



HSDC

Hearing Speech and Deaf Center

HSDC's Reggio Emilia Inspired
Bilingual ASL and English Preschool:

Rosen Family Preschool Family Handbook 2020-2021

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Statement of Nondiscrimination: Rosen Preschool shall provide equal educational opportunity and treatment for all students, and is committed to nondiscrimination in all aspects of Rosen Preschool's activities and programs. Rosen Preschool prohibits discrimination on the basis of any of the following categories: 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.

What Should I Bring on the First Day of School?

Backpack

A durable small backpack works, best but you can also let the child pick based on her favorite color or style to get her excited for the first day. Place a tag inside the backpack with your child's name.

Forms

Please bring any outstanding enrollment forms and the signature page from this handbook.

Seasonally Appropriate Complete Change of Clothes in a Ziploc Bag

Include underwear and socks! *All clothing should be labeled with your child's name or initials.*

Comfort Item

ONE blanket or stuffed animal, a picture of the family and/or pet.

Water Bottle

A reusable spill-proof water bottle

Tissues/Baby Wipes/Diapers

Please send in a supply of baby wipes and tissues for classroom use. Send diapers if needed.

Lunchbox (optional)

This can be a reusable box or bag clearly labeled with your child's name. Let us know if your food needs refrigeration.

Folder (optional)

Your child can use this folder to bring home notes and memos from the teacher and school.

Parents: Sign up for Kaymbu for communication from the teachers. (see p. 12)

Please DO NOT bring toys from home as they can break or be lost and are often hard to share. One comfort item is ok, as listed above.

Calendar-at-a-Glance



2019 - 2020 Education Calendar

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	T	F	S
					1	2
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December 2019						
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29	30	31				

January 2020						
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February 2020						
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23	24	25	26	27	28	29

Rosen Family Preschool

Hearing, Speech and Deaf Center
1625 19th Ave
Seattle, WA 98122
rosenpreschool@hsrc.org

Students attend school 9am to 3pm
Monday through Friday.

Sept 2	Labor Day
Sept 4 - 6	Family Connection Conferences
Sept 5	Open House
Sept 9	First day of school
Sept 21	Deaf Thrive Day
Oct 11	Teacher Work Day
Oct 24-26	WAEYC Conference
Nov 11	Veterans Day
Nov 25-27	Parent-Teacher Conferences & K Transition Meetings
Nov 28-29	Thanksgiving Break
TBD	Education Department Family Holiday Party
Dec 23-Jan 3	Winter break
Jan 20	Martin Luther King Jr Day
Jan 28	Teacher work day*
Feb 17-21	Mid-winter break
Feb 18-21	Teacher Work Days
Mar 2	Winter Student Reports Mailed
April 13-17	Spring Break
April 13-17	Teacher Work Days
May 25	Memorial Day
June 18	Last day of school
June 18	Graduation Celebration
June 19-23	End of Year Conferences

TBD	ASL ECE Summit XI
TBD	PTA Meetings
TBD	
TBD	
TBD	
TBD	

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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April 2020						
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26	27	28	29	30		

May 2020						
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31						

June 2020						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

KEY						
	School & HSDC Closed					
	Teacher Work Day (no school for students)					
	Community Event					
	Parent-Teacher					
	Conferences					
	First & Last Day of School					
	Snow Day Closures					
	*Possible Snow Day Make-Up					

Welcome

We welcome your family to HSDC's Reggio-Emilia inspired, ASL and English Bilingual preschool! We aspire to be more than just your school; we are your partners in your child's education.

We developed this Family Handbook to answer your questions and ease your concerns. Please use it as a reference. If you have any further questions, comments or concerns, please do not hesitate to contact us at rosenpreschool@hcdc.org.

About HSDC...

The Hearing, Speech & Deaf Center (HSDC) is a nonprofit organization for clients who are deaf, hard of hearing, or who face other communication barriers. Our mission is to foster inclusive and accessible communities through communication, advocacy, and education.

HSDC'S VISION:

HSDC envisions an inclusive, accessible world, where everyone is understood and respected.

HSDC'S MISSION:

HSDC fosters inclusive, accessible communities through communication, advocacy and education.

HSDC offers a comprehensive array of programs that foster effective communication for individuals and families managing hearing or speech challenges. Our services include:

- Audiology
- Speech and Language Therapy
- Interpreting for the Deaf and Hard of Hearing
- Advocacy for the Deaf and Hard of Hearing
- Early Childhood Education

Our facility is located in the Central District of Seattle, on the corner of 19th Ave and E Madison St. We also have satellite offices in Bellingham and Tacoma. A map with directions to our preschool in Seattle is listed on the last page of this handbook.

About Rosen Family Preschool

PRESCHOOL MISSION:

At Rosen Family Preschool, children are capable, families are engaged, and educators are inspired; we collaborate in a joyful, accessible, bilingual learning community rooted in Deaf identity and American Sign Language.

PRESCHOOL VISION:

To be leaders in deaf education devoted to providing an exemplary ASL and English bilingual program for the diverse community of Seattle, empowering children and families to become creative and confident thinkers.

What makes our program unique?

Key elements of the Rosen Preschool approach:

- ASL and English Bilingual model
- Reggio Emilia inspired philosophy
- Deaf-friendly, culturally appropriate, visually accessible setting
- Family Engagement and Home Visits
- Culturally competent education team including teachers, audiologist and speech-language pathologist work regularly with students to meet individual spoken language and listening goals as appropriate

What does learning look like in the Rosen Classroom?

Children and adults work to form lasting, trusting and secure relationships. Relationship-building gives teachers and students the opportunity to learn together, developing social-emotional skills.

Teachers engage in an ongoing process of researching each student to provide opportunities and provocations built out of children's interests.

