



# **Preschool Parent Handbook**

**2017-2018**

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## **MEDINA ACADEMY PRESCHOOL PARENT HANDBOOK**

### **Introduction**

It is our pleasure to welcome you to Medina Academy Preschool. Our goal is to provide a loving, trusting, Islamic environment for your child's social, emotional, cognitive physical and spiritual development. It is important to us that each child develops a strong Islamic identity based on positive learning and personal experiences.

Many of our accomplishments over the years have been due to parent involvement and support. We hope that you will share this commitment by supporting school activities and volunteering your time on a regular basis.

This handbook is designed to acquaint all parents with the center's current policies and procedures. These policies reflect licensing, program standards and agreements made between parents and Medina Academy Preschool to provide the best possible environment for children's growth and development. Please make sure to review it and keep it for reference throughout the year. Additionally, we ask that you sign and return the acknowledgment form at the end of this handbook to our office.

Our school calendar is a source of information regarding holidays, breaks and teacher-in-service days. Additionally, we publish a newsletter at the end of every month to keep parents updated and informed about school events. This publication is made available through email and in hard copy form in the main office.

Please note that Medina Academy Preschool reserves the right to modify, add or remove the policies and/or procedures outlined in this handbook. Parents will be informed of any change to the content.

### **Non-Profit Status**

Medina Academy Preschool is a Washington State nonprofit corporation and is a tax-exempt organization pursuant to section 501(c) (3) of the Internal Revenue Code (Tax ID# 91-2070446).

## Contact Information

### Mailing Address:

16242 Northup Way  
Bellevue, WA, 98008

### Phone:

Bellevue (425) 641-1725  
MAPS (425)556-2083

### Bellevue Campus Address:

16242 Northup Way  
Bellevue, WA, 98008

### Email:

[preschool@medinaacademy.org](mailto:preschool@medinaacademy.org)  
[Principal@medinaacademy.org](mailto:Principal@medinaacademy.org)  
[Adila.abdussamed@medinaacademy.org](mailto:Adila.abdussamed@medinaacademy.org)

### MAPS Campus Address:

17550 NE67th Ct,  
Redmond, WA 98052

### Website:

<http://medinaacademy.org>

## State Licensing

Our Bellevue center is licensed by the Department of Early Learning (DEL) to provide services to children 3-5 years of age. The DEL regulates the care we provide and reviews our program through both unannounced and regularly scheduled re-licensing visits. We understand the importance of keeping strict compliance with the state licensing regulations in order to ensure a quality environment for your children. Medina Academy Preschool complies with the applicable state licensing regulations and policies. These requirements cover staff qualifications, facility and playground safety, health guidelines as well as child-to-staff ratios.

The Manual of Requirements for Child Care Centers for the State of Washington is available for viewing in the preschool office. Copies of our most recent monitoring checklist for licensing renewal and facility licensing compliance are also made available.

Our MAPS center has not been licensed yet but it follows all regulations and policies set by the Department of Early Learning and Medina Preschool.

**Early Achievers Quality Rating:** To ensure that Medina Academy preschool is providing quality care and education, our program has been participating in the Early Achievers of Washington since 2013. The Early achievers is a program that rates childcare centers for quality and excellence using a scale of 1-5. This program is run by WA State Department of Early Learning, Child Care Aware and the University of Washington. The Evaluation and rating is conducted by the University of Washington.

Medina Academy Preschool has been rated at level 4 out of 5 demonstrating a quality of level of excellence in the following areas of specialization: Child Outcomes, Interactions and Environment, Curriculum, Staff Support and Professionalism.

For more information go to:

## [Early Achievers, Washington's quality rating and improvement system](#)

### **Statement of Services**

Medina Academy Preschool is a program that operates during the school year (September-June) and offers enrollment to children ages 3-5. Our daily schedule is designed to provide diversity and challenges for children in all age groups. We focus on the development of the whole child and school readiness. We offer an extended care program from 1:00 pm to 3:30 (Bellevue only). Extended care is open to both campuses on first come first serve and contingent on space availability.

### **Hours of operation**

MAPS Campus: 9:00 a.m. to 1:00 p.m. No extended care is offered at MAPS camps

Bellevue Campus: 8:30 a.m. to 1:00 p.m. Bellevue classroom doors open exactly at 8:15 a.m. and offers extended care services from 1:00 p.m. to 3:30 p.m. for extra charge. Bellevue campus Extended Care service is provided to both Bellevue and MAPS campuses based on first come first serve and contingent on space availability.

### **Organizational Structure and Operations**

Medina Academy Preschool is governed by a board of directors. This board is entrusted to oversee the general direction of the school. The day-to-day operations are conducted by the school principal and the program director who delegate duties to the staff.

### **Preschool Mission Statement**

The purpose of Medina Preschool is to provide quality child care benefiting the child, the parent, the staff and the community.

### **Preschool Vision Statement**

All children will enter school healthy, confident, and prepared to learn and succeed.

### **Medina Academy Preschool Program Philosophy**

The most recent brain research shows that from birth to age 5, a child's brain develops more rapidly, than at any other time in life and that 90% of a child's brain develops by age 5. Also, the quality of a child's experiences in the first few years of life helps shape how their brain develops. And that these experiences have lasting impact on their health and ability to learn and succeed in school and in life.

The research shows that children learn best by *doing* and through engaging their five senses. Therefore, we offer hands-on experiences that give children opportunities for investigation and inquiry through structured play. The emphasis is on exploration and process, questioning, and discovering. Thus, academic areas such as math, science, reading, writing and social studies are

covered within the context of this approach. In addition to academics, we believe that helping children develop a strong sense of self-esteem and social competence at a young age is paramount to their success in school and in life.

The Islamic values of compassion, empathy, listening, sharing and cooperation are integrated into everyday activities and subject areas of the curriculum and are presented as a comprehensive way of life.

### **Our educational philosophy is based on these basic beliefs:**

- Educating of the whole child which can promote the intellectual, language, physical, social, spiritual and emotional development, creating school readiness and building a foundation for later academic and social competence.
- Children need opportunities to make choices, become independent learners.
- Activities should be planned for age appropriateness as well as developmental appropriateness.
- Focus on the process of learning.
- Children need opportunities to build problem solving skills.
- The preschool years are a prime time to build within children the love of learning.
- The physical environment affects the type of learning interactions.
- Alignment of school and curriculum philosophies.
- The importance of screening and assessment as well as early intervention.
- Parents' engagement helps in easing transitions for children and families.
- Teacher-family partnership promotes development and learning.
- Home language is valued and supported in our center.
- Teacher training and accountability.
- Better compensation for our teachers.

### **Calendar**

Medina Academy Preschool follows the Bellevue School District yearly calendar. In addition, Medina Academy observes both Eid Al-Fitr and Eid Al-Adha. School will not be in session on these two Islamic holidays (dates of closure to be determined by moon sightings). Please refer to the official school calendar for exact information about days off and vacation schedules. A copy of the school calendar is posted at Medina Academy website: [www.medinaacademy.org](http://www.medinaacademy.org).

### **Snow Closures**

Medina Academy Preschool will make every effort to remain open during inclement weather. In the interest of safety, we follow both the Lake Washington School District and Bellevue School District regarding weather-related closures. If either district is closed or has a late start due to snow or ice, our campus will be closed as well. Please check the school website:

[www.medinaacademy.org](http://www.medinaacademy.org) for announcements and watch or listen to your local TV or Radio station for information regarding school closure.

Radio/TV Stations with School Closure Information:

TV: KOMO 4, KIRO 7, KING 5

RADIO: KIRO 710, KOMO 1000, KIRO 97.3

Up to the minute official Emergency Closure Information: [www.schoolreport.org](http://www.schoolreport.org)

For information about the condition of city streets and facilities, go to: [http://www.bellevuewa.gov/extreme\\_weather\\_response.htm](http://www.bellevuewa.gov/extreme_weather_response.htm)

### **Professional Development Closures**

Due to state training requirements, Medina Academy Preschool will be closed a minimum of 3 days during the year for teacher in-service training. These in-service training days will take place during different times during the school year. Closure days are listed on the school calendar.

### **Admission**

Enrollment in our program is open to all families of the community. Our policy is one of non-discrimination. To this end, no one shall be excluded from any of our programs on the basis of race, color, religion, disability, sex or national origin. Parents or legal guardians are the only persons who may enroll children at our campus (proof of guardianship may be required). All forms provided to you upon enrollment must be completed before your child may attend Medina Academy Preschool. Please note that all requested personal information is kept confidential. For safety and expediency, we ask that parents update all emergency data as needed (emergency information includes home address, home/cell/work numbers, individuals designated for child pick up). Current immunization information must be submitted to the center upon enrollment, and all immunizations must be current. Our office must be informed of any custody issues. Related custody paperwork will be placed in the child's file for later reference if necessary. Parents will be required to comply with all state regulations and center rules as set forth in this handbook.

The Preschool program is designed for 3-5 year olds. Children entering our program must be **3 years old** prior to the first day of school. Once a child turn three, they can be enrolled at any time during the school year if space is available.

Admission to our Preschool or Pre-Kindergarten program is separate and distinct from admission to Medina Academy's Elementary School program. Due to space constraints, admission to Preschool and/or Pre-Kindergarten does not guarantee later placement in Kindergarten or any other grade level at our elementary campus.

