



Parent Hand Book

"Where the children come first"

Mission, philosophy and policies for The Shyne School

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2/22/2016

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Introduction

The Shyne School has been a community for early learners and their families since 1982. We provide educational, play focused programs for children 1 to 5 years old. We believe we are a high quality preschool first and provide high quality childcare for a full day. We have a few school agers before and after school and on school holidays up to 7 years old.

We believe you have to plan your curriculum around the whole child and that all the areas of development (social/emotional, cognitive, creative and physical) hold equal importance. We have four classrooms and move children to the next classroom in the fall. Children stay in their current class until the end of summer to maintain a stable staff, and build a sense of community. If a child moves in summer it is based on keeping the classrooms enrollment balanced, and the current and next teacher's recommendations. New students that start for the summer may start in their new class before a current student moves up to eliminate as much transition for students as possible. When choosing to move one student over another we look at all areas of development. Student's schedules can also influence who we move. It is also based on a child's comfort level, in being in other classrooms, as part of their regular schedule.

Parents love the flexibility we offer in scheduling. We have three daily schedules with part or full week options for families. We have a 2.5 hour program for Toddler/Preschool Only 9:00 to 11:30 AM. A Plus Program for 4 to 5 hours 8:30 to 12:30 for Young Toddlers, 9:00 to 1:00 for Toddlers and 9:00 to 2:00 for Preschool/Pre-K. For working families we offer a full day schedule. We open at 7:00 AM and close at 6:00 PM and full day children attend for 5 to 10 hours.

Children love all the hands on activities we provide. I am very proud of my wonderful, dedicated teachers who are the heart of our school. They work together as a team, so the children know all the teachers not just theirs. The teachers do a great job of observing the children and providing activities the children show an interest in, and extending their play. They provide documentation and value parent communication. We want parents to understand what is happening each day for their child. Our teachers work hard to build a partnership with parents so that the children have consistency between home and school. Teachers are available for parent conferences scheduled once a year and as needed by the family or teacher to provide consistency and build a team between parents and teachers.

Our campus is made of three buildings set in a wooded area. The classrooms are set up in learning centers with a balance of quiet and active areas. Each classroom has a manipulative, library, science, art/sensory, home center, and block area set up to meet the group and individual needs of the children.

We are so pleased you chose The Shyne School for your child. We are excited to share new experiences with them each day. We feel honored that you have entrusted us with your child. We believe that children should enjoy school, make friends, learn to problem solve, and leave with a love of learning, confidence and a high self esteem.

The Shyne School Mission Statement

The mission of The Shyne School is to provide a place for teachers, children and their families to come together and build a sense of community where everyone belongs. Children are supported while learning and growing in all areas of development. Social, emotional, cognitive, creative and physical developments are all of equal importance. We strive to provide opportunities and guidance for children to develop critical thinking skills about others, their environment and the world around them. To support families by offering flexible, safe and affordable learning programs that exceeds their expectations and state requirements.

We are an Early Achievers Center - reaching for quality above the basic requirements!

Philosophy

We provide an early learning environment for children 2 to 5 years of age. Our goal is to provide a warm and caring home like atmosphere, where all children, no matter their race, creed, color, national origin, marital status, gender, sexual orientation, class, age, religion, disability or economic level, feel welcome and appreciated. We will comply with state and federal regulations regarding discrimination. We will comply with the requirements of the Americans with Disabilities Act.

All religious matters are handled in an unbiased and historical manner. On religious holidays, parents are invited to come in to the class and share their special family traditions and customs, as part of our cultural learning curriculum. Our goal is to be culturally relevant.



Using our observations of the children and our knowledge of child development, we provide age and developmentally appropriate activities that encompass all aspects of early childhood education. We extend and enrich the children's play so the children work on projects that can last for a day or months. The projects of study and activities can change during the week depending on the children's interest and lead they take. We plan a balance of child directed and teacher directed activities and are committed to giving children the social/emotional (self-esteem, independence, self help skills, separation...), cognitive (art, language development, math, cooking, science...) and physical (building, large and small motor...) and creative skills they need. Teachers use a variety of learning approaches to meet each child's individual needs to develop the whole child.

We strive to continually learn about new research concerning all aspects of child development so we can implement new ways to teach children. Children already know so much! This kind of curriculum encourages teachers to focus on the child's development and to build on the child's existing strengths. The child is the main character in the story of learning and we are actively engaging and initially making decisions about what we will do next in our classrooms. We are also very aware of the WA State Core Standards for Early Learners and are sure to include those learning goals and objectives in our planning.

Our main focus is not academic, but helping the children to use all areas of cognitive learning to extend their study of a subject. It is not our goal to teach skills that are to be mastered in kindergarten but to continually introduce them to new concepts and ways to think and do.

The Shyne School is made of three buildings set in a wooded area. The classrooms are set up in learning centers with a balance of quiet and active areas. Each classroom has a manipulative, library, art/sensory, home center, and block area set up to meet the group and individual needs of the children.

Using our observation of the children's interests as a springboard, we provide age and developmentally appropriate activities that encompass all aspect of early childhood education. We extend and enrich the children's play so the themes and activities can change during the week depending on the children's interest and lead they take. We plan a balance of child directed and teacher directed activities and are committed to giving children the social/emotional (self-esteem, independence, self help skills, separation...), cognitive (art, language development, math, cooking, science...) and physical (building, large and small motor...) skills they need. We see amazing growth in all areas each year.

General Center Information

The Shyne School opens at 7:00 AM and closes at 6:00 PM. Children enroll for schedules between 2.5 and 10 hours a day. Children can stay later then their scheduled time for an additional overtime rate until 6:00 PM. Parents are charged per minute rates after 6:00 PM.

In the lobby parents will find the monthly and yearly school calendar, communication notebook/calendar, payment box, time clock, enrichment class information, free publications and copies of school information.

We have a communication notebook/calendar for your messages to all the teachers that work with your child about non-confidential information such as "Christopher will be gone", being a calendar you can write it on the day it will happen - "Friday, June 23, 2014".

If your child is sick and will not be attending please call the school and let us know that they will be out and the symptoms. We check voice mail as soon as possible. We are required to track illness for the Department of Health.

