



All Saints Catholic School

Early Learning Center

Parent Handbook

ADMISSION POLICY

All Saints School was established primarily to educate those parish children whose families are committed to the Catholic faith and education. Applications and registrations will be considered on the following priority basis:

1. Students of families who have children presently enrolled in the school, Catholic or not.
2. Students of families who are registered, supporting and active in All Saints Parish.
3. Students of families who are registered in and supportive of other parishes.
4. Students of non-parish families.

All Saints School admits qualified students of any race, color, national and ethnic origin in administration of its educational policies and scholarships. Students possessing physical or emotional disabilities will not be denied admission solely by reason of the disability; however, we must be able to meet the needs of the individual child.

Admission of students is dependent upon the results of an interview with the principal or program director.

Final acceptance will be in writing to all new families admitted for the following school year.

The completion of application forms, approval of tuition contract, determination of space, and the ability to meet the needs of the individual student, are also required.

Enrollment is open to all children 18 months of age to 5 years.

Preschool-C is for those children who are using the toilet but still mastering toileting skills (may have accidents but are making an attempt to use the toilet regularly).

Toilet trained for Preschool-C is defined as:

- Not in diapers (pull-ups ok)
- Able to indicate to adults the need to use the toilet before they need to go
- Make an attempt to use the toilet independently or when asked to try
- Able to pull up and down underwear/pull-up, pants, tights/leggings without assistance
- Able to get on and off the toilet by themselves
- Able to wash and dry hands
- Able to wipe independently

Children enrolling in Preschool-B & Pre-K need to be FULLY toilet trained by August 31st.

Toilet trained for Preschool-B & Pre-K is defined as:

- Wearing cloth underwear (diapers/pull-ups are not allowed in Preschool-B).
- Able to tell the adult they need to use the bathroom before they need to go.
- Able to pull up and down their underwear and pants without assistance.
- Able to wipe without assistance.
- Able to get on and off the toilet by themselves.
- Able to wash and dry hands.

- Able to postpone going if they must wait.
- Can use the bathroom without a potty seat or chair.

Children in Preschool-C/B & Pre-K who are not toilet trained (as defined above) will be charged at the Preschool-A rate due to the extra staff required to meet their toileting needs (i.e. changing diapers, multiple accidents in a day, daily accidents during the week, etc).

A copy of a Baptismal certificate (if baptized), birth certificate, and signed certificate of immunization form (provided by the Washington State Department of Health) MUST be submitted by all new students before school begins.

All new students are accepted on a probationary basis. We reserve the right to terminate any child's attendance if it is determined that the child is not benefiting from our program.

Registration fee for new families is \$295.00 per child. All registration fees are non-refundable.

ADMISSION OF FOREIGN STUDENTS

Foreign students will be admitted in accordance with the requirements of the United States Department of Justice. Any student who is not a citizen/legal resident of the United States must have the complete legal documentation required by the Immigration Department in order to be admitted to All Saints School.

FINANCIAL POLICIES

All Saints School contracts with its faculty and staff and incurs financial obligations for the entire school year. For All Saints School to provide for these financial obligations, when a student is enrolled, the parent or guardian must assume an obligation to pay in full. In case of removal or withdrawal, the obligation to pay any tuition and fees due for the entire school year remains but may be prorated depending upon the facts and circumstances of the withdrawal, dismissal or absence.

The school reserves the right, if any tuition payment is past due, to remove the student(s) from the school. The school has the further right to refuse re-enrollment for the following school year until financial commitments have been met.

Tuition and Fees

The School Commission under advice and consultation of the principal is responsible for setting the non-refundable registration fees as well as tuition rates.

Tuition Policy

Our tuition goals are:

- A. To do our best to make Catholic School education affordable to all who truly desire and value it for their children.

- B. To foster a trusting, community relationship between the parish, the school and the Catholic family.
- C. To generate funds so the school has a solid financial base that can more effectively improve programs and services.

Registration

Registration is held each year, in winter, for families already in the school, early spring for new families. The registration process is complete when the school has received:

1. The application and enrollment packets have been submitted through Finals site and then enrollment fee of \$295 per new student (\$215 per returning student if paid by a date TBD) has been paid.
2. Registration/emergency information forms (completed in fall).

Tuition Payment Policy

Recognizing that payment of school tuition is a serious responsibility of each family and that the need to maintain a continuous and consistent cash flow is essential to the well-managed school, our school follows the following policy regarding tuition payment:

Tuition is due on the 5th or 20th of every month. Should a situation arise that a payment will be late; the parent is responsible to notify the school as soon as possible. In the event that a family fails to pay tuition on time, the school will initiate the following procedures:

1. If at the end of thirty (30) days the tuition account is not current the parent will be notified by the School of the past due amount. A late fee of \$25 will be added to the total tuition balance, and additional late fees of \$25 each month will continue to be added until the account is current.
2. If at the end of sixty (60) days the past due condition continues to exist the parent will be notified in writing by the School that the account must be brought current.
3. If at the end of ninety (90) days the account has not been brought current, school services to the family will be immediately discontinued and the account will be referred to a collection agency.

Re-enrollment in the current year or enrollment for the following year will not be accepted until tuition and fees are paid in full. The School will withhold all report cards, mid-term reports, and school records, including eighth grade diplomas until all financial obligations are met. Additionally, families who have past due tuition are not eligible for tuition assistance.

Tuition Payment Options

Early Learning Center

Payment options are via EFT (direct withdrawal from your bank account) or credit card (fees may apply). Families set up their own payment plan which can vary from a 12-month/10-month/quarterly/annually payment plan. (All annual payments must be received on or before the end of business on August 20th.) Any circumstances requiring deviation of this policy would be rare and at the discretion of the Principal and the Pastor.

The summer program is a separate, additional enrollment and payment. Payments will be in addition to your regular school year payment plan. (If you do not pay annually, you will be responsible for paying BOTH your monthly/quarterly school year tuition payment AND the summer program monthly tuition.)

Please note: A late fee of \$5.00 per minute, per child will be charged for drop off before opening hours and pick-up after 5:45 PM.

Children in Preschool-C/B & Pre-K who are not toilet trained will be charged at the Preschool-A rate due to the extra staff required to meet their toileting needs (i.e. changing diapers, multiple accidents in a day, daily accidents during the week, etc).

SCHEDULE

Hours of Operation

The Early Learning Center will be open from 6:45 AM until 5:45 PM, Monday through Friday. The center will be closed on all non-school days. A yearly calendar will be provided at the time of registration.