Medina Academy Elementary requires that all children entering kindergarten in the fall must be five years of age on or before August 31<sup>st</sup>.

Parents wishing to enroll their children are encouraged to set up an appointment with our office to tour the center and meet the director and their children's teachers, short visits to the classrooms and getting to know their teachers is always encouraged as it eases the new child transition into our program. See transition into the program procedure on pages 28-34. The purpose of the informal tour is to answer any questions you might have concerning our policies and procedures. It is also an opportunity for families to become acquainted with our daily schedule and routine. We are happy to share with parents a copy of our parent handbook at this time. Parent handbook is posted on the school website. Parents are required to attend a parent orientation session with the director. Our office will also make sure that parents are provided with all the paperwork required for enrollment.

It is important for families to note that children must be re-enrolled for each school year and are not automatically re-enrolled. Re-enrollment will take place after our annual open house in the spring. Parents of current enrolled children will have the opportunity to re-enroll before enrollment is open to the public.

Each child must have all of the following forms by the end of the registration period. According to the State of Washington licensing regulations, children cannot legally start school without this information filed with our office.

The following enrollment are required to be completed and turned in to the office before the child attends school:

- Signed enrollment form
- Birth certificate
- Student information form
- Completed immunization form (signed)
- Emergency contact Information (signed)
- Emergency Health Information (signed)
- Smart tuition form
- School closure form
- Sign-out/pick-up authorization
- Out of state emergency contact
- Roster disclosure form.
- Handbook acknowledgement form
- Child Questionnaire (Intake)
- CDC screening form (completed & signed)

**Parents' Orientation**

To familiarize themselves with the setting, the staff, center policies and procedures, Parents are required to attend an orientation session with the director prior to their child's first day of school. Accommodations for large and small groups are usually planned ahead of time and parents are informed of the date and times.

**Trial Week**

In order to ease the transition to our program, we encourage parents to bring their child for a trial week once admission is confirmed in the spring or during the school year. During this time, we are hoping that families and their children get the chance to know the teachers, the classroom environment, daily routine and schedule.

**Waiting List**

The Preschool maintains a waiting list that functions on a first-come, first-served basis. However, priority is given to siblings of other Medina Academy students and the children of current staff and returning students. When a space becomes available, the Preschool Office Manager will contact families that are first on the waiting list. We urge parents to let us know a head of time, if they wish to enroll another child and make sure that they are in our waitlist.

**Parental Custody Agreement**

Each parent has the right to drop off, pick up visit with their children at any time. We can't deny a parent access to their children unless there is a court order on file. *Please Note: Per State Law, IN THE ABSENCE OF A COURT ORDER, BOTH PARENTS HAVE EQUAL RIGHTS.* Medina Preschool strictly follows the directions given by the court. Temporary custody agreements/orders have expiry dates and are not enforceable once the expiry date has passed. Please make sure we always have current custody agreements/orders on file.

**Immunization Requirements**

Please note that immunization cards need to be turned in when registering your child. When your child receives additional immunizations, it is your responsibility to provide a copy so that we may update your child's file.

All children enrolled must have their immunization records up-to-date or provide an exemption affidavit. The child's immunization record must be provided by the parent and all information must be current. The parent shall also provide proof of immunization with a form signed by a health care provider. This form will state that the child has received all current, age-appropriate immunizations. Parent's wishing to take an exemption must contact the office to find out the proper procedure for providing an affidavit of such opposition.

As current immunization cards are a licensing requirement, our preschool is subject to fines and/or penalties for incomplete records. Should we receive a fine or penalty due to a parent's

failure to provide up to date immunization information, that fine will become the responsibility of the parent. A \$50 administrative fee will also be assessed.

### **Bellevue Campus Child Drop-off**

8:15–8:45 (second entrance on 164<sup>th</sup> driving from Northup Way)

Parents are to park in the school parking lot and walk with their children to their classrooms. It is the parent's responsibility to escort their children to the classroom and make sure that the teachers are aware of the child's arrival. For your children's safety, never leave your child by the gate or at the door alone. All of our staff are inside the classrooms. No out of the classroom supervision is provided during drop off and pick up times.

For safety reasons, children arriving late (after 9:30 am) are to be checked in at the preschool office before going to the classrooms.

### **Bellevue Campus Pick-up**

1:00- 1:10 pm.

At the end of the preschool day, parents are to park, walk to their children's classroom and sign them out.

### **Pick up after 1:15**

Parents need to park and come to the office to pick up their children.

### **MAPS Campus Drop -off and Pick-up Procedure**

Parents are to park in MAPS parking lot and come to Medina Preschool entrance (far to the right side of MAPS building) and ring the bell. A staff will let them in. Sign in/out folders are placed on a table in the entry hall. All children should be signed in and out. We ask that parents to sign and print their full names legibly.

We require that all children have direct contact with a staff member upon arrival for early detection of apparent illness, communicable disease, or unusual conditions or behavior which may adversely affect the child or the group. If any of these things are determined, the child must go home immediately.

### **Signing in /out Policy**

All children should be signed in and out. As per our licensing requirements, we ask that parents to sign and print their full name legibly every single time a child is brought to or picked up from our center.

In order for Medina Academy to continue offering its services, it is necessary to remain compliant with licensing and, therefore, uphold our policy of following up with parents.

**The first time** you do not sign your child in or out, you will be called to return to the center immediately to complete the signing-in or out of your child. We will not be able to care for a child who is not signed in by a parent or authorized adult. If we cannot reach you, we will call the people on your emergency list to pick up your child or sign them in or out.

**The second time** you do not sign your child in or out, you will be fined \$25, due the following day. You will be called to return to the center immediately to complete the signing-in or out or to pick up your child. We will not be able to care for a child who is not signed in by a parent or authorized adult. If we cannot reach you, we will call the people on your emergency list to pick up your child or sign them in or out. •

**After a third violation** you will be fined \$50, due the following day. We reserve the right to pass the total amount of any licensing fines incurred to the responsible parent. Fines can cost up to \$300 per incident.

We require that all children have direct contact with a staff member upon arrival for early detection of apparent illness, communicable disease, or unusual conditions or behavior which may adversely affect the child or the group. If any of these things are determined, the child must go home immediately.

All teachers should be in their classroom and ready to receive children by 8:15. Classrooms should be ready for children to start with activities right away. Parents are welcome to come in to the classroom and get their children settled in. We are also asking parents to wash their hands when entering any of the classrooms.

All children must be picked up and signed out by an adult or a person approved by the parent and the center. Anyone, including all parents, who are to be allowed to pick the child up, ***must*** be listed on the Pick-up Permission form or be approved in writing by a parent. In an emergency, parents may call the center and give verbal approval of an alternate individual. However, this is strongly discouraged. Anyone not recognized by sight will be asked to show photo ID. For the safety of you children, Medina Academy Preschool reserves the right to refuse any unidentified individual's entry on to the premises. It is the parent's responsibility to notify the office and make changes to the Pick-up Permission form whenever necessary. This form is re-done annually. Or when circumstances have changed.

### **Parking**

- DO NOT leave your car running. This is an illegal and an unsafe practice.
- DO NOT park in front of the gate/main door at any time
- DO NOT leave children of any age unattended in the car (this is considered child neglect and our licensor has instructed us to call Child Protective Services if this occurs).

**Health Policy**

Parents with children who have any health concerns need to schedule a meeting with the director prior to the child's first day of school. Any health concerns, action plans or change in plans should be submitted in writing to director in person or by emailing:

[adila.abdussamed@medinaacademy.org](mailto:adila.abdussamed@medinaacademy.org) For the safety of your child and to ensure that all staff are informed, we ask you to avoid giving verbal instructions to staff.

**Medication**

Should we need to administer medicine to your child, we ask that you follow a few procedures. All medication to be given to children must be in the original bottle with the instructions clearly. All medicine (both prescription and over the counter medications) must be in a clearly marked, original container. Please make sure that any medicine you send for your child has not reached expiry. For prescribed medicines, the name of your child must be visible as the person to whom the medicine was prescribed. All prescription medication must have that child's name on the script. Non-prescription medicines should bear a sticker which indicates both the name of the child and the date the medication was left at Medina Academy Preschool. An Authorization to Give Medication form needs to be filled out prior to the administration of any medication. All medicines must be personally handed to the teacher in charge at the time of arrival along with the appropriate form completed. We reserve the right not to give medicines if the dosage is questionable or not consistent with the printed label. We additionally reserve the right to request a doctor's consent via hand written prescription for any non-prescription medications. A copy of the Authorization to Give Medication form along with the medication bottle and any remaining medication will be given returned to the parent upon completion of the course of medication.

**Emergency Medical Consent Form**

This form will give us your consent to call an ambulance or your child's doctor or dentist if he/she needs emergency care. Please list your child's doctor, dentist and the hospital you would prefer. Also, please list phone numbers, addresses, and additional emergency contact information. It is strongly suggested that all emergency contacts be listed on your Pick-up Permission form. Please use these forms to inform us of any allergies to food or medication.