Please call the school with time sensitive information. If I am in the office I check e-mail often but many days I am giving tours, helping in a classroom or running errands for the school and only check e-mail once or twice a day.

Please e-mail or leave confidential messages in the teachers pocket in the classroom. Please check the bulletin board often, so you don't miss any important information. You will also find calendar updates on our website and The Shyne School Facebook page.

Upon touring the center, parents receive a current tuition sheet and brochure. Our Parent Hand Book, Health Policies and Disaster Plan, current Menu, Lesson Plans, Pre-Registration form, full Registration Packet, (Registration Form, Health Form (2 pgs), Overall Consent Form, Tuition Agreement, and

Immunization), and annual Calendar are all posted on our website at www.shyneschool.com on the Registration page or under their own tab. We also e-mail a weekly classroom lesson plans and bi-weekly menu for parents. You can now find us on Facebook and LinkedIn as well.

Transitions

To transition to The Shyne School we like to have parents and children come for an hour or two visit in the morning. Some children will need one visit, while others may require several to feel comfortable. Please schedule your visit in advance with the director/teacher. During all transition visits parents or a special adult need to stay at the school at all times. You are responsible for your child until they start on their first day. We recommend planning on being in the classroom with your child but also bring a book for the times you step out of the classroom. You and the teacher will talk about how the transition is going and when and for how long to leave the classroom.

While you are here:

- We ask parents to step out for 5 to 15 minutes once your child has been here for 20 or 30 minutes and are involved in an activity.
- Make sure you say good bye and that you will be right back.
- Come back when you say. If this is a hard separation for your child you will need to come a few more times before the first day of school so they will feel comfortable when you leave.
- Talk with your child's teacher about how the visit went and how many more visits to plan.
- For young children one to two years we also ask parents to come and stay with them for the morning (9:30 to 11:30) before their first day.
- For children three and four we usually do a one hour visit once or twice before they start.

On transition visits parents are able to guide the children through their day and help them key in on routines and transitions. The teacher may call the class by name or blow a train whistle and expect the children to come inside when they hear that. Parents are able to help their child by saying "did you hear the teacher say we are going inside when she blows the whistle? Let's listen for it." When parents stay and guide their children, they also get to see the teacher and children interact and activities that happen at school. Children can tell when parents feel comfortable leaving. When children cry they are comforted by their teacher and a bond starts to form when children feel safe and loved.

For Preschool and Pre-K: When children are older they have usually learned to separate from their parents easier. If you find your child is having a hard time you may want to stay longer on the second visit.

We also open the play areas to families on the weekend. When children come, and play outside, it gives them a sense of familiarity with the school and can increase their comfort level.

Saying Good-bye Each Morning;

You may stay with your child as long as you want to as long and it is not causing your child to have a more difficult transition. If you plan to stay more than 5 min., please park on the next road to the north, 137th. One of the school limitations is a very small parking lot; it's particularly busy between 8:45 and

9:20. If you drop off in that window, please be as quick as you can or park on 137th. We do not recommend you park on Avondale, if you do please be cautious, Avondale is a very busy road.

When you need to leave, please tell your child. No sneaking out! If you sneak out your child might feel abandoned. If you are able to give them a 2-5 min. warning that's great, otherwise just say, "It's time for me to go now." Give them a hug and kiss and go. If they are upset, bring them over to a teacher. Give them a last hug and kiss, remind them when you will be back, then leave. I know it can be hard to leave if your child is upset, but if your actions follow your words, it develops trust with your child. It's common for parents to cry on their way to the car. If your child does not calm down within half an hour we will call and discuss options with you. We care deeply about your child and we have lots of experience with transitions! We want to work with you so this is a positive experience for your whole family!

Enrollment and Admission

AVAILABLE PROGRAMS

- Full day for 5 to 10 hours a day or Part day (only 9:00-11:30 or Plus 9:00 to 12:30/1:00/2:00) for a full week Monday to Friday or for a part week (2, 3, or 4 days) schedule options for children ages 1-7*
- Waddlers and Toddlers for 1 to 2 year olds and Pre-School and Pre-K for 3 and 4 year olds.
- Van transportation to and from local elementary schools is available.

**Children older than age 6 are welcome, but often need care in a more age appropriate environment.*

RESERVING YOUR PLACE IN PRESCHOOL OR CHILDCARE

Parents who are enrolling their child for the first time must fill out a pre-registration form and submit payment for the one time registration fee, the annual academic fee and purchase an emergency kit to hold their place. Your place will be reserved as soon as these non-refundable fees have been paid. If you turn in Pre-registration your check for fee's will be held until we have contacted you and guaranteed you a spot. Parents purchase an emergency kit for their child in case of an emergency. The kit includes a food bar, water packs, light sick, wet wipes, emergency blanket and rain poncho. The emergency kit has a five year self life and is yours to take on your last day of school.

We do in house registration the first two weeks of February for current students so they can secure their schedules for the following summer and fall. We then open the registration to new students starting March 1st.

Children must meet the August 31st age cut off for their class so they enter Kindergarten at 5. Children start in Waddlers, Dewdrops, when they are 1 year old by August 31st and move each fall to the next class. We have four classrooms Waddlers, Dewdrops 1 year when they start and 2 by the end of summer; Toddlers, Rainbow 2 years; Preschool, Stargazers 3 years; Pre-Kindergarten, Sunshiners 4 years when they start and they all turn 5 and start Kindergarten in the fall. We do offer before and after school care for local Elementary schools.

If you want your child to enter early you must receive a teacher recommendation. If they move ahead and complete our program through Pre-K you will not be guaranteed a spot to repeat Pre-K at The Shyne School. You will be placed on a waiting list behind the children from the Stargazers Class that are guaranteed the same schedule in the next class. Both Stargazers and Sunshiners have a group size of 20. If you are looking at a child that must repeat a year, due to early entrance, we recommend repeating a year of Preschool in our Stargazer Class or finding a Transitional Kindergarten or Repeating Pre-K at another school.

