



The Rosen School 2025-2026 Family Handbook

HSDC's Early Childhood Education Programs and Parent-Infant Program

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Statement of Nondiscrimination:

HSDC shall provide equal educational opportunity and treatment for all students and is committed to nondiscrimination in all aspects its activities and programs. HSDC 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.

Calendar-at-a-Glance

2025-2026 HSDC Rosen School and Early Education Calendar

July '25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	X	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		

August '25						
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September '25						
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27	28	29	30			

October '25						
Su	M	Tu	W	Th	F	Sa
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

November '25						
Su	M	Tu	W	Th	F	Sa
		1				
2	3	4	5	X	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	X	28	29

December '25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	X	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	X	26	27
28	29	30	31			

January '26						
Su	M	Tu	W	Th	F	Sa
		X	2	3		
4	5	6	7	X	9	10
11	12	13	14	15	16	17
18	X	20	21	22	23	24
25	26	27	28	29	30	

February '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	X	6	7
8	9	10	11	12	13	14
15	X	17	18	19	20	21
22	23	24	25	26	27	28

March '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	X	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

April '26						
Su	M	Tu	W	Th	F	Sa
		1	2	X	4	5
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		

May '26						
Su	M	Tu	W	Th	F	Sa
3	4	5	6	X	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	X	26	27	28	29	30

June '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	X	5	6	7
8	9	10	11	12	13	14
14	15	16	17	X	20	21
21	22	23	24	25	26	27
28	29	30				

HSDC
Honoring, Serving & Preserving

Events / Holidays	
Date	Description
7/14 - 8/15	Infant-Toddler Summer Session
8/18-8/26	No School - Staff Orientation
8/27-8/29	Family Hopes and Dreams Conferences
9/1/2025	Holiday - Labor Day (HSDC Closed)
9/2/2025	Open House - 10am to noon
9/3/2025	First Day of Fall Session: all classrooms open
9/19/2025	Half Day - Half Teacher Work Day
10/10/2025	No School - State Inservice Day
11/11/2025	No School - Veterans Day Observed (Teacher Work Day)
11/24-11/26	No School - Work Day/Reports Due /Family Conferences
11/27/2025	Holiday - Thanksgiving (HSDC Closed)
11/28/2025	Holiday - Native American Heritage Day (HSDC Closed)
12/19/2025	Half Day
12/22-1/2	Winter Break; 12/25 (HSDC Closed)
1/1/2026	Holiday - New Years Day (HSDC Closed)
1/16/2026	Half Day - Half Teacher Work Day
1/19/2026	Holiday - ML King Day (HSDC Closed)
2/13/2026	Progress Reports Due
2/16/2026	Holiday - President's Day (HSDC Closed)
2/17-2/20	MidWinter Break/Teacher Work Days/Family Conferences
3/20/2026	No School/Teacher Work Day
4/13-4/17	No School - Spring Break/Teacher Work Days
5/15/2026	No School - Teacher Work Day
5/22/2026	1/2 Day - Teacher Work Day
5/25/2026	Holiday - Memorial Day (HSDC Closed)
6/12/2026	Progress Reports Due
6/18	Last Day of School Half Day: Graduation
6/19/2026	Holiday - Juneteenth (HSDC Closed)
6/22, 6/23	No School - Family Conferences (Snow makeup days)
6/24-6/30	No School - Summer Break (Teacher Training)
24	Family Conferences - No School
	HSDC Building Closed
	1/2 Day Schedule - Day ends at 1pm: School Closed for Students
	ASL Classes - check our Website for registration

Last Update: 1/23/2026 See [HSDC.org/ROSEN](http://hsdc.org/ROSEN) for most recent changes, event calendar and details on Family Events

Emergency Make-up Days if needed (June 18, 22, 23)

calendar last updated: **JANUARY 2026**: Please check our website
<http://hsdc.org/Rosen> for the most recent updates.

Welcome

Welcome to HSDC's Rosen Early Learning programs, where young children and their families are embraced and empowered to become confident, thriving bilingual, bimodal communicators. Thank you for allowing us to be partners in your family's educational journey.

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 education@hsdc.org.

About HSDC...

Hearing, Speech & Deaf Center (HSDC) is a resource hub redefining language and communication. Our multi-dimensional approach is driven by Deaf Culture and Sign Language and benefits the diverse community we share our lives with every day.

HSDC is a nonprofit organization serving the Puget Sound area. We foster accessible communities through communication, advocacy and education. We offer services for children and adults who are Deaf, hard of hearing or have speech/language differences as well as their families and friends. We also offer trainings for organizations that wish to better serve Deaf and hard of hearing community members.

We offer a comprehensive array of programs that foster effective communication for individuals and families with hearing or speech differences. Our services include:

- [Assistance and Information for the Deaf and Hard of Hearing](#)
- [Support for families with Deaf and Hard of Hearing infants and toddlers](#)
- [Bilingual Early Childhood Education provided in American Sign Language and English](#)
- [Interpreting for the Deaf and Hard of Hearing](#)
- [Language, Speech and Communication Therapy](#)

Our facility is in the Central District of Seattle on the corner of 19th Ave and Madison Street. A map with directions to our program in Seattle is listed on the page 33 of this handbook.

