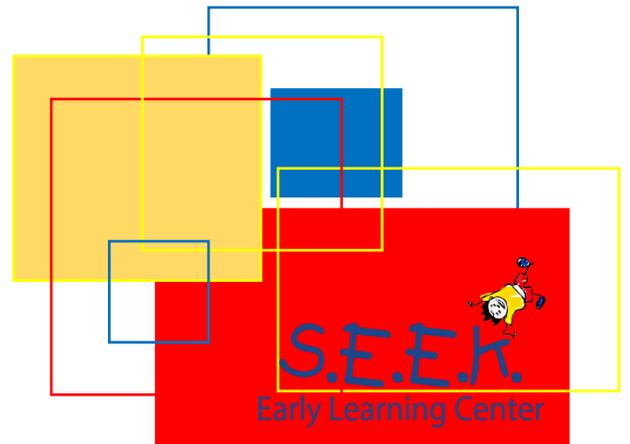


# S.E.E.K. Early Learning Center



# Parent Handbook

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This handbook is intended to familiarize families with S.E.E.K. Early Learning Center’s current policies, practices, and standards. Copies are available upon request. S.E.E.K. Early Learning Center reserves the right to revise its policies, practices and standards as deemed appropriate by the Site Coordinator. Families will be notified of any updates to the handbook.

## ABOUT US

S.E.E.K. Early Learning Center is in association with S.E.E.K. Arizona Behavioral Health Agency, both of which are non-profit organizations. Our Early Learning Center accepts children from birth to five years old. All children must meet the health requirements of the state. The school is open from 7:00 a.m. to 6:00 p.m. Monday through Friday. We use the COR Advantage and HighScope curriculum, that supports the Arizona Early Learning Standards in the areas of social emotional development, language and literacy, mathematics, science, social studies, physical development, and fine arts. In each classroom there is a Lead Teacher, a Teacher, and Assistant Teachers. Activities are designed for both independent and group work in a structured learning environment.

We are voluntary participants in the Quality First program. This program is a result of a voter initiative to fund and improve early education in the State of Arizona. Participants in the Quality First program undergoes regular evaluations in the following areas: health and safety practices, staff qualifications, teacher-child interactions, learning environments, lessons, group sizes, child assessment, and parent communication. The goal of the program is to provide or team with ongoing support and feedback that will make us an even better learning center.

## MISSION AND PHILOSOPHY

S.E.E.K. Early Learning Center's mission is to better our local community through high quality, inclusive education that creates lifelong learners and socially responsible citizens. As the foundation of our students' academic careers, we know we have a big responsibility to provide an educational atmosphere that produces capable learners. Therefore, we strive to exceed State Standards so that each student is academically prepared for elementary school when they leave S.E.E.K. Early Learning Center.

We are dedicated to cultivating each child's natural desire to learn and to help them reach their full potential. We provide a safe and supportive environment that allows each child the freedom to develop at their own pace. Children are taught to respect others as well as themselves, thereby developing a strong inner discipline and sense of worth.

We also believe that learning should not stop once the school day ends. Whether it is providing guidance on toilet training, giving recipe suggestions to help promote healthy eating, or offering additional educational materials for at home use, our staff aims to be a resource for parents.

## GENERAL CENTER INFORMATION

Founder: Jessica Irwin <a href="mailto:Jessica@SEEKArizona.org">Jessica@SEEKArizona.org</a> 480.902.0771	Site Coordinator: Lauren Martinez <a href="mailto:Lmartinez@SEEKArizona.org">Lmartinez@SEEKArizona.org</a> 602.283.7620 x158	Clinical Supervisor: Kristina Bartell <a href="mailto:Kristina.b@SEEKArizona.org">Kristina.b@SEEKArizona.org</a> 602.283.7620	Accounting: Kelsie Young <a href="mailto:Kelsie@SEEKArizona.org">Kelsie@SEEKArizona.org</a> 602.283.7620 x100
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## TEACHER AND PARENT COMMUNICATION:

### *COR ADVANTAGE & KAYMBU*

COR Advantage is the leading research-backed assessment for all children from birth to kindergarten. From comprehensive planning tools to dynamic family engagement, COR Advantage offers a complete picture of child growth for schools and families. For more information you can visit them at: <https://coradvantage.com/>

The Kaymbu app is directly related to the COR Advantage system we use to track your child's developmental milestones and achievements. To participate as a parent, you can download the app "Kaymbu for Parents" to your personal cellular device. Enter the email that you gave to us on your information cards and you will be connected to your child's class/es!

### *REMIND APP*

The free mobile Remind App for iPhone and Android users is used for real time messaging app that allows you to send and receive communication more effectively between school and home.

Download the app to your phone or log onto your computer and create an account. Make sure to add your phone number or push notifications to your account so that all communication comes through as a text message. Visit their website at: [www.remind.com](http://www.remind.com) for more information.

Below are the class codes for each classroom:

**Infant:** @seekelcinf **Toddler 1:** @seekelct1, **Toddler 2:** @seekelct2,  
**Preschool:** @seekprek, **Jr. Kindergarten:** @seek-jrk, **School wide:** @seek-az

## HOURS OF OPERATION

S.E.E.K. Early Learning Center is open Monday through Friday 7:00 a.m. to 6:00 p.m. The center is closed for the following holidays:

*New Year's Day*  
*Memorial Day*  
*Independence Day*

*Labor Day*  
*Thanksgiving (2 days)*  
*Christmas (2 days)*

S.E.E.K. Early Learning Center will be closed an additional four times throughout the year for teacher in-service days in January, April, July, and October. Please refer to our school year calendar for these exact dates.

## PROGRAMS

There are five childcare programs offered at S.E.E.K. Early Learning Center.

- |                    |                     |             |
|--------------------|---------------------|-------------|
| • Infant           | 6 weeks – 12 months | 10 children |
| • Toddler 1's      | 1yr – 2yrs old      | 16 children |
| • Toddler 2's      | 2yrs old – 3yrs old | 23 children |
| • Preschool        | 3yrs old – 4yrs old | 23 children |
| • Jr. Kindergarten | 4yrs old – 5yrs old | 24 children |

S.E.E.K. Early Learning Center offers half day, full day, and extended day programs. Please refer to the Schedule and Fees Consent Form for specific program information.

## INCLUSION PROGRAM – B.R.I.E.F.

Utilizing the science of Applied Behavior Analysis (ABA), this functional and intensive program is designed to help young learners overcome barriers that make it difficult for them to succeed in other settings. Our intensive programmatic approach to language development, social play, and group learning help build the skills necessary for inclusion in mainstream classrooms.

We use a wide variety of behavior analytic teaching methods such as:

- |                           |                      |                      |
|---------------------------|----------------------|----------------------|
| • Discrete Trial Training | • Prompt hierarchies | • Peer Modeling      |
| • Incidental Teaching     | • Shaping            | • Errorless Learning |
| • Verbal Behavior         | • Token Economies    | Techniques           |
| • Skill-Streaming         | • Antecedent Control | • Pivotal response   |
| • Social Stories          | • Reinforcement      | training             |
| • Chaining                | • Video Modeling     | • Peer Social Skills |
| • Total Task presentation | • Fading             | Groups               |

## INSURANCE

S.E.E.K. Early Learning Center carries a General Liability Policy with a minimum of \$500,000.00, as well as a School Accident Policy covering each child. Documentation of the liability insurance coverage is available for review on the facility premises.