Local Kindergarten's begin registration in January to March each year. Please check out your school district web site for information on early entrance testing. Testing usually happens the August before School starts in September. You can also find additional registration information on the district and local school web site. We will post any information the school district sends to us about Kindergarten registration and post the information to our Facebook Page.

If your child does not attend summer you will submit payment for September by June 1st to hold your spot for the following school year. In May current families receive a letter explaining our new rates and the procedure we used to decide to raise or maintain current fees. We can do a comparison of rates to keep competitive with schools that offer similar high quality programs in our area. We post the following year's tuition in May.

RECORDS

Before a child can be admitted, all forms must be filled out and completed. A full registration packet can be downloaded from the registration page of the web site or printed copy picked up at school. This information is very important and must be updated whenever there are changes. Registration, Overall Consent, Health Information (*2 pages*), Immunization status form or exemption form. Please let us know of any changes to these forms such as, change of workplace or address, shot records, emergency contacts, etc. All records are completely confidential.

TUITION

Tuition for part day, Only or Plus schedules, are based on 180 days of preschool based on a five day a week schedule. Students do not attend, and parents do not pay for, breaks or days the school is closed.

Full day students are only billed for four weeks each month. They attend all breaks. They do not attend for closures and are not billed for them. Each year families pay for 240 days of care based on a 5 day a week schedule and receive 245 to 248 days of care. Due to those free days we do not credit for closures that are out of our control such as snow and power outages. Each family receives a 1 week vacation credit at 100% after attending for four months, if they attend for summer, upon their request.

If we are required to close due to weather or other emergencies the days will be added to the end of the school calendar for our part day families, no credit is issued.

Tuition is due on the first of each month. Statements are e-mailed to parents on the 25th of the previous month. Your payment is considered late after the 5th of each month. Families can make special arrangements to pay bi-monthly on the 1st and 15th of each month. Currently check, cashier's

check and cash are the only forms of payment accepted. Please submit payment to the payment box in the lobby. You can view our tuition agreement as part of the full registration pack on our website www.shyneschool.com.

Medical Check-Up

According to state law, all children must have a medical examination before admittance to school or childcare, and once a year thereafter. Please bring records of these visits. We are also required to make sure that your child is up to date on his/her immunizations. Please use the forms we provide as they are required by the state of Washington Health Department. Low cost immunizations are available through the King County Health Department.

Preparing For Your First Day

How does your child feel about himself every time he cannot tie his shoes or buckle his belt? Imagine his pride when he doesn't have to wait for the teacher to fix his clothes. He did it himself!

Dress your child in clothes he can do himself:

- Slip on or Velcro shoes until they can tie by themselves - Secure foot wear for running, jumping, hiking and climbing.
- Easy pull on pants
- Snap or Velcro front jackets
- Slip-on boots and shoes, must be secure for climbing.
- Clothing that will not hinder or trip a child (extra long pants or skirts) when running, jumping, hiking and climbing.

ONE AND TWO YEAR OLDS

- A complete change of clothes in a labeled bag.
- Bring Diapers and/or pull-ups if needed.
- A nap time blanket, pacifier, and/or "snuggly" if needed.
- Short sleeves or easy sleeves the child can push up for hand washing.
- NO toys from home. 2's are very possessive. Please leave toys in the car.
- For rainy days send your child in a raincoat, boots, and/or waterproof hat, so he/she can go outside.
- In winter your child will need a heavy parka, warm socks and boots and a hat.
- Please bring Mittens only (NO gloves).

PRESCHOOLERS

- A complete change of clothes in a labeled bag.
- If your child rests, he/she may want a nap time blanket from home. We have sheets and blankets here. Exploration and creativity is messy work. Please have your child wear play clothes.

- For rainy days send your child in a raincoat, boots, and a waterproof hat, so he/she can go outside.
- In winter your child will need a heavy parka, warm socks and boots, mittens and a hat.

Please label ALL your child's things with a Laundry marker. We will launder the nap blankets and sheets once a week here!

Important Safety Tips For School

- No scarves, ties on hoods or necklaces on the play yard. These can get caught on the play equipment and cause choking.
- NO Umbrellas
- NO party shoes with slippery soles
- NO onesies
- No Flip flops, only sandals with straps for safety reasons
- Clothing that will not hinder or trip a child (extra long pants or skirts) when running, jumping, hiking and climbing.
- No Overall's children need to be able to dress themselves.
- Secure foot wear for running, jumping, hiking and climbing.

Sample of the Daily Schedule

7:00 – 8:30 am Early morning activities...Feed the animals, water the plants, 7:45 eat breakfast, play quiet games, color, and do puzzles. Free play and supervised activities.

8:30 – 9:15 am Outdoor play : Toddlers move to own classrooms between 8:00 and 8:30

9:15 – 11:30 am Class time for all children

9:45 am Morning snack

11:10-11:50 AM Recess Times

11:45 – 12:00 Prepare for lunch. Circle Time. Wash hands.

12:00 – 12:30 pm Lunch

12:30 – 1:30 pm Plus Students and Full Day non-nappers play outdoors. Enrichment Classes offered

1:00 – 3:00 pm Outside play or Nap time

1:30 to 2:30 pm Free play Inside for non-nappers 3 to 5 years.

2:30 – 3:00 pm Snack time

3:15 – 4:30 pm Afternoon activities out or indoors, dependant on weather

4:30 – 6:00 pm Circle, Snack and Quiet play until parents arrive

Meals and Snacks Served

Food from home can be provided for dietary restrictions and allergies. We can make substitutions for most allergies on site. Our eating procedure is to have children sit together and eat family style. Children serve themselves and clear their place when they are done eating and can be excused from the table. We provide nutritious, well-balanced meals featuring plenty of fresh fruit, vegetables and whole grains. Meal Schedule:

BREAKFAST: 7:40 – 7:50 am

MORNING SNACK: 10:00 am

LUNCH: 12:00 noon

AFTERNOON SNACK: 2:30 -3:00 pm

EVENING SNACK: 5:00 - 5:15 pm

We provide healthy snacks and meals for all children. Foods from home are subject to meet our licensing guidelines. Parents provide food if needed for food allergies or special dietary restrictions. **NO NUTS – NO EXCEPTIONS.** If your child has allergies or special diets you can work with the kitchen to make substitutions for your child. When food is brought from home, PLEASE send them in a labeled container and remember to take the remains home at the end of the day.