**Changes to Information**

Parents are to notify the center of any changes to home/work phone numbers and addresses. This is so that we may reach you in the event of an emergency. Additionally, we ask that you designate someone who can be available to pick up your child within a 30 minute window should it be necessary. Parents are to indicate this individual on the Pick-up Permission form. Our office must IMMEDIATELY be made aware of ANY changes to contact information.

**Allergies**

We must be made aware of any allergies your child has. If your child has any known food allergies, you will need to fill out an Allergy/Food Exemption Medical Statement. This allows us to alert all of our staff to be on guard of their allergy. The Allergy/Food Exemption Statement must be turned into our office as soon as this allergy has been identified. This form must be updated annually. We also need to be aware of any non-food allergies that can affect your child. If your child has any non-food allergies you will need to fill out a Non-food Allergy Medical Statement which also must be turned in to our office as soon as this allergy has been identified. Like most forms we keep on file, this form must be updated annually. You will also need to fill out an “Authorization to give Medication” form if your child require treatment or medicine when an allergic reaction occurs.

A meeting with the director to discuss the child’s allergy has to be arranged during the registration time. This is followed by a meeting with parents, teachers and our certified health consultant to put an allergy action plan for the child in place and train the staff on how to recognize the signs of an allergy attack and administer medication. Parents will be given an allergy packet with all the forms and procedures.

**Child Illness**

These guidelines are for the welfare of all of our children. In order to provide a safe and healthy environment, we rely on our parents to monitor their children with these guidelines in mind. Outdoor play is essential to your child’s development. We feel that if your child is too sick to play outdoors then they are too sick for group care. A child that is ill or has a temperature of 100 degrees or above should be kept at home. To ensure a healthy learning setting, all children shall have direct contact with a staff member upon arrival for early detection of apparent illness, communicable disease, or unusual condition or behavior (see the Drop-Off section above). A child that is too ill to remain in the center shall be supervised and cared for until the child can be taken home for the day. The symptoms that warrant an early dismissal are a fever (over 100 degrees), vomiting, diarrhea or the suspicion that the child’s illness may be contagious.

We ask that once we have informed parents that their child is too sick to remain at school that they pick up their child within 30 minutes. If a child needs to be sent home and their parents are unreachable, we will call the emergency contacts listed on the Pick-up Permission form. The center reserves the right to request the child to see a physician or have a physician’s note prior to returning.

For further clarification refer to the included sections on First Aid and Medication and guidelines on when your child may come back to school after illness.

### **Accident/Incident Reports**

Safety is a top priority at Medina Academy Preschool. Yet, there are inevitable circumstances when a child will have an accident or an incident between your child and another child will occur. When a more serious incident occurs that requires more than ‘a hug and a kiss’, our teachers will complete a report for you detailing what happened and the nature of any injuries. If any first aid is administered, the treatment will be described to you. A copy of this accident report, signed by the teacher in charge at the time of the accident, will be available to you and filed with the Director’s office. We ask that you sign the copy provided to you and return it to the Director’s office to confirm that you were notified of your child’s injury. This system is aimed at ensuring communication at all levels and can be a very good way to be certain little things are not forgotten in a hasty departure. Any head injury regardless of how minor it looks will be reported immediately to the parents. A head injury form will be handed to you when you pick up your child. If your child happens to be injured by another child, we ask you to please respect the child’s privacy by not asking us to reveal any names. Rest assured, we will handle any and all behavior problems in a professional and appropriate way.

### **Special Accommodations**

Medina Academy Preschool complies with the Americans with Disabilities Act (ADA) and other applicable regulations pertaining to providing services to individuals with disabilities. We seek to make special accommodations for children who require them, provided it is within our power and authority to do so. Accommodation can be a specific treatment prescribed by a professional or a parent, a modification of equipment, or removal of physical barriers. The accommodation shall be recorded in the child’s file. Whenever we deem it appropriate to the needs of the child to have a child with special needs in our center, the entire staff will follow the reasonable accommodations we have made for that child. Any questions about the accommodations of the child should be referred to our staff.

### **Toys**

Medina Academy Preschool has a wide variety of materials, games and other resources to offer children during center time.. Personal toys are not permitted in the center, as they can cause disputes, can be broken or lost. The exception to this is a comfort or sleep-toys which should be labeled with the child’s name or for show and tell. Medina Academy Preschool is not responsible for stolen, lost or broken toys or clothing. **Please, DO NOT allow your child to bring in toy guns, war toys or other toys that mimic tools of destruction or violence.**

### **Clothing/ Uniforms**

Medina academy Preschool requires that all children wear uniforms (Check the school website for more details). Because our program is based on exploration your child WILL get dirty! Children will have opportunities for outdoor play once or twice a day (weather permitting). Children will go outside if the temperature is above 32 degrees or below 100 degrees with the wind chill and heat index taken in to consideration. It is a licensing requirement for us to provide outdoor time. Please dress your child in preparation for this. Children who are unable to

participate in all of the day's activities should remain home. It is required that you bring one set of extra clothes for your child in case of a spill or accident (please refer to the supply list in your registration packet). We have some extra clothes available, but we may not have the item your child needs in his/her size. If your child comes home in center clothes, please wash the clothes and return them within one week. It is strongly suggested that ALL clothing brought or worn to the center have the child's written name on it.

### **Supplies**

There are many supplies needed for the preschool year. A supply list will be provided to parents at the time of enrollment and you are asked to bring these items to keep at the center. Throughout the school year, we may ask for additional supplies for special projects etc.

### **Discipline Policy**

Child guidance and classroom management will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe, nurturing environment.

Medina Academy preschool includes the Second Step Program, a social-Emotional skill for early learning in its curriculum. All teachers have received multiple training in implementing the program. Children are taught skills that help them learn how to focus their attention, listen carefully, and ask for help. Through daily lessons, children learn about Empathy, Emotion Management, and Friendship Skills.

Please check Medina Academy Handbook for curriculum details.

### *Policy Procedure:*

- Staff will implement the Second Step Early Learning Curriculum through short daily lessons, games and songs.
- The classroom environment will support children socially and emotionally.
- Staff will be consistent in the use of the daily schedule.
- Staff will develop classroom rules with the children, and will post them in the classroom. Posted rules will include words and pictures that the children will understand.
- Classroom rules will be clear and consistent, and few.
- Classroom rules will be referred to proactively.
- Activities will be engaging to the children as to lessen the possibility of negative behaviors.
- Staff will be available for children needing more support.
- Staff will provide a warning when transitions will be happening so that transitions will be smoother and support will be given to children who have difficulty with transitions.

- For day to day unacceptable behaviors, staff will provide immediate and directly related consequences for child's unacceptable behavior. Examples of strategies used include redirecting, giving choices, and problem solving with the child.
- Repeated occurrences of inappropriate behavior requiring intervention will be handled by staff immediately.
- Intervention for behavioral problems will be progressive and based on the situation and individual needs.
- Children who forget the rules will be reminded of expectations, referred to posted rules, and redirected as needed.
- When safety is an issue either for behaviors that are a danger to the child or others, staff will provide immediate intervention. Options to consider are:
  - Redirection
  - Providing an opportunity and space for the child to calm down
  - Debriefing and problem solving
  - Request for a documentation meeting with director.
  - Communication with parents and guardians will be maintained concerning the child's behavior and progress
- Behavior that is chronically unacceptable may be an indicator that further assessment is needed.
- Negative forms of guidance, such as spanking, humiliation, or withholding of food, are never used at Medina.

*Behavioral supports include:*

- Teachers and parents identify the concern through discussions/observations/screening
- Teachers document behavior according to frequency, intensity, and duration. (include incident reports)
- Parents and director meet with consultant from Kindering to discuss the concern.
- Parent's sign a consent form to allow for a formal observation and evaluation by consultant to take place.
- Consultant meet with parents and teacher and develop an individualized plan to follow both at school and home
- Follow up meetings are planned to keep track of progress

If there is insignificant progress and continued challenging behavior, consultant will meet with parents and refer child to the proper early intervention program or childhood special education services.

Expulsion of students is not a practice of Medina Academy Preschool.

## Screening Policy

Screening provides a quick snapshot of a child's health and developmental status and indicates whether further evaluation is needed to identify potential difficulties that might necessitate interventions or special education services. Screenings are designed to be brief (30 minutes or less).

Screenings cannot capture the full range of development, skill, or capacity among children. Because screenings are designed to identify risk or potential developmental issues, they tend to focus on distinguishing developmental skills and abilities in the lower range of performance and are not useful for capturing skills and abilities in the higher range of performance.

Screening only indicates the possible presence of developmental delay or difference and cannot definitively identify or describe the nature or extent of a disability.

Screening that identify possible delays or concerns must be followed by a more comprehensive and formal evaluation process in order to confirm or disconfirm any red flags raised by the screening procedure.

Medina Academy Preschool uses two types of screening:

### *1. Ages and Stages questionnaires (ASQ-3)*

The ASQ-3 screening is administered **within 90 days of the its start date, September 15, 2017** for children who start in late August or 90 days from the child's enrollment if they join in later in the school year. The results are shared with parents within 30 days of completing the ASQ screening. It is used twice a year. (Fall & Spring)

The Ages and Stages Questionnaires (ASQ-3) is a Child Monitoring System that meets the criteria for a first-level comprehensive screening and monitoring program. It is made up of 21 age-specific questionnaires completed by parents and primary caregivers of young children between 1 month and 5 ½ years of age. Please check the link below for more details.

