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WELCOME

The South Lake Parent Education Lab (PEL) provides a stimulating, nurturing child-friendly environment primarily built for the children of teen parents attending South Lake High School. The PEL Center aligns lessons learned in the classroom with early learning experiences and aids parents as partners with the education of their infant/toddler. The center serves children one month to thirty-six months old. Infant and Toddler areas provide a variety of areas for reading, resting, home living, arts, quiet time, blocks, music, climbing and other areas that include large muscle development and outdoor play. It also provides students with an opportunity to continue their education while their children are cared for by qualified school staff. Located at and adjacent to South Lake High School, the center is a learning site for parents to contribute to the growth and development of their children as they learn and experience their own parenting skills. This handbook provides information for parents using the PEL Childcare center. Concerns, comments or suggestions may be presented to the staff regarding material in this handbook.

HISTORY

Since the 1980’s Seattle Public Schools has hosted a nationally recognized GRADS program to serve young parents. The program was re-located in 2008 to Southlake HS from Marshall HS and Sharples HS.

STAFF

CENTER STAFF:

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<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
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<tbody>
<tr>
<td>TBD</td>
<td>GRADS instructor/ Co Program Director</td>
<td>(206) 252-6625</td>
</tr>
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<td>Valentina Visscher</td>
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<td>PEL Associate/ Teacher/Caregiver</td>
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</tr>
<tr>
<td>Rebecca Boria</td>
<td>PEL Associate/ Teacher/Caregiver</td>
<td>(206) 252-6640</td>
</tr>
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OTHER STAFF:

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Jane Hendricksen</td>
<td>Career and College Readiness Director/ CTE Program Director</td>
<td>(206) 252-0730</td>
</tr>
<tr>
<td>Laura Davis-Brown</td>
<td>Southlake High School Principal/Co Director</td>
<td>(206) 252-6600</td>
</tr>
<tr>
<td>Susan Grant</td>
<td>CTE - Health / Human Services Pathway Specialist/ Co Director</td>
<td>(206) 252-0730</td>
</tr>
<tr>
<td>Dr. Beverly Luster</td>
<td>Counselor</td>
<td>(206) 252-6600</td>
</tr>
<tr>
<td>Monique Meyers</td>
<td>Department of Children, Youth and Families Licensor</td>
<td>(253) 778-7922</td>
</tr>
<tr>
<td>Lesley Raunig</td>
<td>Seattle – King County Public Health Nurse</td>
<td>On call/ monthly visits</td>
</tr>
</tbody>
</table>

Our program employs Early Learning staff who enjoys their work with children and young parents. Prior to hiring, all staff members undergo a criminal background check, reference check and staff orientation. Assurances of good health, updated immunizations and other training (CPR, First Aid, AED use) all represent the knowledge, skill and aptitude for these positions. Staff meets Washington Administrative Code experience, licensing and certification requirements. Staff is part of an Early Achiever’s WA State grant that assists them in increasing their knowledge and skill. This leads to a quality rating and indicators of the excellence of the PEL Childcare facility and increased funding. To maintain their MERIT system credential and qualifications related to
Early Learning certifications, staff chooses a minimum of 10 hrs. Training annually in areas such as child development, curriculum, cultural awareness, and safety. Training certificates are kept on site and used for licensing purposes.

MISSION AND PURPOSES

MISSION: We believe in helping and inspiring others to discover and nurture the greatness in children.

PROGRAM PURPOSES:
• Partner with parents to support them in an environment of quality learning, positive parenting, and the care and nurturing of their young children.
• Learn, model, and contribute to the growth of each parent to increase parenting knowledge and skill for the success of their infants/toddlers.
• Build / model relationships with parents and children that educate and strengthen their families.
• Advocate for and empower parents.
• Support teen parent’s graduation from high school, their academic success, development of life skills, and future plans including personal, career, and educational goals.
• Develop knowledge, skills and an attitude that encourages and motivates individual, team, and group leadership.
• Participate in parenting instruction to understand health screening and child development.
• Plan, participate, document, and reflect upon activities that meet children’s cognitive, social, emotional, physical development and encourages child well-being and growth.
• Promote activities that encourage a healthy self-concept and respect for individuality, cultural and ethnic backgrounds, lifestyles, and temperament.
• Provide a safe, nurturing environment which allows children to develop their own style and rate of learning.