Pick up a copy of the menu so you know what was for lunch or view the menu on our website at shyneschool.com

- Menus are rotated on a six week basis.
- We have eliminated known GMO foods, Hydrogenated Oils, and High Fructose Corn Syrup from our foods.
- Each week contains 1-2 vegetarian meals.
- We buy as much organic food as we can afford and Milk that is RBST free. 1 to 2 years Homogenized and 2 to 5 1% Milk Fat.
- Carrots, Apples and the dirty dozen are organic and as much as we can find and afford. (*Apples, Strawberries, Grapes, Celery, Peaches, Spinach, Sweet bell peppers, Nectarines, Cucumbers, Cherry tomatoes, Snap peas, Potatoes*).
- Parents can choose organic soy milk as an alternative to cow's milk for a small monthly fee.
- We work hard to limit lunches to no more than one processed food item for lunch per week.
- Most meal items are made from scratch with whole grains and fresh fruits and vegetables.

Teachers model manners, talk about trying new foods and what healthy foods do for our bodies. (*Children are never forced to eat*). Each class has a lunch poem they say before eating to acknowledge

everyone has come together and we are ready to eat. This is a relaxed time for children and teachers to chat. Many social interactions take place.

Social Development in Early Years

Erik Erikson, unlike Freud or Piaget, emphasizes the social development of the individual. Erikson's psychosocial stages of development are eight areas of crisis in the course of individual development.

TRUST VS. MISTRUST (infancy) During the first year of his life a child learns, or fails to learn that he can depend on others. The quality of care this child receives is essential to the development of trust. If he is cared for improperly or inconsistently, he will become fearful and will mistrust others.

AUTONOMY VS. SHAME AND DOUBT (toddler) During the child's second and third years, the child begins to develop a sense of autonomy: self-control and independent action. He is learning to assert himself as a human being. If the child's caregivers are inconsistent in discipline, are overprotective or show disapproval when the child acts on his own initiative, he will become uncertain and ashamed of himself. If the caregivers are accepting and recognize the child's need to assert his independence, the child will be better able to deal with later situations requiring choice, control and autonomy.

INITIATIVE VS. GUILT (age 3 ½ to 5 years) This is a period of interest, active exploration and readiness for learning. A child needs to express his natural curiosity and creativity during this stage by being allowed a large number of experiences. If explorations are regarded as bad, and if the parents and teachers worry more about the child getting dirty and destroying things, a sense of initiative may not develop and the child may feel guilt whenever he tries to act on his own. However, if activities, questions and general creative play are encouraged, he will find it easier to go out on his own.

INDUSTRY VS. INFERIORITY (age 6 to 11 years) If children at this age have developed a sense of trust, autonomy and initiative, they are ready for the challenge of new and exciting ideas and of constructing things. They need many and varied interactions with materials. If encouraged by parents and teachers, the child will develop a sense of industry and curiosity and will seek intellectual stimulation. If caregivers become critical and annoyed with the child's first attempts, the child will develop a sense of inferiority and a disinclination to complete future tasks.

It is vital that a child successfully complete each stage of development. A child who is filled with shame and who doubts his own abilities will have problems in school developing the industry necessary to succeed. A child who feels inferior will have a difficult adjustment in his teen years. Success in one stage is essential for success in the next.

Erickson's four other stages of human development encompass the rest of the individuals' life. These are:

- INDENTITY VS. ROLE CONFUSION (age 12 to 18 years)
- INTIMACY VS. ISOLATION (young adult)
- GENERACTIVITY VS. SELF-ABSORPTION (thru middle age)

- INTEGRITY VS. DESPAIR (later years)

Behavior Management and Guidance: Expulsion from school

OUR PERSPECTIVE

- 1) When a child's self-esteem is high and the rules are direct, clear and reasonable, misbehavior is minimal.
- 2) When a child feels loved and valued as a person, they will love and value others.
- 3) Children respond positively to those who love and approve of them. They feel safe and take risks in their learning.
- 4) A child feels valued and empowered when given important and relevant tasks to perform.
- 5) A child feels valued when someone really listens to what they have to say.
- 6) It is our opinion that a child learns correct behavior by the adults in his/her life. These adults must model, encourage and reinforce the child's appropriate behavior. In addition, they must have a clear and consistent limits set to follow. Children need to know what will happen when they continue with inappropriate behavior.
- 7) Children need to understand why behavior is or is not appropriate. It is important to offer an alternate appropriate action for the child.
- 8) Letting children know what specific behavior they need to stop or continue, teaches children what is or is not appropriate. We never say a child is "good" or "bad", they would not know why they are a "good" or "bad" boy or girl.
- 9) Children need to feel empowered and learn problem solving skills.
- 10) It is important for children to learn to listen to other children, understand and learn empathy for others. They learn how their actions can affect others.
- 11) When children learn to listen to others and take responsibility for their actions they learn to be in charge of their own behavior.

METHODS OF CORRECTION

- 1) **REDIRECTION:** Younger children are redirected or removed from the problem. Information is stated in a positive, informative way; "We take turns with our toys, here is another truck".
- 2) **CAUSE AND AFFECT:** If a child chooses an action, Cause: dumping blocks, a set limit will follow, Effect: required to pick up the blocks. Sometimes we allow children to make a choice we would not make so they can safely learn how it will affect them. Such as going outside without a coat and learning they are cold without it.

3) **CONTINGENCY:** A child must follow up on an action before moving on to what they want to do. “We need to clean our room before we go outside to play”.

4) **CHOICES:** When giving a child the option to choose it must be a choice between two or three things that will be positive outcomes no matter their choice. “Would you like to play with blocks or paint”? It is not okay to offer a choice when one does not exist such as “You can put on your coat or I will help you put on the coat”. If it is not a win/win situation it should not be stated as a choice, you need to state: “It is not a choice; you must wear your coat to go outside today.” You could instead let them choose to wear it zipped 1/2 way, all the way or unzipped.