Teachers set the stage for authentic student engagement valuing play, curiosity and wonder, where students are empowered to be protagonists of their own stories.

Students have opportunities to work individually, in small groups, as a whole group and with a variety of staff members. Students participate as their abilities and interests dictate.

Children and adults work together to take good care of our intentionally designed materials and learning environment.

In our classroom:

- We communicate in a way that is accessible to all.
- We make everyone feel welcome, seen and known.
- We keep everyone's bodies, feelings and belongings safe.
- Learning opportunities, provocations and engagements are thoughtfully designed to spark interest, participation and growth.
- Through play, we learn and make meaning together by exploring, collaborating and questioning.

Language Learning

Our **Bilingual ASL and English program** provides a strong foundation in language skills. We know that early accessible language—spoken or signed—is a predictor of positive language outcomes. These set the stage for developing world knowledge and healthy social-emotional skills. Current research shows that cognitive functions are enhanced in the bilingual brain. Both ASL and English learning are fostered in the classroom, with a focus on ASL immersion and full accessibility at all times.

Rosen Preschool Language Learning Philosophy & Language Policy

In our Bilingual American Sign Language and English preschool we prioritize the establishment of a solid foundation in ASL as a fully accessible first language for every child, nurturing Deaf/deaf¹ children's critical early access to communication and connection. We use ASL to leverage second language development in written English and promote listening skills and spoken English as accessible and desired by individual families. By teaching ASL and English as distinct and separate entities, we maximize the quality of expression in each language. All classroom communication must be 100% accessible, either signed in ASL or interpreted into ASL.

¹The term Deaf/deaf includes children with any degree of hearing loss/Deaf Gain. Deaf Gain is the concept of benefits conferred on a person whose language and mode of expression is visually enhanced, enriching the diversity of human experience.

<https://www.psychologytoday.com/blog/deaf-gain/201411/introduction-deaf-gain>

Home Visits

Strong language models and inspired role models are fundamental to student success. Our highly qualified Deaf and hearing co-teachers collaborate with your family in the classroom and in the home. At the **Home Visit**, teachers and parents work in partnership to learn together and support the specific needs of your child and your family. Families will be invited to sign up for two home visits per month with the classroom teachers. Virtual home visits are also an option where parents and teachers meet via videophone or other video-chat programs.

Family Events with the Parent Infant Program

Family events offer a chance for you to meet other students and families in the HSDC community. There, you'll learn about topics relevant to your child's educational and personal development as well as have the opportunity to study and practice ASL as it is relevant to you.

Reggio Emilia

Rosen Preschool employs a Reggio Emilia inspired approach to learning.

Key Principles of the Reggio Emilia Approach

- 1) Children are inherently capable and curious, driven to learn.
- 2) Children are collaborators and learn through relationships and interaction within their communities.
- 3) We value and nurture the many ways that children show their understanding and express their thoughts and creativity: the "Hundred Languages" of children.
- 4) The classroom environment is the third teacher.
- 5) Adults are mentors and guides.
- 6) Teachers use documentation of children's thoughts and language to make their learning visible and inform curriculum development.
- 7) Families are essential partners in education.

Learn more at the North American Reggio Emilia Alliance www.reggioalliance.org:

ROSEN FAMILY PRESCHOOL PHILOSOPHY STATEMENTS

- 1) We will nurture strong partnerships with families; confident, connected and informed parents can best support Deaf children now and throughout their lives.
- 2) Keeping all members of our community physically and emotionally safe and healthy allows us to learn joyfully and thrive.
- 3) Our rich learning environment rooted in Deaf language and culture cultivates children who communicate with confidence and proudly embrace their Deaf identity.

- 4) Our environment and our interactions will reflect and honor an image of the child as capable, competent and unique to promote each child's self-concept and drive teachers' high expectations of children.
- 5) Our environment will serve as an inspiring, calm and supportive "third teacher" as we make intentional choices about the contents and organization of our space.
- 6) All staff actively enrich their professional expertise in collaboration with skilled and experienced educators; ongoing reflection allows us to excel and to meet and exceed our professional obligations.
- 7) We are driven to be change agents in the field of Bilingual Deaf Education in Seattle and beyond, making ASL and English Bilingual Education a viable and thriving option for Deaf children and families.
- 8) Using high-quality and effective tools and materials and learning to maximize their function will heighten our productivity, inspire us and help us to take pleasure in doing our best work.

Progress Monitoring

Each student in Rosen Family Preschool will be monitored for progress on an ongoing basis using a variety of assessment tools. You will receive triennial reports on your child's present levels of development and frequent updates on the current focus of activities in the classroom. If your child has an Individualized Education Plan (IEP) through one of our partner school districts, we will work together to develop specific goals and objectives for his/her progress over the school year based on his/her identified needs.

Our school uses the **Teaching Strategies Gold** assessment tool. This authentic, ongoing, observation-based assessment system is grounded in 38 research-based objectives for development and learning which align with Washington State's early learning standards. Teachers use a variety of online tools to gather and organize meaningful data quickly. At home visits and conferences, families can review the findings with teachers throughout the year, and can access the data through a parent portal.

We use the standardized **Visual Communication and Sign Language (VCSL) Checklist for Signing Children** to assess student's ASL learning. This tool was developed at Gallaudet University to meet the need for a comprehensive checklist of visual language development so that learning goals can be set, gaps in learning identified, and appropriate materials developed.

Your feedback and insight into your own child's strengths, challenges, and experiences are invaluable to us. We have set aside a specific time during the year (see school calendar) for parent/caregiver-teacher conferences and have incorporated regular home visits into our preschool program in order to discuss these very issues, but feel free to share updates with us at any time. Your direct

contact is the preschool teachers; however, if ever you find you need to address concerns on a higher level, you are welcome to contact the Executive Director.

