

# Parent Education Lab (PEL) **Student Handbook**



**Alan T. Sugiyama High School at South Lake**

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Seattle, WA 98118  
PEL Phone: 206-252-6640  
Main Office: 206-252-6600

This Handbook belongs to: \_\_\_\_\_

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## Welcome

The Parent Education Lab (PEL) provides a stimulating, nurturing child-friendly environment primarily built for the infants and toddlers of teen parents attending Alan T. Sugiyama High School at South Lake. The PEL aligns lessons learned in the classrooms with the WA State Early Learning and Developmental Guidelines. The PEL serves children one month to thirty-six months old. Infants and Toddlers are provided areas for reading, resting, dramatic play, arts, sensory play, blocks, music, climbing, and other areas that encourage fine motor development and outdoor play. The PEL 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, Alan T. Sugiyama High School at South Lake, the PEL 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 PEL Coordinator 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 (now Alan T. Sugiyama HS at South Lake) from Marshall HS and Sharples HS.

## Staff

### Center Staff:

Name	Title	Phone
Crystal Perez-Welander	GRADS Teacher	206-252-6615
Valentina Visscher	PEL Coordinator	206-252-6640
Malaika Brown	PEL Associate/ Teacher/Caregiver	206-252-6640

### Other Staff:

Name	Title	Phone
Brian Day	Career and College Readiness Director/ CTE Program Director	
Renee Willette	School Principal	206-252-6600
Kim Griggs	CTE - Health / Human Services Pathway Specialist	
Tim Ryan tim.ryan@dcyf.wa.gov	Department of Children, Youth and Families Licensor	site visits

Our program employs Early Learning staff who enjoy their work with children and young parents. Prior to hiring, all staff members undergo a criminal background check, a 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. The PEL is a participant of BrightSpark, a WA State Grant that assists staff in increasing their knowledge and skill. This leads to a quality rating which indicates the excellence of the PEL Childcare facility and provides increased funding. To maintain

MERIT system credentials and qualifications related to Early Learning certifications, the staff has a minimum of 10 hrs. training annually in areas such as child development, curriculum, cultural awareness, racial equity, language, and literacy. Training certificates are kept on site and are available for licensing and BrightSpark site visits.

## **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 first, then with the Building Principal. Parents can make an appointment at a mutually convenient time for consultation.

## **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 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 the PEL Coordinator or School Principal about concerns.

## **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, their development of life skills, and their 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.

**WA State Early Learning and Development Guidelines:**

- Provide a tool about children’s development that includes practical strategies for children at different stages of growth.
- Provide suggestions for where to go and who to ask for additional information on growth and development of young children.
- Promote a whole-child approach that affirms that learning and development are interrelated and build on previous learning.
- Acknowledge, honor and embrace the tremendous diversity and variation that exists for children and families.
- Recognize and celebrate what children learn to help plan for the next stages of growth and development.
- Align with the State Early Learning Plan, and reflect federal, state, and tribal learning standards.
- Encourage dialogue and sharing between everyone who loves, cares for and educates children.
- Inform professional development for caregivers, providers, teachers, and other early learning professionals.
- Develop and nurture the relationship between early learning and K-12 so that all schools are ready for children and all children are ready for school.

**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](http://seattleschools.org) under 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.

**Daily Schedule**

DAILY HOURS OF OPERATION: **8:30 – 3:40**

**Activity Schedule**

A typical day for the center includes:

- 8:30 a.m. - PEL Center opens – Parents say 'Goodbye' and go to class by 8:45 a.m.
  - Transition Time – Free Play
  - Morning Breakfast (Self-help/ Language focus)
  - Music, Language, Art, and Sensory Activities
  - Large muscle activities, gym, and/or outdoor activity (one hour required by WAC)
  - Transition/ Prepare for lunch
  - Lunch and Transition to Naps
  - Nap time and quiet play
  - Transition from Nap Time to Snack Time
- 3:40 p.m. - Parents arrive to pick up children

Infant learning 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, snack, and rest/naptime, along with daily activities and themes which are planned and posted.

## **Religious / Celebration Activities**

All activities, arts, decorations, and books will identify seasonal themes rather than religious holidays. SPS School Board policy will be followed.