VALUES, PHILOSOPHY & OUTCOMES:
The Parent Education Lab is committed to helping young parents reach their potential as productive, caring, responsible individuals, parents, community members and citizens. Consistent with our values of respect, integrity, stewardship and support of youth, we provide opportunities for positive character building, academic/ career success, and personal growth. We instill a sense of belonging, confidence, and usefulness for the young parents and the children we serve. We believe parents are a child’s first teacher, and that children learn best when parents are involved and participating with them. We believe children learn through meaningful play and the integration of all aspects of development – physical, cognitive, social, language, and with encouragement for self-help, curiosity, discovery, and problem solving.

NAEYC (The National Association for Education of Young Children believes that caregivers…
• Always have the best interests of the children as the focus of our work.
• Ensure that our program is based upon current knowledge and research of child development and early childhood education
• Respect and support families in their task of nurturing children.
• Respect colleagues in early childhood care and education and support them in maintaining the NAYEC* Code of Conduct.
• Serve as an advocate for children, their families, and their teachers in community and society
• Stay informed and maintain high standards of professional conduct.
• Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases and beliefs have an impact on children and families.
• Be open to new ideas and be willing to learn from the suggestions of others.
• Continue to learn, grow, and contribute as a professional.
• Honor the ideals and principles of the NAEYC Code of Ethical Conduct.
• Respect confidentiality and individual rights
• Follow all DSHS and early learning best practices
CALENDAR

The Parent Education Lab (PEL) follows the Seattle Public School District Calendar, including start and ending day of school, holidays and breaks. The calendar can be reviewed at: seattleschools.org under District/Calendars. The PEL is open every school day unless there is a weather-related school closure, emergency or a planned staff training. You will be notified of any changes by a district message or by phone. Approved absences for religious holidays and celebrations are listed on a district memorandum and can be considered excused for student participants.

NON - SCHOOL DAYS: Care will not be available on non - school days.

SNOW DELAYS AND SCHOOL CLOSURE: The school closure information is posted and publicized for 2 hr. delays and closures or early dismissals. Parents are responsible for making alternative arrangements if schools close early.

SCHEDULE: DAILY HOURS OF OPERATION: 8:30 – 3:35

ACTIVITY SCHEDULE: A typical day for the center includes:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30</td>
<td>PEL Center opens – Parents say ‘Good by’ and go to class on time by 8:45</td>
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<tr>
<td></td>
<td>Transition Time – Free Play</td>
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<tr>
<td></td>
<td>Morning Snack (Self-help/ Language focus)</td>
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<tr>
<td></td>
<td>Music, Language, Art and Sensory Activities</td>
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<tr>
<td></td>
<td>Large muscle activities, gym and/or outdoor activity</td>
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<tr>
<td></td>
<td>Transition/ Prepare for lunch</td>
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<td></td>
<td>Lunch and Transition to Naps</td>
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<td></td>
<td>Nap time and quiet play</td>
</tr>
<tr>
<td>3:35</td>
<td>Transition from Nap Time to Snack Time</td>
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<tr>
<td></td>
<td>Parents arrive to pick up children</td>
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Infant activities will include all senses as well as physical development and opportunities for crawling and stimulation, tailored to the infant’s daily schedule. The toddler area has a fixed daily schedule for breakfast, lunch, snacks and naptime, along with daily activities and themes which will be planned and posted.

ANTI - DISCRIMINATION POLICY

South Lake Parent and Child Education Center follows the Seattle School District policy. The district is committed to non-discrimination in all its education and employment activities. Specifically, the District prohibits discrimination based on sex (gender); race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental or physical disability; honorably - discharged veteran or military status; or the use of a trained dog guide or service animal by a person with a disability, and it provides equal access to designated youth groups. District Policies for harassment of teen parents also exist. Talk to your Building Administrator, counselor, GRADS instructor, and PEL Coordinator.

RELIGIOUS / CELEBRATION ACTIVITIES

All activities, arts, decorations, and books will identify seasonal themes rather than religious holidays. SPS School board policy will be followed. An annual SPS memorandum includes a calendar of ethnic, religious, and cultural events.
ADMISSION & ENROLLMENT

ENROLLMENT: Children (1 month to age 36 months) of students attending and enrolled in South Lake High School are eligible to apply for acceptance into the PEL Center -- if DSHS qualified, and on a first come – first served space available basis. Priority will be given to senior students and breast-feeding mothers. Pregnant students may submit an application before their child is born. An application packet must be completed, filled out, and returned to the PEL Supervisor. No child shall be denied access on the basis of race, religion, identity or circumstance if deemed qualified by DSHS with an DSHS subsidy award letter. Attendance is mandatory for students and their children and school policies will be followed. A waiting list will be maintained.