## RATIOS

S.E.E.K. Early Learning Center is required to determine and maintain the required staff-to-children ratio for each group of enrolled children based on the age of the youngest child in the group. We always maintain the following staff-to-child ratios in our classrooms:

**Infant: 1:5 or 2:10 | Toddler 1: 1:6 or 2:13 | Toddler 2: 1:8**  
**Preschool: 1:13 | Jr. Kindergarten: 1:15 | BRIEF: 1:1**

## CHILDREN WITH SPECIAL NEEDS

S.E.E.K. Early Learning Center promotes the acceptance of all people regardless of gender, race, creed, or nationality. We specialize in educating children with special needs and exceptionalities, which includes developmentally and cognitively gifted or delayed students. We offer many programs tailored to serve individuals and children with special needs. Parents who would like to enroll a child who has special needs must fill out a Special Care Plan and Authorization for Release of Information Form.

## LICENSING

S.E.E.K. Early Learning Center is a public program licensed by the Arizona Department of Health Services. A copy of licensing rules is available for review in the office, staff break room and on the Arizona Department of Health Services' website at: [www.azdhs.gov](http://www.azdhs.gov)

Inspection reports are available upon request. This facility is regulated by the State Department of Health Service located at:

Office of Child Care Licensure  
150 North 18th Avenue, 4th floor  
Phoenix, AZ 85007  
602.364.2539

## UPDATING ENROLLMENT RECORDS

Each spring S.E.E.K. Early Learning Center completes an audit of enrollment records. At the conclusion of this audit, families will be notified if anything needs to be updated. Some forms must be updated every year, such as the Emergency Information and Immunization Record Card.

Immunization records must be updated throughout the year as immunizations are received. When visiting your child's physician for their yearly "well-child" appointment, please request a copy of your child's most recent immunization record. You may bring these items in yourself or have your physician fax them to our office at 602-218-6677.

In addition, any time a family's information changes, such as address, place of employment or health insurance provider, a new Emergency Information and Immunization Record Card must be completed.

## CONFIDENTIALITY

Confidentiality is a top priority for S.E.E.K. Early Learning Center. Personal information of families and staff will not be shared without prior written consent of the individual, with the exceptions of an emergency involving police, a medical emergency, or a court order. When discussing a

child's activities and friends in the classroom, only first names will be used. In situations regarding behavior problems and/or Incident/Accident Reports, names of children involved will never be given to families.

### NO BABYSITTING

S.E.E.K. Early Learning Center understands that parents may be interested in using employees as babysitters for their children outside of school hours; however, due to liability concerns, S.E.E.K. Early Learning Center has a strict "No Babysitting" policy for our employees. Under the terms of this policy, our employees are prohibited from performing outside babysitting/caretaking duties for any S.E.E.K. Early Learning Center parent. Please speak with the Site Coordinator if you have any questions about this policy.

## **CURRICULUM**

### CURRICULUM

S.E.E.K. Early Learning Center utilizes the COR Advantage and HighScope curriculum. The curriculum is based on teacher guided small and large group experiences. This type of learning offered to young children supports development physically, emotionally, socially, and cognitively, in a structured safe environment.

Each classroom has weekly lesson plans posted in the classroom that are in line with the Arizona Early Learning Standards and the Infant Toddler Guidelines. These plans contain several activities designed to foster each child's development and the development of the group as a whole. Lesson plans are differentiated to accommodate the children's changing interests and ability levels.

Each classroom is set up in learning areas which include dramatic play, reading, writing, math, science, fine motor, art, etc. Outdoor play is important to a child's physical development and is included in both the morning and afternoon schedule. Worktime or "free play" is a daily part of the curriculum and means a child has the opportunity to choose which area he/she participates in. This promotes creative expression and development of important social skills.

### DAILY SCHEDULE AND ACTIVITIES

The Site Coordinator and Lead Teachers work cooperatively to create a daily schedule and plan activities that meet each child's developmental abilities and needs. The daily schedule and activities create a balance between active and quiet times, large and small group, fine and gross motor activities, indoor and outdoor play times, as well as times for individual worktime and teacher-directed activities.

Consistency from day-to-day is particularly important to the overall well-being of the children and classroom environment. Children thrive on consistency. Routines should be established and maintained whenever possible for arrivals and departures, meals or snacks, resting or nap times, personal care routines like diapering/toileting and hand washing and transitions.

### WORKTIME

Worktime is defined as child-initiated activities, free choice, and self-selection. Teachers actively participate with the children during worktime activities by asking open-ended questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc.

### OUTDOOR PLAY

Outdoor play is incorporated into the daily schedule for both morning and afternoon. There is less structure in an outdoor learning environment; however, S.E.E.K. Early Learning Center employees actively engage in activities when prompted by the children. Outdoor play is an opportunity for children to engage in gross motor movement, running, jumping, and climbing. In addition, a large amount of social interaction takes place when children play outdoors. Because they are engaged in fewer teacher-directed activities and more child-directed play, children are able to choose their friends and who they interact with.

Children go outside year-round, including summer. S.E.E.K. Early Learning Center is equipped with a misting system in the center courtyard area. The misting system helps reduce exterior temperatures by up to 20° and allows for us to enjoy the outdoor play experiences for longer. Only during extreme weather conditions will the children remain indoors (Rain/ Thunderstorms and 110°+).

It is important for parents to send their children in appropriate clothing and outerwear for the weather conditions. **Please clearly label all articles of clothing with your child's name.**

### EMPOWER PROGRAM

S.E.E.K. Early Learning Center participates in the Empower Program, which teaches children to make good choices about nutrition and physical activity. The Empower Program provides guidelines for a child's health, including exercise, water consumption, and nutrition. These guidelines are presented in a way that can easily be incorporated into the everyday routine of childcare to instill healthy life choices. For more information, ask your child's teacher.

### HEALTHY WAY TO GROW PROGRAM AND WELNESS POLICY

S.E.E.K. Early Learning Center participates in the Healthy Way to Grow Program (HWTG). Through this program we strive to achieve best practice guidelines in nutrition, physical activity, screen

time, and infant feeding. If you would like more information on what policies we have committed to, please request a copy at the front desk.

### PHYSICAL ACTIVITY

Birth through 11 months:

- Daily physical activity will be planned and provided.
  - Employees will engage children in short periods of tummy time (3-5 minutes) and increase up to 30 minutes, as child shows enjoyment.
  - Employees will include up to 30 minutes per day for physical activities that safely support infants' developmental milestones.

2 months to 23 months:

- Daily physical activity will be planned and provided.
  - Employees will include up to 60 minutes per day for physical activity.
  - Thirty of the 60 minutes will be teacher-led and 30 minutes will be free-play.

Age two and older:

- Daily physical activity will be planned and provided.
  - Employees will include up to 60 minutes per day for physical activity.
  - Thirty of the 60 minutes will be teacher-led and 30 minutes will be free-play.

### SUN SAFETY

During the summer months we ask that parents apply sunscreen prior to your son or daughter's arrival at S.E.E.K. Early Learning Center. We encourage parents to provide a hat, sunglasses, and sunscreen for reapplication throughout the day.

### BREASTFEEDING

S.E.E.K. Early Learning Center provides breastfeeding mothers a private place to breastfeed and a refrigerator for storing breast milk. Mothers are required to provide their own containers, clearly labeled with their baby's first and last name and the date.

## FAMILY-STYLE MEALS

Snacks at S.E.E.K. Early Learning Center are served family-style, whenever possible, to support children in learning to serve themselves and develop healthy relationships with food.