5) **RENEWAL TIME:** Children may need renewal time or time to calm down and be separated from the group if they are hurting others or not able to cooperate with their teachers. The children are in charge of how long they sit out. They then need to state “I am ready to...” and take responsibility for their behavior before leaving renewal time. Teachers take the time to chat with the child about what they did, and ask the children to reflect on their behavior and talk about what other choices they could make instead. It also gives the teacher time to remind the child what will happen and how the other child will feel if they repeat their actions.

6) **INFORMATION:** All children are given information to remind them of the rules, routines and limits. “It is time to clean up. I see paper on the floor. The paper goes in this basket.”

7) **LOSS OF PRIVILEGE:** A child may lose a privilege if he is unable to cooperate or is hurting others. They may be asked to play with someone else, another toy, in another area alone or eventually an activity alone that the teacher chooses.

8) **NEW START:** Children always start over with a clean slate when the group transitions to a new activity or when starting a new day.

9) **SERIOUS INCIDENTS:** The child may be sent to the office to talk to the director or owner. A call may be made at this time for the parent to speak to the child or come to pick up, depending on the seriousness of the situation.

10) **NOT ALLOWED:** We do not allow any person on the premises to use physical punishment. This includes spanking, jerking, shaking, slapping, hitting, striking, kicking, pinching, flicking, biting, or any other means of inflicting physical pain or causing bodily harm. We feel there are more appropriate ways to gain children’s cooperation. We do not use or allow verbal abuse. It is never okay to humiliate, intimidate or belittle a child.

11) **PARENT CONFERENCE:** Once to twice a year we meet to let you know what we have observed about your child’s development. a. If we are having behavior difficulty or it is increasing or is affecting the class the teacher will set up a parent conference to share what is happening at school. This give the teacher a chance to ask parents how they deal with the behavior, if they are seeing it, at home. b. A plan of action is agreed upon and a form of continued communication between the teacher and parents is set up. Working together as a team is important.

12) **OBSERVATION:** We continually use observations to assess the children and plan our curriculum. If we observe behavior we are not sure how to deal with or our behavior plan is not working we may ask parents to allow an outside observation to be done or refer to a professional for assessment.

13) **BEHAVIOR PLAN:** A behavior plan is set to keep parents and teachers working as a team. If behavior escalates parents may be required to seek outside assistance to deal with the problem. Working together parents and teachers, with the help of required professionals, can ensure the child has a positive place in the school.

14) **TERMINATION:** If behavior is severe and impacting the other children in the class or parents refuse to seek the assistance, we need to provide a positive learning environment for their child and the class; we will ask parents to leave the school.

****These policies apply to parents when on school grounds.**

EXPULSION FROM SCHOOL

We reserve the right to expel any child who: 1) Is endangering the safety of other children, teachers, or him/her self and is not cooperative with our discipline techniques. 2) Have parents who disregard our payment policy. 3) Have parents who create hostility or a dangerous environment for teachers and other children.

GOALS FOR POSITIVE DISCIPLINE

- 1) To build the child's self esteem by really listening to what he has to say, and by giving them the freedom and respect to make many of his own decisions.
- 2) To provide the child with enough interesting activities to eliminate misbehavior due to boredom.
- 3) To set firm rules and guidelines which are consistent every day and the same for every child.
- 4) To have children feel empowered, listened to and respected.
- 5) To have children learn how to solve problems with peers in appropriate ways.
- 6) To have children build close relationships with peers and teachers.

Each child is expected to respect the person, property and dignity of others. He is encouraged to cooperate in group projects, to take turns with others and to use common sense and good manners when playing.

Parent Communication: Open Door Policy and Involvement

Once parents have enrolled they are welcome to drop in at school to see their child, watch an enrichment class, eat lunch with their child or come to play and observe. We ask parents to be aware of how their visits affect their child and the class. We cannot have parents dropping in to visit during nap for example. We want your visits to be positive for



everyone and may ask you not to visit if it causes additional separation anxiety for your child.

Teachers e-mail parents newsletters, lesson plans, pictures and information about your child on a regular basis. The Director also e-mails Bi-Monthly Newsletters and Menus. Updates The Shyne School Facebook page, LinkedIN. She keeps the web site, calendar, and important information such as the Menu, Lesson Plans and Parent Education Blog up to date.

Parents can set up times to meet with teachers when they feel they need to have an uninterrupted conversation in addition to scheduled parent conferences and e-mails.

You can leave general notes on the communication calendar in the lobby and all the teachers use this for center wide care of each child. We also note events and staffing changes for families on the communication calendar, flyers, web site, Facebook and on the calendar in the lobby. For confidential information please e-mail your teacher or leave a note in their pocket in the classroom.

We welcome and encourage parent involvement in the school. We are not a co-op so parents are never required to work in the classrooms. However, the children feel very empowered when their parents come and help in the classroom on a regular basis, for a party, to do a special project or share their culture, tradition, attend a field trip, help with community service projects or attend a special celebration. Having parents come and share their celebrations keeps our program culturally relevant. We also look for parents to help organize events for the school, classrooms and for Teacher Appreciation Day in May.

Part of our mission is for ***“The Shyne School to provide a place for teachers, children and their families to come together and build a sense of community where everyone belongs.”*** We have families from around the world with many different languages. Part of building community includes using a common language when you are at school. Our common language is English and for families where English is their second languages the children are immersed in English helping them become bilingual. It is also important for families to make sure children understand and can communicate learning goals in their home language. We also want all families to understand what is happening at school and have questions answered so they understand. Please let us know if you need any information translated into a different language.

Our goal is to build a team with parents so we can support families and make them strong. We strive to connect with parents on a personnel level, listen and become a support and can be a resource. We greet parents and students upon arrival. We are available for parents to share information about their child or changes for their families in person, over the phone or through e-mail.

Families have a parent pocket where we can leave information and notes. Teachers also have pockets so parents can do the same. We check the pockets daily and ask the parents to do the same. We share a great deal about the curriculum at curriculum night set for each classroom in October and provide limited childcare. Our goal is to have at least one parent from each family attend.

At the beginning of each year we ask parents to read our handbooks and submit an orientation form. At the end of each year we ask parents to submit a survey so we can gather feedback on their experience at The Shyne School so we can implement realistic changes that will improve our school for parents, children and teachers. We are open to constructive criticism throughout the year so please let us know how we can improve.