## **Admission & Enrollment**

### **Enrollment**

Children (1 month to age 36 months) of students attending and enrolled full-time in high school, but not necessarily only at Alan T. Sugiyama High School at South Lake are eligible to apply for enrollment into the PEL Center -- if DCYF qualified, and on a first come – first served space available basis. Priority will be given to senior students and breast-feeding mothers. An application packet must be completely filled out and returned to the PEL Coordinator. No child shall be denied access on the basis of race, religion, identity, or other circumstance if deemed qualified by DCYF with a DCYF 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 DCYF childcare subsidy letter
- PEL child health survey
- Certificate of Immunization status (CIS) form – up to date for child
- PEL Field Trip Form
- PEL Film Release
- PEL Attendance agreement/ Student Commitment (Handbook Receipt - Signature page)

### **Fee Waiver / Payment Plan**

Only a DCYF Working Connections Childcare Subsidy is accepted for payment. Teen parents and children enrolled need to be in school/childcare full time, a minimum of 5 hours per day. **Continued participation in the Childcare is based upon ongoing, regular attendance as per DCYF requirements.**

There is no drop-in or part-time care. There are no extra fees, copays, or charges for students or their children.

## **Mandatory Reporting**

### **Child Abuse and Neglect**

All childcare 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 PEL Coordinator will discuss the concern with the parent and support the parent in making the report and seeking help from CPS. In addition to CPS, the child's parent, the PEL Coordinator, Building Principal, consulting nurse and others may be informed of any case of suspected abuse or neglect and of any 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 Alan T. Sugiyama High School at South Lake policies will be followed.

**ABSENCES:** (See agreement on back page) Parents must call the childcare center if their child will be absent. Students with repeated absences may lose childcare privileges after:

- A verbal warning
- Written warning

**LATE ARRIVALS:** Arrive with your child to get them settled before the first school bell rings at 8:45. You will be counted as absent at 9:10. Except for excused absences 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.

**SIGN IN – SIGN OUT PROCEDURES:** Students are responsible for signing their child in and out of the center every day using the PEL's iPad mini device located in the PEL 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 PEL Coordinator if someone designated on application (age 21 or older) other than parent will be picking up the child or any special requests/ concerns. Photo ID will be required, no exceptions.

Only Alan T. Sugiyama High School student-parents of enrolled children, authorized personnel, and staff-invited program guests will be allowed beyond the locked outside front door entrance. Only PEL staff can admit non-enrolled persons, no exceptions. This is for the safety of the children, student-parents, and PEL staff.

### **Leaving the building during school hours**

Students are required to attend full time classes while their children are in childcare. Parents leaving the building for school related activities (i.e., internships, community service projects, Skills Center, or cross-enrollment with another high school.) 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.***

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

**FIELD TRIPS:** Field trip permission for students and their children is required for planned trips off the school campus according to Seattle Public Schools policies. Permission is granted for local walking trips. Daily scheduled outside time includes walking to the local beach and parks or to other nearby school attractions. PEL staff will accompany children on all daily neighborhood walking trips. All other offsite field trips must be authorized by the Principal; SPS field trip policies will be followed.

## **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 cupboard basket along with their unopened formula. Bottles given in the Center to infants may contain formula, breast milk, or water only. Cereal mixed with formula cannot be given in the center. Children under 6 months will not be given any solid food by PEL staff. This is for the health and safety of the child.
- **DIAPERS** - Need 6 per day.
- **OTHER ITEMS FOR TODDLERS** – a child's favorite toy (with staff permission), pacifier, 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, rain or shine (except extreme heat and extreme cold temperatures). The infants will be clothed in warm layers and blankets appropriate to the weather for outside stroller time, 40 minutes per day. Toddlers must spend one hour outside each day as required by the WAC 110-300.
- **FOOD:** Infants and Toddlers each have a differing schedule and needs:
- **INFANTS** - When your child is developmentally ready for food (usually at 6 months) and able to sit in a high chair, we will supply all meals and snacks.

Infants will be fed on demand when showing hunger cues. Breast feeding mothers will be called/excused out of class as needed.

The Center will provide a monthly site visit and consultation by a Seattle/King County Public Health nurse to advise and provide appropriate resources and referrals to meet the needs of infants, parents, and staff.

- **TODDLERS** - The Center provides all meals and snacks for toddlers. Typical food and menus include milk, fruit and vegetables, cheese and proteins, and whole grains. USDA-CACFP meal plan guidelines are followed for meals and snacks.
- **ALL CHILDREN** - 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. Outside foods are not allowed and will not be provided, stored, or consumed by children in the center, no exceptions.

**NAPTITUDE:** An infant's naptime is suited to their daily schedule. Infants are placed on their backs in a sleeper in an empty crib (no stuffed animals or toys.) The toddler's naptime is built into their daily classroom schedule. Each child will have their own bedding and mat.

**DIAPERING:** Parents provide 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 Department of Health procedures which are posted at the changing table areas.

## **Behavior Management Policy / Discipline**

The Seattle and King County Childcare Health Program 'Childcare Behavior Handbook' is a PEL resource for staff.

