



Parent Hand Book

"Where the children come first"

Mission, philosophy and policies for The Shyne School

Katrina Brooke, Director
7/25/2011

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**ADDITIONAL INFORMATION CAN BE FOUND AT WWW.SHYNESCHOOL.COM >REGISTRATION
You can view the full registration packet with the Tuition Agreement, Health and Safety Policies, Transition
Recommendations.
On the web site you will also find the Annual Calendar, Menu and Classroom Lesson Plans**



Introduction

The Shyne School has been a community for early learners and their families since 1982. We provide educational, play focused programs for children 1 to 5 years old. We have a few school agers before and after school and on school holidays up to 8 years old.

We believe you have to plan your curriculum around the whole child and that all the areas of development (*social/emotional, cognitive, creative and physical*) hold equal importance. We have four classrooms and move children to the next classroom in the summer or fall. Parents love the flexibility we offer. We have three daily schedules with part or full week options for families. We have a 2.5 hour program for Toddler/Preschool Only 9:00 to 11:30 AM. A Plus Program for 4 to 5 hours 8:30 to 12:30 for Young Toddlers, 9:00 to 1:00 for Toddlers and 9:00 to 2:00 for Preschool. For working families we offer a full day schedule. We open at 7:00 AM and close at 6:00 PM and full day children attend for 5 to 10 hours.

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

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

The Shyne School Mission Statement

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

Curriculum Philosophy

Our campus is made of three buildings set in a wooded area. The children take trips around the campus to explore. We have four play yards, so nature is part of our everyday curriculum.

We provide an early learning environment for children and feel that warm, nurturing interactions that lead to bonding with children is the first step to creating a learning environment where children feel safe and will take risks in their learning.

The classrooms are set up in learning centers with a balance of quiet and active areas. Each classroom has a manipulative, library, art/sensory, home center, and block area set up to meet the group and individual needs of the children. The older classrooms create science areas and do science throughout the year.

Using weekly themes as a springboard, we provide age and developmentally appropriate activities that encompass all aspect of early childhood education. We extend and enrich the children's play so the themes and activities can change during the week depending on the children's interest and lead they take. We plan for a balance of interests and leads they show us when we are observing.

We plan a balance of child directed and teacher directed activities and are committed to giving children the social/emotional (*self-esteem, independence, self help skills, separation...*), cognitive (*art, language development, math, cooking, science...*) and physical (*building, large and small motor...*) skills they need. Teachers use a variety of learning approaches to meet each child's individual needs to develop the whole child.

We are aware of new research concerning all aspects of child development so we can implement new ways to teach children. Children already know so much!

This kind of curriculum encourages teachers to focus on the child's development and to build on the child's existing strengths. Our main focus is non-academic, and we do not teach skills that are to be mastered in kindergarten. However, we focus on the child's interest to guide us. If the child shows an interest in academic concepts, we have materials to help that child achieve his/her goals.

We do not use a purchased curriculum. Each teacher plans her lesson plans to reflect the needs and goals of the individual child in their class. Teachers do this by observing, interacting and then implementing the lessons through facilitating the activities and daily schedule.

***"The Core of our curriculum is the warm & welcoming interactions
Children have each day with friends and teachers."***



Non-Discrimination Policy

We provide an early learning environment for children 2 to 5 years of age. Our goal is to provide a warm and caring home like atmosphere, where all children, no matter their race, religion or economic level, feel welcome and appreciated.

We have families from all over the world. For many, English may be their second language. We want to welcome and celebrate all nationalities.

Our goal is to have a culturally relevant curriculum. We do that by asking parents “What languages are spoken at home?”, “What customs and traditions do you celebrate?” We invite parents to share with our classes their customs, traditions, art, language, music, rituals and celebrations with the classrooms.

The children of the same nationality that share the same first language are welcome to talk to each other in that language.

The Shyne Schools goal is to immerse new students in English so they learn to speak English and become fluent in both languages.

We ask families to work with their child to learn English by speaking to them in English when at school. This makes it possible for teachers and other children to interact with each other by using a common language. When families are only speaking their first language it can isolate them from the other children, teachers and parents in the class. It is harder to make them feel welcome if this happens.

General Center Information

We start in house registration in February for the following summer and fall. Parents secure their spots, add days, change their schedules and update contact information. We may ask for forms to be updated or create new ones we would use to complete the year.