HSDC commits to implementing anti-racist and anti-audist practices based on recommendations from the HSDC Equity Leadership Team. We understand the work for Racial & Social Justice is ongoing and there are always opportunities to do more. It is our responsibility to do all we can to support BIPOC (Black, Indigenous,

and People of Color) and people who are Deaf, DeafBlind, hard of hearing, and have speech diversity. View our eleven equity commitments here:

<https://hsdc.org/about-us/equity-commitments/>

Early Childhood Education Staff

- Head of School: Pamela Grossman (pgrossman@hsdc.org)
- Parent-Infant Program Director: Kim Scott-Olson (kscott-olson@hsdc.org)
- Parent-Infant Program Coordinator: Jessica Kiely (jKiely@hsdc.org)
- ASL/English Early Childhood Program & Classroom Support Specialist (TBD)
- Parent-Infant Program Developmental Associates:
 - Brandon Cross (bcross@hsdc.org)
 - Saida Mendoza (smendoza@hsdc.org)
 - Summer Webster (Swebster@hsdc.org)
 - Talitha Asteria (tasteria@hsdc.org)
- Lead Classroom Teachers:
 - Brittany Ellenbecker (bellenbecker@hsdc.org) (Preschool)
 - Cass Rehkop (crehkop@hsdc.org) (Infant)
 - Cat Cassidy (ccassidy@hsdc.org) (Toddler)
 - Misty Haggard (mhaggard@hsdc.org) (Preschool)
 - Sam Sanders (ssanders@hsdc.org) (Preschool)
- Classroom Assistants:
 - Amir Ahmed (aahmed@hsdc.org) (Preschool)
 - Bridget Mannion (bmannion@hsdc.org) (Preschool)
 - Eon Lee (elee@hsdc.org) (Preschool)
 - Malvana Ramborger (mramborger@hsdc.org) (Preschool)
 - Nelly Sedgley (nsedgley@hsdc.org) (Infant-Toddler)
 - Sierra Tooch (stooch@hsdc.org) (Float)
 - Sophie Blair (sblair@hsdc.org) (Preschool)
 - Teu Tiatia (ttiatia@hsdc.org) (Infant-Toddler)
 - Trieste Cogar (tcogar@hsdc.org) (Infant-Toddler)
- Aftercare Program: Tully Stelzer (tstelzer@hsdc.org)

HSDC Staff Supporting Early Childhood Programs

- HSDC Co-Executive Directors: Ariele Belo (abelo@hsdc.org) and Lindsay Klarman (lklarman@hsdc.org)
- HSDC Operations Manager and Interpreting Services Director: Gina Gallaway (ggallaway@hsdc.org)
- Director of Finance: Don Lawrence (Dlawrence@hsdc.org)
- Accountant: Autumn Chandler (achandler@hsdc.org)
- Multi-Lingual Speech Language Pathologists: Hayden Lambert (hlambert@hsdc.org) and Aimee Pina (apina@hsdc.org)
- Human Resources Administrator: Brady Painter (bpainter@hsdc.org)

Our Unique Approach to Early Learning at HSDC

Bilingual and Culturally Responsive

- ASL and English Bilingual model
- Deaf-friendly, culturally appropriate, visually accessible
- Culturally competent education team including teachers, developmental specialists, and speech-language pathologists

Relationship-Building and Social-Emotional Development

- Forming lasting, trusting, and secure relationships between children and adults
- Developing social-emotional skills through collaborative learning
- Creating a welcoming atmosphere where everyone feels seen and known

Safety and Accessibility

- Prioritizing physical and emotional safety
- Communicating in a way that is accessible to all
- Maintaining a safe and nurturing environment

Family Engagement and Partnerships

- Daily messaging from classrooms to make learning visible to families
- Partnership between educators and families
- Resources and opportunities for learning ASL and engaging with the Deaf Community
- Family-Centered Home Visiting Experience

Thoughtful Curriculum Design

- Provocations and engagements designed to spark interest and growth
- Learning through exploration, collaboration, and questioning
- Intentionally designed materials and learning environment

Child-Centered Classroom Experience

- Ongoing research of each student's interests and needs
- Opportunities for individual, small group, and whole group work
- Participation guided by students' abilities and interests

Reggio Emilia-Inspired School Philosophy

- Child-centered learning approach
- Emphasis on play, curiosity, and wonder
- Students as protagonists of their own stories

We value the experience of Deaf, DeafBlind and Hard of Hearing people. We value languages, Literacy, Language Access, Child Development and the Deaf community. These values and this comprehensive approach create a unique learning framework that promotes bilingualism, cultural competence, individual growth, safety and family involvement.

Rosen Language Learning Philosophy & Language Policy

In our Bilingual American Sign Language and English program, 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 or interpreted into ASL.

¹We use the term Deaf/deaf here to include 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>

Parent Coaching, Education, Advocacy and Community Programming Services and Programs for Families

Our commitment to supporting families includes:

- PIP/ESIT Services for Birth to Three: Home Visits, Family Mentoring and Language Coaching (Part C Services)
- Parent Education Programming
 - Education Staff presentations for parents
 - Presentations by Specialists (Audiology, SLP, School Districts, DHH Language Development, Parenting, Positive Discipline, Child Development, etc.)
 - PEPS and Parent Groups
- Parent Association and Volunteer Opportunities
- Family Advocacy in coordination with DHH Services (IEP, ADA, IDEA, DCYF)
- American Sign Language Classes
- Family Community Gatherings – regional, tri-county (Pierce, King and Snohomish Counties)
 - Library Storytimes
 - Playgroups and Outings
- Bilingual/bicultural Family Nights
- Preschool transition and IEP support
- Resource Library

Parent-Infant Program

The Parent Infant Program (PIP) is a home-based bilingual program that offers individualized services for deaf and hard of hearing infants and toddlers, their families and caregivers, and their larger community of friends and loved ones. We equip families with new skills, knowledge and the language they need to communicate with and advocate for their children, by teaching American Sign Language, promoting bilingualism, and providing information about Deaf Culture and access to the Deaf community.