<http://agesandstages.com/products-services/asq3/> or <http://agesandstages.com/about-asq/how-asq-works/>.

ASQ-3 covers 5 domains, including:

- Communication
- Gross Motor
- Fine Motor
- Problem solving
- Personal-social

The questionnaires can identify children who are in need of further assessment to determine whether they are eligible for early intervention or early childhood special education services.

### Medina Preschool Procedure:

- All enrolled children will be screened within the first 90 days of the screening starting date September 15, 2017
- For the first screening, parents are asked to come and meet with the lead teachers to complete the screening on line through [The Help Me Grow-WA program](http://parenthelp123.org/child-development/child-development-screening-public) at Within Reach
  - <http://parenthelp123.org/child-development/child-development-screening-public>.
- Teachers ask the questions and fill out the online screening with parents' answers. Parents who don't speak English are asked questions in their home languages.
- The scores are usually sent back in one to two weeks.
- The scores are compared with empirically derived cutoff points that are shown on bar graphs on the ASQ-3 Information Summary.
- If a child's scores fall within the white area of the bar, then No further action is required.
- If a child's scores fall within the light gray shaded area, the results will be listed as Monitor. The lead teachers will provide Ages & Stages Learning Activities. Staff will monitor the child's development using the TSG assessment and rescreening in 3 months.
- If a child's scores fall within the darkly shaded area, it is at the indicated referral cutoff score. Parents will be asked to meet with consultant from Kindering to discuss results and complete the screening again. Consultant will provide recommendations and determine appropriate support or intervention plans. (see included Kindering service and procedure)
- A copy of the screening is to be filed in the child's portfolio.

### 2. Centers for Disease Control and Prevention (CDC)

CDC is an age appropriate developmental milestone checklist for young children on four major areas:

- Social/Emotional
- Language/Communication
- Cognitive (learning, thinking, problem-solving)
- Movement/Physical Development.

### Procedure:

- The CDC checklist is included in Medina Academy **Preschool registration packet** which the parents complete and **submit during enrollment**.
- After the enrollment, teachers fill out another checklist form for each child based on their observation in the classroom environment.
- The parent is **invited within 30 days of the teachers completing the CDC for a conference**, where the teachers and parents compare the two CDC checklists, filled by

parent and teacher, and discuss strengths and concerns. Both parents and teachers set a plan and goals to support the child development.

- If parents or teachers have any concerns or feel that the child needs further assessments and evaluation, then parents will be asked to meet with a consultant from Kindering to discuss results.
- Consultant will provide recommendations and determine appropriate support or intervention plans. (see included Kindering service and procedure)

Please check the link for any further questions:

[https://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists\\_4yr.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists_4yr.pdf)

<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>

### **Ongoing Assessment:**

Ongoing assessment documents each child's progress and identifies changing interests and needs. It provides up-to-date information about each child's unique characteristics. Through ongoing assessment teachers collect information about the child's changing interests, needs, and progress toward meeting developmental goals.

### **Informal Ongoing Observation**

#### *Observation and Documentation*

Teachers conduct on-going observations of children and document them.

Documentation Methods:

- Anecdotal notes— Objective and focus on what the child does or says that include the location and date observed, direct quotations of language and descriptions of actions.
- Photographs—Take pictures of children’s constructions, artwork, or examples of how they are demonstrating knowledge and skills related to an objective. Label each photo with the date and a brief note that explains the context in which it was taken. When uploading photos to online child portfolios, be sure to include a brief, written explanation of what is taking place in the photo.
- Video- and audio clips—Keep clips short. Capture just enough information to show an example of what the child knows and can do.

#### *Portfolios:*

Teachers prepare student portfolios that include information that was collected from a number of sources such as on-going observations recordings, screening, and anecdotal records. They can include checklists, photographs, and conference notes with families. Work samples - examples of children's work that were saved as records of the children's progress - are a major components of each child's portfolio.

## **Formal Ongoing Assessment Teaching Strategies Gold (Beginning of school year, September 2016)**

### **Policy/Procedure**

Staff will use an ongoing assessment tool which will aid in developing a variety of strategies to promote and support children's educational progress, based on anecdotal observations and ongoing assessment of each child.

The online Child Observation Tool for Teaching Strategies Gold (TSG) will be used primarily, along with the assessments used in Second Step, Handwriting without Tears, and in the Noorann Arabic curriculum.

The following policies and procedures will be implemented when conducting child assessments:

- Observations from classroom, and parent observations will be included in assessment.
- All education staff are required to collect observations daily.
- Observations are required to be entered into the online portal either daily or weekly as needed.
- Observations for each TSG item should be completed for each child, for each scoring period.
- Data from TSG should be used in lesson planning and included in individualized planning.
- As much as possible, the assessments from Second Step, Handwriting without Tears, and Noorann will be infused into the Child Observation online tool.

At the end of each TSG scoring period, the Lead teachers will complete a TSG report for each child, with their team teachers. Director or assigned teacher (Ms. Senofor) will check the reports before they are sent to the parents.

- The TSG data and TSG reports will be used to develop program goals, recommendations for training, equipment etc.
- The creative curriculum reports, along with the assessments from Second Step, Handwriting without Tears, and Noorann, will be shared with the parents online and during parent/teachers conference. **Conferences** are held at least three times a year or as many times as a teacher or parent need to. Conference sign –in sheets are posted in the office. Parents are encouraged to sign in for a conference whenever they need to discuss any issue with their children's teachers. Teachers are required to check the conference sign-in sheets daily and make plans to meet with parents.
- With written parent permission, TSG data will be released to the school the child will be attending during the kindergarten transition period.
- There will be a minimum of 3 TSG scoring periods annually.
- All staff receive initial TSG training and periodic reviews in the assessment tool and have to earn the Reliability Certification.

### **Consultation and Referral (Kindering)**

For the last seven years, Medina Academy Preschool has been fortunate to benefit from the professional services of Kindering Center. Kindering is a non-profit center which provides free observation, screening, and consultation to child care centers and families in the eastside of King County. They offer services to children and families in many different areas such as speech, physical and occupational therapies, family counseling, parent education and social services.

At the request of parents and teachers, Kindering consultant usually meets with the parents and teachers to discuss issues of concerns then followed by an observation of the child in the classroom and a complete screening if needed. A meeting/s with the parents and the lead teacher to devise a plan (learning, nutritional, temperament, behavior) is conducted.

Parents can contact our Kindering consultant at any time if they have any concerns or need advice.

School Consultant

Gerry Chatterton

Early Care Consultant

425-653-4285

[gerry.chatterton@kindering.org](mailto:gerry.chatterton@kindering.org)

Kindering Bellevue  
16120 NE8th Street  
Bellevue, WA 98008

Kindering Bothell  
19801 Creek Pkwy, Ste 200  
Bothell, WA 98011

### **Kindering Consultations and Observations procedure**

#### *School Procedure*

- Teachers /Parents complete screening ASQ & CDC within 90 days of enrollment.
- Teachers conduct formal (TSG) and informal (observations & documentation of child development) assessments.
- Teachers meet with parents within 30 days and discuss screening scores, classroom observations and assessments.
- If a teacher or a parent brings in any concern regarding the development of a child during the parent/teacher conference, a meeting with the director will be arranged.
- Director discuss concern with parents and recommend consultation.
- Parents are given a consent form to fill in and sign.
- Teachers and parents complete a child questionnaire.
- Consultant meet with parents and conduct a classroom observation.
- Consultant meet with the parents and discuss findings.
- Consultant meet with director and parents to decide on the best plan for the child.
- Consultant set support plans for teachers and family.

- Consultant follow up on children and monitor their progress.

### **Family Connection with Kindering**

Families are introduced to Kindering consultant in the parent handbook, during parent's night, open house as well as during parent education workshops.

Flyers and brochures about Kindering services are placed in Enrollment packets.

Families are encouraged to get to know consultant and approach her with their questions and concerns either in person at school or by contacting her directly.

School facilitate family meetings with consultant and provides space for them to meet whenever there is a need to.

### **Curriculum**

#### *Creative Curriculum Philosophy*

In an effort to provide our children with an active, meaningful and relevant learning experiences, we have chosen curricula that:

- Aligns with current research on how young children learn and develop,
- Aligns with Medina Preschool Educational philosophy (Handbooks)
- Comprehensive
- Support the development of the whole child
- Developmentally appropriate
- Hands-on/ learning by doing approach
- Offers specialized instruction
- Promotes Readiness for Kindergarten
- Includes built-in observation and assessment tools
- Supports social-emotional competence
- Provides a family engagement component and facilitate sharing with parents.
- Provides training and certification for teachers
- Aligns with WA state early learning Standards and Early Learning Guidelines.
- Integrates easily with the Arabic Language
- Supports dual language learners.
- Offers instructions and supports children with special needs
- Includes teacher's guides and already supporting materials to use in the classroom

The Creative Curriculum was selected as the main curriculum for our program and it was supplemented with Handwriting without Tears Curriculum for teaching readiness and writing. We have also incorporated The Second Step Curriculum to help children learn self-regulation and social emotional competence. Additionally, Medina Preschool uses the Noorann Arabic

Curriculum that was carefully designed to align with the approach of the Creative Curriculum as well as the Preschool philosophy.