Parent/Caregiver Participation

Preschool is more than a learning experience for the child; it's a place for the whole family to learn and build community. With our uniquely integrated approach, we offer rotating home visits and invite families to join us for Family Nights at HSDC. With your permission, teachers will visit your family to extend the classroom into your home in order to further support your child's growth. We hope all family members will be able to participate.

We use a communication app called **Remini** to provide families with curated daily photos of student work and weekly "Storyboards" which are short essays exploring a particular area of learning in the classroom.

We greatly value your input and support! Our PTA meets regularly to discuss topics related to our preschool and community. See school calendar for dates.

And of course, we're always thankful for parent volunteers! Opportunities will be announced throughout the year.

Staff

- Preschool Director:
Pamela Grossman (pgrossman@hsrc.org)
- Teachers:
Nate Elliott (neliott@hsrc.org)
TBD
- Rosen Assistant Teacher:
Sam Sanders (ssanders@hsrc.org)
TBD
- Rosen General Assistant:
Takeshi Matsumoto (tmatsumoto@hsrc.org)
- Education Department Assistant:
Cyrene Elliott (celliott@hsrc.org)
- HSDC Executive Director
Lindsay Klarman (lklarman@hsrc.org)
Mobile: 206-679-9698. VP: 206.455.6899

Ongoing Professional Development

Professional development for our staff is an ongoing process. All staff is required to complete the following trainings on a regular basis:

- First Aid
- Infant/Child CPR
- Bloodborne Pathogen
- HIPAA
- Anti-Harassment

Our staff also participates in field-specific trainings and conferences throughout the year.

Policies & Procedures

Enrollment & Admission

Rosen Family Preschool is open to preschoolers, ages 3-5, who incorporate both American Sign Language (ASL) and English into their daily lives. Each enrolled student as well as his/her family is able to access all of our education areas and resources free of charge. Parents are welcome to schedule visits to our classroom during our hours of operation. We also encourage you to take advantage of our Family Resource Library!

School District Placement / IEP

If your child is determined eligible for Part B/special education services through your home school district and your child's IEP team has agreed that the best placement is Rosen Preschool, s/he may begin preschool the day s/he turns 3 years old.

Private Placement

Our classroom has a limited number of seats, and school district placement must take priority. However, we do welcome children who embody our Bilingual ASL and English approach but who do not qualify for educational placement in Rosen Preschool through their school district. Open seats are available for private placement, while taking into consideration projections for school district enrollment later in the school year.

Private placement admission is determined on a case-by-case basis. Some of the factors involved in that determination are:

- Family commitment to our bilingual philosophy
- ASL abilities strong enough at enrollment to follow class instruction and engage socially
- Potty training
- Level of independence

Once all seats in the class are full, a wait list for private placement students is implemented.

Tuition & Fees

Those students enrolled under school district placement are entitled to free, appropriate public education (FAPE) in Rosen Family Preschool. No tuition rate will be assigned to them.

Those students who are enrolled under private placement will be responsible for a tuition based on a fee schedule that will be provided prior to registration. The fee schedule indicates what parents are required to provide for their children. Rates will be evaluated once a year. Parents will be informed in April if there will be a tuition increase the following school year.

Additional fees may be charged for field trips or special activities to all students who participate.

If assistance is needed for any preschool tuition or fees, please contact the Director regarding payment plan or scholarship opportunities.

Schedule

Rosen Preschool is in session Monday through Friday from 9:00am to 3:00pm. Home visits are scheduled individually. Appointments will be available Mondays, Tuesdays, Wednesdays and Thursdays between 1:30 and 4:30 pm and will last approximately an hour to an hour and a half.

Daily Schedule

Note: The schedule is subject to change at any time.

Time	Activity
9:00	Bus/Bathroom
	Big Body Play: Gross motor and sensory activities to come together and kick off the day
10:15	Circle Time
	Exploration: Student directed play , snack , small groups, center choices
11:20	ASL Story Time / Cleanup
11:30	Outside Exploration
12:15	Lunch/Bathroom
1:00	Walk to the Neighborhood Park
2:00	Storytime/Quiet Time
2:40	Closing Circle
3:00	Bus

Parent – Teacher Communication

The Rosen page on the HSDC website has a parent portal where you can log in to a private page to access our calendar and important files.

Parent Portal: <http://bit.ly/RosenParentPortal>

Password: RFPbibi

Shared Documents: <http://bit.ly/RFPDrive>

Daily and weekly, Rosen Preschool teachers update you about school activities, upcoming events, at-home carry-over activities, and much more via our Kaymbu app. The app can be configured to send you emails and texts right to your phone. *Download the Kaymbu app from the Apple Store or Google Play.*

How do families download the app and access their child's profile?

1. Search for "Remini for Parents" in the App Store (iPhone) or Google Play (Android phones)
2. Download the app
3. Enter the email or phone number connected to your child's profile
4. A four-digit pin will be sent to the email or phone number you entered
5. Enter the four-digit pin to finish logging in!

Please make sure to read our communications. Often, there is a very important date or information that teachers expect you to know. At your request, we can provide printed communication instead of emails.

Attendance

Attendance is crucial to your child's educational outcomes. All preschool students are expected to attend school daily and arrive on time. If your child is on a private payment plan, tuition will not be discounted if s/he misses school for any reason. If your child is on an IEP and therefore receiving preschool services through school district contracting, we will report absences to your school district. If your child is ill or must miss school for any other reason, please send a message via email so we know not to expect your child.

If a student will be removed from school prior to regular dismissal time, the parent or guardian should inform the Rosen Preschool staff in advance. Students will be released only to people listed on the *Annual Enrollment & Emergency Contact Form*. Photo identification will be required.