When notified of an opening and a space is available for a child, the following information must be completed and on file before the child may begin childcare in this center.

- Registration form, with a DSHS subsidy letter
- PEL Intake Forms: health survey, infant or toddler questionnaire
- Certificate of Immunization status (CIS) form
- PEL Field Trip Form
- PEL Film Release
- PEL Attendance agreement/ Student Commitment (Handbook Receipt - Signature page)
- TB skin test - negative result for parent

FEE WAIVER / PAYMENT PLAN: Only payments from DSHS are accepted for teen parents because children enrolled need to be involved in childcare full time, at least 5 hours per day. Continued participation in the Childcare is based upon ongoing, regular attendance due to DSHS. Prospective teen parents need to show proof of pre-qualifying for DSHS childcare benefits, before enrolling. There is no drop-in or part-time care. There are no extra fees or charges for students and their children.

STAFF TO CHILD RATIO: The PEL meets and exceeds the Washington State licensing requirement of:
- one teacher to every four infants (birth to 12 months)
- one teacher for every six toddlers (12 – 36 months)

FREE ACCESS: Parents always have free access to every area of the PEL Center used by their children. The PEL Center encourages students to ask questions and share their concerns with the PEL Coordinator/ Program Director, GRADS instructor, or staff. Parents can make an appointment at a mutually convenient time for consultation.

MANDATORY REPORTING

CHILD ABUSE AND NEGLECT: All child care staff are required by Washington State Law to report any suspected child abuse or neglect to Child Protective Services (CPS). Unless the child is considered in danger, the staff will discuss the problem with the parent and support the parent in making the report and seeking help from CPS. In addition to CPS, the child’s parent, PEL Coordinator/ Program Director, Building Principal, consulting nurse and others will be informed of any case of suspected abuse or neglect and action taken by staff members.
ATTENDANCE REQUIREMENTS

LAW: Washington State law requires daily attendance, compliance, and record keeping for both students and children. Seattle Public Schools and South Lake High School policies will be followed.

ABSENCES: (See agreement on back page) Parents must call the child care center if their child will be absent. Students with repeated absences will not receive credit for the class and may lose childcare privileges after:
- A verbal warning
- Written warning

SIGN IN – SIGN OUT PROCEDURES: Students are responsible for signing their child in and out of the center every day. The iPad mini device is in the lobby on the table in front of the office window. Sign in for both entering and leaving the PEL requires:
- first and last name of the child
- first and last name of parent
- time arriving or leaving
- daily: notify Supervisor if someone (age 21 or older) other than parent will be picking up the child or any special requests/ concerns.

To meet safety procedures only South Lake parents of enrolled children, GRADS students involved in assigned observations, and authorized personnel will be allowed beyond the locked front door entrance.

CTE COURSE CREDIT/LEARNING OBJECTIVES: Students whose children are enrolled in the Parent Education Lab will be assigned to work in the center for one class period. Career & Technical Education credit will be awarded to students based upon attendance, cooperation with staff, participation with assigned duties, and completion of portfolio activities, learning objectives and assignments. Failure to comply will result in loss of childcare privileges.

LEAVING THE BUILDING DURING SCHOOL HOURS: Students are required to attend classes while their children are in childcare and to be on campus, except during lunch time unless they are 5 minutes walking distance from the PEL Center. Parents leaving the building for school related activities (i.e. internships, community service projects or Skills Center classes at Rainier Beach HS) or non-school activities (i.e. a Doctor’s appointment) must check with PEL Center staff before attending, have prior approval/ permission, and leave a phone number where they can be reached. Students who leave the building without notifying PEL Center staff or who are reported as skipping a class or not attending a pre-approved school-related activity may have their childcare terminated.

LATE ARRIVALS: Arrive with your child to get them settled before the first school bell rings at 8:45. (Classrooms open at 8:30) You will be counted as absent at 9:10. Except for DSHS appointments or medical emergencies, repeated late arrivals or chronically late students will result in the loss of childcare privileges. Unexcused students arriving more than 5 minutes late to their scheduled class in the childcare will be marked tardy.
TRANSPORTATION & FIELD TRIPS

TRANSPORTATION: Transportation is not provided for parents. For any organized field trips, travel will be on Metro, with parents accompanying their children.