## CHILD AND ADULT CARE FOOD PROGRAM

S.E.E.K. Early Learning Center is not participating in CACFP at this time.

## ORAL HEALTH

S.E.E.K. Early Learning Center provides monthly oral health education that is incorporated into the daily curriculum. We do not allow the following: sharing food or utensils with the enrolled student, putting a student to sleep with a bottle, allowing the student to carry a bottle or sippy cup around during the day, unless it is water; or snacking throughout the day.

## STAFF TRAINING

All S.E.E.K. Early Learning Center employees are required to obtain 18 hours of continuing education each year; three of these hours will cover Empower Topics.

## SMOKE-FREE CAMPUS

S.E.E.K. Early Learning Center is a smoke-free campus. Smoking and the use of tobacco products are prohibited on S.E.E.K. Early Learning Center's premises, including parking lots and outdoor play areas. This applies to all employees, parents, visitors, contractors, subcontractors, volunteers, and other guests at S.E.E.K. Early Learning Center.

S.E.E.K. Early Learning Center is committed to supporting the efforts of the Arizona Smokers' Helpline (ASHLine) to help employees and parents quit tobacco. In keeping with this philosophy and to protect the health of our children, their families and our employees, our facility will promote the ASHLine information on the dangers of second and third-hand smoke.

## NAP/QUIET TIME

Children enrolled in our Toddler Programs are encouraged to lie quietly from 12:00 p.m. - 2:00 p.m. Each child will be provided with their own mat and fitted sheet to sleep/rest on during nap time. We ask that parents send a labeled blanket from home. Your child's blanket will be returned to you each Friday for you to launder and return to school the following Monday. Should a child not fall asleep or is unable to rest, alternative quiet activities will be provided.

Children enrolled in our Preschool and Jr. Kindergarten Program are encouraged to rest and/or engage in quiet activities from 12:30 p.m. - 2:00 p.m. Please send a labeled blanket with your

child for them to use during quiet time. Your child's blanket will be returned to you each Friday for you to launder and return to school the following Monday.

The Jr. Kindergarten program involves a fading of nap/ rest time over the course of the year to better prepare the students for kindergarten. If your child will be attending kindergarten, expect that their nap will be significantly reduced, or altogether extinguished, by the end of the summer before transitioning out and into the Kindergarten program of your choosing.

### SCREEN TIME

The use of screen time in our program is an extension of the teaching and learning that takes place in our classroom. Screen time is used in a few different capacities around the classrooms including, but not limited to, Go Noodle: a web-based exercise program, Cosmic Kids Yoga: a web-based Yoga program, or videos and music videos pertaining to the curricular objectives for the month. All multimedia activities are preplanned and included in our monthly lesson plans. All multimedia must have a rating of "PG" or "E" and will possess an educational theme.

## **ASSESSMENTS**

### AGES AND STAGES QUESTIONNAIRE (ASQ)

Child assessment is a vital and necessary component of all high-quality early childhood programs. Assessment is important to understand and support young children's development. S.E.E.K. Early Learning Center utilizes the Ages and Stages Questionnaire (ASQ) as a guide for curriculum planning. Each year, classroom teachers will utilize the ASQ at least once during both the fall and spring semesters. The Site Coordinator will schedule a time within the first two weeks upon enrolling at S.E.E.K. Early Learning Center for the child's classroom teacher to assess the student using the ASQ. Students will also be assessed prior to making a transition to the next classroom. Teachers will often ask for the parents to complete a component of the ASQ as well.

### ASSESSMENT PORTFOLIOS

A permanent assessment portfolio will be kept for each child and passed to the next teacher when the child transitions. Assessment portfolios will contain a variety of items including photographs, examples of artwork, assessment profiles, and parent-teacher conference forms. When a child disenrolls from S.E.E.K. Early Learning Center, the assessment portfolio will be given to the family.

### PROFESSIONAL SCREENINGS

S.E.E.K. Early Learning Center offers developmental screenings for infants and children when a parent has questions or concerns about their child's development. Our team includes

professionals from the following disciplines: Behavior Analytic, Occupational Therapy, Speech Pathology, and Counseling.

### **FIELD TRIPS**

S.E.E.K. Early Learning Center does not currently offer off-site field trips. There are several times throughout the year where S.E.E.K. Early Learning Center will offer a variety of unique experiences at the center by bringing in members and organizations from the community.

We encourage all SEEK families to meet up outside of school hours. Please see the information table for information on the monthly meet ups and ways to contact other parents in your child's class.

### **TRANSPORTATION**

S.E.E.K. Early Learning Center does not currently offer transportation services.

### **MEALS AND SNACKS**

Nutrition is very important to growing minds and bodies. We encourage your participation in providing an imaginative variety of lunches which may consist of fruits, vegetables, breads, crackers, or other wholesome foods. School policy discourages candy, gum, sweet drinks, or sugar-based foods.

S.E.E.K. Early Learning Center provides an afternoon snack. The monthly snack calendar is posted in each classroom.

### **FOOD FROM HOME**

Due to various food allergies and dietary restrictions, we ask that you help us to ensure that your child is eating his/her food only by labeling all food items. This includes, Tupperware containers, sippy cups, water bottles, Ziploc bags, chip bags, etc.

### **FOOD ALLERGY ACTION PLAN**

If your child has a food allergy, please complete a Food Allergy Action Plan Form, available in the office. This form will be given to your child's teacher and the allergy will be posted in your child's classroom and food preparation areas. If medication for an allergic reaction is provided, please have your physician sign the Food Allergy Action Plan as well.

## NUT-FREE FACILITY

We recognize that food allergies can cause serious, life threatening conditions for some children. To keep all our children safe, S.E.E.K. Early Learning Center will aim to eliminate those foods that have been determined to cause allergic reactions in children. We cannot guarantee a completely nut-free environment since other activities and programs occur at S.E.E.K. Early Learning Center within the preschool space outside of school hours. **We will, however, maintain a nut-free environment in our classrooms during preschool hours.**

S.E.E.K. will continue to provide an afternoon snack served to the children in the classrooms. No snacks which contain nuts or indicate that they were manufactured in a plant using nuts will be served in the school. Under special circumstances (e.g. dietary restrictions or food allergies) parents may provide a snack for their own child if consistent with this policy (e.g. no nuts and not processed with nuts) and preapproved by the Site Coordinator.

Additional precautions will be taken in the classrooms to minimize the risk of incidental contact to nuts. Classroom materials not intended for consumption (e.g. art activities, sensory table materials, science, and math materials, etc.) may not contain nuts.

The classroom tables will be wiped down with a bleach solution at the following times: prior to children arriving in the classroom; after any food is eaten by the children; and at the end of the classroom session. Children and employees must wash their hands upon arrival at school, before snack, and at any other times that are deemed necessary based on the activity performed. Employees will maintain awareness in the S.E.E.K. Early Learning Center common areas for any nut issues during preschool hours.

Education and awareness about allergies will be promoted within the preschool. All S.E.E.K. Early Learning Center employees shall complete annual EIPEN and allergy awareness training at the beginning of each school year. For the protection of the children, a list of children with allergies will be posted in each classroom. "No nuts" signs will be posted in each classroom. We will also send at least one letter home to parents providing allergy-related information and links to additional educational resources available on the internet (e.g., **FAAN**).