Typical Daily Schedule

6:45-8:00 ARRIVAL TIME; CENTER ACTIVITIES

8:00-8:35 CLEAN UP/MORNING WORK/BOOKS

8:35-9:00 LARGE GROUP LANGUAGE LESSON, SMALL GROUP PRACTICE

9:00-10:00 SNACK/OUTDOOR TIME, OUTDOOR ACTIVITIES

10:00-11:00 AGE SPECIFIC LEARNING CENTERS

11:00-11:30 STORYTIME/DISMISSAL/WASH UP/PREPARE FOR LUNCH

11:30-12:30 LUNCH AND OUTDOOR TIME

12:30-2:30 REST TIME

1:30-2:30 QUIET CENTERS

2:30-3:30 SNACK/OUTDOOR PLAY

3:30-4:30 ENRICHMENT CENTERS

4:30-5:00 SNACK TIME/BOOKS

5:00-5:45 SELF-DIRECTED CENTERS/OUTDOOR TIME

Our "Rest Time Policy" - We will give all children 1 hour to fall asleep with encouragement, peaceful music and help from the teacher. If at that time, they are still awake and restless, we will give them a book or a quiet activity.

MEALS AND SNACKS

Children who eat a well-balanced lunch are healthy and more likely to learn in the classroom. All Saints Catholic School supports increased emphasis on nutrition as well as physical activity at all grade levels to enhance the well-being of our students.

Classrooms will have designated snack times every few hours throughout the day, along with a 30-minute lunch time. All snacks and lunch will be brought from home and must include the required nutritional components of at least one dairy product, one protein, two fruits or vegetables.

Make every bite count with the dietary guidelines:

[Dietary Guidelines for Americans, 2020-2025](#)

Healthy U.S.-Style Dietary Pattern for Children Ages 2 Through 8, With Daily or Weekly Amounts From Food Groups, Subgroups, and Components

CALORIE LEVEL OF PATTERN ^a	1,000	1,200	1,400	1,600	1,800	2,000
FOOD GROUP OR SUBGROUP^b	Daily Amount of Food From Each Group (Vegetable and protein foods subgroup amounts are per week.)					
Vegetables (cup eq/day)	1	1 ½	1 ½	2	2 ½	2 ½
	Vegetable Subgroups in Weekly Amounts					
Dark-Green Vegetables (cup eq/wk)	½	1	1	1 ½	1 ½	1 ½
Red and Orange Vegetables (cup eq/wk)	2 ½	3	3	4	5 ½	5 ½
Beans, Peas, Lentils (cup eq/wk)	½	½	½	1	1 ½	1 ½
Starchy Vegetables (cup eq/wk)	2	3 ½	3 ½	4	5	5
Other Vegetables (cup eq/wk)	1 ½	2 ½	2 ½	3 ½	4	4
Fruits (cup eq/day)	1	1	1 ½	1 ½	1 ½	2
Grains (ounce eq/day)	3	4	5	5	6	6
Whole Grains (ounce eq/day)	1 ½	2	2 ½	3	3	3
Refined Grains (ounce eq/day)	1 ½	2	2 ½	2	3	3
Dairy (cup eq/day)	2	2 ½	2 ½	2 ½	2 ½	2 ½
Protein Foods (ounce eq/day)	2	3	4	5	5	5 ½
	Protein Foods Subgroups in Weekly Amounts					
Meats, Poultry, Eggs (ounce eq/wk)	10	14	19	23	23	26
Seafood (ounce eq/wk) ^c	2-3 ^d	4	6	8	8	8
Nuts, Seeds, Soy Products (ounce eq/wk)	2	2	3	4	4	5
Oils (grams/day)	15	17	17	22	22	24
Limit on Calories for Other Uses (kcal/day)^e	130	80	90	150	190	280
Limit on Calories for Other Uses (%/day)	13%	7%	6%	9%	10%	14%

Healthy U.S.-Style Dietary Pattern for Toddlers Ages 12 Through 23 Months Who Are No Longer Receiving Human Milk or Infant Formula, With Daily or Weekly Amounts From Food Groups, Subgroups, and Components

CALORIE LEVEL OF PATTERN ^a	700	800	900	1,000
FOOD GROUP OR SUBGROUP ^{b,c}	Daily Amount of Food From Each Group ^d (Vegetable and protein foods subgroup amounts are per week.)			
Vegetables (cup eq/day)	½	¾	1	1
	Vegetable Subgroups in Weekly Amounts			
Dark-Green Vegetables (cup eq/wk)	1	½	½	½
Red and Orange Vegetables (cup eq/wk)	1	1 ¾	2 ½	2 ½
Beans, Peas, Lentils (cup eq/wk)	¾	½	½	½
Starchy Vegetables (cup eq/wk)	1	1 ½	2	2
Other Vegetables (cup eq/wk)	¾	1 ¼	1 ½	1 ½
Fruits (cup eq/day)	½	¾	1	1
Grains (ounce eq/day)	1 ¾	2 ¼	2 ½	3
Whole Grains (ounce eq/day)	1 ½	2	2	2
Refined Grains (ounce eq/day)	¼	¼	½	1
Dairy (cup eq/day)	1 ½	1 ¾	2	2
Protein Foods (ounce eq/day)	2	2	2	2
	Protein Foods Subgroups in Weekly Amounts			
Meats, Poultry (ounce eq/wk)	8 ¾	7	7	7 ¾
Eggs (ounce eq/wk)	2	2 ¾	2 ½	2 ½
Seafood (ounce eq/wk) ^e	2-3	2-3	2-3	2-3
Nuts, Seeds, Soy Products (ounce eq/wk)	1	1	1 ¼	1 ¼
Oils (grams/day)	9	9	8	13

PARENT ACCESS

We have an open-door policy. Feel free to drop in and join us ANYTIME. Parents and Grandparents are always a fun addition to recess, too. Please sign in upon arrival at the main office before entering the classroom. All volunteers must have a background check through VIRTUS which you can access through our school's website. As of July 28, 2019, Engrossed House Bill 1638 removes the option for a personal/philosophical exemption to the MMR (measles, mumps, and rubella) vaccine requirement for schools and childcare centers. The new law also requires employees and volunteers at childcare centers to provide immunization records indicating they have received the MMR vaccine or have proof of immunity.

SIGN-IN/OUT

We ask that all children be to school by 8:15 a.m. as that is when our core curriculum portion of our day starts. Not only will this lesson class time interruptions, but it will help children maintain their structure/routine and ensure they are not missing out on curriculum.

*We ask that Preschool A children arrive by 8:30 a.m. to help ensure their ability to acclimate to classroom routines and be able to settle down for rest time.

Checking your child in and out is a requirement. An authorized adult is required to check in and then check out your child daily. Children will need to undergo a health screening, with the adult dropping them off, before entering the building, which can include a temperature scan. Any child with a temperature above 100.4, exhibiting any symptoms of COVID-19, or stomach bug will not be able to

attend. Children exhibiting signs of illnesses will need to wait until a full 24-hours after symptoms subside or have a doctor's note to be able to come back to the program.

(AM Pre-S with Ms. McMeel and AM Pre-K with Mrs. Korth children in Building 2 will be dropped-off & picked-up on the backside of the building, entering through the playground gate.)

Please notify your child's teacher if someone different will be picking up your child or if they will be picked up at a different time.

Children will not be released to siblings who are less than 16 years of age.

