-Based Preschool Program differs from the Sumner-Bonney Lake tuition-based Child Care Program in that: Child care 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 School District's 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 IEP and tuition based children.

Non-Discrimination Statement

The Sumner-Bonney Lake Tuition-Based Preschool Program does 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 Tuition-Based Preschool Program 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 Tuition-Based Preschool Program employment opportunities.

Washington Law Against Discrimination and the ADA

The Sumner-Bonney Lake Tuition-Based Preschool Program 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 our curriculum, activities, and materials that represent all children, families, and staff. We will use equipment and materials that include, but are not limited to: (a) Diverse dolls, books, pictures, games, or materials that do not reinforce stereotypes; (b) Diverse music from many cultures in children's primary languages; and (c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and

genders. (2) We 1

will intervene appropriately to stop biased behavior displayed by children or adults including, but not limited to: (a) Redirecting an inappropriate conversation or behavior; (b) Being aware of situations that may involve bias and responding appropriately; and (c) Refusing to ignore bias.

Enrollment

Enrollment is open to all children ages 3-5 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 21). We also reserve the right to remove a family for non-payment including non-payment of late fees.

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 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.

Hours are different according to drop-off and pick-up times at each specific location. Each school has an A.M. and P.M. session, each for 2 hours and 50 minutes. We are unable to provide care before or after the scheduled class times, which are strictly enforced. If you are late, a \$5 per minute late fee will be assessed and added to your tuition fee for the month; if you are late three times or more we have the right to disenroll your family.

Once a child is enrolled, unless asked to leave for any of the listed reasons, that child will remain for the next year if parents 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 a lower tuition rate, 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 current schedule we will do our best to accommodate, but only if those days are available. We will not take days from one current family to give to another, however, we will consider the needs of current families before adding new families. Continued enrollment is dependent on new paperwork each year and up-to-date tuition payments and 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/guardians 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: (a) Kindergarten transition activities, if applicable; and (b) Developmentally appropriate local school and school district activities designed to engage families.

Family Partnerships and Communication

We will communicate with families to identify enrolled individual children's developmental goals. 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 in subsection (2) of this section and seek input from family members and staff familiar with a child's behavior, developmental, and learning patterns. We will: (a) Attempt to discuss with parents/guardians information including, but not limited to: (i) A child's strength in areas of development, health issues, special health needs, and other concerns; (ii) Family routines or events, approaches to parenting, family beliefs, culture, language, and child rearing practices; (iii) Internal transitions within our program and transitions to external services or programs, as necessary; (iv) Collaboration between the us and the parent/guardian in behavior management; and (v) A child's progress, at least two times per year. (b) Communicate the importance of regular attendance for the child; (c) Give parents/guardians contact information for questions or concerns; (d) Give families opportunities to share their language and culture in our program; (e) Arrange a confidential time and space for individual conversations regarding enrolled children, as needed; (f) Allow parents/ guardians access to their child during normal hours of operation, except as excluded by a court order; and (g) Communicate verbally or in writing: (i) Changes in drop-off and pickup arrangements as needed; and (ii) Daily activities.

Schedules & Centers

We have part-time Preschool Program sessions at Crestwood Elementary, Liberty Ridge Elementary, The Early Learning Center, and Tehaleh Heights Elementary. Schedules vary in each session, based on what works for the specific children in each program. All of the listed activities are included, but the order may be modified.

- Drop Off
- Entry Tasks
- Introduction Circle
- Directed Table Activities
- Outside Time
- Snack
- Closing Circle

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 Preschool staff follow all strategies in the above section, and a child continues to behave in an unsafe manner, only a center director, lead teacher, or an assistant 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

Teachers, directors, assistant 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 or 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 teachers safe while working toward 4 improvement. If we are unable to achieve positive change, our goal is to provide resources to the parent 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 or child.
- A parent/guardian fails to abide by center policies or requirements imposed by the appropriate licensing agency.
- Non-payment of tuition.
- 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.

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

- Review the program's expulsion policy with the parent or guardian of the child;
- Provide a record to the parent or 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 or 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) preschool days of receiving written notice of the Immediate Suspension, the parent/guardian may file a written appeal of the Immediate Suspension to the Executive Director

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of Elementary. Within three (3) preschool days of receiving the written appeal, 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, 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 been resolved within a reasonable time despite our efforts, suspension of enrollment may be appropriate. During meetings, leadership will let the family know that we can't 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 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 parents will be told of the incident at the end of the school day, head injuries require an email to parents immediately. In cases of serious injury, staff will first notify the paramedics, then the parents of the child.

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.