As stated above, parents of a child with a food allergy must complete a Food Allergy Action Plan, which includes identification of the allergy, signs and symptoms of an allergic reaction, and procedures to follow in case of a reaction. Parents must meet with the teachers prior to enrollment of the school year to discuss the specifics of their child's plan. A copy of the plan (signed by the parents, teachers and physician, where applicable) will be kept in the child's classroom and in the child's file located in the front office. Each child with a diagnosed food allergy must have a physician's authorization for any medication to be administered to help counteract any possible allergic reactions. Parents must provide the medication, with its original label, and a completed Medication Consent Form to S.E.E.K. Early Learning Center prior to administration to their child.

**All parents should maintain awareness at after-hours or off-site preschool programs where parents are present, such as potlucks and dinners, which are not covered by this policy.**

### CELEBRATION FOOD IDEAS

We would love to celebrate your child's birthday with them! Birthday celebrations can/ will happen in their classroom prior to their transition on the first Monday of the following month.

Children are welcome to bring in special treats from home to celebrate a birthday or holiday. Due to various food allergies, dietary restrictions, and licensing requirements in our classrooms, we ask that you supply **store bought snacks in the original packaging**. Please check with your child's teacher before bringing any snacks or treats. A list of healthy snacks options approved by the USDA is available from the Site Coordinator.

If you would like to provide a treat for your child's birthday, we suggest easy deliverable and hand-held food items. **\*\*\*All food items must be store bought\*\*\***

Here are examples of some options –

- Mini Cupcakes
- Cookies
- Rice Krispie Treats
- Fruit kabobs

You might also consider sending non-food items to help create a fun environment for celebrations.

Examples include –

- Small toys or treats from the dollar store (stickers, erasers, pencils, fake tattoos, bubbles, party hats, stamps)
- Provide a banner for your child's birthday or a specific holiday
- Send a special book to be read to honor the celebration

### **INFANT AND TODDLER PROGRAM INFORMATION**

The following information is specific to the infant and toddler program rooms:

- Parents must supply diapers, wipes, diaper cream, bottles, formula, baby food, extra clothing, pacifiers, and blankets. (Bottles and pacifiers are for children under the age of 12 months). Please label all items with your child's name.
- Children enrolled in our infant program may use pacifiers during rest time. To reduce the likelihood of spreading illness, pacifiers must be kept in your child's cubby or bag during all other times of the day.

- If you are breastfeeding, please discuss with your child’s teacher if/when you would like to come in and feed your child.
- Breast milk must be brought in ready-to-use containers. For health reasons, we are not able to store bags of frozen milk for extended periods of time.
- We recommend that all new foods be tried at home first since a child could have an allergic reaction to foods they have not had before. Please inform your child’s teachers on the daily charts of any new foods your child has tried.

### SIDS

Sudden Infant Death Syndrome (SIDS) is the unexpected, sudden death of a child under the age of 1 for which the cause of death cannot be identified. It is not known what causes SIDS; however, several sleeping practices have been linked to an increased risk for SIDS. Therefore, S.E.E.K. Early Learning Center has a strict policy for infant sleep placement.

**All infants under the age of one year will be placed on their back to sleep. Infants will not be allowed to sleep in a car seat or a swing for a period longer than 15 minutes.**

Once a child has been placed in his or her crib for nap, if the infant rolls from back to front and is also able to roll from front to back, it is acceptable to leave the infant sleeping on his or her stomach. **No blankets, stuffed toys or pillows should ever be placed in a crib.**

## **CLOTHING AND ITEMS FROM HOME**

### PLAY CLOTHES

Please send your child to S.E.E.K. Early Learning Center in comfortable play clothes and shoes. Play is usually active and often messy. Comfortable, washable clothes are important if your child is to participate fully in the program. Outdoor play is scheduled every day as an essential part of our planned curriculum. We expect all children to be dressed appropriately for both indoor and outdoor activities.

All children occasionally get their clothes wet and have toileting accidents. Whenever this occurs, it is best to change the child into an extra set of clothing provided by the family. Your child’s teacher will request that you bring a complete change of clothing, including underwear, to be kept at school and replenished as needed, as well as changed to match the seasons. Please be sure to clearly label all items of clothing. Let the teacher know whenever your child’s clothing or other items cannot be located.

## ITEMS FROM HOME

Toys, stuffed animals, or other items from home may help your child feel more comfortable from time to time. However, it is often difficult for young children to share their special “treasures” with classmates. We ask that all items brought to S.E.E.K. Early Learning Center from home be placed in your child’s cubby upon arrival. Please clearly label all belongings from home. It is recommended that items of value be left at home due to the risk of damage or theft. S.E.E.K. Early Learning Center is not responsible for lost, stolen or damaged items.

## **ARRIVAL AND DEPARTURE**

### ARRIVAL

Parents are required to accompany their child into the center and into their child’s classroom. We ask that parents communicate with their child’s teacher briefly during arrival. During this time, the teacher is responsible for making sure that all of the enrolled students are healthy, happy and safe. Should you need to have a more involved conversation with your child’s teacher during drop-off, please complete a Parent Communication Slip and return it to your child’s teacher. The teacher or Site Coordinator will contact you to set up a time to speak in private, over the phone, or via email.

- Establish a Regular, Predictable Routine. Whether you have a kiss and a hug and go, or help your child put his or her things in their cubby first, do things the same way every day. What often makes separating stressful for children is the uncertainty.
- Separate Once. If you come back into the classroom again and again, it will increase your child’s stress. Remember that the moment of separation is the worst for your child, and doing it more than once may be more stressful for them.
- Be Reliable. Return when promised. Children who are picked up later than expected may have more difficulties separating. Phrase time in terms your child will understand. For example, you will be back after snack time or before nap time.

### DEPARTURE

S.E.E.K. Early Learning Center closes at 6:00 p.m., Monday through Friday. If you will be late picking up your child, please provide us with as much notice as possible. Please note that there is a late fee for arriving after 6:00 p.m. If someone we are not familiar with is to pick up your child, it is essential that you inform your child’s teacher in advance of the pick-up. This person must be listed as an authorized person on the Emergency, Information and Immunization Record Card. Remind the authorized person that they will be asked for identification, such as a driver’s

license, to ensure your child's safety. Even if the individual has picked up before, he or she may still need identification if the teacher in charge has never met them.

Be sure to say good-bye to your child's teachers so they know you are leaving. Once you have reunited with your child and are departing, S.E.E.K. Early Learning Center is no longer responsible for your child. For safety reasons, please do not let your child run ahead of you inside or outside of the building.

If parents do not arrive to pick up their child from the program, the teacher will first try to contact the parents using all phone numbers provided on the Emergency Information and Immunization Record Card. If the parent is unable to be reached, the teacher will try to contact all emergency contact persons. If the teacher is unable to contact emergency contact persons, the Site Coordinator will be notified and she will then notify the Department of Health Services and/or the Phoenix Police Department.

#### AUTHORIZATION FOR EMERGENCY RELEASE

In an emergency, please call S.E.E.K. Early Learning Center to arrange an alternate release. The photo ID of a person designated to pick up a child who has not been approved prior, will be checked, copied for your child's file, and the information confirmed with the legal guardian by phone prior to release of the child. The four-digit numeric code determined at the time of enrollment into the program will be verified with the legal guardian over the phone.

#### ATTENDANCE

Regular attendance is strongly encouraged for the benefit of the child as well as the classroom. If your child will be absent, please **call the center by 8:30 a.m.** so your child's teacher may make accommodations to the lesson plan. If your child will be absent for an extended period of time (more than 2-3 days), the center must be notified in writing of the date the absence begins and the expected date your child will return. Enrollment will be terminated if a child is absent for a period of two weeks or more, and no notice has been received or contact made by the family.