At any time, children are only released to parents with legal custody, legal guardians or persons listed on the registration form. When in doubt, WE WILL REQUIRE PHOTO ID. In the unlikely event an unfamiliar person who is not on the authorized pick-up form tries to pick up a child, we will do the following:

- Inform the unauthorized person of this policy.
- Inform the parent with legal custody that an unauthorized person has appeared at school.

It is our policy to refuse to release a child to anyone who is impaired. We will call another individual on the authorized pick up list.

PLEASE SEE THAT YOU HAVE MADE VISUAL AND VERBAL CONTACT WITH A STAFF MEMBER BEFORE LEAVING YOUR CHILD, OR WITH YOUR CHILD.

Please help keep our students safe and do not open the classroom gates when you arrive. Please wait for staff to open the classroom gates to let your child only in. Families need to remain outside of the classroom unless cleared and signed up to volunteer.

Please note: A late fee of \$5.00 per minute, per child will be charged for drop off before opening hours and pick-up after 5:45 PM.

CHILD ABUSE/NEGLECT

Staff members are LEGALLY OBLIGATED to report any suspected child abuse or neglect cases.

In all cases, the facts, discussions, and meetings will be kept confidential between the family in question and the involved staff members. Once a report has been called into the Child Protective Services, the agency has 24 hours to begin an investigation. The Dept. of Children & Families will make a determination of abuse or neglect. If a parent suspects child abuse/neglect at school, s/he should IMMEDIATELY notify the Director.

BEHAVIOR MANAGEMENT AND DISCIPLINE

Discipline at All Saints School presupposes a joint effort of both home and school. It should be considered an aspect of moral guidance and not a form of punishment. As teachers, we have an obligation to educate the whole child. Teachers will participate in annual trainings to support positive social and emotional development, reducing challenging behaviors and trauma informed care. We are preparing the child not only for the present, but also for the future.

- We set developmentally appropriate goals for the children's behavior
- We anticipate problems and redirect
- We phrase our requests in positive ways
- Whether we are praising or correcting, we focus on the deed and not the doer
- We rely on natural consequences
- We use logical consequences
- We help children make amends
- We encourage children to express themselves with words
- When needed, we give them the words
- We encourage children to come up with their own solutions to problem situations

We find it is effective for a child to find something else to play with (a logical consequence) rather than to put the child in a time-out. However, we will use "time-away" if a child needs to be removed from a situation in order to protect the child, teacher, or other children. If your child is demonstrating unsafe behaviors they will be asked to sit by themselves, under close supervision, until they can rejoin the class safely. Parents may be called to pick up their child if they are endangering themselves, or others and staff are unable to reduce or eliminate safety concerns.

We will not subject any child to humiliation, ridicule, frightening threats, spanking or other forms of physical punishment.

When challenging behaviors arise, staff will work with families to create and enact a behavior support plan. After the first incident, a detailed note is sent home, documenting behaviors including date, times, and context. Teachers will connect with parents at dismissal (if available) to address any immediate concerns. If challenging behavior continues, a parent-teacher conference is set-up to discuss challenges, goals/plan for helping the child be successful in our program. Teachers and staff will continue to document ongoing observations, interventions, and modifications while communicating with families as part of the behavior plan support process.

If challenges continue, a meeting will be set up with school administration, teachers, and families to see what other solutions can be developed. Teachers and staff may reach out to local agencies for additional support and consultation, including early learning coaches or mental health consultants through BrightSpark Early Learning Services. Teachers and staff will partner with families to provide referrals for additional developmental and behavioral screenings through their public school district (Child Find in Puyallup SD).

One solution we have on hand is an occupational therapist, Lauren Rien. Lauren is the owner and occupational therapist at Beyond Barriers Therapy. Her role is to provide on-site occupational therapy support to students as an independent provider working in collaboration with the school. Because All Saints is a private school, some services that children may benefit from are not always as readily accessible as they would be in a public-school setting. Her role helps bridge that gap by offering supportive services in a way that is convenient, collaborative, and integrated into the school environment. The support is provided in areas such as fine motor development, sensory regulation, classroom participation, and early learning skills that help children succeed in their daily routines. Services are always provided with parent consent and are tailored to each child's individual needs. Additionally, because the services are on-site, it provides a great opportunity for collaboration with

teachers to support students within the classroom and school environment. Then, that is communicated to parents to maximize carryover to all settings. The goal is to provide an additional resource to All Saints families/students and staff that is accessible, supportive, and seamlessly integrated into the school setting.

We reserve the right to terminate any child's attendance if it is determined that the child is not benefiting from our program, if we are no longer able to meet the needs of a child or there are continuous unsafe behaviors towards themselves or others.

NOTICE OF NON-DISCRIMINATORY POLICY AS TO STUDENTS

All Saints School admits students of any race, sex, color, national and ethnic origin, age, and handicap to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, sex, color, national and ethnic origin, age or handicap in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

RELIGIOUS AND CULTURAL ACTIVITIES

Foundation Statement for the Catholic Schools (Study of 1993)

The primary purpose of the Catholic schools in the Archdiocese of Seattle is to promote the internalization of the Good News of Jesus Christ as it is expressed in the Catholic vision and worldview. Specifically, the Catholic schools are to aid Catholic families and Catholic communities in the formation of their children as Catholic Christians while providing a high-quality, academic education. The schools may also provide students of other faith traditions with a high-quality education in the context of the Catholic value system and worldview.

The goal is to develop within the students a Catholic identity and lived expression, built on a base of Catholic history and acknowledging the student's cultural identity. This goal is to be met by explicitly articulating the Faith and explicitly engaging society and culture from a Roman Catholic perspective.

Catholic identity is to be expressed through an appreciation of Catholic values and the formation of strong moral character. And it is understood that Catholic identity and expression becomes internalized over time through a process of formation.

This process must be supported by specific policies and programs designed to model, promote, support, clarify, teach and instill the Catholic faith in our children.

The Catholic schools will continue to be as diverse as their sponsoring communities, while they remain linked together by their common faith and vision, by shared resources and services, and by a canonical and pastoral relationship to the Archbishop in his role as the chief teacher of the local church.

TRANSPORTATION POLICIES

Field Trips (Policy established in correlation with Seattle Archdiocesan Guidelines)

*Field Trips for the school year will be contingent upon the county's current regulations. *

Field trips are planned by the teacher to enrich the curriculum. They are a privilege afforded to students; no student has an absolute right to a field trip. Students can be denied participation if they fail to meet academic or behavioral requirements. Parents are asked to note carefully all arrangements for field trips. Written parental permission is absolutely necessary for any student to participate in the field trip. Students who do not have a signed permission slip will not be allowed to go on the trip. Phone calls will not be accepted in place of the written form. Only students currently enrolled at All Saints School are allowed to participate on field trips. Parents who drive or volunteer for field trips must find childcare for their children not enrolled at All Saints School. Safe Environment training and a background check are required for all drivers and chaperones.

If a private passenger vehicle is used, then the following information must be supplied, and the driver must certify this information.