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 & Families will make a determination of abuse or neglect. If a parent suspects child abuse/neglect at school, s/he should immediately notify the Director.

Custody Disputes

In cases of custody disputes, the school is legally bound to follow courting/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 legal guardian. Permission to pick up will be given from the parent with custody privileges on that day.

Volunteering

Parents who would like to volunteer must complete a volunteer application and pass a background check. Parents that spend more than 30 minutes in the classroom a month are considered “volunteers” and must fill out a volunteer form and pass a background check.

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.

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 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 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. *Please keep your child at home if:*

- s/he has had a fever within the last 24 hours
- s/he has had diarrhea or vomited within the last 24 hours
- s/he has been on prescribed medication for less than 24 hours
- s/he has any contagious rashes or pink eye (most rashes will need to be confirmed as "Not Contagious" by a doctor)
- s/he has been treated for lice, and all nits are not removed
- s/he is unable to participate in activities
- s/he has chicken pox, or hand, foot & mouth - the child can return to school once all blisters are scabbed over
- s/he has a blistery rash that has not yet formed scabs

If a child arrives ill, it is the teacher's responsibility to remind the parent of our "sickness policy" and regretfully send the child home. This is awkward for the 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 to pick up their child. If you receive a call to come and pick up your sick 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 the above symptoms, he/she may not return for 24 hours after being symptom free.

An ill child must be sent home or reasonably separated from other children if:

- (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; or
- (d) There is a risk that the child's illness or condition will spread to other children or individuals.

Unless covered by an individual care plan or protected by the ADA, an ill child or other individual must be sent home or isolated from children in care if the ill individual has:

- (a) A fever 101 degrees Fahrenheit for children over two months (or 100.4 degrees Fahrenheit for an infant younger than two months) by any method, 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. The program may allow an individual with head lice, ringworm, or scabies to return to the premises after receiving the first treatment; or
 - (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.

At the first opportunity, but in no case longer than twenty-four hours of learning that an enrolled child or household member has been diagnosed by a health care professional with a contagious disease pursuant to WAC 246-110-010(3), as now and hereafter amended, we will provide written notice to the Department of Children, Youth and, Families; the local health jurisdiction; and the parents/guardians of the enrolled children. We may readmit a child or household member into the program area with written

permission of a healthcare provider or health jurisdiction stating the individual may safely return after being diagnosed with a contagious disease pursuant to WAC 246-110-010(3), as now and hereafter amended.

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

We are legally able to give some medications with a doctor's permission. Please check with the school nurse.

Sunscreen

Our programs are 2 hours and 50 minutes long, so parents should prepare for warm days by putting sunscreen on their children before class, if necessary. We do not put sunscreen on children, or expect them to put it on themselves.

OTHER POLICIES & PROCEDURES

Birthdays & Holidays

You are welcome to send in treats. Please check with your child's 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. Teachers are unable to give out email addresses or pass out invitations.

Snacks

Parents will bring healthy snacks daily, as assigned by staff. We are a nut-free center. Since many children in our care have not yet been exposed to nuts, we can't 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.

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 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 school is always a good idea.

Communications with Parents

At the beginning of each week, teachers will post a copy of that week's curriculum plans/activities. Parent information bulletin boards are located near the front doors. A weekly "what we did this week" will also be published and email addresses are available for each teacher, program supervisor, and director.

We value good communication between parents and staff, and we make teachers available for at least one scheduled conference 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.

Confidentiality of Student Records

Student records are open only to the particular child's teacher, the Director, an authorized employee of the licensing agency, 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 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 Teacher or either's property.

While engaged by the Family as a babysitter, the Teacher, assistant 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 Teacher, Assistant 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.

Tuition Fees

Tuition is figured as a monthly fee and is due on the first of each month. Tuition is a consistent amount for ten months, with no differences for fewer days in one month. Checks should be made payable to your specific tuition based Preschool program and may be given to the registrar at any school. You can also pay using a credit card online, over the phone, through a school bookkeeper, or through BillPay. An additional fee will be assessed if tuition is not paid by the 10th day of the month. Tuition not paid by the 25th of the month will result in the child being disenrolled from the program. Should you foresee difficulty in meeting a scheduled payment, please contact the Director. Notices will not be sent when tuition is due because tuition is 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 tuition: \$5.00 per minute, for each minute past pick-up time. We are strict about this policy. Please do not call and ask a teacher if they would mind sticking around - it is important that teachers and parents maintain good relationships. If a family is late more than three times they will likely be withdrawn.