### **HEALTH AND SAFETY POLICIES**

#### ILLNESS

Our priority at S.E.E.K. Early Learning Center is providing a healthy and safe learning environment for all children. Children will be sent home as soon as possible if any of the following is experienced: an illness prevents the child from participating comfortably in activities (as determined by the teacher or Site Coordinator); an illness results in a greater need for care than the staff can reasonably provide without compromising the health or safety of other children in the classroom; or a child is experiencing any of the following conditions:

- **Fever\*** of 100° axillary if other signs and symptoms of illness are present (e.g. diarrhea, rash, earache, sore throat);
- **Fever\*** of 101° axillary or greater, even if no other signs and symptoms are present;
- Signs/symptoms of **severe illness** including lethargy; uncontrolled coughing; inexplicable irritability or persistent crying; difficulty breathing and/or wheezing;
- **Diarrhea\*** (not associated with diet changes or medications), until diarrhea stops, or the continued diarrhea is deemed not to be infectious by a licensed health care professional;
- Blood in stool, not explainable by dietary change, medication or hard stools;
- **Vomiting\*** (two or more instances in past 24 hours), until vomiting resolves or until a health care provider determines the cause for vomiting is not contagious and the child is not in danger of dehydration;
- Persistent abdominal pain (continues more than 2 hours), or intermittent pain associated with fever or other signs/symptoms of illness;
- Mouth sores with drooling, unless a health care provider determines the sores are not contagious;
- **Rash** with fever or behavior change, until a physician determines that these symptoms do not indicate a communicable disease;
- **Pink eye** (conjunctivitis) until after treatment has been initiated;
- **Head lice**, from the end of the day until after first treatment;
- **Scabies**, until after treatment has been completed;
- **Tuberculosis**, until a health care provider states that the child is on an appropriate therapy and can attend child care;
- **Impetigo**, until 24 hours have past;
- **Strep throat**, until 24 hours after initial antibiotic treatment and cessation of fever;
- **Chicken pox**, until all sores have dried and crusted (usually 6 days);
- **Pertussis**, until 5 days of appropriate antibiotic treatment has been completed;

- **Mumps**, until 9 days after onset of symptoms;
- **Hepatitis A virus**, until 1 week after onset of illness;
- **Measles**, until 4 days after onset of rash;
- **Rubella**, until 6 days after onset of rash;
- Unspecified respiratory tract illness accompanied by another illness which require exclusion;
- **Herpes simplex**, with uncontrollable drooling; or
- Undiagnosed rash.

\* Teething is NOT an acceptable explanation for these conditions.

A child who becomes ill while at S.E.E.K. Early Learning Center must be removed from the classroom in order to limit exposure of other children to communicable disease. An ill child will be sent to the office to wait for his/her parent to arrive. For this reason, we ask families to make every effort to pick up a sick child as soon as possible. Students exhibiting 2 or more symptoms of COVID-19 (fever, cough, shortness of breath, etc.) will not be allowed back until 72 hours symptom free.

S.E.E.K. Early Learning Center reserves the right to make the final determination of exclusion due to illness. Any exceptions to our illness policy will require a written note from a licensed health care professional stating that the child is not contagious.

Please contact S.E.E.K. Early Learning Center at 602.283.7620 or via the REMIND app by 8:30 a.m. whenever your child is ill.

#### NOTICE OF EXPOSURE AND REPORTING DISEASE

If your child is exposed to a communicable disease, a notice will be posted at the door to your child's classroom. Additionally, families who have provided an email address will receive an email notification of the illness. If your child or anyone in your household becomes ill with a communicable disease, please notify the Site Coordinator immediately.

In the event a child is reported to have a communicable disease, the Site Coordinator will notify the health department. Additional information regarding the illness or disease may be obtained from [www.azdhs.gov](http://www.azdhs.gov).

## HAND WASHING

Frequent hand washing with soap and warm running water is the most effective way to reduce and prevent the spread of illnesses commonly found in childcares, such as the flu, diarrhea and pink eye. Parents are encouraged to assist their child in the hand washing process upon arrival. Other times your child (and S.E.E.K. employees) will be expected to wash their hands are:

- Upon arriving at the center or when changing classrooms;
- After each diaper change or after using the toilet;
- Before and after meal times;
- Before and after administering medication;
- After handling bodily fluids (mucus, blood, vomit);
- Before and after using the sensory table;
- After coming indoors from the playground;
- After handling pets and other animals; and
- After cleaning or handling garbage.

Warm, running water (no colder than 60 degrees F) and soap must be used. Hands must be rubbed vigorously for at least 20 seconds, including the backs of hands, between fingers, under nails and under any jewelry. A disposable paper towel should be used to dry hands and turn off faucet. Help reinforce the importance of hand washing by encouraging frequent hand washing at home as well.

## MEDICATIONS

Prescription and over-the-counter medications must be given to an S.E.E.K. Early Learning Center employee in the original container, clearly labeled with the child's full name and date of birth. S.E.E.K. Early Learning Center employees will not administer any medication without a signed Medication Consent Form and a signed prescription from your child's physician. Forms can be obtained from your child's teacher or from the Site Coordinator.

Medications are stored in a locked area while in use at S.E.E.K. Early Learning Center. The Medication Consent Form must always remain with the medication. Unused medications must be immediately returned to the family and will not be stored at S.E.E.K.

Medications are administered only by the Administrative Coordinator or the Site Coordinator. When a medication is given, the teacher will document on the type of medication administered, the dosage, and the time it was given.

### IMMUNIZATION RECORDS

Each child must have current immunization records on file with S.E.E.K. Early Learning Center. Should your child need to receive additional required immunizations per DHS regulations, you will be notified in writing by the Site Coordinator. You have 15 days to get the immunizations updated. Please update the records on file with S.E.E.K. Early Learning Center whenever a new immunization is received. Updated immunization records may be faxed to S.E.E.K. Early Learning Center directly from your health care provider at 602.218.6677.

### DOCUMENTATION OF ACCIDENTS/INCIDENTS

S.E.E.K. Early Learning Center teachers will document accidents and incidents that occur while your child is enrolled using an Accident/Incident Report. A copy of the report will be sent home with your child at the end of the day. Should the accident/incident require medical attention, your child's teacher will contact you via phone.

### DOCUMENTATION OF HEALTH INCIDENTS

Each time a parent is contacted regarding an ill child or symptoms of illness, a Health Incident Form will be completed. A copy of the form will be given to the parent and the original to the Site Coordinator to be placed in the child's permanent file. All parents will be notified of any communicable illnesses present in the center via a sign posted on the main entrance to the center explaining the illness.

### DOCUMENTATION OF SPECIAL HEALTH CARE NEEDS

A Special Care Plan will be on file for any child with special health care needs (seizures, etc.). A copy of the Special Care Plan must be kept in the classroom emergency binder. All S.E.E.K. Early Learning Center employees working in the classroom will familiarize themselves with this plan, should an emergency arise. If necessary, employees will receive training regarding a child's specific health care needs.

### EMERGENCY MEDICAL INCIDENTS

It is important that parents complete and update, as needed, an Emergency Information Card, and Immunization Record Card. This card contains contact information for both the parents as well as the individuals authorized to pick up the child in the event of illness or emergency. **It is the responsibility of the parent to complete this form and to make corrections to this information when necessary.**

- If a child becomes ill or injured after arriving at the center, the Lead Teacher will attempt to contact the parent(s) at all available telephone numbers. If a parent cannot be reached, the individuals listed as emergency contact/authorized pick up persons on the Emergency, Information and Immunization Record Card will be called.
- Children who are ill or seriously injured will be sent to the office and remain under the supervision of the Site Coordinator until a parent arrives.