FIELD TRIPS: Field trip permission for students and their children is required for planned trips off the school site according to Seattle Public Schools policies. Permission is granted for local walking trips and may occur -- if on School District property. Trips in the neighborhood or to the local Community Center property, local parks, or schools must be authorized by South Lake Administrative staff (Principal, AP) and to parents with prior signed DSHS or authorized parent permission on file with PEL childcare. Two staff members (one of whom can be an accompanying parent/ authorized personnel) will accompany children on all walking trips.

INFANT AND TODDLER CARE

WHAT TO BRING: Please bring a full extra set of clothing so that these are available every day. Space is provided for each child’s disposable diapers, pacifier, extra clothing and bottles. All the items should be clearly labeled with your child’s name.

• INFANTS - Bring four (4) clean bottles with lids from home every day, labeled with your child’s name, the day’s date, and put in your child’s labeled container along with their formula. Bottles may contain formula, breast milk or water only. Cereal mixed with formula cannot be given in the center. The only exception would be a Doctor’s note indicating it as necessary. Children under 5 months will not be given any solid food by Childcare staff. This is for health and safety of the child.
• DIAPERS - Need 6 per day.
• OTHER ITEMS – a child’s favorite toy (with staff permission) or blanket can be brought if permanently marked with the child’s name.

CLOTHING: To take part in healthy development activities, including outside play, art, and sensory activities, children should be dressed in comfortable play clothes. If your child is a toddler, please make sure that they will be wearing closed toed sneaker shoes and appropriate sweater, sweatshirt, or coat, as time outside is part of the daily play schedule, weather permitting (except extreme heat and cold temperatures)

FOOD: Infants and Toddlers each have a differing schedule and needs.

• INFANTS - See above on ‘What to Bring.’
  When your child is ready for food (at 5 – 6 months), we will supply all meals and snacks. Infants will be fed on demand when showing hunger cues. Breast feeding mothers will be called out of class as needed. The Center will provide a regular nurse consultation from a Seattle/King County registered nurse to advise on a monthly schedule and assist staff and mothers regarding child health care policies, illness management, control of infections and communicable diseases, feeding practices, intervention for any suspected abuse or neglect, providing appropriate resources and referrals to meet the needs of staff, families and children. The Nurse consultant’s name and phone number and on-site specific information will be available to staff and parents.
• TODDLERS - The Center provides all meals and snacks for toddlers. Typical food and menus include milk, and other items, including fruit and vegetables, cheese and proteins, crackers. USDA-CACFP meal plan guidelines are followed.
• **ALL**
  Seattle Public Schools Food policies will be in place. In case of food allergies, there must be an allergy notification form on file with staff. All allergies, food intolerances or nutritional additives or supplements need to be accompanied by a doctor’s instructions as to cause, reactions, care plan, and medication dosage amounts and times. Do not bring gum, candy, pop, chips, cookies or other junk food to school for your child to eat. Many of these foods pose choking hazards and are unsafe for young children. Outside foods are not allowed and will not be provided or consumed by children in the center. Many of these foods pose choking hazards and are unsafe for young children.

**NAPTIME:** An infant’s naptime is suited to their daily schedule and may include singing, rocking, or back rubbing to encourage sleep. A toddler’s naptime is built into their daily classroom schedule. Each child will have their own bedding, mat, or crib. If a child has a favorite blanket, stuffed animal, or comforter it can be brought to the PEL (with staff permission) if permanently marked with the child’s name.

**DIAPERING:** Parents should bring disposable diapers, at least six per day. Staff will change diapers every hour or as needed. Check the diapering chart near the diaper tables to determine when your child was last changed. Note on the chart any diaper changes you personally make. Anyone changing diapers is expected to follow Health Department and State licensing procedures which are posted at the changing table areas.

**BEHAVIOR MANAGEMENT POLICY / DISCIPLINE:** Positive discipline and catching children ‘doing good’ helps promote child development and their positive self-esteem. To build trust and acceptance, staff will use positive re-direction strategies and explanations of what children should be doing rather than punish or harm children or use time outs. Parent conferences are encouraged at any time and may be initiated by staff to help in managing children. Assistance with difficulties, stages, or disruptions of any behavior of frequent, extended emotional or physical problems may require attention of a professional specialist. The PEL staff reaches out to Boyer Children’s Clinic and Northwest Center Kids for early intervention observations and services. The GRADS teacher or PEL Coordinator and Principal, with parental consent, may take necessary steps to refer the child for professional evaluation at school. Chronic disruptive behavior which is upsetting to the physical or emotional well-being and safety of another child may require the following actions.