### *Creative Curriculum*

For over 30 years, Teaching Strategies has helped early childhood educators across the country to plan and implement content-rich, developmentally appropriate programs that support active learning and promote children’s progress in all developmental areas. Today, The Creative Curriculum® is widely regarded as a forward-thinking, comprehensive, rigorously researched curriculum approach that honors creativity and respects the role that teachers play in making learning exciting and relevant for every child.

The philosophy of The Creative Curriculum® is that young children learn best by doing. The Creative Curriculum® is built on theories of development in young children, that all children learn through active exploration of their environment and therefore the environment plays a critical role in learning. The goal of the Creative Curriculum is to help children become independent, self-confident, inquisitive and enthusiastic learners by actively exploring their environment.

The Creative Curriculum for Preschool is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These principles, include:

- Positive interactions and relationships with adults provide a critical foundation for successful learning;
- Social–emotional competence is a significant factor in school success;
- Constructive, purposeful play supports essential learning;
- The physical environment affects the type and quality of learning interactions, and;
- Teacher–family partnerships promote development and learning.

In addition Creative Curriculum is fully aligned with WA State Early Learning Standards. Children's hands-on investigations through exploring interest and choices are at the heart of Creative Curriculum programs. The Creative Curriculum is:

- Based on 38 objectives for development and learning, which are fully aligned with WA Early Learning Standards.
- Presents knowledge-building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education.
- Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.
- Addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.
- Offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.

- Offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers' knowledge about best practices.
- Contains guidance for working with all learners, including advanced learners and children with disabilities
- Teaching staff develop lesson plans
- Based on children's individual level of meeting the Creative Curriculum objectives to support children's learning.
- Using anecdotal assessments in order to develop appropriate learning goals for each child.
- Aligns with WA Early Learning Standards and Creative Curriculum objectives for development and learning.
- Offer individualized goals for children to meet their individual educational needs to ensure all children leave Medina Academy Preschool ready to succeed.
- It addresses all interest areas in the classroom on a weekly basis.
- Observe children in the classroom on a daily basis to assist facilitated learning and allow staff to gather information at where each child is developmentally.
- Staff work with families to incorporate their languages in the classroom and lesson plans.
- Allows for individual differences, disabilities, and learning styles.

Information above was taken from Teaching Strategies website and their research in the foundations of the Creative Curriculum

#### *Handwriting Without Tears (Readiness and Writing)*

Handwriting without Tears is a researched based approach to teaching reading readiness and writing to preschool and Pre-K Children. To learn more about this approach visit:

<https://www.hwtears.com/hwt/why-it-works/research>

This approach follows a developmental progression that builds on what children already know. It provides:

- Developmentally appropriate lessons that breaks difficult concepts into simple tasks
- Hands-on multisensory materials and activities that entice children activities
- Facilitate instruction that engages children, so that they are active participants.
- Home connection and family resources
- Built in screening and assessment tool and materials that generates reports to share with parents
- Workshops, training and program certification <http://www.hwtears.com/gss/training>

Handwriting Without Tears curriculum uses a developmental approach by grouping letters in order of difficulty. The Curriculum essentially delineates the task of handwriting into specific developmental units. It all starts with a no-paper, no-pencil approach to handwriting readiness in

preschool. Students learn to build letters using physical manipulatives and child-friendly, easy to remember language.

This program incorporates child-friendly teaching strategies, such as using music and movement to bring lessons to life, and multisensory manipulatives to build fine and gross motor skills. The readiness and writing lessons teach body awareness, cooperation, taking turns, listening, crayon grip, drawing, building, letter and number recognition, and capital letters and number formation. Physical development and social/behavioral skills are particularly important in Pre-K. In fact, children need to develop both fine and gross motor skills to be able to write. All these skills are critical to good emotional and social development and future academic performance.

### ***Second Step Social Emotional Curriculum***

Second Step is a social/emotional curriculum that is designed to teach self-regulation, emotional awareness, and problem solving. This research based curriculum includes hands-on activities designed for preschoolers, and the materials to support those activities. Over the period of 28 weeks, teachers implement 5 units that promote strong social/emotional skills that prepare them to be ready for kindergarten. Social emotional learning has been shown to be the key to academic success later in life.

The teachers use the Second Step curriculum activities during different times of the day. Materials the teachers use in conjunction with this curriculum include puppets, group activities, individual activities, and role plays.

Second Step aligns with the Washington State Early Learning Guidelines by promoting social/emotional vocabulary, understanding of other perspectives, promoting self-emotional awareness, and problem solving skills. It also aligns with TSG assessments and includes take home activities and online resources.

To learn more about this program visit:

[http:// SS\\_EL/EL\\_DOC/SSPEL-GOLD-alignment%20chart.pdf](http://SS_EL/EL_DOC/SSPEL-GOLD-alignment%20chart.pdf) [www.cfchildren.org/Portals/1/](http://www.cfchildren.org/Portals/1/)

### ***Noorann Arabic Language Program***

In order to promote the culture of our families, Medina Academy offers an Arabic Language and Islamic Studies curriculum. Standards and materials for each curriculum are incorporated into the Noorann language program so that they all align while integrating Arabic and Islamic teaching within the regular day.

Arabic language activities include:

- Sound and Symbol relation

- Emerging literacy skills
- Shape of letters
- Right to left movement
- Names of colors
- Numbers
- Parts of the body
- Days and month
- Nursery rhymes, poems, finger plays/songs

This curriculum also aligns with Washington Early Learning Guidelines by promoting cultural awareness of the children

In addition, this curriculum has an online component that parents can access online to track what their children are learning and to follow-up on lessons at home.

To learn more about this language tool visit:

<http://noorann.com/language>

### ***Curriculum Implementation***

The teachers implement the different curriculums into the classroom using the Creative Curriculum studies as the basis while incorporating elements from each of the other curriculums. Using on-going observation, documentation, and assessment, the teacher's guide children's learning in all development domains and learning centers. This is done in the following ways:

- Social/Emotional Learning is promoted using the Creative Curriculum and Second Step. Both these curriculums include materials and activities that are used by the teachers in the classroom. These include group activities, such as using puppets to practice problem solving, that are implemented on a weekly basis at a minimum. Additionally the teachers use books recommended by the curriculums and help children practice these skills during play and routines. Social/emotional skills are further promoted in centers that promote social interactions, such as blocks and dramatic play.
- Language Development is promoted by all our curricula. In addition, to books and language games, the teachers follow each curriculum's language prompts to language development. For instance, the teachers add vocabulary in both Arabic and English to develop vocabulary. These activities are implemented into all learning centers and routines during the day. Posters with printed words are displayed throughout the classroom.
- Cognitive Development is promoted similarly to language development. All of our curricula include activities that promote critical thinking. These activities include questions to reflect on at group, questions to encourage children to solve problems and think logically, and conversations between the teachers and children. Cognitive activities are used during both free play and routines. Books that promote critical thinking, as well

as math and science activities based on Creative Curriculum, also, integrate the teaching of this skill in the classroom.

- Small Motor Skills are promoted using activities in the Creative Curriculum and Handwriting without Tears. These include writing, art, puzzles, manipulatives, and small building materials. Sand and water play activities are rotated based on the theme and help to promote these skills as well.
- Large Motor Skills are promoted in the Creative Curriculum and Handwriting without Tears. Activities include practicing making letters using the whole body and art, outdoor time, and music materials. Sand and water play activities are rotated based on the theme and help to promote these skills.
- Creativity is promoted using the Creative Curriculum and implemented into our sensory, dramatic play, blocks, and art centers.

### **Teachers' Planning Time:**

All teachers are given 40 minutes a day of paid planning time. Bellevue campus teachers meet daily in the pre-K2 room after dismissal (No supervision of aftercare children). This is a good time for parents to schedule a conference or just drop by to discuss any issues related to their child. Teachers meet daily with their co-teachers, once a month with campus teachers and once a month with other campus teachers for reflection. All staff meetings take place at least once a month.

### **Individualized Planning:**

We recognize that children learn at their individual rates of development. Maximize children's growth by meeting each child where he or she is. Individualized instruction requires the staff to observe each child's interests, temperament, language, cultural background and learning style. Our teachers try to modify their instruction to each child's needs and ensure the participation of all children.

### **Individualized Plans Policy**

During planning time the teachers meet in the following groupings:

- English Curriculum
  - Pre-K teachers
  - Preschool Teachers
- Arabic Curriculum
  - Arabic Teachers

The following standards are to be used in our individualized planning:

- Teachers observe and document children's learning, interests, and activities on a daily and weekly basis.
- During daily/weekly meetings discuss and share children's progress and assessments

- Identify the children who need extra support and those who need to be challenged and what skills they need to be taught.
- Goals for each child will be based on the TSG, Second Step, Handwriting without Tears, and Noonan Arabic curriculums.
  - Set weekly, short-term (6-8 weeks) and long-term (yearly) goals for each child.
  - Specific weekly goals for each child are developed by team teachers together.
- Teachers have to provide specific objectives and accurate TSG placement.
- Use curriculum extension and support activities and note the name and the page number
- Attach samples of individual work.
- Share and inform other teachers of what you worked on with the child during the two week period and set a plan for the next two weeks.