IF THE CHILD REQUIRES IMMEDIATE MEDICAL ATTENTION:

- The S.E.E.K. Early Learning Center employee who witnessed the emergency will remain with the injured child and instruct someone else to call 911. If no one is available, the employee will ensure the child is stable and, if possible, bring the child with them to call 911.
- The S.E.E.K. Early Learning Center employee who witnessed the emergency will accompany the child to the hospital, bringing the child’s physical exam, immunization records, Emergency Information Card, and Immunization Record Card.
- The Site Coordinator will contact the parent(s).

SUNSCREEN AND SUN SAFETY

Between the months of March and October, all families will be required to supply sunscreen for their child for outdoor activities. A permission slip must be on file before sunscreen will be applied to a child. Sunscreen must be SPF 15 or above and will be applied by classroom teachers before any outdoor activity each day.

MANDATED REPORTERS

As professionals in contact with young children and their families, we at SEEK Early Learning Center are required by law to help the CPS become aware of children who may be abused or neglected. According to the law, public or private school teachers, educational administrators, guidance or family counselors; as well as day care/childcare workers, are mandated reporters. Thus, it is policy of SEEK Early Learning Center to report any and all suspected cases of child abuse and/or neglect to CPS immediately by telephone and to follow up in writing within 24 hours the same information as reported by telephone. Our school will offer full cooperation of its staff during the investigation of the reported incident.

GUN-FREE ZONE

S.E.E.K. Early Learning Center is a Gun-Free Zone. Concealed firearms or openly displayed firearms are not allowed at on the premises.

## ACCESS POLICY

Any person in the center who is not an owner, employee, substitute or subcontracted staff or volunteer who has had a background check and approval to be involved with S.E.E.K. Early Learning Center SHALL NOT have unrestricted access to children for whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio.

**Unrestricted access** means that a person has contact with a child alone or is directly responsible for childcare.

Persons who do not have unrestricted access will be under the direct supervision and monitoring of a paid S.E.E.K. Early Learning Center employee at all times and will not be allowed to assume any childcare responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the Lead Teacher unless he/she delegates it to the teacher due to a conflict of interest with the person.

S.E.E.K. Early Learning Center employees will approach anyone who is on the premises, without their knowledge, to ask what their purpose is. If an S.E.E.K. Early Learning Center employee is unsure about the reason, the employee must bring it to the Site Coordinator's attention to get approval for the person to be on site. If it becomes a dangerous situation, employees will follow the "Dangerous Adult" procedure. Non-agency persons, who are on the property for other reasons such as maintenance, repairs, etc., will be monitored by a paid S.E.E.K. Early Learning Center employee and will not be allowed to interact with children on the premises.

A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian or custodian) who is required to register with the Arizona sex offender registry:

- Shall not operate, manage, be employed by or act as a contractor or volunteer at S.E.E.K. Early Learning Center.
- Shall not be on the property of S.E.E.K. Early Learning Center without written permission from the Site Coordinator, except for the time reasonably necessary to transport the offender's own minor child to and from the center. The Site Coordinator is not obligated to provide permission and must consult with their DHS licensing agent first.

## OUTSIDE PROFESSIONALS

Professionals who provide services to students and are not employees of S.E.E.K. Early Learning Center Arizona will need prior approval from the Site Coordinator before having access to the premises. Outside professionals will also need to verify that they have liability coverage insurance.

## AFFIDAVIT POLICY

At times, families may be dealing with difficult situations outside of the classroom. When legal matters are present in the home, families may need to collect affidavits for their legal team. Due to the nature of the relationship between an employee and a child, families may choose to ask an S.E.E.K. Early Learning Center employee to provide such a statement. Our program's priority is providing the best possible care for children when they are away from home and our focus will remain on the child, making sure all their needs are met during what could be a difficult time at home. S.E.E.K. Early Learning Center employees will not provide written statements or affidavits of a professional nature to families.

## FIRE AND LOCKDOWN DRILLS

Fire and lockdown drills are a necessary precaution for your child's welfare. Fire and lockdown drills will be held regularly during the school year. Fire and lockdown drills help teach our children to respond in a crisis. A minimum of one fire drill a year will occur during nap time to ensure we are ready for any situation which may arise.

## MISSING OR ABDUCTED CHILD

In the event of a *missing child*, the Lead Teacher will search for the child in the immediate area, while another employee calls the Administrative Assistant at the front desk. The Administrative Assistant will then notify the entire office building by making an announcement over the intercom.

If the child cannot be located in a reasonable amount of time, the Site Coordinator will notify the Phoenix Police Department and the child's parents.

## PEST CONTROL NOTIFICATION

S.E.E.K. Early Learning Center currently receives pesticide treatment for the facility and grounds one time a month. Notification of treatment will be posted 72 hours prior.

## **GUIDANCE STRATEGIES**

Every adult who cares for a child has a responsibility to guide, correct, and socialize children toward appropriate behaviors. These adult actions often are called child guidance and discipline. Positive guidance and discipline are crucial because they promote children's self-control, teach children responsibility, and help children make thoughtful choices. The more effective teachers are at encouraging appropriate child behavior, the less time and effort adults will spend correcting children's misbehavior.

Effective guidance and discipline focus on the development of the child. They also preserve the child's self-esteem and dignity. Actions that insult or belittle are likely to cause children to view

their teachers negatively, which can inhibit learning and can teach the child to be unkind to others. However, actions that acknowledge the child's efforts and progress, no matter how slow or small, are likely to encourage healthy development. Teaching children self-discipline is a demanding task; it requires patience, thoughtful attention, cooperation, and a good understanding of the child. S.E.E.K. Early Learning Center promotes utilizing positive behavior supports in our classroom program. The use of positive interactions increases the likelihood of promoting good behavioral choices in children. We choose to handle disciplinary situations using voluntary time-out, changing the room, redirection, use of reinforcement and motivation, calming techniques, and various other tools that *avoid* the use of adult directed time out or punishment. S.E.E.K. Early Learning Center employees are trained to implement these techniques and avoid punitive measures for children to encourage continued participation as well as build positive relationships. Any instances of inappropriate behaviors in children are documented and parents are made aware of the incident. Please see our policy on discharge for further explanation.

When interacting with young children, S.E.E.K. Early Learning Center employees will ask themselves the following questions: "Am I..."

- Validating feelings?
- Asking open ended questions?
- Encouraging problem solving?
- Respecting children's choices?
- At the child's eye level?
- Using praise and positive reinforcement?
- Talking with children – not at them?
- Circulating throughout the classroom?

### REASONS FOR MISBEHAVIOR

If teachers understand why children misbehave, they can be more successful at reducing behavior problems. Listed here are some of the possible reasons why children misbehave:

- Children want to test whether teachers will enforce rules,
- They experience different sets of expectations between school and home,
- A child does not understand the rules, or are held to expectations that are beyond their developmental levels;
- They want to assert themselves and their independence;
- They feel ill, bored, hungry, or sleepy;
- They lack accurate information and prior experience,
- They have been previously "reinforced" for their misbehavior with adult attention.

## PREVENTING MISBEHAVIOR

Child misbehavior is impossible to prevent completely. Children, usually curious and endlessly creative, are likely to do things parents and other teachers have not expected. However, there are many positive steps teachers can take to help prevent misbehavior.