- A conference is arranged with the parent(s), staff and a health/behavioral specialist to discuss issues/identify possible solutions. A plan of action for a two-week period will be developed and agreed to by all in attendance. Documentation of behavior observed by the classroom staff and/or Coordinator will be gathered daily.
- Within two weeks, another meeting will be called to assess if the plan is not working. A different action plan will be developed with new data of behavior observations documented.
- If a child’s behavior continues to endanger the safety of the other children, then the Principal and PEL Coordinator, after review of documented behavior problems, a pattern of interventions, and notifications, may terminate childcare services for that child.
AGES & STAGES TRANSITION POLICY

While in the program, children 1 month to 36 months, may go through transitions. These are handled in the following ways.

FROM BOTTLE OR BREAST TO SOLID FOODS: Going from bottles/ breasts to solid foods, staff work closely with parents and discuss with them what they are doing at home and when they have or plan to start solid foods. The PEL provides all first foods for the infants while in the infant classroom. Breastfeeding moms provide breast milk. When parents indicate that they wish to have their infant start eating solid foods while in care, this will be introduced into their daily meal pattern. Any feeding preferences that the parent may have such as feeding only cereal to start with are followed by staff. Home canned, frozen or prepared food cannot be served in the PEL unless it is for the person's own child or children AND with prior approval and discussion with PEL staff. All food and breast milk must be labeled with first and last name, date and time made.

MOVING FROM INFANT ROOM TO TODDLER ROOM: When infants are approaching their first birthday, typically 2 – 4 weeks’ prior, the PEL Coordinator and staff discuss the readiness of the child to transition to the toddler room. A major sign of readiness is mobility (walking or crawling). Another cue is the child’s readiness and desire for more active stimulation and engagement with other peers. The Coordinator will then begin a conversation with the parent(s) about moving their child and making a transition to the toddler side of the room. With parent permission, and approval, the child being moved will be allowed to come to visit in the toddler room in small and increasing increments. To begin with, visits are typically from 9:00 – 10:30 a.m., increasing to an afternoon session of 2:15 to 3:00. When the child is on the infant side, staff maintain a similar eating and napping cycle schedule that matches toddlers so that the adjustment to the child being moved is more closely matched to their body clock, as the transition to the toddler classroom is made. On the child’s first birthday or the next closest school day thereafter, the child is permanently moved to the toddler classroom, pending the child shows signs of being comfortable in that setting. Transition is based solely on the child’s developmental readiness for the transition.

TOILET TRAINING: Using diapers to toilet training, staff observes toddlers for signs of toilet training readiness. These may include staying dry for longer periods of time, indicating with words or signals that they have gone or need to go, disliking wearing a dirty diaper, or asking to use the toilet. PEL staff will mutually communicate or consult with parents to see if the child is showing the same signs of readiness at home. With the parent’s permission and cooperation at home, staff will take the child to use the bathroom and give them a chance to go when a diaper change would take place. Children are not required to sit and try, if they don’t want to. During this time, children are still required to wear a pull up or diaper, until mastery of toilet use has occurred. Children are rewarded with stickers for trying and going. Food is never used as a reward. When the child has shown mastery of toilet use by staying dry and requesting to use the toilet when they need to go, they may then transition to underwear. PEL staff will assist in training and helping parents and their children with the process.
TRANSITIONING FROM PEL TO ANOTHER FACILITY: A transition letter will be sent home 3 months prior to a child exiting the program to allow parents to set up new child care. The PEL Coordinator will work with parents, to find an alternative child care provider for their toddler in advance of the last day to allow for a smooth transition for child and parent. The referral to Child Care Resources for help in finding another licensed childcare or preschool is provided by the Coordinator. Parents are encouraged to call the prospective provider, visit the new facility and speak with staff so they can make an informed decision about their child’s care. Parents must notify DSHS a minimum of 10 days prior to making a childcare center change in order to continue child care subsidy benefits. Toddlers, of graduating seniors, who have turned 36 months after April of the current school year, who need to remain in the current facility can request to extend current services until the end of the school year on a case by case basis by petitioning the facility licensor who will make the final decision.

MEDICAL AND HEALTH POLICIES

Washington state law requires the following:

HEALTH HISTORY: A health history for each child must be kept on site. HIPPA privacy issues will be maintained by staff.

PHYSICAL EXAMINATION: Each child must have had a regular physical examination by his/her medical doctor, physician’s assistant or a certified registered nurse within one year of admittance to the center. Yearly physical examinations are required.