#### Steps:

- Start with a short assessment to identify what the child knows and what he needs to work on:
- Introduce the new skill
- Practice the skill. Some skills can be mastered in few days, others can take longer
- Assess
- If a child has master a skill note mastered
- If a child didn't mastered the skill note more practice
- To ensure continuity of the individualized plans and to achieve set goals, teachers have to follow the previous steps, have clear communications among them and avoid conducting and documenting random unrelated activities that don't meet the child's needs
- Goals and progress are shared regularly with parents through TSG, at drop-off and pick-up times and parent/teacher conferences

### **Transition Policy**

As children grow and develop, they go through many transitions in their first few years of life. For children and their families, the transition from a home to a school environment is a significant milestone in a child's life. Going to school for the first time can create excitement and uncertainty for families and children.

Medina Academy Preschool is committed to following a developmentally appropriate practice and to supporting families in transitioning to their new environment. Our goal is to ensure that children experience a smooth transition, placement and adjustment from their previous setting into our program. As well as maintaining the pace and the quality of learning as they move through or out of our program aiming that all children continue to make the very best progress. Medina Academy Preschool has established various transition policies:

1. Transition into the program: (home/other preschool);
2. Transition between classes;

3. Transition from one campus to the other;
4. Transition to Kindergarten, and;
5. Transition out of the program.

The purpose of the Transition Policy is to:

- Ensure that transitions are successful by building on the commonality between environments and supporting learning and development in ways that connect with a child and their family.
- Create continuity that involves building on children's prior and current experiences to help them feel secure, confident and connected with people, places, events, routines and understandings.
- Understand that all children are different and respect each child reactions to transitions.
- Develop a range of practices and guidelines that actively support transitions from home to care, transition routines, room to room transitions, transition between child care centers, transition from child care to kindergarten and childcare to school transitions.
- Promote inclusive practices when dealing with families during transitions.
- Encourage all persons to communicate respectfully to families, children and educators about transitions.

### **General Information about Starting School at Medina Academy Preschool**

A child has to be three years old before getting admitted to our program. Most children are enrolled in September. However, children can be admitted when they turn three at any time during the school year depending on the availability of space and wait list order. Children spend one school year in the preschool classroom.

### **Other Preschool to Pre-K**

Children between the ages 4-5 years old are admitted to the Pre-k program. Priority is given to our existing children and siblings. New students are admitted if space is available.

Children who do not turn 5 by August 31 (cutoff date for KG) can spend another year in Pre-k

### **Computer and home language help:**

When parents speak a different language than English mostly Urdu, Somali or Arabic, we assign one of our staff or parent who speaks the same language to help them complete the forms or any other assessments.

Parents who don't have a computer at home or are not comfortable using it, are assigned one of our staff to help them complete the forms or are given paper copies to complete and then one of our staff enters the information for them

Extra staff support in classrooms:

During the first month of school we bring in some of our trained substitute teachers to help in the classrooms and allow the teachers time to give individual assistance to those children who are experiencing difficulty with separation.

### **Transition into the Program**

1. Open house on February/ March. Parents on waitlist and community are invited to come tour the center, meet the teachers and learn about program. (emails/flyers)
2. Prospective parents are provided with a welcome packet that includes information regarding school philosophy, vision, curriculum, ratio, tuition, policies and procedures. (See Packet)
3. Parents are invited to visit our preschool during school hours to observe the classroom. Children are encouraged to come along to get familiar with the classroom environment, teachers and daily routine. Multiple visits are encouraged.
4. Interested parents are asked to register online, to complete all admission forms and submit them to the preschool office (See attached checklist). Help with computer or translation is provided, as needed and requested.
5. Director reviews new student's files and invite parents who have children with developmental or medical concerns to a meeting with a consultant from Kindering (Gerry Chatterton) or Nurse (Peggy King) to discuss their concerns, set accommodation plans and to prepare for staff training before the child's first day of school.
6. Office/ teachers contact individual parents and welcome them. Child Questionnaire and CDC forms are sent or emailed to parent to complete and bring to their first meeting with the teacher. Children are asked to bring a personal photo to use for child's cubby and a family photo to display in the room.
7. If a child has been previously in a preschool, parents are asked to describe the school setting, approach, the child's daily routine and provide information about their child's experiences at the previous school.
8. Office manager looks up the child's previous center online and provides teachers with a summary about the child's previous school.
9. Teachers contact the child's previous teacher, with parent permission and release, through email or phone call to learn more about that child
10. Parents are asked to bring in their child's records, portfolios or any other samples of work.
11. Children are given a 2 week trial period before actual enrollment. We ask parents to plan their child's trial time with the preschool office to ensure class capacity and to maintain proper teacher/child ratio.
12. Children and parents are invited to a Meet and Greet event. This can take place during the week before school starts (family breakfast at school or a picnic at the neighborhood park). Daily schedules, drop-off/pick-up procedures, supply lists are distributed to parents during this time as well as answering any questions or concerns they have.

13. In September parents are asked to come to a conference with their child's teacher to get to know each other, learn more about the child, and discuss Child Questionnaire and CDC forms.
14. Parents are required to attend a parent orientation to go over school policies and answer any questions before school starts or within the first month of school. (director/office manager)
15. During first few days of school, parents are expected to accompany their children to class and spend time with them until the attachment eases. When a parent is ready to leave, they need to tell their children that they are leaving and will come back later to pick them up. Our teachers are trained in comforting a tearful child.
16. To ease attachment and transition for those children who are having hard time separating from their parents. Parents are offered flexible hours to bring their child for shorter times for several days until they get used to the new classroom. (Lunch, outside, center or story time).
17. Director sends a letter to parents with tips on how to handle separation and ease attachment of their children. Copies and links to different articles are sent home for more resources.
18. Medina Academy Preschool has an open door policy. Parents can drop by at any time during the day to observe, have lunch with their child or read a book to the class. (Handbook).
19. A number of family social events such as breakfast with parents or cultural day are planned to give the parents a chance to meet with each other, build friendship in and outside of school.
20. During first few days of school, the Director/Office Manager will call parents, email or text them photos and videos of their children to assure them of how their children are doing after they left the center.
21. Teachers observe and assess children during first few weeks of school. A parent teacher conference usually takes place to discuss concerns, assessments and set goals for the child
22. Teachers help parents complete the ASQ forms. Parents and teachers discuss the results and set up a support plan for the child.
23. Teachers and parents continue to communicate in person at drop off or dismissal time, through phone calls, emails or messages on Teaching Strategies Gold to keep parents updated about their child's adjustment to the new class.
24. Parents are encouraged to sign-up for a conference whenever they feel a need to talk to their child's teachers. All teachers are available every day from 1:30-2:00 to meet with parents. The Parent/teacher conference sign in sheet is posted on the office next to the staff bathroom door.
25. As soon as a teacher or a parent brings in any concerns regarding the development of a child, parents are asked to sign a consent form authorizing a formal consultation through Kinderling. Our consultant, Gerry Chatterton, will contact the parents to discuss concerns, conducts the needed observations, and any formal evaluations needed. Based

on the findings, she sets a working plan for our teachers and parents to follow both at school and home. Gerry follows up on the child several times during the year and teachers and parents can request a meeting whenever they need to.

26. When parents, teachers and consultant agree that a child needs further evaluation, our consultant from Kindering makes arrangement for referrals.

### **Transition from Preschool to Pre-K**

1. During the last few weeks of school small groups of children are invited to visit the pre-K classroom for lunch, story or outside play.
2. Pre-K teacher invites all preschool children for a story time in her classroom (when pre-k students are in gymnastics or outside).
3. Pre-K teachers are given time to observe children in their current classroom.
4. Preschool, Pre-K teachers and director meet to discuss individual children's development and assessments to assign the child to the right classroom and teacher as well as trying to pair children with at least two or three of their friends to ease their transition to the next level.
5. Parents are sent a letter stating that their child will be moving up to the next level, given the name of the classroom and teacher.
6. Parents are encouraged to come and observe their child's future teacher and her classroom.
7. If parents have any concerns or questions, director would contact parents and discuss their concerns.
8. All teachers are given a list of their future student's names, and parent's contacts.
9. Preschool and Pre-K teachers meet to go over the children assessments: TSG, ASQ, CDC, portfolios, work samples, and parents/ teacher conference records. Preschool teachers provide tips about each child's temperaments and interests.
10. All assessment documents and files are submitted to the Pre-K teachers
11. Teachers request a conference with parents of children with special needs to better understand child's needs, prepare the classroom for the child (if adjustments are needed), and to allow parents to ask questions, share what works, and express any concerns.
12. Steps 1-26 under transitions into the program are followed where they apply.

### **Transition from One Campus to Another**

1. Parents contact preschool office with their intention to transfer their child to the other campus.
2. Office manager checks if there is a space available.
3. Parents are informed about availability.
4. Parents are offered to go and observe the new campus.
5. Office manager sends a copy of the parent handbook, new campus policies, procedures and financial forms to the parents (packet).