- Set clear, consistent rules (e.g., walking feet, gentle touches).
- Make certain the environment is safe and worry-free.
- Show interest in the child’s activities (e.g., participating in activities with the children so they stay interested for longer periods).
- Encourage self-control and independence by providing meaningful choices (e.g., “You may play the blocks or at the art center”).
- Focus on the desired behavior, rather than the one to be avoided (e.g., “Ashley, please use gentle touches with your friends”).
- Build children’s images of themselves as trustworthy, responsible, and cooperative.
- Give clear directions one at a time.
- Say “yes” whenever possible.
- Notice and pay attention to children when they do things right (e.g., “Joey is playing so nicely. I like it when you keep the blocks on the table.”).
- Encourage children often and generously.
- Set a good example (e.g., using a quiet voice when children should be quiet).
- Help children see how their actions affect others.

## RESPONDING TO MISBEHAVIOR

S.E.E.K. Early Learning Center is dedicated to cultivating the child’s natural desire to learn and to help them reach their full potential. We provide a safe and supportive environment that allows each child the freedom to develop at their own pace. We teach children to respect others as well as themselves, thereby developing a strong inner discipline and sense of worth.

Employees will ensure that rules are fully explained and clearly understood. However, this will not always be effective in preventing misbehavior. Below are strategies S.E.E.K. Early Learning Center employees will use to respond to child misbehavior.

### *Redirection*

This strategy should be used most frequently when working with young children. If a child is not following the rules or being uncooperative, quickly get the child's attention and introduce another activity. For example, "Okay Kate, it's Logan's turn to ride on the bike now. Look at all of these bubbles over here! How many can you pop?"

### *Logical Consequences*

There are structured consequences that follow specific misbehaviors. A child should be able to see how the behavior and the consequence are directly related. For example, Andrew is standing on his chair at lunch. His teacher should remind him that if he stands on his chair, he could fall and get hurt; this will make him sad.

### *Participate In the Solution*

If a child damages something, he/she needs to help in fixing it or in cleaning up. If a child causes someone distress, he/she should help in relieving that. For example, "It made Brandon very sad when you told him he wasn't your friend anymore. Please come apologize and help me make him feel better."

### *Natural Consequences*

Allowing children to experience the consequences of their behavior is also called learning the hard way. For example, Laura does not put her books back in her school bag after she finishes reading. One day she loses a book, and therefore must find a way to replace it. Only use natural consequences when they will not endanger the child's health or safety.

### *"Take a Break"*

In some instances, a child may need to be removed from a particular situation in which he/she has become overwhelmed or aggressive. The child should be directed to "take a break" or sit in the quiet area or library center. This strategy gives the child a chance to calm down, regain control and reflect quietly on her or his behavior away from others. Once the child has calmed down, the employee will talk with the child about the actions that led up to and resulted in needing a break or being sent to the calm down chair. For example, "Hannah, we have talked often about how hitting is not acceptable, but because you hit John, please leave the blocks and go to the calm down chair. I will talk to you when you are ready."

If these actions do not help in reducing or changing behavior, the following will take place:

- Employees will report behavior and what strategies have been attempted to the Site Coordinator;
- The Site Coordinator will observe the child and meet with the Lead Teacher to develop a behavior management plan;
- The behavior management plan will be discussed with the parent and then put into practice; or
- The Site Coordinator, Lead Teacher, Teacher and parents will evaluate the behavior management plan. If needed, adjustments will be made.

\*\* Bullying is not considered acceptable behavior. All efforts will be made to guide children in finding appropriate ways to interact with others. If a child's behavior becomes threatening to themselves, other children, or staff, the child will be removed from the classroom and possibly the program for a period of time. S.E.E.K. Early Learning Center employees will make every effort to teach the child alternative ways to be safe. On the occasion when the child does not respond to the positive intervention, the Site Coordinator will contact the parent for the child to be sent home for the remainder of the day.

### USEFUL PHRASES

The following phrases are useful when problem-solving with children:

<b>Instead of Say</b>	"No" or "Don't" "Please stop", "I don't like that", "That's not OK", or "That is not a choice."
<b>Instead of Say</b>	"That's not nice" "That's not OK", "Please use gentle touches" or "That hurts Jordan."
<b>Instead of Say</b>	"No running" "I need you to use your walking feet" or "You may run when we go outside."
<b>Instead of Say</b>	"Stop crying" "I need you to use your words to tell me what is wrong."
<b>Instead of Say</b>	"Can you put away your toys?" (If it is not a choice, do not pose it as a question) "You may help me pick up the blocks, or help Alyssa pick up the puzzles."
<b>Instead of Say</b>	"I said yes" (when a child tells you "no") "No is not a choice, I need you to..."

## BITING POLICY

Biting is a behavior that usually appears between the ages of one and three years. While biting is an age-appropriate behavior, it is important to remember it is also an unacceptable behavior in a childcare environment. Children bite for a variety of reasons: teething; sensory exploration; cause and effect; imitation; crowding; seeking attention; frustration and stress. Biting is not something to blame on children, their parents, or their teachers. There are a variety of strategies we implement at S.E.E.K. Early Learning Center to prevent and stop biting. This is the process followed when a child bites:

- The biting child is stopped and neutrally redirected away from the area in which they were just in. Teachers will remain calm, being careful not to show any positive or negative emotion towards the child.
- Appropriate first aid will be immediately provided to the child who was bitten. The bite will be washed with soap and water and a cold compress will be applied to reduce pain and swelling. A bandage will be applied if necessary.
- As little attention as possible will be placed on the biting child, to avoid reinforcing the behavior. Depending upon the observed motive for the bite, the separation may include redirection or meeting the child's needs. After the child is redirected, a teacher will discuss with the child about biting and different appropriate behaviors to do instead.

It is important to explore the reasons for biting when it occurs. Teachers need to work with parents to gather information about the child's behavior and begin observations to determine the reasons for biting. Examples of triggers would be: communication deficits; transitions; hunger; lack of sleep; need for oral stimulation or teething pain. Once triggers are identified, employees can work on prevention strategies and start teaching replacement skills. Below are the steps the teacher will take to identify triggers and replace the behavior:

1. The teacher will examine the context in which the biting is occurring and look for patterns. The following questions should be asked:
  - Was the space too crowded?
  - Were there too few toys?
  - Was there too little to do or too much waiting?
  - Was the child who bit getting the attention and care he/she deserved at other times?
2. The teacher will change the environment, routines, or activities if necessary.
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate ways.

4. The teacher will observe the child to get an idea of why and when they are likely to bite.
5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
6. The teacher, parent, and Site Coordinator will meet regularly to regulate an action plan and measure outcomes.
7. If biting continues, the teacher will observe the group more closely and work with the parents to seek out additional resources, or services, as necessary to shadow the child who is biting.

All information is confidential, and the names of children involved in the incident are not shared between parents. In addition, biting is always documented on an Incident/Accident Report and a Behavior Incident Log which is completed and signed by a teacher and parent. A copy is provided to the parent and the original kept in the child's permanent electronic enrollment file in the office.

## **HOME AND SCHOOL PARTNERSHIP**

### NEW FAMILY ORIENTATION

Each family is strongly encouraged to schedule a time with the Site Coordinator to complete a "New Family Orientation." This orientation is a great time for parents to drop-off routine care items (diapers, bottles, etc.) as well as an opportunity to participate in a portion of classroom activities with their child, familiarizing themselves with their child's routines at S.E.E.K. Early Learning Center. Important policies and procedures are also reviewed with the Site Coordinator at this time, as well as the paperwork required for enrollment completed.