Parents as Subs

We are always looking for parents interested in helping in the classroom as substitutes for the teachers when they are sick or need time off. We provide payment in the form of a tuition credit (2016 \$12 an hour). Please see the director if you are interested. Parents fill out an application and background check. You need to register with MERIT for a STARS ID # and fill out a background check on line. <https://apps.del.wa.gov/MERIT/Public/Login.aspx?ReturnUrl=%2fmerit%2f> The background check costs \$12 paid by parents and if you are required to get fingerprinting done and will be working for the school we will pay the fingerprinting cost of \$45.00.

Clock-in and out Procedures and Requirements

DAILY TIME CLOCK

The State of Washington Childcare Licensing Laws mandates that each parent must sign their child in and out. We also use this information as a backup attendance in a case of emergency and for billing purposes. Each person uses their finger print or has their own ID and Password so the computer knows what time and who it is signing in and out. As you add people to your authorized pick up list we will register them with the computer to sign your child in or out on the time clock.



When we do not know an authorized pick up they must be on the list and present picture ID. If they do not have a photo ID we will not release your child. If we have not been given prior authorization for a person to pick up your child, and we cannot contact you, we will not release your child. Please make arrangements in advance.

Follow the procedure when checking your child in and out:

Before you use the time clock for the first time to clock in and out you have to register using a temporary code from the director.

After registration is complete:

- “Start Here” button in the lower center screen
- Place your finger on the scanner.
- Select the children you are signing in or out, touch their box. It will tell you if it is checking in or out.
- Touch finish.

- The last screen will tell you that the process has been completed!

Having Problems??

- o Biometric is sensitive. If your hands are cold, you have washed all the oil off, or use alcohol based hand cleaners it may not read your fingerprint.
- o Error message? “No child will be signed in or out” then you did not select your child. Select your child and hit finish
- o Error message? “See the director” means your time sheet is incorrect and it can’t sign you in because you did not sign out the night before so please make the corrections on the correction sheet.
- o Warm your hands, rub your finger against your hair.
- o If the time clock will not work make notes on the correction sheet.
- o If you find the problem continues see the director and register using a bypass ID Code and a password, both 4-8 digits.

You can now check your account balance, schedule and Immunization. I can leave you messages on the screen.

Reporting Child Abuse

The State of Washington requires that we report all suspected child abuse to the Child Protective Services. It is not required of us to inform the family prior to taking this action. We are required to document all marks and statements from children that could be signs of physical, sexual, verbal or mental abuse.

Transportation Policy & Field Trip Policies

Public School Transportation Shyne School provides student transportation in the Shyne School Van to local elementary schools. We will shuttle your child to and from all day kindergarten and First and Second Grade.

Washington State law requires all children 8 years and younger and/or fewer than 4 feet 9 inches and less than 80 pounds to ride in booster seats. The Shyne School does provide boosters or you may bring one from home.

Field Trip guidelines

Field trips are a part of our curriculum and we hope the children can attend and bring a parent or grandparent for fun.

Field trip notification will be e-mailed to parents and posted in the classroom at least 72 hours in advance. Parents sign an overall consent form at the time of enrollment for field trips. They give

consent for their child to ride on the van or with other parents. All parents that drive must have full insurance in case of emergency. Children under 3 years have a one to one ratio when participating in field trips. Children from 3 to 5 years require a 3:1 ratio.

We are always looking for parents interested in helping on the field trips. Please see your classroom teacher if you are interested. Parents fill out a background check on line. You need to register with MERIT for a STARS ID # and fill out a background check on line.

<https://apps.del.wa.gov/MERIT/Public/Login.aspx?ReturnUrl=%2fmerit%2f>

The background check costs \$12 paid by parents. If you are required to get fingerprinting done the cost is \$45.00 and the background check is good for 3 years.

If a child does not receive permission or elects to stay at school, they may join another classroom **if** there is space for them. Please make arrangement in advance if you elect not to participate by keeping your child home or asking for a spot in another class. Classroom arrangements must be made with the Director. Parents are encouraged to join the field trips with their child if it is not a regular school day for the student. Please RSVP with the teachers so they will know your plans for the day.

The mode of field trip transportation is specific to individual field trips and will be noted on the Field trip notification e-mail. Field trip transportation options will include: The Shyne School Van, Parent volunteers, and public transportation. All children are required by law to ride in proper child restraints. Parent volunteers **MUST** have a current Washington State driver's license, medical and liability insurance, and a vehicle in safe operating condition.



Safety Guidelines for all Shyne School Van Use

State safety measures used when transporting children include; seat belts, fire extinguisher, spare tire, and first aid kit. If a parent wishes, a parent provided car safety seat will be used. The Shyne School staff over 21 years old may drive the school van if they are certified in current first aid and CPR, and have a current Washington State driver's license. The school van is professionally serviced on a regular basis.

Diaper and Toilet Policies and Procedures

We use disposable diapers at our center.

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.)

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

The diapering procedure:

1. Wash Hands.
2. Gather necessary materials. If using bulk diaper ointment, put a dab of ointment on paper towel.
3. Place child gently on table and remove diaper. Do not leave child unattended.
4. Dispose of diaper in hands-free container with cover (foot pedal type).
5. Clean the child's diaper (peri-anal) area from front to back, using a clean, damp wipe for each stroke.
6. Wash hands. If wearing gloves, remove gloves and wash hands. Please note: A wet wipe or damp paper towel may be used for this hand washing only. Do not leave child unattended.
7. If parent/guardian has completed a medication authorization for diaper cream/ointment/lotion, put on gloves and apply to area. (Please refer to the Medication section.) Remove gloves.
8. Put on clean diaper (and protective cover, if cloth diaper used). Dress child.
9. Wash child's hands with soap and running water (or with a wet wipe for young infants).
10. Place child in a safe place.
11. Clean diaper changing pad with detergent and water, rinse, and then disinfect with bleach solution (1 tablespoon bleach in 1 quart water). Allow the bleach solution to air dry or to remain on the surface for at least 2 minutes before drying with a paper towel.
12. Wash Hands.