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 the attention of a professional specialist. The PEL Coordinator reaches out to Boyer Children's Clinic or Northwest Center Kids for early intervention observations and services. The 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 and Stages Transition Policy**

Transition into the PEL program is after pregnant and parenting teens enroll in ATS High School, or cross enrolled in another SPS high school and attend school orientation. PEL program registration

packets may be completed in paper format and submitted to PEL Coordinator. 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/breast milk to solid foods: staff work closely with parents and discuss with them what they are doing at home and when they have begun, 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 their infant is developmentally ready (usually at 6 months) for eating solid foods while in care, this will be introduced into their daily meal pattern. Home canned, frozen, or prepared food cannot be brought into or served in the PEL. All formula canisters must be in their original unopened packaging; to be stored in the PEL. No partially filled or previously opened formula will be served. All formula and on-site pumped breast milk bottles will be labeled prior to feeding 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 and classroom lead teacher 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. Transition is based solely on the child's developmental readiness for the transition.

**TOILET TRAINING:** Using diapers transitioning 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. 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. The PEL Health Policy for toilet training will be followed.

**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 childcare. The PEL Coordinator will work with parents to find an alternative childcare 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 DCYF a minimum of 10 days prior to making a childcare center change in order to continue childcare subsidy benefits. Toddlers of graduating seniors, who have turned 36 months after April 30th of the current school year, and 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 protocol 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 for all prescribed medications must be signed by the parent and on file for all medications to be administered by the PEL staff. A parent signed form is also required for diaper rash ointment, OTC lotions, and sunscreen. All prescribed medications must be in the original container labeled specifically for your child, including dosage information by the health care provider. Medical authorization forms are filed in the PEL's 'Injury, Illness and Medication' logbook. Medications must be clearly marked with the child's name and will be stored in a locked medication storage box, either refrigerated or non-refrigerated, in the child's classroom.

**IMMUNIZATIONS:** SPS policies will be followed. All PEL staff must have a pre-hire negative result TB (tuberculosis) test. Before admission to the center each child must have a current CIS form (Certificate of Immunization Status) signed by a health care professional. For any immunization exemption based on religious, philosophical, personal reason, or valid medical reason, the CIS form must be noted and signed by a health care professional and on file. These records must be updated regularly.

**SPECIAL HEALTH-CARE NEEDS:** Before admission to the Center, parents provide 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 that the staff will be informed of any changes in the child's condition, medication, 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's 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 ensure confidentiality and to 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 OR INJURY:** 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 100.4 F or higher AND have a cough, 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, immunizations, 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. Center licensor will be notified of any chronic problems, as necessary.

**RECORDS AND NOTIFICATION OF ILLNESS OR INJURY:** If a child becomes ill or injured while in our care, PEL staff are required to:

- Record the illness or injury on our center injury/illness log.
- Notify the parents of injury or illness and staff involved and action taken.
- Provide a signed copy of the injury/illness form to parent.
- Maintain original signed injury/illness form on file.

## Safety and Emergency

### EARTHQUAKE:

- Earthquake drills are held on a quarterly basis and performed and documented on the log sheet located inside the PEL office
- 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 rolling bins labeled 'Earthquake/ Emergency Supplies' located in PEL staff and toddler bathrooms.
- 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 and Alan T. Sugiyama High School at South Lake protocol.

**FIRE DRILLS:** Monthly fire drills are performed and documented inside the PEL office. Fire plan escape routes are located at each entrance inside childcare classrooms and the PEL lobby.

**DRILLS:** Include the following: (may include announcement)

- EARTHQUAKE DRILLS: intercom
- FIRE DRILL: 3 Intermittent bells
- LOCK DOWN:intercom

**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, all classroom doors will be secured and locked. The school policy will be followed, with lock-down safety protocol. A lock-down will remain until an administrator or an announcement indicates 'All Clear'.

**FURTHER INFORMATION:** 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', and may be viewed by parents.

## Curriculum and Communication

**LESSON PLANNING:** Frog Street toddler lesson plans are developed based upon themes and posted in the classroom. Frog Street Infant lessons are based on developmental age, emerging skills, and developmental milestone goals

Parents may assist with implementing these lessons as part of their GRADS course.

Lessons will follow WA State Early Learning and Developmental Guidelines to reflect the six developmental domains of early learning standards. Resources used will include Frog Street Infant and Toddler Curriculum activities, cultural diversity, and STEM (Science, Technology, Engineering, and Mathematics) content in books and other classroom materials.

No computers, television, or movies will be used for classroom learning with the children.