### DAILY COMMUNICATION

Please see "Teacher and Parent Communication" on page 4. A *Daily Note* will be completed every day to inform you about your child's day. The online note will contain information about arrival, toileting/diapering, meals, naps, activities, and departure.

### NEWSLETTERS

A classroom specific newsletter will be posted on COR Advantage that can be viewed in your personal Kaymbu app. A center wide monthly newsletter will be posted on the parent communication boards in each of the classrooms. These newsletters provide you with general information and announcements about the center and the on goings in the classrooms.

## ROOM TRANSITIONS

Transitions will occur the first week of the month that is after your child's birthdate. Also, your child will move to their new classroom with any/all other students with the same birth month. For example, if a birthdate is January 8th, their first day in their new class would be on the first Monday in February (Feb. 3rd).

As young children transition to the next classroom there can be some anxiety for both the child and the parents. Leaving the familiar faces of teachers and entering a new environment can be difficult for anyone. So, to support you and your family, with this change we hope to keep it simple, positive and comfortable for everyone involved. By having the students transition together, it might help with the separation from their previous peers and teachers.

As a school, we aim to cater to your children's individual needs and will take into consideration any transition request or accommodations your child might need.

When the time for a transition to a new room approaches, you will receive a welcome packet containing information about your child's transition into his/her new classroom. Both your child's current and future teachers will be available to address any questions or concerns you have during the transition process. Before the transition into a new classroom has been completed, parents are encouraged to schedule a meeting with the new teacher to familiarize themselves with the new classroom, children, and curriculum.

## TOILET TRAINED READINESS

All children entering the preschool classroom, must be toilet trained (five consecutive days without an accident, at school, before transition occurs). We do not have the facilities or supplies required to change children in this classroom. We realize that "accidents" will happen. "Accidents" are unusual incidents and should only happen infrequently.

## PARENT PARTICIPATION

Parent participation is strongly encouraged in our program. Some possible opportunities to participate and contribute to your child's experience:

- Leading or assisting special projects (sewing, carpentry, cooking, etc.);
- Construction or collection of raw materials for art projects, dramatic play props, etc.;
- Eating lunch or snack with your child (please inform the teachers one day in advance);
- Volunteering in your child's classroom for events.

If you are interested in volunteering, please contact the lead teacher in your classroom and ask for ways in which you can help.

### PARENT-TEACHER CONFERENCES

Parent-teacher conferences will typically be held twice per year (fall and spring semester), as well as each time your child transitions to a new classroom. The goal of the parent-teacher conference is to gain insight into your child's development both in the center setting, as well as the home setting. During conferences, your child's development, and any goals you may have for your child will be discussed.

### PROGRAM EVALUATIONS

S.E.E.K. Early Learning Center asks parents to complete a program evaluation annually. The information gathered from these anonymous surveys will be used to develop goals for our center and to improve the overall quality of care at S.E.E.K. Early Learning Center. Parent feedback on the program evaluations is important to the success of our programs and the satisfaction of our families.

### QUESTIONS AND CONCERNS

If you have a question or concern, do not hesitate to bring it to the attention of the teacher most directly involved. If the concern is not resolved, the Site Coordinator, Lauren Martinez, can be reached at 602.283.7620 or by email at [lmartinez@seekarizona.org](mailto:lmartinez@seekarizona.org) The Site Coordinator is available to assist parents and employees in resolving concerns.

## **FEES AND BILLING POLICIES**

### REGISTRATION FEE

There is a non-refundable \$150.00 registration/application fee due when enrollment is verified. This fee includes enrollment, registration, special program and insurance costs for the school year.

### TUITION EXPRESS PAYMENT

Automated tuition and fee payments are mandatory. Tuition Express allows us to process tuition and fee payments safely, quickly, and efficiently. A kiosk for sign-in/sign-out procedures is installed on the wall in the foyer. It will be your responsibility to sign-in before you drop off your child/children in the classroom and sign-out before you pick up your child/children from the classroom. All authorized pick up persons will use their fingerprint to check-in. This feature meets

regulations in many states which require us to demonstrate that our attendance records accurately reflect the people who picked up or dropped off a child.

The new keypad entry system, located outside the front door, will serve as a safety measure and a more efficient method for you to have access to the building instead of waiting for someone to answer the door before/after office hours. All families will create a personal ID code. Each family will be trained on the system by Kelsie Young, Front Office Administrative Assistant or Sara Van Winkle, Preschool Site Coordinator.

## DISCOUNTS

Only one discount will be applied per family.

### *Multiple Child*

Families with two or more children enrolled full-time at S.E.E.K. Early Learning Center may be eligible for a 10% discount to be applied to the oldest child's monthly tuition fee.

### *Military*

If you are a parent or legal guardian in the military, your family may be eligible for a 10% discount. In cases where there is more than one child in the family, the discount will be applied to the oldest child's monthly tuition fee.

## PAST DUE PAYMENTS/DECLINED TRANSACTIONS

There is a 5-day grace period for tuition payments. If a payment is not received on or before the 5th day, it is considered past due and a 5% late fee will be charged.

## LATE PICK-UP FEE

Parents are required to pick up children according to their schedule (12:00pm, 3:30pm, or 6:00pm). A child who is picked-up late can get anxious, and teachers who have worked a full day need to be able to count on leaving their job promptly. Parents will be charged \$10 per child for late pick-ups and an additional \$25 fee for pick-ups that are late by 30 minutes or more. Late fees will be applied to your monthly invoice.

## DROP-IN/Unscheduled Services

Drop-in/unscheduled services are available on a first come, first serve basis. \$55.00 for any unscheduled drop-in service. (7:00am-6:00pm). Families must give the front desk staff at least 24 hours' notice for the Site Coordinator to ensure we are staffed accordingly and to ensure an open spot is available. This policy will take effect April 1<sup>st</sup> 2016.

## NON-PAYMENT

If a family is unable to meet their payment obligations, it is the responsibility of the family to contact the Site Coordinator to work out an acceptable arrangement. If a family remains in arrears and a satisfactory arrangement cannot be reached, the Site Coordinator may require that the child be withdrawn from the school until the amount due and owing is paid in full.

## RATE CHANGE DUE TO BIRTHDAYS

A change in rate occurring due to a change in age will occur on the first of the month following a child's birthday. The rate will remain the same in instances where the child remains enrolled in the younger classroom. For example, there is a child enrolled in the infant program that turns one, but the child has not met the criteria to transition to the toddler program. The rate will remain the same until the first of the month following the child's transition to the older program.

## ABSENT/SICK DAYS

Payment is required for all students for absent days. This includes any scheduled days that are missed due to illness, regardless of length of absence.

## EXTENDED ABSENCE

In the event that a child needs to take an extended absence, such as summer break, and wishes to return to the program after a period of time, a fee of 50% of the monthly tuition must be paid each month the child is absent in order to maintain their placement in the program. Please notify the Site Coordinator at least 30 days prior to an extended absence.

## PROGRAM WITHDRAWAL

The Site Coordinator must be provided with written notice of intent to withdraw a child from any program in order to terminate the tuition agreement. Families are liable for tuition for the 30-day period from the date notice is given. This 30-day written notice requirement applies to all circumstances. Payment must be made in full prior to the last week of school.

## REFUNDS

There will be no refunds of tuition payments, deposits, or registration fees.

## INVOICES

Invoices are created monthly based on the agreed upon schedule provided to S.E.E.K. Early Learning Center upon enrollment.