Stand-Up Diapering for Older Children

We do stand up diapering as appropriate. Stand-up diaper changing takes place in the bathroom or next to the changing table in the classroom.

Diaper changing procedure is posted in stand-up diaper changing area. Stand-up diaper changing procedure.

1. Wash hands.
2. Gather necessary supplies (diaper/pull-up/underpants, wipes, cleaner and sanitizer, paper towels, gloves, plastic bag).
3. Coach child in pulling down pants and removing diaper/pull-up/underpants (and assist as needed).

4. Put soiled diaper/pull-up/underpants in plastic bag (or assist child in doing so).
5. Coach child in cleaning diaper area front to back using a clean, damp wipe for each stroke (and assist as needed).
6. Put soiled wipes in plastic bag (or assist child in doing so).
7. Close and dispose of plastic bag into hands-free covered trash can lined with a plastic garbage bag.
8. Wash hands (in sink or with wipe) and coach child in doing the same.
9. If a signed medication authorization indicates, apply topical cream/ointment/lotion using disposable gloves then remove gloves.
10. Coach child in putting on clean diaper/pull-up/underpants (children use a sitting cloth on the floor and dispose of it in the laundry) and clothing and washing hands (in bathroom/hand washing sink).
11. Close and put any bag of soiled clothing or underpants into child's cubby.
12. Wash hands (in bathroom/hand washing sink).

Health Practices: Sick Child, Medication , Injury and Incident Reports

Children in childcare are exposed to many more germs than children cared for at home. We all need to be mindful of this as we care for our young ones. Sick children in childcare centers not only spread disease to other children, but to their teachers and parents as well. When a teacher is sick, the quality of care for all the children is diminished.



WHAT SHYNE SCHOOL DOES TO PROTECT YOUR CHILDREN

- 1) Exclude sick children from day care (see list "Stay Home" symptoms)
- 2) We have a janitor that sanitizes and sterilizes our environment every day.
- 3) We teach the children to WASH after toileting, sneezing, handling animals and before eating or preparing food.
- 4) We have a strict teacher hand washing policy.
- 5) We use disposable drinking cups, hand towels and tissues, and the teachers use disposable rubber gloves when changing diapers.
- 6) We teach nutrition and try to serve well-balanced meals which include lots of fresh fruit.
- 7) We teach the children to cover their coughs and sneezes, use tissues and to WASH THEIR HANDS.

WHAT PARENTS CAN DO

- 1) Create a SICK CHILD PLAN for your family BEFORE your child becomes ill.
 - a. Arrange for a family member, friend, or neighbor, to stay with your sick child.
 - b. Decide in advance whether it is mom or dad's turn to stay home.

REMEMBER: A sick child prefers to be home in his/her own bed.

- 2) Make sure your child is getting plenty of rest and proper diet. These are essential in fighting off colds and flu.
- 3) Make frequent trip to the pediatrician. Look for one close to home. Quite often, cold symptoms are indicators of bacterial infections. Don't wait! If you suspect an infection...Go! Untreated infections spread disease and can have serious complications.
- 4) We go outside every day. PLEASE send your child in a warm, lined coat and a hood or hat. Your child should wear shoes or boots that will stay dry. Mittens keep those little hands from freezing.
- 5) IF YOUR CHILD IS TOO SICK TO PLAY OUTSIDE, HE/SHE IS TOO SICK TO COME TO SCHOOL. You can dress them warm by layering those clothes up and LABEL THEM so they will get back to you.

When to Keep Your Sick Child Home

YOUR CHILD MAY NOT COME TO SCHOOL WITH ANY OF THE FOLLOWING SYMPTOMS:

DIARRHEA: Two or more watery stools while in school or three or more in a 24 hour period.

VOMITTING: Vomiting at school on two or more occasions in 24 hours.

RASH: Anybody rash not associated with diapering, heat or allergic reactions, especially in conjunction with fever or itching.

DRAINING EYES: Mucus or pus draining from eye or pink eye.

UNUSUAL APPEARANCE OR BEHAVIOR: Unusually tired, pale, lack of appetite, difficult to wake, confused or excessively irritable.

SORE THROAT: Especially when associated with fever or swollen glands in the neck.

EAR PAIN: Especially with fever or cold symptoms.

FEVER: Temperature of 100 or over.

LICE, SCABIES, RING WORM OR PIN WORMS: Child may not return to school until all signs of infestation are gone and medical treatment has been completed.

CHICKEN POX: Child may not return to school until ALL spots have scabbed over.

SEVERE COUGHING: When cough is prolonged or uncontrollable, or when it sounds croupy (a dry “barking” noise), or if the child coughs so hard he vomits.

GREEN NASAL DISCHARGE: Child must see the doctor, may return after 24 hours with prescription medicine or Doctor’s written O.K.

CHILD MUST BE SYMPTON FREE, MEDICATION FREE, FOR 24 HOURS BEFORE RETURNING TO SCHOOL.

If your child begins showing these symptoms at school, we will separate him/her from the group and call you immediately. The child will remain separated until a parent or emergency person can pick him/her up.

PLEASE CALL THE SCHOOL TO LET US KNOW YOUR CHILD WILL BE OUT AND LIST THE SYMPTOMS! We are required by WA State Department of Health to track all health symptoms.

WHEN YOUR CHILD RETURNS TO SCHOOL WITH MEDICATION

- 1) A child must stay home for 24 hours after initiating antibiotics, before returning to school. All the medication must be given as prescribed.
- 2) Fill out a medication form. Give exact instructions. Give the form and medicine to the teacher in charge.
- 3) ANY MEDUCATION GIVEN MUST HAVE THE CHILD’S NAME ON IT, AND BE IN THE ORIGINAL PRESCRIPTION BOTTLE.
- 4) For additional information, please see our health policy and medication management.