We encourage families to participate in ASL learning opportunities and community events outside of the home to connect and share their experiences with other families with deaf and hard-of-hearing children. Our program offers opportunities for families to build a larger support system and a deeper understanding of their child's unique skills, talents, and needs.

We empower parents and caregivers to provide the best possible start for their child's development using a combination of early language support, family-centered education, and curated resources. Our hope is that you graduate from our program feeling rooted in community and fully prepared to move into the next phase of your child's education with confidence and ease.

Our PIP Team

Our Deaf, Hard of Hearing and hearing PIP specialists are all bilingual, fluent in both ASL and English. Our providers bring their lived experience to families, sharing information about "what it is to be Deaf and Hard of hearing", knowledge about overcoming daily communication barriers, and becoming bilingual. Our PIP team are trained professionals who have information about language and brain development, infant mental health, child development, learning ASL, and basic audiology to share with families.

Our Specialists work closely with you to create learning experiences that support language acquisition, cognitive growth, and parent-child bonding, while also providing guidance and support on early childhood development and parenting strategies. Our providers come to you offering compassionate support, helpful resources, and information to help navigate the challenges of raising a deaf or hard-of-hearing child. By bringing our program directly to you, we aim to make the learning process convenient, accessible, and seamlessly integrated into your daily routines.

Home Visits

We aim to make everyday moments fun and full of language learning in the comfort of your home. Our home visits give parents essential tools to help their

child learn language, communication, and literacy skills. Using an evidence-based ASL-English approach, we work with your family to create a language-rich home environment that reflects your family values and culture, and meets the needs of your Deaf, DeafBlind, or hard of hearing child.

Home visits can take place in community settings that provide language learning opportunities, such as libraries, grocery stores, local parks and museums.

Home visits can also take place virtually, using Zoom, video chat programs or via videophone, with your provider, depending upon your family needs and preferences. ASL interpreters can be requested and provided for home visits whenever necessary.

Bilingual/Bicultural Approach

Our bilingual and bicultural approach, emphasizing both American Sign Language (ASL) and English, taps into infant's innate ability to use their vision, their body, facial expressions and other senses to communicate with caregivers and the people who love them. Research consistently highlights the critical role of early language access in shaping a child's brain development, learning, and their sense of security.

Early exposure to sign language, particularly ASL, offers unique benefits. It allows Infants and toddlers to communicate with their parents often before they can speak. Learning ASL also enhances communication skills, reduces tantrums and frustration levels, and strengthens bonds between infants and caregivers.

We work with families to build a solid language foundation in ASL, which is necessary to make meaning of words they don't understand, (both spoken and written words in English and other languages). The goal of our bilingual approach is to support your child's language learning and development, making meaning of things early on, promoting literacy and academic skills in both ASL and English.

Bilingualism helps children develop strong thinking, problem-solving, and communication skills. Bilingualism connects them to more people, cultures, and opportunities in life. Becoming bilingual also allows your child to choose which language works best for them in different situations as they grow.

Licensed Childcare and Classrooms

Our Classrooms

Current research shows that cognitive functions are enhanced in the bilingual brain. Our supportive play-based dual-language environment is designed to benefit children and families who value ASL and English. Families with a wide variety of home languages enrich our community. We prioritize enrollment for Deaf children, those with Deaf family members and those whose families are dedicated to ASL, Deaf Culture and Bilingual Deaf Education.

Infants and Toddlers:

Monday to Friday, 8am to 5pm

Our **Infant Nursery (Buttercup Room)**, serves children birth to 18 months of age.

Our **Toddler Classroom (Dandelion Room)** serves children from one to three years of age.

The teacher-student ratio is 1:4 for infants and 1:7 for toddlers. In our model there are three staff members assigned to each classroom. Infant Nursery maximum capacity is 4, and Toddler Room maximum capacity is 9.

Our model for birth to three provides a language-rich environment with Deaf teachers who are fluent bilingual language models. Teachers partner with Parent-Infant-Program specialists and parents to provide comprehensive learning. We offer personalized care and foster community among parents, teachers, and children.

Preschool:

Monday to Friday 9am to 3pm with extended care options, 8-9am and 3-5pm.

Our **Preschool classrooms (Peony and Sunflower Rooms)** provide a strong bilingual foundation in English and American Sign Language for children aged three to five. Early accessible language—spoken or signed—is a critical predictor of positive language outcomes. These set the stage for developing world knowledge and healthy social-emotional skills. The classrooms combine hearing, hard of hearing and Deaf children learning American Sign Language and English. The teacher-student ratio is 10 students with one lead teacher and two assistant teachers. Class capacity is 12 students.