- The driver must be 21 years of age or older.
- The driver must have a valid, non-probationary driver's license and no physical disability that could in any way impair his/her ability to drive the vehicle safely.
- The vehicle must have a valid and current registration and license plates.
- Students must always wear seat belts.
- Children under six years old and/or sixty pounds must be seated in a regulation child's seat.
- The vehicle must be insured for the following minimum limits: \$100,000 per person/ \$300,000 per occurrence.
- A signed Driver Information Sheet on each vehicle must be submitted to the office prior to the field trip.

*Each driver/chaperone must have a background check through VIRTUS which you can access through our school's website. As of July 28, 2019, Engrossed House Bill 1638 removes the option for a personal/philosophical exemption to the MMR (measles, mumps, and rubella) vaccine requirement for schools and childcare centers. The new law also requires employees and volunteers at childcare centers to provide immunization records indicating they have received the MMR vaccine or have proof of immunity.

Each driver and/or chaperone should be given a copy of the approved itinerary including the route(s) to be followed and a summary of his/her responsibilities. The following supervision requirement should also be maintained; there should be one adult for every ten students.

If parent drivers are used, all drivers will be responsible to see that all students assigned to their car leave and return, seat-belted in the same car. Each driver will carry emergency forms for students riding in her/his car.

NOTE: NO ADDITIONAL SIDE STOPS ARE ALLOWED. This includes special arrangements for lunch, treats, or at destinations not specifically included by the teacher in the field trip.

Drivers must complete required insurance forms in September. These will be kept on file in the school office. The school does not carry liability insurance for injuries. Drivers must have completed the background check through VIRTUS and show proof of MMR.

All field trip chaperones are expected to follow the directions and guidelines of the teacher regarding each specific field trip and not deviate from these directions. Chaperones are in charge of the children they are assigned to and need to keep constant supervision on them.

Student must have an All Saints School red sweatshirt, All Saints School red cardigan, or All Saints School red vest to wear on a field trip, unless the field trip has been designated as a non-uniform field trip by the director.

Immunizations

Prior to entry, attendance or transfer to a Level 1 or 1b Catholic pre-school through high school in the Archdiocese of Seattle, students must present proof of having had the immunizations as required by Washington State law. The Certificate of Immunization Status, provided by the Washington State Department of Health, must be signed and up-to-date.

Every student enrolled in a Level 1 or 1b Catholic School in the Archdiocese of Seattle shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the immunization schedule adopted by the Washington State Department of Health Services. The only exception to the foregoing requirements for students in our Catholic schools is a medical exemption signed by a licensed professional (M.D., N.D., D.O., ARNP, or PA. authorized to practice in the State of Washington, including the physicians license number.

ILLNESS

Sick Policy

Your child's health is important to us and we want to maintain a healthy environment for all children and staff. We will not allow ill children to remain at school. Children will need to undergo a health

screening, with the adult dropping them off, before entering the building, which may include a temperature scan. Any child with a temperature above 100.4, exhibiting any symptoms of COVID-19 or a stomach bug will not be able to attend. Children exhibiting signs of illnesses will need a doctor's note to be able to come back to the program, or at least 24 hours have passed since recovery.

Please keep your child at home if:

- Diarrhea, 3 or more water stools in a 24-hour period
- Vomiting within a 24-hour period
- Rash, body rash not associated with diapering, heat, or allergic reactions (especially if associated with fever)
- Thick mucus or pus draining from the eye
- Fever, temperatures greater than 100.4 degree Fahrenheit (especially with sore throat, rash, vomiting, diarrhea, ear ache, irritability or confusion)
- Sore throat, with fever, swollen neck glands or strep exposure
- Appearance, listlessness, pale, lack of appetite, confusion or irritability

Children will be permitted to return when his/her temperature is normal for 24 hours without aid of fever-reducing medication and symptoms are getting better overall, or in some cases a doctor's note. (The doctor's note must be written on their letterhead and read that the child can return to school because what they have is no longer contagious.) Your child must have any prescribed medication, such as antibiotics, in his/her system for at least 24 hours before returning. No medication can be administered by school personnel without written permission of the prescribing physician or dentist. Medications are kept out of the reach of children.

Children are typically less contagious when symptoms are getting better overall and children have not had a fever - not using fever-reducing medication for at least 24 hours, but it still takes more time for their body to fully get rid of the virus. During this time, they may still be able to spread the virus to others. Using precautions (wearing a mask) for the next 5 days can help reduce this risk.

People with COVID-19 are often contagious for 5-10 days after their illness begins.

People with flu may be contagious for up to 5-7 days after their illness begins.

People with RSV are usually contagious for 3-8 days after their illness begins.

If a child arrives ill, it is the teacher's responsibility to remind the parent of our "sick policy" and regretfully decide that the child must go home. This is awkward for the teacher, and confusing and disappointing for the child, so please adhere to our sick policy because WE ARE STRICT ABOUT IT AND WILL FOLLOW IT FROM THE FIRST DAY OF SCHOOL TO THE LAST.

If your child is unable to attend school, please call the school to report the absence or email your child's teacher. If your child is ill, please indicate the nature of the illness. If a child becomes ill during the school day, the teacher will notify the parent to pick up their child. If your child is sent home with any of the above symptoms, they may not return for 24 hours symptom-free or a doctor's note.

Communicable Diseases

When children have been exposed to communicable diseases such as hepatitis, measles, or strep infection, all staff members and all parents/guardians of children will be notified immediately. With any infectious disease, we ask that you seek your physician's advice and always notify us of the disease. A release from your child's physician is required for the child to re-enter the classroom.

Hand Sanitizer

As necessary, hand sanitizer is used in the classroom, or on field trips, as a supplement (never a replacement), for regular hand washing. The U.S. Centers for Disease Control & Prevention only recommends hand sanitizers with at least 60% alcohol. Sanitizer is dispensed only by teachers. A permission form is sent home at the beginning of each school year.

Teeth Brushing

Education about oral hygiene is taught throughout the school year. Performing daily tooth brushing is a personal care routine that every child with at least one tooth needs. Children should have their teeth (properly) brushed (with fluoride toothpaste) at home twice a day.

[Oral Health Tips for Children | Oral Health | CDC](#)

MEDICATION MANAGEMENT

Any student requiring any type of medication, this includes all prescription and non-prescription medicine must have the oral medication form signed by a doctor or physician assistant. The school will administer medication to students only when the following criteria are met:

- Necessary medications are provided by the parent/guardian, in the original container provided by the pharmacy, and given to the Lead Teacher in the child's room. Parents will need to train teachers on how to administer the medication.
- Written request and instructions for the administration of medication at school must be provided by the parent/guardian and the family physician, dentist, physician assistant, nurse practitioner or anyone in the doctor's office who has prescription signing authority. (Authorization forms are available from the school office.) Over the counter medication must be administered per the directions on the container, if the required dosage is different, a doctor's signature is required.
- Medication will be administered by designated and trained staff member(s) only. This policy applies for all medications, prescription and over the counter (e.g. aspirin, Tylenol, cough drops).