Each year we call other centers so we can do a comparison of rates to keep competitive with schools that offer a similar philosophy. We post the following year’s tuition by the end of May. If your child does not attend summer you will be required to submit payment by June 1st to hold your spot for the following school year.

Upon touring the center parents receive a current tuition sheet and brochure. Parents can find a current Menu, Pre-Registration Form, Full Registration Packet, (*Registration Form, Health Form (2 pgs), Overall Consent Form, Tuition Agreement, and Immunization*), and the Annual calendar on our website at www.shyneschool.com. Under classroom information you can view the weeks lesson plans for each class.

We then open the registration to new students starting March 1st. Parents who are enrolling their child for the first time must fill out a pre-registration form and pay a registration fee, annual academic fee

and emergency kit fee to secure you child's place. Your place will be reserved as soon as these non-refundable fees have been paid. If you do not plan to start enrollment until fall you will be required to submit payment by June 1st to hold your spot over the summer.

Before a child can be admitted, all forms in the Full Registration Packet, (*Registration Form, Health Form (2 pgs), Overall Consent Form, Tuition Agreement, and Immunization*), must be filled out, completed and returned to the office a week before enrollment begins. This information is very important and must be updated whenever there are changes: *immunization information, change of workplace or address, emergency contacts, etc.* All records are completely confidential.

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

We offer:

- Full and Part day early learning programs for children 1-8* years of age.
- Flexibility for parents: Parents choose how many days, what days and how long their child day will be.
- Planned learning programs for children 1 to 5 years old Monday to Friday, 9:00 – 11:30am
- Van transportation to and from local elementary schools before and after full day programs.
 - *Children older than age 6 are welcome, but often need care in a more age appropriate environment.

Preparing For Your First Day

We ask parents set up transition visits for the family to become orientated to the school. This starts the bonding process and the children learn some of the routine before they are left for the first day.

To transition to The Shyne School we like to have parents and children come for an hour visit in the morning. During all transition visits, parents need to stay at the school at all times. You are responsible for your child until they start on their first day. We recommend planning on being in the classroom with your child but also bring a book for the times you step out of the classroom.

While you are here:

- We ask parents to step out for 5 to 10 minutes once your child has been here for 20 or 30 minutes and are involved in an activity.
- Make sure you say good bye and that you will be right back.
- Come back when you say. If this is a hard separation for your child you will need to come a few more times before the first day of school.
- Talk with your child's teacher about how the visit went and how many more visits to plan.

- For young children one to two years we also ask parents to come and stay with them for the morning (9:30-11:30) before their first day.
- For children three and four we usually do a one hour visit once or twice before they start. Parents know their child best so we leave it up to you to decide on the visits.

Parents are able to guide the children through their day and help them key in on routines and transitions. The teacher may call the class by name or blow a train whistle and expect the children to come inside when they hear that. Parents are able to help their child by saying “did you hear the teacher say we are going inside when she blows the whistle? Let’s listen for it.” When parents stay and guide their children they also get to see the teacher and children interact and activities that happen at school. Children can tell when parents feel comfortable leaving. When children cry they are comforted by their teacher and a bond starts to form when children feel safe and loved. A transition to a new school can be harder for parents then for children sometimes. It can be very hard to leave when your child is crying. Parents are welcome to call after they have left to check on their child.

For Preschool and Pre-K, when children are older, they have usually learned to separate from their parents easier. If you find your child is having a hard time you may want to stay longer on the second visit. We want to work with you so this is a positive experience for your whole family.

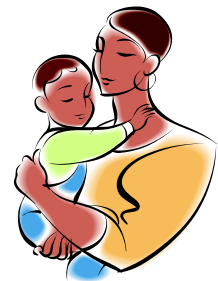
Families are welcome to come and use the play areas to on the weekend. When children come and play outside it gives them a sense of familiarity with the school and can increase their comfort level. We just ask families to leave the play area it in the condition they find it in. Sometimes the owner or janitor is around so you can just introduce yourself. There are picnic tables in the woods and on the big play yard if you want to bring a snack or lunch. Enjoy!

What to Wear and Things to Bring:

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

Dress your child in clothes he can do himself:

- Slip on or velcro shoes
- Easy pull on pants
- Snap or zip front jackets
- Slip-on boots (No flip flops, only sandals with straps)
- NO party shoes, to slippery!
- NO onesies, very time consuming.