Calendar

We follow the Sumner-Bonney Lake School District calendar. In our part-day programs the schedule is based on that of the school building. If the school has a half-day, Preschool will not be in session.

Inclement Weather

In the event of inclement weather, our programs will adhere to the school district'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 district, A.M. and P.M. Preschool will be cancelled. 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 tuition fees.

Photo/Video Release

A parent-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

Your child will be served a snack. Menus are posted near each door. For substitution of any food due to an allergy, we 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

Toys From Home

Only on "Show-and-Tell" days are children allowed to bring in items from home. Many 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 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 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 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.

Three, Four, & Five Year Olds

Curriculum should emphasize language, activity, and movement. Preschoolers enjoy a greater variety of experiences including small-motor activities like scissors, art, manipulatives, and cooking. They are able to concentrate and remember, as well as recognize objects by shape, color, or size. These children are developing basic math concepts and problem-solving skills.

Some three, four, 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, and most five year-olds 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 phonetics are provided, as is a print-rich environment that stimulates the development of language and literacy skills in a meaningful context.

Curriculum for four and five year-olds can expand beyond the child’s immediate experience of self, home, and family to include special events and trips. Five year-olds are developing an 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 the 3 to 5 Year-Old Stage

The most important area is for adults to promote the preschooler's self-esteem. In every area of their development: physical, pre-academic, and 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 a range of activities.

Developmental Goals

Our goal is to promote growth across all developmental areas:

- 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.)
- Simple addition and subtraction

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, hand washing, proper use of materials
- Zipping, napping, 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 teachers and others •
- Develop a 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

New media will be introduced whenever possible. A variety of artistic tools will be used. For example, in order to get a picture on a piece of paper, children can paint or print, draw with crayons, draw with colored pencils, or use finger paint.

- 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

Fine-motor activities include: Cutting, coloring, tracing, writing, zipping, buttoning, snapping, pegs, puzzles, clay, playdough, silly putty, lacing, pouring, washing, wiping, small block and Lego building, and painting.

Dramatic Play

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

Block Play

- Have opportunities for isolated, parallel, and cooperative play
- Gain a 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, number concepts, and language
- Develop creative expression
- Develop language skills as they speak, listen, and communicate

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
- Learn to appreciate good books

Science

- Develop an awareness of the natural environment

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- 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

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 boards, tables, matching textures, colors, fabrics, eye droppers, basters, playdough, zipping, buttoning, lacing, and sewing. In order to create the highest learning opportunities, the adults in the classroom are expected to secretly teach during all times, working on social skills, literacy, math, etc. while the children play (e.g., helping children to make menus for their restaurant, or giving children words to help a friend make a block tower).

Assessments

Assessments are ongoing, systematic, and gathered from natural play activities and realistic settings that reflect the children's actual performance. Our Centers use 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.

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 age 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 Education Department
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.



DO YOU HAVE CONCERNS ABOUT YOUR CHILD'S DEVELOPMENT?

- Does your child seem to have hearing or vision issues?
- Does your child have difficulty communicating with people outside the family?
- Does your child struggle with tasks that require fine or gross motor coordination?
- Does your child struggle to cope with social and emotional challenges?
- Does your child have a medical disorder or birth defect that interferes with their development?

Any child aged three to five can be screened. If you would like more information about your child's development, please reach out for a free screening. Children will be screened in the areas of communication, social, self-help, motor, and early academic skills.

"SPECIAL EDUCATION IS SPECIALLY DESIGNED INSTRUCTION THAT ADDRESSES THE UNIQUE NEEDS OF A STUDENT ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES"



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SCAN ME



SUMNER-BONNEY LAKE
SCHOOL DISTRICT



CHILD FIND SCREENING

ChildFind is the process of conducting specific activities for the purpose of locating, evaluating and identifying students with suspected disabilities who reside within the school district's boundaries.



WHAT DOES THE PROCESS LOOK LIKE?

1. Sign up for an appointment online or call 253-891-6037. Screenings are held once a month.
2. Once you have an appointment, you will receive a confirmation email and paperwork in the mail.
3. On the day of screening, you and your child will see: the speech-language pathologist, occupational and/or physical therapist, and school psychologist.
4. The team will discuss screening results with you, and determine if your child needs to come back for further testing.



OUR MISSION

The district's goal is to partner with families regarding the individual needs of their children. At SBLSD, we promise to know, value and support every student, helping them graduate ready to pursue a promising future. The SBLSD promise also comes with a commitment to promote a culture of fair and inclusive practices, where each student receives equitable access to the opportunities, resources and supports to succeed and thrive.



SUMNER-BONNEY LAKE CHILD FIND