Parents of students with special needs should inform the school office and the student's teacher of pertinent information.

- No medication will be carried by students at any time unless an exception has been made by the principal or physician with regards to an inhaler for asthma or life-threatening allergy.
- After giving a child medication the staff will document this including the date, time and amount.

MEDICAL EMERGENCIES

Incidents; cuts, scratches, bumps and bites are reported on an Incident Report form. Parents sign the report. A copy is placed in the child's file. Minor scrapes and bruises are treated with soap, water, ice, Band-Aids and hugs. Bug bites are treated with ice. In the case of minor injuries, the child will be cared for as above and parents will be told of the incident at the end of the school day. In cases of serious injury, staff will first notify the paramedics, then the parents of the child.

EMERGENCY OR DISASTER PLAN

In the event of an emergency such as an earthquake, fire, lock-down or lahar, the All Saints Catholic School Emergency Plan will be enacted.

Earthquake Procedures

When an earthquake occurs:

1. Get students away from windows, take cover under desks or tables and hold on.
2. Remain under shelter until shaking stops.
3. Take attendance and note if anyone needs help.
4. Take emergency backpack, coats and backpacks.
5. Place red (HELP) flag on door if anyone is trapped in the room.
6. Evacuate the building to designated area.
7. Take attendance, gather with buddy class and report to office staff.
8. Do not re-enter building until "all clear" is given by office.

Fire Procedures

When a fire alarm sounds

1. Turn off lights and close all doors and windows.
2. Take emergency backpack.
3. Evacuate to designated area.
(Far end of parking lot.)
4. Take attendance and report to office staff.
5. Do not re-enter building until "all clear" is given by office.

Lahar Evacuation

1. Turn off lights and close all doors and windows.
2. Give each student an earthquake kit.
3. Get coats and backpacks.
4. Take emergency backpack, ropes, & wagons.
5. Proceed to designated meeting area.
6. Take attendance.
7. Report attendance to office staff.
8. Proceed with class along designated evacuation route single file with ropes/wagons.
(Bethany Baptist Church 713 S Hill Park Dr., Puyallup, WA)
9. Injured students will receive transportation to higher ground and first aid by designated staff members in personal cars.

Lockdown Procedure

If a lock down is required:

1. **Immediately** lock classroom doors after bringing any students indoors.
2. Close curtains.
3. Have students sit on the floor near wall opposite of the windows and out of view of anyone looking in or another safe area.
4. Take attendance.
5. Remain silent.
6. **DO NOT** open the door to **ANYONE** except faculty, administration or police.
7. Stay off the phone.
8. Remain in lockdown until an announcement is made that the situation is safe.

Bomb Threat

If you receive a bomb threat:

1. Attempt to get specifics as to where the bomb is located, when it is set to go off, why was it sent and what does it look like.
2. Immediately notify the administrator.
3. Evacuate if the threat is direct and immediate.

If notified by administration of bomb threat:

1. Take emergency backpack, coats and backpacks.
2. Evacuate to designated meeting area.
3. Quickly scan your room for any unfamiliar packages, boxes or bags and note their location.
4. Do not allow anyone to re-enter the building once they have left.
5. Take attendance and report to office staff.
6. **DO NOT USE CELL PHONES.**
7. Do not enter building until the office staff gives the "all clear".

Inclement Weather

When inclement weather makes it necessary to close the school, parents will receive notice via radio stations (KOMO, KING, and KIRO) and TV channels (KOMO, KING, and KIRO). Please, listen to early broadcasts between the hours of 5:30 AM and 8:00 AM and always look specifically for All Saints Catholic School. Additionally, families will receive a notice through the Finalsite parent notification system. You can also log onto the All Saints Catholic School website. We will attempt to change the message on the school telephones. If there is no school, there will be no Extended Care services. If it is a late start, there will be no AM Pre-School nor AM Pre-K classes. On days when the school has a delayed opening due to weather conditions, Extended Care and the Early Learning Center will begin 30 minutes prior to the opening of school. Please do not drop off your student at school when there is no adult supervision. This includes dropping students off at Church. If the weather turns hazardous during the school day, parents who can pick up their student(s) early are expected to do so. For those parents who work or cannot pick up their child, the student will remain at school under Extended Care supervision until they can be picked up (please refer to Extended Care Policy). We do not employ a late start policy; rather no one is marked tardy on days when it may be problematic to arrive at school on time. We realize that safety is a primary concern and that some families may either have to arrive late or miss school altogether.

UNIFORM POLICY (Revised August 2011)

Parents are expected to help children follow the school uniform code. At All Saints School we wear uniforms because:

- They represent our Catholic school image.
- They discourage differences brought about by various income levels, thus eliminating unnecessary peer pressure and allowing the attention of the students to be directed to learning.
- They assure that the dress standards of the school emphasize neatness.
- They promote an image of pride both at and away from school and help create a positive climate of discipline and responsibility.
- They are less costly to families and more easily maintained.
- They promote an attitude of moderation and modesty.

***Please have a complete change of clothes in your child's bag, cubby, or hook and label each item.**

Pre-School A

No uniform required.

Pre-School C/B & Pre-K

Expectations

- It is expected that students will be in uniforms that fit properly and are neat and clean.

- It is expected that students will be in uniforms that are in good repair.
- Shirts and blouses are to be tucked in.
- T-shirts worn under the uniform shirt or blouse must be plain white.
- Uniforms must be appropriately sized and must be appropriately worn.
- Girls must wear shorts underneath their skirts/jumpers.

Sweaters

Red All Saints sweaters and sweatshirts with monogram are part of the uniform and may be worn every day of the year. Only uniform sweaters purchased from the Skobels or used uniform sale may be worn to school. These include red fleece vest, red V-neck vest and cardigan. Uniform sweaters and sweatshirts are to be worn during the day if a child is cold, non-uniform sweaters/sweatshirts are not allowed.

Blouses

Girls: Short-sleeved, white blouse with Peter Pan collar, white button front polo (long or short-sleeved), white long-sleeved turtleneck pullover may be worn. All blouses and shirts should be tucked into the waistband. No crests or logos are allowed on blouses.

Shirts

Boys: White polo (long or short-sleeved), white long-sleeved turtleneck. All shirts should be tucked into the waistband. No crests or logos are allowed on shirts.

T-Shirts

Red All Saints School t-shirts with the All Saints School logo are allowed on Fridays only. These shirts are available to purchase online.

Sweatshirts

Red All Saints School sweatshirts for Pre-School through 8th grade that are purchased through the Skobels and they may be worn every day. Only uniform sweatshirts are to be worn during the school day. They may be no longer than 4 inches below the waist and sleeves may not extend beyond the fingertips.

Vests

Red All Saints vests may be worn every day. These must be purchased through Skobels.

Pants

Grades Pre-School through 5th grade wear navy blue cotton twill pants (Uniform Store style). (Uniform Store style & color) cotton twill, ankle length, and straight-legged pants, with no cargo pockets, adornments or stitching. Pants must be worn at the waist.