1 AND 2 YEAR OLDS

- A complete change of clothes in a labeled bag.
- Bring Diapers and/or pull-ups if needed. (We supply wipes)
- A nap time blanket, pacifier, and/or “snuggly” if needed. *(We will supply and weekly launder sheets and blankets)*
- Short sleeves or sleeves the child can push up for hand washing.
- NO toys from home. One and two’s are very possessive. Please leave toys in the car.

➤ For rainy days send your child in a raincoat, boots, and a waterproof hat, so he/she can be comfortable when the class goes outside.

- In winter your child will need a heavy parka, warm socks and boots and a hat. Please bring Mittens only (NO gloves).

PRESCHOOLERS

- A complete change of clothes in a labeled bag.
- If your child rests, he/she can bring a special a nap blanket or soft security item. *(We will supply and weekly launder sheets and blankets)*
- Exploration and creativity is messy work. Please have your child wear play clothes.
- For rainy days send your child in a raincoat, boots, and a waterproof hat, so he/she can be comfortable when their class goes outside.
- In winter your child will need a heavy parka, warm socks and boots, mittens and a hat.

☆ Please label **ALL** your child's things with a Laundry marker ☆

IMPORTANT SAFETY TIPS FOR SCHOOL

- No scarves, hoods with ties or necklaces. These can get caught on the play equipment and cause choking.
- NO Umbrellas!
- Chocking Danger: Please don't bring toys or small objects from home!

Sample Daily Schedule

7:00 – 8:30 am

Early morning activities... take down chairs, eat breakfast, play quiet games, color, and do puzzles. Free play and supervised activities.

8:30 – 9:00 am

Outdoor play or free play

9:00 – 11:30 am

Class time for all children includes:

- Circle Time
- Snack
- Free play
- Special projects
- Diapers/Bathroom
- Outside, play yard

11:30 – 12:00 noon

Say good-bye to AM students. Prepare for lunch & wash hands.

12:00 – 12:30 pm

Lunch

12:30 – 1:00 pm

Dewdrops start nap and say good-bye to Plus friends.



1:00 – 3:00 pm

- Nap time – children sleep from .5 to 2 hrs depending on their needs
- Non-nappers return to the classrooms at 1:30. We say good-bye to Plus friends at 2:00.

2:30 – 3:00 pm

Snack time for non-nappers

In the afternoon we have a nappers and a non-nappers group. The two groups combine in the afternoons as ratios allow or all at 5:00 PM for the end of the day snack.

2:45 – 3:15 pm

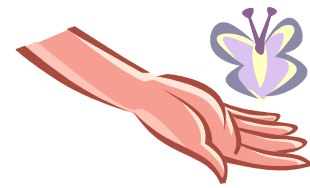
Snack time for nappers

3:00 – 5:00 pm

Afternoon activities indoors and out

5:00-5:15 pm

Snack

**5:30 – 6:00 pm**

Students have free play until parents arrive to pick up students. Remaining students from all the classrooms combine. The group may visit the play yard if the weather is nice.

We ask that students arrive no later than 9:10 AM so we can start circle time with everyone here. It is difficult for children to join the group after circle has already started. It is distracting to the group if children are arriving when the activities have begun.

Potty/diapers are on an every two hour schedule, or more often as needed. They eat about every two hours for snacks or lunches.

Students leave throughout the day from 11:30 AM until 6:00 PM depending on their schedule.

Social Development in the Early Years: Infancy to School Age

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

TRUST VS. MISTRUST (infancy)

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

AUTONOMY VS. SHAME AND DOUBT (toddler)

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

INITIATIVE VS. GUILT (age 3 ½ to 5 years)

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

INDUSTRY VS. INFERIORITY (age 6 to 11 years)

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

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

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

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

We feel a child's social and emotional development is equally important to development as cognitive skill for Kindergarten preparedness.

MEAL POLICY

Our cook plans, purchases and prepares meals following the Department of Early childhood Licensing guidelines.

We balance a high fiber, low sugar diet with foods that will appeal to young children. Breakfast and snacks include two of the four food groups. Full day students that arrive early are served a breakfast snack at 7:45-8:00 AM.