6. Parents complete a Campus Transfer form.
7. Both current and new teachers are informed. A meeting is arranged for both of them. Current teacher shares child's information, assessments portfolio and evaluation with new teacher.
8. Family is encouraged to take their child for a short visit/s to the other campus to get to know the teachers, other children and the new environment.
9. Director observe how the child is adjusting and communicate with teachers and parents
10. Teacher plans a conference with the parent/s to share information and set goals for the child.
11. Steps 1 to 26 from transition into program are followed as they apply.

### **Transition to Kindergarten**

- 1) To ensure continuity of children as they move from our early learning program to Medina Kindergarten, public school or another program, throughout the pre-K year, we provide opportunities for families to be involved by sharing resources, exchanging information and planning for the transition.
- 2) For the last 10 years almost all of our Pre-K students have been moving to Medina Kindergarten. Only one or two children move to public school.
- 3) Around the end January, the preschool and elementary send reminders to parents to start making plans for kindergarten.
- 4) Medina Academy and surrounding public schools open house, registration date and other related info are shared with parents. School Readiness brochures and literature are share with parents.
- 5) Parents are invited to KG open house.
- 6) Director and Office Manager arrange for parents visits to Kindergarten class and facilitate meeting with teachers.
- 7) Kindergarten teachers are invited to visit preschool classrooms for a story time.
- 8) Children visit KG classrooms in large and small groups for short activities or play time.
- 9) During the last few weeks of Pre-K, teachers implement the Teaching Strategies Getting Ready for Kindergarten unit which offers a collection of daily plans that lead teachers through the process of preparing for the transition to kindergarten with children, with a particular focus on school readiness. This comprehensive resource includes:
  - a) Strategies for supporting children's social-emotional development as they become comfortable with the transition from pre- K to kindergarten;
  - b) Answers to the children's questions about what lies ahead;
  - c) Introduction to the new ideas and experiences that come with the end of the pre K year;
  - d) Guidance for teachers to help children reflect on all that they've learned, and celebrating their achievements to help build confidence
  - e) Supports for strengthening family partnerships at the end of the year, which are vital to the successful shift of children becoming kindergarten students.

- 10) During the week before school, KG teachers are invited to a meeting with the Director and Pre-K teachers. ASAQ, TSG observations and assessments, conference notes, portfolios and samples of work are shared with the KG teachers. Information about students with medical, developmental or any other circumstance are shared during this meetings.
- 11) To ensure continuity of support and help for the children who are on an IEP plan, the director arranges for a meeting with consultant (Gerry), teachers and parents.
- 12) Throughout the year KG teachers come to meet with the director or teachers as concerns arise for specific children or to get tips on how to deal with certain situations regarding specific children or families.

### **Transition Out of the Program**

- 1) When parents choose to move their child to another program, Medina Academy supports the transition in a variety of ways.
- 2) Parents inform the school of their intent to withdraw their child from the program and the reasons why.
- 3) Teachers are informed of the change and begin the process of gathering the child's assessments, including the ASQ, CDC, TSG, work samples, portfolio, and parent/teacher conference records to give to parents to share with the new program they will be attending.
- 4) Teachers ask parents to share with them information about the new program so they can talk with children while here about the upcoming transition and highlight the positives.
- 5) Parents are informed that the teachers are willing to speak, on the phone or via email, to the new school if the parents and/or new program wishes to.
- 6) Steps 1 to 26 from transitioning a child into the program are followed as they apply.
- 7) Medina Academy strives to meet the needs of all children who attend, however, in the rare circumstances that a child's needs cannot be met within our program, we implement the following policy:
  - a) The teachers inform the director and parents of their concerns, what they have observed, what they have tried, and request for an additional screening of the child using Medina's screening policy, as well as the assessments used within the classroom. All children with concerning behavior or developmental delays are asked to receive additional assessments, through Kinderling Services, their pediatrician and other experts in child behavior and development.
  - b) Once all the assessments are completed, the teachers meet with director, parents, and consultant to view the findings and to develop a behavior plan and classroom modifications for the child.
  - c) Only if the behavior plan and classroom modifications fail to yield success or resources the child needs are not available within our program, and both the teachers and parents feel a more suitable program would better meet the child's needs do we move forward with finding another program for the child.
  - d) The director and teachers work with various community services, such as Kinderling, Child Care Aware, to find programs that would better suit the child. For instance, if a

child's sensory integration disorder was so severe that they needed a very small and quiet classroom. This list of programs is given to the parents and the director offers to go visit with the parents.

- e) Information as well as assessments are shared with the new program, and if feasible, a meeting is held between the new school, the teachers, and the consultant to help the new program prepare for the incoming child.
- f) All other transition policies are followed as they apply.
- g) The director follows up with the parent's to see how the child is doing and to see if they need any additional resources, as well as to invite them to special events at Medina so they can continue to maintain the relationships they made here.

### **Additional Resources Shared With Parents**

1. [http://www.naeyc.org/yc/article/first\\_day\\_jitters](http://www.naeyc.org/yc/article/first_day_jitters)
2. <https://families.naeyc.org/learning-and-development/music-math-more/13-tips-starting-preschool>
3. <http://www.parents.com/toddlers-preschoolers/starting-preschool/separation-anxiety/dealing-with-separation-anxiety/>

### **Lesson Plans/Newsletters:**

Teachers plan a quality, developmentally appropriate curriculum through **weekly** lesson plans. Lesson plans are posted on the parent' bulletin board. All lesson plans and newsletters are shared with parents through Teaching Strategies Gold.

### **Room Capacity/Ratio**

Medina Academy Preschool is divided into three different classrooms. Children are placed according to their age and licensing capacity of the room.

### **Bellevue Preschool**

Age	Room #	Group Name	Adult/Child Ratio	Capacity
4-5	1	Pre-K 1	1:8	16
4-5	2	Pre-K 2	1:7	14
3-4	3	Preschool	1:8	16

**MAPS Preschool**

Age	Room #	Group Name	Adult/Child Ratio	Capacity
4-5	1	Pre-K	1:6	12
3-4	2	Preschool	1:7	14

**Daily Schedule**

Each classroom uses daily schedule that is posted in the classroom for parents, children, and teachers to refer to at a glance. However, every day the following activities take place:

- **Activity Time:** Activities specific to the weekly theme are presented along with basic activities such as puzzles, table manipulative, dramatic play, blocks, etc
- **Group Time:** Group times are child-centered participative sessions. The planned group activities include reading, music, movement, finger plays, discussions, dramatizations, games, and opportunities for storytelling.
- **Outdoor time:** The playground is an extension of the classroom. Children can participate in an outdoor activity of their own choosing. Inclement weather, special events, or celebrations will occasionally affect the scheduling of outdoor time.
- **Snacks and Meal Time:** During this time, our staff will sit with the children as they eat, encouraging and participating in an engaging conversation.

**Playground Policy**

Research has shown that child's play is not just all fun and games; rather the act of play is a crucial component in the growth and development of the brain, body and intellect. Studies of how young people learn has proven that children, especially, acquire knowledge experientially, through play, experimentation, exploration and discovery.

Research shows us that many of the fundamental tasks that children must achieve, such as, exploring, risk-taking, fine and gross motor development and the absorption of vast amounts of basic knowledge, can be most effectively learned through outdoor play. As a result, we believe outdoor play is vitally important to children's physical, social, cognitive and emotional development.

*Aim:*

- To provide outdoor play as part of our daily routine and as extension to indoor learning.
- To provide a stimulating, enjoyable and safe environment for children to play, investigate, explore, problem solve and use their imagination and creativity in an outdoor environment.
- To ensure that the children have plenty of opportunities to develop their large motor skills

- To provide active learning experiences for children so that they have plenty of opportunities to practice their developing skills, making them feel good about themselves and enriching their understanding of the world around them.
- To encourage the children to have respect for the outdoor environment and to care for living things.
- To provide the children with the opportunity to relax and to release built up energy throughout the day
- To provide the children with opportunities to co-operate with others and to build on their social skills
- To stimulate their senses by offering different sights, sounds, smells and touching/ feeling opportunities.
- To provide children with space to take part in energetic, noisy, large scale activities as well as opportunity for quieter play
- To plan a balance between child initiated activities and adult directed activities.
- To observe, assess and record how the children learn through play in the outdoor environment and to support their learning by adapting the outdoor curriculum to meet their individual needs
- To ensure that all staff understand the value of outdoor play and are enthusiastic and active in their approach to learning outside

### **Daily Play**

Children spend about 60 minutes per day in the outdoor playground. This is often broken up into two sessions, one in the morning for thirty minutes and one in the afternoon for another thirty minutes (During extended care for children who are in school for longer hours).

Children can go outside any time when the playground is not in use by other classrooms.

Only one classroom at the time can use the playground area. Our playground space allows for only 20 children at one time. Two teachers should be supervising children on the playground area at all times.

### **Safety Inspection/Playground Rules**

- Inspect all playground equipment and play area daily for safety.
  - Woodchips/fence/benches/ground/playhouse
  - Rusted nails, sharp objects, loose screws, broken parts
- Complete the playground inspection form weekly and inform office immediately if something needs to be repaired.
- Make sure classroom windows that are opening to the playground area are closed (avoid head injury).
- Children have to wear helmets when riding bikes.