**** We have a additional book for Health and Safety Policies and Procedure that you can find on our web site www.shyneschool.com.**

Injury and Incident Reports

If your child is injured, hurts another child or has a behavior incident, teachers fill out an Inury/Incident Report. This report will explain the nature of the circumstances, specifically location of any bodily injury and any first aid or treatment administered. We note where the child was at the time of the injury/incident, and any equipment or items involved in the injury/incident. The report includes the information about parents are physicians being contacted and when. It states who the supervising teacher and other teachers present at the time of the injury/incident and then is signed by the director or another lead teacher. Any injury of concern or to the face or head we like to call the parents and let them make the decision about picking the child up or remaining at school. We often add notes if this is a behavior incident so we can track and try to predict a pattern and develop a individual behavior modification plan.

The Injury/Incident Reports are carbonless, three page forms. We ask that the person picking up the child and form sign it, returning the first two pages (White and Yellow) signed form to the director's desk.

This is not a legal document but a way to communicate what has taken place at school and ensure that parents know about the Injury/incident. Please keep the pink copy for your records.

We place Injury/Incident Reports in parent pockets and ask parents to check their pocket daily for communication.

A copy of the incident report must be:

Read and signed by person picking up at the end of the day a copy is then

- (a) Recorded in the center log
- (b) The white and yellow copy placed in the child's individual record; If a situation warrants the need the yellow copy will be given to The Department of Early Learning or Child Protective Services and
- (c) The pink copy given to the parent to take.

Disaster Plan and Emergency Kits

We review our disaster plan annually to ensure the safety of the children and staff during and after a disaster, until children can be reunited with their parents/guardians. It is designed to aid the school staff in providing care for the children until outside help is available. This plan assumes a major disaster such as an earthquake occurs and the children may need care and shelter for up to three days. Parents Purchase an Emergency upon enrollment. The kit will include food with a 1 to 5 year shelf life, water, light stick, wet wipes, emergency blanket and a rain poncho. We ask each parent to personalize the Emergency Kits with a letter of comfort, pictures or a small item of comfort. Everything must fit into a gallon zip lock bag. Each bag will have a copy of the overall consent form for medical aid. The kits are yours to keep when your child leaves The Shyne School.



9-1-1 Fire and Medical Emergency Information

LIFE THREATENING EMERGENCIES

1) Qualified employee attends to the child's immediate needs, while director calls 9-1-1. 2) After 9-1-1 is called, director or Lead Teacher calls child's parents. 3) Child's doctor is called. 4) Follow instructions given by medical personnel until the aid car arrives.

NON-LIFE THREATENING EMERGENCIES

1) Child is cared for by qualified staff person, while director calls child's parents. 2) 9-1-1 is called if necessary. 3) Staff members follow parental or medical advice until parents or aid arrives.

FIRE EMERGENCY PLAN

1) Children are to exit the building according to the emergency plans posted in the buildings. 2) Director calls 9-1-1. 3) Children are evacuated to the far end of the main play yard, accounted for by the teachers and kept out of the way of emergency personnel. 4) All parents are to be contacted as soon as the safety of the children permits. 5) Regular fire drills are performed to help the children understand emergency procedures.

Parking Lot Safety

Please watch for children running ahead of their parents as your drive in. Never leave your children unattended or let them run to the car. Drivers must accelerate to get up the hill, and many may not see your child. Preventing accidents is the best way of handling them. Parents should always be the ones to open the doors and gates when leaving. Children must walk next to their parent or parents must hold their hand.

Center Practices: Birthdays, Video, Annual Events and Celebrations

You are encouraged to bring birthday treats for your child, we encourage favorite foods. Please be aware that some students have allergies and that we **do not allow nuts or peanuts**. Please make sure these treats are nutritious. Please be aware that state law requires that only commercially prepared foods may be served. Many children love fresh fruit, yogurt or muffins. Please check with your teacher to see if they have a special birthday ritual like a fruit kabob.

We use video to extend children's understanding of concepts and the world around them. It is useful to have video's of things we cannot give them hands on experiences with such as what happens after you mail a letter or how firemen fight a fire. We also use video as a way to review activities and events such as after a field trip. We can then plan, do and review using their memory and then the video. We do not use video in our Dewdrops class and very limited video in the Rainbow class. In our preschool programs we will use video to extend learning and once a week, children that are here all day long and do not nap, can watch one in the afternoon. All videos are G rated. We have many PBS, Books on tape and a few Disney movies. If children prefer they can play at the tables, it serves as a quiet time on those very hot, very cold or very rainy days.

Licensing Information

Parents are their children's first and most important teacher. At the Department of Early Learning (DEL), we work to provide parents with the information and resources they need to make the best early learning choices for their family. The Department of Early Learning's (DEL) State Office is in Olympia, Washington. DEL also has field offices around the state to serve local communities.

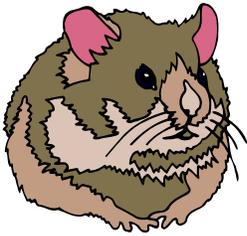
<http://www.del.wa.gov/about/contact.aspx>

We are licensed as The Shyne School at 13613 Avondale RD NE in the city of Woodinville 98072 for children 1 to 6 years old with a limit of 64 children at any time. Our Provider ID Number is 130696 and our SSPS Provider Number is 908840. Department of Early Learning (425)590-3105.

Pet Policy

1. Animals at or visiting our center are carefully chosen in regards to care, temperament, health risks, and appropriateness for young children. We do not have birds of the parrot family that may carry psittacosis, a respiratory illness.

2. We do have reptiles and amphibians. They can carry salmonella, bacteria that can cause serious diarrhea disease in humans, with more severe illness and complications in children. We have a firm hand washing policy if any petting or holding occurs.
3. Parents are notified in writing when animals will be on the premises. Children with an allergic response to animals are accommodated.
4. Animals, their cages, and any other animal equipment are never allowed in kitchen or food preparation areas. Children and adults wash hands after feeding animals or touching/handling animals or animal homes or equipment.
5. Cages and other equipment is cleaned in the utility sink and a bleach solution is used as a sanitizer for the equipment and the areas around the enclosures. Teachers do all the cleaning.



6. Rainbow has a fish tank and stick bugs, Stargazers have 2 African dwarf frogs, stick bugs, Hissing Cockroaches and a beta fish. Stargazers also have visiting reptiles and mammals. Sunshiners have 1 African dwarf frog. As of 2/2/16 these are our pets.