Jumper

Girls in grades Pre-School through 5th grade wear the Lloyd Plaid jumper available at Skobels. The length is to be no greater than the top of the kneecap. Pre-School and Pre-K may also wear the solid Navy jumper available at Skobels. Please have children wear shorts under their skirts/jumpers.

Skorts

Girls in grades Pre-School through 5th grade may wear Lloyd plaid skorts available from Skobels.

Walking Shorts

Dark navy twill walking shorts (no shorter than 2" above the knee, no cargo shorts) for grades Pre-School through 8th grade are permitted throughout the school year. No sweat, jersey or corduroy shorts are allowed. The shorts must not be below the knee and must be worn at the waist.

Socks

All students are to wear socks (knee-highs or anklets) or tights at all times. Pre-School & Pre-K may wear leggings, under uniform skirts, as long as they are in uniform colors.

Shoes

Athletic shoes are recommended each day. Shoes must be solid uniform colors (black, white, red, blue, gray, brown or green). No light up, blinking shoes or Heelys (wheeled shoes) are allowed. Shoes must be tied or velcroed tightly. No flip flops or boots are allowed to be worn any time at All Saints Catholic School.

Hair

Hairstyles are to be neat, clean and conducive to a quality-learning environment. Hair coloring should be natural, without dyes, bleaches or streaks. Length of hair on boys is to the middle of the collar and not covering the ears. Boys and girls are to keep their hair out of their eyes. Hair ornaments should be kept to a minimum and must be colors of the uniform: solid white, red, dark green, or navy blue.

Jewelry and Make-up

Make-up is not allowed at any time, including non-uniform days. This **includes fingernail polish**, artificial nails, tinted lip-gloss or lipstick, rouge, mascara, eye shadow, foundation make-up or powder. Tattoos and/or other body art are not allowed. Only one small pair of post earrings may be worn. No other jewelry is to be worn at school. The only bracelets allowed at school are medical alert bracelets. Watches are acceptable. A small cross or medal may be worn on a chain inside the blouse or shirt. These are safety issues.

Coats and Hats

Coats and hats may be worn outside only. During the school day they should remain in their cubby.
ELC Parent Handbook rev. 8/26 Page 19

Miscellaneous

No facial piercing of any kind is allowed.

Non-Uniform Dress / Pre-School A

Throughout the year students may have the opportunity to earn Non-Uniform Dress Days. Dress on these days must be neat, modest, and appropriate for school. Students may not wear cut-offs, tank tops/spaghetti straps, mini-skirts, spandex type fashions or T-shirts with sayings or designs, which advertise drugs, alcohol, or any other inappropriate subject matter or have sexual innuendos. Shirts, sweatshirts and dresses must cover the shoulders. No exposure of the mid-drift. Shorts worn on non-uniform days must be the same length of uniform shorts. Non-Uniform dress clothes must be appropriately sized and must be appropriately worn. Students who disregard these guidelines will lose the privilege of Non-Uniform dress.

OTHER POLICIES

Birthdays and Holidays

Birthdays and holidays are special indeed and we will celebrate in the classroom. Your child's teacher will inform you of their classroom's birthday celebration agenda. We regret no food treats are allowed due to allergies. Party invitations may be sent through school as long as the entire class is invited. If you are not inviting everyone, they need to be delivered outside of school.

Communications with Parents

By the beginning of each week, teachers post a copy of that week's curriculum plans/activities. Parent information bulletin boards are located near the front doors. A monthly calendar and newsletter will also be published, and email addresses are available for each teacher and the director.

We value good communication between parents and staff, any time a child transitions we will ask families to meet with teachers for a conference. We encourage email communication, phone communication and respect each family's right to have a conference if at any time there is a need.

We involve families in their child's progress and growth in the following ways:

- One-on-one conversations with parents at drop-off and/or pick-up
- Email parents information and answer questions
- Share results of CDC screening tool (copies stored in child's file)
- Use a progress report (three times a year – November, March, June) to track children's growth and share our findings and insights (copies stored in child's portfolio)
- Take photos of children as they play, go through routines and tasks; document the area based on the Washington State Early Learning Guidelines
- Write anecdotal notes about what children are doing throughout the day in play, routines and tasks

- Write trimester goals for children based on our observations, documentation, and conversations with parents
- Keep notes/emails about conversations we have with parents to help us better understand and work with their children
- We use WAKids tools to gain more information, from the parents, about each child

All of the above observations and documentations are used as we plan for children, making sure each child is having an individualized daily experience.

Confidentiality of Student Records

Student records are open only to the particular child's teacher, the Director, an authorized employee of the licensing agency, or the child's parent or legal guardian.

Developmental Screenings

We will conduct CDC screenings on all children, ages 18 months -5 years, who are not yet in Kindergarten, within 45 calendar days of students' enrollment dates. Staff will partner with families to complete the screening in the child's home language.

The results of the screening will be shared via email and printed handout, in their home language using translated documents available from the CDC and/or Google Translate, with the children's parents/guardians within 30 calendar days of their screening date. Parents are encouraged to reach to staff with any additions and questions regarding the screening. Parents will sign and date forms, returning them to be kept in the child's file and a copy will be sent home. At this time information about how to find resources for developmental delays will be given to parents/guardians on an as-needed basis. The original screenings will be kept in the children's files located in the office and a copy will go home. All enrolled students will be rescreened annually within 45 calendar days of the new school year.

Ongoing Student Assessments

Lead Teachers conduct both formal (using COR Advantage by Kaymbu) and informal assessments on all children, ages 2 - 5, who are not yet in Kindergarten. These on-going assessments are done four times a year: within 30 days of enrollment and at the end of each trimester (November, March, & June). Assessments are kept in children's files, located in our office. Parent/teacher conferences are held in November where strengths and goals will be discussed, along with any other concerns. Additional conferences can be requested at any time during the year. At a parent/teacher conference both the formal & informal assessment results are shared with parents. A copy of the progress report is sent home at the end of each trimester, along with a Strengths & Goals report. Parents and teachers will discuss any additional concerns or goals to add to the report, the report is then signed and dated, and kept in the child's file (a copy goes home with the parents).

Information on children's strengths and goals gathered from these assessments is used to inform curriculum and plan daily activities, as well as to monitor children's progress. Teachers will partner with families to develop individualized plans to support each child's strengths and needs.

Transitions

Information is sent home, as children transition into our program, welcoming them and giving them an outline of our curriculum and child development expectations. The WaKIDS "Introducing Me" sheet is sent home as well to be filled out, brought back and stored in the Child's file. Information provided from this form will be used to help inform instruction for the child. Parents receive reenrollment information via Finals site, where they enroll online and mark where they intend their child to go. Transitions between classes only happens at the beginning of the new school year. The school has a Curriculum Showcase event during Catholic Schools Week where families may go and check out the other classrooms. Information about local Kindergarten programs is provided in the Family Resource Binder. Towards the end of the school year, older Pre-School A children will visit Pre-S C/B, Pre-S C will visit either Pre-S B or Pre-K, Pre-S B will visit & explore the Pre-K Room and the Pre-K will visit and explore the Kindergarten classes. Pre-K children will receive a copy of the DEL Kindergarten Readiness Tips as well as the WaKIDS Introducing Me Kindergarten pamphlet for families to fill out and give to their child's Kindergarten teacher.