**DEVELOPMENTAL SCREENINGS:** The PEL uses the Frog Street Developmental Checklist for all the infants and toddlers in our program. These checklists are completed three times each year. Initially within the first 30 calendar days of enrollment and subsequently in January and May. These informal screening tools are reliable, valid, and aligned with DCYF and BrightSpark standards. Results are shared with parents at a 1 on 1 parent conference signed, dated, and kept on file. We attempt to translate in parent home language using a Voice Translator device.

On a case-by-case basis, based on observations of the teacher and PEL Coordinator of developmental milestones concerns, parents may be told that they might want to have a third party, either Boyer Children's Clinic or Northwest Center Kids, come to the PEL to meet with them (parent), observe the child, and assess what services they can qualify for, if any.

If parents elect to have their child evaluated by a third party, the Coordinator contacts the agency selected and arranges for an intake appointment to be conducted at Alan T. Sugiyama High School at South Lake in the main building conference room or other private space.

**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. This formal assessment is conducted within the first 90 calendar days of attendance. The assessment materials are shared with parents at a 1 on 1 conference with the classroom teacher to set learning goals for the child based on assessment data three times a year. We attempt to translate in parent home language using a Voice Translator device. The assessment data from this formal observational assessment tool is used to individualize curriculum for the child to reach the developmental goals decided on by teacher and parent to support the child's growth and learning. A copy of these conference assessments is signed and dated by parent and classroom teacher and kept on file.

The individualized instruction is documented in an informal way with portfolios for each child containing observations, photos, work samples, or other data collected. These portfolios are shared with the parents three times a year minimally.

**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. The parent and the PEL Center each retain a copy.

## Program Policies

**CONFIDENTIALITY:** HIPAA privacy/ confidentiality protocols will be maintained by staff regarding a child's placement, records, contact information, and development. Records will be reviewed at registration and as needed thereafter to ensure compliance with immunizations, contact info, health, and updates.

### PARENT CODE OF CONDUCT:

This is a respectful learning environment which models courtesy, personal hygiene, and respect; therefore:

- Street shoes are removed and left in the lobby before classroom entry.
- Hands must be washed at the hand washing sink in the lobby before classroom entry.
- No cell phones/headphones/earbuds allowed inside the PEL lobby or classrooms. NO EXCEPTIONS
- Outside food is not allowed in PEL lobby or classrooms.
- 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 to 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 between staff members.
- No child will be released to a parent or guardian who appears to be intoxicated, or who is not authorized.

**SCHOOL POLICIES: (Drug, Alcohol, Smoking):** At no time may smoking, drugs or alcohol use 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. We only terminate childcare as a last resort.

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

### DOCUMENT

The Alan T. Sugiyama High School at South Lake Parent Education Lab (PEL) is a non-profit, licensed childcare facility funded by the Seattle School District and DCYF. The PEL receives support from the Federal Carl Perkins Grant, Career & Technical Education Program 31 funds, and OSPI, and services from several public and private agencies including the Seattle/King County Department of Public Health.

### 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 provided to Applicant.*

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

Parent Name: \_\_\_\_\_

Child's Full Name (Printed): \_\_\_\_\_

- I. I, \_\_\_\_\_, have read this handbook.
- II. I understand the policies, expectations, and operations of the Parent Education Lab (PEL).
- III. I have access to the safety information and disaster plans and I understand the procedures and policies for my child's safety in the PEL.
- IV. I understand the policies, expectations, and operations of the PEL.
- V. I have read the following summary of PEL expectations/rules and I agree to follow them.
  - Full time attendance is mandatory for students and their children; school policies will be followed. A waiting list for childcare will be maintained.
  - Except for excused absences or medical emergencies, those with repeated or chronic late arrivals can result in loss of childcare.
  - 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 DCYF attendance 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 daily as per DCYF licensing requirements.
  - Continued participation in the PEL Childcare is based upon ongoing, regular attendance due to DCYF subsidy eligibility and requirements for full time students.
  - Only Alan T. Sugiyama High School at South Lake parents of enrolled children are allowed in the PEL. All others must wait outside the lobby of center.
  - Students with enrolled children who are assigned a PEL class period daily will cooperate with staff and follow rules, observations, and required learning to fulfill and obtain class credit.
  - **NO** outside food is allowed in the PEL lobby or childcare classrooms
  - Appropriate and respectful language must always be used: in class, in the childcare classrooms, and in the entrance lobby.
  - 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 PEL.
  - Remove street shoes and wash hands in lobby prior to entering the PEL classrooms. Only PEL staff may admit visitors into the PEL lobby.

Parent/Guardian Name (Printed) \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_