Classroom Interpreters

Use of an ASL interpreter in our classrooms changes from year to year based on the makeup of the class. This role is not a teacher position, and interpreters are not responsible for the learning going on in the classroom. The intention of including a Sign Language Interpreter to the class is to prioritize access for the Deaf teachers

Reggio Emilia

We employ 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 Guiding Principles

- 1) We will communicate daily with families and highlight the value of their input because we believe families are crucial partners in their child’s learning.
- 2) We will provide emotional, mental, and physical support for ourselves and our communities because we know the health of our program is often a reflection of the health of our community.
- 3) We are driven to be change agents in the field of bilingual Deaf education in Seattle so we will commit to ongoing professional development because we believe in growth as professionals through collaboration and change.
- 4) We will reflect and honor the competencies and unique skills of each child because we believe a strengths-based image of the child fosters a learning environment where each child can thrive and belong.
- 5) We will represent and highlight the Deaf community and its members because we know that Deaf culture and the inclusion of the community is essential to identity development and acquisition of American Sign Language (ASL) for our students and families.
- 6) We will regularly curate high-quality documentation, seek out professional development and engage in consistent team communication because this engenders a growth mindset and fuels our pursuit of excellence.

Progress Monitoring

Each student in the Rosen Family Bilingual Early Learning School 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. For children who have an Individualized Education Plan (IEP) through one of our partner school districts, we will work together to develop specific goals and objectives for their progress over the school year based on their identified needs. If your child has an

Individualized Family Service Plan (IFSP), our Infant-Toddler classroom staff are able to work with your child's Parent-Infant-Program specialist to coordinate support.

Our school uses the **Ages and Stages Questionnaire** as a screening tool for all students not currently served by an IEP or IFSP. Families are asked to participate in completing this questionnaire for their child. (Learn more here: <https://agesandstages.com/>)

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** as a reference 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. We are working toward becoming formally certified with this tool.

Family 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 to discuss these issues. Feel free to share updates with us at any time. Your first point of contact is the teachers; however, if ever you find you need to address concerns on a higher level, you are welcome to contact the Director.

Parent/Caregiver Participation

The early childhood years are more than just a learning experience for the child; it's a place for the whole family to learn and build community. Your input and support are essential to the success of the school.

Families are encouraged to join us in the classroom and participate in special events and field trips. Parents are encouraged to engage with our newly re-launched **Parent Association** which will organize community events, sponsor parent education sessions and collaborate with and support our education team.

Teachers share pictures and stories daily on Storypark, our family communication app, supporting children and parents to talk about the school day together. Parents' active participation on Storypark helps build community and relationships

even when showing up in person is not possible. Please make a point to read and respond to teacher's messages.

Volunteer opportunities will be announced throughout the year, so all families can find a way to participate.

Ongoing Professional Development

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

- First Aid
- Infant/Child CPR
- Bloodborne Pathogen
- HIPAA
- Safe Sleep

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

School Policies & Procedures

Enrollment & Admission

Our program is open to children aged 0-5 who incorporate American Sign Language (ASL) and English as well as any other home language into their daily lives. Parents are welcome to schedule visits to our classroom during our hours of operation or join a monthly tour.

School District Placement /IFSP/IEP

If your child has or is eligible for an Individual Family Service Plan (IFSP), the teachers at Rosen are available to work with Early Support for Infants and Toddlers (ESIT) teams and families, providing on-site services along with family resources.

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 at Rosen, the child may begin the day they turn 3 years old. Preschool runs from 9am to 3pm, Monday-Friday, throughout the school year (September through June).

Private Placement

Our classrooms have 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 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
- Sufficient ASL abilities 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.

Children may begin school once the following are submitted: Up-to-date Certificate of Immunization Status, Tuition Agreement, and (if needed) Individual Child Health Plan and Medication form.

Fees, Tuition & Tuition Assistance

School District Placement

Students enrolled under school district placement are entitled to a free, appropriate public education (FAPE) at Rosen Family Bilingual Early Learning School. No tuition will be charged for these students.

Child Care Subsidies and Partnerships

Families can apply for tuition subsidies from Washington State, King County and Seattle. Families apply for these directly - we are happy to assist you with this process. The subsidies are listed below.

Seattle Preschool Program- HSDC partners with the Seattle Preschool Program (SPP) to offer free or low-cost childcare to families that live in Seattle. To qualify for this program, your child must be three or four years old before August 31st. Depending on income, families have a co-pay that is paid to the City. This does not cover extended care.

<https://www.seattle.gov/education/for-parents/child-care-and-preschool/seattle-preschool-program>

Child Care Assistance Program: The Child Care Assistance Program (CCAP) helps families living within Seattle city limits pay for the cost of child care for children 1 month to 12 years of age. This can cover extended care. Families can be enrolled in both SPP and CCAP.

<https://www.seattle.gov/education/for-parents/child-care-and-preschool/child-care-assistance-program>

Working Connections Child Care: Working Connections Child Care (WCCC) helps eligible families pay for child care. When a family qualifies for child care subsidy benefits and chooses HSDC, the state pays a portion of the cost of child care. Parents may be responsible for a copayment to their provider each month.

<https://dcyf.wa.gov/services/earlylearning-childcare/getting-help/wccc>

Brightspark/Best Starts for Kids

The Best Starts for Kids Subsidy is a voter-approved initiative to help children and families in King County access high-quality child care.

This program is designed to support families who are ineligible for or not well-served by existing subsidy programs. This program prioritizes families experiencing challenges to accessing child care, and in doing so, seeks to advance equity and eliminate disparities.

<https://www.brightspark.org/paying-for-child-care/>

Private Placement

Students enrolled under private placement are responsible for tuition payments.

Tuition rates are evaluated annually, with parents notified in spring of any increases for the following school year.