Lunch consists of all four food groups (grain, protein, fruit/vegetable, and dairy). Menus are rotated on a six week basis. Each week contains a vegetarian meal. We work hard to limit lunches to no more than one processed food item for lunch per week. Most meal items are made from scratch with whole grains and fresh fruits and vegetables.

The Shyne School does not serve **tree nuts or peanuts**. Please do not bring tree nuts or peanuts to the school.

We are able to make most substitutions for allergies or dietary restrictions. Parents work directly with the cook on dietary substitutions.

We follow the American pediatrics recommendations, such as very little juice and making adjustments and substitutions for our youngest eaters (no popcorn or grapes, food cut up small, peeled and steamed). Children must be eating solid foods and drinking fluids from a sippy cup when they start at The Shyne School.

Children are welcome to bring their own lunch if coming from elementary school or to meet allergies or dietary restrictions. Foods with **NUTS are not allowed**. If you are providing lunch and snacks from home, PLEASE send them in a labeled container and remember to take the remains home at the end of the day.

Meal Schedule:

BREAKFAST: 7:45 – 8:00 am

MORNING SNACK: 9:45-10:00 am

LUNCH: 12:00 noon

AFTERNOON SNACK: 2:30-3:00 pm

LATE AFTERNOON SNACK: 5:00 pm

Open Door Policy

We welcome families to stop by at any time to see their child, once they are enrolled. You are welcome to join us for lunch! We ask that you make sure it is not a hardship on your child or disruptive to the class. We welcome parent volunteers! Regular volunteers must file a background check. Let your teacher know how you can help.

Time Clock

At transition visits the director will orientate you on the use of the time clock to sign your child(ren) in and out each day. The ID codes for you and regular Authorized Persons who pick up and drop off your child. Only those with an ID code will be able to sign children in and out. Before an Authorized Person will be picking up or dropping off your child you will need to have an ID code for them. We use the last four digits (or first four) of a person's cell phone as the ID code to make it easy to remember. Each person must have their own code so we know who is dropping off or picking up and the time. Please do not encourage children to use the time clock.

Please do not give your code to someone else to use when picking up, but ask me to give them a code of their own to keep our records as accurate as possible.

We have a back up sheet to enter corrections on if the time clock will not let you sign in or out or if a person does not have a code. Please sign your name legibly so I can read it to make corrections.

When you arrive the time clock will be displaying the welcome screen. At this screen you will **enter your ID code**. Please wait for the time clock to verify your ID code. Next it will show the children's names and say "Checked Out" or "Is In" to show the child's current status. "Is out" and "Checked out" means they are currently checked out. You will then **press the lit button** to the right of the child's name and the display will change to "**Check In**", which means they will be checked in. Press **Finish** and you will see a

summary screen that will tell you how many children you are checking in. Press **Finish** again and you will then see the message “Thank you and Good Bye!” which tells you that the process is finished. For check out you will follow the same procedure.

Child Abuse Reporting Law Requirements

When a teacher has reasonable cause to believe that a child has suffered abuse or neglect, he or she shall report such incident, or cause a report to be made, to the proper law enforcement agency or to the department as provided in RCW [26.44.040](#) following the licensing requirements set forth by The Department of Early Learning in Washington state.

The report must be made at the first opportunity, but in no case longer than forty-eight hours after there is reasonable cause to believe that the child has suffered abuse or neglect. The report must include the identity of the accused if known.

The department, upon receiving a report of an incident of alleged abuse or neglect pursuant to this chapter, involving a child who has died or has had physical injury or injuries inflicted upon him or her other than by accidental means or who has been subjected to alleged sexual abuse, shall report such incident to the proper law enforcement agency. In emergency cases, where the child's welfare is endangered, the department shall notify the proper law enforcement agency within twenty-four hours after a report is received by the department. In all other cases, the department shall notify the law enforcement agency within seventy-two hours after a report is received by the department. If the department makes an oral report, a written report must also be made to the proper law enforcement agency within five days thereafter.

You can read more about the requirements and procedures at <http://apps.leg.wa.gov/RCW/default.aspx?cite=26.44.030>

Behavior Management and Guidance

OUR PERSPECTIVE

- 1) When a child's self-esteem is high and the rules are direct, clear and reasonable, misbehavior is minimal.
- 2) When a child feels loved and valued as a person, he will love and value others.
- 3) Children respond positively to those who love and approve of them.
- 4) A child feels valued when they are given important and relevant tasks to perform.
- 5) A child feels valued when someone really listens to what he/she has to say.
- 6) It is our opinion that a child learns correct behavior by watching the adults in his/her life. These adults must encourage and reinforce the child's appropriate behavior in positive ways. In addition, they must have a clear and consistent set of rules to follow and know that acting outside these rules is not allowed.
- 7) We consider ourselves disciplinarians. Our goal is to model and teach appropriate behavior.