Sign-in

Parents must sign their students in and out on a daily basis when they are not taking bus transportation. We use our Remini app to collect signatures and monitor attendance. Please use your first and last name as well as the date and time of arrival and departure. If your child is bussed to preschool, we will mark them present. Sign-in data is used in the event of evacuation. In an emergency, it allows us to account for all students.

Illness

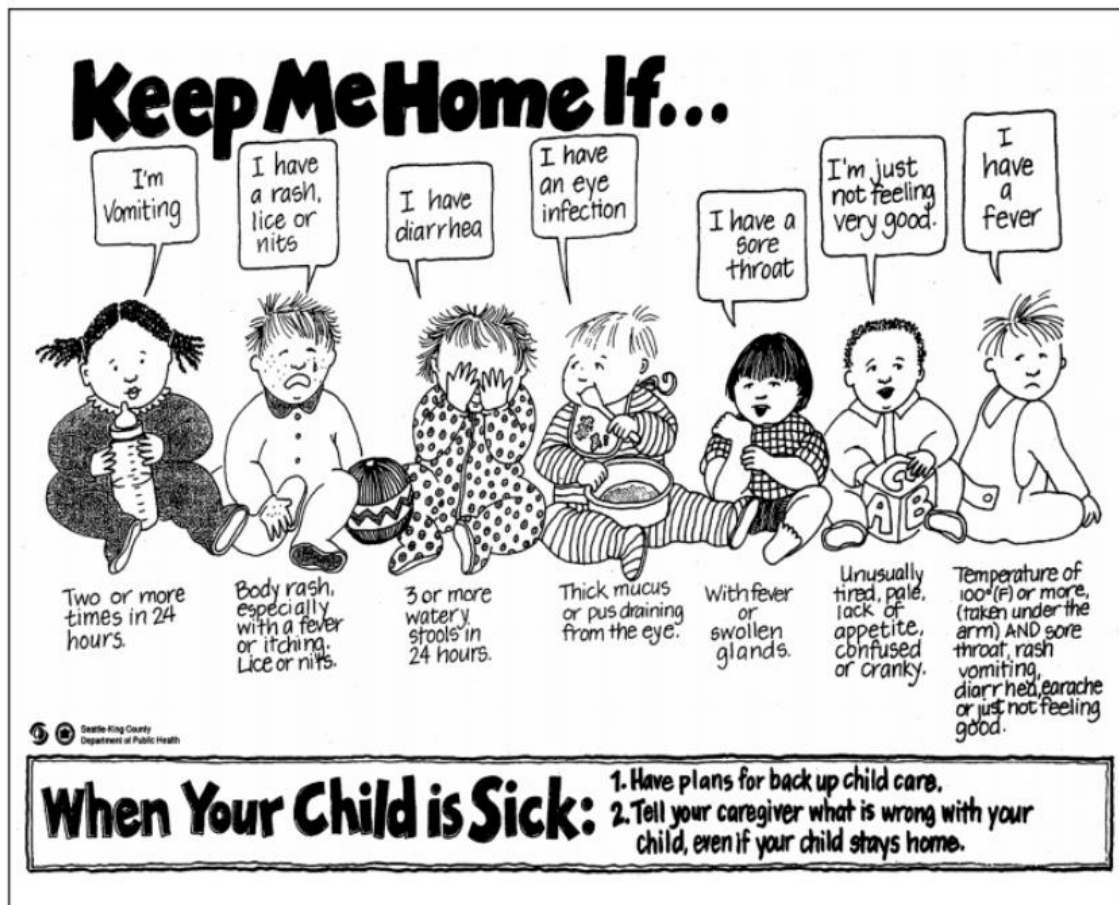
When your child is ill, it is best that they be kept home so that other children and staff are not exposed. Our license requires that students be kept home if they have any of the following symptoms:

- Diarrhea (three or more watery stools or one bloody stool within twenty-four hours)
- Vomiting (two or more times within twenty-four hours)
- Open or oozing sores, unless properly covered with cloths or with bandages
- For suspected communicable skin infection such as impetigo, pinkeye, and scabies: The child may return twenty-four hours after starting antibiotic treatment
- Lice or nits
- Fever of 100 degrees Fahrenheit or higher and who also have one or more of the following:
 - Earache
 - Headache
 - Sore throat
 - Rash, or
 - Fatigue that prevents participation in regular activities.

Children and staff who have a reportable disease may not be in attendance at the child care center unless approved by the local health authority.

<https://www.kingcounty.gov/depts/health/communicable-diseases/health-care-providers/disease-reporting.aspx>:

If a student becomes ill during the day, parents or guardians will be notified immediately to pick up the student as soon as possible.



Medications

Rosen Family Preschool will disburse prescription medication if medication is in the original container with the physician's instructions for administration on the label. Medication will be placed in a locked box in the classroom or in the school's refrigerator (if needed).

Do not leave medication in lunch boxes, backpacks or anywhere that may be accessible to children. A medication form (available in the education office) must be completed indicating time, dosage, and duration of medication. We will not disburse medication without written consent. It must specify dosage, the start & end date.

We are only allowed to administer certain groups of non-prescription medications. Parents must provide all medication.

- Antihistamines (Benadryl, Sudafed)
- Non-aspirin pain relievers and fever reducers (Tylenol, Datril, Liquiprin)
- Cough Medicine (Robitussin, Triaminic)
- Decongestants (Dimetapp, Pediacare, Robitussin)
- Diaper Ointments (A&D, Desitin)

ALL MEDICINE must be in the original container labeled with the CHILD'S first and last name with clear instructions for use. Medication must indicate dosage by age. It is suggested that parents request the pharmacist to prepare two containers when the prescription is filled (one for home and one for child care).