Additional Fees

All participating students may incur additional fees for field trips or special activities, regardless of their enrollment status. Please note that enrollment in aftercare for preschool students will also involve an additional charge.

Tuition Rates

Population	Term	Monthly General Rate	Monthly Second Child/Staff Rate (additional children at 50%)
Infants (1-11 months)	Full Year	\$2,760.00	\$1,380.00
Toddlers (12 – 36 months)	Full Year	\$2,300.00	\$1,150.00
Preschool	September - June	\$2,200.00	\$1,100.00
Extended Day (Preschool)	September - June	\$750/month or \$45/day	n/a
IEP Rate for School Districts	September - June	\$7500+ Depending on services provided	n/a

Summer Program Tuition

Population	Summer Per-Week Rate	Monthly Summer Rate for 5- week Program
Infants (1-11 months)	\$690/week	\$1725/month
Toddlers (12 – 36 months)	\$575/week	\$1437.50/month

Extended Care Fees for Preschool (age 3-5)

	Hours	Per-Day Drop-	Pre-Paid Per-	Pre-paid Year
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		in Part-Time Cost	Month Cost*	Cost
Full Extended Care – AM and PM	8am -9am 3pm – 5pm	\$45	\$750	\$7,250
Morning Only	8am -9am	\$20	\$350	\$3,250
Afternoon Only	3pm – 5pm	\$42	\$740	\$7,225

Tuition Assistance

Families who cannot afford full private pay tuition can apply for the above subsidies to cover some or all tuition. **Families who do not qualify for subsidies** may appeal to the HSDC board of directors for tuition adjustments. Qualification is determined by both goodness of fit with our program and financial need. Availability of funds is limited.

Goodness of fit is determined by these qualifications:

- child is Deaf or hard of hearing
- family member is Deaf or hard of hearing
- family is dedicated to ASL, Deaf Culture and Bilingual Deaf Education

Tuition Assistance for Employees: Staff tuition rate is 50%. Families who cannot afford staff rate tuition should apply for subsidies to cover some or all tuition. Staff families who do not qualify for subsidies may appeal to the HSDC board of directors for tuition adjustments. Qualification is determined by both goodness of fit with our program and financial need.

Final decisions about offering tuition adjustments will be at the discretion of the Education Directors and the Co-Executive Directors.

Tuition Payment

Families will be billed monthly through our Parent Portal. First month tuition is expected prior to first day.

Classroom Schedules

Infant and Toddler Room

- Session: Monday through Friday, 8 a.m. to 5 p.m.
- Drop-off: Begins at 8 a.m.
- Pick-up: Ends at 5 p.m.
- Late pick-up fee: \$25 starting at 5:05 p.m., with an additional \$25 for every 10 minutes thereafter

Preschool Classrooms

- Session: Monday through Friday, 9 a.m. to 3 p.m.
- Drop-off: 9 a.m.

- Pick-up: 3 p.m.
- Late pick-up fee: \$25 starting at 3:05 p.m., with an additional \$25 for every 10 minutes thereafter

Aftercare Program

- Available at an additional rate of \$45/day or \$750/month
- Runs Monday through Friday, 3 p.m. to 5 p.m.
- Late pick-up fee: \$25 starting at 5:05 p.m., with an additional \$25 for every 10 minutes thereafter

Please notify the team via Storypark if your child will be late or absent

Daily Schedule - Infant Room

Daily schedules for infants will be customized, evolving depending on the development, needs and interests of the individual children. Each day will include:

- **Feeding & Diapering:** Every 2-3 hours or as needed, tracked individually.
- **Naps:** Based on each child's cues and family preferences.
- **Indoor and Outdoor Activities:** Language-rich, developmentally appropriate.
- **Documentation:** Staff log meals, naps, diapers, and notable moments for families

Sample Schedule:

Time	Activity
8:00 am	Nursery Opens; Drop-Off begins
8:00am - 9:30am	Bottles/breakfast, diapers
9:30am - 10:00am	Language-Rich Play and Learning Engagements: books, ASL rhythms, puppets/finger plays, child-led exploration with teacher-designed activities and invitations to play
10:00am - 10:15am	Bottles/morning snack
10:15am - 10:30am	Diapers/clean up
10:30am - 11:30am	Nap time
11:30am - 12:00pm	Bottles/lunch
12:00pm - 12:30pm	Language-Rich Play and Learning Engagements: Sensory and art activities
12:30pm - 1:30pm	Outside play/gross motor time
1:30pm - 2:30pm	Nap time

2:30pm - 3:00pm	Bottles/snack
3:00pm - 5:00pm	Language-Rich Play and Learning Engagements: books, ASL rhythms, puppets/finger plays, child-led exploration with teacher-designed activities and invitations to play
3-5:00pm	Parent pick-up and check-in
5:00pm	Nursery Closes

Daily Schedule - Toddler Room

Note: The schedule is subject to change at any time and is geared to permit long periods of self-directed student exploration in teacher-curated environments.

Time	Activity
8:00- 8:15	Arrival, Check-in with parents, Welcoming ritual, family style breakfast/snack time, self-directed play, bottle-feeding as needed
9:30	Welcoming ritual, family style breakfast/snack time
10:00	Story-time, self-directed play, guided learning, and/or projects in learning areas indoors and outside
10:45	Bathroom, Wash Hands, Clean up
11:00 to 12:15	Lunch for non-bottle-fed infants, staggered as morning sleepers awake
11:30 to 2:00	Naptime for older infants and most toddlers, with an individualized wake up time.
12:15 to 4:00	Self-directed play and/or neighborhood walk
2:00 to 3:00	Snack time for older infants and toddlers
4:00 to 5:00	Closing ritual, Late snack as needed, Pack up, Check-in with parents, Home

Daily Schedule – Preschool

Note: The schedule is subject to change at any time and is geared to permit long periods of self-directed student exploration in teacher-curated environments.