METHODS OF CORRECTION

- 1) We bring children together to identify the problem. Once the problem is identified we are able to guide them through the problem solving process.
- 2) We teach children to be empowered and learn to stand up for themselves by telling the other child, "I want you to..."
- 3) We teach children to listen and take responsibility for their action by stating "I will stop..."
- 4) We teach empathy by having the child that hurt someone else to help make the hurt child feel better. They could ask if the hurt child needs a hug, ice pack or a gentle back pat. The child that hurt misses out on play while they help them feel better.
- 5) Teachers state what the consequences will be if the behavior happens again.
- 6) Younger children are distracted, redirected or removed from the problem.
- 7) Until a child is able to participate cooperatively they may have a renew time or be separated from the group. It is up to the child how long they will sit out. The children are responsible for their own behavior. Some are ready to cooperate right away and some are stubborn and need to sit down for awhile. It is up to them.
- 8) All children are reminded of the behavior goals and why a certain behavior is important.
- 9) A child may lose privileges if he disregards the limits set. They start each activity over with all the privileges but can lose the choice of who, what and where they get to play during outside, free play, special project... A teacher may need to choose where they will play, who they will play with or if they will play alone and what their choices will be.
- 10) The child may be removed from the class if disruptive.
- 11) If a child severely hurts another child a call will be made to the parents. The parent may be asked to speak to the child or pick them up from school. Reports will go home to both families.
- 12) We do not allow any person on the premises to use physical punishment. This includes spanking, jerking, shaking, slapping, hitting, striking, kicking, biting, or any other means of inflicting physical pain or causing bodily harm. We ask parents to follow these policies on campus and at home to create consistency for the children.
- 13) We do not use or allow verbal abuse.
- 14) We also use positive discipline techniques such as cause and effect, contingency, modeling and encouragement.

GOALS FOR POSITIVE DISCIPLINE

- 1) To build the child's self esteem by really listening to what he has to say, and by giving him the freedom and respect to make many of his own decisions.
- 2) To provide the child with enough interesting activities to eliminate misbehavior due to boredom.
- 3) To set firm rules and guidelines which are consistent every day and the same for every child.
- 4) To never scold, harass or humiliate a child, but gently correct the inappropriate behavior.
- 5) To be fair, loving and forgiving.

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

EXPULSION FROM SCHOOL

We reserve the right to expel any child who:

- 1) Is endangering the safety of other children, teachers, or him/her and is not cooperative with our discipline techniques.
- 2) Have parents who disregard our payment policy.
- 3) Have parents who create hostility or a dangerous environment for teachers, the director and other children.

RELIGION

All religious matters are handled in an unbiased and historical manner. On religious holidays, parents are invited to come in to the class and share their special family traditions, as part of our cultural learning curriculum. We want families to feel welcome. We do not teach religion. We have many families that share religious holidays with us by sharing their culture, traditions, foods, activities, music and customs.

Transportation Policy

Public School Transportation

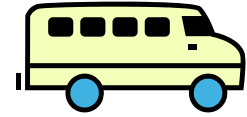
Shyne School provides student transportation in the Shyne School Van to local elementary schools. We will shuttle your child to and from all day kindergarten, 1st and 2nd grade.

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

Field Trip guidelines

Field trip notification will be e-mailed to parents and posted at least 48 hours in advance. Parents sign an overall consent form at the time of enrollment. Children ages 1 to 2.5 yrs. have a 1 to 1 ratio and children 2.5 to 4 yrs. have a 3 to 1 ratio, children 5 to 8 yrs. have a 4 to 1 ratio on field trips. If a child does not receive permission or elects to stay at school, they may join another classroom if there is space. Field trips are part of our curriculum and we encourage parents to participate when they can. The mode of field trip transportation is specific to individual field trips and will be noted on the Field Trip notification. Field trip transportation options will include: The Shyne School Van, Parent volunteers, and public transportation. All children are required by law to ride in proper child restraints. Parents are required to provide proper child restraints labeled with the child's name on the day of the trip. Parent volunteers that will drive MUST have a current Washington State driver's license, medical and liability insurance, and a vehicle in safe operating condition.