OR

Send the container with the pharmacist's or manufacturer's label to childcare and keep a supply in self-labeled container at home. Physician's sample medications can only be given if accompanied by written directions from the health care provider for administration including:

- Child's first and last names
- Date the prescription was filled
- Dose, duration and method of administration

For medications that are to be given for more than a one-month duration (e.g. for asthma, epilepsy and other long-term conditions), the parent authorization form will be signed monthly or when prescription is changed. These policies also apply to homeopathic medicines. Parents must sign all medication authorization forms both prescription and non-prescription for medication to be administered by staff. Parents must pick-up unused medication from the storage container. If not picked-up, it will be properly disposed of.

Medical Emergencies & Incidents

We do everything we can to maintain a safe and healthy environment in the Rosen Preschool. However, small accidents can occur. We have an incident report form that we will fill out any time first aid is provided for a child. In addition, if there is child-to-child contact that results in an injury, both children will receive incident reports. A copy of the report will be sent home on the day of the incident and the original will be kept in your child's file.

In the event of a serious and/or life-threatening emergency, staff will call 911. Parents will be notified immediately. They will be instructed as to the course of action taken. A staff member will remain with the child until a parent or an authorized emergency contact person can assume responsibility. In case of a medical emergency, children will be transported either by private car or ambulance to the nearest hospital.

In the event of an illness or injury that is not life threatening, first aid will be given by attending staff. Parents will be notified and we will follow parent instructions as to the best course of action in order to provide medical care.

Meals & Snack

Parents are responsible for providing breakfast for their children before arriving at school. Preschoolers will be provided nutritious snacks from our snack bank. Families rotate to shop for snacks to stock the snack bank. Water will be provided for lunch and snacks.

Healthy Snack Choices for Rosen Snack Bank If participating in the Snack Bank rotation is a hardship, please speak to the teachers and we can work something out.

Snack Bank Shopping List - <i>These are the snacks we request approximately every two weeks:</i> Milk – one gallon Crackers – 2 Boxes (Examples: Whole Wheat Bunnies, Annie’s Cheddar Bunnies, Trader Joe’s Rocket Crackers) Cheese Sticks – 2 dozen Hummus – 1 pint Pita Chips Or Pretzels – 1 or 2 bags Yogurt, Plain Or Vanilla – 1 quart (No Sticks) Unsweetened Apple Sauce – 1 Jar Fruit/Veggies Ready To Eat (Berries, Grapes, Clementines, Carrots...) Raisins, Craisins or Dried Fruit – 1 large box Seaweed Snacks – 1 to 2 dozen packages Loaf of Whole Wheat Bread Nut Butter and Jelly (no sugar added)	<i>You may add to the list, but please do NOT send these foods/ingredients to school:</i> Dyes or Artificial Colors Artificial Flavors High Sugar Content Fruit Roll Up Jell-O Kool Aid Sugary Juice Candy Yogurt Tubes CLASSROOM ALLERGIES: Oranges
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Parents have the option of purchasing a catered hot lunch from FareStart or bringing lunch from home. More information about FareStart services is available in the education office.

The snack menu is posted in the classroom. Parents must provide lunch or snack when a child cannot eat something off the menu. Please see our Box Lunch requirements below. We ask that you provide food that meets nutritional standards. Soda pop and junk food will be returned home. We encourage families to provide lunches according to the Healthy Eating guidelines (<https://www.doh.wa.gov/YouandYourFamily/NutritionandPhysicalActivity/HealthyEating>).

A small refrigerator is provided in each classroom for storage of lunch foods that must remain cold. Please advise your child's teacher in the morning if your child has food that must be refrigerated.

Box Lunch Requirements

If you choose to send a lunch box, please make sure that you adhere to the following requirements, mandated by licensing and Rosen Family Preschool.

1. Provide your child with a lunch box labeled with their name.
2. Provide a nutritious lunch and provide variety.
3. Please exclude candy, chips, soda, or other junk food. We are a peanut/tree nut free facility.
4. Make sure all items in the lunch box are ready to eat: Foods to be kept warm in a thermos, fruit and vegetables cut up appropriately, and cut to the appropriate size for the age of the child.
5. Lunch boxes need to be cleaned and sanitized at home daily.

Food Allergies

Names of children and their specific food allergies will be posted in the food service area of each classroom for staff to read. Parents are responsible in notifying us of any food allergies their child may have. We need a note from the child's physician stating which foods they are allergic to and indicate a substitute item of equal nutritional value in order to meet the need. This is required of us according to the USDA guidelines. Please ask us for the Food Allergy Health Care Provider form to take to the doctor for this purpose.

Parents are also responsible for providing substitutions. For example, if a child is allergic to milk products, the parent would need to bring a non-dairy beverage to substitute when milk is served and when the menu lists an entree which contains milk products. You will be responsible to pack a substitute item.

Our Approach to Discipline

Our program uses Dr. Jane Nelson's *Positive Discipline* approach, emphasizing respect for each child; developmentally appropriate expectations of children's behavior; and the use of natural and logical consequences.

(<https://www.positivediscipline.com/>) We also integrate Dr. Becky Bailey's Conscious Discipline tools, based on the same brain research and philosophical approach to loving discipline. (www.consciousdiscipline.com)

Discipline concerns are handled by staff in a way that encourages children to solve problems and develop a sense of inner self-control. Tools and strategies for self-regulation are explicitly taught, practiced and reinforced. Children are given authentic choices and the opportunity to be an active part of decision-making in their environment, thus fostering a sense of personal responsibility. Staff helps children to understand the reasons for rules and limits and to feel good about the choices they make. The expectations regarding behavior and participation are clear and consistent. The structure of the day addresses the children's need to move between being expansive and creative, yet not chaotic, and the need to be quiet, contained and focused.

Corporal punishment is antithetical to this approach and is never employed.