Photo/Video Release

A parent-signed consent is included as part of the registration packet. Use of your child's photo will be for school use, such as portfolios, postings (including Facebook & Instagram), and newsletters. Photos or videos may also be used in promotional materials for the school.

Supplies

Each child needs:

Standard-Sized Backpack	Complete change of school clothes (To be kept in cubby/bag)	Water Bottle
Folder with Pockets	Fitted Crib Sheet (Full Time Only)	Blanket & 1 lovey (Full Time)
Family Photo	Rain boots to be kept in class	Up to 3 Snacks & Lunch

Toys from Home

Toys from home are not allowed with the exception of one special "lovey" for rest time.

No batteries, please.

School wide rules: No toy weapons (guns, swords, etc.)

CURRICULUM

At All Saints Catholic School Early Learning Center, we are dedicated to helping all children succeed. We want to ensure that we support each child academically as well as emotionally. Children's brains are built through play, relationships, and rich environments.

Children develop best by hands-on exploration and discovery where they can learn through purposeful play. When given time to explore and discover in a classroom environment that is rich with interesting materials, learning comes alive. The children develop self-confidence as they come to believe in themselves as competent learners. To accomplish this our highly-qualified teachers facilitate a supportive and intellectually stimulating environment where children can explore and learn from our different interest areas such as dramatic play, science center, writing center, block center, and art. We

use the Get Set For School curriculum program which explores Readiness & Writing; Language & Literacy; and Numbers & Math. We also use children's strengths and goals, based on individual assessments, to form curriculum. These kinds of learning experiences will better prepare them to be ready for, and have success in, school and in life.

We ask that all children be to school by 8:15 a.m. as that is when our core curriculum portion of our day starts. Not only will this lesson class time interruptions, but it will help children maintain their structure/routine and ensure they are not missing out on curriculum.

*We ask that Preschool A children arrive by 8:30 a.m. to help ensure their ability to acclimate to classroom routines and be able to settle down for rest time.

Readiness & Writing

This curriculum uses 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, capital letter and number formation.

Physical development and social/behavioral skills are particularly important in Pre-School. 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.

Language & Literacy

Children begin developing language skills from the moment they are born. The language and literacy curriculum actively teaches syllables, names and sounds of letters, words linked to content, new words in spoken language, how to respond to simple questions, and how to have discussions and share ideas.

The curriculum focuses on building rich vocabulary so that children learn a word's meaning and what a word represents so they begin to understand the network of concepts that goes with it. Children also learn the difference between drawing and writing, associate books with reading, 'read' environmental print, and ultimately learn the many benefits of early reading and writing.

Children also learn to identify letter symbols, both capital and lowercase, by letter names. They learn how these "symbols" work together to form printed words and how printed words related to spoken language.

Numbers & Math

The curriculum demystifies numbers and makes math concepts relevant and fun for children. With playful manipulatives, music, and rhymes, the numbers and math program teaches counting, comparisons, spatial awareness, patterning, sequencing, matching, sorting, problem solving, and even Pre-K geometry skills.

The curriculum helps students build number sense right from the start. They also get time to play with real objects and test their ideas so that math becomes real and meaningful. Children also develop oral language that helps them learn about and express math concepts.

Curriculum for the **Pre-School classes** will emphasize language development and literacy, social-emotional skills, numeracy, and movement. Activities you might see throughout the year include dramatic play, wheel toys and climbers, puzzles and blocks, manipulative such as lacing, pattern blocks, beads, and counting bears as well as lessons that emphasize language development and literacy. Students will explore basic science concepts with many hands-on projects often driven by student interest. Students will engage in activities that develop large motor skills such as balance, jumping,

skipping and hand-eye coordination. Music and art will be incorporated into many areas of the curriculum.

The **Pre-K class** incorporates all the components of the Pre-School class however adds a greater variety of experiences and more small motor activities like scissors, art, manipulatives, and cooking. They are more able to concentrate and remember as well as recognize objects by shape, color, or size. Four-year-olds are developing basic math concepts and problem-solving skills such as number recognition, patterns, counting and measuring as well as basic addition concepts. Additionally, our Pre-K class has a stronger emphasis on literacy skills including letter sounds, basic word recognition, writing letters and writing words using phonetics. The Pre-K class prepares students for success in Kindergarten.

Significance of 18 months, 2-3-4-5-year-old stage

Most important area is for adult to promote children's self-esteem. In every area of their development: physical, cognitive, psychosocial, the child strives and looks for adult support. They need periodic adult reinforcement in the form of one on one time, a hug, smile or touch. Preschoolers have a greater capacity than younger children for learning and abiding by simple rules and clear consequences. They enjoy playing with peers and the beginning of cooperative play and sharing develops. Conflicts can begin to be addressed with simple problem-solving techniques. Preschoolers develop in many areas and independence is helped with providing choices of a range of activities.

Program Goals:

1. To build self-confidence and a sense of self-worth by allowing choices within limits and to build on successful experiences.
 2. To promote and instill a sense of caring for, and sensitivity towards others.
 3. To provide a nurturing, relaxed, and non-sexist environment with caring adults where self-concepts are enhanced; independence encouraged; free choice decisions offered; social skills acquired; individuality respected.
 4. To provide large portions of time in which the child can spend with their friends in a range of different and satisfying activities. The activities will be drawn from the following curriculum areas: art, science, woodworking, cooking, music and movement, drama, language arts, large muscle, fine motor, and math games.
 5. To provide the child with opportunities to gain competence in a variety of skills and techniques that increases their interest and control over their environment.
 6. To provide for each child's physical well-being while in our care.
 7. To provide opportunities to develop large motor skills and coordination through physically active play.
 8. To develop in the child an active curiosity about the world in which they live and an enthusiasm for learning which stimulates exploratory behavior and creativity.
 9. To help the child gain self-discipline in an environment where they know the limits and expectations.
 10. To provide an atmosphere in the classroom which promotes respect for others and materials.
 11. To provide a wide variety of activities within a routine where cooperative play is encouraged.
- Curriculum areas are math, science, music and movement, large muscle, practical life, dramatic play,

language arts and fine motor activities. Through these activities, children are learning to be able to trust their own feelings about what they learn, hear, see and do and to begin sharing these experiences with others.

Language

To encourage verbal expression, and the sharing of ideas in a group situation:

- Names, areas of room, shapes, colors, textures, introduce classifying politeness, dramatic play. Following verbal and non-verbal directions, opposites, names of animals.
- Introduce spatial vocabulary (over, under), expressing emotions, labeling emotions.
- Recognizing each other's names, label our work with phrases, if children want phrases written on their work, documentation.
- Repeat introduce and practice new songs, finger plays, and role playing.
- Stories will be read frequently.
- Recognition of letters, numbers.