MEDICAL EMERGENCIES/ INJURY: In case of emergencies involving serious illness or injury, parents and ‘911’ will be called. Children will be transported to Children’s Hospital unless parents make other arrangements.

MEDICATIONS (Management): A medical authorization/ permission form must be completed, signed by the parent and on file for any medications or special procedures required. This includes diaper rash ointment, lotions, and sunscreen. All drugs must be in the original container intended specifically for your child, including those prescribed by your doctor. Medical authorization forms can be found in the ‘Injury, Illness and Medication’ notebook. Medications should be clearly marked with the child’s name and will be stored in one of the Medication storage boxes, either refrigerated or non-refrigerated.

IMMUNIZATIONS: The Seattle Schools policies will be followed. All classroom staff, including parents must have a TB (tuberculosis) test. Before admission to the center, each child must present proof of immunization for Hepatitis B, Diphtheria, Tetanus, Pertussis, Hib, Pneumococcal, Polio, Measles, Mumps, Rubella, and Varicella. Exceptions will be made in the case of a parent or guardian who expresses religious, philosophical, personal objections, or that a valid medical reason exists to prevent immunization. A statement by a physician will need to be on file. These records must be updated regularly.
SPECIAL HEALTH-CARE NEEDS: Before admission the Center needs an assessment of the child’s condition completed by the health care provider responsible for the management of the child’s medical needs. A plan will then be outlined for the treatment plan, to be reviewed and revised annually to provide adequate care for the child and to assure the child’s condition is not likely to be aggravated by the Center’s environment. A written agreement from the parent or guardian will also be required that states the staff will be informed of any changes in the child’s condition or needs. The staff will receive an orientation from the child’s health care provider that will include specialized equipment, with updates. A Physician’s written order will be needed for a child modified diet.

MENTAL OR PHYSICAL DISABILITIES: No child shall be singled out of care because of a disability if the child can be reasonably cared for in the setting – with reasonable accommodation. Changes must be readily achievable and must not otherwise create a burden to the program. An anti-bias environment is promoted to assure confidentiality, treat all participants with dignity and respect for their individual needs. Parents must provide necessary information to staff, so they may properly care for a child.

PRACTICES CONCERNING ILLNESS OF A CHILD: Parents will be notified and asked to pick up the child and take them home if they become ill or have any of the following symptoms while in the center.

- A temperature of 101°F or higher AND have a sore throat, earache, headache, rash, vomit, diarrhea, or just not feeling well enough to participate in classroom activities.
- Child cannot be comforted or is too tired or sick to participate in regular activities.
- Child has two or more watery/loose stools in a 24-hour period; OR blood or mucus in stool.
- Child is suspected of having a communicable disease. (see list of exclusionary illnesses in Health Policy)
- Evidence of untreated head lice, ringworm or scabies.
- Body rash (not related to allergic reaction, diapering, or heat)
- Child has vomited two or more times in a 24-hour period.
- Oozing open sores or wounds, mouth sores with drooling.

A child who becomes ill while in the center will be separated from other children in the PEL office. Parents will be notified. **A child with a mild cold or other mild, non-contagious illness may be accepted for care if their illness does not prevent them from participating in normal activities, including outside activities.** Please notify PEL staff if your child is suspected of having any communicable disease such as: scarlet fever, cold sores, impetigo, thrush, scabies, head lice, ringworm, Staph or MRSA, or Respiratory Syncytial Virus (RSV). We are required to notify other parents that their children have been exposed. State licensers will be notified of any chronic problems, as necessary.

INJURY: When a child becomes ill or injured while in our care, we must:

- Keep a confidential, individualized, written record in the child’s file.
- Record the illness or injury on our center injury/illness log.
- Notify the parents of injury or illness and staff involved and action taken.
SAFETY & EMERGENCY, DISASTER PREPAREDNESS/ RESPONSE PLAN

EARTHQUAKE:

- Earthquake drills are held on a quarterly basis and performed and documented on the bulletin board inside the main entrance to the PEL.
- In the event of an earthquake, when shaking begins, all people in the childcare will drop and cover under tables or against inside supporting walls, away from windows, and stay covered until shaking stops, taking direction from staff.
- When shaking ends, staff will assess any potential injuries and/or the integrity of the building.
- The supervisor or lead staff will instruct to evacuate children out of the building either following fire escape plan routes (or with the earthquake supplies) or to stay put.
- Earthquake (Emergency) supplies are in the large plastic garbage can labeled ‘Earthquake/ Emergency Supplies’ located in the laundry area.
- If instructed to evacuate everyone in the PEL will meet at the Assembly area in the Rainier Beach Community Center parking lot on the south side of the school building to assess any injuries and account for all children, students, occupants, and staff.
- No one may leave the Assembly area until advised to do so by an administrator. Evacuation of the site and/or the process to join parents and release their children to them is up to School administrators.