Our staff will use a variety of strategies for positive discipline and guidance in the classroom, including the following:

- Plan ahead in order to anticipate problems.
- Limit expectations to what is realistic for the developmental level of each child (and make these expectations clear to children). E.g. understand that young children are not ready to share yet; model and encourage sharing, but do not insist on it.
- Create a “yes” environment: rather than telling children what they cannot do, give them choices of the things they can do.
- Talk about children’s positive behavior: “Daniel was happy that you gave him the truck when you were finished with it.”
- Set a few simple, clear rules, focused around health and well-being, safety, respect for property, and respect for others.
- State rules positively rather than negatively: “Please walk” instead of “Don’t run.” Offer reasons for rules: “I know you really want to paint, but it is not safe to run inside the classroom. I don’t want you to slip and fall. Please use your walking feet when you are inside.”
- Model behaviors that we wish children to use, e.g. always being courteous and attentive.
- Give children clear, simple directions and positive reminders.
- Pay close attention to children in order to prevent and/or intervene in challenging behaviors. (Especially important with children who are likely to escalate, hit or bite.)
- Redirect children from unacceptable to acceptable behavior: “I am going to help you stop kicking. We’ll find something else for you to do.”
- Share our own feelings about certain behaviors: “I get worried when you climb on the bookshelf.”
- Help children deal with frustration and anger through words or pretend play.
- Focus on the child’s behavior, not on the child’s value as a person.
- Help children understand the consequences of their actions, and use problem-solving skills to develop solutions.
- Encourage children’s growing sense of independence and acknowledge when children show self-control.
- Help children refrain from dwelling on mistakes, so they can learn to move on.
- *Some of the above strategies adapted from the Creative Curriculum® (Teaching Strategies, Inc.).*

Time away from an activity can allow a child the chance to cool off and regain control; however, this strategy is used only rarely, for very objectionable, out-of-control or repeated antisocial behavior.

The following **unacceptable discipline methods** are prohibited by staff at all times, under any circumstances:

- Corporal punishment, including hitting, spanking, swatting, beating, shaking, pinching, squeezing and other measures intended to induce physical pain or fear
- Threatened or actual withdrawal of food, rest, or use of the bathroom Use of food as reward
- Abusive or profane language

- Any form of public or private humiliation, including threats of physical punishment or emotional abuse, including shaming, humiliating, rejecting, terrorizing, or isolating a child
- Punishment for soiling, wetting, or not using the toilet
- Bribes, false threats or false choices
- Retaliating or doing to the child what s/he did to someone else
- Labeling a child as “bad” or otherwise implying that s/he is a problem, rather than the behavior

Physical restraint of a child would only be used in an extreme situation where a child is in danger of seriously hurting him/herself or others and then only by a staff member trained in the appropriate use of the basket hold. Any time a restraint was required, the parent/guardian would receive written documentation.

If a child exhibits a consistent challenging behavior, efforts will be made to understand why the behavior is happening. Staff and parent conferences are held to talk about ways to change behaviors, if necessary. It is important that staff and parents use a consistent approach to the problem both at the center and at home. If the child does not show improvement, we may refer the child and parents to a qualified professional for further evaluation.

All children will be supervised at all times.

Mandatory Reporting

The staff of Rosen Family Preschool are required by law to report any instance where there is reason to suspect the occurrence of physical, sexual, or emotional child abuse, child neglect or exploitation to the police or Child Protective Services. Notification of the parents is solely dependent upon the recommendation of the police or Child Protective Services.

Religion and Holidays

Rosen Preschool does not prescribe to any specific religious or holiday practices. Customs and beliefs may be taught in class as a way of teaching children about all cultures and respect for all. Families are encouraged to share activities, food, songs, and stories from their cultures.

Closure Policy in Severe Weather

HSDC and Rosen Preschool follow Seattle Public Schools' weather closure policy. If Seattle schools are closed, then HSDC will be closed and Rosen Preschool will be cancelled. If Seattle Public Schools has a two-hour delay, Rosen Preschool will start on time. Information for the Seattle Public Schools can be found at <https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=29300406>.

Of course, your family's safety is our first priority. If Rosen Preschool is open, but you believe it is unsafe to transport your child to school, please stay home. Contact Rosen Preschool staff to inform them not to expect your child in class.

Transportation & Field Trips

Parents are responsible to transport children to and from Rosen Preschool during hours of operation. Those receiving services or attending school through a school district may be provided with bus transportation from that school district. Parents are responsible for making all bus arrangements and notifying Rosen Preschool of all bus pick up and drop off procedures in writing. Rosen Preschool does not transport children to or from school.

We frequently walk to different areas in the neighborhood and have attached a blanket “neighborhood walk” permission slip for you to complete and return. For other field trips, Rosen Preschool staff will send home a *Field Trip Authorization Form* outlining details. Depending on our study, we may take field trips to the local fire department, a pizza parlor, or a nearby park. Parents will be informed about field trips in advance and are welcome to join the class.

Parking

There is a loading zone, as well as 2-hour street parking in front of the center. Please remember that these spaces are for pick up or drop off only. Parking on the HSDC side of the street is 2-hour only.

Animal and Pet Policy

Caring for and interacting with pets can be a special part of our preschool curriculum. It gives the teachers an opportunity to talk about life cycle issues including death. Children learn to care respectfully for creatures and are given the opportunity to nurture other living beings.

Classroom pets and visiting animals need to be in good health.

Pets and/or visiting animals must have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected).

Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.

Staff makes sure that any child who is allergic to a type of animal is not exposed to that animal.

Reptiles are not allowed as classroom pets because of the risk of salmonella infection.