Gross Motor

- Coordination will be encouraged
- Hopping, balancing, running, crawling, climbing, jumping, throwing
- Outdoor play, climbing, swinging, obstacle courses with bikes
- Indoor play, body action songs, stepping, hopping, dancing

Large Muscle Skills

- Blocks and accessories
- Musical games
- Understand how their bodies can move
- Learn to control their body movements
- Improve self-confidence and self-concept
- Strengthen, tone and control their large muscles
- Improve skills in locomotion
- Learn to follow directions
- Learn to interact and play

Math

- Activities to recognize numbers, counting items

- Understand the relationship between a numeral and a set of objects
- Counting will become both meaningful and fun
- Learn terms such as big/little, more/less, etc.
- Recognize and name basic geometric shapes
- Awareness and appreciation of the practical uses of numbers children see around them every day, e.g. clock, calendar, money, etc.

Self Help

- To encourage the child to do it on his own
- To encourage eye hand coordination, patience, waiting turns, etc.
- How to sit in a circle, proper meal manners, hand washing, proper use of
- Materials.
- Zipping, snapping, buckling, scooping and pouring rice, sorting, wiping tables
- Pouring milk, juice, cereal, setting tables, food (taste and smell comparisons).
- Toddler Room children will be helped with potty training.
*Children may not transition to Pre-School/Pre-K Room until the new year & are fully potty trained. (Potty trained means children can: pull up/down their pants independently, wipe independently, wash their hands independently, are able to ask (verbally/sign/picture/gesture) to use the bathroom.

Social Emotional

- Games involving sharing and communication, develop respect for teachers and others
- Develop sense of pride in the environment by active participation in room set up
- Develop the concept of sharing and giving, increase self-concept by discussion of physical growth
- Learn to share
- Learn to take responsibility for cleaning up
- Learn to take responsibility for all actions
- Deal with emotions
- Accept each other's differences: cultural, personalities, sizes, etc.

Art

Art will be incorporated to enhance and encourage creativity, fine motor skills, color, usage, perception, and eye-hand coordination. Different media will be introduced, and use encouraged. Cutting, pasting, chalk, basic collages, easel painting, finger painting, play dough, primary colors and secondary colors, gluing, watercolors, colored chalk, play dough, tracing, and mobiles are some of the media that will be used.

- Eye-hand coordination practice

- Experiment, explore, and express feelings difficult to put into words
- Develop small muscle coordination
- Gain pleasure and satisfaction through different techniques
- Develop concepts of color, line, and texture
- Develop concepts of shape, form and design
- Experience freedom from inhibitions
- Understand that two colors make another color

Manipulatives

The manipulative shelf is an open area during free play and planned activities. This equipment changes as needed. These activities enhance fine motor skills, eye-hand coordination, and perception. The equipment used includes: puzzles, large/small beads, sorting, pegs and peg boards, table blocks, stacking cylinders, texture board, table, matching texture, color, fabric, eye droppers, baster, play dough, zipping, buttoning, lacing, and sewing.

Fine Motor Activities

Cutting, coloring, tracing, writing, zipping, buttoning, snapping, pegs, puzzles, clay, play dough, silly putty, lacing, pouring, washing, wiping, small block and Lego building,

Dramatic Play

- Have experiences to develop ideas and thoughts
- Come to understand his world and people in it
- Develop creative expression
- Develop language skill as they speak, listen and communicate
- Role play family members

Block Play

- Have opportunities for isolated, parallel and cooperative play
- Gain sense of power and achievement in the physical world
- Experience emotional release through dramatic play
- Engage in physical experiences through lifting, carrying, and piling
- Use creative expression and sense of design
- Develop skills in problem solving, numbers concepts, and language
- Develop creative expression
- Develop language skills as they speak, listen, and communicate
- Role play family members

Reading Readiness

- Develop and improve listening skills

- Follow directions
- Learn the letters of the alphabet and their sounds, as children become interested.
- Notice likenesses and differences
- Develop the skill of sequencing
- Develop the skill of matching

Books and quiet areas

- Learn to relax
- Learn to appreciate good books
- Learn to enjoy being alone

Science

- Develop an awareness of the natural environment
- Discover the natural characteristics of water
- Enjoy sensory experiences
- Sort and classify based on size, shape, and texture
- Develop an awareness of their bodies

Music

- Develop listening skills
- Learn musical tunes, which they can repeat
- Learn to control motor impulses
- Enjoy and appreciate music
- Express freedom of movement
- Become familiar with different musical instruments.

Learning through Play

Many times, when parents observe or visit our classroom, they think the children are “just playing”. But the way children learn best is through play. As the children are going around and exploring all the different centers, here are some of the skills they may acquire:

Language Arts (books and flannel boards)

- Increases vocabulary growth
- Develops listening skills
- Develops reading readiness skills
- Develops oral language skills
- Encourages an interest in and respect for books
- Develops an appreciation of good literature

- Develops imagination
- Increases attention span

Science

- Develops observation and discrimination skills
- Develops respect for the environment
- Encourages a child's curiosity

Blocks and building materials

- Provides practice with social skills
- Develops gross and fine motor skills
- Teaches mathematical concepts (shape, size, balance, counting)
- Increases creativity and decision-making skills
- Develops visual discrimination skills
- Provides an opportunity for role play
- Increases communication skills and oral vocabulary

Housekeeping and dramatic play

- Provides an opportunity to role play home experiences
- Increases social development and communication skills
- Develops small and large muscle coordination
- Develops self-awareness
- Develops visual discrimination skills

****For Full Time Students Only****



All Saints Catholic School Early Learning Center is participating in Early Achievers. Early Achievers is Washington's Quality Rating Improvement System (QRIS) for childcare facilities that commit to providing high-quality early learning experiences for children birth to 5 years old. Washington State is among 36 other states that are in the process of implementing or testing a QRIS. Early Achievers is designed to support all programs no matter if you are just starting out in childcare or if you've been providing high quality care for years.

Early Achievers participants receive support and training from Child Care Resources in preparation for a quality rating based on a set of standards that have been shown to promote school readiness in children. The four quality standard areas are:

- Child Outcomes
- Curriculum & Learning Environment & Supports
- Professional Development
- Family Engagement & Support

We know that when children have access to high-quality experiences from birth through age 5, they are more likely to be successful in school and later in life.

Early Achievers is unique among other states' QRIS programs, in that participation is inclusive of many different early learning settings. Early Achievers participants can be licensed family childcare homes or licensed childcare centers, as well as Head Start or ECEAP and certified tribal or military facilities. The program is a statewide system administered by the Department of Early Learning. Child Care Resources is the contracted agency in King and Pierce Counties that partners with participating licensed family childcare homes and childcare centers to provide onsite technical assistance, coaching and professional development and training.