Time	Activity
9:00	Drop Off/Bus/Bathroom
9:20	Big Body Play: Gross motor and sensory activities to come together and kick off the day
10:00	Circle Time (Large Group)
10:10	Exploration: Student directed play , snack , small groups, center choices (Small Group)
11:00	ASL Story Time (Large Group)
11:20	Cleanup
11:30	Outside Exploration

12:15	Lunch/Bathroom
1:00	Walk to the Neighborhood Park
2:00	Storytime/Rest and Quiet Time
2:40	Closing Circle
3:00	Bus/Pickup

Parent - Teacher Communication

We have an online tool for enrollment and administrative communication with families. This system is called Jackrabbit Care and it works via our parent portal, here: <http://bit.ly/hsdcparentportal> When you applied for enrollment, you were given access to this tool. You can reset your password if you have forgotten it.

Daily and weekly, our teachers update you about school activities, upcoming events, at-home carry-over activities, and much more via our communication app, **Storypark** (<https://storypark.com/>). From their website: “**Communication tools that are easy to use and a dedicated Family App enable effective two-way communication and sharing of essential updates, messages, photos and children's routines and learning.**” Our staff recommends accessing Storypark through the browser on a phone or computer. Please let us help you if you experience any barriers.

We know that your time is limited and appreciate your commitment to reading 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.

Please use Storypark’s “conversation” feature to communicate with your classroom teachers. We request that you do NOT use texting with the teachers to preserve their privacy and boundaries.

Attendance

Regular attendance shapes your child’s learning experience. All students are encouraged to attend school daily and arrive on time. Tuition will not be discounted if your child misses school for any reason. If your child is on an IEP and therefore receiving services through school district contracting, we document absences for your school district. **If your child is ill or must miss school for any other reason, please send a message via email or Storypark 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 staff in advance. Students will be released only to people listed in our system. Photo identification will be required.

Authorized Pick-Up: Sign-in and Sign-out

A Primary Parent or Guardian signs each student in and out daily using your assigned pin number. We use the Jackrabbit app time clock system to track attendance.

Families can authorize additional individuals to pick-up their child(ren). Please let us know in advance if someone different is authorized to pick up your child. If an authorized person is picking up unexpectedly, then the school will contact the child's Primary Parent or Guardian to alert them prior to the authorized person being able to leave with the child.

If your child uses school district transportation, the teacher will mark them present and sign them out at the end of the day. Sign-in data is used in the event of evacuation and to report to our partners. 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 (two or more watery stools or one bloody stool within twenty-four hours)
- Vomiting (two or more times within twenty-four hours)
- Rash, sores, lice, ringworm or scabies
- Fever of 100.4 degrees Fahrenheit or higher
- Unusually tired, fussy or otherwise unable to engage in program activities

Children and staff who have a reportable disease **may not attend** the child care center. If a student becomes ill during the day, parents or guardians will be **notified immediately** to pick up the student as soon as possible. Children may not return to school until they are symptom-free for at least 24 hours **without fever-reducing medication.**



KEEP ME HOME IF...

I have a temperature of 100.4°F or higher



- I'm younger than 2 months; OR
- I'm older than 2 months **AND** have other illness symptoms (rash, sore throat, earache, headache, vomit, diarrhea) or are just not feeling well

I'm vomiting



2 or more times in 24 hours

I have diarrhea



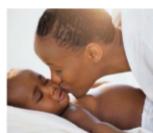
- 2 loose/watery stools more than normal for child in 24 hours; OR
- Any blood or mucus in stool

I have a rash, sores, lice, ringworm, or scabies



- Body rash (not related to allergic reaction, diapering, or heat)
- Oozing open sores or wounds
- Mouth sores with drooling
- Untreated head lice, ringworm, or scabies

I'm not feeling well



- Unusually tired
- Low activity level
- Lack of appetite
- Cranky/fussy
- Crying more than normal
- Unable to keep up with program activities

Please note: As of 2022, American Academy of Pediatrics defines fever as a temperature of 100.4°F or higher.

COVID-19 is not the only illness in the community. Child care and early learning programs are required to follow Washington Administrative Code (WAC) 110-300-0205 and send children and staff home when they are sick.

Programs are allowed to have sickness policies that are more cautious than WAC requirements. For example, a program may require children be symptom-free for 24 hours before returning to care, or they may choose to exclude for COVID-19 symptoms and require a negative test before a child can return. **Please follow your child care program's sickness policy.**

Nobody likes to get sick. Keeping your child home when they are sick helps teachers, children, and other families from getting their germs. Other things you can do to stay healthy:

- Wash your hands
- Stay up to date on your vaccinations, including COVID-19 and flu
- Consider wearing masks when you are in a crowded public setting

Supported by:
Public Health  Seattle & King County 
2/2023

Special Health or Behavioral Care Needs

If your child has a health or behavioral care need, licensing requires us to have a care plan completed by your health care provider. Care plan forms can be found here: <https://kingcounty.gov/en/dept/dph/health-safety/health-centers-programs-services/childrens-health/child-care-health-resources/health-forms/care-plans>

Care plans must be completed and filed with our office before your child can attend school.