What to Wear

Rosen Preschool students should wear comfortable clothing that can get messy. Rosen Preschool will include a variety of activities daily in which students will likely get water, washable paint, or other things on their clothing. An extra change of clothes must be kept in your student’s cubby at all times “just in case” and replaced

as soon as possible if used. We go out to play every day, rain or shine. Please pack a rain jacket, boots and a hat. Please label all clothing. Shoes should be appropriate for outdoor running and walking.

Children's Cubbies

Rosen Preschool students each have a cubby located near the entry area of our classroom. Students should practice independently hanging their backpacks and coats in their cubbies at the beginning of each day. They should also leave any other personal belongings in their cubby during the school day.

Backpacks

Please make sure to send your child to school with a backpack (or any bag) every day. This will ensure a quick and safe transition and ensure that all materials make it home! Please check your student's backpack daily for any projects or notes home from the teachers.

Diaper Policy

We accept children before they are potty-trained but hope to work with parents to meet that goal during the school year. If a child is still in diapers, parents are responsible for providing diapers that will be kept in their child's cubby. A note will be sent home when the supply is getting low. Only Rosen Preschool staff will change students' diapers.

Photo Release

In Rosen Preschool, photos are routinely taken for use in projects and may occasionally serve a dual purpose for marketing and training. Only those students with signed photo releases will be utilized for the latter purpose. A photo release statement is included and must be initialized on the enrollment paperwork.

Emergency Procedures

Necessary and immediate steps will be taken in the event of an emergency, and a call to the emergency contact person listed on the emergency form of the enrollment packet will be made. It is critical that you keep Rosen Preschool updated with current emergency numbers. Inform the education office immediately of any changes.

If an emergency situation arises that compromises local communication lines, Rosen Preschool's out-of-area contact is Washington State's Center for Deaf and Hard-of-hearing Youth: (360) 418-4292. We will also post our emergency information to local radio station KPLU 88.5 FM as soon as possible.

Rosen Preschool Exit Path: **PRIMARY PLAN**

From the west (non-HSDC hall) door, take a right and out the door to Madison St. Walk east down Madison and cross to Mt. Zion Church parking lot. Teachers take care that group crosses safely together.

SECONDARY PLAN

Take a left, walk down the main hall, then take a right at the corner. Walk through the HSDC lobby to the emergency stairs exit. Take the stairs down to the courtyard away from the building and cross to Mt. Zion Church parking lot.

EXTENDED EVACUATION FROM PRESCHOOL

If the cause of an emergency evacuation prevents people from reentering the building and parents are unable to pick their student(s) up immediately, the students and staff will relocate to the basement of the Madison Non Profit Center (MNC) Building, located behind HSDC at 1620 18th Ave, Seattle, WA 98122. Every effort will be made to keep families updated and in constant communication.

FIRE:

If there is a fire, Rosen Preschool staff and students will follow the Rosen Preschool Exit Path. We will wait in the parking lot of the Mt. Zion Baptist church until the building has been inspected and deemed safe.

EARTHQUAKE:

Upon the first indication of an earthquake, teachers will direct students to duck, cover and hold. When the shaking stops, Rosen Preschool staff and students will follow the Rosen Preschool Exit Path. We will wait in the parking lot of the Mt. Zion Baptist church until the building has been inspected and deemed safe.

- Duck, cover and hold:
 - If inside:
 - Drop to the floor
 - Get under the desk and remain facing away from windows
 - If outside:
 - Move away from buildings and other collapsible objects
 - Drop to your knees on the ground
 - Bend over at the waist bringing your head between your knees
 - Cover your head with arms and hands

ACT OF VIOLENCE OR OTHER THREAT:

The Rosen Preschool staff will turn off the lights and the students will be directed to duck, cover and hold. All doors will be locked and door windows will be covered. The staff and students will remain in the Rosen Preschool classroom on lockdown until the building has been inspected and deemed safe.

SHELTER-IN-PLACE:

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff than being outdoors. If any event occurs that requires this, students and staff will stay in Rosen Preschool. Rosen Preschool staff will take precautions to make the room a safe shelter-in-place. Rosen Preschool staff and students will remain here until conditions become safe.

FLU:

If any Rosen Preschool staff or student shows signs and symptoms of a pandemic flu, such as the H1N1 flu, and needs to be quarantined until further notice, the Rosen Preschool classroom will convert into the quarantine area, and the other healthy students will leave the classroom and move to the Behnke Preschool classroom.

EMERGENCY DRILLS:

During the school year, we prepare staff and students for emergencies by incorporating drills into the schedule. Each year we will conduct nine fire drills (monthly), two earthquake drills, one lockdown drill and one shelter-in-place drill.

If there is ever a situation in which we need to evacuate the Rosen Preschool classroom, staff will bring our *Emergency Information* notebook with us. If we are unable to be contacted in the HSDC building, we will contact you according to the information provided on the *Annual Enrollment & Emergency Contact Form*. If we are in the building during an emergency situation, you can contact the HSDC main line: (206) 323-5770.

Health Insurance Portability and Accountability Act (HIPAA)

What is the HIPAA law?

HIPAA or the Health Insurance Portability and Accountability Act was signed into law by President Bill Clinton on August 21, 1996. The HIPAA law is a multi-step approach that is geared to improve the health insurance system. One approach of the HIPAA regulations is to protect privacy. This is in Title IV which defines rules for protection of patient information. All healthcare providers, health organizations, and government health plans that use, store, maintain, or transmit patient health care information are required to comply with the privacy regulations of the HIPAA law.

How does the HIPAA law affect me?

The complete HIPAA law is concentrated in simplifying the health care system and ensuring security for patients. Title IV is a safeguard ensuring the protection of privacy for your medical information. HSDC complies with HIPAA laws.