FIRE DRILLS: Monthly fire drills are performed and documented on the bulletin board inside the main entrance. Fire plan escape routes are located at each entrance to the childcare on the bulletin boards.

MISSING OR ABDUCTED CHILDREN: In the case of missing or abducted children, staff will first call 911, then inform the parent. In the case of any assault on a child, student or staff person, 911 will be called first, and then the parent or contact person and appropriate administrators will be notified.

LOCK DOWN: In the event of a school threat or school lock down, 4 intermittent bells will sound – indicating that all classroom doors will be secured and locked. The school policy will be followed, with lock-down of all childcare doors and windows. Sounding of alarm bells indicates that 911 have already been notified of the emergency. A Lock-down will remain until one continuing bell sounds the all clear or an announcement indicates ‘All Clear’.

For further information on these and other disaster preparedness plans, including pesticide policies, check with childcare staff. Detailed information is in the office files, labeled preparedness and policies.

DRILLS: They include the following: (may include announcement)

<table>
<thead>
<tr>
<th>DRILL</th>
<th>Method</th>
</tr>
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<tbody>
<tr>
<td>EARTHQUAKE DRILLS</td>
<td>intercom</td>
</tr>
<tr>
<td>FIRE DRILL</td>
<td>3 Intermittent bells</td>
</tr>
<tr>
<td>LOCK DOWN</td>
<td>intercom</td>
</tr>
</tbody>
</table>
CURRICULUM

LESSON PLANNING: Lesson plans are developed based upon themes and posted on the parent board. Often, parents will assist with implementing, reviewing or planning these lessons as part of their courses. Lessons will follow quality child care and Early Achiever guidelines to reflect the diverse age and individual needs of children, and include discovery, hands-on, multi-disciplinary, teacher directed and child-centered activities. Resources used will include books on tape, music for literacy enrichment, gross motor development and other activities including cultural competency. No computers, television or movies will be used for program time with the children.

DEVELOPMENTAL SCREENINGS

The PEL uses Frogstreet Developmental Checklist or CDC informal screening tools for 100% of the children in our program and are conducted within the first 90 days of enrollment for the school year. Then subsequently in January and May respectively. These screening tools are reliable, valid, and aligned with Early Achievers. Results are shared with parents, signed and dated and kept on file.

On a case by case basis, and with thorough observations completed by teacher and Coordinator, parents are told they might want to have either Boyer Children’s Clinic or Northwest Center Kids, Early Intervention come to school to meet with them (parent) and child to assess what services they can qualify for if any. The agency contact information is posted in the PEL office.

If parents elect to have their child evaluated, the Coordinator contacts the agency selected and arranges for an intake appointment to be conducted at South Lake High School in the main building. The Coordinator also arranges for a private space for evaluator and parent/child to meet.

FORMAL ASSESSMENTS

The PEL uses AIM Birth to Five Observational Assessment tool three times a year for 100% of the children enrolled for the school year. The assessment materials are given to the parents and they have a conference with the classroom teacher to set learning goals for the child based on assessment data. The assessment data from this formal observational assessment tool is used to individualize curriculum for the child to reach the goals decided on by teacher and parent to support their growth and development. A copy of these assessments is signed by parent and teacher, dated and kept on file.

The individualized instruction is documented in an informal way with portfolios for each child containing observations, photos, and other data collected. These portfolios are shared with the parents throughout the year.

COMMUNICATION

Daily communication may include milestones, concerns, and updates. Program highlights and overview will be communicated on daily sheets sent home each day.

If a child receives a minor injury or has an incident regarding behavior there will be a form to sign, a description of the event, and the steps that were taken.
PROGRAM POLICIES

CONFIDENTIALITY: HIPAA privacy/confidentiality issues will be maintained by staff regarding a child’s placement, records, contact information, or development. Records will be reviewed at registration and every 3 months thereafter to ensure compliance with immunizations, contact info, health and updates.