If a child is hurt (*more than a scratch, bumps and such*) during a field trip teachers will call the parents and let them know what has happened and where the child is so parents wish to pick up their child they can. Teachers will fill out an accident report. Of another person or animal is involved in the incident if



teachers are able to they will ask for names and phone numbers. If an animal is involved we will inquire about the vet record, and ask if their pet is fully vaccinated.

Safety Guidelines for all Shyne School Van Use

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

Health Practices

Preventing Illness in Childcare

Children in childcare are exposed to many more germs than children cared for at home. We all need to be mindful of this as we care for our young ones. Sick children in schools/childcare centers not only spread disease to other children, but to their teachers as well. When a teacher is sick, the quality of care for all the children is diminished. You can find additional information in our Health Policies and Procedures at www.shyneschool.com under registration.

WHAT SHYNE SCHOOL DOES TO PROTECT YOUR CHILDREN

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



WHAT PARENTS CAN DO

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

REMEMBER: A sick child prefers to be home in his/her own bed. Don't you?
- 2) Make sure your child is getting plenty of rest and proper diet. These are essential in fighting off colds and flu. Try vitamin tablets if your child will not eat fruit/vegetables.
- 3) Make frequent trips to the pediatrician. Look for one close to home. Quite often, cold symptoms are indicators of bacterial infections. Don't wait! If you suspect an infection...Go! Untreated infections spread disease and can have serious complications.
- 4) We go outside every day. PLEASE send your child in a warm, lined coat and a hood or hat. DRESS them for the weather! Your child should wear shoes or boots that will stay dry.
- 5) IF YOUR CHILD IS TOO SICK TO PLAY OUTSIDE, HE/SHE IS TOO SICK TO COME TO SCHOOL.

- 6) Layer those clothes up and LABEL THEM so they will get back to you.
- 7) Hugs! Hugs! And more Hugs!

When to Keep Your Sick Child Home

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

DIARRHEA

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

VOMITTING

Vomiting within 24 hours of attending school.

RASH

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

DRAINING EYES

Mucus or pus draining from eye, or pink eye.

UNUSUAL APPEARANCE OR BEHAVIOR

Unusually tired, pale, lack of appetite, difficult to wake, confused or excessively irritable.

SORE THROAT

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

EAR PAIN

Especially with fever or cold symptoms.

FEVER

Temperature of 100 or over

LICE, SCABIES, RING WORM OR PIN WORMS

Child may not return to school until all signs of infestation are gone and medical treatment has been completed.

CHICKEN POX

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

SEVERE COUGHING

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

GREEN NASAL DISCHARGE

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



CHILD MUST BE SYMPTOM FREE FOR 24 HOURS BEFORE RETURNING TO SCHOOL.

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

WHEN YOUR CHILD RETURNS TO SCHOOL WITH MEDICATION

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

Injury and Incident Reports

Staff record the injury/medical emergency on Injury/Incident Report and the Log, which is kept in a drawer in the lobby.

The report includes:

- Date, time, place and cause of the injury/medical emergency (if known),
- Treatment provided,
- Name of staff providing treatment, and
- Persons contacted.

A copy is given to the parent/guardian to sign and then a copy is placed in the child's file. For major injuries/medical emergencies a copy is sent to the licenser no later than the day after the incident.

An injury is also recorded on the Injury Log, which is located in a drawer in the front lobby. The entry will include the child's name, staff involved, and a brief description of incident. We maintain confidentiality of this log by only staff having access to it. Only your child's name will appear on the form. By state law we must keep the other child's name confidential.

If a situation happens that needs to be reported or a child hurts another we fill out an incident report so the parents are aware of the behavior. A request of the parents may be made to prevent the injury to another child again (*trim nails, keep cowboy boots home, etc.*) and possibly a request for a parent teacher conference.

Center Practices

Birthdays!

You are encouraged to bring birthday treats for your child. Due to allergies and possible classroom rituals we ask that you make arrangements with your teachers. Please make sure these treats are nutritious. Please remember that state law requires that only commercially prepared foods may be served. No nuts or peanuts at The Shyne School.