Medications

Rosen Family Bilingual Early Learning School can disburse prescription medication to children if required by your healthcare professional and accompanied by the required paperwork. A medication form (available here: <https://www.dcyf.wa.gov/sites/default/files/forms/15-968.pdf>) 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.

Medication must be 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. We are only allowed to administer certain groups of non-prescription medications. Parents must provide all medication and completed medication forms.

- Antihistamines (Benadryl, Sudafed)
- Non-aspirin pain relievers and fever reducers (Tylenol, Datrex, Liquiprin)
- Cough Medicine (Robitussin, Triaminic)
- Decongestants (Dimetapp, Pediaprin, 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 a 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.

Diaper Creams and Lotions

Please complete this form to authorize our program to apply creams or lotions:
<https://cdn.kingcounty.gov/-/media/king-county/depts/dph/documents/health-safety/health-programs-services/child-care-health/health-forms/diaper-cream-ointment-authorization-form.pdf>

All creams and lotions must be in their original container and labeled with the child's name.

A doctor's note is necessary if the item is NOT labeled for use in the diaper area. (A pharmacist label on prescription medication indicates the consent of health care provider.)

Medical Emergencies & Incidents

We do everything we can to maintain a safe and healthy environment. However, 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 for you to sign and return. 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 to provide medical care.

Lunch Program

HSDC participates in the Child and Adult Care Food Program (<https://ospi.k12.wa.us/policy-funding/child-nutrition/child-and-adult-care-food-program>) We receive federal USDA funding to bring down the cost of providing food for our students. Families are not charged for meals and snacks.

EVERY family, regardless of their ability to pay, is entitled to food and snacks that we will provide. Our lunches come from FareStart. (www.farestart.org)

Families can choose Regular, Vegetarian or Allergen-Free (Allergen Free contains none of the top 9 allergens as defined by the FDA (Wheat, Milk, Egg, Tree Nuts, Peanuts, Fish, Shellfish, Soy, Sesame).

FareStart Allergen Statement: FareStart standards define allergen-free meals as any meal that does not contain any of the 9 top allergens. This includes eggs, peanuts, tree nuts, fish, shellfish, soy, dairy, sesame, and gluten. Special requests outside of the listed items may not be able to be accommodated. FareStart recommends that anyone with a severe food allergy should avoid eating FareStart meals, as our kitchens use food items that may have been processed in facilities that also process

allergenic food items. FareStart standards define vegetarian meals as any meal that does not contain meat from any animal, bird, or insect in any form or quantity.

You can see the up-to-date menus from FareStart here:

<https://drive.google.com/drive/u/0/folders/1Q-92qZkKo2SZuJToWAPnBoczN8LJ79sM>

Snack Bank

Families are invited to **donate snacks**, as able, to our "**Snack Bank**" pantry. These items are used to supplement Fare Start meals. Parents can opt in to a rotating donation schedule so that every month, a different family is assigned a date to drop off snacks for the pantry. Families who do not sign up for the snack rotation are welcome to donate items from the list whenever they are able. This is optional for families.

Please do NOT send these foods/ingredients to school:

Dyes or Artificial Colors
Artificial Flavors
High Sugar Content
Fruit Roll Up
Jell-O

Kool Aid
Juice
Candy
Yogurt Tubes
Nuts or Tree Nuts (including coconut)

CLASSROOM ALLERGIES can change from year to year, so please be mindful.

Box Lunch Requirements

If families prefer, they may provide lunch and snacks for their children. 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>).

If you choose to send a lunch box, please ensure that you adhere to the following requirements, mandated by licensing and Rosen Family Bilingual Early Learning School.

1. Provide your child with a lunch box labeled with their name.
2. Include a nutritious lunch with a variety of food options.

3. Please do NOT include candy, chips, or soda. We maintain a peanut/tree-nut-free facility when students with allergies are enrolled.
4. Ensure all items in the lunch box are ready to eat: foods should be kept warm in a thermos, and fruits and vegetables should be cut appropriately for the age of the child.
5. Lunch boxes need to be cleaned and sanitized at home daily.

A small refrigerator is provided for 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.

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 for notifying us of any food allergies their child may have. **We need a completed and signed Individual Care Plan for Child in Child Care form completed by the child's physician:** <https://cdn.kingcounty.gov/-/media/king-county/depts/dph/documents/health-safety/health-programs-services/child-care-health/health-forms/allergy-care-plan-packet-2025.pdf>

Without this form completed and signed, your child cannot attend school.

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. We will be mindful of offering foods which are safe for all children.

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. Teachers help children 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, and” 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, fostering a growth mindset.

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 she/he/they are a problem, rather than the behavior itself.

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. Our staff meets as needed with a mental health specialist. 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 Bilingual Early Learning School 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 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 follows Seattle Public Schools' weather closure policy. If Seattle schools are closed, then HSDC will be closed, and school will be canceled. If Seattle Public Schools has a two-hour delay, Rosen will also have a two-hour delay. Information for the Seattle Public Schools can be found at

<https://www.seattleschools.org/departments/transportation/inclement-weather-transportation-plan/>

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

Transportation & Field Trips

Parents are responsible for transporting children to and from school during hours of operation. Those receiving services or attending 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 of all bus pick up and drop off procedures in writing. We do not transport children to or from school.