PARENT CODE OF CONDUCT:
This is a respectful learning environment which models courtesy, decency, and respect; therefore:
- Street shoes are removed and left in the lobby
- Hands must be washed at the hand washing sink in the lobby
- No cell phones allowed
- Chewing Gum is not allowed.
- Weapons of any kind are not allowed.
- Appropriate language is always to be used, whether children are present or not. (Bullying, harassing, swearing will not be tolerated)
- All threats to persons or property will be taken seriously and reported. Adults are asked to take control of their behavior and be responsible for it at all times.
- Because families are protected by our confidentiality policy, staff is prohibited from discussing anything about a child with individuals who are not their parent or guardian except on a ‘need to know’ basis.
- No child will be released to a parent or guardian who appears to be intoxicated.

SCHOOL POLICIES: (Drug. Alcohol, Smoking): At no time may smoking, drugs or alcohol occur on campus.

REMOVAL FROM THE PROGRAM: We reserve the right to suspend a child for disciplinary reasons. Other causes of suspension may include failure of parents to comply with site policies, chronic late arrival, and failure to complete enrollment requirements. Situations deemed a threat to safety and well-being of children in our care will not be tolerated.

GRIEVANCE PROCEDURE: Parents may bring their concerns to the attention of the PEL Coordinator/Program Director and arrange a meeting during non-program times. For any questions relating to this document or policies discussed, or questions relating to the staff of the childcare, please inquire with the either the Building Administrator, PEL Coordinator/Program Director or GRADS teacher. Program leaders will provide assistance, answer questions or share appropriate information, as needed.

DOCUMENT: Prepared and Edited by Susan Grant, HHS Pathway – CTE Specialist 10/5/16.
The South Lake Parent Education Lab (PEL) is a non-profit, licensed child care facility funded by the Seattle School District and DSHS. The PEL receives support from the Federal Carl Perkins grant Career & Technical Program 31 funds, and OSPI, and services from several public and private agencies including the Seattle/King County Public Health Department.

ANTI - DISCRIMINATION POLICY
South Lake Parent and Child Education Center follows the Seattle School District policy. The district is committed to nondiscrimination in all its education and employment activities. Specifically, the District prohibits discrimination based on sex (gender); race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental or physical disability; honorably - discharged veteran or military status; or the use of a trained dog guide or service animal by a person with a disability, and it provides equal access to designated youth groups.
PARENT EDUCATION LAB CLIENT AGREEMENT SIGNATURE PAGE

One copy retained in PEL, one copy retained with Building Administrator, one copy provided to Applicant

This is in acknowledgement of your receipt of the 2019-2020 Southlake Parent Education Lab (PEL) Handbook. Please sign, date and keep this page with your handbook.

Parent Name: __________________________________________________________
Child’s Full Name (Printed): _____________________________________________

I. I ___________________________________________________________ have read this handbook.
II. I understand the policies, expectations, operations of the Southlake Parent Education Lab (PEL).
III. I have read the safety information and disaster plans and I understand the procedures and policies for my child’s safety in PEL.
IV. I understand the policies, expectations, and operations of the PEL.
V. I have read the following summary of PEL Lab expectations/rules and agree to follow them.
   • Attendance is mandatory for students and their children; school policies will be followed. A waiting list for child care will be maintained.
   • Except for DSHS or medical emergencies, those with repeated or chronic late arrivals can result in loss of child care.
   • Without prior approval, those arriving after 9:10 a.m. will be asked to leave and try again the following day due to the 5-hour minimum DSHS requirement.
   • Special circumstances decisions will be made by school administration with input from PEL staff.
   • Parents must call the PEL AND the Main Office if their child will be absent or late.
   • Sign in and out of lab per DSHS licensing requirements.
   • Continued participation in the PEL Childcare is based upon ongoing, regular attendance due to DSHS requirements.
   • Only South Lake parents of enrolled children, GRADS students involved in assigned observations, and authorized personnel are allowed in the PEL.
   • Students with enrolled children will be assigned to one class period daily and will cooperate with staff and follow rules, observations, and required learning to fulfill and obtain class credit.
   • NO outside food is allowed in the classroom/childcare including: junk/snack food and beverages.
   • Appropriate and respectful language must always be used: in class, in the childcare rooms, and in the entrance lobbies.
   • HIPAA privacy and confidentiality rules will always be maintained.
   • NO weapons, alcohol, or drugs are allowed, including marijuana.
   • NO cell phones, chargers, or headphones are allowed in the lab.
   • Remove street shoes and wash hands in Lobby prior to entering the PEL classrooms.

Parent/ Guardian Name (Printed) _____________________________________________

Parent Signature _________________________________________________ Date ______________________
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