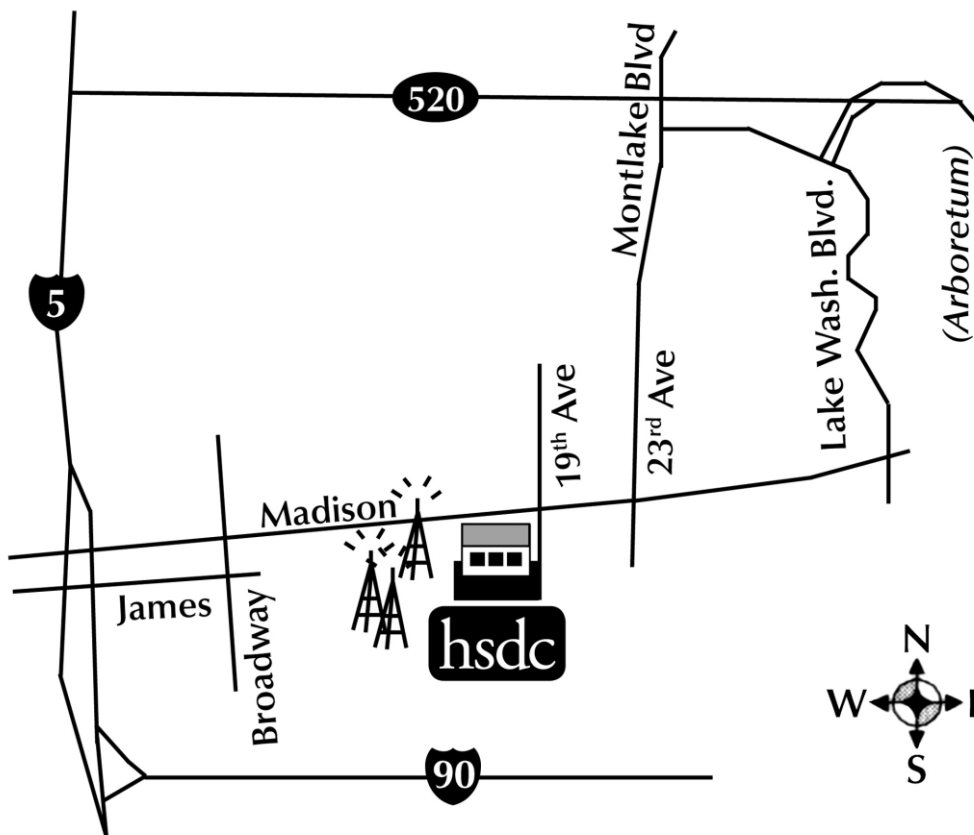
In Closing...

We are so grateful that you have entrusted us with your child. Thank you for partnering with us.

“Our task is to help children communicate with the world using all their potential, strengths and Languages and to overcome any obstacle presented by our culture.”

Loris Malaguzzi

Map & Directions to Our Preschool



FROM THE NORTH

Heading south on I-5, take the James Street exit. Turn left onto James Street and go up the hill. Turn left onto Broadway at the top of the hill. Turn right onto Madison. Go east on Madison until you come to the corner of 19th and Madison; HSDC is on the right.

FROM THE SOUTH

Heading north on I-5, take the Madison Street exit. Continue on to the stop sign and turn right onto Madison. Stay on Madison, eastbound, past the hospitals and Seattle University, until you reach 19th Avenue. HSDC is on the right, at the corner of 19th and Madison.

FROM THE EAST (520)

Heading west on 520, take I-5 south; follow the "From the North" directions.

FROM THE EAST (I-90)

Heading west on I-90, exit as if you were going to I-5 heading north. The exit will have a sign for Madison Street. Follow the "From the South" directions.

HSDC is located on the corner of 19th Avenue & Madison

Street parking is available on 19th Avenue.

Walking Field Trip Authorization Form

Place: Neighborhood Walk	Address: Near HSDC
Date: M – F between 9 am and 3pm	Method of Transportation: Walking
Leave time: TBD – Will be posted on the bulletin board at the classroom door.	Notes: As opportunity permits we would like to walk the students around in the neighborhood to parks and shops. We would like the students to learn about our Seattle/HSDC neighborhood and community.
Return time: TBD – Will be posted on the bulletin board at the classroom door.	

Please return this permission slip by: AS SOON AS POSSIBLE

I give permission for my child to participate in walking field trips:

Child Name _____

Parent Signature _____ Date _____

In case of emergency, I give permission for my child to receive medical treatment. In case of such an emergency, please contact:

Name:	Phone Number: <input type="checkbox"/> voice <input type="checkbox"/> text <input type="checkbox"/> videophone
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Signature Page

I, parent/caregiver of _____ acknowledge receiving and reading the Rosen Family Preschool Family Handbook. By initialing below,

- _____ I acknowledge that HSDC's policies and procedures have been explained to me in this handbook as well as its philosophy, program, and facilities.
- _____ I understand how I will be kept informed of my child's progress and issues related to my child's care as well as any individualized supports for his/her needs.
- _____ I further recognize that I am encouraged to participate in preschool activities as they meet my family's needs.
- _____ I understand Rosen Preschool's disaster plan and procedures.
- _____ I am aware that I can review Rosen Preschool's health policy at any time, which is located in the Childcare Center Policies binder inside the classroom.
- _____ I am also aware that I can review Rosen Preschool's pesticide policy at any time, also located in the Childcare Center Policies binder.
- _____ I have reviewed and accepted the pet policy.
- _____ I have completed the neighborhood walk permission form.

Parent Printed Name

Parent Signature

Date

The Hundred Languages

No way.
The hundred is there.
The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred
ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred
hundred more)
but they steal ninety-nine.
The school and the culture

separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.
They tell the child:
to discover the world already
there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.
And thus they tell the child
that the hundred is not there.

The child says:
No way. The hundred is there.

-Loris Malaguzzi

(translated by Lella Gandini)
Founder of the Reggio Emilia Approach