- All bikes and cars go on one direction and come back through the opposite direction to avoid crashing.
- All digging should be done at the right side corner of the playground facing the parking lot.
- No climbing on the fence or benches. All toys, bikes and wagons should be placed back next to the shed area.
- Helmets should be cleaned and sanitized daily/as needed.
- Use provided towels to wipe off all playground equipment when wet.
- All bikes and carts should be washed weekly/as needed.
- Keep woodchips in the designated area and avoid transferring it to the paved area or play equipment's surfacing.
- Keep the shed locked at all time.
- Make sure the gates are closed.
- Teachers are responsible for cleaning the playground area before going back to the classroom. Involve children in cleaning and organizing the materials.
- Clean sand table daily.
- Change water in the water table daily

### **Fitness Class:**

Our program offers a weekly Gymnastic Class to children during the school hours. Payment for this class is not included in the tuition. Parents will be provided with an enrollment form with specific details regarding the times and cost for this class.

### **Our Staff**

At Medina Academy we strive to provide nurturing, quality care in a highly interactive learning environment. Our friendly qualified staff are an integral part of providing this environment. Our current staff has had

- A detailed interview and screening process.
- Approval by the state of Washington through a background analysis that cross references state and federal criminal records as well as child abuse reporting records to insure that each employee has a background that is clear.
- State CPR, first aid, blood borne, HIV and food handler requirements fulfilled
- Washington State STAR training is completed annually by all staff members.
- All Staff members have BA or Master Degrees in varied majors. Additionally, they all have earned Child Development Associate (CDA) or Early Childhood Certificates (ECE) from a national accredited program

We believe firmly in training and continued education for all our employees and staff. Each has qualified themselves to work with your children by attending specific training classes and often college level courses to learn about early education and the needs of children. We emphasize

training and encourage all of our employees to exceed the state minimum number of clock hours of training required to be qualified to continue to work in an early education setting.

### **Communication with Parents**

The success of our program is based on establishing a partnership between our parents and our staff. Open and frequent communication will help your child have a positive early learning experience. We will work to keep you informed concerning your child's day and overall development through several means:

#### Written Communication:

- Monthly parent newsletters to keep you informed as to the overall program.
- Through Teaching Strategies Gold communication feature.
- School emails with school principal, director, office manager or directly with your child's teacher
- Parent teacher conferences
- Parent board posted in the preschool office
- Parents always have the option of requesting specific parent/teacher interaction to aid in the child's development.
- PTO announcements, flyers or emails
- Board members notes, letters and emails
- Emails, brochures and flyers pertaining to parent education, workshops, community resources and events as well as the Department of Early Learning and health department notification and announcements.

#### **Verbal Communication**

We will seek to be communicative during

- Orientation events such as Open House/Meet and Greet/individual Intake
- Regular family events
- Parent –teacher conferences
- Conversations at drop-off and pickup times
- Phone Calls
- Family visits

We encourage all parents/guardians to be involved in school activities. We believe that parental participation is the key to any successful child care program. Medina Preschool welcomes parental visits. **We have an open door policy** that allows parents access to the center during operating hours. We have enclosed a sample list of some of the opportunities for involvement in our center. Parents are in no way limited to the involvement listed below. Any parent wishing to be involved in another area is strongly encouraged to contact the office with their suggestion.

- Parent meetings
- Parent education and workshops
- Open house
- Individual conferences
- Programs and special activities (i.e. Eid parties, graduation, parents breakfast etc)
- Coming to eat lunch with your child
- Reading to your child's classroom (sign-in sheet is posted in the office)
- Classroom volunteer
- Sending special treats for snacks/meals (please notify the teacher a day or two in advance)
- Help with fundraising
- Participation in a parents' group
- Translation for families who speak a language other than English
- Computer help for other parents.

### **Volunteers**

Any parent wishing to volunteer must go through our screening process. Our screening process includes, but is not limited to, 1) a signed statement indicating whether or not they have had a conviction of any law in any state, or any record of founded child or dependent abuse in any state; 2) a signed statement indicating whether or not they have a communicable disease or other health concern that could pose a threat to the health, safety or well-being of the children; 3) undergoing a fingerprinting or background check 4) a signed statement regarding child abuse 5) going through New Teacher Orientation. Any visitor who spends extended periods of time in the center will be considered a volunteer and be required to go through the screening and training listed above.

### **Policy for Parents who are Unavailable for Parent Involvement Opportunities**

In the event that a parent feels like they would like to be more involved in the center but cannot due to their work schedule, or other commitments, we will help them find a project or area which they can do on their own time. A member of the leadership staff will meet with the parent to find their area of interest. We will offer suggestions to them based on their interests and time. For example, if the parent likes to sew, we may offer to have them make doll clothes or repair mat sheets.

### **Visiting the Center (Open Door Policy)**

Medina Academy Preschool has an open door policy. You are welcome to visit your child at the center at any time. We do ask that you check in with the office or sign in desk before going to your child's room. Families are welcome to have breakfast with their child, drop for lunch or to spend time with their children in class or outdoor. Persons not listed on the Pick-Up Permission form, will not be allowed to visit your child. Extended family members such as

grandparents/aunts/uncles are also welcome to visit.. Feel free to contact our office if you wish to set up a visit from an extended family member.

The custody challenges of our current society demand that we follow strict guidelines in this regard. In a custody situation, please note that the same procedure will be followed as listed in the Pick-Up section.

### **Meals and Snacks**

Families are to provide lunch and snack for their children. We ask that all meals be checked for nutritional content. Meals should be brought in a lunch box with an **ice pack to keep fresh as required by our licensor**. Please note that due to licensing requirement we are unable to heat individual lunches. Meals must be ready to eat out of the lunchbox. Occasionally, we offer an optional hot lunch that parent can purchase for their children. Cost and menu will be sent to parents via email. Our preschool discourages all parents from sending juice with their children. We only serve milk and water at meal times.

Medina Academy is a ***nut free zone***. No nuts or nut containing products are allowed in our center. Please make sure to read and sign our Nut- Free Zone agreement form included in your enrollment packets.

If you wish to celebrate your child's special event at Medina Academy Preschool, please make early arrangements with your child's teacher. Hard or chewy candy, popcorn, hotdogs and balloons are not permitted because they pose a choking risk. We only allow prepackaged, store bought food in our center. We encourage parents to bring healthy food such as store precut fruits and vegetables and avoid sweet snacks such as cupcakes with frosting and chocolate bars.

### **Portraits and Pictures**

We offer school pictures annually in the fall. In addition we may take pictures of the children playing for use on their cubbies, with a project or for promotional use. There is a Photo Release form with your paperwork giving us permission to take your child's picture or include them in short video footage.

### **Fieldtrips and Transportation**

Medina Academy Preschool does not offer fieldtrips or transportation for our students. We invite different programs to our campus such as the Seattle Aquarium, Creation Station and the Talking Tree.

### **Child Abuse Reporting Policy**

The State of Washington requires that child care institutions be on the lookout for, and report to the State and appropriate authorities any and all suspected cases of abuse to a child.

At Medina Academy Preschool our center and staff are mandatory reporters of child abuse. All

incidents or suspected incidents will be turned over directly to the Child Protective Services for investigation. We are not allowed to do our own investigation and are required by law to report anything of a suspicious nature. It is advised that clients make the staff aware of any lingering bruising or other visible injury to minimize suspicion of possible child abuse or endangerment.

The following steps are to be taken if a staff member is suspected of child abuse:

- A staff member who has a situation or investigation pending should immediately notify the Director or most senior leadership staff member in the building.
- The person who suspects abuse should bring it to the attention of the Director or most senior leadership staff member in the building.
- The supervisor will check on the complaint and if they agree that there may be abuse, the supervisor will report the incident to Child Protective Services and our state licensing authority.
- We will then follow their advice regarding whether or not to suspend the staff member

If a staff member is founded in a case of child abuse, we will take the following steps:

- We will allow the staff member to appeal the decision
- The Director or an appointed member of the leadership staff will meet with the individual to go over the incident and form an opinion as to its validity and/or consequences to the Center and the individual.
- Based on the advice of our licensing agent, we will either suspend the staff member or allow them to continue their job until the appeal is completed.
- The staff member will meet with the Director or an assigned member of the leadership staff during this time and steps will be taken to ensure that there won't be any problems.

If after the appeal the decision is still founded, we will take one of the following steps based on the advice of our licensing agent:

- The staff member will be terminated from their position at the Center, or
- We will inform the parents that we have a staff member who has a founded child abuse on record. We will also let the parents know what the charge was.

### **Insurance**

Medina Academy Preschool complies with the minimum insurance coverage as suggested by our independent agent. For more information concerning policies and liability see management.

### **Additions and Changes**

Medina Academy Preschool reserves the right to edit the policies in this handbook as the needs arise. The center will make all changes or additions available at the time these changes are made. Parents will be notified of these changes through the normal written communication methods at the time they are made effective.

**CHLD CARE CENTERS AND PRESCHOOLS LICENSING  
STANDARDS AND PROCEDURES**

The Bellevue Preschool facility is regulated by the Washington Department of Early Learning

Our Assigned Child Care Licensing Coordinator: *Janelle Eason*

Contact information:

Dep.t of Early Learning

805 156th Ave NE

Bellevue, WA 98007-4614

(425)559-3571

[Janelle.Eason@del.wa.gov](mailto:Janelle.Eason@del.wa.gov)>

All of our recent inspection reports are available, upon request.