School Spirit Days

The day after Halloween we have Pajama Day. The children are often tired and arrive late. We read books, play games, watch a movie and eat popcorn! So just let them roll out of bed, eat breakfast and come to school!

April 1st is April Fool's day so we let the kids go crazy with their hair, hats, and clothes (inside out, backwards)... anything they can think of.

Community Projects

In the fall we traditionally do a giving tree for the YWCA Transitional Housing in Redmond. We post a list and talk to the children about how lucky we are to have so much. We encourage the children to go with a parent and purchase a gift to put under the tree to make the holidays special for another child.

In the spring we do a different charity each year. In the past we have done a penny drive for The Sparrow Club, Jump for Heart Health to support the American Heart Association, a Trike-A-Thon with pledges for

Muscular Dystrophy, and collections of food for local food banks. We collect an annual academic fee to help support our programs. We do not do fundraisers.

Curriculum Night

Each fall the classroom teachers present their daily schedule, curriculum and class to parents. This is a parent only event and parents RSVP for childcare.

Mother's Day Tea

The children and teachers prepare a tea, yummy treats and a gift for the Mother's or special people in the children's lives. We often get 90-100% turn out!



Teacher Appreciation Week

This is a very busy week where families participate in all kinds of ways to show their teachers and the staff at The Shyne School how much they appreciate what they do. We ask for a parent to coordinate the week and have a mom in charge of each classroom.

Picnic – Father's Day

At the end of the school year we have a picnic at Cottage Lake Park for the whole family and play special games to honor Dad! Families bring their own dinner and The Shyne School provides special desserts, just for dad!

Emergency Plans

LIFE THREATENING EMERGENCIES

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

NON-LIFE THREATENING EMERGENCIES

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

FIRE EMERGENCY PLAN

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

Disaster Plan

We review our disaster plan annually to ensure the safety of the children and staff during and after a disaster, until children can be reunited with their parents/guardians. It is designed to aid the school staff in providing care for the children until outside help available. This plan assumes a major disaster such as an earthquake occurs and the children may need care and shelter for up to three days. Parents can bring an Emergency Kit the first week of school or the school will provide one at a \$15 charge. The kit will include food with a 1 to 5 year shelf life, 3 boxes of water, light stick, emergency blanket and a rain poncho. We ask each parent to personalize the Emergency Kits with a letter of comfort, pictures or a small item of comfort. Everything must fit into a gallon zip lock bag. Each bag will have a copy of the overall consent form for medical aid. The kits are yours to keep when your child leaves The Shyne School.



OUR PARKING LOT

Please watch for children running ahead of their parents as you drive in. Never leave your children unattended in the car or let them run to the car. People must accelerate to get up the hill, and many drivers may not see small children. Preventing accidents is the best way of handling them.

Our lot is small so parents have to be patient and wait until a spot opens up. Parents are able to drop off as early as 8:30 AM without an additional charge. If you are waiting more than 5 minutes please call the center so we can remind parents to drop off and proceed on their way.

It is important for parents to be quick when dropping off or picking up at peak times. We have families come after 9:30 for tours and transition visits to eliminate additional parking problems.

If you park on Avondale please be cautious it is a very busy road. Please do not block the drive ways of neighbors, they need to safely enter traffic on Avondale, if you park too close to the driveways the drivers cannot see clearly.

We work hard to keep the driveway and parking lot clear in snowy and icy conditions.

The children play on the play yard and breathe the air from the parking lot so The Shyne School is an idle free zone. Be green, turn off your car, bring all the children in and help keep all the children healthy and safe.

Parent Communication

A monthly calendar is located in the main entry by the time clock. Events and schedule changes will be posted here. A notebook for your non-confidential messages to teachers called The Communication Note Pad is located here, too. Please check the bulletin board often, so you don't miss any important information.

Teachers e-mail parents information about the curriculum, events, activities, lesson plans and newsletters. You can also have confidential conversation through e-mail or set up a time for the teacher to call you.

Parents are able to see teachers drop off and pick up. It is a partnership where teachers share information about a child's day and it is also up to parents to ask questions.

Teachers are always available as a resource and for parent conferences. Teachers fill out progress reports and meet with parents to share all the wonderful information about your child. You or the teacher can set up a conference at any time to discuss specific concerns.

ADDITIONAL INFORMATION CAN BE FOUND AT WWW.SHYNESCHOOL.COM >REGISTRATION