We frequently walk to different areas in the neighborhood and have included permission for "neighborhood walks" in the enrollment policies. For other field trips, Rosen 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 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. Families will be informed when there is a plan to bring animals or pets into the classroom.

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 near 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.

Both Parents and Teachers commit to frequent and transparent communication especially regarding allergies. All allergies will be in consideration when making decisions about visitors, large and small. Please inform your teacher if you have a concern about your child's allergies.

What to Wear

Students should wear comfortable clothing that can get messy. We 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

Students each have a cubby located near the entry area of our classrooms. 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, labeled with their name. This will ensure a quick and safe transition and ensure that all materials make it home! Please check your child's backpack daily for any projects or notes home from the teachers.

Diapers and Diapering

We accept children before they are potty-trained and work with parents to meet their child's goals 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 our staff will change students' diapers.

Photo Release

In school, photos are routinely taken for use in documentation and may occasionally serve a dual purpose for marketing and training. A photo release statement is included in the parent portal.

Please indicate agreement with our photo release policy in the parent portal. It states:

I hereby give permission to:

- Photograph, video record, or otherwise capture images of my child during school activities, events, and classroom experiences.
- Use these images/videos in the following ways:
 - Internal school use (classroom displays, portfolios, newsletters to families)
 - School website or social media pages (no names will be used unless permission is granted)
 - Printed marketing materials (brochures, flyers)
 - Local media coverage of school events

I understand that:

- My child's last name will not be used in any public postings.
- Images will be used respectfully and only to highlight school programs and activities.
- There is no compensation provided for the use of my child's image.
- **If I do NOT agree to this use of my child's photos I will email rosenadmin@HSDC.org stating: "I do not permit photos of my child to be used for external purposes at HSDC. "**

Emergency Procedures

Necessary and immediate steps will be taken in the event of an emergency, and we will call the emergency contact person indicated in your registration. It is critical that you keep the school updated with current emergency numbers. Update your account or inform the education office immediately of any changes.

If an emergency situation arises that compromises local communication lines, the school'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.

Infant and Toddler Room Exit Path:

PRIMARY PLAN

Infants and Toddlers will be placed in rescue cribs and moved through the South exit of the Infant-Toddler Room, the Education Department office, and the non-HSDC lobby. From the west (non-HSDC hall) door, take a right and out the door to Madison St. Walk west up Madison and cross to Mt. Zion Church parking lot. Teachers are responsible for the group crossing safely together.

Rosen 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 are responsible for the group crossing 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:

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 staff and students will follow the Rosen 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 staff and students will follow the Rosen 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 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 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 inside. Staff will take precautions to make the room a safe shelter-in-place. Staff and students will remain here until conditions become safe.

FLU:

If any Staff or student shows signs and symptoms of a pandemic flu, such as the H1N1 flu or COVID, and needs to be quarantined until further notice, one classroom will convert into the quarantine area, and the other healthy students will leave the classroom and move to a different 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 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 in the Parent Portal at registration. 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.

SCHOOL POLICY ACKNOWLEDGEMENT AND AGREEMENT

Please review the Agreements in the parent portal: <http://bit.ly/hsdcparentportal>.

All families must review and accept the policies of our program in order to attend school.

In Closing...

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

APPENDIX A: QUICK REFERENCE: What Should I Bring on the First Day of School?

Backpack

A durable small backpack works best. **Label clearly with your child's name**, inside and out.

Forms

Please bring any outstanding enrollment forms and vaccination records, and be sure you have accepted all agreements in the parent portal:

<http://bit.ly/hsdcparentportal>

We cannot admit children to school until these are completed.

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.* It is very difficult to know which clothes belong to each child once they are separated from the child! Please label everything!

Comfort Item and Family Photo

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

Water Bottle

A reusable spill-proof water bottle

Bottle Feeding/Formula

Bring one month's supply; we will let you know when more is needed. **Label clearly with your child's name.**

Baby Wipes/Diapers

Bring one month's supply; we will let you know when more is needed. Label clearly with your child's name.

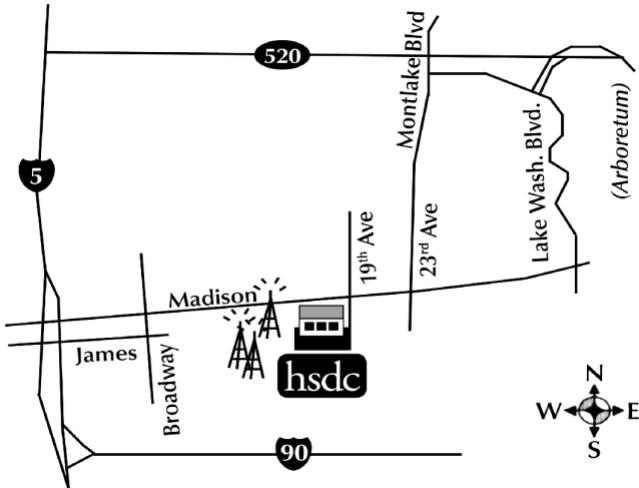
Lunchbox

This can be a reusable box or bag clearly labeled with your child's name. Let us know if your food needs refrigeration. Please do not send candy.

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.

APPENDIX B: Map & Directions to Our Program

Entrance is on 19th Avenue



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 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

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.

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

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

“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

“Deaf gain is the idea that being Deaf adds to the richness of human diversity.”
— Paddy Ladd, Deaf scholar and author of *Understanding Deaf Culture*